



## PHILADELPHIA UNIVERSITY

Paul J. Gutman Library

### Strategic Plan – 2015- 2017

#### 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 wide variety of relevant physical and digital collections which support the University's curricular and research goals.*

#### Values Statements:

**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 standards 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, technology strategies, and solutions.

**University Commitment:** Support the mission and goals of the University with engagement 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 (Association of College and Research Libraries [ACRL], 2011).

## **Strategic Goals, Process Delivery Outcomes, and Action Plans**

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

### **Process Delivery Outcome**

Continuously evaluate the marketplace for current technologies and information sources, and consult with the relevant user populations, in order to make wise selections, negotiate terms, secure adequate funding, and acquire, implement and maintain resources and systems which have demonstrated usefulness to the university community.

### **Considerations**

1. The library is no longer the user's primary starting point for research.
2. Indexes like ProQuest and EBSCO account for a small portion of users' initial discovery activities; Google and Google Scholar have become more prominent entry points for searching. (Schonfeld, 2015)
3. Discovery tools are more common gateways for library users' search initiation.
4. Content access and reading are more commonly done on mobile devices rather than computers (Schonfeld, 2015).
5. Remote authentication can be a barrier to library access.

### **Action Plan**

1. Continually review, evaluate, and improve the library's website to ensure that it meets user needs, promotes ease of access to information resources and incorporates up-to-date technologies and effective user interface design features.
  - a. Apply a variety of strategies (surveys, focus groups, observations, etc.) to assess user satisfaction with the website design and address deficits.
  - b. Simplify navigation, reduce the amount of content and number of individual webpages.
  - c. Continue reviewing, updating, improving, and deleting unnecessary Library Research Guides.
  - d. Assess and reconfigure Summon discovery tool.
  - e. Optimize overall site and individual resources for mobile access.
2. Improve the library website's reach and value to the university community and beyond.
  - a. Develop and implement a social media plan.
  - b. Support multiple online presences, incorporating the needs of the Specter Center and Design Center (Dempsey, 2015).
  - c. Promote and extend the hours of the library's chat service.
  - d. Develop a plan for continual assessment of usage over time to document:
    - i. Overall number of website visitors.
    - ii. Portion of library content access from the discovery tool.
    - iii. Number of uses of the discovery tool.
  - e. Make strategic changes based on assessment results. (Schonfeld, 2014)

3. Review and evaluate the library's Integrated Library System (ILS), make improvements in the public catalog, and keep abreast of advances in the ILS marketplace and associated technologies for possible library application.
4. Pursue collection management and development strategies which promote maintenance of a balanced, relevant collection (in many formats – digital, print, multi-media), and which provides optimal support for the University's academic programs regarding teaching and research activities.
  - a. Seek opportunities to convert serials and printed sources to electronic format where possible, feasible and supported by user needs and preferences.
  - b. Continue increasing eBook and database access; add new resources based on user input and curricular needs.
  - c. Expand use of patron driven acquisitions programs.
  - d. Continually assess usage data (ILL and database accesses) and communicate with primary users to inform decisions on retention of existing resources, and future acquisitions.
  - e. Develop and implement an operational plan for ongoing inventorying and weeding 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.

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

**Process Delivery Outcome:**

Library staff will implement effective outreach and communication strategies to promote understanding, awareness, and use of library services and resources by the university community.

**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.
  - a. Perform surveys as described in other Goals (1 and 3) to assess collections and space needs.
  - b. Administer LibQUAL survey every 3 years; review and assess other tools, such as MISO or other internal surveys.
  - c. Continue to solicit the Library Advisory committee for ideas and suggestions.
2. Create and utilize a variety of communication vehicles (such as the ones below) to regularly alert community members to new and existing services and resources:
  - a. Library-sponsored voluntary faculty and student programming for regular learning opportunities.
  - b. Presentations to students, faculty and staff, at student or faculty meetings.
  - c. Social Networking tools.
  - d. Digital signage for ongoing announcements.
  - e. Newsletters – print or email.
  - f. University committee participation. (continued)

3. Hold events and/or build specific resource collections within the library to draw more visitors to the library. Collaborate with staff departments, student groups, or individuals to host exhibitions, events, or programming of interest to the university community. (Example: Faculty book events; Design Center exhibition; Spiritual Library collection; Materials Library)
4. In support of the institution's strategic build, focus outreach efforts on PhilaU Online and international students

**Strategic Goal 3:** Renew and transform the library's physical environment to incorporate a Learning Commons (various educational spaces) which will enhance the library's role as a campus intellectual center supporting research, study, and learning.

#### **Process Delivery Outcome**

Continuously evaluate patrons' space needs and expectations, seek interior design guidance, and collaborative opportunities for effective space utilization and redesign. Make interim modifications where feasible to promote learning, support individual and group study, and the optimal utilization of the library's collections and user areas.

#### **Considerations**

1. There are competing demands for space throughout the university.
2. There are many shifting and conflicting ideas about what a current library is and should be.
3. Libraries need to support users' desire to access both digital and print formats, as social and economic forces have changed traditional library work, creating less need for collection space, but a continued need for a balance of collection and non-collection library spaces for study, reference service, browsing collections, etc. The library's value can be preserved and enhanced through openness to innovative, collaborative and non-traditional uses of library space (Fister, 2015).

#### **Action Plan**

1. Develop plans for a full library renovation and establishment of a Learning Commons.
  2. Support planning that incorporates a variety of user seating options, including small and larger group study areas, an enclosed 24/hour quiet study area, comfortable lounge seating, booths, moveable furniture, and improved instructional space, and a café.
  3. Continue prototyping a Materials Library collection, in collaboration with Architecture, Interior Design, Engineering, and other relevant programs. Assess and modify this initiative as evaluation results dictate.
  4. Incorporate into the Learning Commons plan a merger of the library's two points of service (Circulation and Reference Desks).
1. Work with the Office of Information Resources OIR to develop a feasible plan for hosting the Technology Help Desk on the main floor of the library.
  2. Encourage and support the use of library space for student/faculty/ staff-sponsored exhibitions. Update and improve library exhibition space as part of the Learning Commons renovations.
  3. Make some minor library improvements like: Updating the library's water fountains; and providing additional charging station/USB port options.
  4. Review both Design Center and Roxboro (Specter Center) building needs, making improvements and upgrades as is feasible.

**Strategic Goal 4:** Work closely with faculty to promote and expand librarian involvement in instruction and information literacy consultation in support of academic programming and student learning outcomes.

#### **Process Delivery Outcome**

Through communication with University administrators and faculty, and the ongoing fulfillment of instructional requests, effectively embed information literacy (IL) and the awareness of library resources and services into academic programming. Also, guide and support university assessment activities 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*

#### **Action Plan**

1. Lead the institution’s effort to integrate information literacy throughout the curriculum in support of IL and overall student learning outcomes, with special emphasis on Hallmarks classes, Writing I and II, and CPS curricular improvements.
2. Support institutional online learning, and other advances in pedagogical techniques through the following strategies:
  - a. Develop, post, and promote vendor and library-produced online tutorials and learning modules.
  - b. Explore and add opportunities for the embedding of librarians in courses (F2F or online) or other academic endeavors and projects.
  - c. Seek and implement ideas for innovation and alternatives to traditional instruction methodologies through professional development, networking, readings, and collaboration with university faculty.
3. Provide guidance, direction, and support for faculty, program directors and administrators in planning and performing IL learning outcomes assessment.
4. Offer faculty development programs which educate faculty about information literacy principles and strategies, as well as library resources and services..
5. Assess the library’s implementation of information literacy, by gathering data on the efficacy of current practices to drive changes and improvements, as needed.

**Strategic Goal 5:** Focus on departmental staffing issues and challenges, including the need for staff advancement opportunities, cross-training, effective allocation of responsibilities, and increased professional development to address the continuously shifting landscape of library and Special Collections technologies, functions, resources, and services.

#### **Process Delivery Outcome**

The Library Director will investigate peer library practices and make recommendations for staffing level options and opportunities, with the aim of maintaining positive staff morale, and strengthening staff recruitment, retention and growth opportunities.

#### **Considerations**

1. Budget cuts may continue to impact filling of open staff positions by placing added pressures on remaining staff to take on new responsibilities.
2. The complex and rapidly changing world of libraries makes continuous learning a critical responsibility of all staff members.
3. Library staff currently have many more options and technologies to support their professional development needs. (Bell, 2015)

### **Action Plan**

1. Assess library staff positions in terms of compensation and advancement potential, with the aim of making improvements in these areas.
2. Complete the updating of job descriptions.
3. Cross-train staff in major library functions.
4. Research comparable libraries' staffing levels, job descriptions, and practices.
5. Advocate for position upgrades and/or shifting of responsibilities where justified by data, review, and individual staff strengths and abilities.

**Strategic Goal 6:** Expand the scope of both the Arlen Specter and Design Centers through programming and outreach to internal and external communities. Broaden faculty and student engagement with the resources associated with both Centers, as well as the library's Special Collections overall.

### **Action Plan**

1. Arlen Specter Center for Public Service
  - a. Plan programming inspired by Senator Specter's interests and accomplishments.
  - b. In collaboration with the University of Pittsburgh, preserve, organize and provide access to Senator Specter's historic archive for the benefit of researchers, scholars and the public.
  - c. Establish an oral history project covering Specter's family, colleagues, former staffers, etc. Develop a for-credit course within Law & Society to train students to conduct these oral histories.
  - d. Explore collaboration opportunities with outside organizations like the PA Center for Women in Politics at Chatham University, and the Institute for Politics, University of Pittsburgh.
  - e. Explore development of mini-exhibitions within Roxboro House and prepare visitor guides to existing wall hangings.
  - f. Work with the Specter Center Advisory subcommittee to develop a five-year plan which maps future programming, budgeting, and finances.
2. Design Center – Textile and Costume Collection
  - a. Complete the collection appraisal and develop next steps based on it.
  - b. Clarify strategic goals in concert with university administrative aims for the Center and in support of academic programming.
3. Other Special Collections
  - a. Digitize additional selected Special Collections content to facilitate access and use of these valuable resources.
  - b. Exhibit Special Collections resources in the library to promote use of and engagement with these collections.
  - c. Work on physical organization of the Special Collections area and assess future space needs.

## **Future of Academic Libraries- Trends**

The following are trends and areas of focus for Gutman Library to consider in future years:

- **Collaboration** and consortial activities will continue as a major thrust in libraries in existing and new areas, such as: joint collection preservation; database licensing, professional development, digital preservation projects, and more.
- **Open Access – Open Educational Resources-** Librarians have a broad perspective and a deep understanding of the issues associated with the conduct of scholarly communication and the commodification of information. Librarians are uniquely positioned to share this knowledge with constituents. Also, freely available, high-quality open access resources will increasingly comprise a major portion of the information landscape, and need to be integrated into the offerings libraries present to their user populations.
- **Knowledge creation** – Libraries are well-poised to make positive contributions to the realm of knowledge creation, examples being: establishment of Institutional Repositories for hosting publications and digital products of students and faculty; managing and supporting university presses; and overseeing other digitization initiatives.
- **Threshold concepts** – ACRL's new Information Literacy framework articulates a new basis for librarians' instructional role – emphasizing broader, more conceptual areas of focus and a need to share these educational efforts with faculty. Examples include: where knowledge comes from, the social and economic issues impacting information and scholarly communication, and helping students develop their own authoritative voice in their area of expertise.
- **Leadership:** In the face of continuous change, library leaders will need to constantly assess the environment, communicate with constituents, seek opportunities for making a difference, and articulate and demonstrate the library's enduring value. In addition, librarian leaders will need to look beyond their traditional roles and seek additional campus leadership opportunities to extend the library's contributions and to promote overall integration with institutional endeavors. (Bell, Dempsey, & Fister, 2015)

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