

**APPENDIX 1**  
***Getting from Here to There***  
**Pollak Library Five-Year Strategic Personnel Plan (2011-2015)**

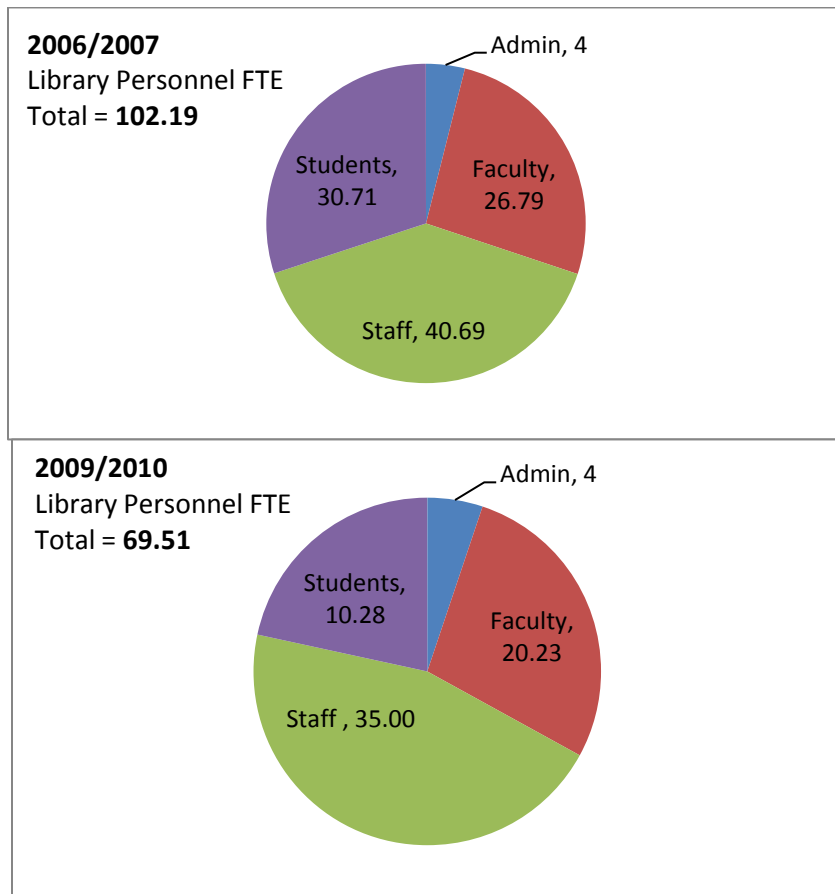
**Introduction**

A university's most important asset is its people, and the same goes for a university's library. The Pollak Library provides resources and services to the Cal State Fullerton community in support of the learning mission of the institution during a period of intensive change in libraries, the publishing industry, and higher education. The quality of library collections and services is a direct result of the quality of its personnel, including librarians, staff and managers. To maintain that quality in an era of budget cuts and shrinking resources while addressing the imperative for change is the purpose of this personnel planning document.

**The Context**

Impact of Budget Reductions

Over the past several years, the Pollak Library has met the University's requests for budget reductions through a variety of methods, one of which included choosing not to fill some librarian and staff positions that were vacated due to retirements, resignations, or other reasons. Over time, this attrition has resulted in a net decrease in the number of full-time equivalent (FTE) employees in the library. In 2009/2010, the number of FTE employees was 69.51, a 30% decline from the figure of 102.19 FTE employees in 2006/2007. Although the biggest decrease was in the student category, both staff and faculty have suffered sizable reductions in their numbers.



The decline in the numbers of library personnel has been exacerbated by recent budget reductions, but the general downward trend predates the current budget shortfalls. That is because the Library's baseline budget has not kept pace with the campus baseline budget over the past decade. From 2002/3 until the beginning of the 2009/10, the campus budget increased 34%, while the Library's budget only increased by 11% during the same period. The absolute numbers of FTE librarians and staff have in the meantime declined to levels not seen since the late 1990s. This decline is in the context of large student enrollment increases for the university during the same period of time. (Appendix 1)

### Demographic trends

The continuing unfavorable economic outlook for the state of California makes it unrealistic to anticipate that the Library's personnel budget will be augmented with significant new personnel funds in the foreseeable future. Moreover, there are reasons to believe that the rate at which the Library loses personnel, in particular library faculty and managers, in the next ten years is likely to increase. The 2007 WILIS 1 (Workforce Issues in Library and Information Science) survey found that librarians--who already tend to be older as a group than individuals in comparable professions--reported their intention to retire such that 12% of the entire library profession will have retired by 2013, and 23% will have retired by 2018 (Moran et al. 2010: 217). Even factoring in the possibility that economic hard times have caused some librarians to postpone retirement, the sheer numbers of baby boomer retirements added to normal attrition due to other causes is likely to put pressure on the institution.

### Trends in Publishing and Higher Education

At the same time that our personnel has shrunk, trends in the publishing industry (the continued steady shift to electronic away from print) and in higher education (the move toward online forms of learning and instruction) continue to significantly alter the way students and faculty use the library and therefore the way the library must make its collections and services available. This poses a particularly acute challenge to the library: as our staff has shrunk, we must be able to either hire or develop employees to take on a myriad of new roles and tasks, while in many cases continuing older processes and services which cannot be eliminated entirely. While there is no doubt that new people will be hired in the coming years, it seems evident that the library must also endeavor to effectively train and redeploy existing librarians and staff in order to meet new library functions and roles.

## **Library Trends and Future Personnel Needs**

### The Direction of Change in the Library

The work of the library continues to evolve, sometimes dramatically, in almost every area of service. Electronic collections, which in the case of journals, databases, and many reference sources have already moved into the digital space, now appear to be joined soon by books. With the decline in print comes a reduction in the need for the librarian and staff time devoted to labor-intensive buying, processing and managing the circulation of a shrinking number of physical items. At the same time, electronic collections, while they require less item-by-item handling, do need librarians and staff with greater levels of expertise to evaluate different delivery models, select or develop effective user interfaces for a growing range of devices, monitor use and access issues, and troubleshoot problems. A similar dynamic can be discerned in other areas of library service: demand-driven collection

development requires technology deployment, monitoring and assessing, and new funding methods; in order to serve remote users and a curriculum that is increasingly moving online, reference and instruction services need constant reinvention through such means as embedding collections and services, the use of social media, and personalization; cataloging and other resource processing is moving into the cloud. All these initiatives benefit from leveraging scarce resources through collaborations and service convergences involving the library on the one hand and IT, departments on campus, other CSU campuses, and the Chancellor's Office, on the other hand, to mention only a few potential collaborators. Moreover, each of these changes must be justified in terms of how they impact key goals of the university, such as student learning outcomes, faculty and student retention, expanded research activity, or graduation rates.

#### Identifying Needed Skills, Roles and Positions

To manage these and other shifts in how the work of the library is accomplished, it is imperative that we identify gaps in our collective skill set and begin immediately to address them. In January 2011, about 50% of all library staff participated in a survey that asked each individual to 1) rank a list of 17 skills according to the expected importance of each skill to future library operations, 2) suggest other needed skills missing from the list, and 3) identify existing well represented skills that are expected to remain important in the future. (Appendix 2) Taking the top twenty responses from the three sets of answers, the following skill areas were identified as especially crucial to the library's future:

- Technology skills of many types, including website maintenance, open source software development, user interface design, mobile services, computers, digitization, and technology management in general;
- Collection development and collection management, including greater understanding of scholarly publishing trends and metadata knowledge;
- Marketing and outreach, including the ability of leadership to sell the value of the library to others;
- Fundraising and grant writing;
- Assessment of services and collections.

Two areas that respondents identified as current areas of strength that would remain crucial to future library operations included:

- Instruction, with the addition of more expertise in instructional design and online delivery;
- Customer service skills in support of both students and faculty.

Perceptions within the library of the types of skills the institution needs can be supplemented with information drawn from other sources, such as job posting websites dedicated to library-related jobs and positions. Although many job descriptions show continuity with the past, a growing number of job titles in academic libraries reflect the need for roles and positions that are somewhat different from what has been common in the recent past. Technology-related positions of various types are the most frequent new positions, including such titles as Emerging Technologies Librarian, Digital Librarian, or Instructional Technology Librarian. Other titles focus on other library functions, such as Scholarly

Communication Librarian, Information Fluency Coordinator, Licensing & Contract Librarian for Digital Collections, Assessment Librarian, or Faculty Engagement Librarian.

In addition to the specific skills discussed above, the library finds its leadership and managerial ranks thin. In part, this has resulted from the flattening of the organization that has occurred as the number of employees has shrunk. Other causes include campus requirements regarding which categories of employees may or may not serve in a supervisory capacity and the fact that newer librarians must compete with a large group of senior library faculty and staff for a limited number of leadership roles and positions.

### **Getting from Here to There**

As has already been discussed, any personnel plan the library devises must have a two-pronged strategy that involves both existing and new personnel.

#### Internal personnel development

In the case of existing personnel, the library must be creative in identifying ways to encourage librarians and staff to both obtain the skills and take on the new roles required by shifts in the library's core business and modes of operation. In some cases, depending on the job classification, the library may be able to reward an individual taking on new duties with increased pay. The reality is, however, that this practice will likely be an exception for several reasons. First, some job classifications in the library--faculty positions most notably--are governed by collective bargaining agreements that do not allow for remuneration outside the agreement. In other cases, there are types of contractual constraints that make it difficult to pay staff more. Finally, the cuts the library has had to take in the personnel budget, the likelihood that funds will not be restored soon, and the need to address unfunded mandates of various kinds, such as promotions and reclasses, that will continue to eat around the edges of the personnel budget make it difficult to set aside money for increased pay.

There are, however, other ways to develop librarians and staff that do not involve pay raises. The library should pursue a mix of these strategies to increase the fit between the library's evolving needs and the existing personnel profile of the library:

- Intrinsic job rewards  
Increase wherever possible intrinsic job rewards, such as participatory management, empowerment, permission to explore new services, and recognition.
- Formalize retention strategies  
The investment in time and resources to recruit, train and develop librarians and staff is significant. That investment should continue after employees are hired through better employee orientation, mentoring, professional development opportunities, and greater attention to workplace satisfaction in general.
- Leverage employee strengths  
Find congruencies between the aptitudes and interests of employees and the new skills, roles and positions needed by the library. The StrengthsFinder exercise in January 2011 was a start in this direction, but more could be done.
- Continuing education  
Support employee efforts to develop needed skills through workshops, conferences, and other

training. This strategy should be combined with an effort to make continuing education a priority for all staff.

- Internal recruitments

Advertise new roles and positions using a transparent internal recruitment process whenever there is a likelihood that existing staff may have the qualifications required for assuming the position.

#### External Recruitment

Inevitably, the Library will find itself lacking skills or experience that can best be secured through external recruitments. Since funding for new positions will most likely be contingent on funds that accrue as a result of the retirements or resignations of existing personnel, the Library's ability to recruit will be largely contingent on such unplanned (from the point of view of the library) departures. Furthermore, in some percentage of cases, the functions performed by departing personnel will require simple replacement, with no evolution in duties being possible or desirable. What this means is that external recruitments must be carefully thought out. Based on the experience of recent years, it can be estimated that somewhere between \$50,000 and \$100,000 can be expected to fall out of the personnel budget each year to cover new staff, faculty or MPP positions.

#### The Next Five Years

While it is impossible to predict exactly the timing and sequence of events through which library personnel will change over the next five years, it is still critical for the Library to plan for this evolution in a way that is thoughtful and informed by our current knowledge of future trends. One exercise is to envision the types of new roles and positions the Library is likely to need over the coming five year period. On February 24, 2011, members of the University Librarians Council (ULC) attempted such an exercise, and the results are available in Appendix 3. As the chart from this exercise makes clear, the introduction of new roles and responsibilities must of necessity involve both external and internal recruitments. The assignment of roles and positions to specific years reflects a rough prioritization of ULC members' perceived need for the position. That said, it is all but certain that such a plan would undergo constant revision as circumstances unfold. As a result, the plan should be reviewed and revised annually.

#### Succession planning

A viable personnel plan for the library would not be complete without a discussion of succession planning for the top leadership positions, specifically the University Librarian and Associate University Librarian. The precise recruitment and hiring procedures for those positions are spelled out in UPS 210.007. However, internal planning for such changes should begin immediately to ensure that the transitions are as smooth as possible. Planning would focus on identifying, wherever possible, the timelines, responsibilities, and desired outcomes of upcoming leadership transitions. Some questions to be asked include: To what extent have senior staff documented their major responsibilities? Are there operational manuals or other documentation in place for key administrative systems? Is there a strategic plan in place to assist in identifying needed competencies? Are there internal candidates available? Does the strategic plan include goals for leadership? Which areas of professional development would likely be needed by incoming leaders?

## **Summary of recommendations**

The Library employs a group of highly effective and motivated librarians and staff. Through the combined efforts of these hard-working employees, the Library has succeeded in offering the Cal State Fullerton campus community excellent library collections and services, even as the number of FTE library employees has declined. The value that the campus community places on library services can be measured in numerous ways: the results of recent customer satisfaction surveys, the WASC assessment of the library in its most recent review, and the large volume of use the library gets in compared to many other comparable institutions. However, it is unlikely that the Library can continue indefinitely to absorb cuts to its personnel budget and maintain excellence. This is especially true considering the rate of rapid change that is occurring in all aspects of library operations due to shifts in publishing, technology and higher education. Meeting the evolving needs of the campus will be impossible without careful planning and husbandry of personnel resources. It is in this spirit that the following recommendations are made:

- University administrators should be made aware of the fact that the library baseline budget has grown at a much slower rate than the campus budget and lobbied to restore funds to the Library when possible;
- Currently employed librarians and staff should be encouraged, wherever feasible, to move into new roles the library has identified as necessary, through internal recruitments, professional development opportunities, and other incentives.
- External recruitments, for which there will be a limited pool of funds, should be limited to positions that require expertise and skills that cannot be easily developed in house.
- Succession planning for future library leadership should begin in earnest now.
- This Five-Year Strategic Personnel Plan should be reviewed and revised annually.

## **Appendices**

- Appendix 1: Library personnel trends - statistics
- Appendix 2: Library Staffing and Personnel: Planning for the Future Survey – Results Summary – Jan. 2011
- Appendix 3: Pollak Library - Personnel Roles and Positions – A Look Five Years Out

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## Appendix I: Pollak Library Personnel by Year

FISCAL YEAR	TOTAL STAFF FTE	DIFFERENCE FROM PRIOR FY	TOTAL STUDENT FTE	DIFFERENCE FROM PRIOR FY	TOTAL ALL STAFF	DIFFERENCE FROM PRIOR FY	% of PERSONNEL \$ BASELINE	TOTAL LIBRARY BASELINE BEFORE CUTS
2010/11	57.32	(1.91)	10.24	(0.04)	67.56	(1.95)	63.08%	\$5,966,329
2009/10	59.23	(1.56)	10.28	(6.47)	69.51	(8.03)	61.39%	\$6,944,730
2008/09	60.79	(2.69)	16.75	(8.96)	77.54	(11.65)	58.10%	\$7,328,995
2007/08	63.48	(8.00)	25.71	(5.00)	89.19	(13.00)	57.03%	\$6,980,680
2006/07	71.48	7.62	30.71	0.64	102.19	8.26	57.93%	\$6,743,287
2005/06	63.86	4.83	30.07	(0.14)	93.93	4.69	58.66%	\$6,467,945
2004/05	59.03	(7.26)	30.21	(2.60)	89.24	(9.86)	59.68%	\$6,259,685
2003/04	66.29	2.55	32.81	(2.76)	99.10	(0.21)	60.69%	\$6,347,444
2002/03	63.74	(0.11)	35.57	(7.76)	99.31	(7.87)		
2001/02	63.85	3.32	43.33	1.08	107.18	4.40		
2000/01	60.53	(0.52)	42.25	(1.00)	102.78	(1.52)		
1999/00	61.05	2.01	43.25	1.87	104.30	3.88		
1998/99	59.04	1.50	41.38	(2.96)	100.42	(1.46)		
1997/98	57.54	1.95	44.34	3.65	101.88	5.60		
1996/97	55.59		40.69		96.28			

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**Appendix 2: Library Staffing and Personnel: Planning for the Future Survey  
Results Summary – Jan. 2011**

**Question 1: Skills the Library will need going forward:**

1. website maintenance - 93.1%
2. assessment of services and collections - 89.7%
3. fundraising/advancement/grants - 89.7%
4. digitization projects - 86.2%
5. collection management - 82.8%
6. knowledge of scholarly communication trends - 82.8%
7. instructional design - 82.8%
8. marketing/outreach - 82.8%
9. metadata knowledge - 82.8%
10. open source software management - 82.8%
11. facilities planning (space, sustainability) - 79.3%
12. patron-driven and other acquisition methods - 79.3%
13. statistical analysis - 75.9%
14. organizational development - 69.0%
15. content curation (identify open access/free sources) - 69.0%
16. media collection development - 65.5%
17. institutional repository management - 55.2%

**Question 2: Skills or roles we don't have enough of currently**

1. grant writing & fundraising (6)
2. computer/technology/ open source programming/user interface knowledge (5)
3. ability to sell the value of the library to others, marketing, outreach (5)
4. knowledge of archival methods and digitization (3)
5. knowledge of mobile services (3)
6. good customer/public service (2)
7. effective internal communication (2)
8. institutional repository for campus-created materials and unique collections (2)
9. space planning and design
10. library instruction
11. interpersonal skills
12. long-term planning
13. collaboration across CSU system

**Question 3: Top 3 existing core skills** (note: sometimes it appears that respondents answered as though question did not focus on existing skills, roles)

1. instruction (11)
2. effective collection development and management (10)
3. programming, web, and technology management skills (10)

4. outreach and marketing (9)
5. student and faculty support , customer service (5)
6. library information sharing (e.g. via SharePoint) and openness (4)
7. archival preservation and digitization (2)
8. adaptability (2)
9. assessment (2)
10. technology assistance
11. effective space planning
12. institutional/personal self evaluation skills
13. creativity
14. collection knowledge and subject expertise
15. strong leadership
16. metadata knowledge
17. organization development
18. fundraising
19. space planning
20. patron-driven collection development
21. effective budgeting
22. understanding campus needs

### Appendix 3: Pollak Library - Personnel Roles and Positions – A Look Five Years Out



ER librarian [f] R	CD Librarian [f] R	Library programming and exhibits [role] I	Marketing and outreach coordinator [f]	Personnel development specialist
Systems Head [MPP] R	Fundraising/Advancement [s or MPP]	Social Sciences Librarian/ Assessment & Data Coordinator [f] R	Acquisitions specialist [s]	Student services liaison
Web Content Coordinator .25 [role]	AAS1 exempt [s] AASII .5 [s]	Public services analyst [role] I	Grants coordinator [role]	Institutional Repository Librarian
I&S Unit Head [f] I	Instructional technology [role] I		Archivist [f]	Policy auditor
Instruction Coordinator [role] [f] I	Instructional design/pedagogy [role] I			Facilities planning and design

#### **Symbols**

[f] – faculty

R – external recruitment

[role] – may be combined with other roles; not a position description

[s]- staff

I – internal recruitment

[MPP] – manager

\* **IMPORTANT NOTE:** This chart is not a implementation plan, but just a first stab at prioritizing some of the roles and positions the Pollak Library is likely to need in the coming five years . The ability of the Library to recruit or develop these roles or positions will depend on numerous factors, some of which cannot be predicted. Everything in this chart is subject to change.