Respond to you at service desks promptly and courteously within 5 minutes

Make returned items available within 6 hours

Have 100% of obtainable items on reading lists held by the Library or on order

Have newly received resources ready for borrowing within 5 working days

Fill 90% of document delivery requests within 10 working days

Respond to urgent requests within 1 working day of receipt

Respond to suggestions and feedback which include a name and contact details within 2

working days

**Continuous Improvement program**

Recently the Library has announced its commitment to a program of Continuous Improvement in all of its activities. The initiative will have far-reaching and beneficial effects for both Library staff and users.

Continuous Improvement emphasises the continuous and systematic examination of work practices. A major element in the process is the involvement of Library staff in the continuous review of work processes to ensure that procedures and services are as efficient and effective as possible. The process will also involve the establishment of performance measures or benchmarks for services.

Another important element of Continuous Improvement is the focus on the customer. The 1993 Review of the Library placed considerable emphasis on the Library establishing closer contact with its user groups and aligning its services more closely with the needs of the users. As part of the Continuous Improvement process the Library will be systematically listening to and tracking users' needs to continually improve services and to develop new approaches for delivering services.

As the first step in the program a number of workshops giving an overview of continuous improvement principles and techniques have been conducted for Library staff. The implementation of the new integrated system is being conducted using continuous improvement principles and a number of additional projects will be set up as the program develops.

The Library is facing a period of considerable change, with the implementation of the new automated system and the proposed organisational restructuring. Other organisations have found that a program of continuous improvement, with its emphasis on continuous review of processes and focus on the user, is a major factor in developing the skills and tools to meet such challenges successfully. The aim of the program is to provide more efficient services which meet the needs of our various user groups. Continuous improvement will result in steady progress in many areas rather than dramatic innovations but Library users will, over time, see the results in improved services.

 **University of Limerick**

**Library & Information Services**

**Library Development Plan 2007 – 2011**

1

**Contents**

Library Development Plan 2007-2011: Consultation and Research 3

Context and Challenges 4

Strategic Intent: Mission, Vision, Values 6

The Library Development Plan 2007-2011 8

Strategic goals: 10

1 Connecting people to information

2 Enhanced library environments

3 Digital innovation

Enabling factors 13

1. Promoting partnership and collaboration
2. Enhancing the contribution of library staff
3. Creating and sustaining organizational capacity

2

**Library Development Plan 2007 – 2011: Consultation and Research**

This Development Plan is developed in the context of the University Strategic Plan and has been informed by a detailed consultation process and review of the library environment. This included:

**Views of key stakeholders**

1. Faculty and student focus groups and individual interviews
2. Researcher surveys
3. UL student satisfaction surveys
4. Class reps meeting
5. Student survey

**Library environment**

1. Library staff SWOT analysis
2. Literature review
3. Review of trends
4. Quality review – self-assessment
5. Quality review – Peer Review Group Report
6. Visits – national and international libraries

**Next steps**

Discussion with Library Development Committee

Departmental analysis for operational planning for 2007/2008

Development of performance indicators

3

**Context and Challenges**

The Library and the University operate in a rapidly changing and complex information environment. Developments in information, education, communications and technology are transforming the information landscape. The result is a radical transformation of the information resources and services that the academic library is expected to provide. New services and methods of access are required alongside the traditional elements of librarianship—the organisation, preservation and delivery of information, information skills teaching and presentation of information.

The delivery of resources in print and digital format and the delivery of services in person and online are providing major challenges for library service. The definition of collections continues to change as we manage the migration from print to electronic. The trend to digital publication of scholarly resources is increasing significantly and already the transfer to e-journals and e-reference has almost been achieved for some subjects. We expect that e-books will mirror this pattern. At the same time libraries are experiencing an increase in demand for the unique primary materials of special collections. The demand for seamless access to information from anywhere continues to grow while so too does online and in person requests for help in access and sourcing information.

Planning is currently underway for phase 2 of the library building and it is likely that this major expansion, doubling the current library space, will become available during the period covered by this plan.

The library enjoys a rich diversity among its readers in terms of age, geographic location, ability, discipline and financial resources. The need to tailor services and resources to their varied needs and to accommodate changes in our customer base is an essential feature of service development. In particular, the aim is to increase services in support of research and lifelong learning and of the delivery of services independent of location.

Within this changing information landscape the library has key challenges to which it must respond, including:

4

1. Increased expectations of library readers for access to resources and services anywhere any time.
2. Greater demand for resources and services resulting from increased research activity
3. Trend towards independent, and self directed learning and towards group and collaborative learning styles
4. New and enhanced skills base required of library staff
5. Physical library remains an important element of the student experience and an enhanced scholarly community
6. Ensuring a balance between services delivered using technology and those requiring personal support
7. Increased internationalization of the student community
8. New subjects and new areas of research activity requiring the establishment of new collections and services
9. Changes in scholarly communication and publishing, which will alter models of research output.
10. Increased digitization providing enhanced access
11. Changing learning styles which affect library design and demands for new services
12. Increased need for reference and information skills as necessary to exploit information resources and manage information

5

**Strategic Intent: Mission, Vision, Values**

##### *Mission*

The University of Limerick Library supports the teaching, learning and research activities at the University by providing quality information resources, education, support and facilities to students, faculty, staff and researchers. To achieve this, the Library will:

1. Build collections to support current and future needs
2. Provide quality services and seek continuous improvement
3. Provide a safe and secure physical environment which encompasses the best traditional library practices and state-of-the-art resources and study facilities
4. Listen and respond to customers’ needs promptly and efficiently
5. Treat all Library customers with fairness and courtesy
6. Provide appropriate training courses and guidance to enable each reader to make the most productive use of all information resources
7. Co-operate with resource sharing, research and other initiatives at regional, national and international levels

*Vision*

***Our vision is to be a vibrant and pioneering library service providing high quality scholarly resources and services, and an environment that encourages reflective and collaborative inquiry, so that the Library enables the University of Limerick to achieve excellence in teaching, learning, research and community service***

*Values*

Knowledge and Education

1. We affirm the fundamental value of libraries in learning, research and the sharing of knowledge
2. We hold important our role as a partner in the library and information community in which we collect, preserve and enable access to information.
3. We take responsibility for our own learning and growth to become more effective in our work.

6

Intellectual Freedom and Integrity

1. We support academic and intellectual freedom and the individual’s right to privacy, confidentiality and fair access to information.

Valuing People

1. We encourage respectful, open and honest interactions and communications, which allow individuals to work productively and effectively.
2. We act with courtesy, professionalism and integrity in dealing with library users and colleagues.

Collaboration

1. We are committed to working together and sharing knowledge, with each individual taking responsibility for his/her work and for overall team effectiveness.
2. We participate in partnerships within the university and beyond to benefit library services and collections.

Service Excellence

1. We promote consistently high standards to ensure high quality in services to library users and colleagues. We take responsibility for being responsive and positive in providing library services.
2. We strive to provide excellent collections to library users.
3. We aim to meet the challenges of a continually changing academic and information environment.

Initiative and Creativity

1. We aim to contribute to the university’s pioneering and innovative spirit by encouraging innovation and responding creatively to new challenges and service improvement.
2. We value innovation and creativity in enhancing library effectiveness.
3. We are willing to take risks and to learn.

7

###### **The Library Development Plan 2007-11**

*00–2003*

This Development Plan sets out the high level strategic direction for the library over the next four years. It will inform our annual operational plan and strategic initiatives which will set our more detailed programmes and projects.

The plan has been developed within the context of the University’s Strategic Plan 2006-11 and related strategies. The library must also plan for and anticipate changes in the library and information worlds to ensure that the University is provided with the information resources and services required to excel in its mission.

The Development Plan has been drawn up following a detailed consultation process with key stakeholders, including, faculty, University management, library staff, Governors and students to identify trends, needs and problems. Our planning was informed by a detailed review of trends impacting on libraries and through our network of professional colleagues and developments in libraries.

Our deliberations have resulted in the identification of three strategic goals and three key enabling factors that represent the priority areas for development for the next four years. The strategic goals are our key developmental directions to enable us to realise our vision and the enabling factors are the areas in which the library needs to further develop in order to deliver our goals. These strategic goals and enabling factors are:

### Strategic goals

**1 Connecting people to information**

Support excellence in learning, research and teaching by providing high quality academic collections, services and programs.

**2 Enhanced library environments**

Create enhanced library environments and facilities that encourage and advance learning, exploration, interaction and intellectual growth.

**3 Digital innovation**

Exploit digital information technologies to provide enhanced access to collections and services within a virtual library environment.

8

**Enabling factors**

**4 Promoting partnership and collaboration**

Develop good relationships with library readers, stakeholders and benefactors. Build partnerships within the university and with regional, national and international organisations.

**5 Enhancing the contribution of library staff**

Ensure the support of high quality library staff for collections development and service delivery.

**6 Creating and sustaining organisational capacity**

Create and maintain an effective and flexible library organisation to ensure the proactive delivery of collections and high quality services to the University.

9

**Strategic goals**

**Goal 1 Connecting people to information**

Support excellence in learning, research and teaching by providing high quality academic collections, services and programs.

**Objectives**

**1.1 Collections**

Build print collections in support of learning and research needs in response to current emerging requirements and in areas that add to UL’s distinctiveness.

Support undergraduate information needs through the provision of recommended reading materials and general reading collections.

Build our collections of e-books, e-journals, e-reference and other full text resources.

Maintain and develop Special Collections’ response to research strategies, in areas of uniqueness and strength or where there is a clear benefit to the University.

Work with key stakeholders, donors and community groups to identify and acquire relevant collections.

Establish a Collection Enhancement Endowment Fund to be able to respond flexibly to opportunities of book, manuscript and archive acquisition opportunities.

**1.2 Reader services**

Enhance and expand reader-centred services that respond quickly to changing needs.

Contribute to learning initiatives, e.g. e-learning, problem-based learning, working with other central services providers to deliver integrated learner support services as appropriate.

Collaborate with other university services to explore developing a co-ordinated response to student enquiries.

Respond to the needs of students from non-traditional backgrounds in order to enhance their learning experience.

Develop support for international students in collaboration with other university services and develop an Ireland Experience.

Identify and develop a range of targeted services to market to alumni, industry and graduate groups.

10

Increase provision of self-access services.

Introduce further extensions of opening hours in line with evolving needs.

**1.3 Research support**

Enhance and tailor resource provision and support services for faculty, postgraduates and researchers, based on identified needs.

Explore the role of the library in the curation of primary research data.

Increase information literacy as part of research skills provision.

Further develop the use of archive and special collection material in integrating research with teaching.

Promote awareness and discussion of scholarly communication issues and copyright issues.

**1.4 Learning and information skills**

Increase the effective use of collections and information resources.

Expand and develop instruction and training programmes for information literacy skills, in collaboration with academic colleagues, as a key competency for effective learning and as an essential life long learning and career skill.

Redesign library orientation and training to ensure ongoing support for first year students.

Tailor information skills training for specific groups.

**Goal 2 Enhancing library environments**

Create enhanced library environments and facilities that encourage and advance learning, exploration, interaction and intellectual growth.

**Objectives**

2.1 Create enhanced library environments and facilities that encourage and advance learning, exploration, interaction and intellectual growth, though the completion of phase 2 and refurbishment of phase 1 of the library building.

2.2 Design library space to support a mix of traditional library usage and changing learning styles.

2.3 Provide quiet contemplative reading areas for undergraduates, post

graduates and faculty..

11

2.4 Dedicate space for a new reading and study area, infused with technology, to enhance social learning and enrich the user’s experience.

2.5 Support collaborative, technology-rich learning and research styles within new spaces.

2.6 Redevelop the entrance area as a primary service zone to include a welcome desk, improved access control, quick search and self-service facilities.

2.7 Develop technology-enabled teaching and research spaces to support faculty experimentation and the implementation of evolving technologies, resources and pedagogies.

2.8 Provide design guidelines for a standard study area for inclusion in new campus buildings.

2.9 Participate in off-site national collaborative storage arrangements as appropriate.

**Goal 3 Digital innovation**

Exploit digital information technologies to provide enhanced access to collections and services within a virtual library environment.

**Objectives**

3.1 Exploit information technologies to provide improved access to collections and services development within an enhanced virtual library environment.

3.2 Develop a web presence to provide seamless, user-focused access to library content. Integrate library content with VLE and Web portal projects.

3.3 Deliver a range of online services including: e-print service, online information skills tutorials and online enquiry services, such as Ask a Librarian.

3.4 Develop and establish an institutional repository to preserve and disseminate the research output of the University.

3.5 Develop a digitisation programme to include archive collections and to support digitisation projects in the University.

3.6 Promote the electronic submission of theses.

3.7 Explore the development of a virtual research environment, bringing together resources, information and advice to support researchers.

3.8 Evaluate developments in digital curation, digital press and related innovations. Exploit these for the benefit of the university as appropriate.

12

**Enabling factors**

The following three factors have been identified as essential to enable the library to deliver its strategic goals:

**Factor 4 Promoting partnership and collaboration**

Develop good relationships with library readers, stakeholders and benefactors. Build partnerships within the university and with regional, national and international organisations.

**Objectives**

4.1 Enhance our communications strategy to ensure consistent and effective communications and respond to users’ feedback on library services.

4.2 Strengthen our relationship with individuals and University departments to enhance our shared mission.

4.3 Foster strategic partnerships with relevant professional, social, government and cultural institutions at local, national and international levels.

4.4 Build on our strong collaborative partnerships with other libraries by participating in collaborative initiatives that expand services and collections.

4.5 Encourage positive library interactions with the community through publications, exhibitions and special events.

**Factor 5 Enhancing the contribution of library staff**

Ensure the support of high quality library staff for collections development and service delivery.

**Objectives**

5.1 Recruit and retain high quality innovative staff.

5.2 Review organisational staff structure to ensure that it remains fit for purpose and responsive to our changing environment.

5.3 Implement the University’s performance management and development system to plan for staff development and create a culture of organisational effectiveness,

5.4 Increase and enhance the knowledge, professionalism, service orientation and skills of library staff.

13 14

5.5 Ensure staff development and training are aligned with strategic directions of the library.

5.6 Support staff in maximising their potential within the library through opportunities for development and continuous learning.

5.7 Foster a sense of community, open communications and common purpose amongst library staff.

5.8 Create an organisational culture that elicits individual creativity balanced with effective teamwork, commitment and ownership of library services.

**Factor 6 Creating and sustaining organisational capacity**

Create and maintain an effective and flexible library organisation to ensure the proactive delivery of collections and high quality services to the University.

**Objectives**

6.1 Create an organisational culture that supports customer focus, flexibility and responsiveness to change.

6.2 Ensure our ability to adapt to a changing academic and information environment by developing our capacity for growth and innovation.

6.3 Ensure that the library’s case for maximising its income is made and understood.

6.4 Consider new forms of income generation and seek alternative funding to finance special library initiatives and developments.

6.5 Collaborate with the UL Foundation to develop philanthropic opportunities for the Library.

6.6 Integrate the library into the appropriate planning processes of the University.

6.7 Continue to utilise planning and project management frameworks to progress activities, services and proposed initiatives.

6.8 Use benchmarking, key performance indicators and quality processes for ongoing evaluation and improvement. Undertake continuous review and evaluation of all services and operations of the library

**Activity aimed at continuous Improvement in CSU (2004 – 2008)**

**Organisational Unit/Faculty/Division/Section Division of Library Services**

**Contact: Shirley Oakley, Executive Director**

**Time period (Start-End dates): 2002-ongoing**

|  |  |
| --- | --- |
| Formal Name of Activity | **Council of Australian University Librarians Library Client Survey** Acronym: **Library Client Survey**  |
| Description | The Library Client Survey has been available to Australian and New Zealand university libraries as a major benchmarking tool since 1998. Running every two years, the survey uses a bivariate methodology which identifies gaps between client expectation and service delivery. The survey, powered by *Insyncsurveys*, formerly *Ambit Insights* and *Rodski* *Survey Research,* allows the analysis of performance indicators in two year spans within an institution and longitudinally across the sector. The Library Client Survey sits within the Division of Library Services (DLS)’s *Operational Priorities Plan* and aligns with the *University Strategy key objective 4: Support of the CSU Institutional Development Plan* *2005-2011* ensuring change is underpinned by continuous improvement and quality assurance in support of learning and teaching.The DLS has participated in the survey since 2002. The primary objective of the survey is to identify key client concerns and to allow performance to be measured and monitored over time. The first part is common to participating university libraries and rates specific services. The final section of the survey covers open-ended questions which are customised by the participating institution and which target services of specific concern to that institution.Analysis of the ratings in the first section of the survey is provided by Insync and is benchmarked against the ratings for other institutions. Any gap between service delivery and client expectation is identified through analysis of results. Any such gap is analysed and changes are made to the appropriate service to address the issues.Insync analyses the data and provides two reports:* [Library Client Survey report](http://www.csu.edu.au/division/library/about/docs/rodski-survey/2008-insync-full.pdf)
* [Analysis of Verbatim Comments](http://www.csu.edu.au/division/library/about/docs/rodski-survey/2008-insync-comments.pdf)

The reports on the DLS for 2002 – 2008 are available on the Quality Enhancement pages of the DLS Website at:[Library Surveys - Division of Library Services - Charles Sturt University](http://www.csu.edu.au/division/library/about/quality/survey/index.html) |
| Conduct | Design and implementation of the Library Client Survey is audited for quality control by the Senior Management Team (Executive Director, Directors Development and Operations and Manager Business Services). The survey is customised and implemented by the Client Survey working party which reports to the Director Development. The working party consists of: Coordinator - Section Manager Information & Liaison ServicesMembership - Access Manager, Coordinator Training and Development,  Coordinator Datasets, Coordinator Library WebLibrary staff are fully informed throughout the process. The survey is available to all patrons, including Offshore students, Alumni, affiliated institutions and general staff. Promotion of the survey is managed through the marketing and communication plans and includes postings on student learning spaces, academic subject forums, prominence on the DLS Home Page and alerts on the University’s community online notice board *What’s New.*The survey runs for two weeks during one of the busiest months of the academic year, August. Methodology for the distribution and collection of survey forms complies with procedures approved by the Executive Team. The survey is available online through the DLS Website and in print at service points within library buildings. The survey is anonymous. Prizes are offered as incentives to the university community to participate. Completed online surveys are submitted directly to Insync; print surveys are delivered to the central collection point in the Executive Office where they are posted to Insync. In 2008 the majority of survey forms were submitted online.The Operations Leadership Team (OLT) is responsible for the management and delivery of Access Services, Collection Services and Information & Liaison Services. It is this team’s responsibility to interpret the Insync reports , address the issues raised in them and inform clients of the results and of the measures taken by the DLS to prioritise and manage key client concerns. |
| Outcomes | The OLT, in collaboration with the various Library Services committees reporting to it, puts in place strategies to address the survey results. These strategies are mapped against the DLS’ Operational Priorities Plan and support the Learning and Teaching objectives of the University. Library clients are given access to the Library Client Survey report on the *Quality Enhancement* pages of the DLS Website. Analysis of the report and actions taken to address client needs and service anomalies are documented by the OLT and uploaded to the website. Clients are then notified through the various communications channels as outlined in the Marketing Plan.The 2008 Library Client Survey report provided by Insync is available at: <http://www.csu.edu.au/division/library/about/docs/rodski-survey/2008-insync-comments.pdf>The actions taken by the DLS and disseminated to clients is available at:[2008 Library Client Satisfaction Survey: Introduction - Division of Library Services - Charles Sturt University](http://www.csu.edu.au/division/library/about/quality/survey/2008/index.html)In the 2008 survey the DLS rated highly in staff performance, specifically fairness, professionalism and timely responsiveness with a score of 87.6%. The lowest score was identified on Virtual Library at 71.3%. Overall performance by the DLS rated against performance results from the 2006 survey, and in comparison to other university libraries, gives a score of 76.9%. This result places the DLS on the cusp of the first (top 25%) and second (top 50%) quartiles. Changes to the DLS’ policies and practice resulting from the 2008 survey target:* Keeping clients better informed of new resources and services
* Providing easier access to ebooks and ejournals
* Further developing course related resources
* Improving off campus access to online resources
* Improving wireless facilities
* Extending group study facilities
* Increasing electronic resources to cover a wider area of the curriculum
* Enhancing usability and accuracy of the library catalogue
 |
| Follow up | As part of the QA process, receiving client feedback is embedded in the daily work practices of the DLS. Feedback forms are available on all public pages throughout the Website. Negative client feedback is circulated and addressed urgently; positive feedback is circulated for comment and filed. All feedback is regularly monitored by the Section Managers.Formal usability studies of the DLS Website are carried out annually to monitor services for consistency and relevance and to assure access to these services complies with best practice. |
| Other Comments | Collaboration with other university libraries allows open communication and cooperation on service delivery. DLS managers and directors sit on a variety of tertiary education committees and forums. Client survey results and their contribution to evidence based management are shared at meetings such as the Queensland University Library Office of Cooperation (QULOC) groups. These collaborations provide a framework for best practice development. |

**Contents**

Introduction

Mission & Vision

Values

Strategic Directions

Strategic Directions & Action Items I. Quality Service

II. Staff DevelopmentIII. Collection Development and AccessIV. Organizational Effectiveness

V. Library Instruction/Training/Assessment VI. Marketing/Outreach VII. Facilities/Environment VIII. Digital Initiatives

IX. Development/GrantsAppendix - American Library Association

Code of Ethics

Page 2

Page 3

Page 4

Page 5

Page 6Page 6Page 7Page 8Page 8Page 9Page 9Page 10Page 10

Page 11

**Introduction**

The development of this Strategic Plan began with the best possible kind of support – the clearly expressed desire of the faculty, staff, and administration of University Libraries to work together to chart our course for the next several years. Early in 2002, I formed a Planning Task Force whose charge was to determine the kind of planning process that would work best for our organization. We knew from the start that we wanted to engage our entire staff in strategic planning and we wanted to develop the plan in a short time period, 6-7 months, in order to keep the process fresh and focused. We were committed to creating a plan that would become an integral part of our operation rather than a document that would be relegated to a shelf or file cabinet soon after its completion. The Planning Task Force concluded that we needed the expertise of an experienced planning consultant who was well-versed in academic libraries. We were extremely fortunate to interest Maureen Sullivan in our project.

Having completed our “plan to plan,” we formed a Strategic Planning Steering Committee and launched our planning process in July. Library staff participation in the planning sessions was excellent as was feedback on the many drafts produced for mission and vision statements and values. The Steering Committee processed hundreds of comments and ideas written on post-it notes in the open meetings Maureen Sullivan facilitated. We also encouraged input via e-mail and Steering Committee members conducted a number of open forums for staff to discuss strategic directions and formulate action items. The fruits of our labor are contained in the Strategic Plan that follows. We are now eager to begin the implementation phase of strategic planning.

Victoria A. Montavon

Dean and University Librarian

February 7, 2003

**Strategic Planning Steering Committee:** Pamela Bach, Jane Carlin, Cheryl Ghosh, Angela Gooden, Kevin Grace, Nancy Hunter, Victoria Montavon, Priscilla Neill, Melissa Norris, and Donna Samuels

**Strategic Planning Task Force:** Jane Carlin, Erma Fritsche, Kevin Grace, Toby Heidtmann, Victoria Montavon, Priscilla Neill, Donna Samuels, and Erika Taibl

**University Libraries:** Archives and Rare Books Department

Curriculum Resources Center Design, Architecture, Art, and Planning Library Engineering Library Geology/Physics Library Gorno Memorial Music Library John Miller Burnam Classics Library Mathematics Library

Ralph E. Oesper Chemistry/Biology Library Timothy C. Day Technical Library (OMI-College of Applied Science Library) University of Cincinnati Digital Press

Walter C. Langsam Library

**2**

**Mission**

The mission of University Libraries is to provide excellent research collections, quality service, responsive instruction and training, and inviting facilities in pursuit of the University of Cincinnati’s comprehensive mission of teaching, learning, research, and community service.

**Vision**

University Libraries will be an innovative, energetic organization that is recognized as a model provider of quality collections and service. The Libraries will be the scholarly information and research gateway of first choice for all members of the University of Cincinnati community. The faculty and staff of University Libraries will hold themselves to high standards of expertise, collaboration, and efficiency in pursuit of

their mission.

**3**

**Values**

We, the faculty and staff of University Libraries, will be guided by the following values in our daily work and delivery of library resources and services to the University of Cincinnati community and beyond.

**Service**

--by anticipating and meeting the needs of all library users

--by exercising responsible initiative to ensure quality service on a daily basis

--by creating a library work ethic synonymous with quality service

**Respect**

--by treating all library users and each other with respect and courtesy

--by recognizing the achievements of all staff

**Communication**

--by fostering open, thoughtful, and honest communication

--by ensuring regular and consistent exchange of library information

**Collaboration**

--by promoting cooperation and teamwork across library departments and units

--by pursuing beneficial partnerships throughout the University and community at large

--by encouraging initiative and developing leadership skills of all staff

**Diversity**

--by appreciating differences in our library users and library staff

**Accountability**

--by demonstrating consistent adherence to library and University policies and practices

--by honoring internal and external commitments to users and each other

--by setting and achieving high standards of work performance

**Ethics**

--by exemplifying the principles of the American Library Association’s Code of Ethics in our daily work and interactions with library users (Code included in appendix)

-- by complying with all state, national, and international laws that govern patron records, copyright, and licensing of information

**4**

**Strategic Directions**

**I. Quality Service**

To provide quality service that anticipates the needs and exceeds the expectations of a diverse user group and empowers staff to make responsible decisions with an emphasis on continuous improvement of service

**II. Staff Development**

To develop a comprehensive staff development program that creates a challenging and supportive work environment that maximizes opportunities for staff to do their best work and reach their full potential

**III. Collection Development and Access**

To provide and preserve excellent research collections and expedite access to knowledge

**IV. Organizational Effectiveness**

To pursue an organizational structure that enables staff effectiveness, encourages creativity, and fosters productivity

**V. Library Instruction/Training/Assessment**

To develop comprehensive and consistent instruction and training programs that provide all users with the necessary skills and knowledge to achieve their academic goals and to pursue life-long learning

**VI. Marketing/Outreach**

To develop an extensive and effective marketing and outreach program that heightens awareness and visibility of University Libraries and builds relationships with faculty, students, donors, and others within and beyond the University community

**VII. Facilities/Environment**

To create library spaces and facilities that attract users, adapt to changing academic needs, accommodate research and group study, and offer inviting and comfortable places in which to study and work

**VIII. Digital Initiatives**

To increase and broaden initiatives that reflect a commitment not only to creating and preserving collections, but also to maximizing access to existing collections and services

**IX. Development/Grants**

To increase support of University Libraries through well-coordinated and comprehensive development and grant programs

**5**

**Strategic Directions & Action Items**

**I. Quality Service**

To provide quality service that anticipates the needs and exceeds the expectations of a diverse user group and empowers staff to make responsible decisions with an emphasis on continuous improvement of service

Action Items:

1. Establish continuous service improvement process that assures consistent and courteous service throughout University Libraries, emphasizing appropriate staff training and development of a comprehensive information referral system across all units.

2. Continue user-focused initiatives, including those that have evolved from the Quality Service Initiative (QSI) committee and other such initiatives and programs.

3. Discover user needs through ongoing assessment.

4. Expand and develop University Libraries’ participation in new student orientation.

5. Improve signage for easy access.

6. Improve telephone services, including voice mail.

7. Improve copier, printer, and scanner services as well as communication with service providers.

8. Improve collaboration with UCit regarding computer lab services in Langsam Library.

9. Improve overall provision of technical services to University Libraries’ staff and users.

**II. Staff Development**

To develop a comprehensive staff development program that creates a challenging and supportive work environment that maximizes opportunities for staff to do their best work and reach their full potential

Action Items:

1. Develop a coordinated and responsive staff development program for University Libraries for 2003/2004, including new staff orientation.

2. Continue to build knowledge of University Libraries through open houses, new staff orientation, and other programs.

**6**

3. Develop a job-exchange system within University Libraries that emphasizes staff development.

4. Develop a mentoring program for new staff.

5. Review the hiring process, placement, and compensation of student workers and co-op students.

6. Expand and develop the orientation and training program for student workers.

**III. Collection Development and Access**

To provide and preserve excellent research collections and expedite access to knowledge

Action Items:

1. Pursue “top 50” rank in ARL as one indicator of success in building an excellent research collection.

2. Increase acquisition of online full-text materials in response to user expectations.

3. Increase use of all journals and resources by making them highly visible and easy to access.

4. Continue active participation in OhioLINK, especially in the area of statewide cooperative collection building.

5. Improve UCLID (access, scope, quality of data, design).

6. Develop the best possible paths to resources via University Libraries’ Web site.

7. Increase the quality of and access to collections through expanded faculty liaison and selector relationships.

8. Expedite the processing and cataloging of gift collections.

9. Develop and implement procedures for appropriate care of collections, including shelving maintenance, regular inventory control, and proper preservation methods such as repairing and rebinding.

10. Improve delivery of materials from off-site storage.

**7**

**IV. Organizational Effectiveness**

To pursue an organizational structure that enables staff effectiveness, encourages creativity, and fosters productivity

Action Items:

1. Evaluate current organizational structure and create a new structure that encourages teamwork and communication and promotes efficiency in work processes.

2. Establish policy and schedule for regular department staff meetings to achieve understanding of library-wide priorities and directions as well as to discuss department initiatives.

3. Develop a process that achieves equity and balance in individual work assignments through clarity of job assignments, job requirements, and decision-making responsibilities.

4. Initiate periodic review of position descriptions in relation to organizational needs as well as to employees’ skill sets and experience.

5. Communicate library processes, procedures, and policies to all staff via the intranet.

6. Evaluate and streamline the structure of all University Libraries’ committees to ensure their effectiveness and to encourage broader participation by staff.

7. Review and evaluate the membership of all decision-making bodies in University Libraries.

**V. Library Instruction/Training/Assessment**

To develop comprehensive and consistent instruction and training programs that provide all users with the skills and knowledge to achieve their academic goals and to pursue life-long learning

Action Items:

1. Assess current library instruction and training efforts and develop a plan to create a coordinated and comprehensive library instruction and training program across University Libraries.

2. Integrate information literacy standards into library instruction initiatives.

3. Develop initiatives for serving distance learners and non-traditional students.

4. Continuously assess library instruction methods and content to guarantee users are acquiring the skills necessary for using the library and pursuing life-long learning.

**8**

**VI. Marketing/Outreach**

To develop an extensive and effective marketing and outreach program that heightens awareness and visibility of University Libraries and builds relationships with faculty, students, donors, and others within and beyond the University community

Action Items:

1. Further develop and promote *Source* as a communication tool about library services and resources.

2. Promote the resources and services of University Libraries, with an emphasis on outreach to all UC faculty.

3. Further develop and promote the University Libraries’ Web site as a public outreach, communication, and marketing tool.

4. Develop a consistent design for all library publications – both online and print – that is fully compliant with UC branding standards.

5. Increase the visibility of University Libraries in the *News Record* and other local and national media, including library press.

6. Pursue opportunities to build effective partnerships with UC departments and units, with alumni, and with organizations in the Cincinnati community and beyond.

**VII. Facilities/Environment**

To create library spaces and facilities that attract users, adapt to changing academic needs, accommodate research and group study, and offer inviting and comfortable places in which to study and work

Action Items:

1. Continue to renovate and improve current library spaces and facilities.

2. Establish a plan to improve work areas for all library staff.

3. Develop effective communication process that articulates the service and facility needs of University Libraries and conveys the outcomes of service requests to appropriate library units.

**9**

**VIII. Digital Initiatives**

To increase and broaden digital initiatives that reflect a commitment not only to creating and preserving collections, but also to maximizing access to existing collections and services

Action Items:

1. Support, expand, and promote E-Reserves.

2. Assess all aspects of current digital projects, including the role of the University of Cincinnati Digital Press, and recommend an organizational structure that coordinates these efforts and aligns them with the mission of University Libraries.

3. Develop a comprehensive program for digital initiatives that includes partnerships with OhioLINK when possible, as well as identification of grant funding to support digital projects.

4. Explore recent developments in copyright and fair use and their impact on library services.

**IX. Development/Grants**

To increase support of University Libraries through well-coordinated and comprehensive development and grant programs

Action Items:

1. Establish a development program that identifies, cultivates, and solicits prospects for major and special gifts to University Libraries from individuals, corporations, foundations, and other supporters through an effective partnership with the UC Foundation.

2. Analyze and restructure the Friends program.

3. Develop a coordinated program to secure grants to support library initiatives.

**10**

**APPENDIX**

**AMERICAN LIBRARY ASSOCIATION**

**CODE OF ETHICS**

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees, and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision-making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.

IV. We recognize and respect intellectual property rights.

V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

*Adopted by the ALA Council*

*June 28, 1995*

Giving Power Back to the People:
A Six Step Continuous Improvement Model

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**Abstract**

This paper will provide an overview of a project that used a six-step continuous improvement model to influence the future direction of library services at The Bremer Institute of TAFE.

All library staff members participated in a series of workshops guided by an independent facilitator. The opinions of all library stakeholders were sought and included in the process. The six-step process was one of self-discovery for the team. It provided them with a clear understanding of the status quo so that they were able to lay down the groundwork for a service that will exceed client expectations in the future.

The outcomes of the process was a library business plan that provided a framework for the library's people, its business systems, its future growth and its client services. The process itself was as important as the outcomes, in that it empowered the staff and their clientele to influence the future direction of the library services at The Bremer Institute.

This paper is about people. It is also about organisational change, continuous improvement processes, ownership, identity, partnerships, competition, politics, scarce resources, survival and empowerment…but most of all it is about people. Impetus for change can come from many directions in organisations and the Bremer Institute of TAFE is probably typical of most organisations. Factors such as an Institute restructure, new library management, the training reform agenda, online and flexible delivery and scarce resources are just a few of the change drivers that were impacting on the Library Services Unit. The six-step business improvement and problem solving model that is described was used as an agent of change in the Bremer libraries to move the library team from a static and disempowered culture to one of innovation and empowerment.

**Change Dirivers**

The Bremer Institute of TAFE undertook a major organisational restructure in 2000 and developed an Institute strategic plan to respond to the increasingly competitive vocational education and training environment. As a result of the Institute planning process it became obvious that the Bremer Library needed to develop a business plan to align its goals and objectives with the Institutes' strategic business focus. Up until 2000 the library had provided services in the traditional Technical and User Services areas. The library collections however were dated due to Institute wide funding constraints and internal priorities. In addition, very little investment had been made in staff training or in critical new technologies that were essential for the delivery of Library Services in the new competitive training environment. Library services were largely provided on a needs basis (reactive), resource backlogs were evident and staff had virtually no time for planning or development. In addition, Library Staff were operating in sub-standard workplace health and safety conditions and sharing essential computing equipment that restricted productivity and stifled innovation. Staff felt powerless to initiate change and initiatives were hampered by lack of time and resources and the never ending battle for competing Institute funding. It was clear that major change had to occur for library services to be of value to the Institute within a flexible and competitive training environment.

**Change Objectives**

Given the change drivers the library manager identified six key objectives that needed to be achieved to start to turn library services around:

* To improve client services and teaching partnerships
* To align the library with the Institute's strategic business objectives
* To create a team culture of continuous improvement
* To develop a highly skilled and flexible library team
* To improve working conditions
* To encourage innovation

The key priority for the Library services team was to improve client services and form closer partnerships with teaching staff within the Institute. To do this the library had to align itself very clearly with the Institute's strategic business objectives by developing its own business and operational plans. It was critical that these plans be clearly linked to the Institute goals and objectives and that library staff could understand their role in the broader organisational planning process.

The library planning process commenced with a one day library staff planning workshop. The results of that workshop provided the basis for a library strategic plan - it identified our current position, where we would like to be, some of the activities required to get there, our strengths, weaknesses, opportunities and threats. It highlighted the need for broader consultation with our clients and the lack of training opportunities for staff. Shortly after the workshop the Institute asked for volunteer teams to participate in an Institute continuous improvement project. The Library team jumped at the opportunity to have their planning process facilitated by an outside consultant. As a result, the team took part in a continuous improvement pilot project to progress the development of the library business plan. The continuous improvement training was based on a 6-step Business Improvement and Problem Solving Model developed by consultants from the Business Development Division of The Queensland Department of Employment and Training.

*6-Step Business Improvement and Problem Solving Model*

The diagram in [**Appendix I**](http://conferences.alia.org.au/tafe2001/papers/martyn.schindler.appendix.html), outlines the model and a few important points need to be made before we provide particular details of the process at Bremer.

Step 1 - Initiate the Improvement Project

This is a most important step in the process - deciding that there is a need for improvement and making the decision and commitment to run with it. The sponsor ensures that the project is given authority at a management level while the team leader oversees the project to ensure that the team continues in the desired direction.

Step 2 - Agree on the Purpose and Scope

The scope of the project must be agreed upon by all parties. There is absolutely no benefit in trying to over-achieve and all expectations and targets must be realistic. Terms of reference are set down and action planning commences.

Step 3 - Analyse the Current Situation

Collection of data on current practice is the foundation for the process. The project is unable to proceed if the team is not aware of the status quo and typically a survey of some kind is carried out during this phase. Action planning and efficient task allocation are critical.

Step 4 - Develop Improvement Solution

From the survey, areas of improvement are identified and possible improvement strategies put forward. Prioritisation is almost always necessary.

Benchmarking processes with key indicators are set down to enable efficient monitoring of the group's progress and these indicators must be agreed to by all parties.

Step 5 - Implement and Monitor

Implementation proceeds once all participants are comfortable with the plan. Progress is monitored using the key indicators. It is crucial that the group acts on the results of the monitoring process. This will invariably lead to modifications and adjustments with an evolution occurring as the team discovers what works and what does not.

Step 6 - Review and Standardise

Further review and the documentation of the new plan constitute the final step. At this point, the process has returned to the beginning of the cycle. The process can be applied to suit any planning process to ensure that the group is able to strategically adapt to the changing environment in which it operates.

**Practical Application of the 6-Step Model at the Bremer Institute of TAFE Library**

I must say that not every team member was totally committed to the process at the outset. It represented more change in an already change-weary organization and this was a big hurdle. The first meeting was critical in overcoming this apprehension. The facilitator, Vincent Granahan from TAFE Queensland's Business Development Unit , set only one rule - open discussion at all times. This ensured that each team member said exactly what they thought. They were able to be frank, honest and open about their concerns and expectations without fear of ridicule or prejudice. Tony Walsh, Director of Corporate Services at Bremer Institute was our extremely supportive sponsor in this open environment.

It was decided that there would be six meetings, held at fortnightly intervals. All permanent staff would attend and a new team leader would be nominated at each meeting so that the experience was shared. The team leader would be responsible for guiding the group through the process, ensuring that all tasks were completed over the ensuing two weeks and that the achievements were documented and presented at the next meeting.

Clear, concise Terms of Reference were established. These were documented under the headings:

* Project purpose - To improve the overall standard of client service at the Bremer Library
* Main objectives - To enhance client information literacy skills, to support and develop the skill levels of all library staff through professional development, to develop a strategic framework for the Library, to promote and market the role and function of the Library
* Constraints on the project - The lack of suitable reports for budget planning and the fact that staffing resources were unable to meet the business requirements. These factors that were out of the control of the group.
* Measures of success - The development of a strategic Business Plan for the Library and the provision and maintenance of a practical management information system based on service standards.

The group then proceeded to identify the key library stakeholders and these are represented in the figure below.



A survey of these stakeholders was seen as the logical progression and each team member was allocated a particular group from which to collect data. The survey was a subjective one with a single question in each of four categories - resources, customer service, staffing and library facilities. The question was 'What comments, issues or problems would you like to pass on to the Library staff?'

Survey forms were distributed at the circulation desk at all campuses. They were also sent to every staff member, both teaching and non-teaching, by the Liaison Librarians. Unisys staff were included as well. The forms were handed out to students in the canteen area over several days to canvass opinion of those who did not regularly visit the Library. A random selection of associate borrowers received mail-outs.

The survey tasks, the responsibilities of each team member and the time frames for completion were set down in the Action Plan for the following two weeks. This initial meeting had accomplished the first two steps of the theoretical model.

The response rate for our survey was approximately 4%, a fairly average figure for this type of questionnaire, in the limited time frame. The rate was roughly constant for all groups. The one exception was the student group surveyed outside the Library. Very few forms were received and when library staff approached students directly, almost 80% said that they did not have cause to use the Library at all. This was a very disturbing figure and this group was noted as a priority improvement area.

At our second meeting, results were tabulated according to the group surveyed with each response and its frequency being noted. Happily, positive comments far outweighed the negatives. The negative responses were then re-tabulated so that the team could prioritise the importance of acting upon each. The Terms of Reference for the Project provided guidance as to the boundaries of our project and assisted in our decision-making.

The action plan at the end of this meeting included a list of immediate fixes - a tidying up process that would eliminate the small issues that were easily remedied. This included the provision of more directional and promotional signage, attention to audio-visual equipment and a new staff roster system to cope with busy periods.

Once this was complete, our next two meetings were able to concentrate on the use of Pareto analysis to tackle the big problems. Pareto is based on the 80:20 principle - 80% of causes produce 20% of the effect - or in simple terms, if you fix up if the big problems, the rest often take care of themselves.

The critical issues from our survey were combined with staff ideas and opinions in an intense brainstorming session. Having the team in a totally relaxed environment, unencumbered by the baggage of everyday workplace events, was the key to the success of this session. No, we did not go to the Whitsunday Islands but we were guided through a series of relaxation exercises conducted by the facilitator. This enabled each team member to become focused on the task at hand.

We identified four critical areas for improvement - our people, our business systems, our business growth and our client services. In a vigorous whiteboard exercise, the team listed strategies that would enable improvement in each of these four areas. These were formally tabulated and returned to the group by the next meeting date.

A re-evaluation of the strategies followed. Most were seen as effective and readily achievable whilst others were identified as being unrealistic and either removed from the list or modified. This was the basis of our Business Plan.

The development of appropriate performance indicators followed. Areas of responsibility were set down and realistic time frames developed by the team. After the addition of background and explanatory material, the Library Business Plan for the period 2001 to 2006 came into effect in July of this year. Its existence is proof that the theoretical model we used can be readily applied to produce practical and workable outcomes.

**The Challenges**

There are many challenges that confront a team when undertaking significant change. Some of those challenges are predictable while others hit you from left field and leave you scrambling for solutions. Some of the major challenges we faced, and in some instances still face, were:

* Resistance to change
* Commitment
* Self-retrospection
* Time management
* Lack of recognition
* Limited resources
	+ Human
	+ Physical
	+ Financial

From a managers' perspective the most challenging are the people challenges. The process required honesty, honesty in the team and in yourself. Self-retrospection can be painful and has to be handled delicately and with sensitivity and I believe this was probably one of the most difficult things the team had to face. The consultants input was paramount in this part of the process and their value immeasurable. Resistance to change and lack of commitment can also jeopardise the whole change process. It is therefore critical to completely involve staff in the process, take small steps so that achievements can be seen and celebrated. Each small success empowers and encourages staff to continue. Incorporate the sixth step of the Model into every step, plans have to be continually adjusted, monitored and reviewed. Don't wait until the end to publish and celebrate - tell everyone what you are doing - your successes become a great marketing tool for Library Services.

**The Outcomes**

The Library Business and Operational Plan is the most tangible outcome of our project. The 5 year business plan lists objectives that are clearly linked to the Institute Objectives and in turn our Corporate Services Directorate objectives. The accompanying two year operational plan sets out the strategies and performance indicators to progress the achievement of the 5 year plan. A Gantt Chart has been developed to track performance and is updated monthly at regular staff meetings. The use of a Gantt Chart allows staff to see what they have achieved and gives the team a clear understanding of activities and timeframes. The plan also highlights the importance we place on our staff and makes a commitment to ensure that they have the skills required to deliver a quality library service. The Business plan also provided library staff with the basis for completing individual staff development plans and enabled training needs to be clearly identified. The plan has also provided justification for budget submissions, for example, a project to eliminate a long standing cataloguing backlog has been approved.

The plan also identified a number of strategies that encouraged partnerships with teaching staff. For example, the development of faculty subject resources on the library Web site and the opportunity for librarians to participation in a Learnscope project that is assisting teachers to make the transition to online delivery. A librarian has also been given the responsibility of managing the Institute Webboard. These small steps have already opened up dialogue and removed perceived barriers between Education and Training Services and Library Services.

Client services are gradually being reviewed and improved and client consultation is critical in this process. The evaluation step in the process has yet to be completed but library staff are represented on the Institute client feedback committee and focus groups are planned for feedback on the services provided through the Web site. Staff facilities and working conditions have been significantly improved and all library staff now have a personal computer on their desk. A new lending desk has also been approved based on a business case to address workplace health and safety issues and disability access.

In conclusion, the six step business improvement and problem solving model provided management with a framework tool for the library's people, its business systems, its future growth and its client services. The model assisted the transition of the library team through a process that demanded self-retrospection, improved working conditions and client services, developed individual skills and encouraged the team to be flexible and innovative. Above all the model has provided the library team with a practical technique for sustainable continuous improvement that has indeed given the power back to the people.