Annual Report from the University Library

July 1, 2011-June 30, 2012

In 2011-2012 the Library has made significant progress in realizing the goals of the 10-year plan for revitalizing library services which Dennis Benamati formulated in 2003. Many of the significant developments of the past year were long in the making, and reflect careful preparation and transitions planned for years. I believe that these past twelve months have seen some of the greatest improvements in the Library's services in years. This growth has continued to restore and increase the Library's "brand" credibility as an essential academic support and enactment of the University's academic mission of increasing academic excellence and distinctiveness by promoting active and engaged learning.

1. The Library Building and Facilities

The complete renovation of the main floor in the Summer of 2011, along with upgrades in essential building features such as roof, plumbing, electrical and network systems, HVAC, and elevator, resulted in a distinctive academic space on campus which invites students to study and engage library resources. Students responded: library counts of users in the building increased over 110%, and use of our new group studies vastly exceeded previous figures: over 6,365 users were logged each semester.[1]

With such increased use came certain new challenges: students reported increased noise on the main floor; a new relationship with Chartwells had to be established and cleaning and waste disposal patterns improved; printing and copying services repeatedly broke down and required inordinate amounts of staff time to solve or work around for frazzled users (at the end of each semester, unfortunately). In late September a failure in the new plumbing resulted in waste water flows into the Learning Center, which temporarily was forced to move into Library group studies while renovations and repairs were completed. The lack of security gates, while not publicly revealed to students, became known and an unknown but significant number of tangible resources (books, DVDs) appear to have been taken from the building.

The public reception of the renovations was most gratifying. The library became a campus destination; students and administrative staff especially appreciated the Café. The library became a go-to place for faculty presentations such as celebrating Prof. Gary Rose's honor as Carnegie Foundation Connecticut Professor of the Year (November 29), and the inauguration of Horizons National at SHU (June 7). Other events in the Library included the same Prof. Rose (about his new book), and speakers Julie Jason (a noted local financial author, part of the Library's speaker series) and poet Vivian Shipley (for "Literary Spring 2012"). (Other author presentations are noted below.)

2. Library Services

The Library undertook significant initiatives to update and re-brand public services in tandem with the building renovations. Direct public services were improved through more careful training and heightened expectations for Student Library Assistants, including those working the very late night hours 11:00 p.m.—3:00 AM. Our Student Library Assistants responded enthusiastically and have continued to be the most vocal

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[1] Comparison of daily gate counts is not possible since new security gates were not installed until March. Total 22,544 students were counted September 2010—May 2011, and 56,076 students were counter September 2011-May 2012 (we began very late night hours in November 2010). Total 12,730 students were logged in group studies AY2011-2012, averaging 1,414 per month.

library advocates to their peers on campus. Library reference services were also expanded by using *LibAnswers*, an online question-and-answer tool including SMS text messaging, and reference interactions in all modalities began to be tracked using *RefAnalytics*, a powerful tool which reveals patterns of users and queries.[2] This academic year marked the first complete year of newly extended late-night hours, which had financial implications for student employment and its budget line.

In August the Library brought forward a new and completely re-designed library website, using Drupal group-authoring software, and hosted on University virtual server space. This new web site has been well-received and allows library staff to update and edit pages directly and easily. The new website was so well received that occasionally it froze because of increased volume of use. Unfortunately a key staff member in IT left two weeks after this new website went public, and subsequent technical difficulties had to be resolved by our vendor for design and creation, a less-than-optimal solution. This situation was adequately corrected in February and a more permanent, better solution is planned very soon.

Information Literacy programs undertook major new initiatives for faculty who will be teaching the new First Year Seminars, especially insofar as the one-credit IL101 will no longer be a foundational requirement beginning August 2012. Faculty expressed some surprise at the extent of core competencies identified by leading academic associations and how our previous instruction was guided by those expectations, and have moved to incorporate new resources prepared by library staff into their First Year Seminars.

The Library continued to improve and promote our Patent and Trademark Depository Library, the only such library in Connecticut (in association with the U.S. Patent & Trademark Office). Library staff made presentations to entrepreneurial groups in Fairfield County and elsewhere, and new plant patent resources have been included in the depository collection. This service is primarily outreach to off-campus constituents who through it first come into contact with the University, and is thus important outreach to the New England business community.

Important new content was added to *DigitalCommons*, including theses and dissertations, materials from the Connecticut Irish-American Historical Society, faculty scholarship, and other materials. This project will enable the University to present faculty scholarship and evidence of productivity in an attractive and interactive online venue, and usage patterns already reveal world-wide searches and retrievals (especially since it is highly visible on Google). *DigitalCommons* is reaching the threshold of sufficient content that the Library can promote it far more visibly to University faculty and other constituents.

The University Library undertook, on behalf of the entire University, a major contract with Copyright Clearance Center –their *Annual Academic Site License* program. This is a blanket license for a very large number of copyrighted materials and allows for legal printed and electronic copies to made for classroom materials and other administrative or academic presentations. While this contract began on June 1 of the previous period, it really took hold in this program year. Both to present this new license and to establish legal due diligence, a Copyright working group has been convened to formulate and recommend a University Copyright Policy.

Instructional Design (ID) maintained its established programs in the midst of technical challenges and minimal staffing. *CoursEval*, the online course evaluation system, was improved and in some instances re-implemented, and student response rate has grown significantly from 46% in FY2010 to 60% in Fall Semester 2011. The aging OIT server (predictably) crashed in May in the midst of planned transitions of services; IT media studies will now be taking over streaming video, and new

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[2] For example, Patent & Trademark queries occur most often after 5 p.m. and on weekends, making training of our part-time evening and weekend reference librarians a high priority.

Instructional Design pages will appear in the upcoming renovated University web site. Other projects such as the Horseshoe crab database, the English poetry database, and e-reserve pages are being salvaged or re-designed and will be continued on the library website or University IT-maintained server space and software, allowing ID staff to concentrate on ID and online course evaluation.

The Library speakers series, in conjunction with the Common Core curriculum, presented Seth Mnookin, author of *The Panic Virus*, on October 24, and Anna Badkhen, author of *Peace Meals* on February 13. These speakers highlight the way the Library seeks to build a bridge to the Common Core Curriculum; a Retention working group in the Library has focused attention on student/staff interactions and improving signage and the design of the Library's web site.

Finally, the University Library & Instructional Design staff has been stable this year; we welcomed Amy Jansen, Business & Web Experience Reference Librarian, in August and she has become a vital member of the library team.

3. Collections and Budget

The library acquired two new collections of printed books: the first purchased from Fr. Aldo Tos, a scholarly priest in the Archdiocese of New York (339 books by Catholic scholars and theologians), the second as a gift from Dr. Geoffrey and Mrs. Renee Hartman of New Haven, 519 books (cataloged to date) and 65 pamphlets and other correspondence. The Hartman collection is rich in materials about the Holocaust and Holocaust survivors, and forms a wonderful complement to other collections of Jewish and Christian resources. Both collections are now shelved primarily in the circulating collection, with especially valuable items held in the secure Special Collection area.

For the first time the University Library has an appropriate secure and visible area in which to store special collections, a "nanawall" (full-length glass retractable doors) behind the Café. The existing Special Collection will continue to be unpacked, shelved there, and further evaluated for retention or sale. (The Library has never before had space to do any of these tasks.) These tasks are advanced largely by the work of the part-time Archivist and Special Collections Librarian, who has also made considerable progress in organizing, identifying, and describing University archival collections, including the Gloria Naylor Collection.

The Library has undertaken a major evaluation and de-selection of materials in the printed circulating collection, and continuing re-evaluation of the periodical collection. Improvements in software and delivery make possible far more rapid response to resource-sharing requests by Library users, decreasing the need for retaining older monographs which have never been used (or used in 12 years).[3] Insofar as shelving is at nearly 100% capacity, space must be made available if the printed collection is to be improved and kept up to date. De-selected books are carefully processed for sale, in most cases through Better World Books, an innovative environmentally-responsible and socially-resourceful business that sells and re-circulates books. The Library has realized modest income from this project as well as supported libraries and literacy programs throughout the world.

New digital resources include new collections of e-books in health sciences, criminal justice, computer game coding, and business ethics. Nearly 50% of the book and periodical titles now represented in the library catalog are digital, not tangible. In January the University began to subscribe to *Web of Knowledge* (formerly known as *Web of Science*) with a five-year backfile of citations, in support of biology instruction including the new Masters program in Environmental Systems and Analysis. *BMJ Best Practices*, *BMJ Clinical Evidence*, and *Medline + Full Text* provide state-of-the-art

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[3] (Resource Sharing): 3129 borrowing requests were filled and 751 lending request filled July 1, 2011—date, or a ratio about 4:1.

evidence-based resources for the Doctor of Nursing Practice program and other graduate health-sciences instruction.

In order to manage and analyze usage of these and all other library digital resources, the Library has implemented SerialsSolutions' *360ResourceManager* and *360Counter*. This has been a major staff initiative involving many librarians that pulls together information about database subscriptions, costs, contracts, vendor contacts, etc . and will be providing important data points such as cost-per-search, -per retrieval, and other usage information. Insofar as the Library expends most of its resources budget on digital resources, such a management tool is necessary to ensure appropriate and cost-effective decisions.

The Library has undertaken a related initiative, in tandem with University policy directives and emphases, to provide an increasing number of statistical and assessment reports that are required or helpful both within the University and outside it. Managing this data and these reports is a significant responsibility, and will command even greater attention in the years ahead as the University and Library are under increasing scrutiny regarding expenditures and outcomes assessments.

4. Challenges and Opportunities

The most pressing challenge to the University Library is its limited resources budget. This budget has kept pace neither with inflation (purchasing power), nor as a percentage of University Educational and General spending, nor as absolute numbers (which have fallen since 2009). Library resource expenditures have moved from primarily a "purchase once" model to an "annual lease" model as digital resources have increased and matured. Unfortunately these costs only increase annually 5%-8% even if no new resources are provided.

Increases in periodical and database expenses this year, as well as new resources contracted in recent previous years, meant that monographic spending was significantly constrained in this period. A modest anticipated increase in the FY13 budget is most welcome, but will neither make up for the ground lost since 2009, nor advance the University's intention in 2003 to step up library spending to approximately 3% of Educational and General expenditures.

Continuing the current course –even with modest increases—will mean that the Library will have to cease acquisition of printed or digital books in two or three years. As major new expenditures ($45,000+) for scientific and health digital resources, now paid from new program funds, are transferred to the library's resource budget, the library will be forced to cut important existing digital resources in order to fund resources for those newer commitments unless similar new funds are also transferred.

A second major challenge is to continue the library building renovation. While the renovation of the first floor is beautiful, it is by itself insufficient for effective library information services in the rest of the 21st century. Finding a new location for the Jandrisevits Learning Center, and renovation of the lower level, will provide an updated classroom, a conference or seminar room, a small archival holding, processing, and reading area, a small reception area, serials shelving, student seating, and staff offices and work spaces. Renovation of the second floor can then provide more (and more attractive) student seating with better lighting and re-configured shelving. The current metal book shelving is near the end of its expected 50-year life, and sagging and wear are visible. Renovations will not only ensure more attractive student seating and efficient staff areas, but continuing access to the print collection.

Other major challenges and opportunities are related to the budget but not exclusively dependent on it. A significant number of new faculty (or recently-hired faculty) means that the Library will need to reach out to these colleagues in the coming year. As the Information Literacy programs of the University evolve to an "embedded"

model superseding the "stand-alone" one-credit IL101, faculty involvement and education will become critical. In addition, further outreach to the Honors Program, to the new living-learning communities, and other student organizations can assist the vigorous retention efforts already undertaken elsewhere in the University.

The 50th anniversary celebration of the University's founding will commence in March 2013. The Library's Archives will have a significant opportunity to present materials for public display and to provide primary sources for the creation of outreach and communications materials. This will also present an opportunity to locate or acquire significant archival materials which have not yet been collected. It is hoped that the University's photograph collection can be (or begin to be) digitized and made available for public display and identification during the anniversary year.

Challenges facing Instructional Design include the very limited staff time available (pending a search for a Director), increasing diversification of online instruction, and continuing updating and reconfiguration of online course evaluation system. Policies for online course evaluation are in process and review and discussions of such policies are anticipated in the coming year.

Two technological challenges will also need to be addressed: a "discovery layer" of searching, and updating the integrated library system. A "discovery layer" is a name for a unified search of all Library digital and print resources that produces "faceted" results indicating articles, books, media, with real-time on-screen updating results by date, language, content type, subject terms, etc. Such a "layer" or service integrates the so-called "silos" of information accessible in online databases, the library catalog, publicly-available e-resources on the web, etc.

The second technological challenge is the approaching obsolescence of the integrated library system server. (It is now one of the oldest that Innovative Interfaces supports.) This is an opportunity to re-evaluate our useful and stable Millennium system and consider migrating its successor to a cloud-computing solution. While not inexpensive, migration will enable the Library to continue to manage its users, print and digital resources, and to authenticate off-campus user access, to resolve links between databases, and provide the "discovery layer" mentioned above. As indicated above, 49% of the library's monographic and periodical titles are now digital, and we need an integrated library system designed primarily for digital resources rather than print, since that percentage will only increase.

Copyright policy is another challenge and opportunity both for faculty outreach. A draft policy is in development and it is hoped will move through discussions by the faculty and leadership of the University in the coming year. This will have budgetary implications as the provision of legal access will have to be funded for copying and e-reserves for materials expressly not covered by the Annual Academic Site License. In addition, the implications of the recent copyright and fair use ruling by Judge Orinda D. Evans of Atlanta, Georgia in the case *Cambridge University Press et al. v. Becker et al.* have yet to be fully digested.

In summary, this has been an critical year for the re-branding and continuing development of library services critical to the University's goal of increasing academic excellence and distinctiveness. The important challenges ahead underscore the library's role both supporting and enacting its portion of that academic goal, and reaching out both to University constituents and the wider public.

SACRED HEART UNIVERSITY
LIBRARY PROGRAM REVIEW
FY03-FY11 EXPENSES

	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11
COST:									
ACQUISITIONS	346,665	465,265	538,804	649,846	659,742	609,282	608,458	634,993	606,993
STAFF (w/benefits)*	684,864	774,249	933,995	1,089,822	1,245,696	1,464,079	1,587,681	1,270,978	1,271,282
OPERATING	206,307	180,079	228,055	225,133	286,249	311,579	286,249	273,794	301,683
TOTAL	1,237,836	1,419,593	1,700,854	1,964,801	2,191,687	2,384,940	2,482,388	2,179,765	2,179,958
FTE **	4,287	4,268	4,345	4,555	4,620	4,970	4,973	5,165	5,308
COST PER FTE:									
ACQUISITIONS	81	109	124	143	143	123	122	123	114
STAFF (w/benefits)	160	181	215	239	270	295	319	246	240
OPERATING	48	42	52	49	62	63	58	53	57
TOTAL	289	333	391	431	474	480	499	422	411
E&G	58,778,455	61,516,972	67,394,730	74,620,772	80,429,743	85,041,857	91,223,333	95,223,334	103,266,165
% OF E&G	2.11%	2.31%	2.52%	2.63%	2.72%	2.80%	2.72%	2.29%	2.11%

* *Fringe increased from 30% to 35% in FY05*
** *Using Data as reported on Moody's Survey*
Source: Sheila Staples, as corrected against library figures by pgf, 1/13/2012

Ryan-Matura Library

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
COLLECTIONS								
Total Volumes Held	127,402	131,049	136,145	142,839	147,098	148,803	139,720	138,274
Periodical Subscriptions—Print and Online^	12,000	15,100	15,701	15,903	17,871	21,382	25,003	33,594
Microfilm Reels	16,732	17,465	17,493	17,712	17,742	17,770	17,793	15,305
Microfiche	120,000^	120,000^	208,340	208,340	208,348	208,340	203,340	208,340
On-line databases	54	57	66	115	121	123	123	123
COLLECTION USE								
Circulation Transactions	12,082	11,937	12,446	15,960	13,839***	12,990	10,465	7,336
Reserve Circulation (Total)	1,289	13,527	14,187	NA	NA	NA	NA	NA
Print	1,122	1,372	1,720	NA	NA	NA	NA	NA
Electronic	167	12,155	12,467	NA	NA	NA	NA	NA
In-house Random Use	NA	NA	4,280	3,945	4,037	3,752	2,952	1,732
Online Searches: End User	85,349*	NA	NA	149,831	398,298	243,287	221,743	247,768
PATRON COUNT								
Building Use	115,050	106,967	110,258	112,963	129,426	154,375	163,715	153,242
Virtual Library (Website)	85,326	96,000^	98,000^	188,643	215,588	273,960	168,387	336,173##
Virtual Reference & Periodicals Collections	25,294	33,541	38,000^	103,173	107,816	115,008	64,287	105,294##
SERVICES								
Ref. & Research Questions	5,908	5,883	5,929	7,613	8,265	10,538	10,220	8,234
Interlibrary Loan Transactions	3,429	3,642	3,520^	3,593	3,440	3,956	2,810	4,172
Library Research Classes	53	87	104	185	445**	557**	570**	542
Acquisitions Expenditures	$488,019	$576,978	677,775	661,130	628,458	599,558#	634,993	606,993
Library Budget % of University Budget	2.20%	2.40%	2.50%	2.50%	2.40%	2.30%	1.95%	2.17%
STAFF (FTE)								
Librarian positions	8	9	11	11	12	12	10	12
Other Professional	NA	NA	NA	4	3	3	2	2
Support Staff positions	9	10	11	9	10	10	7	7
Student Assistants	8	8	8	8	8	8	8	5

^ Estimated

*: Statistics were not reported for all databases in 2003-04

** Figures include both Informational Literacy Classes and Bibliographic Instruction Classes

*** Circulation Transactions figures are off from current year due to the fact that another location was opened at the Cambridge

Incorrect amount reported last year. Correct figure is $599,558 not $499,558.

Increase in website and Periodicals figures due to improvements made in gathering and maintaing data.

^^Some figures are slightly skewed due to renovation of main level of library taking place during the Months of May - June. Also some weeding done of the collection.

Source: Ryan-Matura Library