

## **Governance and administration of the art and design library**

Paul Glassman

### **Introduction**

Whether supervising a professional library with support staff members or acting as solo librarian in a one-person library, the library manager will benefit from basic administrative tools. Starting with questions about parent organization's governance structure, this chapter will recommend essential administrative and managerial tools for the art and design library: the mission statement; long-range or strategic planning; shorter-range annual plans (known also as operating or business plans); fundamentals of administration; promotion and advocacy; financial support; management of materials (the library's non-personnel assets), including electronic resources; performance appraisal; and accreditation.

### **Governance**

Notably, among the first aspects of art and design libraries examined by the National Association of Schools of Art and Design (NASAD; <https://nasad.arts-accredit.org>) is governance. The United Kingdom Arts and Design Institutions Association (<http://www.ukadia.ac.uk/about/aims-objectives>) also emphasizes best practices in administration and defines one of its goals as 'To provide a platform to share good practice in academic development and managerial effectiveness for specialist arts and designs institutions.' Even if you are not engaged in an accreditation self-study, it may be useful to understand the relation of the library to its administration.

NASAD defines library governance: 'The functional position of the art/design collection within the total library structure shall be clearly identified, and the responsibilities and authority of the individual in charge of the this collection shall be defined' (NASAD, 2016-17, 65).

The organizational structure of the design library in relation to the larger context of the academic library varies within institutions: it may be a collection within a central library; it may be a branch library; it may also be either of these with the addition of a resource, materials, or product collection in proximity to the studios. This chapter will describe a variety of scenarios and management tools.

In understanding the governance of the larger institution, the librarian will develop an awareness of the larger institutional culture and degree of collegiality. These relationships can be understood by examining the reporting structure for and within the library, which might be expressed through an organizational chart that addresses these questions:

- To whom is the library director accountable, and who supervises that individual?
- Who develops and administers policy for the library?

- Do the librarians have faculty rank and status?
- If so, do they serve on a faculty or academic senate?
- What is the procedure for re-appointment, promotion, and tenure?
- Is the library director a faculty member?
- If so, who evaluates the library director?
- Does the library director serve on a curriculum committee or on a president's council?
- If the library or library representative does not serve on the curriculum committee, how are the information needs of a new academic programme relayed to the library?
- If the library director does not serve on the president's council, how are library goals and their resulting needs relayed to upper-level administration and other key decision makers?
- If librarians do not have faculty status, how do they relate to the faculty?
- Do librarians serve on faculty committees, even if they do not have faculty status?
- If not, how do committees, such as a curriculum committee, assess the implications of new courses and academic programmes for the library?

If there are multiple library sites, their relation to one another is important:

- Who supervises each?
- Are there adequate communication channels between the sites, or from the subsidiary sites, or branches, to the central facility?

Branch libraries provide the opportunity for additional examination:

- Do librarians attend the departmental faculty meetings of those curricular areas they serve?
- Does the branch director meet regularly with the deans or department heads of those curricular areas they serve?

### **Mission statement**

A mission statement quickly and concisely identifies purpose, connects it to the mission of the parent organization, and describes briefly what the library does (Policastro, n.d.). Even if there is a solo librarian, there is value to the clarity a mission statement provides. A library committee, president's council, or other governing body may approve the mission statement, and the approval process in itself affirms the presence of the library. If there is concern about confusion between the larger institution's mission statement and that of the library, the latter can be referred to simply as a statement of purpose.

### **Planning**

Although time-consuming, both short-term and long-range planning strengthen time management by setting priorities, enhance internal communication by clarifying goals, and cultivate support by providing language for envisioning the future. Strategic or

long-range plans establish the goals of an institution or unit for a specified period of time, usually between three and five years. They often begin by examining strengths, weaknesses, opportunities and threats (a SWOT analysis). This simple listing allows the agency to assess its place in relation to similar or competing interests within its community. Beyond that benefit, the planning process is often an inclusive one, with staff members at all levels participating at one time or another. By pursuing an inclusive planning process and infusing that process with openness and deferred judgement, the facility or institution permits itself to imagine the future more broadly. The expression of the plan need not be lengthy or detailed. In fact, a concise plan may resonate more effectively and lend itself to essential annual progress review (Figure 1.1). Work groups can assume responsibility for action steps and their implementation.

**Figure 1.1**



## **STRATEGIC PLAN**

2016-2019

### **VISION**

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Yeshiva University Libraries will assume a central role in the academic enterprise by nurturing discovery, critical thinking, and interdisciplinary information exchange to help students and faculty collaborate, grow intellectually, and acquire skills for life-long learning.

### **GOALS**

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#### **Collections**

Enhance acquisition of and access to materials in support of student academic success and faculty excellence in teaching and research; maintain and expand the role as an academic research library for Hebraica-Judaica serving students, faculty, the academic community and the Jewish community at large.

#### **Staff Development**

Foster a culture of sharing and improved internal communication and collaboration in support of an informed, engaged, knowledgeable, skilled, empowered and mission-directed library staff, well equipped for the present and future challenges involved in supporting research, teaching and learning at Yeshiva University.

#### **Technological Services**

Provide technological resources to support optimally the teaching, learning and research needs of library patrons and the administrative needs of staff.

#### **Outreach**

Integrate the libraries into the life of the university to provide optimal support for student learning and faculty research and teaching. Enhance the reputation of the

university. Attract new constituents, strengthen existing relationships, and help raise the profile of the university within higher education.

### Instruction and Public Services

Effectively support learning, research and teaching through instruction and consultation, virtually and face-to-face. Become key partners with faculty in developing information fluency competencies.

The annual plan, also referred to as an operating plan, is equally valuable: it clarifies to library staff what the priority projects will be, outlines a timetable for those projects, and aligns them with the annual budget. It may serve as a useful tool for developing the next year's budget request and may provide a persuasive rationale for that request to the budget overseers. With the emphasis from accrediting agencies on regular assessment, the annual plan may take the form of an assessment matrix (Table 1.1), which incorporates a focus on continuous improvement (Middle States Commission on Higher Education, 2009, 2). The outcomes analysis and indication of changes comprise the assessment, which occurs at the close of the academic year.

**Table 1.1**  
Assessment template, Felician College Libraries

**Felician College  
Administrative Office or Department  
Assessment Template**

**Office/Department/Unit Name:** Library & Information Services

**Mission Statement:** The Felician College Libraries are a center for knowledge, discovery, instruction, and the exchange of information, ensuring access to a set of global resources, with the overarching purpose of helping students and faculty, both on and off campus, conduct research, collaborate, explore an increasingly complex architecture of information, achieve academic success, and acquire skills for life-long learning.

College Wide Goals	Unit Objectives	Assessment tools & measurements	Outcomes Analysis	Changes Based on Results
<b>To affirm, uphold, and perpetuate the centrality of the Catholic, Franciscan, Felician tradition in a "Students First" environment.</b>	1. Increase opportunities for student productivity. Introduce technology for access to new formats.  2. Maintain the Library as an arena for collaboration and productivity.  3. Meet the needs of	1. Purchase, promote, and circulate iPads or equivalent e-readers by start of fall semester.  2. Install room divider in lower-level group study to preserve goal of two group study rooms during summer.  3. Promote group study areas in BMA Hall Business Library	1. College acquired iPad in late fall semester.  2. Installed in December.  3. Blessed Mary Angela group	1. Moderate use by students. Will be promoted further in fall. Library faculty will use iPads in workshops and classes.  2. Capacity for group study doubled.  3. Toron Curriculum Library attracts

	Rutherford-campus students for collaborative work space and library services. <sup>2</sup>	at start of fall semester. Implement refurbishing of Toron Curriculum Library to accommodate reference services, group study, quiet study, and instruction. Complete by September 1.	study promoted with Library Updates. Toron refurbishing completed for fall semester.	students from all disciplines. Success resulted in request for extended hours to midnight for fall in upcoming budget.
<b>To offer Academic and Professional programs within the Liberal Arts tradition that promote learning, integrity, competence and service.</b>	Provide an in-depth, credit-bearing course for acquiring information literacy skills.	1. Enroll all library faculty in e-certification courses in spring and fall.  2. Open conversation in Library Committee & faculty meetings for a campus-wide information literacy plan & the place of information literacy in the general education curriculum. <sup>3</sup>	1. Two library faculty members have completed the course.  2. Begun in fall semester and will continue in spring semester.	1. Both faculty members taught pilot sections of The Architecture of Information 1-credit course.  2. Revised curricular commons required The Architecture of Information 1-credit course.
<b>To ensure a high-quality learning experience for a diverse student population through strong student development and academic support systems.</b>	1. Provide instructional opportunities for off-campus and transfer students. <sup>4</sup>  2. Increase student success & retention.	1. Revise and update existing video tutorials. Provide off-campus information literacy instruction with video conferencing. Train library faculty in use of video conferencing by September Introduce option at faculty meeting during fall semester. Create three instructional animations by January 15.  2. Introduce pilot program of personal librarians for probationary and/or at-risk students in fall.	1. To be completed spring semester. New video conferencing software identified in late fall. Will be piloted with one library faculty member in spring. Will be completed in the spring .  2. Completed. The program will continue in spring.	1. Piloted in advance of half of First-Year Experience user education sessions. Post-session testing indicated 30% higher mastery for flipped sessions.  2. Faculty members provide qualitative assessment indicating improvement in content and form of final projects.
<b>To provide faculty, staff, and administrative development programs that promotes professional growth, sensitivity to the diverse needs of all</b>	Support a culture of continuous improvement.	1. Propose two workshops on the integration of information literacy competencies into teaching and learning for each Faculty Development Day (January and June), with each Library faculty member presenting at least once during the year.  2. Subscribe to and implement LibQual+® survey	1. Offered in January session.  2. Budget retrenchment	1. Fully enrolled with lively Q&A session.

members of the College Community, and the quality of student learning.		in spring semester.	disallowed this.	
To develop and implement assessment strategies which measure learning, integrity, competence and strengthen confidences in the College and its programs.	1. Employ assessment tools in information literacy instruction to measure student growth and library faculty effectiveness	1. Continue to employ and tabulate data from the post-tests that have been piloted and refined for use in the FYE program.	1. Will be completed in spring semester.	1. Longitudinal analysis will indicate direction for revision, if any.

### Promotion and advocacy

In an era of functional consolidation on campuses, plentiful but unauthoritative information online, and closer scrutiny of cost centres (whether or not they are central to the institutional mission), reminding multiple constituencies of the value of the library has become essential. If delivered in the form of a concise, well designed template (Figure 1.2), the library can produce a regular newsletter, be it in paper form, web-based or a monthly e-mail message to the whole institution, noting new services, books, journals or web-based subscriptions that would be of interest.

**Figure 1.2**

Yeshiva University Libraries Update



Learn about the **renovation of the Mendel Gottesman Library** of Hebraica-Judaica (levels 5 and 5A) scheduled for this summer. ROART will present the schematic design

for the project on Monday, May 8 at noon in the Mendel Gottesman Library Building, 2<sup>nd</sup> floor by the new windows along Amsterdam Avenue.

Steven Fine, the Dean Pinkhos Churgin Professor of Jewish History and founding Director of the Center for Israel Studies, will present his recent book **The Menorah: From the Bible to Modern Israel** (Harvard University Press) and discuss it with Shulamis Hes, Electronic Resources & Reference Librarian, on Monday, May 8 at 6:30 p.m. in the Laulicht Commons, room 102, on the Beren Campus, 245 Lexington Avenue.

Join us for a **Celebration of University Authors** on Thursday, May 4 at 4:00 p.m. in the Sky Café.

Library committees can play an important part in advocacy as well. The library committee is usually a small, multidisciplinary group that acts as a liaison between the library, its users and the administration. Advisory in nature, its purpose is to assist the librarian in planning and achieving library goals. Examples of committee involvement are collection development (and de-selection), promotion of library programmes to students via classroom announcements, and serving as liaisons to committee members' academic departments and divisions.

Considerations in establishing a library committee include clarifying its advisory role and relation to the library director or representative of the library. If the chair is other than the library director, there will need to be a mechanism for electing or appointing the chair. Meeting frequency, charge or mission, and method of appointment and terms of committee membership all merit definition. If membership is by invitation (perhaps from the chief academic officer), faculty members and administrative members who already show an interest in the library and its services are likely to become strong committee members and the library's most effective champions.

### **Interagency agreements**

Cooperative agreements can enhance the services the library provides through reciprocal access and borrowing privileges, union catalogues, interlibrary loan, technical support and professional expertise.

If the library participates in any consortia or cooperative agreements, the terms of those agreements are important, and the library director may participate in their negotiation. Alternatively, institutional practice may require that an upper-level administrator assumes that responsibility. Nevertheless, the primary contact between the library and the consortium will need to be identified, the mechanism for making operational decisions at the cooperative level will need to be evident, and the library's participation in the decision-making process will need to be defined. If consortium members share an integrated library system, understanding how it is managed and how the library participates in its administration and operation are reasonable components of the negotiation process.

## **Time management**

In smaller libraries especially, time management may be challenging if individuals are expected to accomplish several tasks, play multiple roles, and service various constituencies simultaneously. Building personal relationships in complex academic environments is likely to ensure support of the library much more readily than immaculate cataloguing or flawless circulation procedures, recognition for which may prove elusive (Wagner, 2008). Since library science degree programmes often place more emphasis procedures rather than on relationship-building, librarians early in their careers will benefit from a clear sense of priorities. Including cultivation of support and other less quantifiable goals in the annual plan may help achieve a balance of task-related and interpersonal activities (Pausch, 1995; Patterson, 1999; Delumeau, 2005).

## **Decision making**

Closely related to effective time management is sound decision making. Some decisions can be made spontaneously (and independently), others require research; and still others merit a collective process. Knowing when to consult peers, when to seek professional advice, and when to confer with upper level administrators is instinctive for some and can be learned by others. All library managers will benefit and achieve success sooner if they acquire a simple set of strategies for making good decisions (Hayes, 2001). A general rule and strategic approach is to support decisions and requests with data and always to link them back to the mission statement. Powe and Plung (2001) identify four principles of strategic decision making: maintain a basic philosophy of library operations, carefully articulate reasons for decisions, pursue interlibrary networking and cooperation, and assess internal and external influences.

## **Budget development**

The administration of an institution may or may not allow the library director to take a significant role in the budget process. However, no one understands the library's operation as well as the library director and no one else can more accurately predict its future financial needs. Being prepared, as well as having the opportunity, to justify and rationalize the budget request increases the likeliness of approval from financial officers. Line item budgets are the most common and easiest to prepare. They show expenses broken down by major categories, and those that align with statistical surveys, such as the Association of College and Research Libraries annual survey and the Library Statistics Program of the National Center for Educational Statistics, administered through the Integrated Postsecondary Education Data System (IPEDS), will allow for easier and more efficient completion of those surveys (National Center for Education Statistics). Miscellaneous expenses are best kept to a minimum. A standard approach to budget development begins with a report of actual expenses from the previous year. Some expense areas to include are:



- salaries and benefits (not all institutions separate these by department, and often benefits, such as medical insurance, are reported by the institution only)
- books
- non-print physical materials (if any), such as microforms and DVDs
- purchased electronic materials (e.g., electronic books)
- journal and other serial subscriptions
- subscriptions to electronic resources (e.g. indexes, full-text databases)
- supplies
- cost of purchased services (e.g., outsourced cataloguing or processing of materials)
- equipment and furnishings (often part of a separate budget for capital expenditure, which add to the institution's physical assets)

Essentially a planning tool, a budget is not necessarily a guarantee of resources, and the institution may require purchase order approval in addition to the approved budget, which ensures fiscal responsibility in relation to cash flow variations.

### **Financial support**

In academic institutions, most financial support for library materials and services derives from institution-wide income sources, usually tuition or endowment income. The library, however, may be in a position to identify and cultivate donors of collections and monetary gifts. Any cultivation of donors, however, is best pursued in consultation with the institution's development or fund raising office.

There are numerous grants available for increasing the resources of the library. They are almost always in support of projects, rather than general operating expenses. Grant applications are often time-consuming, and a wise investment of time suggests that only those grants that support projects already identified as priorities be pursued.

### **Materials and information resources**

A collection development policy statement is fundamental in clarifying the essential nature of the library's material assets, whether physical or virtual, and brief statements often work as well as those that are elaborate and detailed. Periodic revision is essential, and perhaps the key elements of a useful statement are the ratios of print, electronic and pictorial materials. A useful collection development policy statement will include a gift policy that outlines the procedure for evaluating a potential donation, along with a retention policy. This component of the policy is an especially helpful tool in declining unwanted donations.

A valuable collection development tool is an acquisitions profile with a distributor. There is no cost, and it can accelerate the selection process.

## **Staffing**

A volunteer programme can augment library staffing significantly. Many academic libraries also rely heavily on student employees, whose compensation often derives primarily from a federally funded college work-study programme and is included as part of a financial aid package. Whether using volunteers, student employees or paid staff, be sure to give a thorough orientation to the library and its services and teach basic library skills to all. The orientation may begin with an emphasis on the importance of customer service, as well as with the mission of the library. Providing feedback, knowledge and encouragement are all essential components of staff training, for short-term volunteers, temporary employees, student employees and permanent employees.

Regular staff meetings, whether formal or informal, provide opportunities for staff to discuss concerns, new services to be added, and areas for improvement. Printed agenda items help manage meetings and limit them to the allotted time (Rutledge, 1984, 285; Lowes, 1998, 73–8).

## **Performance appraisal**

Appraisal of staff performance can be either a source of conflict or an opportunity to help employees achieve their potential. There are benefits to starting the appraisal period with an annual or six-month work plan, which can steer employees toward success. A concisely stated plan provides the criteria for and forms the basis of the appraisal at the end of the work plan period. It helps clarify goals and can be developed by the employee in consultation with the supervisor, or it may be initiated by the employee. Typically, action steps and deadlines accompany each goal, and the plan usually omits routine and ongoing job responsibilities. Therefore, the work plan is not a substitute for a clear job description, but instead encourages momentum. It functions best when it is realistic in its time parameters, and the employee needs to be comfortable with the plan and have a sense that the goals of the plan are achievable. In addition to maintaining staff morale, self-evaluation is a useful component of performance appraisal in giving the employee a voice for providing feedback to the supervisor about the position and its challenges. Including a process for appeal or disagreement by employee is essential, so as to achieve conflict resolution.

Performance appraisal forms often include an unnumbered scale in the form of an assessment rubric. Occasionally the scale of the rubric is binary (satisfactory or unsatisfactory); sometimes it is a three-tiered scale; and it may be as much as a five-tiered scale. As the farthest from a numerical score, the binary scale may allow for the greatest amount of assessment based on predefined objectives. In their resemblance to a Likert scale, three- and five- tiered scales work best when they incorporate a set of standards or expectations. Fewer tiers may be preferable, however, so as to distinguish the process from classroom grading and to associate it more with a mentoring process. Many academic libraries prefer an essay that concentrates on the accomplishments, as well as areas for growth or improvement, coupled with a self-evaluation.

## Accreditation

Academic accreditation is the source of considerable anxiety for all institutions, although the accreditation process usually begins with a self- study, which can be a valuable tool apart from reviews by an external agency. If a self-study from a peer library can be acquired, it can serve as a comparative tool and starting point. Accrediting agencies can be helpful in providing guidance for development and growth, and they often remind upper-level administrators of standards and best practices for libraries (Brown, Glassman and Henri, 2003).

## Conclusion

All art and design libraries will derive benefit from a strong organizational infrastructure, whether large or small. A clear sense of mission, ongoing outreach efforts, financial accountability, effective supervisory skills and short- and long-term planning lead to a culture of continuous improvement and ensure that the library is a vital organism.

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