Saginaw Valley State University

The Zahnow Library:  
21st Century Transformation, Innovation, & Change  
Integrating Organization: Realigning Space

Submitted by Global Library Consulting  
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“Our jobs are shifting from doing what we’ve always done very well, to always being on the outlook for new opportunities to serve an unmet need which will advance teaching, learning, service and research . . . To be prepared for the future, and be ready for new opportunities, many librarians and information professionals must re-envision their roles and define new opportunities. Anticipating and preparing for new roles and how these roles can expand and evolve over time will be key to an enduring, engaged, and thriving profession in the future.”

— ACRL Environmental Scan 2013
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Part 1: Introduction

The 21st Century Library Environment

Libraries are in the midst of a variety of fundamental shifts. The controlled information environment that has been in place for centuries has changed dramatically, thus the role and expression of library services are also in a major transition. People have multiple options for finding information; most users have access to more knowledge in their pocket, in their home or virtually wherever they go, than any library can hold. This environment has brought integral changes to the library and research landscape, as well as to the services, spaces and expression of the role that libraries serve in an organization.

Libraries are responding to these changes by:

- Transitioning from print/analog collections to digital collections;
- Shifting collection development strategies from strict ownership to an understanding of the reality of ubiquitous access to information;
- Understanding better today’s economic realities and budgeting appropriately for information needs;
- Requiring and supporting librarian skill sets to better match and inform those of their users;
- Supporting the integration of information into the digital landscape of the new research environment;
- Understanding the need, value and role of digitization and preservation;
- Developing an infrastructure to manage the life cycle of multiple forms of information.

In addition, new partnerships and deeper integration of services are emerging to support seamless support for users. Library staffs are required to be more visible, interactive and engaged in the application of emerging tools that support the increased capabilities of a digital information environment.

The impact of the changing landscape, while profoundly affecting the operational expression of libraries, does not diminish the need or role of libraries and librarians in the research process. Instead of information being a scarce resource, limited by location dependent access, today’s users face the challenge of an overload of information. The overarching nature and purpose of libraries is one of connecting researchers with the information needed and helping them navigate and integrate its use. Successful libraries
are those that understand and respond to the fundamental shifts taking place; the opportunity is real and immediate.

There is no single approach to what best delivers the services needed by any particular organization or institution. The answer lies in the organizational context and mission. However, what is common across organizations is the critical need to stay engaged with the users, respond to their shifting needs, and to provide the tools and training to support information use. Successful libraries have moved from passive information repositories, to active, engaged, technologically savvy organizations that customize information services for their users.

**Project Methodology**

Global Library Consulting (GLC) was selected by Saginaw Valley State University (SVSU) to provide an assessment of the current organization’s structure and its use of facility space and to develop a set of strategic recommendations for the Melvin J. Zahnow Library to help it transition to a 21st Century Library model, which we discuss in the following sections.

To accomplish this, GLC undertook an internal environmental scan, consisting of a review of an extensive set of documents, reports, self-studies, job descriptions, departmental activities and statistics provided by the Library. The Library provided GLC access to this varied array of information via LibGuides (Springshare’s CMS). Each department also reviewed itself via a very helpful SWOT-like analysis. It was clear that significant and thoughtful preparation was made for our visit, which helped our understanding of library operations tremendously.

In March and April of 2014, GLC conducted two on site visits to SVSU, interviewing faculty, deans, staff, students, partners within the library and campus administration, assessing the current environment, as well as probing the needs and aspirations for the next level of library service on campus. Included in these visits was a visioning exercise with the library staff to elicit internal perspectives and to establish a path for the library staff to continue to work together as they embrace future changes. These components, juxtaposed with our research on the external trends and shifts impacting the environment, form the basis of this report aimed at assisting Zahnow Library in process of transformative change.
What Makes the 21st Century Library Tick?

The 21st Century Library is best explained by a series of understandings and best practices. Libraries embracing a 21st Century Library model do not claim to have all the answers and recognize there can be impediments to implementation and change, internally and externally.

The 21st Century Library recognizes and understands that:

✓ The well-established economic models of the past are unsustainable and do not offer the best support for today’s emerging teaching and learning paradigms with their infusion of technology into the online classroom.

✓ Today’s library is currently straddling a transitional period from traditional services to new digital-based services, to which there is often resistance to change, as well as uncertainty as how to change.

✓ The scale of information access is well beyond anything once imagined; the sheer scale and ease of access has created the perception and expectation that information is free and readily accessible, while libraries are struggling with escalating material costs.

✓ The fastest growth of information and broadest access to information now occurs outside the library, accessed and delivered when and where it is needed.

✓ Services such as Google, as well as Facebook and Twitter, have fundamentally changed the service norms for libraries. User expectations have shifted to include baseline requirements that support both remote and mobile users, delivering digital content and services anywhere the user needs it.

✓ Traditional metrics – such as collection size, numbers of serials titles, circulation and reference statistics, gate counts, etc. – no longer reflect the quality and quantity of services libraries provide. In order to advocate for much needed support, today’s libraries need the validation of evolving assessments linked to strategic values; metrics that link and measure the library’s effectiveness within the larger, holistic Higher Education environment. Examples include, the library’s impact on student enrollment, retention rates, student learning and success, graduation rates and support of faculty teaching and learning. Key to these new challenging-to-quantify emerging metrics is how and where library services support the institution’s mission and goals.
Reference and circulation related requests are down across all institutional types, even when alternative services, such as remote reference and laptop circulations are included. Today’s library recognizes the need to reallocate resources to activities that provide improved, relevant user support.

The cost of traditional acquisitions and in-house book cataloging are extremely expensive. A study by UC Merced (http://bit.ly/1igqmcI) found the cost of a library receiving a shelf-ready book to be $4, compared to $35 for a traditional in-house cataloged book. The added “quality” argument of in-house cataloging is no longer justifiable, in light of the high value needs that can be answered by redirecting staff resources from cataloging to direct user service needs or to making unique collections accessible.
Part 2: Traits, Observations and Analysis

**Traits of 21st Century Library Staffing**

Today’s successful 21st Century Library organizations are staffed with highly flexible, tech savvy individuals; staff is encouraged to be out of the box thinkers and doers, unrestrained by the rules developed in a time that is quickly receding and does not support the current needs of users.

These organizations require fluid job responsibilities, an embracing of digital services and adherence to guiding principles that reinforce services with the principle of “just in time” services, delivered at the point of need. Staffing trends include transition of jobs traditionally performed by librarians now performed by other staff, thus freeing librarians to offer more technology infused, expert-driven and personalized information services.

Job responsibilities emerging for librarians include the need for deep technical and customer service skills, infused with creative problem solving; these skills are central. Traditional librarian positions are shifting to non-librarian professional staff lines to fill critical skill sets that are required to support advanced technical needs.

Additional needed skills include negotiating and managing complex research database contracts, digitization of special collections and establishing metadata schema.

In addition to core technology skills, proven experience in outreach and marketing are essential for the 21st Century Librarian. No longer is it acceptable to passively wait for users to come to the library. Successful library organizations and staff are actively seeking ways to engage the user base where they are, at the point of need.

Key strategies for today’s librarians and their successful organizations are fast cycles of innovation, quick decision-making and implementations, an attitude of entrepreneurial innovation and a willingness to seek creative approaches to deliver services.

Successful 21st Century Libraries plan for continual change and evolution in the job descriptions of everyone who works in the library. All are prepared to reinvent themselves and pursue professional development as a natural part of professional life.

Successful organizations are outsourcing back-office work, thus freeing up staff to move out front where they can interact with and serve the community. In line with this principle, they are minimizing office time and instead moving librarians and other staff
out among the students and faculty—visible, identifiable, approachable and available at the point of need.

Successful organizations are pursuing and developing essential partnerships with faculty members, with the librarian in the key role of actual problem solving.

**Zahnow Library: The Current State of Staffing and Organization**

Through observations, staff meetings and interviews, it is evident that Zahnow Library has a dedicated library staff, sincerely committed to Saginaw Valley State University (SVSU), its students, faculty and the broader community. This impression was universally reinforced throughout our interviews with students, faculty, deans and other stakeholders, who gave library personnel high grades for commitment, willingness to help and support provided. It is a credit to the librarians and staff who have built this reputation.

The library is currently under the leadership of the Interim Director. The legacy of the prior director, as conveyed from a variety of stakeholders’ perspectives, was a siloed, non-inclusive managerial style. She was seen as a “traditional librarian,” lacking a strong vision. During the prior director’s administration, staff meetings and staff-wide planning did not take place, internal operations were perceived as reactive and the staff did not consider themselves part of the decision-making process. Due to this environment, the staff lacked a clear understanding of the rationale for various changes. Through interviews with partners and other stakeholders, there were mixed reviews of the former director’s success; generally, she was seen as not particularly cooperative or innovative. Under the Interim Director, communications and the environment are perceived as changing for the better.

We note that the library staff is customer-focused and there is a willingness on the part of many of the staff and administrative professionals (APs) to try new initiatives, social media, technology, the embedding of librarians and other approaches. These traits are conducive to initiating change and adoption. Under the Interim Director, there has been a growth in inclusive communications among staff and departments, a valuable characteristic to build upon.

The library staff is turning over. There are now, in process, or expected to be, several resignations and retirements in the next few years. This could result in three librarian vacancies in the coming year, as well as additional AP and clerical positions.
In reviewing library job descriptions, we found them to be dated and not reflective of actual work. Current descriptions are in need of reassessment and modification to match current services, processes and methods. Many of the job assignments appear to have evolved organically, as opposed to evolving with a set purpose or a plan.

Currently, Reference Services librarians cover the Reference desk a total of 80 or more hours per week. The Reference staff has developed a variety of ways for users to ask questions, including phone, email and the fast growing online chat service. In order to encourage reference librarians to take a more proactive outreach into the university community the current “just in case” reference desk service model could be phased out, and a “just in time” model enacted, featuring embedded librarian roles with more active liaison and Information Literacy activity undertaken.

Collection Development and Acquisition (CD&A) currently has six staff assigned to it, mostly focused in many ways on the print collection. This area has lost its team leader (left for a new position) and will lose a second librarian through retirement. It is an opportune time to resize the operation, with the understanding that there will still be both print and e-content in need of attention. There are also streamlining opportunities to consider, such as using pre-catalogued and processed material or patron-driven acquisitions, to reduce costs and staff processing time.

During the term of the past director, there seems to have been minimal organization-wide leadership and planning, resulting in a disjointed and disconnected staff. While there were goals, on-going progress was not shared or communicated across departments. The impact on the organization as a whole has been somewhat disruptive and unproductive. There are still lingering concerns being voiced regarding communication and sharing in the planning process. The impact of the previous administration has left a sense that plans are being done to them, rather than with them; some staff feel that they are outside the decision-making process. The current interim director has begun to change this dynamic, but it will take time for this perspective to change. Continuous attention to inclusive communication and planning will be an important trait for a new library administrator.

Library personnel report uneven workloads. Not all librarians engage actively or equally with their Liaison departments or in the embedding process in the same way. Clear guidelines are needed to assure that all librarians are involved in outreach. The Liaison program needs to develop defined goals and the means of evaluating success. A vision needs to be developed for the embedding process along with seeking incubator projects with faculty to illustrate value.
Trends in collections and services are moving away from print, yet the current Zahnow Library departmental and staff responsibilities are primarily a traditional construct. In addition, assignments and location of departmental student workers are in need of review. The current framework still links significantly to the print model, though there are some points where transitions to a more 21st Century model is beginning to evolve; change is needed.

There is a strong concern among library personnel that Zahnow is disregarded, not included in campus strategic thinking and not viewed as a player on campus. This is symptomatic of a shortfall in leadership. The approach to date has been reactive, rather than proactive, with a few exceptions. Library personnel have not been mobilized with a vision or encouraged to pursue necessary follow-through. On an up note, there is widespread agreement among staff that a plan needs to be developed and communicated, and that change is vital and desired.

One factor in the library’s peripheral campus status is related to a minimum of strategic outreach and marketing of library services. In order to change the perception of the library as a support team to that of active partner in teaching and learning is the need to reach out into the university in new ways. Through personal outreach efforts, engagement in committee work and promotion of resources and events, the library must innovatively, and with consistency, pursue and market new services, partnerships and entrepreneurial projects and tools.

While the metaphor of a ship without a rudder may be somewhat valid, there is a feeling that with new leadership about to occur, library staff supportive of change and the university administration looking carefully at the library, there is a kind of “perfect storm,” or opportunity, at this point in time. It is important to use these positive factors as a platform to move forward; the key is not to lose momentum and focus on the priorities that will move the organization forward.

**Traits of 21st Century Library Space**

Twenty-first Century Library spaces must support the entirety and variety of student learning style needs. Today’s library space planning recognizes that libraries will have fewer physical resources, with the space now used for collections to a great degree replaced with user spaces and user-based services. These spaces include technology-infused fluid areas of interaction requiring mobile furniture that can easily be rearranged to support needs as they arise.

The 21st Century Library features spaces for comfortable, collaborative work, private,
quiet work, informal and social gatherings, as well as reception areas and art galleries. The ideal academic library features an abundance of wired and wireless group study spaces with plenty of electrical outlets and in a variety of sizes to accommodate groups and individuals, complete with technology tools that allow for group studying, practice presentations and team project work, for example.

One of the key elements of changing library space is an active area often called the Information Commons or Learning Commons. The Information/Learning Commons is a place where integrated services support students’ learning needs. Learning services (tutoring, writing center, etc.) are often combined with library research services, technology infused learning, collaborative spaces, online courseware, IT and technology support, maker spaces and multimedia production that, together, create a dynamic center of campus. The Information/Learning Commons provides seamless academic support and research support for students in one central location. This space is often a lively, collaborative, technology infused, active space, in high demand, co-located to provide a one stop, central core of scholarly activity, knowledge production and student learning support.

Generally speaking, the 21st Century Library offers: appealing spaces for students that provide a place to meet friends, find a date, socialize, grab coffee; a place to get away, be alone, or get some work done; a place to find inspiration, learn, and find excitement in learning; a place to collaborate; find fast and easy access to information and services to get needed work done—a center of campus activity.
Zahnow Library: The Current State of Space Use

The Zahnow Library is a well cared for facility that houses relevant partners in the student support arena. These partners are the Center for Academic Achievement (CAA), which includes Math and Physics Tutoring (MPT) and the separately administered, Writing Center. The centers provide the library with additional traffic and a positive presence – but the downside is found in the significant space the centers occupy. The library space reallocated to these partners has reduced the total number of seats, study rooms, and general study and social space for library user activities, so that, according to the students we spoke to, there is difficulty during peak hours of finding study rooms and seating to work and spread out in. The two primary library-based needs that the students shared as imperative are space and computers. As there is significant demand for library space by students, it would be essential to add more total seating and additional study rooms.

When touring the building, we found the furniture to be ineffective or antiquated in many areas; it was spread out and not dense enough to be conducive to the study habits and needs described by students. The distribution of furniture and the lack of clearly designated “active or quiet zones,” result in inefficient use of space in many areas of the library.

There are a limited number of study rooms and many of them quite large. Significantly, there is no system for “booking” those rooms to allow for a reasonable usage over the course of a day by many people. Rather, the rooms are available on a “first come, first served” basis, and the complaint is that students often “camp out” in a room, staying all day. Part of the solution is to consider a system of booking of the study rooms to expand access.

In addition to the problem of space, some students would like the facility open longer hours. This is often a wish of students at universities, but often when extra hours are provided, students do not utilize them. The library has offered extended hours during exam times, in a proactive attempt to serve this need. It may be beneficial to consider an analysis of library usage and possible changes to service hours. It could be helpful to expand library hours on Sundays, a prime study day, and trim on other days, when there is less demand.

Currently, library offices are found throughout the building and are somewhat isolated. The scattered location of offices may be symptomatic of an organizational malaise. While there are often security benefits of having a “library presence” on all floors, the current arrangement raises concerns that the location of offices – widely apart, somewhat isolated.
– has added to the silo-psychology affecting communications, services and departments. Collection Development and Acquisitions (CD&A), as discussed earlier, is an example of this. Of the 20 personnel in the library, six are in the CD&A suite on the fourth floor. It is an area that is too large, both in space and number of personnel, given the declining focus on print collections. In addition, it is located too far from other departments and thus disconnected from the rest of the staff and building activities.

The University Archives holds primary and secondary source material related to the history of SVSU, as well as special collections and rare books. It also houses Records Management, to facilitate University offices compliance with public records retention requirements. In the 21st Century Library, archives are often more public and open. In addition, a spotlighted archive space is often a naming or fundraising opportunity. The Archives in Zahnow are housed in an awkward location behind the Circulation Desk; it is only accessible under limited and controlled conditions. For example, while some historical images from the Archives collections were used in the university’s 50th anniversary displays, it was a missed opportunity to fully capitalize on the collections and promote other treasures of the collection. Operationally, there are considerable policy and procedural issues for all components of the Archives that need to be addressed, besides its location:

- The Records Management collection, which is a legal compliance component of the University, follows no schedule of retention or destruction of records that we are aware of.

- There are no guidelines for the materials and files that make up the Archive collections and no standard policies for receiving and filing materials.

- Digitization is planned through ContentDM for both archival records and special collection materials. The library recognizes the opportunity this is to showcase historical, special and rare material, but, generally speaking, has no real vision of what material to focus on.

The Center for Academic Achievement (CAA) space, which includes Math and Physics Tutoring (MPT), is currently located on the second floor of the library. While co-located, the CAA and MPT report to different supervisors and, in some ways, function differently. The Writing Center is located on the third floor of the library. These centers do excellent work in support of students and have found some collaborative approaches to working with the library. The theory for success in the Information/Learning Commons concept is to create an integrated effort amongst the library and the Center partners within a set area. The synergy defines and supports the success of the Commons operation and its support
of students and faculty. There are strong, mission-oriented personalities in each of the centers who are focused on their specific areas. Bringing all the centers into a shared location and providing common leadership would create a clearer vision and provide a unified effort.

As an example, currently there is a Circulation desk, a Reference desk and a reception desk for each Center. Each has student aides and support staff who serve on those desks, all whom have to be specifically trained and budgeted for. A student user of the Centers must move from desk to desk, floor to floor in order to ask a question, make an appointment, or obtain assistance. Many of the functions that support the student needs, overlap between centers’ services. Finding an integrated process would be both a more efficient and effective approach and better support student needs. If the centers were on one floor, with a common “triage” desk, this could greatly improve service.

When interviewing students, we heard of the need for more computers; many expressed difficulty in finding an available computer to use. An example that some students provided was that on any given day, the large computer lab on the library’s first floor might have a small number of students in a test mode, with 40 or more computers sitting idle. However, while testing is going on those idle computers cannot be used like an open lab. It is a source of frustration for the students sharing this observation

Another constraint related to lab space is experienced by the library staff, which has an active Information Literacy (IL) program. The librarians often have difficulty getting a lab to provide the 60 or more sections with instruction in Fall semester for English 111 alone. They can be bumped from a lab, as other classes have priority, even though the library has a class needing instruction in IL. A reconsideration of the number, size, and control of both open and scheduled labs should be considered.

_Traits of 21st Century Library Collections and Budgets_

Collections in 21st Century Libraries are moving away from the traditional “just in case” model of collections to a “just in time” collection model. The traditional library collection model created warehouses of materials researched (via book reviews primarily) and purchased by librarians to support academic programs, with the goal of having books on the shelves in case they were needed to support programs. This educated “guesswork” approach is rapidly ending in the 21st Century Library and alternative approaches to buying materials are emerging, including: patron-driven book acquisitions and on-demand journal article access services, which offers significant cost containment.
Persistent journal price increases continue to crowd out book purchases as serial costs continue to rise faster than library budgets. In the publisher-controlled environment, the publisher takes the output of faculty research (the “publish or perish” model), publishes it and then sells it back to libraries through journals and databases at unsustainable levels of cost. In response to this model and its relentless price increases have come open source options in scholarly communication and publishing. The open source model creates an environment that provides unrestricted online access to peer-reviewed scholarly research. While relatively new, open source journals will have a significant impact on library collections and faculty research in the future. Keeping abreast of these opportunities and emerging models is critical, as stakeholders work to establish sustainable models.

The pervasive model for library collections is transitioning from an “ownership” model to an “access” model, reducing physical collections while expanding online access to content and material. In addition to scaling back the physical footprint of the collection, it reduces costs related to cataloging, processing and collection maintenance, allowing for the reallocation of resources to other critical need areas.

Changes in collection development policies should be created to reflect the evolving view of collection development. Providing a unified catalog to give the community a look at the collection, physical and online, as well as what can easily be acquired, should be in one, single online place.

Other emerging digital collections, like the HathiTrust model, a large-scale collaborative repository of digital content from libraries, include the promise of cloud-leveraged eBooks, as well as shared repositories to reduce local holdings. While some user resistance to eBooks persists, this will likely fade as technology and publisher options improve.

**Zahnow Library: The Current State of the Collections**

The third and fourth floors of the Zahnow Library are now, to a great degree, dominated by the general monograph collection. The total print collection is approximately 200,000 items; these two floors hold approximately 85% or more of the library’s collection. The first floor holds the non-circulating reference materials, browsing periodicals, new books and media; perhaps 25% or less of the floor is occupied by the collection. The second floor has about 25% of floor space dedicated to the collection and includes bound periodicals and microforms.
Circulation of print materials is in a declining mode, although faculty, and to some degree students, still value print material. In order to develop more user spaces, increase seating, add study rooms and other components of a 21st Century Library, and an Information/Learning Commons, the Zahnow Library collection needs to be reduced. There are a variety of strategies and collection targets that can assist in the process. For example, system reports can be run that will indicate what materials have not circulated, say in the last 10 years or looking at shared collection options with other libraries. Reducing on site print collections does not necessarily mean that print library material is not valuable, but it should be considered for weeding (eliminated) or stored, perhaps in a collaborative storage facility with other universities who are also facing this same situation. Besides an immediate project to reduce unused materials, the library should consider an on-going weeding process so that annual decisions are made to contain collection growth and fine-tune the collection for relevant support of classes and research.

The library has actively reduced its bound periodical collection. There remains between 6000 – 7000 volumes. Usage of this material is, in all likelihood, is limited and might be a low-impact component to eliminate all together. This is also true of the microform collection, also located on the second floor.

Reference collections were primarily built as a tool to support librarians responding to questions from users at the desk. The 21st Century Library model for reference service is to reduce reference desk duty, move librarians into consultation meetings with students and seek roles that are more active by embedding librarians in academic departments, as well as distance, hybrid and traditional classes. As librarians take a more expanded approach to Information Literacy and campus outreach, a reduction of the large Reference book collection, housed on the first floor, should be considered. Much of the information currently contained within it can be found online. With space a priority, a greatly reduced reference collection could provide some opening on the first floor.

The sustainability of the economic model for purchase of print materials, along with the need to contract for various e-content, journals and databases, is challenged by declining budget allocations to the library and rising inflationary costs. In order to be successful, priorities and even a formula for allocations for print and e-content must be considered. Purchasing less print will help to manage growth acceleration of the collection and balance the need for easily accessible e-content.

An area that is often overlooked in reducing or controlling the collection size is the volume of print materials that are gifted to the library. These gifted books often have little real use in the classroom or in support of research. If unchecked, via clear policies, these
gifts not only add to the growth of collection, but also to the costs of cataloging and processing this material. Accepting materials from prominent faculty, trustees and community members sometimes has great political value, but it can be unproductive on other levels. A policy that clearly states it is the library prerogative as to whether materials will be added to the collection or not is desirable.

In one of our discussions, faculty members argued for the importance of not damaging the sense of scholarly activity and research that occurs in libraries, they expressed concern that filling library space with other services could create a loss of “library.” One faculty member commented on the “sense of magic” that is often felt upon entering the library, knowing the possibilities of knowledge and information. He suggested that the book collection added to that sensibility and noted the importance of not eliminating a sense of scholarship. Books as a medium have succeeded on a massive scale for centuries. Books still have a place. Key in the coming 3–5 years will be seeking a transitional path of innovation and change, while still supporting the views and preferences of components of the community. This requires balance and a proportionate approach to print and e-content; it is important and will be part of the challenge.
Part 3: Recommendations

The following is a set of time-framed recommendations, defined as:
Short Term $\text{ST} = 1$ year; Medium Term $\text{MT} = 3$ years; Long Term $\text{LT} = 5$ years.
While the overall list is extensive, we want to insure a full representation of observations and recommendations.

Eight Priority Recommendations

We offer the following as the top eight equally important high priorities for SVSU to consider. These concepts are more fully developed in the body of the report and in this section.

1. Create an Assistant/Associate Provost position to provide unified leadership for the services within the building.

2. Restructure departments and bring the staff currently on the 4th floor into their new departments.

3. Bring together the student support services onto one floor in the building. We would consider either the ground floor or second floor, and an Information/Learning Commons on the other floor.

4. Hire new staff with fresh skills to assist in the transformation of services and infuse new skills within the staff.

5. Make quick fixes to support student issues within the building. These include: adding additional computers, more tables for study space, more study rooms (with technology), introduction of collaboration space (white boards, shared screen for group discussions) and upgrade furniture.

6. Plan to bring the Online/Hybrid Learning support into the building

7. Market library services and resources and engage in proactive outreach to the university community, including expansion of online, embedded librarian programs, and the development of model partnerships with faculty and students.

8. Begin the development of the Information/Learning Commons with the introduction of the triage desk, strengthening technology support with collaborative services with IT.
The recommendations that follow provide further expansion of these main concepts and reflect our suggestions on a path forward for SVSU. There are a significant number of recommendations. We have categorized them into major topics, but of course, there are often implications and linkages across categories among these recommendations.

**Staff/Library Organization Recommendations**

1. Replace the position of Library Director with an Assistant/Associate Provost for Library and Learning Services (APLLS). The role of the Assistant/Associate Provost position is to better integrate services within the building, with a focus on supporting campus and learning activities, including the library and all essential centers. This common leadership position across the student services in the building will insure the student focus on service priorities. Creating a position at this level in the institution will insure connection to the campus-wide planning initiatives and will position library services to better support campus-wide priorities. Further, it will support a “project team” structure – break down silos, provide fluid, agile staff-wide communication and the work of these units can be more easily coordinated and integrated. Qualifications for this position include an MLS, combined with another advanced degree and experience in Business Administration or Academic Leadership.

2. The new library administrator should be encouraging and utilize open communication, including regularly scheduled full staff meetings that engage all members of the library in dialogue, decision-making and planning. He/she needs to understand and be supportive of the 21st Century Library paradigm.

3. Undertake a job audit to assess and compare current job descriptions against the current responsibilities for each AP and staff member. Revised job descriptions should be developed in light of a new organizational structure, to properly reflect present and new job responsibilities.

4. Review student aide assignments within the library to assure that student employees are used in the library services that most reflect activity levels and need.

5. Communication should be ramped up and meetings scheduled between the Library and the Centers on a monthly basis, or possibly more frequently. Meetings to include current partners in the library, as well as possible new partners such as the existing Online/Hybrid Learning or a new Teaching Learning Center, and key players, such as IT. In these meetings, relationships will be built, a better understanding of each
other’s services realized, challenges to each unit understood, and new and improved synergies, organization and projects will develop. ST

6. Create an on-going, energetic plan for outreach and marketing to all levels of the college community to assure that library changes and accomplishments are expressed in a variety of personal and communication venues. ST

7. Through Liaison activity or embedded librarians, develop at least two innovative, incubator projects such as the embedded librarian pilot with academic departments in the coming year. As these visible partnerships develop, share the experience and success with the broader university community. Build on those successes with more projects. ST

8. Outsource back-office work in Collection Development and Acquisitions (CD&A), freeing up back-office workers to move to user-centered positions where they can interact with the community. ST MT

9. Restructure the library staff into two major departments, 1) Research and Outreach Service, and, 2) Collections and Access Services. Restructuring would involve transitioning the positions of exiting staff into these two major units, allowing for retraining and cross training to achieve new integrated departmental goals. MT

10. The focus of the newly structured Research and Outreach Services (ROS) department is on outreach and direct, personal services (both online and in-person), assessment of collections and service effectiveness, direct instructional support and research instruction. Responsibilities within the ROS department are centered on a set of common shared activities, e.g., collections, research support, liaison, instruction and outreach and will benefit by having a team lead for each area to coordinate activities within the department. MT

Department initiatives in support this new model include:

10.1. Defined quantitative and qualitative goals/objectives for Liaison Program activity and assessment; measures need to be concrete and measurable.

10.2. Continue to grow online outreach options – via chat, texting, email and social media channels.

10.3. Expand the current embedded librarian efforts to inclusion in all classes. Identify goals/objectives required for embedded librarians and assessment process.
10.4. Review the current Information Literacy model with the goal of making IL classes more relevant and user-friendly. Provide information literacy classes within the context of the “Google model” – approach library instruction with an understanding of today’s “less effort, more convenience-driven, customized” user expectations.

10.5. Develop essential partnerships with faculty members, striving for the role of librarian as proactive problem solver, offering library services that make it easier for faculty to meet their teaching/learning objectives.

10.6. Create a “triage” approach to Research services. Routine Research services to be handled by training staff or students to refer only true, in-depth research questions to librarians for research assistance and support. This initiative would provide significantly more hours for the current reference staff to put toward new, personalized services.

10.7. Minimize office time. Seek creative, innovative approaches to move reference librarians from behind the reference desk with “with just in case” service to “reach out” to the students and faculty. They should strive to be visible, identifiable, and approachable, available right at the point of need and have a shared set of common talking points or principles.

10.8. Add an additional reference position (from the upcoming vacancies.) This new position would focus on emerging technologies. In addition to commonly held reference department activities, responsibilities for this position would include:

10.8.1. Provides leadership in the area of current and emerging technologies, such as mobile applications, online instructional tools, research tools and other academic learning tools.

10.8.2. Coordinates library’s service integration with course management systems.

10.8.3. In collaboration with other library staff, plans for, designs, implements, and assesses technologies relevant to Research services and information literacy instruction.
10.8.4. Coordinates online learning experiences, including online modules for courses.

10.8.5. Actively seeks partnerships with other SVSU departments and programs to promote educational technologies and other learning opportunities in the library.

10.8.6. Assists in social media efforts and campaigns.

10.8.7. Shares technology knowledge with the library staff.

10.8.8. Ability to work in a team as well as collaborate across campus with other areas (i.e., e-learning, IT, etc.).

11. As vacancies arise, consider adding one staff to assist with appropriate support activities and to take the lead on coordination of the Information/Learning Commons activities. [MT]

12. The focus of the newly structured Collections and Access Services (CAS) department is on supporting collection building, processing and the initial points of service in the building, consolidated access to library holdings (print and digital), and personal services as a driving principle. [MT]

Responsibilities for this unit include:

12.1. Acquisition, management and access, to both physical and digital materials, as well as production and digitization services. Also included is circulation and delivery of material. The key skills for members of this unit include: strong technical skills, proven collaboration, project team skills and strong customer service skills.

12.2. Retrain existing staff and shift responsibilities to support the new integrated work of the department. The unit would transition current clerical staff from the existing Collection Development & Acquisitions area, as job audits and revised job descriptions warrant.

13. In addition, we recommend a new hire (using one of the librarian vacancies), who would manage consolidated access to collections, metadata development, coordinate contracts for acquisition of content, oversee systems that support collections and their access, and transition to increased digital content (create, buy, purchase on demand, etc.). [MT]
14. The CAS department head must possess a strong combination of technical and systems skills, a proven customer service and processing orientation, and a functional understanding of cataloging and acquisitions processes. He/she should have a strong understanding and support of the 21st Century Library environment.

Service-Related Recommendations

15. Transition the collection development process from a distributed department based budget to a holistic budget; review digital and print purchases; explore alternative selection options (i.e., patron-driven book acquisitions and pay-per-view, on-demand journal article access); consider vendor-provided services, such as pre-catalogued and processed material.

16. Review hours of operation to better meet student needs. Extend Sunday hours; determine how it should be staffed.

17. Establish a professional development plan and funding to insure that staff can develop the new skills, training and/or cross training required in the departments.

18. Review present lab use, staffing and scheduling of all shared building spaces with the goal to reduce territorial attitude, and to determine where difficulties are occurring in terms of students, library and class activities.

19. Double the number of open access computers for students.

20. Provide collaborative spaces and furnishings in an Information/Learning Commons area.

21. Partner with the IT department to provide technology support for students and other users in an Information/Learning Commons area.

22. Consider a Technology help desk in an Information/Learning Commons area.

23. Review current Records Management and Retention Information. Determine where it should be located and who should oversee it. Define how comprehensive it is, and should be. Establish a schedule for assuring that the University is meeting its legal responsibilities related to this information.
24. The library needs to redefine the metrics that it uses to illustrate its value through new learning analytics. These metrics should be linked to student retention, support of teaching and learning, student success, support of faculty, and other measures linked to the strategic mission and goals of the institution.

25. The library should better understand the satisfaction of its users. To accomplish this Zahnow Library should take part in the LibQUAL+® survey on a three year cycle. When undertaken, there must be a commitment to analyzing and responding to the survey outcomes, as well as comparing Zahnow’s results with similar institutions that have also taken the survey.

26. Provide a unified catalog to give the university community a clear look at the collection, physical and online, and what can easily be acquired; this should be in one, single online location.

Space-Related Recommendations

27. Expand the total number of study rooms throughout the library, as soon as possible. This could be done by modifying some of the larger study rooms into two or three smaller rooms or by adding additional rooms. This is a key need for library users.

28. Implement a study room booking system that controls the duration of time that a particular student or group can have in a given room (e.g., 2 hour blocks). This will greatly expand fair use the rooms, assuring more students have an opportunity to use them.

29. Infuse the study rooms with technology – projection capabilities, screens and easy computer connections to allow for presentation practice, collaborative report development, individual work, etc.

30. Designate the fourth floor as a quiet study floor; keep any movement of offices or services moved to that floor in sync with this concept.

31. Review the furniture on all floors; upgrade to furniture that is appropriate and well suited for student needs on any floor, active or quiet. Target a 25% expansion of total study seating by creating seating density that is suited to the zones within any given floor.
32. Begin an integrated discussion to develop a plan for a new service point within the library—the Information/Learning Commons. Define the components and agree on a location. To create a common vision and mission, the discussion and the process needs to engage the library, all centers and partners, and faculty and students. ST MT

33. Create a one-stop “triage” desk, with Research and Circulation services included. Space should be provided for an IT help desk, or other appropriate services. ST MT

34. Evaluate and reconsider the current locations of all library offices, in light of future space changes across the library. Determine where offices might be best located for service, interaction and organizational synergy. ST MT

35. Consider the establishment of a full Coffee/Food/Interaction space (not vending machines) that creates an environment that is comfortable, interesting and encourages a student-to-student and student-to-faculty dynamic. This could be located on the third floor, or even the second floor. ST MT

36. Implement an Information/Learning Commons, with technology infused spaces, where active learning and integrated support is provided, and is defined by the results of the planning process. Components could include: MT LT
   - Technology help desk
   - Triage Desk representing the Centers, IT, Reference/Research, Circulation
   - Presentation rooms
   - Collaborative space and supporting technology
   - Flexible, moveable furniture
   - Maker studio
   - Writing Center Studio
   - Multimedia production
   - Multiple Labs

37. Consolidate the Academic Achievement Center and the Writing Center on the same floor. A case can be made for these services to be located on either the first or second floor. Co-location on the first floor is preferable, but space may be an issue. The services of the Center need to be integrated with the Learning/Information Commons services. What is most important is that they are integrated with The Information/Learning Commons services. Ideally, these would be on the same floor, but we don’t believe it is possible given the existing footprint of the building. ST MT
38. Add support for hybrid and online course development through a Teaching and Learning Center in the library, possibly located on the third or fourth floor of the library. We see this as an expansion of the Online/Hybrid Learning activities currently on campus. ST MT

39. Review and reorganize computer labs within the building to support the computer needs of students, instructional need of the various units within the building and a testing lab for cross-campus use. A building wide scheduling system should be created to help allocate these labs as needed. ST MT

40. Locate the Archives and Special Collections to an area that has visual impact and allows for both open access and a controlled environment for certain collections. Consider the development of this space as a naming and funding opportunity. The third or fourth floor should be considered. ST MT

41. Move the CD&A department off the 4th floor and co-locate within the Collections and Access Service department. ST MT

Collections and Budget Recommendations

42. Initiate an immediate book weeding project driven by clear principles and system reports, with the goal of eliminating a significant portion of unused material to open space up for user-based services. ST

43. Implement an annual weeding process of the collections, based on usage to manage the size of the print collection. MT LT

44. Consider the elimination of all bound periodicals. ST

45. Assess the current reference collection with the goal of reducing it to an essential level and only keeping material that cannot be accessed online. ST

46. Implement new gift policies for acceptance and control of book donations. ST

47. Implement new policies and procedures for the Archives. ST

48. Implement goals, objectives, policies and procedures for digitization projects. This will provide guidelines for ContentDM projects. ST
49. Identify grant funding to support Archives, Special Collections and digitization projects; apply for support for specific projects. ST MT LT

50. Given the uniqueness of the Special Collections, find ways to utilize, partner with faculty, create a website to provide access, showcase and market, open access to these resources to researchers, both internal and external to the university. Establish clear guidelines, policies and procedures for access. ST MT

51. Review and modify processes and policies, as needed, including:

   52.1. Gift policy—in light of the investment of time and resources each kept item requires, gifts should be kept to a minimum. Policies should include a stipulation that the library has the final decision on retaining gift materials or not. ST

   52.2. Patron-driven acquisition processes should be expanded, including both digital and physical programs. This provides material directly requested by users. ST MT

   52.3. Shelf-ready material should be purchased and accepted with the philosophy of “good enough,” for both description and access. ST

   52.4. Review acquisition processes; abandon departmental allocations in favor of less labor intensive, more data-driven processes. ST MT

   52.5. Investigate increased, shared collections and joint off-site storage with other institutions. ST MT
**Conclusion**

This report provides a conceptual framework for reorganizing the space in the library and a set of organizational and staffing recommendations. Together, these three pieces set a path forward for SVSU.

The SVSU Zahnow Library is well positioned to implement a strategic transition of library staff, services and space. It is a transformative process that will provide challenges and rewards for everyone. The existing staff is knowledgeable and willing to transition to new models of service and current and impending vacancies provide the opportunity and flexibility to add new skills and redefine positions. Retooling the administration’s vision and responsibilities will support and promote the role of Zahnow Library as a student-centered active hub of teaching and learning, as well position the Assistant/Associate Provost in a leadership role with the oversight to integrate the full organization. This is a rare point of opportunity to fashion the library into a new model of service.

Redevelopment of the current library space into a center of collaborative learning, an incubator of technology skills, an integrated point of student support, and a dynamic gathering point for the campus will invigorate the library and what it is capable of accomplishing. Continuous assessment, response and adapting to users’ need are critical pieces of the process.

It has been both a privilege and a pleasure to work with everyone at SVSU. We believe that Zahnow Library and the broader context of services will benefit greatly from the recommendations we have provided. We would like to thank everyone for their cooperation and openness, particularly Anita Dey, Interim Library Director, for her graciousness and assistance. It is our hope that in coming years we will be using SVSU as an example of a 21st Century Library best practices institution.
Appendix

This chart provides quick references showing key transition points and where proposed future operations would locate.

<table>
<thead>
<tr>
<th>Summary of Current State and Proposed Future State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current</strong></td>
</tr>
<tr>
<td><strong>Building</strong></td>
</tr>
<tr>
<td>First floor: Circulation; Reference, Reference</td>
</tr>
<tr>
<td>collection; ILL, Archives; computers; media rooms;</td>
</tr>
<tr>
<td>table space; instruction (computer) lab</td>
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<td></td>
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<td></td>
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<tr>
<td>Second Floor: CCA with service desk; Training Lab,</td>
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<tr>
<td>Testing Lab, Director’s Office; bound periodicals;</td>
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<tr>
<td>microforms; study space</td>
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<td></td>
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<td></td>
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<tr>
<td>Third Floor: Writing Center with service desk,</td>
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<tr>
<td>Collections, study space, study rooms, study</td>
</tr>
<tr>
<td>carrels vending area; pleasure reading; IT Training</td>
</tr>
<tr>
<td>Lab, Writing Center Staff Lounge, Writing Center</td>
</tr>
<tr>
<td>reserved carrels, Writing Center Classroom</td>
</tr>
<tr>
<td>Fourth Floor: CD&amp;A, Collections, Roberta Allen</td>
</tr>
<tr>
<td>Reading Room, study carrels, study space; study</td>
</tr>
<tr>
<td>rooms; Children’s Literature Collections</td>
</tr>
<tr>
<td><strong>Staff/Organization</strong></td>
</tr>
<tr>
<td>Library Director and Center Directors in separate</td>
</tr>
<tr>
<td>organizations</td>
</tr>
<tr>
<td>Three library departments; Reference Services,</td>
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<tr>
<td>Access Services, &amp; Collection Development and</td>
</tr>
<tr>
<td>Acquisitions</td>
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<tr>
<td>Issue</td>
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<tr>
<td>-------</td>
</tr>
<tr>
<td>Reference desk and back office operations consume significant staff time</td>
</tr>
<tr>
<td>Skill development on ad hoc basis</td>
</tr>
<tr>
<td>Vacancies and impending retirements</td>
</tr>
<tr>
<td>Siloed departments with limited communications across departments and with upper administration</td>
</tr>
</tbody>
</table>

**Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives/Special Collections – hidden location, ad hoc work plans</td>
<td>Strategic approach to Archives and Special Collections to leverage projects and holdings; strong digitization planning</td>
</tr>
<tr>
<td>Separate student services</td>
<td>Unified, cohesive planning and services for students</td>
</tr>
<tr>
<td>Remote IT support</td>
<td>IT support at the hub of campus</td>
</tr>
<tr>
<td>Multiple service desks</td>
<td>Unified service desks</td>
</tr>
<tr>
<td>Building-based Research services</td>
<td>Distributed Research services</td>
</tr>
<tr>
<td>Databases and integration of e-content in separate access points, for separate collections</td>
<td>Unified catalog</td>
</tr>
</tbody>
</table>

***NOTE:*** What is described on the future 1st floor and 2nd floor could be swapped. Our thinking is to keep the library-based floors contiguous, but the size difference and disruption factors of moving so many departments may outweigh any advantage to library space continuity and could provide deeper functional integration among the services in the building. This would need to be looked at in greater detail, given square footage requirements of each area.
Appendix 2

Saginaw Valley State University
GLOBAL LIBRARY CONSULTING – 1st visit
Wed., March 12, 2014

8 am Arrive on campus
8-8:30 am Meet with Library Administration/Interim Director
8:30-10 am Meet with Interim Director and Department Heads
10-10:45 am Meet with Marc Peretz, SVSU Assistant Provost
10:45-11:30 am Meet with Support Staff
11:30-1:30 pm Lunch and library/campus tour
1:30-2:15 pm Meet with Librarians
2:30-3 pm Meet with AS
3-3:30 pm Meet with CD&A
3:30-4 pm Meet with Center for Academic Achievement & Writing Center
4-4:30 pm Meet with Reference
4:30-5 pm Wrap up with Interim Director
5 pm Meet with Anne Menard
6 pm Depart campus
GLOBAL LIBRARY CONSULTING - 2nd visit
Wed, April 9, 2014

8:30 am  Arrive on campus
8:30-9 am  Meet with Anita Dey, Interim Library Director
9-9:45 am  Meet with Jim Maher, Executive Director of IT Services
10-10:45 am  Meet with Poonam Kumar, Director of Online/Hybrid
11-11:45 am  Student Focus Group
12-1 pm  Lunch with Academic Deans - Albert E's
   Dr. Joni Boye-Beaman/College of Arts and Behavioral Sciences;
   Dr. Rama Yelkur/College of Business & Management (Dr. Anthony
   Bowin, Associate Dean, will attend);
   Dr. Deb Huntley/College of Science, Technology & Engineering;
   Dr. Mary Harmon/College of Education;
   Dr. Judy Ruland/College of Health & Human Services
1-2 pm  GLC Observation and facilities review time
2-2:30 pm  Meet with Matt Anderson, Library Technology Specialist
2-3:30 pm  Meet with Thom Zantow, Head, Access Services and Rose San Miguel, Archives Specialist
3-3:45 pm  Meet with Faculty Focus Group
4-4:30 pm  Meet with Scott Mellendorf, Acting Head, Reference Services
4:30-5 pm  Wrap-up w/ Anita Dey, Interim Library Director and Tim Rex, Library Administrative Secretary
5 pm  Depart campus

Thurs., April 10, 2014

8 am  Arrive on campus
8:30- 9 am  Meet with Dr. Don Bachand, SVSU President
9:15-10:45 am  Meeting with Library Staff for "Vision Discussion"
11-11:30 am  Meet with Math/Physics Center, Nancy Colwell, Associate Professor of Mathematics
11:30-12:15 pm  Observation Time and Facilities Review
12:15-1 pm  Lunch with Steve Hocquart, Assistant Vice President Facilities Planning & Construction
1-1:45 pm  Meeting with Helen Raica-Klotz, Director of the Writing Center
2-2:45 pm  Meeting with Ann Coburn-Collins, Director Academic Programs Support, Office of Adjunct Services
3-3:30 pm  Meeting with Dr. Marc Peretz, Associate Provost
3:45-4:30 pm  Meeting with Department Heads
4:30-5 pm  Wrap-up meeting with Anita Dey, Interim Library Director
5 pm  Depart campus