The Library Strategy 2011 – 2014

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Director of Library Services
Contents

1. Rationale and context 4
2. Key drivers 4
3. The library vision 5
4. Values statement 5
5. Delivering a high quality services 5
   5.1 Collection management/development 6
   5.2 Supporting learning, teaching and support 8
   5.3 GCU London 10
   5.4 Repositories 11
   5.5 Internationalisation 12
   5.6 Success criteria 13
   5.8 Key strategic risks 13
6. Information and ISD help desk services 13
   6.1 The Base 13
   6.2 ISD helpdesk 14
   6.3 Customer relationship management (CRM) 14
   6.4 Success criteria 15
   6.5 Key strategic risks 15
7. Quality assurance 15
   7.1 Success criteria 16
   7.2 Key strategic risks 16
8. The Saltire Centre 16
   8.1 Short term plan 17
   8.2 Medium term plan 18
8.3 Long term plan

9. Communication and collaboration
   9.1 Students
   9.2 Academic staff and researchers
   9.3 Support services
   9.4 Library staff
   9.5 Success criteria
   9.6 Key strategic risks

10. Staffing structure
   10.1 realignment of functions
   10.2 Success criteria
   10.3 Key strategic risks

11. Governance

12. Staff development
   12.1 Success criteria
   12.2 Key strategic risks

13. Dissemination of good practice
   13.1 Success criteria
   13.2 Key strategic risks

14. Marketing
   14.1 Success criteria
   14.2 Key strategic risks

Appendix 1 Library strategies
Appendix 2 Library operational plan 2010 – 2013
1. Rationale and context

The current recession has led to substantial changes within the public sector and Higher Education (HE) is not exempt or immune. To meet these challenges the institution is reviewing and restructuring both its academic and support services to ensure it has an appropriate portfolio and structure to allow it to meet these challenges, and for the university to develop and grow.

The University’s new strategy is based around seven key areas:

- Internationally networked
- Excellence in education
- Excellence in research
- Delivering for business and the public sector
- Valuing our people
- Committed to the common good
- Sustainability

The library strategy will support and compliment the key areas and objectives within the university’s strategy. We must also ensure it has an appropriate vision for a service that is at the heart of the university and meets the needs of staff and students, but within the current economic restraints. This strategy will therefore demonstrate how the library will reposition its services and staff to ensure a service that not only meets the needs of its stakeholders but is also flexible, dynamic and can take advantage of a continually changing technological environment.

2. Key drivers

Key drivers for the library strategy are:

- Restructuring of the academic schools from six to three
- Library strategic review
- Technological developments
- GCU London

In 2009 a strategic review of the library took place and the final document stated:

‘... appointment of a new Director of Library Services ... centred on re-profiling services and further developing staff skill sets to respond to an emerging information landscape that is radically different to the library world of the last decade. Whilst running a high quality library service will be an essential component of the role, much more significant will be the development of a scholarly vision to underpin the learning, teaching and research agendas emerging from the Corporate Vision 2015. Whilst the reviewer found good evidence of alignment with institutional strategies, there is significant scope to re-define the role of the Library service to better support the Caledonian strategic plans.’

A library strategy is essential to ensure appropriate service direction and development, therefore, with a combination of the review recommendations, the opening of GCU London, alongside the

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changes to the academic schools it is an appropriate time to consider our service developments for the next three years.

The strategy should be treated as an organic and flexible document that may have to be amended to realign with School development when the new Deans of Schools are in post.

3. The library vision

To be a service that is valued by its users and sits at the heart of the university; a service that listens to, and understands the needs of its customers and using innovation and technology develops services tailored to meet them.

4. Values statement

The institution has values which determine the ethos of the university however, it is also important that staff within the library service believe in and ‘live’ by the values of the service, to ensure they are not just words without meaning. Staff workshops took place in which our vision and values were not only agreed but meaning and context given to each term. Below are the key values and their ‘meanings’.

<table>
<thead>
<tr>
<th>Value</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality, customer focused service</td>
<td>A high quality service tailored to our customers’ needs.</td>
</tr>
<tr>
<td>Accessible and inclusive</td>
<td>Providing the same service to everyone, without barriers to the building, resources or staff.</td>
</tr>
<tr>
<td>Courteous and friendly</td>
<td>We will provide a welcoming atmosphere where people will be treated with respect and courteousness.</td>
</tr>
<tr>
<td>Dynamic and innovative</td>
<td>We will keep abreast of new trends and technology, taking a dynamic and innovative approach to developing existing and new services.</td>
</tr>
<tr>
<td>Professional and accountable</td>
<td>We will always be professional, accepting responsibility for the decisions we make and the service we deliver.</td>
</tr>
</tbody>
</table>

5. Delivering high quality services

The library will, as part of its re-profiling consider and evaluate all its services to ensure they are fit for purpose and appropriately support learning, teaching and research. However, future proofing services is also essential and we must take advantage of current and future technological
developments, monitoring trends which frequently give indications of future developments to ensure we meet the needs of future service innovation.

5.1. Collection management/development

It is essential that the library take a strategic approach to collection management and development, working closely with the academics to ensure the best value for money and so we meet the needs of students and researchers, taking into account work based and collaborative learning.

5.1.1. Reading strategies

Investment over the last few years has grown our portfolio of digital resources. As the institution has grown, alongside budgetary constraints, it becomes increasingly difficult to meet core-reading requirements by means of print materials alone, we therefore need to take advantage of the digital resources we have.

The concept of Reading Strategies started at the University of the West of England whose library service faced similar challenges to GCU. Their initial pilot with the School of Health was extremely positive and the strategy was then rolled out to the remaining Schools. Reading Strategies were then successfully implemented at the universities of Coventry and Worcester.

The aim of Reading Strategies is:

‘Improve the visibility and ease of access to core reading resources, particularly e-resources. This will include encouraging a move from print to digital as the preferred means of providing access to core reading.

These aims need to be pursued in tandem with an ongoing commitment to improving and supporting the Information Literacy levels of students, so that they have the skills to locate, retrieve and manage appropriate information. The outcome should be to improve student access to resources, help them succeed in their studies and research, and increase their satisfaction with the library service.’

In practice, this requires a standardisation of all reading lists with three categories and the university module specifications to include a resource framework section, which outlines not only what they are expected to read but also how they are to get access to it. To some extent, this is being trialled with GCU London where the Academic Liaison Librarians are

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working closely with Academics to ensure the majority of materials on reading list are available electronically. The library would aim to put forward a proposal to EB to fully pilot reading strategies for the academic year 2011-12.

5.1.2. Information Resource Management and Access Policy (IRMap)

The information landscape is continually changing and developing thus, collection management has changed from being based on physical collections that now include virtual collections and access. The library will therefore, write a new Information Resources Management and Access Policy (IRMap) for the library service to reflect the institutions current information resource needs, the shift to electronic delivery, and the pressure on library space. This policy will replace the existing Collection Development Policy.

5.1.3. Resource discovery

As with teaching and learning the ‘Google Generation’ have provided a challenge to libraries in the way they approach information discovery. The advent of Amazon and Google has changed the user’s perceptions of information searching, interaction and personalisation. 3

‘There is a need to improve how well technology is ingrained in universities’ thinking about teaching and the student experience. Each subsequent generation will bring new relationships with new technology and new expectations of its use. As the report Higher Education in a Web 2.0 World found, students are likely to become progressively less accommodating of any gaps between expectations and university capacity’. 4

The library must seize the opportunities offered through learning in a networked electronic society, therefore it is imperative that a cohesive and innovative learner support service is in place to sustain and enhance the learner experience. Tools such as our cross searching facility ‘Discover’ help simplify access to e resources but single sign on is also essential as we invest more in e journals/e books. Similarly we must take advantage of web 2.0 technologies such as RSS feeds, tagging and user interaction such as book reviews if we are to compete with commercial search engines to ensure we are providing quick access to quality resources for our students and researchers.

3 Adamson, V., Bacsich, P., Chad, K. and Plenderleith, J. Library Management Systems Study. An evaluation and horizon scan of the current library management systems and related systems landscape for the UK higher education. JISC and Sconul, March 2008. P 37, 47 and 56
'Student researchers have an overwhelming preference for online resources that make the best use of their research time ... Students prefer the content available in library databases for its ability to deliver more relevant information in a single search. However, if discovery and access to library databases is more cumbersome than they expect, they will abandon library resources for the more familiar terrain of Google and Wikipedia.'\(^5\)

The library will therefore look to:

- develop its library management system
- investigate integrating web 2.0 technologies into the library catalogue
- investigate options for single sign on either via a proxy server or moving to Open Athens LA for Athens authenticated resources

5.2. Supporting learning, teaching and research

It is important that the library strategy support the university teaching, learning and research priorities as well as complimenting university strategies such as the Research strategy, Teaching and Learning strategy, Widening Participation strategy etc. Therefore, underpinning the library strategy will be more detailed service orientated strategies that will provide key aims and objectives for each area. (See Appendix 1 for a list of strategies).

5.2.1. Information literacy/employability skills

Accessing information, evaluation and communication are essential in today’s digital society. We need to give learners the understanding of the different types of information available, how to search effectively and evaluate the quality of the information they retrieve as well as an understanding of plagiarism and the issues surrounding the ethical use of information. We need to help them to understand the principles of academic study and writing and so enabling them to not only find information and evaluate it effectively but also to communicate their findings. This process will empower students to become independent learners who are confident in their abilities and who will be able to transfer these skills into the work place.

It is recognised that Information Literacy (IL) is key for lifelong learning and independent learning. As a global knowledge economy, employers are concerned that graduates leaving

university do not have adequate employability skills. Employers are therefore placing a ‘greater emphasis on information handling skills, as a key to competitive advantage’.

University lecturers are also concerned that students are coming to university with poor learning skills. Discussion in Higher Education (HE) are focusing on who should be developing student learning and employability skills with the consensus being that it should be the responsibility of both employers and universities. IL helps provide students with the confidence to be independent learners, problem solvers and critical thinkers. The library already works closely with Schools to deliver IL sessions but there is no systematic approach across the university. The aim would therefore to be to work closely with the PVC for Teaching and Learning to embed IL into the curriculum so students receive appropriate support at a point of need.

Key developments to support this approach are:

5.2.1.1. **SMILE (Study Methods and Information Literacy Exemplars)**

SMILE was originally a JISC project and is an online, interactive Information Literacy and Writing Skills programme. The project was a joint collaboration between the University of Worcester, University of Loughborough and Imperial College London. The programme is now being amended and developed to meet the IL needs of GCU students. We would also look to add units on digital literacy; this will provide the university with a holistic and comprehensive academic employability skills online programme.

The aim is to deliver the programme via Blackboard and the programme will be taught using a blended learning approach. SMILE will initially be piloted in 2011 with Health and Business. The aim will be to eventually roll it out to all schools. Fuller details of the programme will be in the Library Learning and Teaching Support Strategy.

5.2.1.2. **PILOT (Postgraduate Information Literacy Online Tutorial)**

The university is keen to grow its Post Graduate (PG) offering and numbers, it is important therefore that the library provides not only access to high quality resources

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but also supports the researchers skills agenda. The new Vitae Researchers Development Framework has now been published.\textsuperscript{10} The framework recognises the importance of information literacy for all researchers throughout their research career. This alongside reports such as the ‘Researchers and their use of Academic Libraries and their Services’\textsuperscript{11} and ‘Mind the skills gap: Information handling training for researchers’\textsuperscript{12} demonstrate the need for researchers to have not only IL skills but an understanding of the publishing process and scholarly communication.

To support researchers the library will be introducing the online programme PILOT that was developed by Imperial College London as a resource that would provide its research community with a holistic overview of information, appropriate to the rapidly changing world of scholarly communication.\textsuperscript{13} The programme will be adapted to support GCU researchers and research students either on an individual basis, through the Graduate School or CREDO.

Full details of the programme can be found in the Library Research Support Strategy.

\textbf{5.3. GCU London}

It is important that students at GCU London receive the same high level of support and quality resources as students in Glasgow. Therefore, responsibility for the library and support for the Senior Information Assistance will become the responsibility of Senior Librarian who leads the Academic Liaison, GCU London and Research team.

\textit{7.3.1 Resources}

As space is limited, the aim is to provide key reading list material in electronic format either through e journals, e books or digitised chapters via the VLE. A small book collection will be developed especially in the area of fashion marketing where materials are not readily available in e format. Students and staff will be able to request books from the main GCU campus that will be posted to GCU London.

\textsuperscript{10} http://www.vitae.ac.uk/policy-practice/234301/Researcher-Development-Framework.html


7.3.2 Support

The main support for students will come from the Senior Library and Information Assistants who will provide basic IT and library support. The IT help desk at GCU supports first line enquiries and then escalates the enquiry as required. This system will also be used for GCU London. Specialist subject support will be provided by the Academic Liaison Librarians at GCU Glasgow. Staff and students can contact the team by phone or email. To assist with ‘virtual subject support’, so students can contact a librarian at a point of need, the librarians will use the Adobe Connect software package. This is a tried and tested web-based system that will allow them to support students using “chat”, video and remote desktop assistance.

An Academic Liaison Librarian will visit GCU London at the beginning of each intake of students to ensure they have the appropriate Information Literacy Skills and a full understanding of resources available to them. Visits will also be made at key academic points throughout the year. SMILE will also be utilised and made available from the library section within Blackboard.

5.4. Repositories

‘Repositories are important for universities and colleges in helping to manage and capture intellectual assets as a part of their information strategy ... Higher education institutions have to manage their educational, research and associated assets more effectively and transparently than in the past.’

The University has two repositories, the Research and Publications Repository and Fedora, the Open Source Teaching and Learning repository. Both of which are essential to the support of the research, learning and teaching agendas.

7.3.1 Learning and teaching repository (Fedora)

Fedora started life as a repository for the Spoken Word project. However, as e learning developed and tools become available for creating new teaching multimedia resources such as vidcasting, podcasting etc a place was required to store such items. Although, Blackboard

has a content management area it has limited storage capacity and is not suitable for storing ‘space heavy’ media type resources. Strategically, it is sensible to keep such resources in the repository as it allows anyone teaching to link to resources within Fedora from web pages, Blogs, WIKIs etc as well as from Blackboard. We will work on developing automatic deposit to the Teaching and Learning repository from within BlackBoard using the SWORD protocol (http://swordapp.org/). We will also facilitate browsing and selection of repository content in BlackBoard and automatic alerts for newly deposited material. Fedora will also be used to house any Research Special Collections that are digitised and scanned resources.

As our e-learning portfolio extends and the Smart Campus initiative develops the Information Literacy and Digital Services team who manage Fedora will need some investment to allow the team to grow to meet future technological development in the university. This team will also monitor development of open source resources and new technologies, identifying those that can be used to further support learning, teaching and research in the library.

7.3.2 Research and Publications Repository (RPR)

The RPR is an essential tool for supporting the Research Excellence Framework (REF) and is an important vehicle for disseminating the research activity of universities. For the individual researcher the benefits include greater visibility of their research output in easily searchable services such as Google Scholar.

An initial pilot has taken place and further population of the RPR is now in process. Currently papers are being placed in the RPR by a dedicated temporary six-month post. Processes and a marketing strategy for the repository are currently being developed. As we move forward in the REF timetable there may be a requirement for additional resource to support the RPR process.

5.5. Internationalisation

As the numbers of overseas students continue to grow it is important that the library not only provides services to support GCU’s overseas students but also embeds internationalisation into its culture and so creates an ethos among library staff that understands and celebrates diversity. The library will work closely and collaborate with the International Office, INTO, the Student Association and Learner Support (International).
A Library Internationalisation Strategy will be developed with an aim to complement the University Internationalisation Strategy, identifying service provision for overseas students, support for the International office, and development for library staff and ways of embedding internationalisation.

5.6. Success criteria

- Writing, approval and implementation of the Library Learning and Teaching Support Strategy
- Successful development of the Library Management System
- Implementation of Reading Strategies
- Writing and approval of the IRMap
- Embedding IL into the curriculum
- Successful marketing and use of SMILE and PILOT
- Development and investment in Fedora
- Innovative use of new technologies to support learning, teaching and research
- Embedding and development of RPR
- Writing, approval and implementation of the Internationalisation Strategy

5.7. Key strategic risks

- Rejection of Reading Strategies
- Time constraints within the curriculum so unable to embed IL
- Budgetary constraints

6. Information help desk Services

The IT Helpdesk and Base are core customer focused services that provide support for both staff and students throughout the university.

6.1. The Base

The Base is referred to as a ‘one-stop-shop’ enquiry point for student services. In reality the desk at the Base is manned by staff from the library, finance and registry but they operate individual desks; there is no consistency in opening times and Registry and Finance are not available at evenings or weekends. The ethos behind a one-stop-shop is for any member of staff working on the desk to be able to answer questions about all student services or refer on as required. To ensure a high quality consistent service there needs to be integration between
Finance, Registry and the Base for basic enquiries with more in-depth enquiries referred back to the appropriate department. Integration would allow some basic tasks to be transferred to the desk freeing up staff within Registry and Finance to deal with specialised work.

Part of the University Campus Master plan is to open up the ground floor of the George Moore building which leads into Level 0 of the Saltire Centre. The Base is currently housed on level 0 at the connecting area of the George Moore building and therefore the Base will have to move. This is a welcome initiative as its positioning, lack of space and three different enquiry points does not allow queue control and leads to students becoming frustrated. As part of a Saltire Centre Roadmap/vision for the library, the aim would be to move the Base to level 1 where it is easily accessible for students, visible and with full integration, reduce queueing and student dissatisfaction.

6.2. ISD help desk

The ISD helpdesk is the first part of a triage system that refers logged jobs onto the appropriate department within Information Services. Currently, problems can be logged through in a variety of ways, phone, email and online and are managed through the RMS. This can cause confusion with people emailing the whole of Information Services rather than the helpdesk. Therefore, the aim is to consider ways in which to streamline this process and make it easier and clearer for people to access IT help. Consideration will also be given to the help desk name as IT helpdesk may mean more to people than the ISD helpdesk. As the first point of call within the Triage system, the helpdesk is often dependent on other services for logged jobs to be dealt with and closed; in some instances, this can lead to some jobs falling out of target. The helpdesk will work closely with the other departments to consider ways of improving processes and time scales on logged jobs to improve completion statistics.

6.3. Customer relationship management (CRM)

The university is intending to rollout incrementally a Customer Relationship Management (CRM) system with various support departments

'A CRM helps to enhance the way departments interact through multiple channels and divisions. A CRM can deploy company-wide best practices, implementing consistent,

A CRM alongside the RMS (Resource Management Software) would enhance the support provided by the information helpdesks and allow them to interlink with other support departments. The University of Bedfordshire has successfully implemented a CRM for all student services that has had an immediate positive impact on services for students. The library will work closely with Enterprise Information Systems (EIS) to consider the most effective way of implementing CRM.

6.4. **Success criteria**

- Integration of Finance enquiries into the Base
- Integration of Registry enquiries into the Base
- More streamlined approach for logging calls at the ISD helpdesk
- Name change for helpdesk
- Location of Base moved from level 0 to level 1 of the Saltire Centre
- Introduction of CRM system

6.5. **Key strategic risks**

- Operational issues with Finance and Registry processes being integrated into the Base
- Funding constraints for the Base relocation
- EIS availability to support CRM implementation

7. **Quality assurance**

The library as a service must constantly monitor and evaluate its service provision to its various stakeholders; only by doing this can we ensure we are delivering a high quality service. Feedback mechanisms currently include:

- Committee feedback via Academic Liaison Librarians (Staff and Student Committee, Research Committee, School Research Committees, Learning and Teaching Committee etc)
- NSS scores
- I Barometer
- Your views (Online feedback)
The Director of Library Services also meets with the Students Association every six weeks for discussion about library services. The service however, needs to develop Key Performance Indicators (KPI) and a Balanced Score Card to ensure we are monitoring and evaluating our services appropriately.

**7.1. Success criteria**
- Development of service KPIs
- Development of Balanced Score Card
- Improved services through monitoring and evaluation

**7.2. Key strategic risks**
- Lack of understanding of importance of monitoring the service by library staff

**8. The Saltire Centre**

It is recognised that libraries and computing facilities are high on a student’s shopping list when choosing which university to apply for; as competition for students increases the library, which physically epitomises the institutions approach to learning, teaching and research will become even more important to that decision making process. It is therefore important that the institution maintain its investment in resources and development of learning spaces within the library.

The Saltire Centre, which houses the library, is an iconic building that attracts people from all over the world for its innovative design and for the way it supports student learning. The library moved into the Saltire Centre five years ago and it is appropriate that evaluation of the learning space takes place to assess what changes/developments are required. Working closely with Estates and Facilities the library staff are therefore developing a short, medium and long-term plan for the library to present to Executive Board. Below are possible examples to enhance the learning environment. A business case will be developed and presented to EB.

During the process of developing a road map for the Saltire centre, two key things need to be kept in mind:
- Keep the building iconic
- Requires a yearly rolling refurbishment budget
- The Saltire is full to capacity in terms of student study places

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16 Combining what is measured or measuring what is counted? HEFCE. April 1008/14
### 8.1. Short term

<table>
<thead>
<tr>
<th>Strategic area</th>
<th>Aim</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iconic building/NSS scores</td>
<td>• Recover furniture</td>
<td>Ensures the building retains a ‘quality/high standard/well maintained’ appearance</td>
</tr>
<tr>
<td></td>
<td>• Replacement of computer chairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Paint stairwell</td>
<td></td>
</tr>
<tr>
<td>Disability/Accessibility</td>
<td>• Painting of concrete pillars to aid visually impaired users</td>
<td>Ensures pillars are clearly defined for visually impaired users and that routes are kept clear of furniture on level 0. Move the consulting room into a quieter more secluded area.</td>
</tr>
<tr>
<td></td>
<td>• Definition of accessibility routes on level 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Move disability resource to Level 0 into consulting rooms 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Service excellence</td>
<td>• In line with GCU master plan mover Base from Level 0 to Level 1</td>
<td>The Base will be highly visible on Level 1 and in a more open area allow queuing to be controlled in a more effective way. When the disability resource is moved to Level 0 create a training room for Information/Digital literacy blended learning sessions.</td>
</tr>
<tr>
<td></td>
<td>• Investigate possible removal of desk for information points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Creation of a training room on level 2</td>
<td></td>
</tr>
<tr>
<td>Accessibility/NSS scores</td>
<td>• Replace Base area on Level 0 with open bookshelves and use to re-house books in compact shelving on Level 4</td>
<td>Reduces book stock in compact shelving, which is disliked by students.</td>
</tr>
<tr>
<td></td>
<td>• Archives/Special collection moved from Level 0 to compact shelving on Level 4 to compliment silent area</td>
<td>Increases borrowing of stock.</td>
</tr>
<tr>
<td>Internationalisation/I Barometer/NSS Scores</td>
<td>• Move international collection to Level 0 and create an international area in line with INTO audit recommendations</td>
<td>The collection would be moved to a secluded and quieter area on Level 0 alongside a consulting room where the International librarian can meet students.</td>
</tr>
</tbody>
</table>
8.2. Medium term

<table>
<thead>
<tr>
<th>Strategic area</th>
<th>Aim</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended learning /NSS scores</td>
<td>• Turn seminar 1 into a learning grid for staff, students and researchers See University of Warwick Teaching / Learning Grid</td>
<td>An area to learn what new technologies, tools and software are available to support learning and teaching and how to use them effectively.</td>
</tr>
<tr>
<td>Accessibility/NSS scores</td>
<td>• Add open shelving into the foyer of Level 1</td>
<td>Reduces book stock in compact shelving which is disliked by students. Increases borrowing on stock. Ensures use of electronic resources to full advantage; supports students on placement and work based learning.</td>
</tr>
<tr>
<td>Valuing staff</td>
<td>• Office space reorganisation to include eating area, meeting space and confidential facility</td>
<td>Productive and happier staff.</td>
</tr>
<tr>
<td>Collaborative working/NSS scores</td>
<td>• In line with GCU master plan when cafe area on Level 0 moved replace with group study area and open shelves.</td>
<td>The building is currently full to capacity; this would create more group working space which is very popular with students. Reduces book stock in compact shelving which is disliked by students. Increases borrowing of stock.</td>
</tr>
<tr>
<td>Disability/Internationalisation/placement</td>
<td>• Change status of books from one week to two week loans</td>
<td>Students will not have to renew books so frequently.</td>
</tr>
<tr>
<td>Personalised learning Create more single study carrels on level 3</td>
<td>• Work with facilities/ELS to look for office space so the Carnegie Suite can be released back to</td>
<td>Releases the consulting rooms in the Carnegie Suite to</td>
</tr>
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</table>
19 consultation space. student consultation as originally intended. The single study carrels are very popular with students and are often full. This would create additional single study space relatively little cost

**Accessibility**  
- Where appropriate move GCU Special Collections to open shelves  
  Far easier access to collections and frees up already limited staff time.

**Service excellence/accessibility/NSS scores**  
- Make better use of spaces round the campus to develop small group working areas.  
- Market other PC labs on the campus to extend the ‘learning grid’.  
  Provides further group work areas and encourages students to study in spaces other than the library.

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### 8.3. Long term

<table>
<thead>
<tr>
<th>Strategic area</th>
<th>Aim</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative working/NSS scores</td>
<td>• Extend mezzanine on Level 1 so around 3 sides; use for open shelves and study space (still allows for open plan in middle section albeit reduced in size)</td>
<td>The building is currently full to capacity; this would create more group working space which is very popular with students. Reduces book stock in compact shelving that is disliked by students. Increases borrowing of stock.</td>
</tr>
<tr>
<td>Accessibility/NSS scores</td>
<td>• Remove compact shelving from Levels 0/2/3</td>
<td>Removes book stock from compact shelving which is disliked by students. Increases borrowing of stock.</td>
</tr>
<tr>
<td>Collaborative working/NSS scores</td>
<td>• Repurpose of roof garden space to create innovative</td>
<td>The building is currently full to</td>
</tr>
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</table>
learning spaces

capacity; this would create more group working space which is very popular with students.

Service excellence

- Graduate study area. On removal of compact shelving on level 3 create a graduate study area

Encourage postgraduates and researchers to use the library.

Service excellence/ Collaborative working/NSS scores

- Revamping of IT labs on campus into learning zones in collaboration with IT

Provides students with a variety of learning environments around the campus.

9. Communication and collaboration

Listening and communicating with our stakeholders is essential if we are to ensure we are providing the right services for our users and this can be achieved in different ways and formats.

9.1. Students

Many students entering HE can be referred to as 'Digital Natives'. Digital Natives are characterised as being used to communicating through technology, having instant access to information and creating and changing content on the internet. Social networking through platforms such as MSN and Facebook are an essential part of their daily lives. It is therefore important that we use new technologies to communicate with them. Facebook has already been used very effectively with the international students and increased dramatically our uptake of international orientation and drop in sessions. Therefore, we will develop our webpages, our use of Facebook along with other tools such as twitter, blogs etc to keep our students up-to-date with new resources and events within the library. Chat is already used at the Base and for the ‘ask a librarian’ service. The students can also email the Base and the Academic Liaison Librarians directly for support.

The Director of Library Services and members of the SMT meet Student Association representatives on a six weekly basis and the International librarian sits on the Student Association International committee and attends International student events.

9.2 Academic Staff and researchers

Librarians support specific subject areas and are in regular contact with lecturers from their area. They sit on student/staff committees and school research committees, this allows
them to provide updates about the library and to pick up on any issues. The librarians also communicate on an individual basis with course directors and module leaders to ensure appropriate resources are available for courses through reading lists and collection development. Further work and collaboration however, is needed to ensure all reading lists are submitted by lecturers.

Researchers have become our ‘invisible users’. With the advent of Virtual Research Environments (VRE), full-text electronic journals, information portals and other digital resources being delivered direct to their desktops researchers no longer need to visit the library. The research web pages are core to our support for, and communication with, researchers. The pages will therefore be evaluated and re-written. New technologies such as blogs, Net vibes, Wikis and Twitter will also be used for contacting researchers and informing them of new resources or developments.

9.3 Support services

Communication and collaboration with other support services is key if library services and learning spaces are to develop cohesively and appropriately for our stakeholders’ needs. Regular meetings are held with Estates, Facilities, Learner Support, IT etc. Workloads, time constraints or lack of customer focus can be a hinderence to project or collaborative working; the library will continue to build on existing relationships and to work towards a better understanding with areas where the relationship can be developed.

9.4 Library staff

We have to ensure there are good communication channels for staff within the department. Members of the SMT feedback to their teams and a monthly internal newsletter has been developed. An online ‘Library filing cabinet’ has also been developed which includes areas such as where minutes from team meetings are held, who is who and their role within the library, library strategies, current projects and their progress and other library information. The filing cabinet is within Blackboard and all library staff are enrolled upon it. The aim is to keep developing the area and include links to useful blogs, websites etc.

9.5 Success criteria

- Development of library webpages
- Increased use of new technologies for communication
- Increased NSS scores
- Library representation on all relevant committees
• Increased number of reading lists collected
• Collaboration with other support services on projects and service enhancements
• Further development and usage of the Library Filing Cabinet

9.6 Key strategic risks

• Time constraints to develop online content and use of new technologies for communication
• Lack of engagement from some support services

10. Staffing structure

As the institution re-profiles and restructures its academic departments it is appropriate for the library to consider its key services and how they are supported/delivered and to realign functions within the library unit as appropriate. The realignment of library functions will also ensure that management and leadership roles are clearly defined: provide opportunities for cross-functional working and for service managers to take a strategic role in the development of services.

10.1. Realignment of functions

The core functions will be supported by four distinct sections.

Sections

• Resource Management
• Academic Liaison, GCU London and Research
• Information Literacy and Digital Development
• Information Help Desk Services

The Library Senior Management Team will work closely with Human Resources to assess any staffing implications.

10.2. Success criteria

• Successful realignment of library functions
• Appropriate policy and procedures in place to ensure a high quality service in GCU
• Any realignment in place by the start of the new academic year 2011-12

10.3. Key strategic risks

• Realignment not in place by new academic year
• Lack of buy in from staff within the library
11. Governance

The library must ensure it has appropriate governance to ensure consistent management, cohesive policies and processes. Staff within the library must have a clear understanding of the structure, decision rights for areas of responsibility and communication flows.

The library will therefore produce a governance document that:

- Clearly defines the library structure
- Clearly defines roles and responsibilities
- Demonstrates the library process of decision-making
- How we will communicate with and gain feedback from our stakeholders
- How we will monitor, evaluate and improve the quality of services using Key Performance indicators

A subset of the governance will be the following documentation:

- Office etiquette in a open plan office

Style guide for library documentation and communication

12. Staff development

Staff development is key to keeping the service both effective and competitive. With technology, changing at such a tremendous rate it is now more important than ever for staff to keep abreast of developments. Conferences, one-day courses are very valuable but also providing time for people to read about new technologies, teaching practices, current trends and issues surrounding scholarly communication is important. Library staff will be encouraged to keep up-to-date using tools such as JISC project blogs, RSS feeds to relevant areas, JISC mailing lists and other alerting systems.

Working closely with Occupation Development (OD) has led to a bespoke supervisory programme for Supervisors on the Base and to members of the SMT attending a Leadership course. The library will continue to work closely with OD on staff development requirements identified through PDARs and new service developments.

Exchange of knowledge and experience is also an essential part of staff development. The library has invited experts in their fields to hold seminars at the library that when possible have been opened up to librarians across Scotland. The library will continue to hold such seminars and lecturers that are relevant to the development of the service.

12.1 Success criteria

- Continued collaboration with OD to ensure staff have the appropriate required skill set
• Staff keeping abreast of new developments and introducing them to the service
• Continued seminar programme

12.2 Key strategic risks

• Time constraints on finding time to read/keep up-to-date
• Funding constraints

13. Dissemination of good practice

The library is and has developed areas of work that will be of interest to other practitioners within the sector. The Spoken Word project for instance has generated conference papers and resulted in further collaborative work with other institutions. Staff will be encouraged to submit papers to conferences and journals on development areas such as SMILE.

13.1 Success criteria

• Conference papers and journal articles accepted

13.2 Key strategic risks

• Time constraints on finding time to write papers

14. Marketing

‘Marketing is used to identify the customer, to keep the customer and to satisfy the customer. With the customer as the focus of its activities, it can be concluded that marketing management is one of the major components of business management. ... The term marketing concept holds that achieving organizational goals depends on knowing the needs and wants of target markets and delivering the desired satisfactions.’

Another concept, which is perhaps particularly relevant to libraries, is that of relationship marketing which is “to establish, maintain and enhance…relationships with customers and other partners….so that the objectives of the parties are met. This is achieved by a mutual exchange and fulfilment of promises”. Relationship marketing is about being closely connected to our customers and building up a relationship of mutual trust so that they continue to use our services in preference to any other.

It is important that the library develops a ‘marketing mindset’ to the development of new and existing services to ensure that we are meeting the needs of our users. We need a clear understanding of our researchers and the services they require. The library will therefore perform a stakeholder analysis in order to create a marketing strategy for services that will include:

18 Gronroos, C. Strategic management and marketing: Managing the moments of truth in service competition. Lexington, MA: Free Press. 1990
A stakeholder analysis
Identification of new services
Identifying appropriate communication/dissemination mechanisms to publicise services to stakeholders
The redesign of the library web pages
The creation of promotional material

A marketing group for the library will also be created which will include a representative from Marketing and Communications department.

14.1 Success criteria

- Creation of a library Marketing group
- Development of a Marketing strategy
- Increased use of library services

14.2 Key strategic risks

- Institutes/Centres/Schools fail to recognise the importance of the services provided by the library
Appendix 1

Library strategies

- Library research support strategy – written and approved by EB
- Library Internationalisation support strategy – written and approved by APC but needs EB approval
- Library teaching and learning support strategy – to be written
- Library marketing strategy – to be written
### Appendix 2. - Library planning objectives 2010 – 2013

<table>
<thead>
<tr>
<th>Success criteria</th>
<th>Specific Departmental Actions 2010/11</th>
<th>Specific Departmental Actions 2011/12</th>
<th>Specific Departmental Actions 2012/13</th>
</tr>
</thead>
</table>
| To support the university’s research strategic aims and to ensure that the library’s research provision is appropriate and sustainable alongside research growth within the institution. | • Creation of a library Research Support Group  
• Development and launch of the library research pages  
• Repository:  
  o Increase number of outputs  
  o Policy and procedure for copyright and takedown  
• Develop and launch the Postgraduate Information Literacy Online Tutorial (PILOT)  
• Develop new selection criteria for special collections  
• scope workflows for the selection, digitisation, curation and preservation of GCU Research Collections materials  
• Creation of a special collections disaster plan | • Formal involvement with the Graduate school on the implementation of the Researchers Development Framework  
• Evaluation of research collection to ensure they are aligned with university research  
• Support the university with the data gathering for the REF  
• Start to digitise research collections  
• Move archive and special collections to level 4 (subject to successful business plan) | • Evaluation of the repository process and number of outputs being deposited  
• Begin discussions for the updating of the Library Research Support Strategy  
• Continue to digitise special research collections |
| To provide services to support GCU overseas students but also embed internationalisation into the library culture. | • Create a license knowledge bank  
• Create a list of open access journals and other digital resources  
• Plan for creation of international publications for next academic year  
• Develop international student library web pages  
• Named library person to act as first point of contact for | • Creation of appropriate publications for international students  
• Develop podcasts in different languages  
• Introduction of SMILE to support plagiarism teaching  
• Introduce active learning sessions for plagiarism e.g. using PRS system | • Begin discussions for the updating of the internationalisation strategy  
• Develop a co-ordinated programme of support with Learner Supports International team |
<table>
<thead>
<tr>
<th>international students</th>
<th>Develop a seminar programme for the library staff on cultural awareness</th>
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<tbody>
<tr>
<td>• Introduction of international inductions</td>
<td>• Further develop resources within the library for international students</td>
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<tr>
<td>• Introduction of drop in sessions on plagiarism</td>
<td>• Evaluate film night and coverage of international sporting events</td>
</tr>
<tr>
<td>• Use of social networking tools to communicate with international students</td>
<td>• Develop a co-ordinated programme of support with Learner Supports International team</td>
</tr>
<tr>
<td>• Introduction of film night in the library and coverage of sporting events</td>
<td></td>
</tr>
<tr>
<td>• SWOT and stakeholder analysis, evaluate and respond as required</td>
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<table>
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<tr>
<th>To increase existing high levels of student satisfaction as evidenced by measures such as the National Student Survey and other feedback measurements</th>
<th>Create a library marketing group &amp; write marketing strategy, swot and stakeholder analysis</th>
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<tbody>
<tr>
<td>• Plan publications for 2011/12</td>
<td>• Plan publications for 2011/12</td>
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<tr>
<td>• Evaluate and respond to the I barometer and NSS</td>
<td>• Evaluate and respond to the I barometer and NSS</td>
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<tr>
<td>• Write new code of conduct</td>
<td>• Write new code of conduct</td>
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<tr>
<td>• Consider how to ensure rules are enforced – particularly in the silent areas</td>
<td>• Consider how to ensure rules are enforced – particularly in the silent areas</td>
</tr>
<tr>
<td>• Review library start of term programme</td>
<td>• Review library start of term programme</td>
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<tr>
<td>• Develop resources:</td>
<td>• Develop resources:</td>
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<tr>
<td>• Increase the percentage of new books borrowed within two years.</td>
<td>• Increase the percentage of new books borrowed within two years.</td>
</tr>
<tr>
<td>• Enhance the digital library e.g. digitisation programme, e books and e journals</td>
<td>• Enhance the digital library e.g. digitisation programme, e books and e journals</td>
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<tr>
<td>• Plan reading strategies pilot</td>
<td>• Plan reading strategies pilot</td>
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<tr>
<td>• Continue to improve the communication and promotion of services to all users using</td>
<td>• Continue to improve the communication and promotion of services to all users using</td>
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<table>
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<tr>
<th>Evaluate and implement changes to communication and promotion with students</th>
<th>Evaluate and implement changes to communication and promotion with students</th>
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<tr>
<td>• Implement changes required in response to the I barometer and NSS</td>
<td>• Implement changes required in response to the I barometer and NSS</td>
</tr>
<tr>
<td>• Introduce new code of conduct, promote and evaluate effectiveness</td>
<td>• Introduce new code of conduct, promote and evaluate effectiveness</td>
</tr>
<tr>
<td>• Evaluate and respond to the I barometer and NSS</td>
<td>• Evaluate and respond to the I barometer and NSS</td>
</tr>
<tr>
<td>• Print and introduce new publications</td>
<td>• Print and introduce new publications</td>
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<tr>
<td>• Implement changes required from the start of term review last year</td>
<td>• Implement changes required from the start of term review last year</td>
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<tr>
<td>• Implement marketing strategy</td>
<td>• Implement marketing strategy</td>
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<tr>
<td>• Reading strategy</td>
<td>• Reading strategy</td>
</tr>
<tr>
<td>• Pilot and evaluate</td>
<td>• Pilot and evaluate</td>
</tr>
<tr>
<td>• Plan staged roll out to other Schools</td>
<td>• Plan staged roll out to other Schools</td>
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<table>
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<tr>
<th>Evaluate and respond to the I barometer &amp; NSS</th>
<th>Evaluate and respond to the I barometer &amp; NSS</th>
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<tr>
<td>• Implement changes required in response to the I barometer and NSS</td>
<td>• Implement changes required in response to the I barometer and NSS</td>
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<tr>
<td>• Roll out Reading Strategy</td>
<td>• Roll out Reading Strategy</td>
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<tr>
<td>• Respond to recommendations/actions from the quality assurance committee</td>
<td>• Respond to recommendations/actions from the quality assurance committee</td>
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</tbody>
</table>
| To support the Student Association (SA) and to develop a good working relationship | Different media and new technologies e.g.  
- Develop the use of blogs to keep students and staff informed  
- Launch new web pages to improve access to support, services and resources.  
- Monitor and adjust in 2011/12  
- Create a Disability working group with other stakeholders such as Learner support and IT  
- Create a one stop shop at the base with integration of finance and registry enquiries  
- Investigate the use of a CRM to support the Base | Evaluate the work of the Disability Group and consider widening membership to the academic community  
- Implement a CRM (subject to appropriate finance)  
- Introduce a quality assurance group who will write a yearly report  
- Develop a balance score card |  
| To embed a culture of high performance amongst the library staff | Introduce formal meeting mechanisms | Library Senior Management Team to meet with the SA on a 6 weekly basis  
Library International officer to sit on the SA’s international committee | Library Senior Management Team to meet with the SA on a 6 weekly basis  
Library International officer to sit on the SA’s international committee |  
| | Library SMT to attend 6 month leadership course  
Create with OD a supervisory course for the Base supervisors  
Develop a system that formalises monitoring and reporting within the library  
Develop a strategy for ensuring CPD priorities for the department | Implement formalised monitoring and reporting within the library  
Ensure appropriate CPD opportunities are available for library staff  
A minimum of two staff to write and submit conference papers  
Evaluate the impact of the governance and communication | Ensure appropriate CPD opportunities are available for library staff  
A minimum of three staff to write and submit conference papers |
| Ensure appropriate support and resources are in place to enhance learning and teaching | • Develop and write the Library teaching and learning support strategy  
  • Adapt, pilot and evaluate the online information literacy and writing skills programme (SMILE) in Blackboard  
  • Evaluate current teaching and implement changes as required | • Implement Library teaching and learning support strategy  
  • Roll out SMILE to other Schools  
  • Write a teaching report with recommendations for improvement/change  
  • If required a librarian to start PG cert  
  • Continue to build partnership | • Evaluate SMILE, amend as required  
  • Implement recommendations from the teaching report  
  • Begin discussions for the updating of the Library Learning and Teaching Strategy  
  • Evaluate the impact of the IRMap |
|---|---|---|---|
| To continue the progressive improvement of facilities/visibility of the Saltire Centre | • Set up formal, regular meeting with Facilities  
  • Prepare a road map for improvements and ongoing maintenance  
  • Assess current signage  
  • Work with marketing and print design to develop ‘library’ brand  
  • Create a Saltire working group with a membership of appropriate stakeholders | • Move Base to Level 1 (this is subject to funding)  
  • Evaluate student feedback on learning space within the Saltire and respond appropriately  
  • Consider ways of improving the library foyer on level 1  
  • Move archives to level 4 (this is subject to funding)  
  • Work with facilities on ways to improve staff working areas  
  • Monitor process of the Saltire/library road map  
  • Introduce a shop into the Saltire | • Create a programme of exhibitions for the library  
  • Continue to monitor feedback on learning space  
  • Feasibility study on creating a training room within the library  
  • Monitor process of the Saltire/library road map and rewrite as required  
  • Monitor shop and generated income |
| are approached in a holistic manner  
  • Celebrate our successes  
  • Develop a governance and communication strategy  
  • Set up and launch online Library Filing Cabinet which will contain strategies, minutes on monthly team meetings etc  
  • Launch a library newsletter  
  • Introduce Monthly service managers meetings  
  • Introduce PDARS in line with university policy | • Evaluate impact of the Library Filing cabinet |
<table>
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<tr>
<th>Provide an efficient, customer focused IT helpdesk which is aligned to the needs of the business and underpins the core business processes</th>
<th>Provide an appropriate staffing structure to support the service and the universities goals</th>
<th>Evaluate the use of Mahara and consider using for other areas within the library</th>
</tr>
</thead>
</table>
| • Develop an evaluation system for teaching  
• Evaluate current teaching skills and plan CPD accordingly, including PG Cert  
• Introduce a seminar programme for teaching enhancement for library staff  
• Work with e learning to build upon the Spoken Word repository to create a Learning and Teaching repository  
• Work with AV/E learning./OD to provide training sessions on video and other formats which are created for teaching and stored in Fedora  
• Develop an Information Resource Map (IRMap)  
• with e learning team  
• Develop an interface which provides simple access to the various repositories  
• Develop plan for using new technologies for teaching Information & Digital literacy  
• Implement the IRMap  
• Introduce interactive teaching methods for Information literacy e.g. PRS system  
• Assess the possibility of using the Open Source e portfolio system for academic liaison to reflect on their teaching practice, share resources and to keep a record of their achievements, CPD etc. Implement if appropriate | • Evaluate the effectiveness of the current IT help desk and implement recommendations  
• Create business case for restructure of IT help desk  
• Move staff on the IT help desk to the Saltire centre  
• Monitor IT help desk and work to a 90% closure of jobs within a set period of time  
• Develop a strategy to integrate the IT help desk and the Base  
• Develop monitoring, service levels and balanced score card  
• Investigate the use of NORMAN for out of hours support and make recommendations  
• If feasible integrate the IT help desk and Base  
• Monitor and evaluate the service levels | • Evaluate the effectiveness of the re-profiling  
• Amend as required |