

# 1

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

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### **Introduction**

Whether supervisor of a professional library and support staff members or a solo librarian in a one-person library, the library manager will benefit from basic administrative tools. Starting with questions about the governance structure of which the art and design library is a component, this chapter will outline recommendations for essential administrative and managerial tools: 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, the first aspect of art and design libraries examined by the National Association of Schools of Art and Design (NASAD; <http://nasad.arts-accredit.org/>) is governance. The UK Arts and Design Institutions Association (UKADIA; [www.ukadia.ac.uk](http://www.ukadia.ac.uk)) 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 governance for specialist

institutions' (UKADIA, 2008). Even if you are not engaged in an accreditation self-study, it may be useful to acknowledge the relation of the library to its administration.

NASAD defines library governance thus: '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(s) in charge of the art/design library shall be defined' (NASAD, 2000, 59).

The organizational structure of the design library in relation to the larger context of the 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 adjacent to or very near 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. It may be approved by a library committee, president's council, or other governing body, and the approval process in itself promotes 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, long-range and short-term planning both serve as tools for time management by setting priorities, for internal communication by clarifying goals, and for cultivation of 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, assets and threats (a SWAT analysis). This simple list allows the institution to assess its place in relation

to similar or competing interests within its community, and launches the planning process, 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 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 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 (Figure 1.1), which incorporates internal review of goals (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.

## **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 on page 11), 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.

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. The library head may report to the committee or, conversely, the

<b>FELICIAN COLLEGE</b> Assessment Matrix Academic year 2009–2010 (July 1, 2009–June 30, 2010)				
<b>Office or Department Name:</b> Library <b>Goal:</b> The Felician College Library is a centre for discovery, inspiration, instruction, and the exchange of information, ensuring access to a set of global resources, with the overarching purpose of helping students, both on- and off-campus, conduct research, collaborate, achieve academic success, and acquire skills for life-long learning.				
Strategic plan goals	Unit objectives	Assessment tools and measurements	Outcomes analysis	Changes based on results
To affirm, uphold, and perpetuate the centrality of the Catholic, Franciscan, Felician tradition in a 'Students First' environment.	1. Install two state-of-the-art library computer labs with enhanced teaching capabilities. 2. Achieve administrative reintegration of the Curriculum Library into the Lodi campus library. 3. Implement the refurbishing plan for the Lodi campus library, phase I (information commons & library office). 4. Implement refurbishing plan for the Lodi campus library, phase II (café and staff lounge upgrade).	1. By July 1 develop measured drawing of both lower-level spaces; order computer hardware & software and furnishings in collaboration with Information Technology. By July 1, in collaboration with Director of Administrative Services, schedule and monitor progress on HVAC upgrade on lower level. By August 15, test equipment and technology in preparation for FYE information literacy component in fall 2009. 2. By November 1 clarify reporting structure if Rutherford Librarian can be hired after October 15, 2009. 3. By July 15, in collaboration with Director of Budgets and Special Projects, order furnishings, finishes, and schedule electrical upgrade. 4. By June 1 establish low-cost solution to create social spaces for faculty, students and library staff.	1. Computer labs opened at the start of the fall 2009 semester. 2. Public Services Librarian job description clarified reporting relationship. 3. Plan fully implemented by start of spring 2010 semester. 4. Feasibility study completed on June 1.	1. Library visitation increased by 32%. Print collection circulation increased by 12%. Number of reference questions increased by 21%. 2. Public Services Librarian to meet with Library Director weekly. 3. Library visitation increased by 32%. 4. President's Council to consider; included in 2010–2011 budget request.

Figure 1.1 Felician College assessment matrix (continued on next page)

Strategic plan goals	Unit objectives	Assessment tools and measurements	Outcomes analysis	Changes based on results
<p>To offer Academic and Professional programmes within the liberal arts tradition that promote learning, integrity, competence and service.</p> <p>To ensure a quality learning experience for a diverse student population through strong student development and academic support systems.</p>	<p>1. Plan and implement workshops for students, including term-paper clinics.</p> <p>2. Develop library programming, such as history month celebrations, poetry readings, amnesty week, and exhibitions.</p> <p>1. Continually evaluate digital resources to maximize investment.</p> <p>2. Continually evaluate print resources to maximize investment.</p> <p>3. Revise and develop library web pages.</p> <p>4. Provide patron empowerment features: courtesy notices; web-based requests for acquisitions, instruction, and interlibrary loan.</p> <p>5. Implement intercampus document delivery.</p>	<p>1. By September 1, 2009, set dates and develop comprehensive brochure.</p> <p>2. By September 1, 2009, set dates and include in comprehensive brochure.</p> <p>1. By August 1 assemble Digital Resources Advisory Committee to assess electronic subscriptions.</p> <p>2. By September 1 convene meeting of library liaisons to assign evaluation of standing orders.</p> <p>3. By July 15 submit draft of library home page and key subsidiary pages to webmaster.</p> <p>4. Develop pilot testing by February 1.</p> <p>5. By June 30 Rutherford campus librarian will test pilot program.</p>	<p>1. Brochures distributed and posted on both campuses.</p> <p>2. Brochures distributed and posted on both campuses.</p> <p>1. All subscriptions were evaluated by September 1.</p> <p>2. All standing orders were evaluated by October 1.</p> <p>3. Draft submitted on July 30.</p> <p>4. Courtesy notices implemented in March, web-based requests implemented in April.</p> <p>5. Pilot programme began on May 1.</p>	<p>1. 2010–2011 term-paper clinics will occur in cafeterias.</p> <p>2. Attendance increased by 34% over previous academic year.</p> <p>1. Eleven subscriptions were cancelled, providing \$13,500 for new electronic resources.</p> <p>2. Seven standing orders were cancelled, providing \$4,100 for new electronic resources.</p> <p>3. Webmaster implemented new design in January.</p> <p>4. Overdue rate reduced by 14%. Lost item rate lowered by 6%.</p> <p>5. Use of Lodi collection by Rutherford campus patrons increased by 175% over previous year.</p>

Figure 1.1 Continued on next page

Strategic plan goals	Unit objectives	Assessment tools and measurements	Outcomes analysis	Changes based on results
<p>To provide faculty, staff, and administrative development programmes that promotes professional growth, sensitivity to the diverse needs of all members of the College Community, and the quality of student learning.</p>	<p>6. Streamline linking from citations to both print and digital texts.  7. Establish online tutorials by division.  8. Identify practical and effective approaches to integrate information literacy into the FYE.  9. Address the information literacy instruction needs of graduate and transfer students.  1. Co-sponsor faculty workshops with AIF Centre.</p>	<p>6. By August 15 develop a set of recommendations, including possible cancellation, to streamline journal and article finding.  7. By June 30 complete draft and testing of basic/ general tutorial.  8. By October 1 develop and share rubric. By January 15 assess fall 2009 semester.  9. In the fall 2009 semester, provide a workshop for graduate and transfer students.  1. By August 1, schedule three programmes, to be included in college calendar (academic calendar on SharePoint)</p>	<p>6. TDNet retained with acquisition of JSTOR. Print journal matrix completed in April.  7. Pilot with off-campus nursing students.  8. Rubric became integral to FYE curriculum in fall 2009 semester.  9. Deferred until fall 2010.  1. Six programmes scheduled for academic year.</p>	<p>6. To be assessed in 2010–2011 academic year.  7. Test results indicated 85% achievement rate with rubric.  8. Achievement rate of 80% in relation to rubric.  1. Total attendance of 135. Positive anecdotal feedback. 1/2-day workshop recommended for 2010–2011.</p>

Figure 1.1 Continued on next page

Strategic plan goals	Unit objectives	Assessment tools and measurements	Outcomes analysis	Changes based on results
<p>To develop and implement assessment strategies which measure learning, integrity, competence and strengthen confidences in the College and its programmes.</p>	<p>Introduce an assessment component into the Library's instruction programme and information literacy initiatives.</p>	<p>1. Identify established, low-technology assessment instruments. 2. Establish a pilot assessment programme within the FYE (Freshman Year Experience) in the fall 2009 semester.</p>	<p>1. Survey/Share identified. 2. Pre- and post-tests administered in all FYE sections.</p>	<p>1. Survey/Share employed for pre- and post-tests. 2. Testing will occur outside of Library class times in 2010–2011.</p>
<p>To implement advancement, enrollment, and fiscal management programmes that ensures and enhances fiscal viability, visibility, quality, and growth.</p>	<p>1. Hire one professional librarian to oversee the delivery of library services on the Rutherford campus. 2. Create a disaster plan.</p>	<p>1. By October 30 determine whether hiring freeze is lifted; if so, seek approval for job description; assemble search committee. 2. By June 30 develop a draft plan.</p>	<p>1. Public Services Librarian hired in December. 2. Draft completed.</p>	<p>1. Public Services Librarian began in January 2010. 2. Draft submitted to Library Committee.</p>

Figure 1.1 Continued

*Library Updates September 24, 2009*

- **New computer laboratory and classroom open**
- **Workshop: How to find books, music and other interesting things**
- **Curriculum materials library hours extended**

**New computer laboratory and classroom open in Lodi campus Library**

Visit the library's new computer lab on the lower level! It features all new equipment (computer work stations, high-speed printer, wide-screen monitors) and furnishings, as well as an entirely new climate control and ventilating system. **Except when a class is scheduled in the lab, hours are**

**Monday, Wednesday, Friday: 9.00 a.m.–2.00 p.m.**

**Monday, Tuesday, Wednesday, Thursday: 4.30 p.m.–7:00 p.m.**

**Workshop: How to find books, music & other interesting things, Friday, September 25, 2009, 1.00–2.00 p.m.**

**Lodi Campus Library.** Learn how to use the Library's online catalogue to locate the material you need with speed and efficiency. Professor Bonnie Fong will welcome you in the Library's **new lower-level computer classroom!** Refreshments will be served after the workshop.

**Curriculum materials library hours extended**

The Felician College Library welcomes Sr. Andrew Borys as Library Manager in the Curriculum Materials Library and Technology Centre in Sammartino hall on the Rutherford campus. With Sr. Andrew's arrival and the assistance of student employees, hours are

**Monday, Tuesday, Thursday: 9.00 a.m.–8.00 p.m.**

**Wednesday: 9.00 a.m.–6.00 p.m.**

**Friday: 9.00 a.m.–3.30 p.m.**

Although especially geared to the needs of Teacher Education students, all students and faculty are welcome.

**Figure 1.2** *Example of a library newsletter distributed via group e-mail*

library head may chair the committee. 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, 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 on the latter, librarians early in their careers will benefit from a clear sense of priorities, and 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 Academic Libraries Survey of the National Center for Educational Statistics, 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
- audiovisual materials, such as DVDs
- purchased electronic materials (e.g. electronic books)
- microforms
- 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 maintain them within practical time limits (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 supervisor, or it may be initiated by employee. Typically, each goal is accompanied by action steps and deadlines, 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 the 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 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. That set of responsibilities follows a redefinition of roles, which the next chapter addresses.

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