

2010

Profiles of Academic Libraries

Mohammed M. Aman

University of Wisconsin - Milwaukee, aman@uwm.edu

Follow this and additional works at: https://dc.uwm.edu/sois_facbooks



Part of the [Library and Information Science Commons](#)

Recommended Citation

Aman, Mohammed M., "Profiles of Academic Libraries" (2010). *School of Information Studies Faculty Books*. 2.
https://dc.uwm.edu/sois_facbooks/2

This Book is brought to you for free and open access by UWM Digital Commons. It has been accepted for inclusion in School of Information Studies Faculty Books by an authorized administrator of UWM Digital Commons. For more information, please contact open-access@uwm.edu.

MOHAMMED M. AMAN, PhD

About the Author

Dr. Mohammed Aman is Professor of Information Studies at the University of Wisconsin-Milwaukee (UWM). He has worked in academic libraries at Duquesne University, Allegheny Community College and the University of Pittsburgh, in Pittsburgh, Pennsylvania and Pratt Institute in Brooklyn, New York and has taught academic library courses at St. John's University, N.Y., Long Island University and for the past thirty years at the University of Wisconsin-Milwaukee. He is a frequent invited speaker, lecturer and international consultant. Professor Aman is the Editor-in-Chief of the Digest of Middle East Studies and author of more ten books and hundred articles and research papers dealing with various aspects of library and information planning and management and distance learning. Dr. Aman joined UWM in 1979 as Dean of the School of Information Studies (SOIS) a position he held until 2002. He was also the Interim Dean of the School of Education. Prior to joining UWM, Prof. Aman was the Dean of the Palmer Graduate Library School at C.W. Post Center of Long Island University from 1976 to 1979 and Director of the Division of Information Science at St. John's University from 1973 to 1976 and member of its faculty since 1969. Dr. Aman consulted on numerous library and information management projects in Alexandria, Egypt; Kuwait; Bahrain; Tunisia; Africa, Mexico, and others. He is a member of the Planning Committee of the Arab Union Catalog, Riyadh, Saudi Arabia, Hon. VP of the Policy Studies Organization (PSO), Washington, DC. He is the recipient of many national and international awards including the OCLC/Humphry Award for Contributions to International Librarianship; the P. N. Kaula Gold Medal Award from the Indian Library Association; The Wisconsin Librarian of the Year Award; the Association for Library and Information Science Education Service Award. His biography appears in a number of international biographical dictionaries including Who's Who in America; Who's Who in the World, among others.

Recently published by Prof. Aman is The Academic Library Management: Issues and Practices, available from globalinformationco@gmail.com



Profiles of Academic Libraries

PROFILES OF ACADEMIC LIBRARIES



Mohammed M. Aman, PhD

**PROFILES
OF
ACADEMIC LIBRARIES**

**Mohammed M. Aman, PhD.
Editor**

***Global Information Company, Inc.*
Mequon, Wisconsin**

Published by
Global Information Co. (GIC)
Copyright © 2010 Mohammed M. Aman
All rights reserved

No part of this book may be reproduced or transmitted in any Form or any manner, electronic or mechanical, including Photocopying, recording or by any information storage and Retrieval system, without permission in writing from the Publisher.

To my wife and our parents

Blank

TABLE OF CONTENTS

INTRODUCTION	VII
CARDINAL STRITCH UNIVERSITY LIBRARY	1
CARROLL UNIVERSITY LIBRARY.....	13
EGYPTIAN UNIVERSITY LIBRARIES CONSORTIUM.....	35
THE HASHEMITE UNIVERSITY LIBRARY	57
UNIVERSITY OF KWAZULU-NATAL LIBRARY SOUTH AFRICA ..	73
MILWAUKEE SCHOOL OF ENGINEERING	97
NORTHERN MICHIGAN UNIVERSITY LIBRARY	127
SAINT OLAF COLLEGE LIBRARY	143
SAUDI ARABIAN UNIVERSITY LIBRARIES.....	177
UNIVERSITY OF WISCONSIN-MILWAUKEE LIBRARIES*	199
UNIVERSITY OF WISCONSIN-PARKSIDE LIBRARY	215
About the Authors.....	231
Index.....	235

INTRODUCTION

This book was inspired by my involvement with my students in the academic libraries course, which I have taught for more than three decades, as well as the many students I supervised as interns in academic libraries. As part of the requirement for the course, each of my students is required to develop a profile of an academic library in which s/he works, or is most familiar with as a user. Their description and analysis of the historical background of the institution, its library operations and services is based on class materials and guided by an outline that follows the sequence of the class lectures and discussions. As part of this assignment and the required field research work, these students are required to gather information that answers a number of questions about their chosen institution's history, mission, goals and objectives, strategic planning, organization, human resources, diversity, budget and fiscal planning, collection development, special collections, access and reference services, marketing and outreach, and finally, physical facilities and buildings. In addition to the few select profiles written by these former students, now practicing librarians, and in some instances, in collaboration with the library leadership, I received profiles of university libraries written by deans and directors of these libraries specifically for inclusion in this monograph.

Collectively, the profiles included in this book are designed to give a bird's eye view of the various aspects of academic librarianship, not only in the United States, but in other countries as well, such as Egypt, Jordan, South Africa, and Saudi Arabia. These profiles enable the reader to compare the various aspects of academic librarianship on a national as well as international level. These comparisons may also lead to identifying best practices used by college and university libraries in such areas as management, marketing, information fluency and the like. Reading the chapters, the reader can draw examples of best practices in academic library management.

Another unique feature of this book is the inclusion of profiles of academic libraries outside the United States. The intent is to highlight areas of shared experiences as well as differences between them as we embark on a more aggressive plan of global cooperation among centers of higher education. The numbers of foreign universities could have been larger, but due to space limitations, only a small sample was used. It is my hope that this monograph will encourage other academic librarians and library science educators to view their libraries and instruction from a global perspective. We are now witnessing

an expansion of international college education unparalleled in the history of higher education. Major universities are now branching out in other countries. The Chinese University in Hong Kong (CUHK), for example, has recently established a graduate business program in Kuwait; American universities such as Carnegie-Mellon University; Johns Hopkins Medical School; the University of the Commonwealth of Virginia; and others have established branches in other countries in Asia and the Middle East. These are not to be confused with the well-established and locally rooted American University in Cairo (AUC) and the American University in Beirut (AUB).

To place the academic library in the context of higher education and the broader community, the authors were asked to examine, not just the history, vision, mission, goals and strategic planning of the parent institution, but also those of the library and how they relate to the parent institution and the role of the library in fulfilling the institution's instructional, research, and outreach missions to the local and broader/global community. The academic library mission should tie in with the mission of the university in that all of the major focuses are in line with those of the university's mission. Both missions usually focus on faculty, staff, students, and those in the surrounding community. They incorporate, not only those affiliated with the university, but also with their community and that part of the world in which they operate. They both try to accomplish their mission by providing an environment in which individuals can learn. With the emergence of new private colleges and universities in many countries overseas, there is a strong belief in, and recognition of the value of quality assurance, assessment, and even international accreditation of institutions and programs of higher education. This is one of the reasons why the above-mentioned examples of American or American-affiliated campuses overseas require their academic library staff to have an ALA accredited master's degree in library and information studies. Many of the public and private universities overseas are now, more than ever, pursuing accreditation of their academic programs and specific disciplines from American accrediting agencies such as AACSB and IACBE (for business education); ABET (for engineering programs); NCATE (for education programs); LCME (for medical schools); and ADA (for dental schools)—the list goes on. Regional accrediting agencies such as the Middle States Association of Colleges and Schools; the North Central Association of Colleges and Secondary Schools; and others are responsible for accrediting schools and colleges within their respective regions, as well as schools for American children overseas. Some of the regional accreditation agencies have also taken an interest in extending their accreditation to cover public and private colleges and universities overseas. An example is the ITESM (Instituto Tecnológico y de Estudios Superiores de Monterrey) system in Mexico, which is accredited by the Southern Association of Colleges and Schools (SACS). SACS accreditation has also been sought and received by other foreign universities, such as the American University in Dubai, in the United Arab Emirates.

The chapters of this book are arranged according to the alphabetical order of the name of the college or university instead of separating them by regions, countries, size, or affiliation (public versus private or independent). The intentional selection of American campuses is designed to include the medium size colleges and universities for ease of comparison. The balanced mix of private and public is also intentional to highlight similarities and differences, as well as urban and non-urban parent institutions.

American higher education, as the profiles show, has gone through many changes and phases from its early days in 1638 when nine colleges were established and patterned after the English model—in particular, Oxford and Cambridge. At that time, academic library collections emphasized certain subjects such as religion, classics; and texts in Latin and Greek. The primary objective of these colleges then was teaching, not research. It was not unusual for the college president to serve as the librarian as well as a teaching faculty. The libraries of the literary societies were literary in nature; they filled a void left by the weak collections of college libraries. The Morrill Act of 1862 and the Hatch Act of 1887 and the legislation that followed provided income from public lands for the establishment of land-grant institutions; thus, the number of these institutions grew faster and further. Two world wars contributed to the influx of young GIs to colleges, and the massification of higher education opened the gates to the poor and the middle class alike to pursue a college education, formerly reserved for the affluent and influential. The composition of the college student body changed, as did the diversity of the student body. As a result, more minorities and older students are now registered on college campuses, and the numbers are expected to grow as demographics change. There are now deliberate efforts to increase the ethnic diversity of students on American campuses. Diversity remains a bigger challenge for academic library administrators. The problem lies in the fact that library schools around the country recruit, retain, and graduate very few minority students. The unfortunate closing of the library school in Atlanta, which historically provided the largest number of African American library science graduates, has had a negative impact on the supply of African American librarians. Perceived and real images of poor social and economic status for librarians also play a role in keeping minority students from seeking careers in the library profession. There is no doubt that having a diverse staff produces positive results and improves minority students' perceptions of libraries as uninviting places. Academic library managers, in keeping with demands from their administrators have introduced diversity training programs to make their staff aware of issues of diversity and serving the needs of minority students.

From a financial stand point, the profiles note that almost all academic libraries are suffering from the financial shortfall that resulted from weak economic growth and declining support for libraries, while subscription prices for journals, databases, and books keep climbing, with inflation eating up what had been a modest book budget to begin with. Most academic libraries report the

fact that they are also under staffed, as retired librarians are not being replaced, and some libraries are under budget and hiring freeze.

The budget crunch has forced many academic librarians to join the ranks of their fellow academic deans and directors in seeking extramural funding and actively seeking gifts and grants to supplement their current budgets. Such outside funds have been used to build acquisition endowments, establish named library deanships, renovate and expand old buildings, or add information commons. These information commons, which emulate the popular coffee shops in large book store chains, have contributed to a less policing atmosphere in academic libraries. They have also contributed to the expansion of technology in terms of more computers and the addition of wireless access throughout the library buildings and beyond, and more comfortable and ergonomically designed seating.

The profiles also reveal that many academic librarians have recognized the vital importance of marketing and outreach in support of their parent institution's stated vision and mission. Some of the libraries profiled in this book have their own committee dedicated to marketing the library's programs. The committee may be known by various names, among them "Campus Library Marketing Committee" (CLMC), or the Libraries' Communications Advisory Committee (LCAC). Regardless of names, the goal is to introduce sound marketing plans for the services and resources provided by these libraries. These marketing plans are in line with the strategic plans of each individual library, so that they each have their own tailored marketing plan. The goal of these marketing committees is to facilitate communication between library staff and the users of the library regarding special offerings, including initiatives, programs, and services. Activities and events such as exhibits, displays, public lectures, and promotional materials are commonly and regularly used in order to attract users and increase traffic to academic libraries. Displays often include aspects of collections that the library is able to highlight through public events. Most recently, many academic libraries have opened coffee kiosks that serve a variety of coffee and drinks and selected pastries as well as access to cable television, wireless access, newspapers and light reading materials. This has resulted in making the library part of the social networking on campuses where old fashioned policing is no longer in effect, at least in these areas.

The sections on collection development reveal the advantages of developing and updating collection development and selection policies in academic libraries as well as the enormous amount of time and energy that goes into writing and updating these selection policies to accommodate new technologies, as well as to ensure balanced collections; to be able to defend against claims of censorship or bias; and to promote intellectual freedom. A library's collection development policy serves as a guide for the growth of the library's holdings. Collection development policies, if written correctly, should be in line with the mission, vision, goals, and strategic plans of the library. If this is the case, the collection should grow in the direction that the campus goals suggest.

College and university librarians are expanding their efforts to improve the information skills of their student populations. Formal and informal training programs and courses are made available and taught by the library staff, or with their assistance in other subject courses such as English 101. There is an increasing trend toward digitizing library collections, mobile technologies, and social networking. Academic libraries are switching from “warehouses of books” to physical spaces designed for students to conduct research, work in groups, study, and socialize. A good number of academic libraries have managed to modify their services to reflect changes in technology and student expectations. More and more libraries are aggressive in delivering research instruction and integrating some traditional library services like tutoring and technology support. The development of e-journals and the use of hand-held e-books and electronic tablets, with excellent displays suitable for long-term viewing will have the most impact on libraries and information use by college students and faculty. Parent institutions are requiring assessment, accountability, and quantitative measures of library contributions to research and education.

The growth in distance learning will also result in a significant change in the way academic institutions and their libraries deliver services and products as more students turn to this mode of learning. This could result in changes in the modality of the delivery of information. For example, why not deliver course materials to students’ home computers once they register for their courses, instead of waiting for the students to request them? Web-based services are now routinely delivered across cellular and wireless networks to the users’ temporary location. The convenience of a user’s being able to check references across mobile or wireless connections—at reasonable costs—outweigh any perceived benefit of the alternative of a personal visit to the university library.

The importance of library cooperation and consortia is highlighted in many of the following profiles, and in particular, in the chapter on the Egyptian Universities Libraries Consortium, that shows a host of benefits that accompany library alliances and consortia. Such alliances can make library resources available on a more equitable basis to other populations, such as regional or rural campuses and distance education students. A consortium may increase the satisfaction of users in participating libraries. Libraries, although claiming, or hoping, to contain comprehensive collections, will usually rely on cooperative programs and partnerships with other libraries in order to fulfill the needs of their users through resource sharing.

There are many individuals to thank for producing such a monograph. First and foremost, I want to thank my wife, Mary Jo Aman who provided the moral and literary support through her keen editorial skills and loving criticism. My thanks to my fellow academic librarians, and especially the authors mentioned in this book and others not mentioned but were frequent supervisors of my students in their field experience/practicum in their academic libraries. Special thanks to my former students from whom much is learned, as well as to the many colleagues and friends who provided valuable comments and suggestions to

improve the substance of the book. I also would like to thank my doctoral student, Ismail Osman for his valuable assistance and to Mary Stewart for assisting with the production of the manuscript. Any deficiencies found in the book are my own.

CARDINAL STRITCH UNIVERSITY LIBRARY

Stephanie Ziegler, JD, MLIS

GENERAL INFORMATION

Cardinal Stritch University is a small, private Roman Catholic university. It offers degrees at the associate, bachelors, masters, and doctoral levels. There are just over 7,000 students, slightly half of whom are undergraduates. The female/male ratio is approximately 2:1. Students come from 17 states and territories and 27 foreign countries.¹ About one-quarter of the undergraduates, and one-tenth of the graduate students, are members of an ethnic minority. Cardinal Stritch serves students of all faiths although it is the largest Franciscan-sponsored institution of higher learning in North America. The campus comprises 40 acres in the communities of Glendale and Fox Point, Wisconsin.

Its *U.S. News* ranking under Universities-Master's is fourth tier (Midwest).² Stritch requires an essay, a minimum 2.0 high school GPA, and SAT or ACT scores, and assesses its entrance difficulty level as "moderately difficult." In 2004, 93% of applicants were accepted for the fall semester.³ Tuition for full-time undergraduates is \$10,000 per semester; over 80% of students receive some type of financial aid. The most popular fields of study are business, nursing, and teaching.

Stritch is accredited by several institutions, including the Higher Learning Commission, the Association of Collegiate Business Schools and Programs, the National Council for Accreditation of Teacher Education, the Wisconsin Department of Public Instruction, and the Wisconsin State Board of Nursing. The University has two regional campuses, as well as several satellite offices in both Wisconsin and Minnesota. Student/faculty ratio is approximately 16:1.

The library building is situated almost directly in the center of campus, and contains approximately 133,000 books and 5,100 periodical subscriptions. A few new recent additions to the Library's collection include: *Metadata and Its Applications in the Digital Library: Approaches and Practices*, by Jia Liu, *The Christian World: a Global History*, by Martin Marty, *Cultural Diversity in*

Health and Illness, by Rachel E. Spector, and the video recording of the movie *Mary Poppins*. Additionally, Cardinal Stritch University is a member of the SWITCH (Southeastern Wisconsin Information Technology Exchange) consortium, organized in the late 1980s, and includes Alverno College, Concordia University, Milwaukee Institute of Art and Design, Mount Mary College, Sacred Heart School of Theology, St. Francis Seminary, and the Wisconsin Lutheran College. TOPCAT (The Online Public Catalog) is the shared online catalog of these libraries, with materials available to Cardinal Stritch students and faculty, and contains nearly one million volumes. TOPCAT's inter-institutional delivery system runs Monday through Friday. The libraries work together to better support the services at all member libraries, improve access, showcase materials, and improve techniques and staff training.

Cardinal Stritch employs a library director, six other staff librarians, a two-member circulation staff, acquisitions, and interlibrary loan personnel. Naturally, it also employs student workers at the circulation desk and other positions throughout the library. The current ratio of librarians to support staff is approximately 2:1.

There is a reference librarian available to assist students seven days a week. The library's website offers an online chat to "Ask a Librarian." Students can also utilize OWL, the Online Writing Lab, where they may submit drafts of papers to OWL tutors for review and feedback. OWL is available from the library's website, though the program is run through the Academic Support Center. Conversely, the library's catalog can be immediately accessed from almost any page of Cardinal Stritch University's general website.

HISTORY

Cardinal Stritch University was founded in 1937 by the Sisters of St. Francis of Assisi. St. Francis lived from 1181 to 1226 and is known as the patron saint of animals, the environment, and Italy.⁴ Cardinal Stritch aims to achieve the Franciscan values of creating a caring community, showing compassion for others, respecting creation, and striving for peace.⁵

Originally called St. Clare College, it provided teacher training for nuns. In 1946, it was renamed for the former archbishop of Milwaukee, Samuel Cardinal Stritch, and began admitting laywomen. The graduate division was established in 1956, to which men were admitted, though men were not added to the undergraduate program until 1970. In 1962, the school moved to its present location in the communities of Glendale and Fox Point, just north of Milwaukee. Stritch achieved university status in 1997; and its first doctoral program was introduced in 1998. Stritch began offering its first entirely online degree programs, the Master of Education and the Bachelor of Science in Public Safety Management, in 2006. Cardinal Stritch's first lay president, Dr. Helen Sobehart, was inaugurated in 2008.⁶

MISSION

The current Mission Statement of Cardinal Stritch University Library was created about ten years ago. The Statement begins with a summary and moves on to detail three rights: the “Right to Read,” “Right to Learn,” and “Right to Reconsider.”⁷ The Right to Read immediately deals with the issue of the right to access information: “Since the Cardinal Stritch University serves and is supported by many and varied groups and individuals, it cannot satisfy the interests and beliefs of one group to sacrifice the interests of others.”

The Right to Learn section is by far the shortest of the three, simply reiterating the general purpose of higher education, and pointing out that to “deny the opportunity of choice in the fear that it may be used unwisely jeopardizes” freedoms such as the rights of freedom of speech and the press.

The Right to Reconsider deals with dissenting opinions and the right and ability of patrons to challenge the materials of the library. Cardinal Stritch’s policies are taken from the ALA *Code of Ethics*. Although the Mission Statement acknowledges the right of patrons to challenge materials, it also affirms that “Librarians must resist all efforts by groups or individuals to censor library materials.” In other words, the Mission Statement strives to strike a balance between the university’s duty and desire to provide information, and the patrons’/students’ right to challenge that information.

GOVERNANCE AND MANAGEMENT

In October, 2008 the library was reorganized to better work with other support groups at the University. There are three groups which meet weekly, though this system as well is also examined, and may undergo additional change for continued improvement in the future.⁸

The first group is the Library/Instructional Technology group, comprised of the library director, David Weinberg-Kinsey, the cataloging librarian, the web/digital services librarian, the library coordinator of public services, circulation supervisors, and the acquisitions services manager. Of special interest in this group is the new position of instructional technologist. Tim Foster was recently hired to fill this new position, located in the library, whose purpose is to assist faculty, and work closely with the web and distance-learning librarians as well as other colleagues in Information Technology. He will soon begin a needs assessment with the faculty. This group also includes positions associated with the SWITCH consortium.

The second group is the Infrastructure Support group, which includes the director of telecommunications, network and security specialists, technology services specialists, and classroom support and training specialists.

The third group is the Enterprise Systems group, which includes programmers, systems analysts, and web developers.

The managers of these three groups meet weekly. Again, this is part of a new organization system and, as Weinberg-Kinsey pointed out, it is easy enough to make an organizational chart, but harder to get people to really work together and perform service points.⁹

STRATEGIC PLANNING

Strategic Planning is another area in which Cardinal Stritch University is undergoing changes to better meet the needs of the library, students, and faculty. The Faculty Library and Learning Resources Committee considers issues facing information technology and services in teaching and learning at the University. Potentially to be renamed the Library, Teaching & Learning Technology Committee, it works to plan and advocate for learning technology for students and faculty, and provide leadership in the effective use of learning resources for the functions of the university's instruction and research.

The Committee is comprised of seven members, including the Chairman, four faculty members, a student representative, and the Director of Library and Instructional Technology (ex officio). It is the hope that representation from the colleges and graduate programs will be included. Members of this committee also provide representation for the faculty portion of Cardinal Stritch's Information Technology Advisory Committee. Thus, there is some overlap of membership, although the two committees do not meet. The Information Technology Advisory Committee provides advice on the effective and responsible management of the university's technology resources. The structure and duties of the two committees are currently being revised; the duties of the committee, listed below, are currently only in draft form.

- Assist in planning and advocating for the necessary learning technology, resources, and services for faculty and student learning activities;
- Propose policies and guidelines that enhance learning resources and learning technology environments beneficial to teaching and learning;
- Provide leadership in the effective use of learning technology, resources, and services for instruction and research;
- Monitor faculty concerns and ideas about learning technology, resources, and services;
- Work with the Information Technology Advisory Committee in developing policies regarding learning technology, resources, and services that meet the needs of faculty and students;
- Oversee the operations of the Library and Instructional Technology support unit to serve faculty and students;
- Communicate and collaborate among faculty members (as well as among faculty and support personnel) about one another's demands, procedures, activities, perspectives, and available skills;

- Promote and assist in the advancement of faculty and student skills necessary to effectively utilize provided learning technology, resources, and services in the teaching and learning process. (professional development activities); and
- Communicate on a regular basis with the Information Technology Advisory Committee, (e.g. one member of the committee attends meetings of the Information Technology Advisory Committee at least once per semester).

FISCAL PLANNING AND BUDGETING

The first thing noted about Cardinal Stritch University Library is that “higher education has had the luxury of surviving tougher economic times better than other sectors, because the tougher times lead to people seeking more education for job training.”¹⁰

One minor disadvantage to buying, pointed out by Weinberg-Kinsey, is that there is no universal college credit card. This unfortunately leads to extra time and effort being spent when purchasing individual books for the library.

The library budget is characterized by five separate account numbers/categories of items and expenditures: Library Materials, which includes memberships, catalogs, books, journals, and standing orders; Library General Expenditures, which includes supplies, personnel, and travel; Library Auxiliary, which includes databases and technical supplies; Learning Resources, which includes university-wide information repositories and library management systems; and University Distance Learning, which includes video and web learning.

The three “traditional” accounts are the first three listed above: Library Materials, Library General Expenditures, and Library Auxiliary. The Library Auxiliary category was created years ago, for “miscellaneous” expenses such as furniture, and then was used for electronic resources when the technology was first becoming more popular.

The biggest change in the Library’s budget recently has been from print to electronic resources; as the percentage of the budget devoted to Library Materials, which includes print resources, has dropped, the percentage devoted to Library Auxiliary, which includes electronic databases, has risen sharply. This is a foreseeable result of the overall rise in the popularity of electronic databases, the high percentage of off-campus and non-traditional students at Cardinal Stritch, as they tend to prefer electronic databases, which they find more convenient to use, and the SWITCH consortium, which makes certain print resources redundant amongst the various campuses. Approximately \$120,000 per year is devoted to electronic databases and hardware.

The Learning Resources budget was created four years ago to address resources for the University as a whole, but did not fit the usual paradigm of the library. It also covers other information repositories, such as Smithsonian Global

Sound, which is the digital archive project of the Smithsonian Center for Folklife and Cultural Heritage, and aims to preserve and disseminate a wide variety of world music, and other music and art online archives. The University Distance Learning budget category used to be devoted primarily to video learning, but is now far more focused on online learning.

Such changes are symptomatic of many similar changes occurring in academic libraries as a whole with more of the budget going to electronic resources than print, with more focus on online learning and online archiving. Cardinal Stritch's budgetary aims are in keeping with its focus on the hoped for new influx of undergraduate students (who are part of the "Net Gen," a group that is highly visually and digitally oriented),¹¹ and on the non-traditional students also served by the University, both on campus and online.

HUMAN RESOURCES

Cardinal Stritch University has one Human Resources Department; no sub-unit of the university, including the library, has its own HR department. The university employs an average, or slightly less than average, number of student workers for an academic library of its size. Currently, the ratio of librarians to support staff is approximately 2:1. The library is hoping, in the future, to do more by giving more duties to support staff, in order to free librarians' time and resources for teaching. They hope in the future to hire more support staff for technical support and maintaining the facility during off-hours.

Cardinal Stritch recently had two new hires. It used to be that all of the librarians were involved in the hiring decision at every stage, but this is another area that is currently undergoing changes—now it is more of a representative committee. It was found to be too much of a resource drain for all librarians to be involved in every step of the process. Presently, there is a hiring team of three or four people, with one person leading the committee and doing the initial phone interviews. Later, the entire team takes part in the search when the field is narrowed down to between four and six finalists. These finalists are then winnowed down to two people, who are recommended to the Vice President of Information Technology for hiring.¹²

Library staff is evaluated every year around February or March. These evaluations are not tied to salary increases for the next fiscal year. The evaluation forms themselves are evaluated from year to year, usually resulting in small changes.

Being a private Roman Catholic institution, Cardinal Stritch has more leeway than most institutions of higher learning with regards to its hiring. As a religious school, it has certain exemptions under Title VII, the federal law prohibiting employment discrimination on the basis of race, ethnicity, gender, or religion. Cardinal Stritch may make certain hiring decisions based on its religious character, as follows:

It shall not be an unlawful employment practice for a school, college, university, or educational institution or institution of learning to hire and employ employees of a particular religion if such school, college, university, or other educational institution or institution of learning is, in whole or in substantial part, owned, supported, controlled, or managed by a particular religion or by a particular religious corporation, association, or society, or if the curriculum of such school, college, university, or other educational institution or institution of learning is directed toward the propagation of a particular religion.¹³

The above does not, of course, exclude Cardinal Stritch from its duties under discrimination laws relating to gender, race, or ethnicity.

Lately, Cardinal Stritch has become more aggressive in placing ads for new openings online. This has resulted in a pool of candidates that includes many more international applicants. The new cataloging position, for example, began with a pool of thirty candidates. Without online ads, it would have been half that number. Stritch also posts all current job openings on its website.¹⁴

There is no formal diversity training at the library, though the campus boasts a very diverse student body, both in terms of age and of race.

COLLECTION DEVELOPMENT

The collection development policy at Cardinal Stritch has “loosened up” in recent years.¹⁵ In the past; it was faculty-driven—almost the entire print budget was in the hands of the faculty. Now, the budget is “open to all”; liaisons from the library go to each department to assess needs. Each year, areas are highlighted, showing either those that need change, or those that need gaps filled. This is in line with the opinions of Kathleen Zar, given from “the trenches” of collection management of academic libraries:

Education and communication about library needs and dilemmas also must extend to faculty, students, university administrators, friends groups, trustees, and visiting committees. This is everyone’s job, as firsthand experiences are often as telling as long-winded analyses. The role of communicator should not get lost among the details of daily working life.¹⁶

As to spending on acquisitions, there has been a slow slippage in recent years in the percentage of the budget going to print monographs. The library has found that users are using fewer print resources and more online databases; therefore, more of the budget is now going to acquire more databases. This fits with Cardinal Stritch’s student demographics: many are non-traditionally aged students and/or working students, who find databases quicker and more convenient to use.

SPECIAL COLLECTIONS

Cardinal Stritch has two special collections: 1) the Franciscan Center Collection is historical and covers the Franciscan Center and Franciscanism in the modern world. It includes books and journals, artwork and audio-visual materials, and items on men and women who lived in St. Francis' time. This collection is maintained and staffed by the collection director and a half-time librarian; and 2) several years ago, Cardinal Stritch acquired a large children's book collection. It was originally owned by Patricia Cianciolo, a professor of children's literature who was involved with the ALA's Newberry and Caldecott Awards for many years. The collection ranges from picture books to "easy readers" and beyond. In addition to many books that were sent for review, there are first editions and international books. This collection is also staffed by the Cardinal Stritch librarians.

BIBLIOGRAPHIC INSTRUCTION AND INFORMATION LITERACY

The University offers both on-campus and off-campus teaching. It is described as not quite "cutting-edge" currently,¹⁷ but the school is looking to do more self-paced instructional models, and creating course sites for faculty. Presently, the main focus is on helping students with basic research skills. All bibliographic instruction sessions have learning objectives and guidelines. Additionally, there are many information guides on the website,¹⁸ and hard copies available at the library. The idea originally was to put these programs on CD-ROM, but that plan was changed due to the fact that technology changes so rapidly that information on the CD-ROMs would quickly become obsolete.¹⁹

Information is available for students from the moment they enter the library. Just inside the front door is a rack containing information sheets guiding students through the basics of library research: how to read call numbers, how to find articles in databases, how to read citations, how to evaluate information and prepare an annotated bibliography, and basic step-by-step research techniques. It is my impression that these information sheets could be more attractively displayed, but the same information is also available, in a very student-friendly format, on the front page of the library's website. The website overall is very oriented to undergraduate students' needs as they begin researching and writing at the university level.

MARKETING AND OUTREACH

Cardinal Stritch offers a Community Borrower Card to the public who wish to use limited library services at the university. Community borrowers must be 18 years of age or older, pay an annual fee of \$40, and fill out a registration application. Cardholders have a five-item limit on their cards, but may also use

their cards to request materials from other libraries in the SWITCH Consortium. There is a steep fee of one dollar per day per item on overdue materials, and certain services are restricted or limited, including small group study rooms, materials in special format or on reserve, library instruction workshops, and use of other library and computer equipment.

COOPERATION AND CONSORTIA

The SWITCH Consortium consists of eight private schools that share all of their print and some of their electronic resources. They do a great deal of cooperative purchasing through the Wisconsin Interlibrary Loan System (WILS) in Madison. The consortium leads to greater purchasing power with publishers. The sharing of nearly one million volumes benefits students and faculty at all member institutions, and the interlibrary delivery system of these libraries runs every weekday.

FACILITIES AND BUILDINGS

The primary rule of library placement on the college or university campus is so that it should serve as the central hub (or one of the central hubs) of the learning environment. The library at Cardinal Stritch follows this rule: the library is in the middle of campus, and is attached to the Campus Center, which contains the Union, bookstore, Dean of Students, mail room, and Great Hall. This was part of the original planning of the library—to be part of a multi-function set of attached buildings. ALA building guidelines were followed in the planning of the library, including lighting types and humidity controls.²⁰

There is a parking lot directly adjacent to the library, and a handicapped-friendly entrance. The entrance to the library, however, is not accessed directly from the outside—one must enter the main building and pass a small commons area to enter the library proper. Inside, the circulation desk is immediately available to the right, and the reference desk is the first thing one sees when looking straight ahead. This is a far better system than some libraries, which have the circulation desk directly in front, which can lead to some confusion when patrons/students have questions that should be answered by a reference librarian, not circulation staff. The placement of the circulation desk just at the main entrance is in keeping with Cardinal Stritch's status as a small, private university, which tends as a rule to keep their single service desks at one location nearest the entrance of the library.²¹

In order to best strike a balance between protecting the books, computers, and other resources of the library, and provide convenience to students and faculty using the library, food is prohibited, though covered drinks are allowed. Lighting tends to be comparatively subdued in the library, especially in the main entrance, which also houses displays of a few rare items and artwork. Children

are not allowed unattended on library premises, which serves both to protect the safety of children, and to keep the noise and disturbance levels at a minimum in order to maintain the library as a place of research and study. In keeping with these aims, cellular phones must be set to vibrate or silent, and calls may only be taken outside the library. Library staff closely monitor bags and other personal belongings that might be left unattended, and if personal items are left alone too long without an explanatory note, they are removed to the Security Office.

There are plans for an information commons on the first and second floors. This is a part of the massive campaign for improvement and to attract new students (especially undergraduates), which will cost up to \$150 million. The new South Shore campus, in addition to new buildings and athletic fields, will probably also include new library facilities. The St. Francis Planning Commission, by a unanimous vote, recently approved the rezoning for the campus. The next step is a public hearing, which is now tentatively scheduled for January 6 [2012].²²

CONCLUSION

Cardinal Stritch is undergoing many changes at present, some as a result of its planned expansion to the South Shore, some as a retooling of systems already in place. Many of these changes will affect the library, which is continually aiming to assist its students with research and learning. The website is exceptionally student-friendly and research-friendly, and especially useful for the new undergraduate student writing his or her first papers. As Director Weinberg-Kinsey points out, it is easy to plan systems on paper, but a continued challenge to get people to work together in those parameters to accomplish goals. It will be fascinating to see the changes at Cardinal Stritch University as the expansion begins in earnest in the coming year.

NOTES

1. *Peterson's colleges in the midwest*. 21. NJ: Peterson's, a Nelnet Company, 2006, 227.
2. *America's best colleges*. Washington, D.C.: *U.S. News & World Report*, 2006.
3. *Ibid.* 228.
4. "Francis of Assisi." *Wikipedia*. http://en.wikipedia.org/wiki/Francis_of_Assisi (accessed Apr 21, 2010).
5. "Franciscan Values." *Cardinal Stritch University* <http://www.stritch.edu/about/franciscanvalues.aspx> (accessed Apr 21, 2010).
6. "History." *Cardinal Stritch University*. <http://www.stritch.edu/about/history.aspx> (accessed Apr 21, 2010).
7. "Library mission statement." *Cardinal Stritch University Library*. <http://library.stritch.edu/about/mission.html> (accessed Apr 21, 2010).
8. Weinberg-Kinsey, K. Personal interview. 8 Oct, 2008. Interview.
9. Op cit.

10. Op cit.
11. Gibbons, S. *The academic library and the net gen student: Making the connections*. Chicago: ALA 2007.
12. See note 8 above.
13. U.S.C. 42 section 2000e-2(e) (2.)
14. "Jobs at Stritch." *Cardinal Stritch University* <http://www.stritch.edu/about/jobs.aspx> (accessed Apr 21, 2010).
15. See note 8 above.
16. Zar, K. "Politics and policy from the trenches." In Johnson, P. and MacEwan, B. Eds., *Collection management and development: Issues in an electronic era : Proceedings of the Advanced Collection Management and Development Institute , Chicago, Illinois, March 26-28, 1993*, edited by. Chicago: ALA, 1994.
17. See note 8 above.
18. "Research tips." *Cardinal Stritch University Library*. <http://library.stritch.edu/research/index.htm> (accessed Apr 21, 2010).
19. Weinberg-Kinsey, D. Correspondence. 5 Dec, 2008.
20. Brown, C. R. *Interior design for libraries: drawing on function & appeal*. Chicago: ALA, 2002.
21. Kertscher, T. "St. Francis backs Cardinal Stritch campus plan." *Milwaukee Journal Sentinel*, Nov 21, 2008.

Blank

CARROLL UNIVERSITY LIBRARY

Angela Meyers, MLIS

HISTORY, MISSION OF CARROLL UNIVERSITY

Carroll University (formerly Carroll College) is located in Waukesha, Wisconsin. Waukesha is a city with a total population of 64,825 people (*American FactFinder*, 2000). Established in 1846, Carroll University is Wisconsin's oldest institution of higher education. Soon after its founding, Carroll affiliated with the Presbyterian Church and adopted the motto "for Christ and Learning." (*Carroll College History*). The goal of founding the university was to "serve as an instrument for civilizing the wilderness, spreading the Gospel and planting the roots of democracy deep in the prairie soil" (*Carroll College History*). The university was also founded to provide prosperity for the settlers' children and future generations.

The university is located on 50 acres of land, with 38 facilities, many of which are historical buildings with modern amenities, and is home to 12 residence halls. In the current academic year (2008-09), Carroll has 2,995 enrolled students. The university offers 41 majors grounded in the liberal arts. The top five undergraduate majors include: nursing; business; education; exercise science; and psychology (*About Carroll Fast Facts*). Carroll grants four undergraduate degrees including the bachelor degrees in science, music, education, arts, and nursing (*Institutional Self-Study*). In the 2008-09 academic year, Carroll reported serving 2,403 in-state students and 592 out-of-state students in its undergraduate programs. Eighty-four percent of undergraduate students are enrolled full-time. The campus also serves a larger proportion of females (66%) than males (33%) (*About Carroll Fast Facts*). Tuition for undergraduate studies in the current academic year is set at \$21,936. "Carroll strives to remain affordable and has raised tuition over the last ten years at a rate

that is below the average of other private institutions in the state” (*Institutional Self-Study*). Carroll University reports that 98% of the students that apply for financial aid receive a total of \$21.1 million dollars (*About Carroll Fast Facts*).

The demographics have been changing in the City of Waukesha over the past ten years. The Hispanic population in the city has grown 23% between 2000 and 2005 (*Institution Self-Study, 2008*). Carroll’s minority population does not reflect the surrounding area’s minority population statistics. In 2007, the minority population served at Carroll was just 7.3%. According to Carroll’s Institutional Self-Study for the Higher Education Learning Commission... (2008), students come from a variety of backgrounds. Eleven percent of Carroll students come from high need families (household income of \$29,000 or less), and 31% come from working class families (household income of \$60,000 or less). Interestingly, 36% of Carroll University students are first-generation college students, compared to 21% of the freshman class at the University of Wisconsin Madison (Snethen, 2008). Serving first-generation college students presents new challenges to faculty and staff. First-generation college students are typically from lower income families, slightly older, and more often female. They also typically have lower grade point averages and work while enrolled in school (Snethen, 2008). Providing services to first-generation students in the library can also prove to be challenging. Students often come to the university library without having been exposed to an academic library or the resources it has available. Librarians should take special care in introducing these resources to incoming first-generation college students and assuring they feel welcome in the library.

In the past two decades, Carroll University has added three graduate programs, including Master of Arts in Education; Master of Software Engineering; and an entry level Master of Physical Therapy. In 2007, Carroll University reported educating 265 master level students, of which only 21% were enrolled full-time. As a result of the number of graduate degrees and graduate level students served, Carroll University was changed to Carnegie Classification from Baccalaureate II to Masters S (small) (*Institutional Self-study*). According to the U.S. Department of Labor Statistics, employment of physical therapists is expected to grow 27%, between 2006 and 2016. The increasing elderly population is expected to drive growth as well as the new emphasis on living a healthy lifestyle (*Occupational Outlook Handbook, 2008-2009*). With a growing demand for additional physical therapists with advanced degrees, Carroll University added an entry level Doctor of Physical Therapy program in 2006 (*Institutional Self-study, 2008*).

The mission of Carroll University is to “provide a superior educational opportunity for our students, one that is grounded in the liberal arts tradition and focused on career planning and lifelong learning” (*Mission Statement*). To support lifelong learning, the campus supports a library that is centrally located on campus. The library’s first home was in Main Hall, Carroll’s first building,

which opened in 1853. The library accumulated close to 1,000 volumes. In 1855, Main Hall was destroyed by a fire in which most of the library's holdings were destroyed. Twenty thousand dollars was donated to Carroll by Ralph and Elizabeth Voorhees in 1901 to re-establish a library. The new library was housed on the second floor of Main Hall and shared space with a classroom. By 1911, Carroll hired a full-time librarian to catalog the 1,000 items the library owned (Reiken, p. 6).

In 1927, Lydia E. Morgan donated \$25,000 to buy and remodel the Wilbur House, which is now named MacAllister Hall. The Lydia A. Morgan Library held 13,000 books and served 28 faculty and a student body of 500. By 1934, the library was once again inadequate and unable to meet the needs of the students; the president of Carroll "campaigned for a better library to keep pace with other schools" (Reiken, 2009). The current library was built in 1942 and named for Wilbur Oscar Carrier, Carroll's president from 1903 to 1917. In 1996, the library received a \$650,000 grant from the Todd Wehr Foundation, Inc. toward a \$2.8 million dollar renovation (Reiken, 2009). In 1998, the library was dedicated as the Todd Wehr Memorial Library. Customarily, library buildings are not renamed throughout their history. In the case of Carroll's library, they adopted a new name for the library four times in just over 70 years. The mission of the Todd Wehr Memorial Library is "to serve students by providing access to information, by maintaining an environment that promotes a culture of academic excellence, and by offering instruction that fosters scholarship, integrity, independent intellectual growth, and the sophisticated information skills necessary for lifelong learning." (*About the Library*). In other words, the core mission of the Todd Wehr Memorial Library is to serve the informational needs of students.

The library is a beautiful building nestled within the Carroll University campus. It has three levels—the main floor houses the reading room, reference collection, circulation, the computer classroom and library materials. On the upper level you will find over half of the library's materials, in addition to journals, special collections, and the archives; and the Learning Commons in the lower level, which was launched during the 2007-08 academic year as a result of a large number of student requests for peer tutors and supplementary instruction. According to Dr. Lelan McLemore, Director of Library Services, "the Library Commons supports student learning by integrating academic support for students directly into the work of the library." (McLemore, email to the author). Library Commons' services include: supplemental instruction, math tutoring, research assistance, the writing center and career assistance." Support services are coordinated by library staff; therefore, offering "fully integrated academic support" said Dr. McLemore. Since its inception, the Library Commons has had more than 500 visitors (including repeat visitors) per week and the library staff expects that number to grow. "Many people come to the learning commons

because of the peer content tutors. Last year, there were more than 600 formal meetings between peer tutors and students of which 60% were repeat “visits” (McLemore, 2008).

The library is staffed by seven professional librarians, the director and more than 70 student workers. The library has a professional librarian on the desk from 7:30am until 9:00pm, Monday through Thursday, and from 5:00pm until 9:00pm on Sunday evenings. The remaining hours are covered by an evening/weekend supervisor who is most often a library science student working for the library (Linda Hartig, 2008). The collection contains more than 140,000 books and periodicals and more than 8,000 non-print items (video, microform, sound recordings, software). The library receives nearly 400 print periodicals and has access to more than 20,000 electronic full-text periodicals. The library’s collection reflects the informational resources needed for programs offered by the university. In addition, nearly all campus resources are available off-campus via the Internet. Inter-library loan services allow for availability of supplemental materials that enrich study and research (2008-09 *Catalog*).

The Todd Wehr Memorial Library organizational chart is appended. Seven professional staff report to the director of library services. Additional staff members work in circulation, inter-library loan, career services, supplemental instruction, acquisitions and the learning commons. There are also more than 70 student assistants working in archives, circulation, classroom and inter-library loan, tutors, and the learning commons service desk.

Professional librarians have faculty status and are allowed to vote in faculty meetings on some issues that are campus-wide (McLemore, 2008).

GOVERNANCE

Carroll University was established in 1846 and maintains its focus of providing an exceptional educational experience through teaching excellence and individual student attention. The mission of the university was adopted by the Carroll University Board of Trustees in 1995, and is as follows:

- We will provide a superior educational opportunity for our students, one grounded in the liberal arts tradition and focused on career preparation and lifelong learning.
- We will demonstrate Christian values by our example.
- We shall succeed in our mission when our graduates are prepared for careers of their choice and lives of fulfillment, service and accomplishment (*About Carroll: Mission Statement*).

The Todd Wehr Memorial Library’s mission uses language similar to that of the university’s mission. The library’s mission is unambiguous and understandable. The mission is concise, yet relevant to the mission of the university.

The mission of the library is to serve students by providing access to information, by maintaining an environment that promotes a culture of academic excellence, and by offering instruction that fosters scholarship, integrity, independent intellectual growth, and the sophisticated information skills necessary for lifelong learning (*About the Library*).

A computer classroom is located within the library. Above the white board in the classroom is a statement that is similar to the library's mission, but is written in a more simplistic and user-friendly language:

In the Library You Will Learn....

- to determine the nature and extent of the information you need
- to access information effectively and efficiently
- to evaluate information critically and to incorporate selected information into your knowledge base and value system
- to use information effectively to accomplish a specific purpose
- to use information ethically and legally

The students and faculty of Carroll University are aware of the library's mission to provide access to information in an environment that is conducive to learning. The library offers many outlets for study, including a quiet reading room, group study rooms, a computer lab, a coffee shop, and the Learning Commons. In addition, students can receive one-on-one support from their peers by utilizing supplemental instruction in the library.

The supplemental instruction program is peer-facilitated collaborative learning that was created over 30 years ago at the University of Missouri-Kansas City. Supplemental Instruction (SI) is offered in traditionally difficult courses such as biology, chemistry and physics in colleges and universities. SI Leaders are students who have taken the course in the past, but are hired to take the course again and offer outside-of-class sessions during the week to help supplement the lectures. Just like their fellow classmates, SI Leaders attend classes, complete the assigned readings, and take notes. SI leaders "are also trained in study skills and learning styles in order to help students apply these methods while mastering course content" (*Supplemental Instruction Program*).

SI sessions are free and open to any student enrolled in the select courses; all sessions are held in the Learning Commons. During the pilot semester in the spring of 2007, 96 students participated in the program, "35% of enrolled students in select courses. The total number of SI sessions was 141 with a total of 440 contact hours." The results from the pilot program were hopeful. The rate of students earning Ds, Fs, or withdrawing from their courses was 11% compared to 20% of non-SI participants. Furthermore, students who attended nine or more SI sessions received higher grades than students who attended fewer or no SI sessions. Overall, this pilot program shows that supplemental instruction can and does make a difference in student learning (Strand, 2007).

Today, the Library Commons continues to offer SI, with a total of 11 section offerings including some of the most challenging undergraduate courses in biology, chemistry and physics (*Supplemental Instruction Program*).

STRATEGIC PLANNING

I met with Library Director, Dr. Lelan McLemore, to discuss the general operations of the Todd Wehr Memorial Library. Dr. McLemore began teaching at Carroll University in 1972 as a political scientist. In 1997 when the previous library director left, Dr. McLemore was brought on as the interim library director as the university searched for a new library director. Interim director turned into library director and Dr. McLemore has maintained his joint position as political science professor and library director for more than 10 years. Dr. McLemore does not have a Master's degree in Library Science; however, he has taken the Introduction to Reference Services course at the University of Wisconsin-Milwaukee.

When asked about the library's strategic plan, Dr. McLemore said they don't really have a strategic plan. He said he doesn't believe in strategic planning. Instead, he aligns the library's goals with the college's strategic plan. According to the institution's 2007 self-study, Carroll has had quite a number of new executives in the past three years, including the chairman of the board of trustees, president, chief financial officer, provost and chief student affairs' officer. All of the previously mentioned, with the exception of the board chairman, are from outside the institution. One of the major goals for this new group of executives is to do strategic planning and budgeting. One of the goals already identified by the top administration is internationalization. This was one of the primary reasons for changing the university's name from Carroll College to Carroll University in 2008 (McLemore, personal communication, September 30, 2008). The key strategies of the university's strategic plan will include the development of multi-cultural and global competencies in the education of Carroll students. As a result of the campus internationalizing, the library will need to reflect these changes by adapting its collection.

Rather than participating in strategic planning, Dr. McLemore believes in having direction and being opportunistic. He said that he always encourages his staff to propose ideas and be creative. He said he logs the ideas and then recalls them when money becomes available. For example, one staff member mentioned at a weekly staff meeting that it would be nice to digitize the archives collection. Dr. McLemore thought it was a good idea and months later found special funds to designate to the project of digitizing the archives (McLemore, personal communication, September 30, 2008).

Since the library does not participate in strategic planning, there is no information regarding where the library should be in one, five, or more years. It

is suggested that organizations conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to “shed light on the current state and plan for the future” of an organization. SWOT analyses also “determine whether it will be worthwhile to embark on a new service, product, or opportunity” (Grady and Zielinski, 2008). It is also a way to organize information. Dr. McLemore did mention supporting the goals and objectives of the university, including continuing to support the new physical therapy doctorate program as well as Dr. McLemore’s goal to cross-train the librarians in multiple departments. In addition, he will continue to support the goals of the university, such as internationalizing the campus.

FISCAL PLANNING AND BUDGETING

Budgets are developed one full year ahead of implementation. Throughout the year, librarians may be required to create project budgets for such things as capital expenses (e.g. building remodelling) or for grant applications (Coughlin and Gertzog, 1992, p. 492). According to Coughlin and Gertzog, winning sound financial backing requires the successful performance of two tasks. First, “establish rationale and mutually satisfying procedures to deal with campus officers who handle the library’s financial affairs” and second, “develop cost-effective, convincing and defensible budgets” (p. 492).

In academic libraries, there are three main sources of funding. The principal source of funding comes from student tuitions. The remaining funds come from grants and gifts. Securing funds for the library also depends on the “ability of the library director to convince the decision makers of the soundness of the library’s projected budget” (p. 493). Certainly budgeting for university libraries has proven difficult in these tough economic times.

In fact, college libraries have seen budget tightening for a number of decades. Some colleges are forced to make reductions mid-year in the budget cycle or when preparing the next year’s budget. Strong private liberal colleges have suffered the least due to endowment funds set up specifically to fund the library (p. 494). Endowment funds are usually designated to purchase books. Depending on the endowments guidelines, some libraries are even able to use the funds to pay for the processing of materials purchased. In the case of Carroll University’s library, they rely on the interest earned from their endowment funds and a portion of the tuition from its student base. Being a private institution, Carroll University does not receive any state or federal funding.

The library’s annual budget is approximately \$775,000, which includes materials, the salaries of the director, seven professional librarians, and four paraprofessionals. This figure does not include benefits for the above mentioned staff, or the salaries of the 70 or more student workers. Approximately 40% of

the budget is allocated to materials, with the remaining 60% split between salaries and administrative costs.

Besides the library's overall operating budget, each department manages its own budget. Each librarian manages his or her own budget, but can make recommendations to the other departments for collection development. For instance, the diversity librarian may suggest to the librarian in charge of the history collection a number of books on African American history.

According to Dr. McLemore, Carroll's library is not facing difficult economic times. They received a materials budget increase the year before and were able to maintain their materials budget for the current academic year. In addition, they were able to get an inflation increase to cover the rising cost of online database subscriptions.

Although the library is not suffering from budget cuts, they have cut back on purchasing books. According to Dr. McLemore, students prefer using databases; therefore, the library is putting more money into databases than books. For example, due to budget cuts, Carroll has put a lot of money into their health sciences due to the addition of the physical therapy program on campus, and they have hired a librarian with a specialty in the health sciences area, as well as putting more money into databases such as *Science Direct*.

The library has not been affected by budget cuts as have other libraries. Dr. McLemore explained that the library has a lot of strong supporters, including the faculty. He explained that their library liaison program has strengthened support of the library in the past few years. Nearly all requests from faculty are honored, as long as they are related to class curriculum and not personal research needs. Other forms of support for the library include the interest earned from the library's endowment funds and student tuition.

HUMAN RESOURCES

Traditionally, personnel management has been the responsibility of the library director. A tool available to directors to help determine the recommended number of staff to the annual rate of materials acquisition is the Association of College and Research Library's (ACRL) *Standards for College Libraries*. ACRL *Standards...* recommends having one librarian for each 5,000 books acquired each year; one librarian for each 500 full-time students up to 10,000; and, one librarian for each 100,000 books in the collection (*ALA Standards for University Libraries: Evaluation of Performance*, 2008). At the Todd Wehr Memorial Library, there are nearly 2,500 full-time students and 800 part-time students (*About Carroll Fast Facts*). Using the ACRL *Standards...*, Carroll University should have five librarians on staff based on their full-time student body size. Carroll's library meets these standards, as they have seven professional librarians as well as four paraprofessionals. Furthermore, with a

collection of 140,000 books, Carroll's library exceeds the number of recommended librarians to books ratio.

The library director is in charge of human resources. However, when necessary, he consults the campus human resources and the provost. When it comes time to fill vacancies in the library, the director and library staff review the job description and determine what special qualities are required. It is also important to "look ahead and consult your strategic or long range plan and budget plans" (Aman, 2008). For instance, when Carroll University recently added a doctorate in the physical therapy program, it was important to hire a librarian with a specialty in the health sciences to assist these doctoral students.

The staff members at the library are actively involved in the interview process. The librarians are part of the search and screen committee; they review the resumés and decide which candidates should be invited to come in for a first interview. The staff also take part in the interview process with the candidates. After interviewing the candidates, the staff give their opinion to the library director. Dr. McLemore explained that the majority of the time, the group reaches a consensus and indicates their first and second choice to him. He added that there have been a few occasions that he has overridden their group decision because he saw special qualities in a candidate that the group did not. In one instance he hired a person who had additional electronic resources skills to aid in information literacy sessions at the library. In this case, he foresaw what qualities were needed and filled those gaps (McLemore, 2008, Sept 30).

Staff members are evaluated annually and are eligible for merit raises as well as bonuses. In most academic libraries, new staff members are typically given a review after six months, while existing staff are evaluated annually. The objectives of staff evaluations are three-fold:

- Guide and assist employees in developing and achieving their full potential;
- Identify individuals who do not meet the library standards; and
- Identify employees qualified for promotion and salary adjustments. (Aman, 2008).

Elements to consider in evaluating librarians include: a) sources, such as self, patrons, peers, supervisors and administrators, b) characteristics, such as performance, communication skills, professional skills, supervisory capabilities, and service to the institution, and c) analysis of performance, which includes strengths, weaknesses, recommendations and plans for professional development (2008). Staff evaluations should be done face-to-face. Organizations typically use an evaluation form for their annual reviews. For instance, the University of California Berkeley uses a performance evaluation form with a rating scale ranging from unacceptable to outstanding. The categories for evaluation include: technical skills, quality of work, interpersonal skills, communication skills, approach to work, quality of work, supervisory

skills, and overall performance. There is also a narrative section for training and development goals as well as employee comments and reactions (ACRL *Standards...*, 2005).

The Todd Wehr Memorial Library believes in staff training and development. All professional librarians are required to attend two conferences or workshops per year. They are given a generous travel allowance which allows them to attend conferences, such as the Wisconsin Library Association; Wisconsin Association of Academic Librarians; Association of College and Research Libraries; and Medical Library Association. In addition, staff stay abreast of the field by regularly reading the *Library Journal*; *American Libraries*; and *CHOICE*, a magazine published by the ACRL (McLemore, personal communication, 2008, Sept. 30).

DIVERSITY

Good supervisors let good principals and practices guide their work. Some of the basics of supervising a staff include: 1) creating an atmosphere of open communication, 2) trusting staff to make good decisions and carry out assignments, 3) sharing decision making with staff members, 4) making staff know they are part of a collaborative team, 5) giving staff members as much autonomy as possible, and 6) making staff understand the library's goals and what is expected of them in their job (MacAdam, 1994, p. 134). Managing a diverse staff may require additional qualities in a supervisor. These qualities may include: "sensitivity; self-scrutiny; flexibility; willingness and ability to change; acceptance of your limitations; and willingness to relinquish power" (p. 132).

As a supervisor, some attitudes might be encountered in yourself or your staff, or some issues you may not have considered in the past may include: 1) "diversity means that the staff are less likely to share your background, values, and experiences;" 2) as a supervisor, you may need to try new methods of communication, orientation and training to be effective; 3) institutional culture—such as protocols of dress and behavior—may not be obvious to staff of diverse backgrounds. These rules of conduct will need to be shared with staff more explicitly; and 4) performance evaluations, grievances, and conflicts "will become more complicated as awareness and sensitivity potentially increase unequal barriers in the workplace" (p. 132).

Having a diverse staff, or at least a staff that reflects your student body is the goal of many institutions. At Carroll University, the majority of the students, as well as library staff are Caucasian. In an attempt to bring diversity to the library staff, a job description for a diversity librarian position was developed in 2006 and a diversity librarian was hired. When asked if the diversity librarian was an ethnic minority, Dr. McLemore replied in the negative. Dr. McLemore

said it would have been ideal to hire a minority to fill this position, but it is difficult to do so. There are not many minorities in the field of library science and those that are, are actively recruited by other libraries (McLemore personal communication, 2008, Sept. 30).

The Todd Wehr Memorial Library is only the second library in the state to add a diversity librarian to its staff. The diversity librarian works with students who have had little or no exposure to an academic library. The diversity librarian also ensures that the collection has a “well-rounded selection of materials that represent historically marginalized populations” (*Institutional Self-study*, 2008). This librarian is also responsible for creating library displays, information literacy sessions that focus on the use of library resources, and coordinating library lecture series on Black History Month and Women’s History Month (*Institutional Self-study*, 2008).

Dr. McLemore mentioned that Hispanics make up Carroll University’s largest minority group. According to the Pew Research Center, Hispanics are the largest minority group in the United States and the Hispanic population is expected to triple by 2050 (Haya, 2008). In response to this growth, Carroll University offers a minor in Hispanic Health and Human Services to better prepare health and human services professionals to work with this population. This “minor was designed specifically as a companion minor for students who want to work in health-related and social service fields. It is for students who are interested in working with the Spanish-speaking community” (*About Hispanic Health and Human Service*). The diversity librarian, along with the librarian with a background in health sciences, provides one-on-one assistance to students studying Hispanic Health and Human Services. Although the primary focus of the diversity librarian is to serve students of diverse backgrounds, all students are welcome to utilizing her expertise. Additionally, students may seek her assistance if they are doing a paper or project that focuses on a minority group.

COLLECTION DEVELOPMENT

A collection development plan corrects weaknesses and builds on strengths; it guides staff selection and decisions, and communicates the library’s policy to the students, faculty, and the general public. The plan provides a purpose of the collection for all selectors; ensures consistency over time, and balances the collection or prevents overemphasis in certain areas. The collection development policy should include a “retention, discard and weeding policy, and a preservation policy” (Coughlin and Gertzog, 1992, p. 185). The collection policy should also have a statement regarding the acceptance of gifts.

There is some debate about the effectiveness and usefulness of creating a collection development policy. The argument is that time could be better spent developing an extra bibliographic instruction course or creating a subject

bibliography. Coughlin and Gertzog, authors of *Lyle's Administration of the College Library*, "believe the value of constructing a policy far outweighs the drawbacks in demands on time and resources." They add that a collection development policy is "the only way to ensure that a college library collection is based on selectivity, integration, and direction rather than becoming a product of haphazard miscellaneous growth" (p.186). Collection development policies include the following elements:

1. Overview. Include the scope, objectives and goals of the library. A community assessment is also included which describes the community, identifies the clients served, includes the parameters of the collection, and includes the limitations and priorities of the collection.
2. Scope of the Collection. Describes the subject areas and formats collected. Libraries can set priorities and use a numeric system, such as the Research Libraries Group Conspectus, to rank the levels of collecting in subject areas.
3. Collection Responsibility. Indicates who is responsible for selection, deselection, and what guidelines are to be used for these processes.
4. Miscellaneous Issues. Includes a gifts policy, weeding and discarding, and how to handle complaints.
5. Intellectual Freedom. Library should state their support of academic and intellectual freedom and against censorship (Coughlin and Gertzog, p. 186).

The Todd Wehr Memorial Library Collection Management Policy <<http://divisions.cc.edu/library/collectionmanagement.asp>> touches on the five suggested elements above. The library staff also collects "just in time" versus "just in case." The "goal of the library collection is quality, not quantity. The Todd Wehr Memorial Library exists to serve the students in their coursework or research. The library does not collect research materials for faculty which will not be used by the students to further their course studies.

At Carroll University, faculty is involved in collection management. With the library liaison program, faculty members communicate with library staff members about their courses and what materials could benefit the students. In fact, 80% of materials purchases are direct recommendations from faculty. The remaining 20% of the materials budget is selected by librarians based on collection needs and student requests (McLemore personal communication, Sept. 30, 2009).

Librarians choose many of their materials with faculty, but they also use the vendor, Yankee Book Peddler to process and catalog many books in the collection. Linda Hartig, the reference librarian, commented that they are not completely satisfied with the products they receive from Yankee Book Peddler. She commented that "a certain percentage of books that appear to be shelf-ready have problems we have to fix. Others arrive without bib records or spine labels.

Any multiple-volume set arrives without spine labels.” If the librarians are unable to order an item through the Yankee Book Peddler, they look to the publisher or even Amazon.com. (Hartig, personal communication, 2008, Nov. 25).

EVALUATION OF COLLECTIONS AND THEIR USE

Studies show that people like using electronic resources because they are convenient and they save time in the research process. Libraries are feeling the effects of journal price increases across the board. “Price hikes for e-resources continue to exceed average annual increases in library allocations and intermittent spikes in the cost of high-profile resources worsen stress on budgets already straining to maintain existing subscriptions”. Price increases by journal publishers are in part due to “reductions in print subscriptions, advertising revenue, and reprint income”. In other words, when libraries cancel their print journal subscriptions, the journal publishers have no way to make up for print-based revenue loses (Watson, 2008).

Many libraries are cancelling their print subscriptions and moving to online journal access. The library is spending the majority of their budget on online journal and database access because their students prefer online access to print resources. Last year, the library received a slight increase in its budget to cover inflation costs of online journals and databases. Fortunately, the library was able to maintain its materials spending budget because it has strong support from faculty, students, and the community. Carroll’s library also has an Archives and Special Collections to “serve the interests and need of the University, its students, faculty, administrators, and alumni”. The archive is an institutional archive as well as a collecting archive to document University history, student life, alumni history, and the culture of the University. Carroll’s library has opened its doors to the public by allowing community members and researchers to use the Archives and Special Collections (*Archives and Special Collections Mission Statement*).

Items in Special Collections were donated to the school and have historical value, either due to connection to the university, or due to their age. Special Collections include: the Barclay Collection; Carroll University Authors’ Collection; Carroll University Student Theses Collection; John Ball Collection; Mother Goose Collection; Rare Books Collection; and the Welsh Collection. To view items in Special Collections, which are stored on the first and second floors of the library, an appointment can be made with the staff archivist. Items in Special Collections are treated like reference materials and cannot be checked out or leave the building (Carroll University. *Special Collections*).

The Todd Wehr Memorial Library also houses Carroll University’s Archives. The Archives contain campus publications, papers, memorabilia, and

other items of history. Items in the Archives include trustees and president's reports; departmental newsletters; student and university publications; and personal scrapbooks (Carroll University. *Archives*).

In addition to Special Collections and Carroll University Archives, the library has a digital collection which increases access to certain collections. The digital collection project was paid for by a \$30,000 fund allocation (McLemore personal communication). The collection includes the Rufus and Charles King Collection (1830-1910), Carroll Yearbook Collection (1910-2000), and the Theater Collection of May N. Rankin and the Carroll Players (Carroll University. *Digital Collections*).

BIBLIOGRAPHIC INSTRUCTION AND INFORMATION LITERACY

Colleges are now charged with preparing students for life-long learning and college libraries "have identified their role as producing information-literate students" (Coughlin and Gertzog, 1992, p. 327). Information literacy and information fluency are the current terms being used to describe what was formerly referred to as library instruction, user instruction, and bibliographic instruction (p. 327). Today, librarians are teaching more than how to gain access to information. They are also teaching students how to "evaluate information effectively for a given need" (p. 329).

Why do college libraries offer information literacy sessions? Undergraduates arrive on campus with little or no previous college library experience. They have only accessed their high school library or public library for resources in the past. They may be familiar with *Reader's Guide* or their school's catalog, but they are not familiar with the Online Public Access Catalog or the vast group of specialized sources available in a college library (p. 336). According to Coughlin and Gertzog (1992), "research indicates that large numbers of users do not ask questions even if they have them. This is not because they think they know everything, but because they do not know what librarians do or because they do not want to appear unintelligent" (p. 337). Providing reference service to a single student or a group of students only enables a librarian to reach a handful of students at a time. With information literacy sessions, the librarian can reach a greater number of students who need assistance. Furthermore, "instruction helps create users who are more likely to seek out help with their searches of information" in the future (p. 337).

At Carroll University, all incoming freshmen are part of what is called Freshman Year Studies (FYS). Students are scheduled to come to the library for information literacy sessions which include how to use online databases, evaluate web sites, and learning to avoid plagiarism. The library staff provide 90 sessions of FYS at the beginning of the school year. In addition, students from first year writing class visit the library for information literacy sessions.

Librarians also provide information literacy in the classroom. According to Dr. McLemore, this creates a tie between the faculty and the librarians. Librarians will provide classroom information literacy if three conditions are met: 1) the professor must be on site the day of the training; 2) the professor must supply a syllabus and an outline for the day; and 3) the session must be scheduled in advance. These guidelines have been instituted because there was some misuse of information literacy sessions. (McLemore personal communication, 2008, Sept. 30).

ACCESS AND PUBLIC SERVICES

The Todd Wehr Memorial Library is open to the general public. Anyone can walk in and browse the stacks at the library. However, a login ID and password are needed to access the library's Internet terminals. The library provides free wireless Internet access to its customers throughout the library. Visitors can access the internet through the use of an Ethernet cable plugged into one of the many network jacks located throughout the library.

In addition to allowing browsing and free Internet access, the library allows community members to borrow materials through the use of the Community Borrowing Card which is issued by the library for \$25.00 per year. Use is limited to Todd Wehr Memorial Library materials. Friends of the Library members are issued a Special Borrowers Card. The library also provides library access for its alumni with a valid Carroll University identification. However, alumni "do not have access to databases through the library's web site" (Carroll University. *Circulation Policies*). Most circulating materials can be borrowed from the library for a period of 28 days and can be renewed once if no one has requested the item. Videos, DVDs and CDs circulate for seven days (Carroll University. *Circulation Policies*). Students, alumni, faculty, and staff must present their University ID cards at the time of check-out. Community members or friends of the library need to present their Community or Special Borrowers Card. Most circulating materials may be checked out for 28 days and can be renewed

Many programs at the library are open to the public. For example, the public was invited to attend a book signing for Carroll author, Lance Herdegen, to ask Herdegen questions and learn about the Civil War. Copies of Herdegen's book, *Those Damned Black Hats! The Iron Brigade in the Gettysburg Campaign* was also available for sale (*What's New @ The Carroll University Library? Carroll Author Book Signing*).

INFORMATION TECHNOLOGY

Today's library is considered a bricks and mortar building as well as a library without walls. Some students and faculty prefer to visit the library and use materials on-site; whereas others prefer to access materials online, using the automated catalog. Students and faculty at Carroll University have 24-hour access to the library's digital resources, including journal subscriptions and the library's catalog, called PioCat. The library has digitized three collections, including the Carroll Yearbook Collection, Rufus and Charles King Collection, and the Mary N. Rankin and the Carroll Players. These digital collections are fully accessible online, 24 hours a day, 7 days a week (Carroll University. *Digital Collections*).

The library, like other small private college libraries in the Metropolitan Milwaukee area, uses the Innovative automation system, while the University of Wisconsin System uses Voyager. The first automation system Carroll's library used was Horizon. In 2000, the library migrated to Innovative. Linda Hartig speaks highly of the Innovative system, says it is superb and extremely user-friendly. Ms. Hartig explained that the system is upgraded on a regular basis. [This system was changed June, 2010, to the ILLiad (**I**nter**L**ibrary **L**oan internet accessible database) developed at Virginia Tech]

Carroll University provides up-to-date computer systems for its patrons to use for classroom work or to search the online catalog. The library upgrades its computers every three years, with the older models going to faculty or dorm rooms. In addition, the library has ten laptops that can be checked out to students, faculty or staff. There is also free high speed Internet throughout the library which can be accessed by students and faculty members with a valid University ID (McLemore, personal communication, 2008, Sept. 30).

Carroll University works in partnership with Wisconsin Library Services (WiLS), to obtain inter-library loan items for its students and faculty members (Sanders). Carroll University has very detailed inter-library loan (ILL) policies. Undergraduates in 200-level or higher courses may request up to 10 ILL items per semester with the approval of a librarian. Graduate students, faculty and staff may request up to 25 ILL items per semester (spring/summer/fall) without charge (*Carroll University Interlibrary Loan: Faculty & Staff; Interlibrary Loan: Graduate Students*). When picking up materials from the library, the patron must have a Carroll University ID that matches the ILL request. This policy is in place to prevent faculty from sending their students to pick up their held materials.

The university uses technology to connect its students to web-based classes via the Internet. The university offers fully online and hybrid courses through the Online Consortium of Independent Colleges and Universities (OCICU). Carroll University partners with Regis University, Southern New Hampshire,

and Saint Leo University. In the fall of 2008, Carroll offered 41 undergraduate web-based classes through OCICU and eight graduate level classes (*Carroll Online: Web-based Courses*).

COOPERATIVE PROGRAMS/CONSORTIA

Carroll's library is not part of any consortium. "Years ago when the [SWITCH] consortium was formed," stated Hartig (2008), "Carroll didn't have the funds to participate, nor did they want the hassle of trying to merge holdings with other libraries." When students request materials that Carroll does not own, Carroll's librarians put the requests through ILL. Carroll works mostly with lenders who will lend them materials for free. However, if the fee to borrow an item exceeds \$15.00, payment becomes the responsibility of the patron.

Special borrowing privileges have been established for undergraduate, graduate and faculty. As mentioned earlier, undergraduates may only request an ILL item if they are in a 200-level or higher course. And, they are limited to 10 ILL items per semester with approval from a librarian ("Interlibrary Loan: Undergraduate Students"). Linda Hartig stated "we think we own or have access to enough resources to cover freshman-level classes right here...and we want all of our students to learn to search our materials first." If someone in a 100-level class wants to borrow an item through ILL, the library charges \$5.00. ILL charges cost libraries approximately \$13.00 to \$15.00, even if the lending library does not impose an additional charge (Hartig, personal communication, 2008). Therefore, by charging \$5.00, the library is asking the patron to cover only a portion of the cost.

Graduate level students and faculty may borrow up to 25 ILL items per semester at no charge. Faculty and students have the same borrowing privileges at the library. Unlike other universities, such as the University of Wisconsin-Milwaukee, faculty members at Carroll are not allowed to borrow materials for an entire semester (*Carroll University. Faculty/Staff Circulation Policies*). Faculty and staff at Carroll University have the same borrowing privileges as the students and they are also charged overdue fines (McLemore, personal communication, 2008, Sept. 30).

MARKETING AND OUTREACH

The library primarily markets itself through word of mouth and the required Freshman Year Seminar. Librarians market the library when visiting the classroom for information literacy sessions. Many students frequent the library to patronize the coffee shop. Others visit the library to meet their classmates for group work or quiet study. The library produces a number of publications highlighting their services including a *Resources, Services and Policies* sheet;

Learning Commons brochure; *Career Services*, *Writing Center*; *Math Commons* bookmarks; a semester calendar with library hours; and a bi-annual newsletter called *Library Currents*.

During the 2007-08 academic year, the library marketed itself by providing every student on campus with an approved beverage container in order to provide students with a mug they could use in the library, while also advertising the library's services. This was the only mug that could be carried into the library to ensure that students had properly sealed beverage containers. Beginning with the 2008-09 academic year, the library stopped enforcing the use of the giveaway mugs. Now students may enter the library with a beverage as long as it is in a covered or closed container. Staff members do not like being the beverage police. However, it is less expensive to steam clean the carpeting once per year than to supply the entire campus with approved beverage containers (McLemore, personal communication, 2008, Sept. 30)

EVALUATING AND PLANNING ACTIVITIES

The Todd Wehr Memorial Library does not use formal evaluation methods to evaluate services, collections, or the impact they are having on faculty and students. Rather, they rely on comment forms available in many locations throughout the library. Dr. McLemore has compared the library against the ACRL's standards in the past and believes the library fares well in comparison. A sample of questions posed to determine adequacy of service includes: "What range of services is offered? Are these services appropriate to the mission of the library? What statistics and other measures of quality and quantity are maintained? Are the size and distribution of public service staff adequate for the numbers and kinds of users?" (ACRL *Evaluation of Performance*). Overall, Dr. McLemore does not see the value in evaluating library services on a regular basis. Rather, he believes in soliciting feedback from patrons on a regular basis through comment forms. He believes that if someone is willing to take the time to fill out a comment form with a complaint, then the library staff should respond with suggestions.

Carroll University library staff is very responsive to the comment cards left by library patrons. For instance, when the staff was informed that the library's web site indicated that the library was open until midnight on Saturdays, when in actuality, the library closed at 8:00pm on Saturdays, the information was corrected on the web site within three days.

In terms of evaluating the collection, the librarians at Carroll University are diligent about weeding the collection. In fact, Hartig stated that "we think of collection development and collection management as one of the most important parts of our jobs." As an example of the staff's dedication to collection management, they conducted an inventory of their holdings a few years ago. As

a result, they found 300 books they did not know they had, and eliminated 300 titles from the catalog that had gone missing (McLemore personal communication, 2008, Sept. 30).

The library staff believe they are providing good service, good collections, and are making an impact on their students and faculty. In addition to accessing the in-house collection, students and faculty can access over 50 databases off-site using a proxy server. All databases are accessible off-site, with the exception of the FirstSearch databases. In order to access the 11 databases offered by FirstSearch, a patron needs to come to the library in person and request a password from the reference desk. Linda Hartig explained that they do not allow off-site access to FirstSearch databases because it is too costly. According to the database statistics compiled for the fall semester in 2008, the online databases had an actual hit rate of 2.3 million hits (Sanders, 2007). The most accessed databases include: *Academic Search Premier*; *CINAHL Plus Text* (nursing and allied health research database); *PsychInfo*; and *JSTOR* (Sanders, 2007).

PHYSICAL PLANNING AND BUILDINGS

The library is nestled in the center of the university's campus. The exterior of the building is lannon stone and the interior walls are finished with lannon stone and brick. The library building underwent a \$2.8 million renovation in 1998. The renovation included air conditioning, new furniture, group study rooms, elevator access, a computer classroom and the café browsing room (*Institutional Self-study*).

The Learning Commons is located in the lower-level of the library and recently underwent some cosmetic changes including a new coat of paint, new lighting, additional clocks, and more comfortable furniture. In addition, 10 laptops are now available for circulation to any Carroll University student. The Learning Commons also added science manipulatives which are model skeletons, ears, eyes, magnetic cells, and other items. These items can be checked out by Supplemental Instruction leaders and content tutors to be used in the learning process "to provide a more visual education for Carroll students" (Bayer, 2008, p. 4).

Besides the Learning Commons, the café browsing room is the main draw for many students visiting the library, where they can buy hot and cold beverages, sandwiches and snacks. The café also has a small browsing area and a CD player that patrons can use to play library owned music.

CONCLUSION

In summary, I have learned that Carroll University is a noteworthy liberal arts university located just outside of Milwaukee in the city of Waukesha. It offers four undergraduate degrees as well as three masters and one doctorate degree. The mission of the university and the library parallel one another—they work to serve the individual educational needs of its students. Carroll University's library is conveniently situated in the center of campus providing ease of access to its students, faculty and staff. It offers an up-to-date collection as well as many online databases, which are accessible off-site. The librarians are friendly and very helpful. The library is an inviting place offering a coffee shop, a Learning Commons with comfortable furniture, and multiple group study rooms. Suggestions for improvement include conducting a library evaluation every three years to evaluate the library as a whole, as well as particular services such as circulation, the writing center, or supplemental instruction. Another suggestion would be that the library takes part in strategic planning. Strategic planning helps determine where the organization is going in the next few years, how it is going to get there, and will indicate if the library met its goals. The library could do a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis which would help provide direction. Overall, Carroll University's library offers its students the information, technology, services and space needed for a productive learning experience.

REFERENCES

- "2008-09 Catalog." *Todd Wehr Memorial Library*. Carroll University. 14 Sep 2008 <www.cc.edu/academics/catalog/2008_09catalog.pdf>.
- "About Carroll Fast Facts." *Carroll University: About Carroll*. Carroll University. 14 Sep 2008 <<http://www.cc.edu/about/fastfacts.asp?nav=5219>>.
- "About Hispanic health and human service." *Hispanic health and human service: About the program*. Carroll University. 20 Oct 2008 <<http://www.carrollu.edu/programs/hhhs/abouttheprogram.asp>>.
- "About the library." *About the library*. Carroll University. 14 Sep 2008 <<http://divisions.cc.edu/library/aboutlibrary.asp>>.
- "ALA standards for university libraries: Evaluation of performance." *Standards for university libraries: Evaluation of performance*. 29 Jul 2005. Association of College and Research Libraries. 2 Dec 2008 <http://sacs.uah.edu/documents/policies/Salmon_library_ala_%20ACRL_standards.htm>.
- Aman, M. (2008). "Human resources (HR) in academic libraries." University of Wisconsin - Milwaukee. Lecture, Milwaukee, 30 September.
- "American Factfinder." *Waukesha City, Wisconsin - Fact Sheet*. 2000. U.S. Census Bureau. 14 Sep 2008 <<http://factfinder.census.gov>>

- "Archives and special collections mission statement." *Mission and collection use*. Carroll University. 24 Oct 2008 <<http://divisions.cc.edu/library/use.asp>>.
- Bayer, B. (2008). "New in the learning commons." *Library Currents*, Fall: 4.
- "Carroll College gets \$650,000 for library: [Final Edition]." *Milwaukee Journal Sentinel* [Milwaukee, Wis.] 20 Nov. 1996, 2. *Wisconsin Newsstand*. ProQuest. University of Wisconsin Milwaukee, Milwaukee, WI. 25 Nov. 2008 <<http://www.proquest.com/>>.
- "Carroll University Archives." *Archives*. Carroll University. 24 Oct 2008 <<http://divisions.cc.edu/library/archives.asp>>.
- "Carroll College history." *About Carroll history*. Carroll University. 14 Sep 2008 <<http://www.cc.edu/about/history.asp>>.
- "Carroll University chronology." *Archives: Carroll chronology*. Carroll University. 15 Sep 2008 <<http://depts.cc.edu/library/carrollchronology.asp>>.
- "Carroll University digital collections." *Carroll University digital collections*. Carroll University. 24 Oct 2008 <<http://content-dm.cc.edu/index.php>>.
- "Circulation policies." *Circulation*. Carroll University. 14 Nov 2008 <<http://divisions.cc.edu/library/circulation.asp>>.
- Coughlin, C., and Gertzog, A. (1992). *Lyle's Administration of the college library*. 5th ed. Lanham, MD: The Scarecrow Press.
- "Digital collections." *Carroll University digital collections*. Carroll University. 3 Nov 2008 <<http://content-dm.carrollu.edu/index.php>>.
- El Nasser, H. (2008). "U.S. Hispanic population to triple by 2050." *U.S. Hispanic population to triple by 2050*. 12 Feb; retrieved 20 Oct 2008 from *USAToday.com*.
- "Faculty/Staff circulation policies." *Faculty/Staff circulation policies*. 18 Aug 2008. UWM Libraries. 29 Nov 2008 <<http://www.uwm.edu/Libraries/Circ/faculty.html>>.
- Grady, J., and Zelinski, D. (2008). "In their own words." *Public Libraries* (May/June) HW Wilson Search. Wilson Web. UW-Milwaukee, WI. 8 Dec. 2008 <<http://vnweb.hwwilsonweb.com.ezproxy.lib.uwm.edu>>.
- Hartig, L. Personal interview. 25 Nov 2008. Interview.
- "Interlibrary loan: faculty & staff." *Interlibrary loan: faculty & staff*. Carroll University. 3 Nov 2008 <http://divisions.cc.edu/library/ill_faculty.asp>.
- "Interlibrary loan: Graduate students." *Interlibrary loan: Graduate students*. Carroll University. 3 Nov 2008 <http://divisions.cc.edu/library/ill_grad.asp>.
- "Interlibrary loan: Undergraduate students." *Interlibrary loan: Undergraduate students*. Carroll University. 3 Nov 2008 <http://divisions.cc.edu/library/ill_ugrad.asp>.
- "Institutional self-study for the higher learning commission of the North Central Association." [HLC.pdf](#). 2008. Carroll University. 6 Dec 2008.
- MacAdam, B. (1994). "Supervising a diverse staff" In Riggs, D., and Tarin, P., Eds. *cultural diversity in libraries*. New York: Neal-Schuman.132-133.
- McLemore, L. (2008). "The director's corner." *Library Currents*. Fall: 1.
- McLemore, L. (2007). "From the director." *Library Currents*, Spring. Carroll University. 18 Sep 2008 <<http://depts.cc.edu/library/archives/libcurvol9is3.pdf>>.
- McLemore, L. Personal interview. 30 Sept 2008. Interview.
- "Mission statement." *About Carroll: Mission statement*. Carroll University. 14 Sept 2008, <<http://www.cc.edu/about/missionstatement.asp>>.
- Occupational outlook handbook*, 2008-09 Edition, "Physical therapists," 2008-2009 Ed. U.S. Department of Labor. 25 Nov 2008 <<http://www.bls.gov/oco/ocos080.htm>>.
- Reiken, L. (2009). "Evolution of the Carroll Library." *Pioneer Spring*: pp. 6-7.

- Sanders, K. Personal interview. 20 Apr 2009. Interview.
- Snethen, B. J. (2008). "University works to promote success for first-generation students." 09 Sept University of Wisconsin Madison. Retrieved 25 Nov 2008 from <<http://www.news.wisc.edu/15568>>.
- "Special Collections." *Archives*. Carroll University. 24 Oct 2008 <<http://divisions.cc.edu/library/specialcollections.asp>>.
- Strand, K. J. (2007). "First year of supplemental instruction a success," *Library Currents* Fall, Carroll University. Retrieved 14 Oct 2008 from: <<http://depts.cc.edu/library/archives/libcurvol10is1.pdf>>.
- "Supplemental instruction program." *Supplemental instruction program*. Carroll University. 22 Sep 2008 <<http://divisions.cc.edu/library/si.asp>>.
- Watson, P. D. (2004). "Raised expectations/rising prices." *Library Technology Reports*, 40:6, 40-41. *Academic Search Elite*. EBSCO. UW-Milwaukee, Milwaukee, WI. 24 Oct. 2008 <<https://ezproxy.lib.uwm.edu/>>.
- "What's New @ The Carroll University Library? Carroll Author Book Signing." *What's New @ The Carroll University Library?* 06 Nov 2008. Carroll University Library. 14 Nov 2008 <<http://carrollulibrarynews.blogspot.com/2008/11/carroll-author-book-signing.html>>.

EGYPTIAN UNIVERSITY LIBRARIES CONSORTIUM

Khaled A. Mohamed, PhD.

HISTORY AND COMMUNITY CONTEXT

In Egypt, similar to all other nations, the economy is increasingly based on information as its common currency. The government realizes that in order for its educational and research process to be effective, the use of information technology must involve, not only the provision of equipment such as computer hardware and software, but also the services for students and faculty members as well. Therefore, the Ministry of Higher Education (MOHE) believes that the provision of appropriate information services, in addition to well prepared faculty members and support staff for such powerful tools, will become a vital part of the educational and research process development.¹

In conjunction with the political, social, and economic transformation in Egypt, the MOHE established a higher education reform strategy that has been translated into 25 distinct projects addressing the diverse areas of reform. Twelve of the 25 projects have been bundled into six components, hereafter called projects, and given priority to be funded and implemented through a loan agreement between the Government of Egypt (GOE) and the World Bank. The six projects are bundled under the umbrella of the Higher Education Enhancement Project (HEEP). The six priority projects² are:

1. HEEPF Higher Education Enhancement Project Fund;
2. FLDP Faculty-Leadership Development Project;
3. FOEP Faculties of Education Enhancement Project;
4. ETCP Egyptian Technical Colleges Project;
5. QAAP Quality Assurance and Accreditation Project; and
6. ICTP Information and Communication Technology Project.

The ICTP is one of the six priority projects focusing on the improvement of quality, efficiency and relevancy of the application of information technology in higher education. This project is the cornerstone of enhancing the ICTP within the higher education reform strategy. The ICTP is concerned with fulfilling the needs of all Egyptian universities benefiting from the HEEP in the following areas of the ICTP:³

- Communication and technology infrastructure;
- Administrative Computing Systems (Management Information System-MIS, and Decision Support System -DSS);
- Academic Computing Systems;
- Integrating technology into teaching and learning;
- Establishing centers for excellence for e-learning;
- Training of faculty and staff on ICT related functions/activities;
- Building a digital library for the Egyptian universities; and
- Integrating Technology into Library Resources and Services.

These areas of interest have been grouped into five main projects under the ICTP sectors including:

1. Developing the Egyptian Universities Network (EUN) Infrastructure;
2. Building MIS and DSS to support the decision makers in the Supreme Council of Universities (SCU);
3. Building a national e-learning center and university centers;
4. Building a national training center and university training centers; and
5. Building an Egyptian University Libraries Consortium.

The latest project focused on providing and promoting the culture of accessing electronic resources and services that could support the educational and research process in Egyptian universities. The project plan submitted for this sector considered the growing number of library consortia around the world and the economic and technical benefits that can be achieved through group purchasing, licensing and the developing of electronic resources, especially for research institutes and universities.⁴ The procedures for constructing the consortium began January, 2005. The proposal was submitted to the World Bank as one of the ICTP's major sectors in order to: 1) fund the establishment of a central coordination unit in the SCU; 2) provide access through group subscription for all Egyptian governmental universities in some of the selected international databases and e-journals as one consortium; and 3) build a union catalog for all Egyptian academic libraries.

Following the approval of the World Bank, a committee for electronic resources negotiation was formed to develop an electronic resource development policy. The committee also contracted with the e-content publishers and companies, including selecting the appropriate resources, negotiation, and evaluation. A financing policy of the consortium was submitted to the SCU (the responsible committee for managing higher education institutions in Egypt) by the end of 2005. It is made up of the MOHE, the university chancellors, and the

secretary of the SCU. This policy will be discussed in much more details in the budget section.

LIBRARY CONSORTIA: AN OVERVIEW

The idea of cooperation among libraries at the national and international levels is well established, and has received worldwide acceptance with the spread of the Internet and the World Wide Web, which facilitate resource sharing through an interactive graphical user interface.⁵ For academic libraries in particular, library consortia are becoming an increasingly important part of the work environment of these libraries, particularly because the costs of library collections and services have soared.⁶ It was in the 1960s and 1970s that library consortia began to flourish in the United States and Europe. At that time, the common concept of multi-type library cooperation focused on cooperative cataloging.⁷ Library automation and the formulation of several major national and international utilities, such as OCLC and RLIN, provided significant support for resource sharing and were important factors in academic libraries' consortia.⁸

The major goal of a library consortium is the grouping of large and small, homogeneous and diverse libraries and information institutions in a formal cooperative program in order to achieve economic savings, maximize resource sharing and utilization, and to pressure the electronic resources publishers and software companies to facilitate the negotiation and licensing processes. Building such a consortium provides the most cost effective outcome from accessible resources.

Modern library consortia can be categorized according to many factors such as: 1) size of consortia: some consortia are very large in size, and others are small; 2) location: there are worldwide, national, regional, and local consortia; and 3) purpose: consortia are varied in their purpose, although most deal in some way with licensing and purchasing of electronic resources. Many consortia are actively involved in resource sharing among the members; many employing the use of a virtual catalog, with which members of the consortium can seamlessly access other members' catalogs, and request an interlibrary loan online. A number of automation vendors are now providing forms of virtual catalog modules to facilitate this process.⁹

Patrick, in his book about library consortia, gave 125 examples. He classified library consortia into four major groups, summarized here by Sharon and James J. Kopp,¹⁰ as:

- Large consortia concerned primarily with computerized large-scale technical processing;
- Small consortia concerned with user services and everyday problems;
- Limited-purpose consortia cooperating with respect to limited special subject areas; and

- Limited-purpose consortia concerned primarily with interlibrary loan or reference network operations.

The wide acceptance and prevalence of library consortia encourages leaders of these consortia from all over the world to begin to meet and discuss issues related to their consortia. This group of leaders has become known as the International Coalition of Library Consortia (ICOLC). The ICOLC first met informally as the Consortium of Consortia (COC) in 1997. The Coalition continues to be an informal group of nearly 150 library international library consortia.¹¹

The Egyptian University Library Consortium (EULC) includes 17 government universities and 15 institutions from outside the SCU. In the two years after the formation of the consortium, 10 private universities have joined. The EULC joined the ICOLC in 2005.

THE EULC PROJECTS

The EULC has four major projects:

- The Egyptian University Digital Library;
- The Egyptian Union Catalog for Academic and Research Libraries;
- The Egyptian Database for Theses and Dissertation; and
- The development of the Future Library Management System.

The consortium is also planning to launch two new projects—a digital repository for Egyptian universities and electronic publishing centers in the universities for the scientific journals and conferences, sponsored by the Ministry of Higher Education and/or the Egyptian universities.

In September 2005, the consortium started the first subscription for the Egyptian Universities Digital Library by purchasing the archival rights for three years of the Science Direct database; it then increased its holdings by subscribing to six databases: Science Direct, CAB Abstract, Global Health, MEDLINE, Lippincott Williams and Wilkins (Archival Data and Current Titles), and Wilson Humanities. In February, 2006, the consortium signed a contract with EBSCOHOST to access the Academic Search Premier database and upgraded it to the Academic Search Complete Database in 2008. The consortium also acquired three new databases, including IEEE xPlore, American Society for Mechanical Engineering (ASME) Journal and ASME and American Petroleum Institute (API) standards. The consortium also signed a contract for a digital library portal <<http://www.eud.eg>> to provide a one stop access point for these resources and linking the freely available open access resources from the World Wide Web. All these contracts have been signed for two years. Additionally, the consortium acquired SCOPUS, a number of reference books, SPRINGER and ProQuest Digital Dissertations.¹²

In May 2007, the EULC initiated a library automation project for 15 government universities. The project's major goal was to build a union catalog for the university libraries by automating four libraries from each university in the first phase, followed by 10 libraries in the second, and complete the rest of the libraries in the third. By the end of the first year, a union catalog for the engineering, medical, sciences, and the central library was developed.

The automation project relies on a "home-grown" Egyptian library management system. This system, known as the Future Library System, was developed in the Information and Communication Technology Information Center (CTIC) of El-Mansoura University. In 2007, the EULC signed a contract with El-Mansoura University to utilize the system as the backbone for the university libraries' union catalogs. The EULC provides technical support for the CTIC to develop the Future System in order to standardize and formalize it to adapt to the international packages of library management systems. The EULC provides the analysis for the required features in the system and sometimes the design of these features.

The EULC is also collaborating with the Ain Shams University network in order to build a national database for academic theses and dissertations. The Ain Shams Central Library has been designated the repository library for all awarded theses and dissertations in Egypt. It receives almost 10,000 theses every year from Egyptian universities, as well as from El-Azhar University and other universities in Arab countries such as Syria, Sudan, and Jordan. Approximately 150,000 theses have been deposited, and are being converted to microfilm. The Egyptian Database for Theses and Dissertations has been designated the first phase for the electronic theses and dissertation project.

MANAGEMENT AND STRATEGIC PLANNING

The EULC has drafted its strategic plan as part of the proposal submitted to the World Bank for forming the consortium. The proposal includes vision, mission statements, goals and objectives, and the benefits of constructing such a consortium. The EULC currently uses a 2005-2010 strategic plan, but it receives an extensive review every year by the EULC committee before submitting the final report to the SCU. The vision statement of the EULC states:

The EULC is a cooperative program among the Egyptian academic and research institutions; it envisions transforming their libraries' resources and services to meet the requirements of the 21st Century.

The following mission statement of the EULC is typical of a large national consortium and is an internationally recognized information institution:

The Egyptian University Libraries Consortium as a cooperative program aims at grouping homogenous and diverse academic and research libraries

together in order to achieve the optimum saving in expenses and resource sharing by facilitating accessing the required information resources which fulfil the Egyptian scholars and students' educational and research needs through providing pre-eminent infrastructure, collections, and services that shape the creation of knowledge and facilitating learning and research.¹³

In order to achieve the goals of its vision and mission statement, the EULC implements a certain number of objectives:

1. Promote formal relations between members to foster collaboration and resource sharing;
2. Support optimal access to information for members through regional and national co-operation;
3. Promote collection building and unified policies;
4. Provide support for the implementation and management of common library systems;
5. Improve information literacy skills and share training, resources and expertise;
6. Select the appropriate e-resources for the Egyptian scientific community;
7. Develop a unified list of the required e-resources;
8. Negotiate with the e-resources agents to achieve the maximum saving in e-resources subscription fees and attain all the added values;
9. Manage and update the subscription with the consortium participants;
10. Attract new members to the consortium;
11. Host the library automated system and provide access to the digital library resources for the EULC members;
12. Manage, coordinate, and supervise the automation project in the EULC;
13. Unify and standardize the tools of automation such as classification schemes, authority control lists, and quality control techniques;
14. Host and organize professional conferences and workshops in the area of library and information sciences;
15. Participate and represent the EULC in the national and international gatherings related to libraries and information science;
16. Prepare monitoring reports and statistical analysis for the usage of the digital libraries and libraries' automation; and
17. Develop a business model for the EULC in order to be self sustainable to guarantee the continuing of the consortium.¹⁴

THE EULC UNIQUENESS

The wide acceptance of group licensing by library consortia as a cost effective model for electronic resources subscriptions, especially after the

escalating journals prices, encourages libraries and other institutions to join this program. A library consortium provides package licensing for electronic journals, books, theses, and others types of information resources and has been traditionally presented as a win-win model.¹⁵

The MOHE recognizes the benefits of establishing a library consortium. It has brought a return on the investment through unique aspects which can be defined as follows:

Economic Uniqueness:

- Saving in expenses of electronic subscriptions and library automation;
- Expanding the size of e-resources accessible for the academic community in Egypt, regardless of their location;
- Eliminating duplication among the EULC members in acquiring and processing similar resources;
- Marketing resources and services to attract other organizations from the public and private sectors.

Academic Uniqueness:

- Providing 24 hour, 7 days a week access to international and national e-resources for Egyptian scholars and students;
- Providing an interactive environment for searching different databases from a “one stop” access point;
- Collecting the most important e-resources in one single location;
- Providing training for scholars, students, and EULC librarians;
- Building a union catalog for EULC holdings which will provide access to the members’ collections from anywhere; and
- Facilitating the cooperation among the EULC and providing more interactive library services.

Professional Uniqueness:

- Improving the quality of work in the EULC;
- Unifying and standardizing the EULC tools and products;
- Providing the required training, consultation and technical support for the EULC and other information services in Egypt; and
- Organizing and hosting conferences, workshops, and seminars in the field of library and information science.

CONSORTIUM MANAGEMENT

Although some consortia do not have formal management structures and rely on the membership to provide all business services, the EULC, like many other large consortia, has a coordination unit with an executive director and professional staff, who are specialists in certain areas and provide consultation, technical support and training to the EULC members.

The EULC committee is made up of the chairman of the committee, the ICTP director, the director of the consortium, and three selected members who have unique experiences in dealing with legal contracts, electronic resources licenses, and copyright issues. This committee meets monthly to discuss new subscriptions, training plans, and any new projects. The committee also has to review reports of the coordination unit and submit their reports to the MOHE's IT consultant who presents these reports to the SCU. The committee also meets annually to review the universities' requests and needs, budget requirements, company offers and consideration of renewals and new subscriptions.

CONSORTIUM MEMBERSHIP

Consortia can be formally constituted with membership contracts, bylaws and paid staff, or they can consist of more informal arrangements, with member libraries providing volunteer hours to achieve the group's goals.¹⁶ Some consortia do not charge a fee, while others charge for memberships, and sometimes for services. Membership is voluntarily in some, and mandatory in others, usually because they are associated with government bodies. The EULC is an example of a consortium that combines the two models—voluntarily and mandatory. Membership in the EULC is mandatory for all government universities, and optional for non-government universities, as well as other government or private institutions. Any institution which is not a member of the SCU has the option to join the consortium. The consortium membership is free of charge for all government universities, but other institutions pay membership fees.

There are two models for consortium membership—one for government universities, and the other for institutions which are not members of the SCU. In the case of government universities, the SCU constructs less formal arrangements with member universities, and formulates a statement of constructing the coordination unit in the Secretariat of the SCU, with full time staff to coordinate among the consortium members and monitor the daily tasks of the consortium. Non-member SCU institutions, such as private universities, research institutions, and the National Library of Agriculture in Giza must sign membership contracts with the coordination unit of the EULC in order to formally join the consortium. All consortium members pay administrative fees in order to financially sustain and support unit expenses, including staff salaries. This administration fee is assessed according to the type and size of the institution, as well as the type of resources and/or services for which they have contracted.

FINANCE AND BUDGET

One of the most important aspects of managing a library consortium is to predict, allocate, and control expenditures because of the different models used by the electronic resource publishers and copyright holders. Generally speaking, there is a budget crisis facing many academic libraries in both, developing countries and in the developed countries. The crises and the different pricing models create the need for a new view of pricing and subscription fee models. Consortia are overwhelmed with pricing models that need detailed instructions for interpretation. As publishers try to protect existing revenues while developing new business, it is difficult for them to provide simple, straightforward pricing models. So, consortia have been encumbered with the job of creating pricing models that work in a multi-library environment.¹⁷ The EULC is in its early stages of development and expansion. The annual budget of the consortium is approximately four million dollars, which includes: electronic resources; software licenses and subscriptions; union catalog development; and unit expenditures (staff cost, office supplies, etc.); of that, the cost of the dedicated budget for electronic resources subscriptions is about two million dollars.

The EULC cost-recovery concerns are growing. Along with the need for new pricing models, there is a constant need to develop and implement fair and consistent cost allocation models for participating libraries. This model defines how member libraries split up the bill for certain services. As consortia evolve and include many types of libraries, cost allocation models must be flexible and amenable to changes.¹⁸ The EULC committee draws a policy for the subscription fee of the consortium member based on two models:

The first model is used for permanent consortium members—government universities. The total budget of the subscription fee for government universities is arrived at according to the final proposal submitted to the coordination unit after negotiations with e-content providers. The unit then allocates the fee for each university by defining an amount of 30% as an equal share for the university as a whole, and a 70% allocation according to the university's size, which is determined by the total number of full time faculty members.

The second model is used for the temporary members, which include any other institutions that are not members of the SCU. Their subscription fees are set as new members, though their subscription fee is set according to the publisher's policy for adding new members. Some of the publishers set the subscription fee according to the size of the FTEUs (Full Time Equivalent Users); they categorize universities into types, such as small, medium, and large. Others do not classify the institutions, and provide a flat figure for any institution wanting to subscribe.

The reason there are two models is due to the fact that the negotiation process with the publisher and e-content providers always begins with government universities, with the rest joining after the negotiations are finalized. Another reason is the World Bank's loan, which pays 30% of the subscription fee for all government universities. This loan paid part of the subscription fees for years 2006-2007. In 2008, the consortium members paid 100% of their subscription fee.

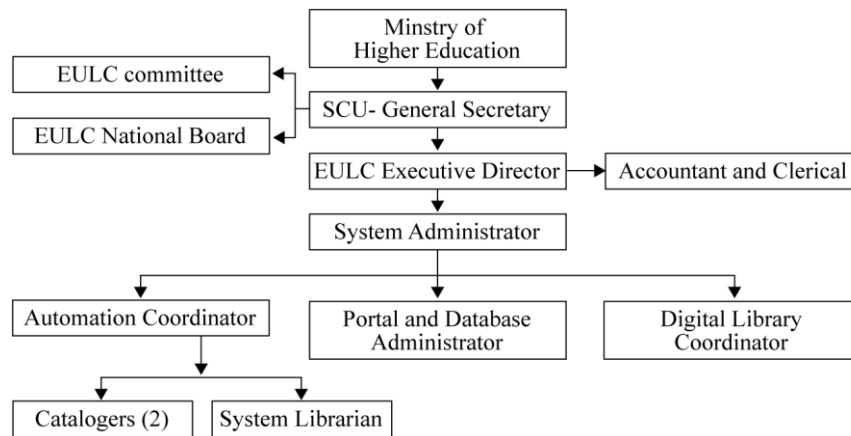
HUMAN RESOURCES

It is generally accepted that the people working in an organization are its most important asset and crucial to the success of that organization. Human resources should be managed as effectively as the other resources of the organization.¹⁹ This aspect of management has received increasing emphasis in the EULC. The consortium is managed through the consortium committee, which submits its reports to the MOHE's senior consultant, who then presents these reports to the MOHE and the SCU.

The major role of the coordination unit is to review new offers, prepare statistics and research for the committee, prepare reports for the SCU, monitor the electronic resources, and administer the activities of the portal and library management system. This unit is managed by the director of the EULC and two full time employees (a secretary and an accountant), who are in charge of preparing the annual budget. Two database specialists manage the electronic resources and train the university librarians. There are three database and portal librarians who monitor the activities of the databases and the portal. They also prepare statistics, using database administration tools. Another two quality control librarians monitor the development of the union catalog. The part time consultants monitor the library management system development process and the quality of cataloging received from the universities for the union catalog.

The coordination among the universities is seen in two major areas, the SCU meeting, and the university libraries coordination committee, which is chaired by the director of the EULC. This committee includes a representative from each university and 15 faculty members who meet on a regular basis at least six times per year, and is chaired by the EULC executive director. This committee represents the EULC committee board that is responsible for following up on the union catalog development procedures, and shares ideas for the development of the EULC role and activities.

Figure 1: The Organizational Structure of EULC Coordination Unit



AWARENESS AND TRAINING

Informing and training potential users about current resources is one of the most difficult challenges for any information institution. One of the major objectives of the EULC is to make students and faculty members aware of available resources. The EULC uses several channels for raising the awareness and informing its potential users. These channels include the following:

- Printing publications such as flyers, posters, and newsletters. The EULC prints flyers and posters for the new subscriptions and distributes these materials through an organized awareness campaign. The EULC also prints an annual newsletter and distributes it;
- Writing letters to the deans of all the Egyptian faculties to conduct awareness campaign among their colleagues regarding available resources which could serve their scholars' and students' needs;
- Participating in the annual Cairo Book Fair to explain the role and activities of the consortium to visitors;
- Speaking to the mass media, including the Nile education channels about the consortium's activities;
- Providing hyperlinks from members' web sites to the consortium portal and library management system;

- Submitting and indexing the EULC web sites and portal in the public web based search engines; and
- Conducting an annual information literacy session to teach students, librarians, and faculty members about how to maximize the benefits available from the available resources, portal, and the library management system.

ELECTRONIC COLLECTION DEVELOPMENT POLICY

The EULC divides the electronic collection development policy according to faculties and schools. There are a total of 379 different faculties in Egyptian universities. The policy consists of the basic criteria for selecting electronic resources in terms of formats, licensing conditions, and evaluation. The basic guidelines depend on a formal request submitted by faculty members indicating their need for specific sources. The guide policy is created by subject specialists from the committees, who are one of the major components in developing the rules and policies of the SCU. The ultimate goal of the consortium collection development policy is to ensure that available resources support the teaching and research process and fit with the educational and research needs of faculty members and students. The collection development policy is a dynamic document; it has received extensive modification and revision in the last two years. The policy uses a base line for defining the procedure for selecting and evaluating the requested electronic resources. It is always compared with any new subscriptions to ensure that it covers all the required aspects of the users' needs.

The EULC policy also takes into consideration the different types of information resources and their special nature, although it gives more attention to electronic journals, conferences, and books than other types of resources. The policy also focuses more on serving the research needs of scholars, and has just begun to focus on the needs of the educational process, particularly for the electronic learning courses which are now available in schools. In 2007, the EULC began to subscribe to electronic books, including reference books, book series, and text books.

The EULC follows specific steps for selecting and subscribing to any new electronic resources.

- A unified list of the academic libraries' subscriptions to printed journals is created; this list is divided according to different subject areas and how they serve the needs of all faculties and institutes;
- The requests are studied based on requests received from subject specialists in the sub-committees of SCU indicating the most appropriate electronic resources which could serve their subject areas;

- The international experiences in electronic collection subscriptions are also studied in order to rank the resources according to their importance to international universities. The electronic collection of the top ranked 100 universities is examined; the resources are then prioritized according to the correlation between the average rank of the subscribed university, and the total number of universities subscribed to a specific resource. This study is divided according to subject areas into 25 major areas; these areas have been matched with 30 different faculties in Egypt:
- After selecting a specific source of information to fulfill the subject specialists' requests, the EULC negotiates with the e-content publisher or provider for licensing and accessing the required resources;
- The EULC begins the subscription, with a trial period for any new resources;
- During the trial periods, the EULC evaluates the sources in terms of ease of use and building the connectors with a federated search too;
- At the end of the trial period, the coordination unit provides a report that includes statistics about the usage rate of the source and the result of the source evaluation according to the written policy and submits this report to the EULC committee;
- The EULC committee studies the report, along with the proposal submitted from the e-content publisher or provider;
- The committee prepares a final report and submits it to the SCU in order to reach the final decision from the universities' chancellors to accept or reject the negotiations; and
- The coordination unit prepares quarterly reports on the usage of the databases, including surveying the impact of new subscriptions on the scholars and students, especially post-graduate students.

THE UNION CATALOG

One of the major projects of the EULC was to build a union catalog for the Egyptian university libraries. The project was begun on May 2007 by signing a contract with four faculties—Medicine, Sciences, Engineering, and the central libraries in 15 universities to automate their libraries' procedures and activities using a unified environment including centralized hardware and software. These libraries were selected for the first phase because the majority of their collections are in foreign languages, especially English, and most have already been previously cataloged; thus, the catalogers do not have to re-catalog these materials. The project has acquired a large number of data migrations and conversions, and has copy cataloged almost 60% of the records from different library systems, bibliographic utilities, and library catalogs around the world.

The rest of the data have either been converted from a previous electronic catalog, or originally cataloged. By the end of phase one, a union catalog for the entire medical, engineering, science, and central libraries will be available for the scientific community in Egypt.

NATIONAL DATABASE FOR THESES AND DISSERTATIONS

The consortium started building a national database for the awarded theses and dissertations from the Egyptian universities in cooperation with the Ain Shams University Network. There are almost 150,000 theses that have been deposited in Ain Shams Central Library and processed by the university network to convert paper copy to microfilm, and/or digital format. The project goal is to provide comprehensive bibliographic control for the awarded theses and dissertations through 2010, and from this, build a bibliographic and full text database.

EULC SERVICES

The EULC provides its members with many information services to facilitate resource sharing and to achieve the maximum level of savings. These services include instructional services, library consultation, interlibrary loan and document delivery. These services will be discussed in the following section.

INSTRUCTIONAL SERVICES

One of the major objectives of the EULC is to provide instructional services to its members, in cooperation with some of the professional organizations in the country. They provide regular training courses to instruct faculty members, students, and librarians on how to search databases, and the libraries' OPAC, as well as bibliographic and library instruction. The MOHE provides other courses related to scientific research, especially the ethics of scientific research, research guides, and scientific and electronic publishing through the Federated Library Development Project (FLDP).

One can register for these courses through the central libraries in the universities or the FLDP unit in each university. Some of courses are provided on demand to the universities or faculties, and others are obligatory for any faculty members planning on being considered for promotion.

LIBRARY CONSULTATION

The EULC provides consultation for many libraries in the country. The consultation is made up of expertise in the field of library systems. With the growth of the higher education and research in Egypt, there are many universities that have been established in the country in the last five years. Some of them are well established universities in terms of infrastructure while others are still struggling with the requirements of the EULC. These universities need consultation from well established and qualified library institutions, such as the EULC to build their collections and develop their services. As the library is considered one of the most important assets of the educational institution, and the shape of the library is one of the major criteria to allow the university to be accepted, and its certificate to be recognized through the SCU, the EULC tries to transform its experience in developing library services to these institutions. The EULC provides consultations in different areas including collection development, services development, library automation, digital libraries, and electronic resources.

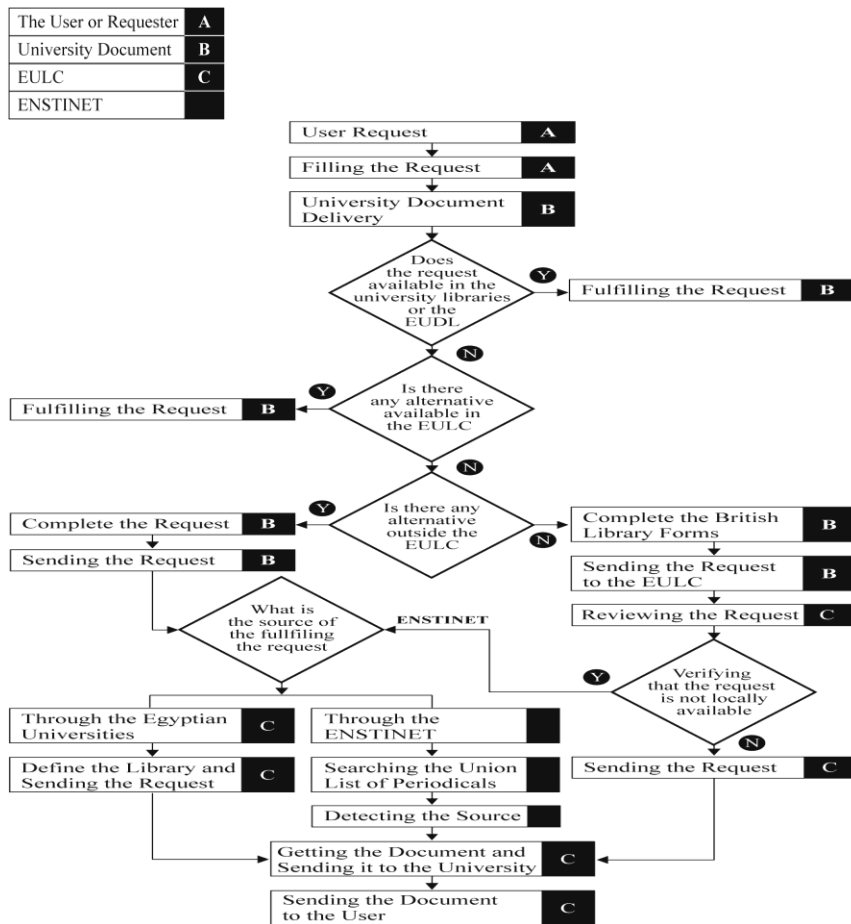
INTERLIBRARY LOAN AND DOCUMENT DELIVERY SERVICES

In 2009, the EULC launched interlibrary loan and document delivery services among Egyptian universities. These services should facilitate the sharing of information resources among all the consortium members. The two tools that are utilized for the interlibrary loan service: 1) the Egyptian university library union catalog, which includes the holdings of more than 100 academic libraries in Egypt; and 2) the union list of periodicals, a non-bibliographic database which lists the holdings of different libraries of Egyptian and international periodicals. The database has been built over many years and now includes the holdings of 319 libraries in Egypt.

The EULC also signed a contract with the British Library as an international document delivery supplier. The guideline policy for providing these two services is prepared after reviewing local and international guidelines for these services. The EULC provides these two services through the library management system and the digital library portal. A user submits his request to the interlibrary loan librarian in his university who, when it is determined that the material is not available in the university, sends it to the EULC central office. The EULC office for document delivery searches for the requested material, or any accepted alternative provided by the user in his/her request. If one of the items is available in one of the consortium libraries, the EULC asks the interlibrary loan office in this university to send the requested article to the central office, who then forwards it to the requesting library. If the request is available in another library that is not a member in the consortium, the EULC

sends the request to a local document delivery supplier who deals only with the local libraries which are not part of the consortium. If the request is not available in the local community, the request is then forwarded to the international document delivery supplier. To activate this service, the EULC has built an interlibrary loan and document delivery unit in the university and supplied it with the required tools and technical support. Two persons have been trained in each university to provide these services to the community. The following figure shows the mechanism of providing the interlibrary loan and document delivery services.

Figure 2: Interlibrary Loan and Document Delivery EULC Mechanism

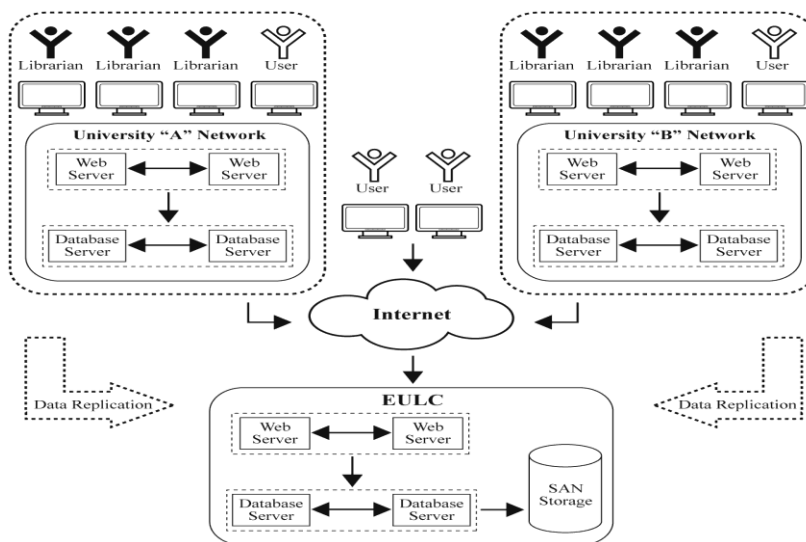


INFORMATION TECHNOLOGY

The consortium is based on the infrastructure of the Egyptian University Network (EUN) <<http://www.eun.eg>>, which was founded in 1985 to serve the higher education community at large. In 1987, the EUN connected all Egyptian universities, and by 1989, the EUN was connected to the European Academic and Research Network (EARN), which connects all the Egyptian universities—as well as some academic, research, and government institutions—to the outside world. In 1993, the EUN connected Egypt to the Internet, with the EUN becoming the main portal to the Internet in Egypt, as well as Egypt's major domain. Since then, the EUN has witnessed several bandwidth upgrades due to the rapid growth of the network and communication community. The total bandwidth provided to the universities in Egypt is currently 180 Mbps, which is provided through fiber optic cables. Also there are 34 Mbps to a giant network via EUMEDCONNECT and 34 Mbps to Internet II.²⁰

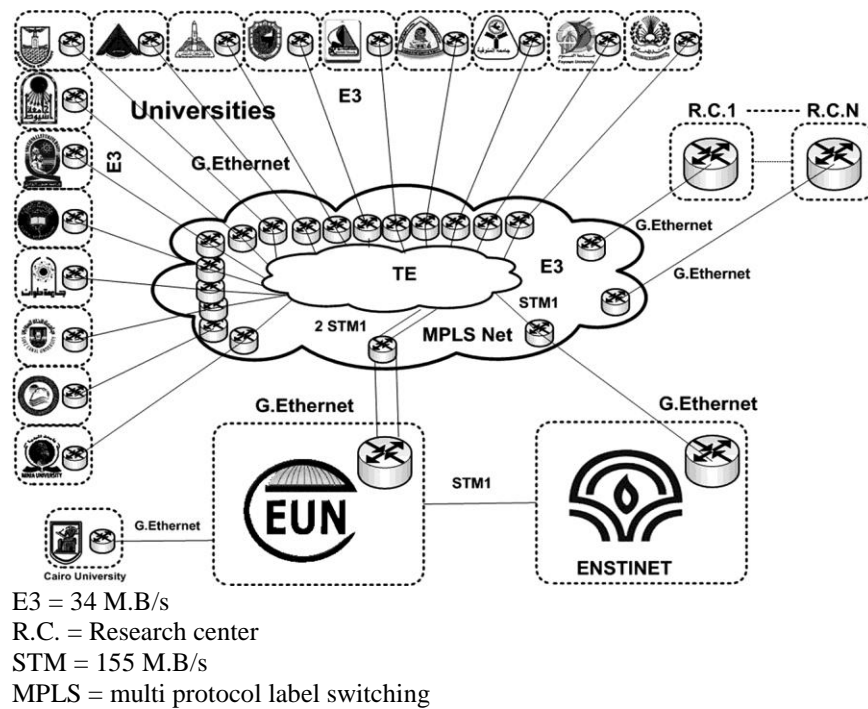
In 2005, the EULC was established to provide and develop library and information services in Egyptian universities. The following figure shows the network topology of the EULC:

Figure 3: EULC Network Topology



All Egyptian universities are accessing the digital library resources through registered IPs which are distributed by the EUN. In 2006, the EUN collaborated with the Egyptian National Scientific and Technical Network (ENSTINET) to establish a unified network for higher education and scientific research. The two networks connect the Egyptian universities and research centers and are working as back-up networks for one another. The following figure shows the structure of the unified Egyptian Network:

Figure 4: The Structure of the Unified Egyptian Network



FEDERATED SEARCHING TOOLS

Although there are many terms used in the literature referring to the federated search tools, such as: federated searching, cross-database searching, meta-searching, or library portal, federated searching is the most well known among researchers and practitioners. Some federated search tools are supplied by companies and organizations such as MuseGlobal, Ex Libris, WebFeat, and OCLC. These tools are 'turnkey' systems which provide ready-made connectors for the well known Internet resources including online databases, search

engines, and free web-based resources. Others are tailor-made, and are built by libraries or institutions to provide connectors to a specific list of databases and local resources.

Federated searching is a mediator between users and web resources, and behaves as a one-stop access point or one-search box for these different sources.²¹ These tools can search not only commercial full text, abstracting and indexing databases, but also library catalogs, web search engines, and a variety of other resources. They send user queries to these multiple searchable resources, receive results and then often de-duplicate, (also known as de-duping), and finally merge the results in one unified ranked list.²²

The federated searching of multiple resources brings as many challenges as well as promises to web searching, especially in terms of adapting these systems to user needs and the effects this new mode of searching will have on users' research behavior.²³ The federated search process consists of:

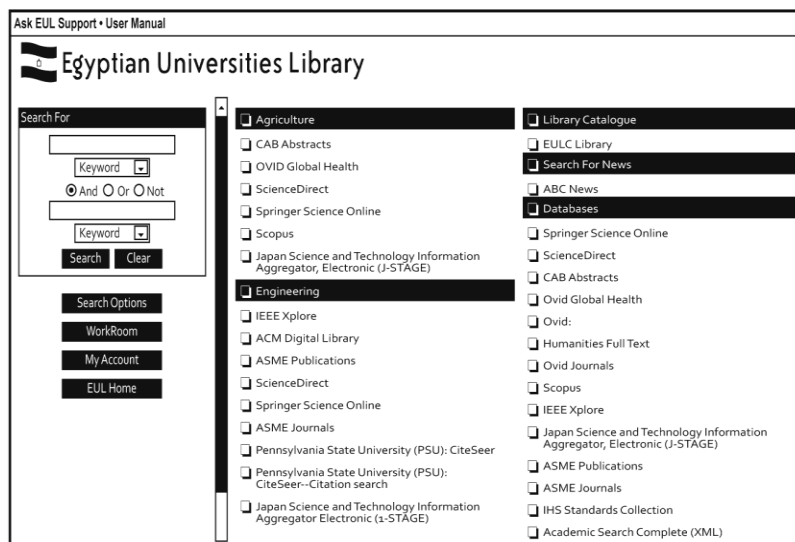
- Generating a query from a unified single interface and broadcasting it to a group of disparate databases with the appropriate syntax which requires some form of query translation;
- Combining the results collected from different sources or databases in a unified ranked list, using a data fusion technique;
- Presenting them in a succinct and unified format with minimal or no duplication; and
- Providing a means, performed either automatically or by the portal user, to sort the merged result set.

The EULC portal provides powerful services and mechanisms which facilitate fast and efficient federated searching and user customization. The portal submits federated searches to servers that host bibliographic information and full-text of e-books, e-dissertations, etc. that cover the major literature in different disciplines. Two systems are used:

- The El-Mansoura University's Future Library System (Available at www.eulc.edu.eg) is centrally installed in the SCU, and used by 15 universities in order to facilitate the union catalog. The system is also utilized to provide federated searching in both the Egyptian university union catalog, as well as a set of 12 international abstracting and full text databases. The federated searching capabilities are used to provide off campus access to this set of international databases by scholars utilizing their circulation accounts.
- Ovid's portals contain two major parts: the SearchSolver and LinkSolver. The SearchSolver provides federated search capabilities and the LinkSolver provides links through open URLs to the full text of the sources when full text is accessible. The SearchSolver is based on the MuseGlobal federated search system. This portal provides access to the set of the international databases, web open access resources (e.g.

citeceer, Google scholar, Directory of Open Access Journals – DOAJ, etc.), and other library OPACs.

Figure 5: OVID Federated Search Portal



The EULC portals (Mansoura <http://www.eulc.edu.eg> and OVID <http://www.eul.edu.eg>) provide access to the same set of data which include the 14 international databases, and library OPACs. The Mansoura system is used to facilitate accessing these databases off campus, while OVID is utilized only on campus. Both of them provide access to some added value resources, including the Egyptian union catalog for the Mansoura system and open access resources for the OVID portal.

NOTES

1. *Ministry of Higher Education, Egypt. The Ministry.* August 25, 2008. Available from: <http://www.egy-mhe.gov.eg>.
2. *HEEP - Higher Education Enhancement Program.* July 20, 2007. Available from: <http://www.heep.edu.eg>.

3. *ICTP - Information & Communication Technology Project*. Accessed July 20, 2008, from: <http://www.ictp.org/eg/english>.
4. Kopp, J.J. (1998). "Library consortia and information technology: The past, the present and the promise." *Information Technology and Libraries* 17(1): 7-12.
5. Thomas, G. (2004). "South Africa Academic Library Consortia: Creating value together." *Paper presented at the ICOLC Conference: 16 European Meeting*. October 28-30, 2004. Available from: http://www.gaelic.ac/docs/icolc_presentation_thomas.pdf.
6. Termens, M. (2008), "Looking below the surface: The use of electronic journals by the members of a library consortium." *Library Collections, Acquisitions, Technical Services*. 32(2): 76-85.
7. Hirshon, A. (2001). *International Library Consortia: How Did We Get Here? Where are We Going? IFLA Conference on Library Consortia*. August 27, 2001. Available from: <http://www.nelinet.net/ahirshon/ifla2001/where.htm>
8. Bostick, S. (2001). "The history and development of academic library consortia in the United States." *The Journal of Academic Librarianship*. 27(1): 128-130.
9. Ibid.
10. Kopp, J.J.
11. ICOLC. (2008). *International Collation Of Library Consortia (ICOLC)* . August 18, 2008. Available from: <http://www.library.yale.edu/consortia>.
12. EULC (2007). *Egyptian University Library Consortium* . August 22, 2007, Available from: <http://www.eul.edu.eg>.
13. *ICTP - Information & Communication Technology Project*.
14. See note 13 above.
15. Thomas, G.
16. Bostick, S.
17. Baker, A. (2000). "The impact of consortia on database licensing." *Computers in Libraries*. 20(6):46-50.
18. See note 12 above.
19. Bopape, S. (2005). "Management development needs of library managers belonging to gauteng and environs library and information consortia in south africa." *South African Journal of Library and Information Science*. 71(1): 64-73.
20. *EUN – Egyptian Universities Network*. August 25, 2005. Available from: <http://www.eun.eg>.
21. Tennant, R. (2003). "The right solution: Federated search tools." *Library Journal*. 132(17): 23. Available from: <http://www.libraryjournal.com/article/CA302427.html>.
22. Boyd, J., et al. (2006) . "The one-box challenge: Providing a federated search that benefits the re-search process." *Serials Review*. 32(4): 247-254.
23. "Digital libraries: Open source metasearch." (2007). *Library Journal*. Available from: <http://www.libraryjournal.com/article/CA6490672.html>.

BLANK

THE HASHEMITE UNIVERSITY LIBRARY

Mohamed T. Darwish, MLIS

OVERVIEW¹

Hashemite University (HU) is the fifth state university in the Hashemite Kingdom of Jordan. It is located on the outskirts of the city of Zarqa to the east (about 45 minutes drive) of the capital, Amman. Al-Zarqa Governorate is the second most populated Governorate in the country. The university was established to meet the particular needs and tackle the main concerns of this geographic area, which are pollution, poverty, health-related issues of the Bedouin population, arid land and desertification. Another important factor in the establishment of HU is the fact that approximately 7,000 students from this area travel daily, by public transportation, to Amman to attend classes at the University of Jordan. These considerations influenced the establishment of HU.

HU offers degrees at the bachelors, post-graduate diploma, and masters' levels. The university has an enrollment of more than 18,000 undergraduate and nearly 1000 graduate students as of academic year 2008/2009.

HISTORY²

The Royal Decree ordaining the establishment of the Hashemite University was issued in June 1996. A Royal Committee was formed to manage and supervise this task headed by His Excellency, Senate (Member of the Senate council of the Parliament: King's Council), Mudhar Badran, and included seven other members of specialists and experts in different fields of higher education. Similarly, The Board of Trustees was formed and included eleven specialists and experts of different education-related fields and headed by Senate Badran.

The total area of the university's campus is 8,519 acres—15% of which is to be used for buildings, and 25 % for planting and agriculture.

Teaching began at the onset of the academic year, 1995/1996. Students were admitted to the three functioning faculties: Sciences and Arts, Economics and Administrative Sciences, and Educational Sciences. Currently the HU has twelve faculties.

- Faculty of Sciences;
- Faculty of Economics and Administrative Sciences;
- Faculty of Educational Sciences;
- Faculty of Engineering;
- Faculty of Arts;
- Faculty of Medicine;
- Faculty of Physical Education and Sport Sciences;
- Faculty of Allied Health Sciences;
- Faculty of Nursing;
- Faculty of Prince Al-Hussein Bin Abdallah II for Information Technology;
- Faculty of Natural Resources and Environment;
- Faculty of Queen Rania for Childhood; and the
- Queen Rania Institute of Tourism and Heritage

MISSION AND OBJECTIVES

Hashemite University is a four year coeducational institution committed to excellence in teaching and research. Its main mission is to offer service and consultation to the local community as well as the larger society. Hashemite University's educational mission is based on the following pillars:

- Provide the opportunity of studying and specializing in different fields and majors to both students and the community;
- Increase general knowledge, concentrating on the levels and quality of teaching;
- Conduct and encourage scientific research, intellectual independence, taking personal initiatives and team work;
- Emphasize the humanities, sciences, arts, culture, and national and universal heritage;
- Cultivate the Arabic culture and the Islamic faith by spreading their heritage, promoting their values and morals and fostering a sense of belonging and the spirit of responsibility towards one's homeland;
- Ensure a qualified staff of professors, technicians and administrative personnel through study and evaluation, in accordance with the traditions of higher education in Jordan;
- Help students develop a strong personality in all the academic, cultural and physical aspects of their personalities; and

- Maintain a strong belief in the principle of full cooperation and coordination with other universities and scientific institutions, both at home and abroad.

VISION

Hashemite University will be the “University of Choice” in Jordan; its graduates will be good citizens and qualified specialists who participate efficiently in developing Jordan and creating the opportunities that shape the future of their country. The Hashemite University will be a cornerstone in the accumulative efforts with other sister universities in Jordan to enhance academic cooperation between Jordan and Arab nations, and between Jordan and the world.

HASHEMITE UNIVERSITY LIBRARY³

Since its establishment in 1995, the Hashemite University Library has received major attention and care from the university administration. This attention is represented through providing it with a qualified staff and the necessary financial support. More than 220,000 volumes of library materials are available in forms of books, periodicals, theses microfilms and audiovisual materials.

The library is currently subscribing to more than 25 databases and 7,000 electronic journals. The total area of the library to house materials and book shelves is 130,000 square feet. It has installed the HORIZON database management system, which manages acquisitions, catalogs, serials, and circulation.

The library offers a number of services for its university members, students, academic and administrative staff, as well as researchers from outside the university, and the local community, which range in numbers between 3,000 and 4,000 per day.

The library is a member of many associations and library institutions; such as the Consortium of Jordanian Public University Libraries (JoPULs), Jordan Library and Information Association, Arab Federation of University Libraries, and the International Federation of Library Associations and Institutions (IFLA), and the Center of Excellence (COE).

MISSION STATEMENT

The mission of the Hashemite University Library is to provide access to information and research materials for the university community, as well as the

local community. The library plays an intensive role in facilitating research and improving the teaching process by keeping the university staff abreast of new trends in their fields by supplying them with the printed and non-printed materials, along with the electronic resources.

The main goals of the Hashemite University Library are:

- To provide valuable means of instruction, research and indispensable opportunity to seek information;
- To help students and academic staff develop their reading skills, enrich their knowledge, and improve the quality of academic research;
- To give advice and assistance to all library users, including those in the local community;
- To provide information resources (Paper and electronic versions) including books, periodicals, reports, theses, newspapers, etc.;
- To provide a quiet and peaceful environment for studying with materials and suitable assistance;
- To provide information technology tools that enrich the process of learning and teaching;
- To provide timely access to information sources; and
- To optimize resource sharing at local, national, regional and international levels.

SERVICES

The Hashemite University Library offers the following services:⁴

- A. Circulation Services (including the short-loan service for the reserved collection):
 - Provide access to the general book collection in the library. Circulation would also answer questions pertaining to checking out books, such as renewing library items, the maximum number of items which can be checked out, and late charges for overdue books and other library materials;
 - Allow library materials to be borrowed upon presentation of a current university ID;
 - Allow staff members to borrow 15 publications for the duration of one semester, which must be returned or renewed at the end of each semester;
 - Allow undergraduate students to borrow up to three publications for a period of two weeks, renewable for a further two-week period only;

- Allow Post-graduate students to borrow up to seven publications for a period of four weeks renewable for a further four-week period only;
- Allow university administrators to borrow up to three publications for the duration of four weeks;
- Allow part time lecturers to borrow up to seven publications for the duration of four weeks, which must be returned or renewed at the end of each semester;
- Do not allow reference, periodicals, special collections, and non-print materials such as microfilms, CDs, disks, or video tapes to be borrowed, except in very special cases, and for short periods (i.e. two to three days);
- Circulate the reserved collection and heavily used titles for a period of twenty-four hours;
- Charge a fine equivalent to U.S. \$ 0.2 per book per day for late returns for ordinary circulation and U.S. \$ 0.7 per book per day for late returns for the reserved collection. Charges should not exceed U.S. \$15 per book; and
- *The Hashemite University Library Annual Report, 2008* (in Arabic).

B. Reference Services:

The library offers diverse electronic and printed resources to provide users support in finding information needed for completing assignments or doing research. Research assistance is conducted by the reference staff, who help library users find library resources and locate the information they need, either in print or electronic format. The reference area contains numerous networked computer workstations that access the online catalog and various other electronic information resources. Moreover, Reference Services houses a collection of non-circulating reference books.

C. Off-campus Access to Restricted Electronic Resources

This service is facilitated for and available to the university faculty and students, from any location, and at any time. Members of this group will have to use their university e-mail username and password for authentication.

D. Document Delivery

The Document Delivery service assists faculties with their scholarly research by obtaining library materials unavailable in the collections.

E. Book Reserve

To ensure that all students enrolled in a course are able to get assigned materials, the library puts materials on reserve for courses (Reserved Collection).

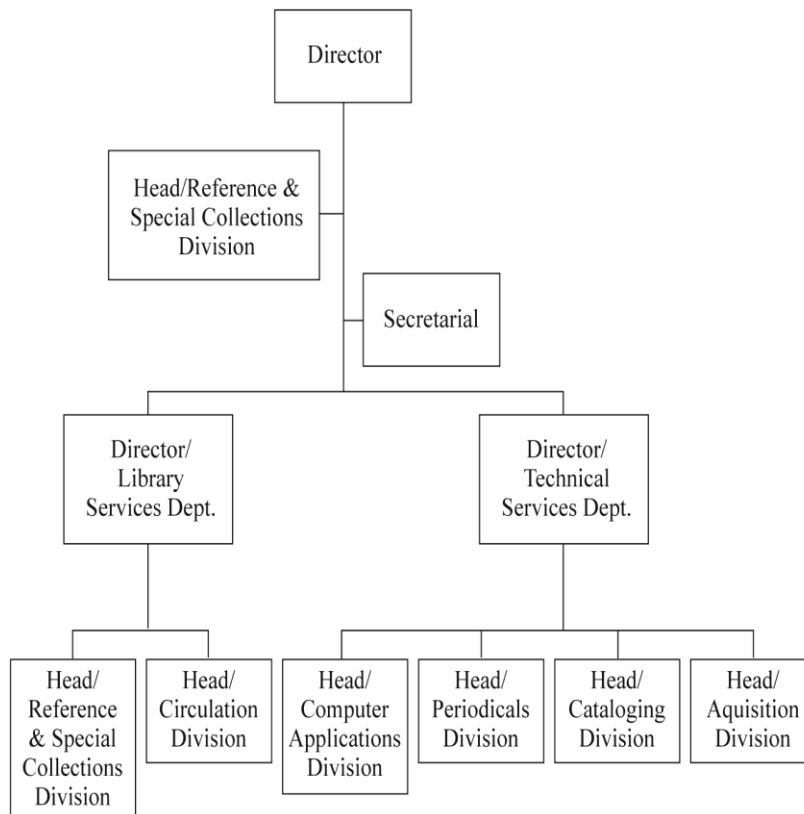
F. Photocopy Services.

G. Internet Information Services through the Computer Applications

Division and the Library Internet Laboratory.

H. Training users on Information Services, Search Strategy, Online Search, Bibliographic Search, etc.

ORGANIZATIONAL CHART OF THE LIBRARY⁵



LIBRARY DEPARTMENTS

A. The Technical Department

This Department is in charge of supplementing the library with new library materials and information sources such as books, e-books, (print and electronic, theses, dissertations, microforms). It catalogs, indexes and maintains these materials).

The Technical Department consists of four main divisions:

A.I. Acquisition Division

This Division is responsible for developing all library holdings of print and non-print materials through purchase, donations, and exchange of publications. All these processes have been computerized using the Horizon Information Management System.

In addition to print books, the library subscribes to some electronic book services, such as Ebrary: Academic Complete (E-library); and Computer Sciences and Engineering e-books.

These e-book services provide users with access to an additional 50,000 books. These services are heavily used by the HU community (staff and students).

All e-book services are remotely accessible by means of a remote access password or by access to the university proxy server. Acquisition staff do a constant analysis and selection of materials to help consistently improve the many different subjects that are housed in the library.

COLLECTION DEVELOPMENT POLICY

In general, the HUL is designed to serve the research and study needs of the university's student body and faculty, with collections representing the specialized curricula of the university and rests upon the learning needs of the university community (staff and students). The principle upon which the library collection is built is collection development, both in general and with respect to specific types of materials. This policy statement will be revised regularly by the librarians and the library committee, and recommendations for changes will be made to the library director. The goal is to develop a collection which reflects present needs and anticipates those of the future. These resources will serve both the research and general needs of students, faculty and staff.

As a member of the Consortium of Jordanian Public University Libraries (JoPULs), the Library has an obligation to serve other member libraries and to continue to serve future network involvements which may develop. Therefore the library supports cooperative resource sharing programs which provide users with resources otherwise unobtainable with existing funds. The library continues to cooperate in interlibrary loan throughout Jordan and will send photocopies and books to other members of the consortium.

A. II. Cataloging and Classification Division

The Cataloging and Classification Division is responsible for cataloging and classifying all the library items that the Acquisition Division provides according to international standards. The library uses the Anglo-American Cataloguing Rules (AACR), MARC21, and the International Standards of Bibliographical

Description (ISBD) for descriptive and subject cataloguing. The library also uses the Dewey Decimal Classification System (DDC) with some modifications to accommodate the Arabic Language, Arabic literature, and Islam. Cutter Numbers are added to classification number to constitute the Call Number by which books are arranged on the shelves.

The online catalog is the best and most efficient source of instruction that the library offers to everyone through the website. The HUL on-line catalog provides direct access to more than 220,000 documents available in the library. More than 100 online catalog terminals are available in the library to search the catalog. Library users may search the online catalog to determine the library's holdings, including print books, electronic books, print journals, multimedia items, and other holdings. The online catalog is part of a fully-integrated library system featuring a relational database Sybase powered by HORIZON, and is produced by Sirsi Dynix. Library users may use the catalog to check their own library records, including items currently checked out.

A. III. Periodicals and Databases Division

The Periodicals Division is responsible for the acquisition of both Arabic and English periodicals. This is performed through either purchasing or donations. The library currently subscribes to more than 300 print journals, magazines, newspapers, and other serial subscriptions (primarily Arabic). Together, with the full-text journals provided through individual e-journal subscriptions, the library provides the Hashemite University community with access to more than 15,000 e-journals, magazines, and serial publications available through electronic database subscription. These databases provide access to an enormous amount of information in a wide variety of formats.

A. IV. Computer Applications and Information Services Division

This division is responsible for controlling and supervising all computers in use in coordination with the University Computer Center. It provides help to users in case they face any difficulty while they either search for items or conduct research. Search service is available on the university network, either on CDs or through accessing the electronic databases via the Internet. In addition, this division is responsible for the preparation of the Hashemite University Library's website, which is found on the university's main website, and informs patrons of the hours of the library, and how to contact the library. It also explains all of the many different programs that the library offers to researchers and patrons. Researchers and patrons are able to access e-materials, as well as request inter-library loans through the website.

The website allows access to the online catalog that helps researchers locate any book that they may be trying to locate.

B. Library Services Department

This department consists of two main divisions:

B. I. Circulation Division

This division is responsible for lending books and other library materials. The service is completely computerized by the Horizon computer system (See Library Services Section).

B. II. References and Special Collections Division

The primary purpose of the reference services is to guide students, faculty, staff, and researchers to resources that accelerate the process of identifying and retrieving information for research study or personal use. Reference Division combines a reading hall, in which users can find essential references such as encyclopedias, dictionaries, catalogs, biographies, and other historical and geographical references. In addition, it combines specialized collections which include:

B. II. A Special Collections:

Princess Iman Bent Abdullah II for Childhood and Family Library (the Childhood and Family Library).⁶ The Childhood Library is a very special library within the Department of Library Services. It houses a special collection on childhood, children, family and related subjects to serve the information needs of staff and students at the Faculty of Queen Rania for Childhood. The collection ranges from picture books to “easy readers” and beyond. This collection is unique in Jordan among university libraries. The mission of the library is:

- To support the process of learning to read, and to promote books and other media for children;
- To provide special events for children, such as storytelling and activities related to the libraries services and resources;
- To provide an opportunity for children to experience the enjoyment of reading and excitement of discovering knowledge and works of the imagination; and
- To represent a reference library for students and faculty / Queen Rania for Childhood.

The goal of the library is to facilitate the right of every child to:

- Information;
- Functional, visual, digital and media literacy;
- Cultural redevelopment;
- Reader development; and
- Lifelong/learning.

To provide children with open access to all resources and media, the library includes more than 7,000 books, periodicals, media, learning games ...etc. that focus on childhood, children family, and related subjects.

B. II. B. The American Studies Resource Center (American Corner)⁷

The American Studies Corner (ASC) is an important resource on American Literature, heritage, and related subjects; including American policy, American economy, American society and cities, music and arts, famous American characters, guide books to international standard English language tests and skills such as TOEFL, GRE, SAT and GMAT tests.

The Goals of the ASC are:

- To provide up-to-date information on the U.S.;
- To access authoritative information about the U.S. by the Hashemite University students and faculty; and
- To provide information on studying in the U.S., English language study, and American history, life and culture;

Resources: The collection includes a variety of print and electronic formats, and is continuously developed through the acquisition of resources supporting the Mission of the Corner. Currently, more than 700 resources in different subjects are available and openly accessible to users. The core collection consists of the following information resources:

- General and subject reference: encyclopedias, dictionaries, atlases, directories, biographies
- Practice test manuals: TOEFL, GRE, GMAT, SAT
- American literature and history
- Management
- American culture
- Business and economics
- Politics and law

B. II. C. The British Studies Resource Center (British Corner)⁷

The holdings of the British Studies Corner include English literature, English language, and related subjects, including international English language tests such as IELTS. In addition, the

Corner includes some of audio-visual materials related to English Literature (English novels, drama, theater, and authors).

SERVICES

The Corner offers the following library and information services:

- Circulation and Reserve
- Reference/ Research

HUMAN RESOURCES⁸

The library does not have an internal human resources unit; all correspondence and discussions regarding library staff recruitment is done in consultation with the main human resources department of the university. For any position advertised at the Hashemite University Library, a standing committee interviews the candidates for the selection panel. The committee consists of the vice president for administrative affairs, (Chairman), the director of the financial department, the director of human resources, and the director of the library.

The performance of each library staff is evaluated every year around November or December. These evaluations are tied to salary increases for the next fiscal year. Currently, the total number of library staff is 45, 55% of whom are professionals holding academic degrees in librarianship, information science or related subjects. Staff job titles include Director, Senior Librarian, Librarian and Library Assistants; however, the majority of the library's workforce are the student workers. The student workers shelve materials, work behind the desk, and help students with both reference and the online reference. The usefulness of the student worker is obvious.

PHYSICAL FACILITIES AND BUILDING⁸

The new main library building opened in June 1999. The three-story building in the centre of campus, consisting of 130,000 square feet, has the capacity to hold more than 700,000 volumes, with seating for more than 1500 users. The building is fully air-conditioned and perfectly suited for the collections. The library building is modular with a central core area on the ground floor that contains the online catalog, special collections, and print periodicals.

The circulation desk is centrally positioned on the ground floor. The stacks, study tables and seating areas are designed in such a way that users have access

to them on each floor. The library has sufficient artificial and natural lighting. Computer facilities are made available on each floor primarily to access the online catalog. An adequately sized staff lounge is available for daily use. The Internet lab, the academic reserve collection and the entire circulating collections encompass most of the first and second floors. The library has a fire-detection and security system. In addition, the library has wheelchair access into the building, followed by a large, open entry way into the main section of the library.

In May 2009, a medical library which has a total area of 13,000 square feet, was established in the complex of medical sciences, to serve the medical specialties at the university. The library hours vary during summer courses, and vacation periods; however, during the regular term, the library is open from 8:00 am to 5:00 pm (Sunday thru Thursday), and from 8:00 am to 1:00 pm (Friday thru Saturday).

FISCAL PLANNING AND BUDGETING⁸

The library budget is part of the university's general budget. In 2008, the total allocation for the library was one million dollars US, for purchasing library materials. The total university budget was 35 million dollars US. Each year, the library provides the university with a list of the expected expenditures for the next year to be taken into consideration while preparing the general budget of the university. From time to time, the library receives some donations of publications from other libraries and institutions, including the local community. The annual increase in the library budget ranges from 10 to 15 %.

Hashemite University Library is a member in the Consortium of Jordanian Public University Libraries (JoPUL). The consortium is administered by the Center of Excellence (COE). Its mission is to manage the Jordanian Public University Library Network; coordinate JoPULs services to achieve expenditure rationalization, maximizing information resource sharing; and promote and unify library standards, practices and procedures among JoPUL members of the Center of Excellence. The Consortium for managing the JoPUL has been established under the name of the Center of Excellence for Jordanian Public University Library Services, located at Yarmouk University (Irbid, Jordan) based upon an understanding memorandum signed by all Jordanian public universities.

MAIN OBJECTIVES⁹

1. Managing the integrated library system (ILS) centrally to minimize the burden of individual management on each member library;

2. Establishing and maintaining the union catalog to facilitate the access to the accumulative information resources available at the member libraries;
3. Providing consultation and advice in library automation and integrated library systems;
4. Assisting in gathering and facilitating access to different information resources by creating electronic linkages among them;
5. Providing education, consultations and training in librarianship and information disciplines, and issuing training certificates;
6. Designing user interfaces for local and regional information library systems;
7. Managing authority files and ensuring quality to the bibliographic database;
8. Facilitating inter-library loan among member libraries as well as document delivery services;
9. Marketing of services that the CoE offers at the local and regional levels;
10. Supporting the collective negotiation for purchasing or subscription to electronic resources and any other products of interest to member libraries; and
11. Sponsoring workshops, meetings and other opportunities for professional development and enhancement.

GOVERNANCE

The Center is managed by a Board of Trustees (BoT) consisting of JoPUL directors. The BoT is headed by the Vice President of Yarmouk University. The CoE is governed by the bylaws of higher education in Jordan. The BoT is responsible for strategic planning, setting local and external policies, and monitoring the overall performance of the CoE.

Expenditure Rationalization at Universities:

- Unifying the purchasing mechanism and acquisition of printed and electronic information resources, which would reduce the administrative and financial costs;
- Establishing a union catalog will reduce costs of technical services.
- Group subscription to printed and electronic resources will reduce costs;
- Establishing a union authority file reduced costs of building several ones;

- Activating inter-library loan among member libraries will reduce acquiring the information resources in more than one library, and consequently affecting positively procurement costs;
- Acquiring one central integrated library system instead of eight individual systems, which will surely rationalize acquiring and maintenance expenditures; and
- Requiring less technical staff to run and manage the integrated library system when it is centralized.

The Consortium consists of ten public university libraries that share all of their print and some of their electronic resources (Resource Sharing Program). They do a great deal of cooperative purchasing of subscriptions to electronic journals and databases. In fact, the consortium provides greater subscribing and purchasing power with publishers.

The sharing of nearly one million volumes benefits students and faculty at all member universities because the inter-library document delivery system runs between these libraries every weekday.

APPENDIX I

Online Databases (Subscriptions)

A. General Databases:

Pure and Applied Sciences.
Engineering and Technology.
Humanities and Social Sciences.
Academic Search Complete / EBSCO
Science Direct Database
Springer Link (Springer Online Database)
Oxford University Press Journals
High Wire Press Database
Directory of Open Access Journals
Social Science Research Network (SSRN)
SAGE Journals Online
IOP (Institute of Physics)
Archaeology
H.W Wilson: Art Full Text
Inspect Direct Database
ASTM Standards & Digital Library

B. Educational Sciences:

Education Resources Information Center (ERIC) / EBSCO
Education Resources Information Center (ERIC)
Early Childhood Research & Practice (ECRP)
Arab Psychological Sciences Network.

-
- C. Medical Sciences/ Including Nursing:
MEDLINE with Full Text / EBSCO
CINAHL Plus with Full Text / EBSCO
HINARI/WHO Database
Pubmed Database
BioMed Central
NSW Multicultural Health Communication Service
BRENDA - The Comprehensive Enzyme Information System
TOXNET - (Toxicology and Hazardous Chemicals)
AIDS Reviews Journals
American Heart Association (AHA Journals)
Annals of Saudi Medicine
British Medical Journal (BMJ)
Canadian Medical Association (CMA)
PubMed Central (BMC)
Up-to-date: A comprehensive Clinical Information Database.
STAT! Ref Online: (Health Information Resources).
- D. Computer Sciences (Information Technology):
Computer and Applied Sciences Complete / EBSCO
The Information and Technology Publishing
LISTA - (Library, Information Science & Technology Abstracts) / EBSCO
- E. Economics and Commerce:
Business Source Complete / EBSCO
Regional Business News / EBSCO
International Monetary Fund (IMF) - (Economic & Commerce)
Research Papers in Economics
- F. Environment:
OARE (Online Access to Research in the Environment)
- G. Chemistry:
ACS (American Chemical Society) *Journal*
- H. Physics:
IOP (Institute of Physics)
- I. Periodicals Directory
Ulrich's Periodicals Directory
- J. Books and Monographs Directory:
Global Books – in - Print
Nielsen Book-Data\ Online
- K. Arabic Electronic Periodicals (In Arabic).

- L. Electronic Books (Text Books & Monographs): (E-Books)
Ebrary: Academic Complete (E-library)
(More than 45,000 Books on different subjects)
Computer Science and Engineering
- M. Theses & Dissertations (Full Text):
Pro Quest Dissertations & Theses (PQDT)
- N. Electronic Journals:
Online Periodicals Subscriptions (Foreign Periodicals)
Arabic Online periodicals
- O. Free Online Journal and Databases
Free online journals - (scientific and scholarly journals)
Free online mathematical journals (Mathematical Sciences)
The European Mathematical Information Service (EMIS)
Free electronic journals and databases

NOTES

1. <http://www.hu.edu.jo>
2. <http://wikipedia.org/wiki/HashemiteUniversity>
3. <http://www.hu.edu.jo/unit/index.aspx>
4. The Hashemite University Library annual report, 2008 (In Arabic)
5. The Hashemite University organizational chart, 2008
6. The Hashemite University Library catalog, 2006
7. <http://www.hu.edu.jo/unit/index>
8. The Hashemite University Library annual Report, 2008. (Internal Report).
9. <http://www.jopuls.org.jo>

UNIVERSITY OF KWAZULU-NATAL LIBRARY
SOUTH AFRICA

Umanshanie Reddy, MLIS

HISTORY AND CONTEXT

South Africa occupies the southernmost tip of Africa, bordered by Namibia, Botswana, Zimbabwe, and Mozambique. Its exotic coastline extends from the Atlantic Ocean on the west coast to the Indian Ocean on the east coast. Its subtropical climate, magnificent wildlife, natural vegetation and mineral resources add mystique, beauty and wealth to a country commonly known to the rest of the world as a developing or third world country. South Africa presents a unique identity and will always be an enigma to the world because it is a country of extreme disparity, where both first and third world components co-exist, giving it a unique blend of first and third world characteristics. South Africa has a unique multicultural Diaspora; the South Africans are fondly referred to as the “Rainbow Nation” by former President Nelson Mandela.

Pan Africanist leader Kwame Nkurumah (1956) in his Opening Address at the University of Accra said this about African universities, “we must in the development of our universities bear in mind that once it has been planted in the African soil it must take root amidst African traditions and cultures.” The University of KwaZulu–Natal (UKZN) is the largest contact teaching, higher education institution in South Africa (Chetty, 2004). It was constituted on 1 January 2004, as a result of the merger between the University of Natal, a historically white university founded in the cities of Pietermaritzburg and Durban in 1910 and 1931, and the University of Durban-Westville, a historically Indian university founded in 1960. UKZN is a public university, which has been distributed over five campuses and two cities, and is located in the Province of KwaZulu-Natal, South Africa. Dlamini (2004) notes that the University represents a college style model. This is a unique system for a South African

University. UKZN serves a multicultural student population of 36,800 students in the colleges of Law and Management Studies; Humanities; Health Sciences; and Agriculture, Engineering and Science (Division of Management Information, 2008). The university currently has 3,602 academic staff and 3,651 support staff and emerges as the “Premier University of African Scholarship”, marking the end of the apartheid style institution and now offering an equitable service to all South Africans (Division of Management Information, 2008). Post apartheid policies and mergers in higher education in South Africa brought about a change in the student demographics; the university plays a key role in the ‘African Renaissance.’ It is committed to fostering a culturally diverse learning environment for all South Africans

The UKZN Library includes five campus libraries and several branch libraries distributed over two cities. It plays an integral part in supporting the new institutional goals of lifelong learning, scholarship and equitable access to information. The five campus libraries include the Edminson Education Library in Edgewood College; the EG Malherbe Library, the Barrie Biermann Architecture Library, the GMJ Sweeney Law Library and the Eleanor Bonnar Music Library on the Howard College Campus; the Medical Library and the Victor Daitz HIV/AIDS Information Gateway in the Nelson R. Mandela School of Medicine; the Main Library and the Joe Ryan Dentistry Library on the Westville Campus; and the Cecil Renaud Main Library, the Life Sciences Library and the Law Library on the Pietermaritzburg Campus. The UKZN Library is a leading research and teaching library, and achieves this through its 5.4 million volumes of print media, electronic books and 23,000 electronic journals accessible through journal subscriptions and databases. The libraries have 160 staff in total and currently serve 36,800 students and 7,253 academic and support staff (Division of Management Information, 2008; UKZN Libraries Employment Equity Committee, 2007).

The Main Branch Library of the Howard College Campus was founded on 9 November 1931 on the Durban Campus of the Natal University College, located in the Howard College Building. The college was granted university status, and was re-named The University of Natal in 1949. The main library was re-located to the Memorial Tower Building on 1 July 1951 (Buchanan, 2007a). In 1969, the Barrie Biermann Architecture Library was founded and served the School of Architecture Planning and Housing. In 1972, the Eleanor Bonnar Music Library and the GMJ Sweeney Law Library were founded and served the Schools of Music and Law. On 1 January 1988, the main library was re-located for the second time into a contemporary cubic shaped glass building and was re-named the EG Malherbe Library (EGM) after the University Principal Professor, Ernest Gideon Malherbe, who led the college into university status. According to a report on the EG Malherbe Library (1988), the EGM library is a milestone in the history of the university because, for the first time a building was specifically designed with desirable qualities for a library (University of Natal Library

Durban, 1988). The EGM library and the three branch libraries continued to serve the students and staff of the University of Natal until the merger in 2004

As the student and staff demographics changed and student numbers increased, collections grew accordingly to meet specific user needs. Currently the Howard College Libraries serve 10,604 students (Division of Management Information, 2008). The library infrastructure transitioned from a traditional print environment to a hybrid environment and is now leaning more towards digitization and innovative ways of information provision. The four Howard College Libraries have a total collection size in excess of 582,000 volumes of books, journals and other items in various formats (UKZN Libraries, Howard College, 2008). The 12,981.16 square meter EGM library stacks were designed to hold 422,000 volumes, but currently has over 475,000 volumes of books, journals and various other items (EG Malherbe Library, 2008). The diversity in the collections enables the library to serve any user at any point in time. The library provides adequate support for students with disabilities. EGM library has an electronic classroom with state of the art text to speech software for the visually impaired students.

The library continues to embrace new technology and has an excellent service and IT infrastructure, but in order to address the divide between information rich and information poor, both the traditional and digital library components must co-exist so that the library is able to achieve its primary purpose of supporting the learning, teaching and research needs of the entire university community equitably. Nora Buchanan is the director of the UKZN Library and the library is overseen by the Deputy Vice-Chancellor (Research). Walker (2004, p. 1) states that “this has symbolic significance”, because the purpose of the university is to advance knowledge, by increasing it through research, by transmitting it to the next generation of students, and by preserving it. Subject librarians at all UKZN libraries normally hold a four year Bachelors Degree in Library and Information Science or a three year Bachelors Degree and a one year Postgraduate Diploma in Library and Information Science. Subject librarians in all academic libraries in South Africa have support staff status, even though teaching library instruction encompasses a major part of their job.

MISSION, VISION AND STRATEGIC PLANNING

Mission and Vision Statement. The first mission statement of the University of KwaZulu-Natal was developed in 1989 when the university was called the University of Natal. In May 2007 after the appointment of a director, a draft mission and vision statement was developed at a strategic planning workshop and was taken to each campus library and presented to the staff for discussion and comments. In March 2008, four years after the merger, the following mission and vision statements were ratified:

MISSION STATEMENT

The mission of the University of KwaZulu-Natal Libraries is to support the teaching, learning, research and community engagement by providing a high quality, relevant, expanding and innovative library and information service

VISION STATEMENT

UKZN Libraries will strive to be a strategic partner in positioning the University of KwaZulu-Natal as the premier university of African scholarship.

In pursuing its mission and vision, the UKZN Library addresses the imbalances of the past and provides equitable information resources and services to support the scholarship, teaching excellence, and the learning and research endeavors of the entire university community. This high quality service is ensured through highly trained, proactive subject librarians, a vast array of print and electronic resources, and sophisticated digital infrastructure and resource sharing partnerships. Local and global consortia partnerships also enhance the collection development of electronic resources, thereby expanding library resources and services. Subject librarians play an integral part in the teaching, learning and research initiatives of the university through customized end-user bibliographic instruction programs.

The newly re-engineered and consolidated UKZN website (www.library.ukzn.ac.za) was launched on 1 August 2007, and provides an ideal user friendly platform with enhanced content for users to access the resources and services of the five campus libraries. The design conforms to university standards and global trends, and the website provides a single access point for all UKZN users and visitors. Both onsite and remote users can enjoy the luxury of accessing electronic resources from their desktops. The library continues to expand its global initiatives and look for innovative ways to provide high efficiency digital services, so that it remains competitive in the new information economy. According to Omesh Jagarnath, a subject librarian at the EGM Library, one such endeavor is the development of a research commons that was acquired through the Research Libraries Consortium. The Research Libraries Consortium Project is sponsored by the Carnegie Corporation of New York and is used to enhance the research skills of the librarians and to facilitate access to and the sharing of electronic resources.

The mission statement is also emphatic about community engagement; therefore, the library remains committed to providing a high quality service to all users across its five campuses, four colleges and eight faculties, with the

student intake ranging from undergraduate and postgraduate students to international students.

STRATEGIC PLANNING

Coughlin and Gertzog (1997) note that “the planning process generally begins with a statement of the mission of the library”. Now that the mission and vision statements have been developed and ratified, the strategic planning committee is currently in the process of reviewing the draft of the strategic plan for the UKZN Libraries. According to the Strategic Planning Workshop (2007) facilitated by Ms. Nicky Muller of the Durban University of Technology, the strategic planning committee comprised of the director and the campus librarians developed a draft strategic plan. The plan still has to be ratified, implemented and published on the library’s webpage. However, in the interim, in pursuing the mission and vision, the committee identified strategic objectives for 2007-2011. According to the *Employment Equity Progress Report of 1 October 2006 – 30 September 2007*, these were some of the strategic objectives identified. The UKZN Library will provide user driven library services and information resources that support teaching, learning, and research; they will provide effective teaching and learning strategies to users; the library will maximize library space to enhance the learning and research experience and will ensure that the library is an intellectual learning centre on each campus; the library will retain and develop staff that are committed to providing excellent service, continuous learning and leadership, and the library will ensure that it has an efficient infrastructure to support the library operations, systems and library processes (UKZN Libraries Employment Equity Committee, 2007). Nora Buchanan says that her first priority is to fill key positions so that the libraries are able to move forward with the mission and the strategic initiatives (*Consolidating Change*, 2007).

EVALUATING AND PLANNING ACTIVITIES

According to Nora Buchanan, the library does not have a formal role in the general university accreditation process. She says that “the only involvement that the library has is in single course accreditations like the MBA program or the accreditation of various degrees that evoke any interest in the library, e.g., Architecture which is accredited by the South African Institute of Architects” (Buchanan, 2007b). It is mandatory for all higher education programs to be accredited by the Higher Education Quality Control Committee before any higher education institution formally offers the programs (Higher Education Quality Committee). They must meet South African Quality Authority guidelines (SAQA). In 2003-2004 when the MBA program was evaluated at

UKZN by the HEQC, the library was part of the evaluation process. The MBA librarian was asked to present to the committee the type of information and research support the library provided. Nora Buchanan noted that at the end of 2008, five years after the merger, The Higher Education Quality Committee will visit the merged university, and the library's position, as far as accreditation is concerned, may change.

UKZN Library tries to act within the Library and Information Association of South Africa's (LIASA) constitutional guidelines and tries to support its mission. The LIASA's mission reads:

The Association advocates and supports the provision of efficient, user-oriented and excellent library and information services and aspires to provide all communities (literate and illiterate) in South Africa with equitable access to information. To this end, the Association represents the interests of, and seeks to promote the welfare and development of, library and information workers and agencies" (Library and Information Association of South Africa).

According to the library's news archive, the library conducted an online LIBQUAL survey in October 2007 to gather data to assist the library in evaluating their services. The main objective was to understand how the UKZN community rated their services and how they could improve their services (University of KwaZulu-Natal Libraries. *User Survey*, 2007). Planning committees are set-up for most of the library's administrative and service activities. The University of KwaZulu-Natal Library is part of the university-wide planning committee for new student orientation. The library orientation committee meets regularly with the university committee during orientation planning. An orientation schedule is drawn up for all team members and a team leader coordinates the process. A random sample of students is chosen for evaluating the orientation process. Print surveys are used as the survey tool and feedback is used to enhance the process. The library also plays an integral part in the university's "Open Day" for prospective students. The library's Open Day committee coordinates library activities for the Open Day and most often the libraries on the Howard College Campus market their products in the EGM library. The user education and instruction sessions are planned in accordance with the faculty, and evaluation forms are given to every student. Results are analyzed and reports are written by the subject librarian.

GOVERNANCE AND ORGANIZATIONAL STRUCTURE

Coughlin and Gerzog (1997, p. 74) note that "each college has a legal defined status" so the University of KwaZulu-Natal is defined as a public university. According to Chetty (2004), the first council of UKZN was elected in 2004 with Standard Institutional Stature and was comprised of 29 members, five

having been elected by the Minister of Education. The ethnic component of the council is comprised of the four race groups of South Africa. The council has 55% Africans, 31% Whites, 10% Indians and 3% Coloured (Chetty, 2004). The Chancellor of UKZN is Dr. Frene Noshir Ginwala. Dr. Ginwala played an active role in the struggle for democracy. To be bestowed with the role of Chancellor is a great honor; however the chancellor in South African higher education institutions performs a ceremonial and advisory role only. It is the vice chancellors, who are part of the university executive management, and manage the university. The Vice Chancellor of UKZN is Professor Malegapuru William Makgoba, a prominent member of academia, and an acclaimed scientist and educator.

The university library falls within the portfolio of the Deputy Vice Chancellor of Research, Knowledge, Production and Partnerships. The UKZN Library is under the directorship of Ms. Nora Buchanan, who was appointed on 1 December 2006, as the first director of the newly merged UKZN Library. The campus librarians report directly to the director. The Campus Librarian of the Howard College Libraries is Catherine Dubbeld, appointed on 1 November 2007. All subject librarians in the EGM Library and all branch librarians on the Howard College Campus report to the Campus Librarian. The core services of the UKZN Library include: Technical Services, Circulations Services, Information Services, Information Systems and Technology Services, Special Collections and the University Archives. Please see Appendix A for the complete UKZN Library Organizational structure.

FISCAL MANAGEMENT

According to Coughlin and Gertzog (1997, p. 136) "The budget goal is to relate the financial needs of the library to the library's goals and objectives in a clear and convincing fashion". Therefore to keep "consistent with the vision and mission statements of the university, the purpose of the UKZN Library is to provide excellent collections and services in an environment that encourages the advancement of knowledge through creative study, original research, and intellectual exchange"(Buchanan, 2005, p. 1). However whilst the library strives to ensure that it meets curriculum and user needs, the decline in the rand, tends to impose major financial constraints on the budget. According to Nora Buchanan (2008a), the total budget allocation for the 2007-2008 fiscal years for the UKZN Library is approximately R78.425m (US\$7,373m). Funds are distributed in the following manner: R6.5m (US\$605,900) for supplies and services, which includes R245,497 (US\$23,000) for any equipment that costs less than R50,000 (US\$4,700); R40m (US\$3,729m) is allocated for the purchase of library material, of which R10m (US\$939,000) is used for the purchase of books, and R30m (US\$2,796m) is used for journal subscriptions and electronic

databases. The total staff budget for 160 staff at UKZN is R31,925,628 (US\$2,997m). The Howard College Campus Libraries' budget is R902, 220 (US\$84,700) for supplies and services; R2, 190,000 (US \$205,640) for library materials; and R8,340,469 (US\$782,778) for 49 staff members at Howard College.

According to Buchanan, “the perennial lack of funding and widening gap between monies allocated for books and periodicals is badly affecting book dependent departments in particular and the acquisition of a broad range of materials to support the teaching function of the University” (*Consolidating Change*, 2007, p.1). Subject librarians are allocated a budget to develop the collections in their respective schools; however, a large part of the book budget is allocated to each faculty. According to Kohl and Sanville (2006, p. 395) “at a time when the restraints on academic library budgets are universally painful and seemingly ongoing, it is easy to believe that the fundamental problem for academic libraries is retrenchment and cost cutting—easy, but wrong and shortsighted”. Nora Buchanan however has a different vision, and her first priority is not to cut positions, but to fill key positions that have been vacant and to harmonize the job descriptions across all the campus libraries which will result in regarding positions (*Consolidating Change*, 2007, p. 1).

There are various ways that the library survives the fiscal crises. The library relies on resource sharing with universities in the *CHELSEA* Consortia. The ILL system uses ARIEL to scan and digitize documents, so that they can be emailed to users. Coughlin & Gertzog (1997, p. 137) note that “grants from foundations are another potential source of no appropriated income.” Grants from Mellon and Carnegie corporations have enabled UKZN Libraries to fund the larger projects. One current project funded by the Carnegie Foundation is the new research and information commons in the EG Malherbe Library. Consortia partnerships have enabled the library to purchase and share in the world's resources with other regional or national libraries. Kohl and Sanville (2006) note that “the underlying focus for the budget attention whether times are flush or flushed should be a concern to get the most value out of each dollar spent”. Despite the perennial lack of funding the UKZN Library looks for strategic and innovative ways to get the most value out of the rand.

HUMAN RESOURCES

According to the Library's *Divisional Equity Plan 2006-2010*: “the library's role is to be the main facility within the University for the procuring and disseminating of information resources to serve the teaching and research functions of the university”. In order to satisfy this role one of the strategic objectives is “to employ, retain and develop a staff cohort committed to service excellence, continuous learning and leadership within the library profession”

(UKZN Libraries Equity Committee, 2006, p.1). The library does not have an internal human resources officer; all correspondence and discussions regarding library staff recruitment is done in consultation with the human resources officer that is assigned by the main human resources office for each campus. All mandatory staff matters relating to human resources are also dealt with by the assigned human resources officer. The human resources office of UKZN is committed to ensuring competency in attracting and retaining a diverse workforce. The mission of the Human Resources Office as stated on its website reads:

The mission of the Human Resources Division is to provide a professional, seamless, consistent, customer-focused, technology-enhanced, quality service to attract and retain a competent, excellent, innovative and diverse workforce at the University of KwaZulu-Natal (Human Resources Division, 2006).

For any position advertised at the UKZN Library, a selection committee must be formed, normally consisting of the director, immediate supervisor, HR affirmative action representative, equity representative, library representative and the HR officer responsible for the administration of the position. The human resources officer takes care of all administrative matters relating to the job application and advertisement. The procedure is to advertise positions internally first. Candidates who are shortlisted are interviewed by the selection panel.

The library staff is ethnically diverse and according to the *Employment Equity Progress Report 1 October 2006 - 30 September 2007*, the total staff for all the campus libraries is 160. The Howard College Libraries has 49 staff, including the Campbell Collections. The EGM library currently has six subject librarians. According to the director, the 2007 staff budget for the entire university library was R31, 925, 628m (US\$2,997m) and the Howard College Campus staff budget was, R8, 340,469m (US\$782,778). Ms. Buchanan notes in the *Divisional Equity Plan 2006-2010* that the UKZN library is currently in a state of crises with respect to staffing, which the director is addressing by filling key positions. The first key position that was filled after the appointment of the director was that of Catherine Dubbeld in 2007, as Campus Librarian of Howard College Libraries. Staff job titles include Director, Campus Librarians, Principal Librarians, Senior Librarians, Senior Library Officers, Library Officers, Senior Library Assistants and Library Assistants. All library staff have support staff status. Each of these job titles is assigned a corresponding grade as per the Peromnes Grading scale. This system is used to evaluate the job, and not the person, so if the tasks and functions of a given job have changed, then the job description can be reviewed. In recognition of exemplary service, the staff member is nominated for a merit award for meritorious service. Performance

assessments are done once a year or twice a year depending on the divisional head. Staff training and development is extremely important at the Howard College Libraries, and this is further stressed by a staff training and development committee. Staff is encouraged to take advantage of the university fee remission policy and upgrade their qualifications. *The Divisional Equity Plan 2006–2010* notes that 30 staff members are currently studying towards a range of degrees and diplomas.

DIVERSITY

The University of KwaZulu-Natal is an equal opportunity, Affirmative Action University and is committed to providing transparent and equitable recruitment policies, as outlined by the South African Labor Act (no. 66 of 1995) and the Employment Equity Act (no. 55 of 1998). An excerpt from the UKZN Employment Equity Policy 2007 reads:

The University is committed to the values that underlie an open and democratic society based on human dignity, equality and freedom. The University therefore acknowledges affirmative action as a means of overcoming barriers to equal opportunity and of redressing the disadvantages, inequities and imbalances of the past.

The UKZN Library adheres strictly to the recruitment policies of the university and remains committed to recruiting a multicultural, ethnic and gender diverse workforce. In the new democratic South Africa, all employers are compelled to satisfy all the conditions of the Employment Equity Act; each organization should have an established equity policy in place with clearly defined guidelines for recruitment. The first order of business for any library director is to form an equity committee and compile an equity plan that is normally approved by the equity office. The plan should identify Indian, White and Coloured people as the “designated group”, before the library embarks upon a recruitment campaign. The library workforce currently represents the four ethnic race groups: White, Indian, Coloured and African. However, according to the *Divisional Equity Plan 2006-2010*, the distribution of staff vary within the different campuses, and is attributed to the legacy of apartheid and different selection and recruitment policies. According to *Divisional Equity Plan 2006-2010*, the number of vacancies and retirement, as per the plan, will change the demographics. The university currently has three students with disabilities. Figure 1. illustrates the UKZN Library Equity Profile by Race and Gender, and the numerical goals that were set and achieved in 2007 for ethnic and gender diversity (UKZN Libraries Equity Committee, 2007).

	African Males	Coloured Males	Indian Males	African Females	Coloured Females	Indian Females	White Females
Total 2006	22	2	50	26	6	28	25
Goal 2007	28	3	No goal set	37	8	No goal set	25
Actual 2007	26	2	45	28	8	26	25

MARKETING AND OUTREACH

The Howard College Campus Libraries do not have an official public relations officer. All subject librarians act as public relation officers and market the library products and services to the staff and students of their respective faculties. The UKZN Library website (www.library.ukzn.ac.za) serves as an effective marketing tool. The site has complete coverage of the entire library system for the five campus libraries, and in many ways, its design is tailor made to provide subject support and market resources to each of the faculties. Since the new UKZN website went online on 1 August 2007, it has had 72,166 visitors. The website uses a global web design format and can be quite easily accessed by international visitors. Library guides are designed and standardized by a committee and are available in print as well as electronic format on the library's website. Print guides are usually given to students during library instruction sessions.

The library publishes a *UKZN Newsletter* twice a year in print and electronic format that covers current events, new initiatives, new acquisitions, book reviews, staff news, and new resources. Current and back issues are available on the library website (<http://library.ukzn.ac.za/Newsletter781.aspx>). The site also has issues of the newsletters of the Universities of Durban and Pietermaritzburg before the merger. All staff at UKZN receive a free copy, via the campus mail. A news archives is available on the library website and provides library news updates on current events. The university has an annual "Open Day" for prospective students. The library uses this as an opportunity to market its products and services on each campus. The EGM Library is the venue for the Howard College Campus Open Day. Library exhibitions are coordinated with the information officer, and there is an exhibition or display throughout the year in the EGM Library foyer.

PUBLIC SERVICES

The University of KwaZulu-Natal, as a public services university, plans its resources and services to meet the needs of the whole university community. Public Services at the Howard College Campus Libraries are essentially divided into Circulation Services and Information Services. Circulation Services includes the issue desk, inter-library loans and academic reserve. Information services include client services, special collections, reference services, the research commons, and “Infofind@UKZN,” a fee based service offered to corporations and industries. The vast collections are made available via sophisticated information and communication technologies. Onsite public services are available seven days a week during library hours. The library website is strategically designed and serves as an excellent virtual gateway to the services and resources of the library; however there are restrictions that apply to the public with regard to the access of subscription databases and electronic books.

Information Services provides proactive onsite and virtual service to students, staff, researchers and visitors. The subject librarians provide in-depth information, reference and research assistance and expert customized literature searches. The service is free for staff and students of UKZN; however a fee is levied for the public (InfoFind@UKZN, 2007). Customized user education and library instruction is also another major service provided by the subject librarians. The service offers literature searches; private companies are allowed to borrow a restricted number of items. The newly constructed information and research commons will add value to the research services of the Howard College campus. The library provides excellent support for distance education students, with e-mail being the main contact between the distance education student and the librarian. Students can access library resources remotely using assigned passwords. Special collections can be used in the Special Collections reading area, under the supervision of the special collections information officer.

Circulation Services assign borrower privileges according to the user type. All registered staff and students with a valid photo ID borrow resources from the library (*Borrowing Privileges*, 2007). Postgraduate students registered in any *CHELSA* Consortia library are allowed to borrow items from the UKZN library without a fee; however, a fee is levied for alumni and visitors of UKZN. The purpose of academic reserve is to ensure that high demand items are always available for all students. Loan periods range from one to two hours, with a valid student card (*Academic Reserves*, 2007). Interlibrary Loan is a resource sharing library consortia endeavour, and allows staff to request items that are not found in the UKZN libraries from any library in the country or from libraries abroad. ILL item charges vary, depending on the item type and whether the lending library is a charging or non-charging library. Journal articles requested are

scanned using ARIEL and are sent to the users electronically (*Inter-Library Loans*, 2007). Since the ILL system has been designed on the online South African Catalog, accessible via the South African Bibliographic Network (SABINET), many UKZN users are able to pre-request items electronically. Other services include the university bindery services, photo duplication services, and current awareness.

LIBRARY INSTRUCTION/INFORMATION FLUENCY

Couglin and Gertzog, (1977) note that “among the newly embraced basic objectives for a college education is to prepare students for lifelong learning, and to equip them with the skills and tools to become informed about the matters that will have importance in their lives”. In support of the teaching, research and learning function of the university, library user education at Howard College and all UKZN libraries is an important component of the public service infrastructure. The change in the South African cultural Diaspora requires the subject librarian to examine ways of providing customized library user education. User characteristics, user typologies, user needs and user seeking behavioral patterns are considered when programs are designed. Pre-empting user needs in a culturally diverse environment like UKZN and presenting “core one size fits all” library programs would be a further entrenchment of the information rich and information poor divide. The subject librarians at Howard College are pro-active and, with library user education, teach users how to locate, evaluate and use information for scientific decision making, thereby achieving end-user empowerment. Subject librarians view information literacy and user education on the same continuum; both are required to develop the user holistically. These programs are not part of the academic curriculum, and students do not receive credit; however the library still remains committed to this aspect of public service. Information literacy programs have clearly defined goals, objectives and outcomes. Some subject librarians design programs and invite the faculty to attend. The objective of this exercise is that once the faculty see the benefits of library research support for their students, they encourage them to attend, and most often allocate a lecture period to the librarian for library education. The website serves as an excellent instructional tool for subject librarians during library instruction learning sessions because they teach their users how to access resources, by using the website as an information gateway.

Library orientation is aimed at familiarizing the user with the library layout, services and facilities. Library orientation is organized by the library orientation, and university wide orientation committees, and is provided to first year students and international students. Bibliographic instruction is aimed at training the user to use the different services, resources and facilities. These programs are

arranged by the subject librarian and are customized to suit the needs of their students. Online resource training is aimed at empowering users to become confident with the online resources. This is presented as an interactive session in an online classroom. The new research commons will add value to interactive user education sessions. The objective of the commons is to enhance the research ethic of the researchers. For the online resources training program, the subject librarian teaches research methodology and database searching. Teaching research strategies, critical thinking and end user empowerment are important components of the information literacy programs at all UKZN libraries. In the information literacy programs, students are taught how to develop research strategies, identify search concepts and search terms, identify the relevant database to search, evaluate the sources and use the information from the source for effective decision making. User education has become an important component of the graduate orientation and new staff orientation. All user education programs are evaluated for effectiveness (*Information Services*, 2007).

COPYRIGHT ISSUES

The library adheres strictly to electronic license agreements and the copyright regulations of the Copyright Act of South Africa (Act 98 of 1978). Infringement of the copyright act can result in legal action (Copyright and Licensing Restrictions, 2008). The Copyright Act reads:

The Copyright Act (Act 98 of 1978) provides (in Section 23 with Section 6) that copyright is infringed by any person, not being the owner of the copyright, who, without the license of such owner, reproduces a literary or musical work in any manner or form. However, subject to certain conditions and within specific limits, the Act affords the teacher and student the right to make copies in which copyright subsists without having to obtain the proper permission of the owner of the copyright. These concessions are embodied in Sections 12(1), 12(4) and 13.

(Dramatic, Artistic and Literary Rights Organization Limited, 2006).

According to the library website on copyright restrictions, copyright regulations allow for copies to be made for research, educational and private purposes; however any request exceeding the regulation, must be made to *DALRO* (Dramatic, Artistic and Literary Rights Organization Limited) via the copyright officer. Electronic resources are restricted by site licenses and passwords are given only to registered students. The distribution of any electronic information to non subscribers is prohibited. Academic staff wanting to go beyond copyright restrictions for study material to be placed on reserve

must contact the copyright officer, who in turn will make a request to *DALRO*. This may require a transactional license or a blanket license.

COLLECTION DEVELOPMENT

The UKZN Library has a draft acquisitions and collections development policy that still has to be ratified. A new policy is necessary because the UKZN Library System is now a combination of three independent university libraries. The document is currently under review by the strategic management group. However according to the *Draft Policy for Acquisitions of Books and Serials (2005)*:

The intention is to make the acquisition of serials and databases a core function serving the whole library system and the acquisition of books and monographs a core function for the Durban Campuses with the Pietermaritzburg library retaining the function.

According to the preamble of the *Draft Collection Development Policy...*:

The purpose of the university is to advance knowledge. It does so by increasing it, by transmitting it and by preserving it. The intellectual capital of human kind consists of the knowledge and skills of individuals and the record of what is known is largely preserved in the research libraries of the world. For a developing country like South Africa, the intellectual capital, recorded in books, journals, electronic media and other resources, is largely held in University libraries and its preservation is their responsibility. (*Draft Collection Development Policy, 2005*).

According to the *Draft Collection Development Policy (2005)*, collection development at UKZN is the responsibility of the director and the campus librarians. However most of the responsibility is delegated to the subject librarians. General reference works and journals are the responsibility of library management. The director establishes, maintains and implements the overall collection development policy. The library collections, as per the plan is divided into the following categories: comprehensive, research, study, basic and minimal. Resources are purchased according to these levels. Books and monographs are the responsibility of the subject librarians, who are responsible for assessing the recommendations of the academic community. Any unspent money after the year's end date will be pooled and used for outstanding orders.

The 2007-2008 library materials budget for the UKZN library is R40m (US\$3,729m), and is divided into R10m (US\$939,000) for books and R30m

(US\$2,796m) for journal subscriptions and electronic databases. The Howard College library materials budget is R2,190m (US\$205,640). The resources budget is normally a fraction of the university subsidy, student fees, and investment income. Whilst the merger has secured more funding, Ms. Buchanan notes that there is still this perennial lack of funding that comprises book and journal development.

The lack of funding requires stringent collection procedures, some of which include a policy on duplication. Only one copy of a book will be purchased, unless duplication is justified. All gifts that are bequeathed to the university must be consistent with the policy guidelines, and because the library does not have a gifts librarian, donors are asked to discuss donations with Ms. Buchanan (*Draft Collection Development Policy*, 2005). Ownership vs. Access becomes a salient issue. Since UKZN cannot own every possible item, resource sharing partnerships and consortia play an integral role in collection development.

SPECIAL COLLECTIONS

Special Collections adds an aesthetic value to the university and provides excellent collections for student research. The collections in EGM are managed by a Special Collections Information Officer. Amongst the many special collections in EGM ranging from the Brotherton Collection of Medieval Manuscripts to The Atherton Collection of early books on science and medicine, there exists the Southern African Collection of books, journals and manuscripts on Sub-Saharan Africa. The extensive collection is unique because it specializes in Africana, a modern Southern African studies collection, the areas of history, politics, sociology, biography, environmental sciences, vernacular Southern African languages and literature on pre-union South African government publications.

The collection is extremely useful for researchers requesting historical data of any aspect of the socio-political and historical aspect of South and Southern Africa. The materials are purchased by the subject librarians and are part of the reference collection. Access to the collections is facilitated by the Information Officer. The collection is preserved at the correct temperature to prevent deterioration.

The Malcolm Hunter Collection housed at the Eleanor Bonnar Music Library includes recordings, books and journals of early jazz and swing from 1895-1980. It was donated to the Eleanor Bonnar Music Library in 1984 by Malcolm Hunter's daughters. The collection includes 1,224 long playing records, 3000 78rpm records, 11 dictionaries, 89 discographies and 100 books (Engelbrecht, 1989). Malcolm Hunter was a private jazz collector in South Africa, and according to Engelbrecht (1989), he started his collection in the 1930s and bid with British and American auctioneers. When the collection

arrived at the music library, all efforts were made to it organize in order to promote usability, and since, according to Engelbrecht (1989), there was no organized jazz collection in the country, this was a challenge. The collection has been widely used by the School of Jazz students, and remains one of the single largest private collections. Hendrika Engelbrecht, the Music Librarian at the time, played a key role in organizing the collection and all of this work culminated in her master's thesis in 1989 titled *Recorded music collections: with particular emphasis on jazz with special reference to the organizations of the Malcolm Hunter Collection*. Other collections include the Campbell Collections, overseen by the Howard College Campus Librarian. Killie Campbell an Africana collector bequeathed her collection to the University of KwaZulu-Natal. According to the Campbell Collections website, this is a brief description of the collection:

The collections are housed in a neo-Cape Dutch style house, Muckleneuk, formerly the home of Natal sugar farmer and politician, Sir Marshall Campbell and holds resources for research into the history and culture of Southern Africa and KwaZulu-Natal. It includes the Killie Campbell Africana Library, the William Campbell furniture and picture collection, the Mashu Museum of ethnology, and the Jo Thorpe Collection of African Art (Campbell Collections).

Special collections on the other campuses include: the Alan Paton Centre and Struggle Archives in Pietermaritzburg; the Gandhi-Luthuli Documentation Centre in the Westville Campus; and the University Archives in the Pietermaritzburg Campus.

INFORMATION COMMUNICATION AND TECHNOLOGY

The library has an established ICT infrastructure that exists amidst the traditional component and provides both onsite, and virtual services to support the curriculum. The library remains extremely competitive amongst its global partners in the ICT industry. The new consolidated library website provides access to a vast array of electronic databases, electronic journals and electronic books and serves as a teaching tool for the subject librarians. Currently 23,000 electronic journals are available through journal subscriptions and electronic databases like EBSCO, JSTOR, ScienceDirect, Emerald, and ERIC. A recent addition to the electronic collection is RefWorks. According to Nora Buchanan, the current journal subscription and database budget for the entire library is R30 million. Computers are available throughout the library and are maintained and updated by the information technology department. A new research commons funded by the Carnegie Corporation of New York is the latest IT development for EGM. The ICT infrastructure has enabled the library to become an active partner in distance education support. Both onsite and remote access licenses for

electronic resources are purchased. The subject librarians continuously update their ICT skills and keep abreast with the new information economy. ICT training is offered by the library webmaster and through the university's information technology department. The changeover from Urica to Unicorn in 2007 has enabled users to manage their own library accounts, offering them more flexibility. Carnegie and Mellon foundations' grants have also helped to enhance the IT infrastructure in the libraries.

The library subscribes to the South African Bibliographic Network (SABINET), a fully fledged online South African network. SABINET provides access to many databases. SACat, a database on SABINET serves as the online South African Union Catalog because all South African libraries contribute their holdings. The library benefits from SACat, because it makes ILL, co-operative cataloging and classification possible. Whilst the library gears itself for digitization and embraces new technologies, a percentage of the users fall into the information poor category and still need to be supported by the traditional component of the library

COOPERATIVE PROGRAMS AND CONSORTIA

According to Darch, Raap and Underwood (1999, p. 23) "academic library consortia in South Africa are indeed beasts whose time has come at last, although whether they constitute a second coming for our profession, or our end-users remains to be seen". Many years after the start of the first library consortia, consortial library activity in South Africa has indeed stood the test of time and has made a great contribution to higher education institutions. According to the Nora Buchanan (2008b) many regional and national consortia have been disbanded over the years, resulting in the formation of CHELSA (Committee for Higher Education Libraries South Africa) in May 2005. University and Technikon librarians have signed an agreement to be part of the national consortia. *CHELSA* and other library consortia have given the UKZN Library the opportunity to create resource sharing partnerships through ILL. ILL in the EGM Library is a sub-division of circulation services and is currently overseen by the head of circulation services. If items are not held in the UKZN libraries, ILL will request items from any library in the country as well as from overseas libraries. The *CHELSA* Consortia also allows UKZN postgraduate students the privilege of using the collections of all the libraries that belong to the *CHELSA* Consortia.

The weakening South African currency and the reduced library budgets continue to compromise collection development; however consortia membership has given the library the opportunity to co-operatively purchase electronic resources from the U.S. and other foreign vendors. The library finds it cost effective to jointly purchase resources via consortia. Database vendors have

been known to offer excellent group purchase deals, offering our end users the opportunity to enjoy first world resources, like EBSCO HOST, which was initially made available free by the SAROS foundation for three years to developing countries, and thereafter, via consortia, the library was able to purchase an ongoing subscription. Another consortia initiative of the library was the changeover in November 2007, to Unicorn, the new integrated library system purchased from Sirsi. This was the endeavor of the esAL Consortium (Eastern Seaboard Association of Libraries).

The Research Libraries Consortium Project in 2008 has played an important part in supporting the research infrastructure of the library. According to Kuhn (2008, p. 1) the “consortium project is a three year initiative sponsored by the Carnegie Corporation of New York”. Two elements of the project included a Research Commons and an internship program for two librarians in the U.S. libraries for six weeks. The internship program, according to Kuhn (2008), will enhance the research skills of library staff. The motivation, cooperative sharing, and successful alliances of consortia have given the Howard College Libraries the opportunity to enjoy global information resources sharing after all. Darch, Raap and Underwood (1999, p. 25) state that “it is a truism that there is scarcely an academic library left in the world that has the financial resources to purchase the monographs and journals it needs, let alone that it wants.”

FISCAL FACILITIES AND LIBRARY BUILDINGS

Library buildings are very expensive to build, renovate and maintain; therefore special care must be taken to design them in the most energy-efficient manner. The University of KwaZulu-Natal's main library on the Howard College Campus is the E.G. Malherbe Library. The six story tinted glass building that was designed by Paton Taylor Architects and opened in 1988 is a contemporary structure with a total of 12,981.16 square meters and serves as an excellent landmark because it is located in the heart of the business concourse and in the centre of campus and provides spectacular views of the Durban Waterfront. According to a university library report from 1988, the library has the capacity to hold 422,000 volumes and 1,648 study stations (University of Natal Durban, 1988). The building is fully air-conditioned and perfectly suited for the collections and the African summers. The library building is modular with a central core area that contains elevators, stairs, and public conveniences, paying considerable attention to the ease of access. The other unique architectural feature of the building is that it is cube shaped. This design is highly recommended by British architect Faulkner-Brown. According to Faulkner-Brown (1979, p. 5) a cube shaped building makes it compact; the distance travelled by staff and students is kept to a minimum, and costs less to ventilate and heat.

The interior décor is tastefully chosen; the colors of the carpet and the furniture are beautiful and create a relaxed ambience. The library has a collection of South African original art works that was commissioned for the building, and includes tapestries, sculptures, murals, pottery and paintings. The circulation desk is semi-circular and is centrally positioned on the ground floor. The circular design allows more room for study and seating space, a new research and information commons, the reference collection and an exhibition area. The stacks, study tables and seating areas are designed on each floor in such a way that users have access to them. Seating varies from casual to formal, with sufficient artificial and natural light. Because there is no natural light, provision has been made for audio-visual facilities on the lower ground floor. Computer facilities are made available on each floor, mainly to access the online catalogue. The library has a well equipped conference facility that comfortably seats 74 persons. Three group study rooms to support discussion based learning are available, along with 37 post graduate study carrels (University of Natal Durban, 1988). Each floor has an enclosed glass lounge; however, three of the lounges were converted into subject librarian offices so that the six subject librarians are within close proximity of the users.

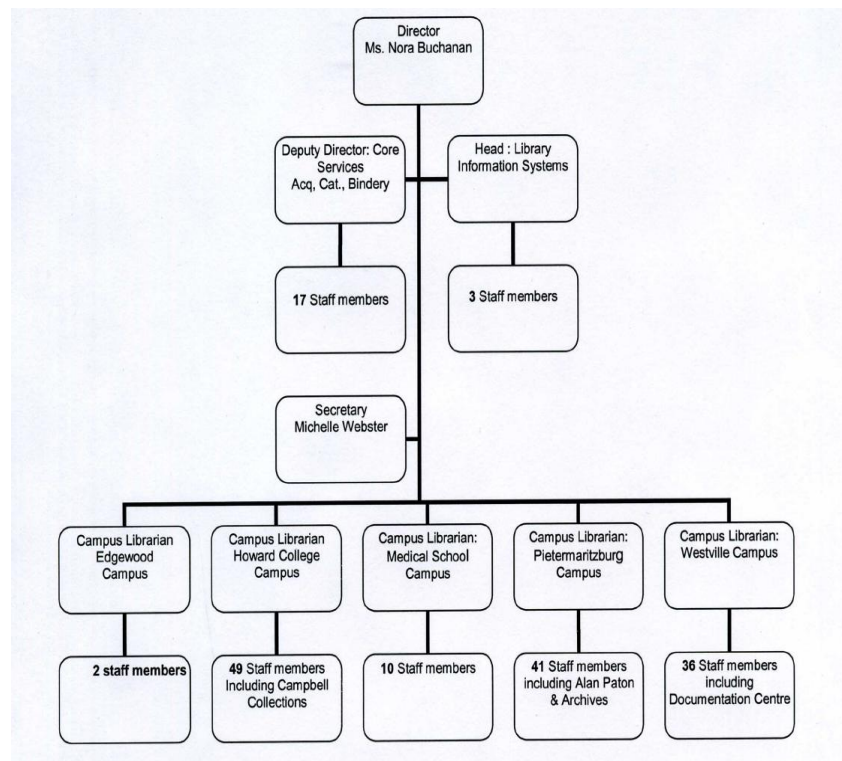
The library has a sophisticated bindery, located on the lower ground floor that serves both staff and students on all campuses of the University of KwaZulu-Natal, as well as the entire university community. An adequately sized staff lounge is available for daily use, but also serves as a functions venue. Currently, the EGM library houses 475,000 volumes of books, journals and many other collections in various formats (EG Malherbe Library, 2007). The academic reserve collection encompasses most of the first floor and has its own security and public address system. A self-service, fee based photocopy facility is available and is constantly monitored by a staff member. The library has a fire detection and security system that is monitored and controlled from the circulation desk. The windows of the library are sealed, providing an added security feature. The library hours vary during examination and vacation periods; however during term time, the libraries are open from 8:00am to 11:30pm during the weekdays, and during shorter hours over the weekend. (*Library Hours*, 2008)

The three branch libraries on the Howard College campus are located in the buildings of their respective schools or faculties. The library hours vary for each of these branch libraries, but they are normally open throughout the week. The Barrie Biermann Architecture Library is located in the Shepstone Building in the School of Architecture, Planning and Housing. The library collection is located on one level. The library has a circulation desk, an academic reserve collection, seating and study space, a computer LAN and photocopy facilities. A wheelchair access ramp leads into the library. The collection includes 35,000 volumes of books, journals, drawings, plans and rare architecture collections (Barrie Biermann Architecture Library, 2007). The Eleanor Bonnar Music

Library recently relocated from the attic of a beautiful Tudor style house to the newly renovated acoustically controlled administration building, the new home of the School of Music. The Tudor style house was bought almost 35 years ago, and for the last ten years, the attic has not been able to hold the growing music collection, which consists of 35,000 items in various formats, and includes five rare collections. The library has computer, photocopy and audio booth facilities (Eleanor Bonnar Music Library, 2007). The GMJ Sweeney Law Library is located in the historic Howard College Building in the Faculty of Law. The library was recently renovated in order to accommodate the Ronald Louw Research Commons, a state of the art research facility. The collection consists of 37,000 volumes of books, journals and law reports. (GMJ Sweeney Law Library, 2007)

Appendix A

University of KwaZulu-Natal Libraries Organizational Chart 2008



REFERENCES

- Academic Reserves. (2007). Retrieved August 15, 2008, from UKZN Libraries.
Web site: <http://library.ukzn.ac.za/AcademicReserves670.aspx>.
- Barry Biermann Architecture Library. 2007. Retrieved August 22, 2008, from UKZN Libraries.
Web site: <http://library.ukzn.ac.za/BarryBiermannArchitectureLibrary766.aspx>.
- Borrowing Privileges. 2007. Retrieved August 15, 2008, from UKZN Libraries
Web site: <http://library.ukzn.ac.za/borrowing649.aspx>.
- Buchanan, N. (personal communication, January, 03, 2007a).
- Buchanan, N. (personal communication, January, 16, 2007b).
- Buchanan, N. (personal communication, June, 24, 2008a).
- Buchanan, N. (personal communication, August, 21, 2008b).
- Buchanan, N. (2005) UKZN: *Carnegie Proposal document*: unpublished.
- Campbell Collections. (n.d.). Retrieved August 31, 2008 from UKZN Libraries
Web site: <http://campbell.ukzn.ac.za/>.
- Chetty, D. 2004. UKZN governance structures in place. *UKZNdaba*, 1:4, June, 2.
- Consolidating change. (2007). *UKZN Library News Newsletter*, 1, April, 1-4.
- Constitution (n.d.). Retrieved August 31, 2008, from Library and Information Association of South Africa
Web site: http://www.liasa.org.za/about_us/liasaconstitution.php.
- Copyright and Licensing Restrictions. 2008. Retrieved August 31, 2008, from UKZN Libraries
Web site: <http://library.ukzn.ac.za/CopyrightandLicensingRestrictions748.aspx>.
- Coughlin, C.M., and Gertzog, A. (1997), *Lyle's administration of the college library*, Lanham, MD: Scarecrow Press.
- Darch, C., Rapp, J., & Underwood, P. (1999). Academic library consortia in contemporary South Africa. *Library Consortium Management: An International Journal*. 1, 23-32.
- Division of management information (2008). Retrieved August 31, 2008, from University of KwaZulu-Natal
Web site: <https://dmi.ukzn.ac.za/mainframe.asp>.
- Dlamini, B. (2004). University adopts college model. *UKZNdaba*. 1 (8) October, 1.
- Dramatic, artistic and literary rights organization South Africa (2006): *Reprographic agreement of copyright material for educational purposes agreement* [Brochure]. South Africa: Author.
- Dramatic, artistic and literary rights organization South Africa: *Transactional license agreement UKZN*. (2006).
- EG Malherbe Library (2008). Retrieved August 15, 2008, from UKZN Libraries
Web site: <http://library.ukzn.ac.za/EGMalherbeLibrary765.aspx>.

- Eleanor Bonnar Music Library (2007). Retrieved August 22, 2008, from UKZN Libraries Web site: <http://library.ukzn.ac.za/EleanorBonnarMusicLibrary759.aspx>.
- Employment equity policy (2007). Retrieved August 31, 2008, from Human Resources University of KwaZulu-Natal Web site: [site:http://hr.ukzn.ac.za/Uploads/a43c75f0-cced-452f-8acaf09fe50fd759/UKZN%20EE%20Policy%20Council%20Approved%204%20May%2007.pdf](http://hr.ukzn.ac.za/Uploads/a43c75f0-cced-452f-8acaf09fe50fd759/UKZN%20EE%20Policy%20Council%20Approved%204%20May%2007.pdf).
- Engelbrecht, J. (1989). *Recorded music collections: with particular emphasis on jazz with special reference to the organization to the Malcolm Hunter Collection*. Unpublished master's thesis, University of Natal, Pietermaritzburg, KwaZulu-Natal, Library and Information studies Department English.
- Faulkner-Brown, H. (1979). The open plan and flexibility in International Association of Technological University Libraries. *Proceedings*. 11, 3-18.
- GMJ Sweeney Law Library (2007). Retrieved August 22, 2008, from UKZN Libraries Web site: <http://library.ukzn.ac.za/GMJSweeneyLawLibrary760.aspx>.
- Higher Education Quality Committee (n.d.). Retrieved August 31, 2008, from Council on Higher Education Web site: <http://www.che.ac.za/about/heqc/>.
- Human resources division (2006). Retrieved August 10, 2008, from the University of KwaZulu-Natal Web site: <http://hr.ukzn.ac.za/HomePage9298.aspx>.
- InfoFind@UKZN (2007). Retrieved August 15, 2008, from UKZN Libraries. Web site: <http://library.ukzn.ac.za/InfoFindUKZN673.aspx>.
- Information services (2007). Retrieved August, 15, 2008, from UKZN Libraries. Web site: <http://library.ukzn.ac.za/InformationServices674.aspx>.
- Inter-library loans (2007). Retrieved August 15, 2008, from UKZN Libraries Web site: <http://library.ukzn.ac.za/InterLibraryLoans672.aspx>.
- Kohl, D., and Sanville, T. (2006). More for the buck: Increasing the effectiveness of library expenditures through cooperation. *Library Trends*, 54(3): 394-410.
- Kuhn, R. (2008). Research Libraries Consortium and research support. *UKZN Library Newsletter*, 9, February, 1-4.
- Library hours (2008). Retrieved August 31, 2008, from UKZN Libraries Web site: <http://library.ukzn.ac.za/LibraryHours755.aspx>.
- Nkurumah, K. (1956). Opening aAddress. University College. Accra.
- Strategic planning workshop (2007). UKZN News Archive. Retrieved August 31, 2008, from UKZN Libraries Web site: <http://library.ukzn.ac.za/News652.aspx>.
- UKZN Libraries Howard College (2008). Retrieved August 14, 2008, from UKZN Libraries Web site: www.library.ukzn.ac.za.

- University of KwaZulu-Natal Libraries. (2005). *Draft collection development policy*.
- University of KwaZulu-Natal Libraries. (2005). *Draft policy for acquisitions of books and serials*.
- University of KwaZulu-Natal Libraries User Survey (2007). UKZN News Archive. Retrieved August 31, 2008, from UKZN Libraries Web site: <http://library.ukzn.ac.za/News652.aspx>.
- University of KwaZulu-Natal Library Equity Committee (2007). *Employment equity progress report 1 October 2006 – 30 September 2007*. KwaZulu-Natal, SA: Author.
- University of KwaZulu-Natal Library Equity Committee (2006) *Library divisional equity plan*. KwaZulu-Natal, SA: Author.
- University of Natal Library Durban (1988) EG Malherbe Library, KwaZulu-Natal, SA: Author.
- Walker, A.D.M. (2004). Library services at UKZN. *UKZN Library Newsletter, 1, August*, 1-4.

MILWAUKEE SCHOOL OF
ENGINEERING
THE WALTER SCHROEDER LIBRARY

Scott Brouwer, MLIS and Gary Shimek, MLIS

OVERVIEW

Although the provision of resources and services in small specialized academic libraries often is constrained by modest budgets, it is also the case that such libraries can demonstrate agility and innovation. Unfettered by many of the demands and organizational cultures associated with the processes, procedures, hierarchies, and bureaucracies in large academic libraries, as well as the need on the part of such libraries to respond to numerous academic departments, small specialized academic libraries can feature agile and flexible personnel who have both the capacity and the opportunity to identify and develop unique and focused core competencies—in addition to traditional library services—in response to the specialized needs of their parent institutions. Because the goal for libraries throughout the world is to better serve their users, innovation in the field of library service does not necessarily mean the development and implementation of high-end technology, but rather an out-of-the-box approach to serving users, according to a recent article in *Reference & User Services Quarterly*.¹ In assessing the service benefits for small academic libraries, John B. Harer has pointed out that small academic libraries feature several “efficacious and desirable [...] qualities” with respect to the LibQual+™ assessment tool—including “lower constituent populations” and “a small physical plant”—that can also contribute to agility and innovation.²

One such small academic library is the Walter Schroeder Library at the Milwaukee School of Engineering (MSOE). With its strategic emphasis on identifying opportunities at MSOE in which library principles, services, and resources can be deployed to provide solutions to problems beyond the library walls, the Schroeder Library has developed unique and specialized services that

have been embraced by the MSOE community, and acknowledged by outside evaluators. In the past six years, the library has been recognized in three separate accreditation visits—twice as a “strength” of the institution by the American Council of Construction Education (ACCE) in 2003 and 2009, and once when it received a commendation as “a library well-suited to the needs of its faculty and students” from the North Central Association of Colleges and Schools (NCA) Higher Learning Commission in its *Final Team Report*, which summarized the finding of the Commission’s accreditation visit to MSOE in 2004. The Walter Schroeder Library primarily serves students, faculty, staff, and alumni of MSOE in Milwaukee, Wisconsin. In previous self-assessments, the library has also identified numerous “external customers.”³

MSOE is a private, not-for-profit university located in downtown Milwaukee. Best known for its applications-oriented curricula, its emphasis on the importance of the laboratory experience, its small classes, and its close association with business and industry, the university consistently maintains a high placement rate of 98%.⁴ In the Winter Quarter of 2008-2009, MSOE had an enrollment of 2,343 full-time-equivalent (FTE) students, including 2,157 undergraduates and 186 graduate students. Accredited by The Higher Learning Commission of the NCA, as well as by ABET, Inc. (formerly the Accreditation Board of Engineering and Technology), MSOE, in 2008, was among *U.S. News & World Report’s* “Best Colleges and Universities” in the country, ranking 10th Best among Undergraduate Colleges in the Midwest. MSOE is also recognized in the “Best Midwestern Colleges” by *Princeton Review*.

Milwaukee is the largest city in Wisconsin. It is the 22nd largest city in the United States, with a population of just over 602,000; the metropolitan area, which includes Milwaukee’s many suburbs, has a population of just over two million residents. The city is located in the southeast corner of the state, approximately 90 miles north of Chicago, Illinois. Milwaukee’s population is generally proud of its ethnic heritage, which is primarily German and Polish; the city is known for its numerous ethnic-related festivals. Although not typically thought of as a college town, Milwaukee, in addition to MSOE, is also home to other private colleges and universities: Alverno College, Cardinal Stritch University, Marquette University, Mount Mary College, the Medical College of Wisconsin, the Milwaukee Institute of Art and Design, and Wisconsin Lutheran College. Milwaukee is also home to publicly supported institutions such as the University of Wisconsin-Milwaukee and the Milwaukee Area Technical College.

MSOE was founded in 1903, just as new occupations were emerging in technical fields, as the use of electrical and mechanical power was greatly accelerated. Engineers and technicians were in great demand, but few people were available who had the formal education and technical training. This demand spurred the development of progressive programs in technical education. Oscar Werwath, a practicing engineer who graduated from European technical schools in the late 19th Century, organized in 1903 what was then

called the School of Engineering in Milwaukee. He was the first person to plan an American educational institution based on an applications-oriented curriculum. From the beginning, leaders of business and industry cooperated in the institution's development, and a close relationship was established that has continued throughout MSOE's history. Such organizations as Allen-Bradley (Rockwell Automation) and Johnson Controls have a history of supporting MSOE with donations and lab equipment.

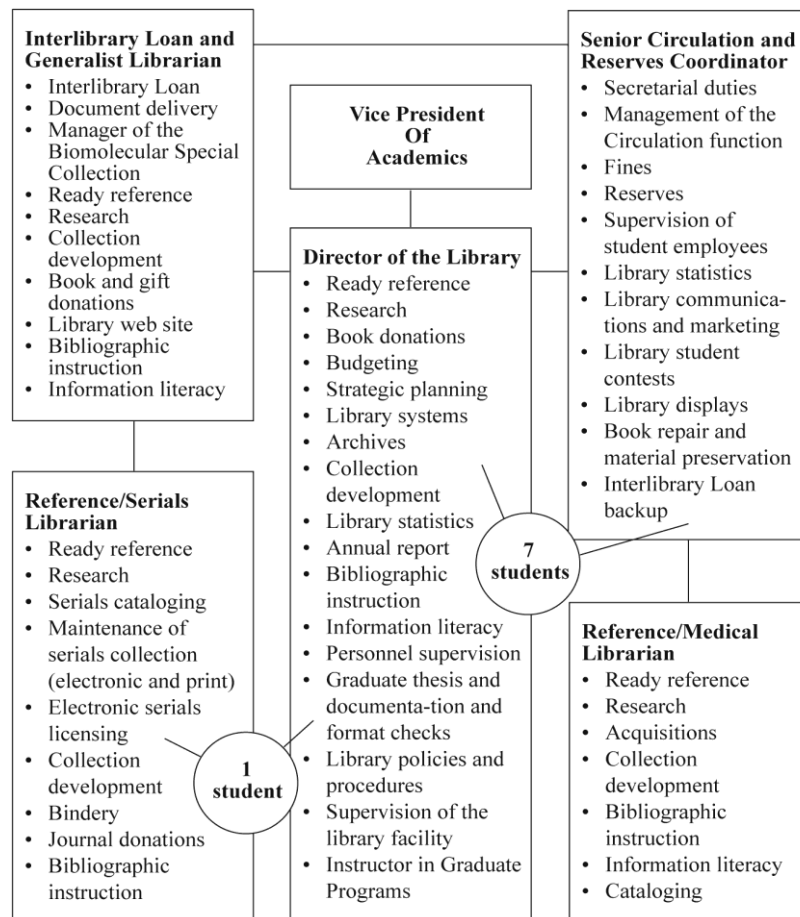
Today, MSOE offers 22 baccalaureate degrees and 11 master's degrees. The undergraduate degrees range from business and nursing to seven specialized engineering degrees. A new baccalaureate degree program in Biomolecular engineering is scheduled to begin in the fall of 2009. The graduate degrees are similarly diverse within the applications-oriented academic curricula. The more than 2,400 students who attend MSOE come from all parts of the United States and from approximately 30 other countries. More than 18,000 alumni live and work throughout the United States and abroad, and nearly 1,500 of them own their own businesses. Unlike the trend in many undergraduate colleges and universities where females outnumber males, the enrollment at MSOE is primarily male, although this dominance of male enrollment is mirrored nationwide in engineering programs, where approximately 17% of the nationwide enrollment are women.⁵ Approximately 18% of the students at MSOE are female, which slightly surpasses the national average. Although the university is recognized for its undergraduate teaching excellence, faculty are increasingly engaged in research and publication. MSOE's Applied Technology Center™ is home to seven nationally known, state-of-the-art research facilities, including the Fluid Power Institute™, the Rapid Prototyping Center, the Center for Biomolecular Modeling, the Engineering Research Center for Compact and Efficient Fluid Power, the Construction Science and Engineering Center, the Photonics and Applied Optics Center, and a NanoEngineering Laboratory.

The Walter Schroeder Foundation provided a generous \$3 million grant toward the construction of the Milwaukee School of Engineering's Walter Schroeder Library in March 1978. On 16 October 1978, ground was broken, and the library was dedicated on 23 April 1980 in a ceremony featuring President Gerald R. Ford. According to its web site, "The Walter Schroeder Library is committed to providing resources and services that meet the informational, instructional, educational and audiovisual needs of MSOE's community." It is a resource for MSOE students, faculty, and alumni. The first and second floors house library materials, group study rooms, electronic equipment, reading areas, ongoing exhibits, and the institutional archives. Classrooms and faculty offices are located on the third floor.

MSOE is led by a 49 member Board of Regents. On-site leadership flows from the Office of the President, Dr. Hermann Viets, who became MSOE's fourth president in 1991. The list of Officers and Deans includes the Vice President of Academics. Library Director Gary Shimek reports directly to the Vice President of Academics. Under the library director are four staff members,

three of whom have earned the MLIS degree, and one who is currently working on the MLIS degree at the University of Wisconsin-Milwaukee. The four staff members include 1) the Interlibrary Loan and Generalist Librarian, 2) the Reference/Medical Librarian, 3) the Reference/Serials Librarian, and 4) the Senior Circulation and Reserves Coordinator. The library actually maintains a “flat” organizational structure. The director’s leadership style is collegial, and emphasizes open communication, coaching, creativity, facilitation, autonomy, and accountability. As such, the library’s organizational chart is rendered as a “flat” structure, with the director at the center of a collegial communication network, as seen in Figure 1.

Figure 1: Walter Schroeder Library Organizational Chart.



GOVERNANCE

Interestingly, the mission statement of the Milwaukee School of Engineering is very short and concise. Instead of attempting to produce a document with flowing rhetoric, MSOE elected to produce a statement that sets a high standard, but at the same time remains exceedingly attainable. It is reproduced here.

MSOE provides a sustained interactive educational climate for students to become well-rounded, technologically experienced graduates and highly productive professionals and leaders.

However, MSOE's mission statement is supported by an "Operating Philosophy," as well as 15 "Institutional Principles." MSOE has employed these statements and principles, as well as other materials, to produce the *MSOE General Education Document*, which articulates the "goals of the General Education Program at MSOE."

The Walter Schroeder Library's vision statement articulates the notion of the library in terms of three broad categories, including people, place, and resources and services. Each of these broad categories is further defined by a total of 19 mission statements, which in turn are associated with goals that change from year to year. Because of the growing prevalence of digitization in today's audiovisual equipment, MSOE implemented reorganization in the summer of 2008, and moved the university's Audiovisual Center from the library to the school's Computer and Communications Services Department. In a future revision of the library's strategic plan, therefore, those mission statements associated with the Audiovisual Center will be eliminated. The library's vision statement, developed in 2001, is explicitly tied to the MSOE mission statement. The library's mission statements are closely related to the mission and General Education goals of the parent institution, MSOE. While the library mission statements address instruction and research, they do not explicitly feature an element of outreach, a traditional aim of governance in higher education.⁶ However, the scope of Mission S of the library ("To promote the library") is interpreted to include outreach efforts. The library's mission statements are reproduced in Appendix A.

By simply looking at the volume of statements under each category, it is easy to see the emphasis placed on resources and services. That is to be expected and hoped for in an academic library mission statement. All of the statements under this category pertain to the aspect of the MSOE mission statement regarding "technologically experienced students." As MSOE is an applications-oriented school, obviously that part of the library's mission statement is also referring to the content of the students' courses; certainly, though, if the library is fulfilling these mission statements, then it is contributing to the students' becoming technologically experienced.

The next largest category of the library's mission statements involves people. For the most part, these statements refer to the library's "customers." In an academic library, these "customers" would consist of students as well as faculty. If the library's mission statement is to reflect the greater MSOE Mission Statement, one can safely assume that the library directs most of its efforts at serving the needs of, and promoting the services aimed at, students rather than faculty. However, although a priority of the faculty is teaching, the library fully supports faculty research needs, as well. Moreover, library personnel increasingly are developing collaborative activities with faculty. The Vision Statements of MSOE and the Walter Schroeder Library are reproduced in Appendix B.

STRATEGIC PLANNING

Strategic planning for the library is developed directly from the vision and mission statements of the library. Emphasis is placed on annual goals that are set before the beginning of a new school year. At the beginning of each fiscal year (on July 1st), library personnel formulate a list of broad departmental annual goals, and then track them throughout the academic year. The list of goals is annually submitted to the Office of the Vice President of Academics, generally by the beginning of the fall academic quarter.

These annual library departmental goals are determined in a number of ways by library personnel. In the process of articulating goals, personnel employ feedback, suggestions, and requests gathered from the MSOE community—students, faculty, and staff—as well as information obtained in professional literature and in continuing education activities. The library also has an advisory committee that consists of one faculty representative from each academic department, as well as a student representative from the Student Government Association. Although a list of annual library departmental goals is submitted to the Office of the Vice President of Academics roughly at the beginning of each fall academic quarter, it is recognized that flexibility must be exercised in the treatment of these goals. Some goals, for example, are quickly met, and their resolution may spawn new goals that were not initially recognized during the determination of the original goals. New goals may then be added. Occasionally, library personnel learn that some goals cannot be met because of circumstances that are beyond the control of the personnel. These goals may be dropped in a given year, and then subsequently revisited. Still other goals may not be met because the resources needed to meet the goals were underestimated or not available, or the goals were considered a lesser priority.

All goals set by the library personnel are linked with at least one mission statement. In fact, each goal on the list of 23 goals for Fiscal Year 2008 (see Appendix C) has the specific mission(s) attached to it. For example, Goal #4 is rendered as follows:

Maintain monthly weeding efforts of approximately 5-10 books per librarian per month. Mission(s): O.

Goal #11 appears as follows:

Evaluate and revise all current library policies and procedures with the help of the Library Committee. Emphasis shall be placed first on the Collection Development Policy. (Mission(s): A, B, O).

This short-range setting of goals falls under the definition of strategic planning, defined as “the process of deciding objectives, on the resources used to attain these objectives and on the policies that are to govern the acquisition, use, and disposition of these resources.”⁷

In addition to its short-range planning, the Walter Schroeder Library also engages in long-range planning. In March 2005, the library produced a “Five-Year Plan,” which was submitted to the Office of the Vice President of Academics. The plan was subsequently revised in August 2006. Anchored explicitly in the mission statement of the parent institution, as well as in the vision and mission statements of the library, the plan “attempts to paint an impressionistic picture of the state of the library in five-year’s time, if current trends continue,” while acknowledging that “it is notoriously difficult to predict the future.” Organized in terms of the library’s strategic emphasis on people, place, and resources and services, the plan uses “talking points to answer the question, ‘Where would we like the library to be in five years?’ ” A total of 27 talking points are featured, including six for “people,” eight for “place,” and thirteen for “resources and services.” The plan discusses the need to increase the “teaching role” of librarians, as well as the necessity to seek out, articulate, and implement faculty-librarian collaborative ventures. A presentation on the redesign of academic libraries at the 2005 Wisconsin Association of Academic Libraries (WAAL) Conference is cited in support of the library’s desire to enhance its “Information Commons,” to create busy and interesting collaborative work areas, and to provide “one-stop” service points for students. Several ideas in the plan have been addressed by library staff (such as the implementation of a food and beverage service); others likely will be addressed before the plan is scheduled to be revised in 2011.

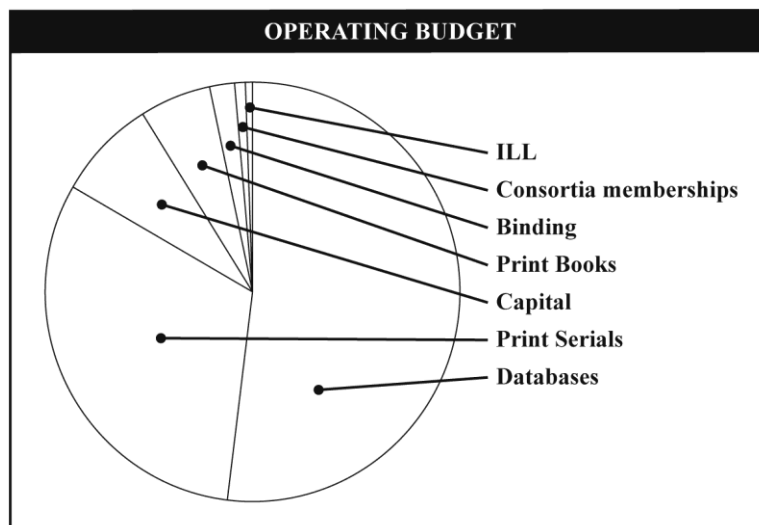
FISCAL PLANNING AND BUDGETING

Although it is true that many academic libraries are facing difficult budget times, the Walter Schroeder Library has been fortunate to see its budget grow in recent years. The library’s overall budget increased 43% from the 2001 fiscal year to the current 2009 fiscal year, although the current international economic crisis in 2009 creates much uncertainty for the immediate future. Budget planning in the library is an ongoing activity. The librarians begin drafting a proposal in January, with a formal budget proposal created and submitted in

March of each year for the following fiscal year. The formal budget proposal is a detailed document that often features specific item requests, as well as justification for those items.

Approximately one-half of the library's operating budget in the 2007 fiscal year was devoted to the purchase of databases; these databases include full-text journal, bibliographic citation, standards, and e-book databases (see Figure 2). Over one-fourth of the library's operating budget was devoted to print journal subscriptions. That leaves less than one-fourth of the operating budget for capital equipment, print books, binding, membership in library consortia, and Interlibrary Loan, although the library is fortunate to have at its disposal a number of restricted endowment funds, which serve as available funding in addition to the library's operating budget. Specific uses of the restricted funds must be approved by the officers of the university.

Figure 2: Walter Schroeder Library Operating Budget for Fiscal Year 2007.



The library has been very fortunate to enjoy healthy budgets in recent years. The growth in the library's budget is a direct reflection of the growth in the library's parent organization. As such, in all discussions about the library budget, Shimek stresses that library personnel must recognize that a variety of institutional priorities exist, that the library is one of many priorities, and that library staff must do the best job they possibly can with whatever resources are made available to them. As the library and MSOE—as well as most educational institutions—are confronted with possible economic challenges in the near future, it is important to focus on what can be done, not on what cannot be done. Moreover, it is also important to continue generating ideas that benefit the

parent organization. In recent years, the library has not had to sacrifice services or collections in order to cover more essential needs; this budget scenario might change in the coming years, but regardless, the library needs to focus on possibilities.

HUMAN RESOURCES

The Walter Schroeder Library, under the direction of Gary Shimek, has a professional staff of four librarians—including Shimek himself—one professional support staff, and student staff that add up to the equivalent of 2.5 full-time positions. According to ACRL's (Association of College and Research Libraries) *Standards for College Libraries*, which ties the number of staff to the annual rate of materials acquisition, the student population, and the overall size of the materials collection, the library should have five professional employees.⁸ With 2,343 FTE students, a collection of roughly 50,000 books, and roughly 1,000 books acquired each year, five professional employees is exactly what the Walter Schroeder Library has. Each librarian has a specialty area, but due to the small staff, each pitches in where needed.

As one would assume with this small staff, no separate Human Resources unit exists in the library. Human Resources activities are appropriately carried out by the library director. Any new professional or paraprofessional position, the director is interested in adding has to be approved by his superior, the Vice President of Academics, along with the remaining officers of the university. All new full-time and part-time positions must feature a complete job description, as well as a thorough justification. Although student staff interviews are carried out by the librarian who would serve as the student's supervisor, the director sits in on most interviews. All new professional and paraprofessional hires must be approved by the Vice President of Academics and the President of MSOE, while the librarians maintain decision making over the hiring of student workers.

MSOE employs a general performance evaluation form that is used by all departments in the university during annual performance appraisals of all employees. To be serviceable for all departments, the form is necessarily "vanilla" in character. Desiring a more thorough evaluative system in the appraisal of his staff, as well as one that integrates library principles and concepts, the director created a guide to the performance evaluation form that links MSOE expectations with the director's understanding of how those expectations can be met in the library setting with respect to the specific duties of his staff. In effect, Shimek's guide 'translates' MSOE's expectations into a measurable assessment tool useful in the library. By following his guide, he is able to sufficiently fill out the general performance evaluation form that is required by MSOE. For example, the MSOE performance appraisal form indicates that an employee should have sufficient knowledge to perform his/her responsibilities. In the library setting, the director 'translates' this expectation to mean that his staff should annually seek out continuing education opportunities.

If a librarian wants to attend a conference, workshop, or class, she/he needs to ask before the budget is finalized so that those costs can be built into the budget. With a small staff, this early requesting is also necessary due to coverage of work schedules. The library currently has the University of Wisconsin-Milwaukee graduate tuition built into its budget for the staff person who is working on her MLIS degree.

DIVERSITY

As with engineering schools nationwide, achieving diversity in its student population is a challenge at MSOE. As MSOE continues to expand its academic offerings into non-engineering areas that emphasize the application of technology to solve problems and to benefit people, such as Nursing, it is likely that the diversity of MSOE's student population will become more pronounced. Currently, mirroring a national trend, the majority of MSOE's student population is Caucasian (83%) and male (82%). Native American, Asian, African American, Hispanic, and international students are all represented, but their numbers are small. The lack of diversity in engineering schools likely is attributable to many factors, but certainly a significant issue is that engineering is not perceived as a career option by many children and their parents.⁹ MSOE's heavy involvement in Project Lead the Way (PLTW) is part of a nationwide effort to educate children about the career possibilities associated with engineering. Until engineering student populations become more diverse, it follows that recruitment of diverse faculty and staff in engineering schools will remain a challenge. With its prevalence of female employees, the library staff is one example of diversity on the MSOE campus. Interestingly, even the library's student worker staff is relatively diverse with respect to the total student population; currently, half of the workers are female and one worker is an international student. Diversity and multiculturalism prepare students to live in a pluralistic society and to compete in a global marketplace;¹⁰ however, if it is difficult to bring that diversity to a work or educational environment because of the general characteristics associated with the employee or student pipeline, then further developments must wait until the pipeline itself is transformed.

Nonetheless, an historical perspective does provide evidence that MSOE is making slow but steady progress in increasing its diversity: "Conscientious efforts have been made to increase the diversity of the faculty," for example. As a result, steady increases have occurred in the percent of full-time female faculty as a portion of all faculty from 12% in 1983-1984 to 20% in 2002-2003; increases in the number of women and minorities have occurred in staff and academic administrative positions.

When hiring, the director is aware of the need for diversity, but no quotas have to be met and no formal mandate exists from the administration to increase diversity in the library staff. He is responsible for hiring the most qualified person for each job he has to fill.

COLLECTION DEVELOPMENT

Studies indicate that many college libraries never write collection development policies, and few are doing anything formally in collection development.¹¹ The Walter Schroeder Library's current collection development policy is out of date and badly in need of updating. The introduction to the current collection development policy can be found in Appendix D. Although the policy continues to provide some guidance for the librarians, the main problem with the current collection development policy is that it is pre-Internet. Presently, online databases are a large part of what the library offers to its students, meaning a large part of their collection is not covered by the current collection development policy. In the development of any new collection development policy, the library staff will be responsible for drawing up the policy. No additional approvals would be required to implement a new policy, but with its emphasis on customer service, the library staff would seek to involve faculty, staff, and students in the development of the policy. Moreover, a policy that was not clear, not understandable, and not agreeable to its constituents would be a policy wedded to failure.

When asked to discuss the pros and cons of having a collection development policy, the director offered a very informative and nuanced answer. Although the library has been very fortunate with its budget, funds are not unlimited. Resources for this particular library can be expensive, given the specialized technical curricula that the library's collection must support. As such, the collection development policy helps to articulate how far the library can go towards providing many of the very best materials for the technical fields that are studied at MSOE. The collection development policy keeps the library staff focused on the purpose of the library, with respect to its vision and mission statements; a good policy also keeps a library staff in touch with their constituents. Each academic department at MSOE, for example, has a faculty member on the library advisory committee, allowing the library staff to hear from all academic programs. This feedback would be particularly vital in any revision of the collection development policy.

With its healthy budgets in recent years, the library staff has not felt the need to stretch resources, or to sacrifice print materials in favor of electronic journal databases. The costs of print journals are always a challenge, however, so the library developed an online feedback system for use by faculty. Faculty use the system to evaluate the print journal collection, and to suggest new subscription purchases, as well as the elimination of print subscriptions that are no longer useful. Current print subscriptions can be evaluated by faculty, because each print title features the number of uses (which is measured by the library) in the current year and in the three previous years, as well as a "cost-per-use" (CPU) ratio; online availability of the journal in a full-text database is also provided. Use of this system enables library staff to obtain both guidance and support from faculty with respect to journals that should be dropped because

they are not being used. The library staff has contemplated the replacement of all print journals with electronic subscriptions, and it is likely that the library's journal collection will be largely an electronic collection in the future. However, a significant portion (about 30%) of the library's current print subscriptions are not available electronically; it is still necessary, therefore, to maintain print subscriptions.

Another collection evaluation activity in the library is the annual book weeding. A variety of book weeding processes have been experimented with by library staff, including systematic ongoing efforts that involve guidance from faculty, as well as large-scale, one-time events that focus on a particular section of the collection. In all cases, lists of books have been selected for weeding, based on certain criteria. Exceptions are made with requests that certain titles be retained.

With respect to the evaluation of the overall library collection, library usage has increased every year from Fiscal Year 2000 through 2007, climbing a total of 27% in the seven year period. The library owns 50,280 print volumes, and 45,516 unique titles. Approximately one-half of these books are devoted to engineering, mathematics, health sciences, physics, and chemistry. Annual print book circulation in the seven year period of 2000 through 2007 averaged 6,264 checkouts and ranged from a low of 5,601 in FY2001 to a high of 6,942 in FY2002. The count for the most recent year available, FY2007, was 5,982. In FY2007, the per capita student checkout rate was 1.8, and the per capita faculty checkout rate was 5.7. Although print book circulation in the past three years has not approached the level achieved in 2002, the checkout rate for faculty and students is essentially stable. In addition to checkouts of library materials, library staff also measure in-house usage of books. In-house usage ranges from 1,100 to 1,300 uses annually.

Library personnel actively gather feedback and suggestions for new book purchases from students, faculty, and staff. A web-based site is available for patrons to suggest new purchases. Library personnel use finding aids to identify useful print book acquisitions for academic programs, including respected book review journals, publishers' catalogs, and reviews in subject discipline journals. New acquisitions are listed by academic program on the library's web site. Library personnel also engage in proactive e-mail marketing of new book acquisitions. New acquisitions were down in Fiscal Year 2007, with a total of 948 new print books, as compared to previous years when the new acquisition count was over 1,000 new books.

In addition to print books, the library subscribes to several electronic book services, including Books24x7, Safari Tech Books, Opposing Viewpoints, Knovel Scientific and Engineering References Online, and NetLibrary Academic E-books. These e-book services provide users with access to an additional 23,000 books. These services are heavily used by the MSOE community. The total number of e-book usage sessions in FY2007 was 4,699, a

10% increase since FY2005. All e-book services are remotely accessible to members of the MSOE community.

The library currently subscribes to 384 print journals, magazines, newspapers, and other serial subscriptions, largely in support of the curricula at MSOE. In-house print serial usage is recorded by the library staff. Usage of the print journals is heavy, averaging 4,103 users annually for the past three fiscal years. Together, with the full-text journals in databases and individual electronic journal subscriptions, the library provides the MSOE community with access to more than 55,000 journals, magazines, and serial publications. Beginning in July 2008, the number of online journals increased significantly with the addition of new electronic journal services, including ScienceDirect College Edition and IEEE IEL Electronic Library. Subject coverage in ScienceDirect includes the physical and health sciences, as well as the humanities. All electronic journals are remotely accessible by members of the MSOE community, either by means of a remote access password, or through the use of the MSOE proxy server.

SPECIAL COLLECTIONS

One unique special collection the library maintains is the Biomolecular Model Lending Library collection. The collection, and how it is maintained and deployed, is an example of how the library employed library concepts, principles, and procedures to solve problems beyond the library's walls. The Center for Biomolecular Modeling on the campus of MSOE creates unique physical models of molecular structures using rapid prototyping technologies. The Center works with research scientists to create custom models of the proteins whose structures they are investigating. The Center is unique in the world, bringing together the disciplines of engineering, structural biology and computer visualization. Wishing to make its models widely available to researchers, educators, and students nationwide, the Center struggled with the logistics, scheduling, and tracking associated with sending models to borrowers. Meeting with the library staff, representatives from the Center realized that the library could handle the models as Interlibrary Loan transactions. The Center now houses a lending collection in the library and the library uses its Interlibrary Loan services to disseminate the models around the country. The function is jointly supported by the Walter Schroeder Library and funds from the NIH-SEPA award and an NSF-CCLI award. It is a very popular collection, and its use has grown very rapidly; students, teachers, and researchers from across the United States make use of this valuable and unique service.

UNIQUE SERVICES

The Biomolecular Model Lending Library is not the only unique service provided by the Walter Schroeder Library in response to the specialized needs of its parent institution. In compliance with the MSOE Graduate Programs Council

(GPC) Policy Number 9, the library is responsible for all graduate thesis and capstone project report format checks to assure that all such work complies with one of the respective MSOE style guides that graduate students are required to use in the production of their thesis work. Shimek, in fact, is the co-author of both style guides (one style guide is employed in “technical documents,” which typically feature equations, formulae, and other types of mathematics, while the second style guide is deployed for “non-technical documents”). The director is also the co-author of the *MSOE Undergraduate Style Guide*, which was derived from the graduate style guide for non-technical documents. As part of his faculty responsibilities, Shimek periodically revises the style guides, and carries out the graduate-level format checks. The format checks contribute to the quality of the thesis work at MSOE, and have the added advantage of enabling the librarians to be fully familiar with the type of research carried out by graduate students. Shimek often uses the bibliographies, references, and footnotes in these documents to identify and to purchase items for the library collection. Format checks also help library personnel to become familiar with cutting-edge topics in technical areas.

All of the MSOE style guides address the topics of plagiarism and copyright. In an effort to contribute to the enforcement of MSOE’s academic integrity policy, the library not only carries out plagiarism checks, but also subscribes to the Turnitin.com Plagiarism Prevention Service. Turnitin.com is a web-based service that enables users to verify if student work is plagiarized. The library’s subscription to the service provides all MSOE faculty with access to the site. Library personnel increasingly are also asked by faculty and students to provide guidance in matters concerning copyright.

BIBLIOGRAPHIC INSTRUCTION AND INFORMATION LITERACY

MSOE’s bibliographic instruction provides students with the ability to adapt intellectually and technologically so that they can effectively identify, retrieve, and evaluate information.¹² Library personnel at the Walter Schroeder Library provide information and instruction to users through a variety of reference and bibliographic services, such as course-related and course-integrated instruction, hands-on active learning, ready-reference, orientations, limited formal courses, tutorials, pathfinders, point-of-use instruction, and customized, in-depth research services. MSOE’s formal General Education document articulates what every student should know by the time they leave MSOE. One of the areas addressed in the document is information technology. Library staff see these instructional services as efforts in fulfilling that mandate. The General Education document currently does not feature a formal articulation regarding information literacy, but faculty have expressed the need to include an information literacy provision in the next version of the document.

Each academic year, an average of 30% of FTE MSOE students takes part in a library instruction session. By the time that they graduate, most students

have taken part in at least one aspect of the library's broad information literacy program. Many class instructors take classes into the library for a basic tour of the building and an overview of its resources, led by a librarian. While no General Education-required information literacy class exists, many classes feature assignments that integrate library research. In a self-study conducted by the university in conjunction with an accreditation visit in 2004, a total of 69% of faculty indicated that they required assignments with library research. Shimek indicates that such assignments are particularly effective when the faculty work with the library staff to produce assignments that require students to utilize library resources in the deliverables associated with the assignments. The director also teaches graduate-level research and writing courses that integrate such assignments, and sees the need for more faculty to do the same.

A significant concern held by the faculty at MSOE is the use of credible information by students in the completion of their course deliverables. Increasingly, library personnel are being called upon to educate students to go beyond Google, to help make students aware of methods and procedures for locating and evaluating credible information, and to understand the strengths and weaknesses of using the Internet as a research tool. As a result, library personnel have created and maintain a number of web-based tutorials, which are often integrated into classroom instruction. These web-based tutorials are an effective method in achieving positive results in the quality of the deliverables. These tutorials can be found on the library's web site and include many course-specific tutorials.

For example, library personnel designed a web-based tutorial for *AE-100: Introduction to Architectural Engineering and Construction Management*. AE-100 is an interdisciplinary, team-taught course that features an overview of the architectural engineering and construction management programs at MSOE. Virtually all Architectural Engineering and Construction Management students register for AE-100. One entire session of AE-100 is devoted to the library's web-based AE-100 tutorial, which introduces students to general library resources, as well as specialized information resources that support work in the AE and CM programs. Each year, library personnel update the tutorial to add new sources and tools. The tutorial features twenty questions about library research, which students must answer and include in their portfolio for the course. The tutorial features a user survey, which provides students with the opportunity to give feedback to library personnel concerning the assignment.

A general research tutorial exists which is entitled START, an acronym for STudent Academic Research Tutorial, which provides students with a brief orientation to conducting library research. START was designed by Technical Communications students in the MSOE General Studies Department as a term project, and in consultation with the librarians. Alongside this tutorial, other tutorials include "Google: How to Search Google Effectively", "U.S. Patent Searching Tutorial," and "Using Wikipedia in Research."

According to a recent self-assessment, library personnel maintain an ongoing interest in learning how the library makes a difference in the lives of its customers, including MSOE students, faculty, and staff. Library personnel are particularly interested in verifying that they are successful in making students aware of the wealth of library resources available to them, as well as how to use the resources effectively. In addition to the use of an in-house survey and user surveys in association with the library web-based tutorials, library personnel also developed and tested a pre-test/post-test instrument. The pre-test/post-test instrument was associated with a web-based library orientation tutorial, and was successfully administered in six sections of the same required first-year orientation course in the Fall Quarter of 2006. Results from the pre-test/post-test were compiled and analyzed, and library personnel subsequently issued an assessment report, which also led to changes in the design of the tutorial.

INFORMATION TECHNOLOGY

Although it features a number of walk-up laptop and desktop machines that students can use to access their network accounts, the Walter Schroeder Library does not house the open computer lab that is a staple in most academic libraries. The reason for this state of affairs is that MSOE has instituted a laptop computer program that gives each incoming student a laptop and software to use during their years at MSOE, and which they may keep upon graduation if they adhere to the usage policy. The laptop package includes such amenities as insurance for loss or theft, hardware and software, bi-annual upgrades, wireless access, on-site repairs, and user training and support. Library users may search the library catalog via the Web to determine the library's holdings, including print books, electronic books, print journals, multimedia items, and other holdings. The library catalog is part of a fully-integrated library system featuring the relational database system, Sybase. The library integrated system is called Horizon, and it is produced by SirsiDynix. Library users may use the catalog to check their own library records, including items currently checked out, and they may renew books online. The library catalog is heavily used; in the past three fiscal years, the average number of searches conducted annually on the system is roughly 26,000.

One of the most valuable resources made available to MSOE's library users is a large selection of database services. These databases provide access to an enormous amount of information in a wide variety of information formats. The library pays for access to approximately 90 databases. The full slate of databases can be searched alphabetically, by subject, or by academic major. Most databases are protected either by passwords or IP-authentication. All databases are remotely accessible, although remote access schemes vary; some require passwords, while others require users to login to the MSOE proxy server. Databases include the following general categories:

- Book-finding databases – These databases enable users to identify relevant books by subject or topic. Examples at MSOE include *Books in Print* and *WISCAT*.
- Electronic book databases – These databases enable users to search and to read online the full text of books. Examples at MSOE include *Books 24x7*, *BusinessPro* and *ITPro*, *NetLibrary*, and *Knovel Scientific and Engineering References*.
- Standards and codes databases – These databases enable users to search for relevant standards and codes, either to read them online or order copies through the library. Examples at MSOE include *ASTM Standards Delivery Service* and the *NFPA Codes*.
- Directory databases – These databases enable users to search for and read online basic directory information about companies, business, and organizations. Examples at MSOE include *ReferenceUSA* and *Associations Unlimited*.
- Article-finding databases – These databases enable users to search for and to identify relevant articles and technical papers published in journals, magazines, conferences, symposia, and other serial publications. Examples are: *MSOE EI Compendex* and *CSA Environmental Sciences and Pollution Abstracts* database.
- Full-text article databases – These databases essentially provide access to the full text of articles published in journals and magazines. Subscriptions to these databases – along with individual online journal subscriptions and individual print journal subscriptions – enable the MSOE library to make available the full text of more than 55,000 journals and magazines. Examples at MSOE include *Academic Search Complete*, *Business Source Complete*, *ABI/Inform Global*, *IEEE/IEL Xplore*, and *ScienceDirect College Edition*.

COOPERATIVE PROGRAMS/CONSORTIA

MSOE participates in a number of resource sharing programs. These resource sharing programs enable the library to obtain, or to provide access to, information resources held in other libraries and organizations. This service is free to faculty, students, and staff. The library maintains a membership in the Library Council of Metro Milwaukee (LCOMM), a group consisting of more than 120 local-area libraries. Membership in LCOMM enables the library to issue Infopasses to MSOE students, faculty, and staff who wish to borrow materials from participating libraries. Participating libraries include major research libraries, such as Marquette University, Milwaukee Public Library, and the University of Wisconsin-Milwaukee. According to the director, Infopasses are being used less and less, probably because they require patrons to visit other libraries, and with MSOE's fast academic quarter system, many students do not feel they have the time to acquire materials themselves from other libraries.

The library also maintains a membership in the Wisconsin Library Services (WILS) organization, which is located at the University of Wisconsin-Madison. WILS is a contracting agent for the Online Computer Library Center, Inc. (OCLC). This membership enables the library to conduct interlibrary loan transactions with libraries throughout the world. Via the OCLC computer network, the library additionally participates in “Libraries Very Interested in Sharing (LVIS),” a growing group of libraries nationwide that lend materials at no cost. The Biomolecular Models special collection plays a significant role in MSOE’s interlibrary lending. The total number of library interlibrary loan transactions – including both borrowing and lending—in FY2007 was 2,315, a 15% increase over the number of transactions in FY2005.

The library also budgets for, and maintains, an active document delivery service. This service downloads articles and standards requested by library users. Copies of numerous standards are obtained as needed via the service, including standards from many international engineering and technical standards organizations, such as ASTM, ANSI, SAE, and ISO.

ACCESS AND PUBLIC SERVICES

The Walter Schroeder Library maintains a number of additional resources and services that help MSOE academic programs to achieve their program objectives. For faculty who wish to make course readings easily available to students, the library maintains a reserves function, including an electronic reserves option. In cooperation with MSOE’s Learning Resource Center (LRC) and its academic support activities, the library provides space for an “LRC Drop-In Lab” for students seeking academic tutoring.

While the library is open to the public, Shimek noted that MSOE is a very specialized academic environment and does not expend much energy on making public access and services a priority. He even noted that there has been some desire on the part of campus safety contingents to make the library inaccessible to the public; library personnel and faculty have resisted that measure strongly and have pushed for increasing activities that open MSOE and the library to the public. In truth, the public has very limited access to the services provided at the library, besides physical access to the building and materials. Members of the public can acquire a special borrower’s card for an annual fee, but otherwise are not able to check out items, except with the use of an InfoPass. MSOE’s Grohmann Museum is open to the public, and is home to the world’s most comprehensive art collection dedicated to the evolution of human work.

MARKETING LIBRARY AND OUTREACH

While the library does not have a formal marketing program, it actively promotes many of its services and resources. The library creates and distributes e-mail lists of new library books, for example. The lists feature images and

descriptions of recently-purchased books devoted to subjects covered in all academic programs at MSOE. The response to the lists by library customers is usually favorable, and often prompts checkouts of new books. In 2007, the library created a student employee position devoted exclusively to marketing. The first student employee to hold the position had extensive brochure design experience with desktop publishing, and subsequently designed a variety of brochures, posters, bookmarks, and “hot topics” library fliers for distribution around the campus. The student also designed the library’s new logo, which is employed to “brand” all library publications.

Figure 3: The Walter Schroeder Library Marketing Logo



Other outreach activities that raise the visibility of the library include the library’s support of the Grohmann Museum. Before the construction of the Grohmann Museum, the library hosted quarterly Gallery Nights, which were open to the public. After the opening of the Grohmann, and during the summer of 2007, the library processed and cataloged the majority of the current holdings in the library of the Grohmann Museum. Additional holdings are cataloged as they are acquired by museum personnel. Holdings in the Grohmann Museum Library can therefore be searched in the Walter Schroeder Library’s web-based catalog.

Also, MSOE recently announced a partnership with the Goethe House. The Goethe House is a non-profit German-American cultural institute that has existed in Wisconsin since 1958; its mission is to serve as a state wide resource for information about the past and present culture of all German-speaking people. The Goethe House is officially housed in the MSOE Alumni Partnership Center. However, the Goethe House has an extensive library of books, ranging from 11,000 to 16,000 volumes, the majority of which cannot be housed at the Alumni Partnership Center. In order to address the need to have these materials available, the MSOE library is helping personnel in the Goethe House to plan and implement the cataloging and storage of the books.

The library also markets itself by attracting patrons with special displays or exhibits. Working with the National Society of Black Engineers and the Student Life Department, and in celebration of the 2008 African-American History Month, the library co-sponsored and hosted an exhibit from the Wisconsin Black Historical Society and Museum entitled, “The Significant Other: A History of African American People in Milwaukee.” The exhibit featured 135 historical photographs documenting the important but often unrecognized contributions

that African Americans have made to Milwaukee in business, housing, churches, and social organizations. A web site was created in support of the exhibit by the library's webmaster, Liz Suelzer. In March 2008, the winning entries from the 2008 Martin Luther King Celebration Art Contest were put on display in the MSOE Library. The winning entries will remain on display indefinitely. A wall in the library has been designated as a permanent home for all winners of the current and future MLK Art Contests.

Also in March 2008, the library placed on display the Lego[®] Miller Park, which was designed and built over a seven year time span by an MSOE Architectural Engineering student. Lego[®] Miller Park is a three-foot tall duplicate of the Milwaukee Brewers' Miller Park baseball stadium, featuring motors, lights, electronics, specialized software, and a fully-functional roof that opens and closes. Since its unveiling in the library, the model has garnered a tremendous amount of attention, including local and national media coverage.

Each year, the library sponsors a new book giveaway for MSOE students and employees at the annual MSOE Health Fair. Working with MSOE's Director of Health Services, the library purchases health-related books and CDs, which are given away to students and employees in a drawing at the Health Fair. In addition, the library purchases copies of the books and CDs for the library collection.

The library staff are also trying to meet their patrons where they already are—online. In addition to creating a Facebook site for the library, library personnel redesigned the library's web site over the summer of 2008. Beginning in January 2008, library personnel began evaluating numerous library web sites in an effort to identify "best practices." Library personnel developed a lengthy list of design ideas and practices, including several Web 2.0 practices and technologies, which they attempted to include in the re-design project. The re-designed site features several marketing functions, such as highlights of new books, the "Print Resource of the Month," and the "Database of the Month."

PHYSICAL FACILITIES AND THE LIBRARY BUILDING

MSOE's new library building opened in 1980. Its \$4 million construction cost was funded by a \$3 million grant from the Walter Schroeder Foundation, and a \$1 million grant from the United States Department of Health, Education and Welfare. Consisting of 53,700 square feet, the library occupies the first two stories of the library building's three stories. The library is open 89 hours per week during the fall, winter, and spring academic quarters. Hours vary during holiday and vacation periods. Highlights of each floor follow.

2nd floor

- Main entrance of library

- Schroeder Meeting Room, featuring executive seating and chairs, two physical network connections, wireless network access, a ceiling-mounted LCD projector, and a motorized screen
- Circulation Desk
- Print Reserves
- Print Reference Collection
- The entire circulating collection of print books
- Leisure-reading paperback and browsing collection
- Six study rooms featuring physical network connects as well as wireless MSOE network access
- Ten walk-up laptop and desktop workstations, with MSOE network and Internet access
- Three Internet desktop workstations available for searching the library catalog
- Networked digital copier/printer/scanner
- Two “rapid-print stations” for quick print jobs to printer
- Two scanners available for use by students, faculty, and staff
- Display cabinets
- Feedback stations
- Talking, socializing, group work, and cell phone use are all permitted on this floor

1st Floor

- Print journals and magazines
- Print indexes
- Master’s theses and capstone project reports
- Senior Design Projects
- Software Engineering Special Collection
- Four desktop workstations, with Internet access
- A networked desktop workstation located near periodicals with catalog access
- Microfiche cabinets
- Microfiche copiers
- Archives
- Individual study carrels
- Feedback stations
- This floor is a study floor. No talking, socializing, or cell phone use is permitted on this floor.

A modest remodeling project is planned for the near future. In 2007, library personnel worked with marketing students in the MSOE Radar School of Business (RSOB) to develop a survey that measured interest in a library food and beverage service. More than 85% of respondents indicated a desire for the library to provide a food and beverage service; 50% of those respondents expressed an interest in a café setting. In the summer of 2007, the library also worked with a team of students in an RSOB Project Management class. The

student team produced a “Library Improvement Proposal,” which featured recommendations concerning improvements in the library. In addition to a recommendation to implement a food and beverage service, the proposal also called for other improvements, such as the installation of additional electrical outlets to accommodate the use of laptop computers by students. As a result of these initiatives, in January 2008, the library installed food and vending machines featuring high-quality food and beverage products. The vending machines have been extremely popular. During their first week of operation, they accounted for 39% of all MSOE vending sales, and 22% of all sales during their second week. Sales continue to be strong, and library personnel are working on plans to establish a café area in the library, to be funded, in part, by a cash donation that was received from the William Stark Jones Foundation in Milwaukee. Plans are also in place to install additional electrical outlets, and to remodel the archives space in the library.

EVALUATION ACTIVITIES

Although Walter Schroeder Library personnel are aware of the ACRL *Standards...* for libraries in higher education, and although the standards have influenced the library’s strategic plan (including its vision and mission statements), library personnel do not maintain formal documentation supporting the Walter Schroeder Library’s success at meeting those standards. Instead, formal documentation is maintained with respect to the completion of annual goals. Formal documentation has not been deployed explicitly for the ACRL standards because the various accreditation visits in the previous seven years have not expressed a specific interest in the ACRL *Standards...*; rather, accreditation teams have been more concerned with evidence that indicates that the library is meeting its goals and serving its customers.

In addition to the wide variety of assessment tools deployed by the library—including web-based surveys associated with tutorials and pretest/posttest tools—the library also administers brief paper-based, in-house surveys. Survey results are tallied annually, and although they reveal a consistent 95% satisfaction rate with the library, library personnel particularly value these surveys as a means for identifying both problems and opportunities. The survey instrument is reproduced as Appendix E. Library personnel have also designed and administered web-based surveys that seek to measure general customer satisfaction with library resources and services. Although library personnel make every effort to engage with students in an effort to identify areas for improvement, the librarians are aware that improvement is never achieved—it is a constant journey.

APPENDIX A LIBRARY MISSION STATEMENTS

People

Mission A: To support the mission, principles, and goals of MSOE and to build interdepartmental cooperation and communication.

Mission B: To be customer-driven, customer-responsive, and service-oriented, and to regularly evaluate who our customers are and what they need.

Mission C: To regularly evaluate if customers are changed as a result of contact with the library.

Mission D: To recruit and retain a highly qualified, effective and numerically sufficient staff.

Mission E: To motivate library staff to high levels of achievement, encouraging continuing development and staff enhancement.

Place

Mission F: To house the library's collections in adequate facilities conducive to the use and preservation of the collections.

Mission G: To provide a well-maintained and safe environment.

Mission H: To provide an inviting, welcoming, interesting, aesthetically-pleasing environment.

Resources/Services

Mission I: To provide bibliographic, physical, and intellectual access in the library and outside of the library to recorded knowledge and information consistent with the teaching, research, educational, professional, social, and recreational activities of the library's customers.

Mission J: The library serves the informational needs of its customers by providing access to information resources, such as books, journals, videos, databases, etc. In serving the informational needs of our customers, the library will facilitate access to local, national, and international resources, and will make information readily available, recognizing that formats can change or evolve.

Mission K: To serve the instructional technology and audiovisual needs of our customers.

Mission L: To guide our customers in the identification, interpretation, and use of library materials, information, resources, and equipment.

Mission M: To educate our customers in the use of audiovisual equipment and information technology.

Mission N: To ensure the preservation and availability of official records and other materials which document the history of MSOE.

Mission O: To respond to the changing state of knowledge, the curriculum, and the information needs of our customers by evaluating collections, services, and resources necessary for meeting needs, and to implement change as appropriate.

Mission P: To maintain adequate equipment and technology consistent with the mission of the library and the needs of customers.

Mission Q: Acquire materials—and acquire access to materials—in appropriate formats and in sufficient quantity, depth, and diversity to support teaching, education, research, and study in the subject areas of the MSOE curriculum, in

addition to documented information needs consistent with the professional, social, and recreational activities of the library's customers.

Mission R: To embrace innovation, new technology, and new practices in order to become an information producer of unique materials and resources online.

Mission S: To promote the library.

APPENDIX B MSOE VISION STATEMENT AND LIBRARY VISION STATEMENT

MSOE Vision Statement

MSOE will always be at the forefront of professional education with emphasis on both theory and technology, coupled with intensive laboratories and career practice.

Library Vision Statement

In support of the Milwaukee School of Engineering's mission, principles, and goals—and featuring an inviting, friendly, interesting, service-oriented, customer-responsive environment that encourages the exchange of ideas, intellectual curiosity, learning, and discovery, in addition to quiet study—the Walter Schroeder Library provides resources and services that meet the informational, instructional technology, and audiovisual needs associated with the educational, research, professional, social, and recreational activities of its customers.

Specifically, the library seeks to provide recorded knowledge and information—or access to recorded knowledge and information—consistent with present and anticipated documented information needs at MSOE.

At all times, the library works to contribute to the overall mission of MSOE. A total of 19 specific mission statements currently support and define the library's vision. These 19 mission statements may be classified into one of three broad categories:

1. The library serves the intellectual and social needs of people.
2. The library is a place.
3. The library makes available resources and services.

APPENDIX C MSOE LIBRARY FY2008 GOALS

Goals

1. Maintain new book buying.
2. Calculate academic program allocations and maintain purchasing of new books for each academic program.
3. Select books based on customer suggestions and on relevance to the educational, research, professional, social, and recreational activities of the MSOE Community, but with an emphasis on educational, research, and professional needs.

4. Document purchases in Excel acquisitions spreadsheet. Use e-mail and other means to market new books when they are available for checkout. Mission(s): B, J, O, Q
5. Evaluate the print and e-journal journal subscriptions by compiling and making available to MSOE faculty the annual web-based print journal evaluation. By “click and vote”, faculty quickly and easily provide input to library staff concerning print journals, including new journals to be added and older journals that should be cut. Mission(s): B, J, O, Q
6. The vendor (Sirsi-Dynix) of the library's current database system (Horizon) has announced that the Horizon is an end-of-life system that will not be further developed, although it will continue to be supported by the vendor. The vendor has announced plans for a new library system, code-named “Rome”— tentatively scheduled for release in late 2008 or early 2009. Horizon customers eventually will be expected to migrate to “Rome”. The library’s current version of its system is stable, and will be supported for at least two more years. Library staff shall evaluate options with respect to the library database system. Current options include: (i) joining the SWTICH consortium; (ii) migrating to “Rome”; (iii) purchasing and migrating to a new library system (e.g., Innovative); (iv) implementing an open-source system. Evaluation of options shall include faculty and library committee input. Mission(s): P, R
7. Maintain monthly weeding efforts of approximately 5-10 books per librarian per month. Mission(s): O
8. Plan procedures, methods, and schedule for implementing a large-scale book weeding initiative in the Summer of 2008. Implement in the summer of 2008. Mission(s): O
9. The library needs to maintain exhibits. Library staff should seek out exhibit opportunities (e.g., faculty, staff and students interested in sponsoring an exhibit), including the possibility of hosting a traveling exhibit from the American Library Association (ALA) or other groups. An official exhibit policy needs to be created and implemented. For each exhibit, a website needs to be created. Consideration shall be given to having the library’s new marketing student assume some responsibility for coordinating an exhibit function. Mission(s): H, S
10. With the addition of a marketing student worker to the library staff, library staff shall implement stronger library marketing efforts and activities, including—but not limited to—the following activities: (i) marketing of all databases via e-mails; (ii) marketing of all library services via emails, brochures, flyers, and other publication activities; (iii) marketing of the library’s services, resources, staff, activities in Facebook (thus, the design, implementation, and maintenance of a Facebook presence is necessary); (iv) planning, marketing, and implementation of library special events (such as author book talks,

- including a book talk by Dr. Patrick Lung for his new book on the Blackhawk War. Mission(s): L, S
11. Carry out a second-year assessment of the library's OR-I00 tutorial. Produce written assessment report. Mission(s): B, L, R
 12. Design and implement web-based tutorials for EN-131, EN-132, and HU-I00. Mission(s): B, L, R
 13. The following library assessment activities need to be finalized and implemented: ~ A formal library assessment plan needs to be written. Mission(s): C.
 14. Evaluate and revise all current library policies and procedures with the help of the Library Committee. Emphasis shall be placed first on the Collection Development Policy. Mission(s): A, B, O.
 15. Continue the development of the Archives function, and the organization of the archives. Specific activities include:
 - ~ Seek grant funding opportunities to finance the archives.
 - ~ Use annual funds available from Nursing Alumni Association to establish and maintain annual archival internship.
 - ~ Create detailed web-based finding aids for the archives.
 - ~ Maintain archives website.
 - ~ Plan cataloging of archival items. Maintain "fast-track" method of processing of items that employs student help.
 - ~ Plan digitization of MSOE historical photos housed in the Marketing Department.
 - ~ Create and implement archival policies and procedures.Mission(s): N.
 16. Conduct a library strategic planning session. Mission(s): O.
 17. Write and implement a Schroeder Endowment proposal to obtain new study tables and chairs, and "laptop trays" for the library. Mission(s): G, H.
 18. Based on suggestions from a "Library Improvement Proposal" authored by MSOE students in a summer 2007 Project Management course, obtain additional electrical outlets in the library study rooms and throughout the library. Mission(s): G, P
 19. Based on suggestions from a "Library Improvement Proposal" authored by MSOE students in a summer 2007 Project Management course, work with Facilities to install shelving around columns in the library. Mission(s): G, P
 20. Based on suggestions from a "Library Improvement Proposal" authored by MSOE students in a summer 2007 Project Management course, plan the remodeling of the library study rooms. The following design possibilities have been identified:
 - (a) The creation of themed rooms (e.g., the Florence Nightengale Room, the Charles Steinmetz Room, the Isaac Newton Room, etc.), featuring modest decoration based on the theme—themes would

emphasize disciplines at MSOE; themes would entail individual decorating/painting of each room.

(b) The creation of “Executive Study Suites”. Each room could feature unique amenities useful for team study (e.g., movable furniture, wall-boards, whiteboards, LCD panels, etc.).

It is possible to combine (a) and (b). Planning should entail the following activities: (i) students should be actively involved in the planning by means of surveys, focus groups, and consultation activities; (ii) Development should be consulted about the possibility of sponsors for the rooms. Mission(s): B, G, H, S.

21. Based on suggestions from a “Library Improvement Proposal” authored by MSOE students in a summer 2007 Project Management course, implement a food and beverage service in the library. Work with Food Service and Housekeeping. Mission(s): A, B, G, H, P, S.
22. Continue to expand the holdings of materials in the Faculty Development Collection. Mission(s): B, Q
23. Work with the Mechanical Engineering Department to plan and implement a web-based tutorial for the ME-IOO course. Mission(s): B, L
24. In order to elicit and compile campus-wide feedback, write, issue, and publicize an e-journal transition position paper. Mission(s): J, L, O, Q, R
25. Compile and publish FY2007 Annual Report for the library. Place FY2007 Report - and all previous Reports - on the MSOE Intranet. Mission(s): C
26. Implement scheduled people counts of the following areas: Schroeder Room; study rooms; 2nd floor, west side (lounge area); 2nd floor, east side (book shelves area); 151 floor, west side (study zone); 151 floor, east side (periodicals area). Mission(s): C

APPENDIX D

FIRST PAGE OF THE MSOE LIBRARY’S COLLECTION DEVELOPMENT POLICY

Introduction

The Walter Schroeder is designed to serve the research and study needs of the university’s student body and faculty, with collections representing the specialized curricula of the university and rests upon the learning needs of the MSOE faculty and student body as well as to support the information needs of the administration and staff.

This statement of Collection Development Policy for library services has been created in order to clarify the general policies of the library with regard to principles upon which the library collection is built, collection development, both in general and with respect to specific types of materials. It is intended that this policy statement will

be revised regularly by the librarians and the Library Committee, and that they will make recommendations for changes to the Library Director.

The Walter Schroeder Library's first commitment is to the MSOE students currently enrolled and the faculty and staff who are currently employed by the university.

The goal is to develop a collection which reflects present needs and anticipates those of the future. These resources will serve both the research and general needs of its primary users: the students, faculty and staff.

As a member of the consortia, Library Council of Metropolitan Milwaukee (LCOMM), Wisconsin Interlibrary Services (WILS), and Southeastern Wisconsin Health Sciences Libraries (SWHSL), the library has an obligation to serve other member libraries and to continue to serve future network involvements which may develop.

The library supports cooperative resource sharing programs which provide users with resources otherwise unobtainable with existing funds. Resource sharing is particularly valuable today and for the foreseeable future as it permits the library to continue to support its core programs at an appropriate level while enhancing its ability to serve many areas peripheral to the university's central programs.

The library continues to cooperate in interlibrary loan throughout the United States and will send photocopies and books to foreign countries.

APPENDIX E MSOE LIBRARY QUICK SURVEY

Library Quick Survey

DATE: _____

Help us to continually improve the library so that it meets your needs! Please feel free to fill out this survey each time you visit the library.

1. Why did you visit the library today?
 - Casual or personal reading
 - Research or work related to your job
 - A place to relax
 - Simply a place to study
 - To attend a meeting
 - Instructor-assigned or class-related reading, work, or research
 - Other
2. How satisfied were you with your experience in the library today?
 - Excellent
 - Very Good
 - Good
 - Fair
 - Poor
3. If you worked with a member of the library staff today, how helpful was the service?
 - Excellent
 - Very Good

- Good
 - Fair
 - Poor
4. What in the library needs immediate attention?

Thank you! Please deposit your completed survey in one of the survey boxes located in the library.

NOTES

1. Gonzalez, A. T., Kwong, V., Strange, J., and Yen, J. (2009). "A guide to excellent creative business libraries and business centers," *Reference & User Services Quarterly* 48:3: 232-238.
2. Harer, J. B. "LibQual+TM (2006), In Lilliput: Assessment benefits for small academic libraries," *Performance Measurement and Metrics* 7:3:193-204.
3. Information concerning the MSOE library was obtained from unpublished self-studies, annual reports, and the library web site (<http://www.msoe.edu/library>), as well as from an interview with Gary Shimek, Director of the Library, on September 23, 2008.
4. Information about the Milwaukee School of Engineering was obtained from a variety of sources, including the MSOE web site (<http://www.msoe.edu>), the standard history of MSOE by Ellen Langill (*MSOE: The First 100 Years*), various MSOE publications, including the academic catalog, and archival documents.
5. Engineering Workforce Commission of the American Association of Engineering Societies, Inc., "National summary," In *Engineering & Technology Enrollments, Fall 2006* (Washington, D.C.: Engineering Workforce Commission, 2007).
6. Aman, M. M. (2008). "Unit 2: Governance of higher education" (lecture, *The academic library* course, University of Wisconsin-Milwaukee, Milwaukee, WI, November 24.
7. Aman, M. M. (2008). "Management and strategic planning" (lecture, *The academic library* course, University of Wisconsin-Milwaukee, Milwaukee, WI, September 23.
8. Coughlin, C. M. and Gertzog, A. (1992). *Lyle's administration of the college library*, 5th ed. (Metuchen, NJ: The Scarecrow Press. 446.
9. "ASQ Survey: engineering not on the radar fork or parents," *STEM Trends* Vol. 46:2 (March/April 2009): 3-4.
10. Aman, M. M. (2008). "Human resources – diversity" (lecture, *The academic library* course, University of Wisconsin-Milwaukee, Milwaukee, WI, October 14.
11. Coughlin and Gertzog, Op cit., 185.
12. Aman, M. M. (2008). "Unit 9 – Bibliographic Instruction (BI) or Information Literacy (IL), or Information Fluency (IF)" (lecture, *The academic library* course, University of Wisconsin-Milwaukee, Milwaukee, WI, November 24.

BLANK

NORTHERN MICHIGAN UNIVERSITY LYDIA OLSON LIBRARY

SaraJane Tompkins, MLIS

HISTORICAL OVERVIEW

Northern State Normal School was established in 1899, as the only Normal School in the Upper Peninsula (UP)—a two year “Normal School” that trained elementary school teachers. It remained a Normal School until 1927. After several name changes, in 1963 the Michigan state legislature created Northern Michigan University (NMU) as a self-governing state institution with its own Board of Control.

The first library, located next to the principal’s office, consisted of one shelf of books. A fire in December 1905 destroyed the building, but the library of 20,000 volumes and one of the largest library collections in the UP was saved. The Lydia Olson Library, named in honor of an alumna of Northern Michigan University, who was also the librarian from 1908 to 1941. This structure had space for 12,000 books in a closed stack system. The student enrollment in 1951 was 618.

By 1969, the Lydia Olson Library was ready to move to its present location in the Learning Resources Center (LRC). By 2005, the Olson Library collection was approximately 600,000 volumes with a seating capacity of 1,113. In 1994, the library united with the four other departments to create the Academic Information Services (AIS) Department. NMU became “a laptop university” in 1999, with AIS having the responsibility for managing the laptop program.

The Great Lakes border the Upper Peninsula on three sides, thus, isolating this largely rural land mass. The city of Marquette is equidistant from Detroit, Chicago and Minneapolis, with a driving time of around 8 hours. Marquette is the largest town (about 22,000) in the UP, as well as a social, educational, medical and cultural center for the UP. Northern Michigan University and Marquette General Hospital offer services and opportunities normally not available in such an isolated region. The UP is quiet, beautiful, clean, and safe.

The history of this region is linked to mining and logging enterprises that were the foundation of growth in the Upper Peninsula of Michigan. Communities grew from the needs of loggers and miners. As Marquette's harbor on Lake Superior grew, so did the diversity of needs and services.

The sixth president of NMU, from 1956 through 1967 was Edgar L. Harden. Harden had a vision that inspired change. He felt the "right to try" should serve as direction and guidance for NMU. The "right to try" has been tested and found to still be in favor in public opinion (Hilton, p. 142). Harden is also known for his "excellence breeds excellence" slogan in support of faculty endeavors in research and contributions to improve NMU's intellectual environment.

One program that makes NMU a special place for education is the U.S. Olympic Education Center (USOEC). Since 1985, the USOEC has combined education and world class training for resident athletes. It is the only USOEC located on a university campus and is the second largest Olympic training center in the United States. Current programs include Greco-Roman wrestling, short track speed skating, boxing, weight lifting and women's freestyle wrestling. These student athletes can still attend school while training in their respective sports. Currently there are more than 100 resident athletes and coaches on campus.

In August, 2008, 9,123 NMU students were enrolled, including 685 graduate students. Nineteen percent of the total enrollment comes from outside Michigan and non-U.S. enrollment. The highest numbers of foreign students are from Canada and Japan. Ethnic cultures represented in the student body are: 217 Native Americans, 129 African Americans, 95 Hispanics and 86 Asian students. Art and Design, Nursing, Criminal Justice, and Elementary Education undergrad programs have the highest enrollment. Ten different departments at Northern offer 30 graduate programs.

MISSION GOALS AND OBJECTIVES

NMU's Mission Statement reads:

Northern Michigan University challenges its students and employees to think independently and critically, develop lifelong learning habits, acquire career skills, embrace diversity, and become productive citizens in the regional and global community.

This mission statement provides the framework for continued development as an institution that supports the "right to learn" attitude, playing an important role in the regional community structure by maintaining support for student opportunity and development.

Olson Library's Mission Statement reads:

The mission of Olson Library is to provide information, resources, and services to support University programs and the University community. Within the framework of a comprehensive university, the Library endeavors to prepare students to become independent learners ready for the lifelong pursuit of knowledge. The Library is committed to the use of modern technology for effective delivery of information and resources in many formats. In accord with the University's role as a regional center for higher education, the Library also serves the people and institutions of the Upper Peninsula.

The mission statement for Olson Library covers areas including information organization, the library's relationship with the university as a whole, the commitment to modern technology and the role of the library as a regional center for higher education. There is a commitment to control, organize, and access material with the most effective methods. Orientations and instruction on access to resources are a priority. The mission statement promotes support and services for the university community in preparation for students to become future outstanding citizens and leaders by providing current technology for delivery of information and resources for research and learning.

For example the following Public Service goals for 2008 reflect a positive focus on fulfilling the Mission Statement.

Circulation

- eReserves: Examine workflows, policies, and procedures;
- MeLCat implementation: Study workflow and workload as we implement this state wide initiative;
- Upgrade equipment (scanner) and software for Inter-Library Loan; and
- Inventory: Continue working on the inventory of the collection.

Reference and Instruction

- Reference Statistics: Collect information about what kind of questions the library is answering, and how we want to categorize our reference desk statistics;
- eReserves: Depending on the results of the eReserves group, participate in an education program about reserves and copyright, assist with policy promulgation; and
- Online Instruction: Develop instructional videos and explore the idea of being embedded in online courses more fully. Incorporate work on pedagogy and online instruction, track time spent in order to study workload for library instruction for online courses.

We are involved in the Academic Quality Improvement Program (AQIP), a continuous review and improvement process to sustain NMU's accreditation from the Higher Learning Commission. AQIP strives for self-improvement of the institution through assessment by identifying, measuring, and adjusting goals on a continuous basis. For the library, this annually translates into identifying

realistic strategic goals that can be acted upon, as well as assessment of these goals.

GOVERNANCE

The Dean of AIS is also the Library Director. The Head of Technical Services, the Collection Development Librarian and the Head of Public Services are responsible directly to the Library Director. The Head of Technical Services oversees one cataloger, five senior library assistants, one account clerk and two systems specialists. The Collection Development Librarian works with appropriate librarians regarding their liaison departments as well as supervision of the acquisitions budget. The Head of Public Service Librarian oversees Circulation and Reference. The Circulation Supervisor works with four senior library assistants in Circulation and Inter-Library Loan; all are administrative professionals. The Reference side of Public Services includes five librarians, one Post-MLS Fellow and one senior library assistant for Reference.

There are a total of 11 senior library assistant positions in the library. Although the job title, Senior Library Assistant is the same for these 11 positions, what they do varies between departments. This shift for the library helped fill these positions and allowed those senior library assistants to change their focus while being part of the same team. It has also been valuable for cross training. All stages of the process will have coverage, including copy cataloging, serials control, periodical binding and management, database management, government documents processing and bibliographic searching.

The Dean of AIS has direct access to the Vice President and Provost. AIS also include Academic Computing, providing services and systems for this laptop program. The units of Academic Computing include: Software/Network Specialists, Help Desk, and Micro-Repair serving the laptop program directly for students, faculty, and staff. The University Archives, Instructional Technology, and Instructional Media Services are under the Dean of AIS. The library is supported by all the services and systems to help the laptop initiative provide access to information.

At NMU, librarians have faculty status, increasing their involvement in campus governance. The librarians at Olson Library serve on university-appointed committees. All full-time faculty in the library are members of the American Association of University Professors (AAUP).

STRATEGIC PLANNING

The strategic plan for NMU is the result of efforts of the President's Council. The Academic Affairs Council meets before the President's Council and is an avenue for identifying needs and objectives from the general campus. Part of the Strategic Plan for NMU includes a commitment to use the services and structure of the AQIP as an accreditation process. Olson Library's Strategic Plan is developed through the Dean's Advisory Council (DAC) by addressing

the issues relating to staffing, equipment, budget, and facilities plans. The dean, as a member of the Academic Affairs Council, is exposed to the issues that would relate to the library as it fits into the campus. Any academic library strategic plan can only improve library services by incorporating needs and objectives of the whole institution. The library does not have a polished document titled "Strategic Plan". What NMU and Olson Library have is a commitment to AQIP's continuous quality improvement strategy. This commitment to AQIP began with acceptance into AQIP in November 2002.

AQIP strives for improvement of the institution through assessment, which is done by identifying, measuring, and adjusting goals on a continuous basis. The library can identify realistic strategic goals that can be assessed and measured to determine what changes, if any, are needed.

2007-2008 AQIP Goals

1. Assess the how-to videos developed for various library resources and services.
 - a) Are the videos readily accessible?
 - b) What student population is using them? Should they be marketed to a special population on or off campus?
2. Assess the technological needs of Olson Library in light of the changing environment for information sharing.
 - a) Should an intranet be developed?
 - b) What kind of information will be shared?
3. Participate in the AIS objective to improve promotional activities within the division.
 - a) Will faculty and students be equally considered?
 - b) Will there be a rise in services linked to promotional activities?

Olson Library's commitment to AQIP allows for continuous discussion with the ability to identify any need for change. We adapt the AQIP goals with a clear understanding of the mission and objectives of the library. When development, projection, formulation and analyses occur, decision making supports ongoing change and growth within the institution. Library staff can address issues as they arise. Staff feedback, combined with assessment can identify emerging objectives for the library. Faculty of Olson Library is integrated throughout the institution, providing the library with continuous awareness of changes and needs campus wide.

Strategic plans should be continuous and ongoing, changing and growing with the institution. This can be best done with a clear understanding of the mission and objective of the library. Olson Library is in the process of measuring how well we have met the objectives identified above. The measuring

standards, the tools used, and the accuracy of the data are all being evaluated. New objectives are emerging even as goals are being measured.

FISCAL PLANNING AND BUDGET

Communication with faculty is an important key to surviving the budget changes without excessive deterioration. Communication won't increase the budget, but it can be used along with evaluation to determine more effective adjustments to budget reductions. When an effort is made to communicate constantly with faculty and staff, the library will know what programs in the greater institution have changed and what effects these changes will have on curriculum focus and library acquisitions. "The acquisition of library material is affected more by program changes than by enrollment." (Martin, 1995, p. 35)

The NMU Library budget is part of the greater institution's budget. The library has no degree program and is without endowments. Inflation has hit every element of the operating budget, from labor to acquisitions. The acquisitions budget has not changed for almost 10 years. Communication with faculty has been effective in increasing the awareness of our budget constraints. When faculty understood that serials acquisition continues to take a bigger piece out of the acquisitions budget, they were willing to make choices and adjustments. Supported by facts and figures, the cuts were justified and adjustments were made. This open communication actually increased our acquisitions budget due to faculty input; for the past two years we have had some increase. While the cost of a transition to electronic access for scholarly journals increases, the revenue of NMU has not. The largest percentage of the total library base budget of \$1,978,542 is spent on salaries and benefits, and does not include online system expenditures.

Soaring prices of academic journals and flat budgets of many libraries is making open access material more valuable. The limits of the budget are often reached before the needs of students and faculty are met. Academic libraries are strong supporters of "Open Access". Director Walsh's 2004 comment "It is easier to retain faculty and student respect than not have services deteriorate." reflects the library's intentions to maintain honest open communication with faculty and students. (E-mail communication with Walsh 2009, Sept. 24). When the library helps to match institutional programs with our collection, the healthy interdependence and responsibility created supports the campus. Maintaining records in a manner that will enable essential decisions to be made when changes are required is an important element of this communication.

HUMAN RESOURCES

The Dean of AIS is also the Library Director. Faculty consist of one tenured Professor, six tenured Associate Professors, two non-tenured Associate Professors, a one-term Assistant Professor and one part-time Post-MLS Fellow.

There are 12 Clerical Technical Assistants, including the Dean's Administrative Assistant. Four different unions are represented: AAUP-NMU for Faculty; UAW – 1950 for Secretaries, Library Clerk and Bookkeeper; and UAW – 2178 for the Circulation Supervisor, IMS Supervisors and Programmers. Four units of the library: Reference, Government Documents, Circulation and Technical Services, employ student assistants. During the school year, an average of 30 students work at Olson Library. The library director is responsible for human resources activities at Olson Library. The effectiveness of this system is monitored by the requirements of the unions on campus as well as the AIS Bylaws. The library functions efficiently when these requirements are met.

The Heads of Public Services and Technical Services are librarians in supervisory positions. These supervisors also oversee the training of new staff. Orientation requirements and accountability are different for each level of employment. The Dean works directly with NMU's Human Resources Department and the Provost, depending on the issue. When a faculty position needs to be filled, a search committee is created within the faculty of the AIS Department. This committee submits a recommendation to the Dean. The Dean works with Human Resources and the Provost's office to facilitate the necessary paperwork. The Dean, as the administrator, deals with individual issues regarding human resources such as leave requests and sick time. These are tracked by the department's principal secretary.

As the institution and the library deal with future goals and the reality of continuing changes, an evaluation of the Dean/Library Director is completed every three years according to the AAUP contract. Depending on the changes that occur in AIS, a second administrative position should be evaluated. A library director could manage all library issues and responsibilities, including human resources, to free the Dean to oversee the other units of the AIS Department: Academic Computing, Archives, Instructional Media Services, and Instructional Technology. Another possibility would be to create a Human Resources position to alleviate this responsibility from the Dean.

In accordance with the AIS Bylaws and the AAUP master agreement, faculties are evaluated on an annual basis. This evaluation consists of a self-written report of all assigned responsibilities, professional development, and service accomplishments for the past 12 months. This document is evaluated by the AIS Faculty Evaluation Committee, the immediate supervisor, and the Library Director. All other library employees are evaluated by their respective supervisors on an annual basis. There is a mentoring environment at Olson Library. Mentoring and team efforts lead to positive individual development rather than evaluation issues leading to job loss.

DIVERSITY

NMU is located in an isolated region with a homogenous population. The library staff reflects the student body population. In the fall of 2008, out of our

enrollment of 9,123, 1,080, or approximately 12% of the students were ethnic minorities. The student employees reflect the overall diversity in race of the campus student community. Initially, Olson Library could increase the level of diversity through employment of minorities in the student population. Because the library is used by most students at some point, it would be an ideal place to demonstrate diversity to the university population. Minorities often group together, but they are often unseen to the rest of the campus. The library has an opportunity to make a deliberate effort to bring these minorities into the mainstream. Education of library staff regarding diversity and its benefits, and the change the library can make will demonstrate to the university what could be encouraged or mandated. The library could create a model for the rest of campus for how to create a more diverse work place.

The Library Director is responsible, through coordination of other service offices on campus, for monitoring diversity in the library. NMU's Human Resource Department is responsible for diversity training and implementation for new employees.

As diversity increases, so does the opportunity to foster tolerance. This plays hand in hand with supporting staff as they learn to accept diversity and all of its richness and benefits. As staff feel more comfortable and less threatened with diversity, the advantages of broader viewpoints and tolerance can foster a healthier environment for all. NMU cannot change the geographical location of the campus but it can continue to support faculty and staff to feel less threatened and to foster a respect for diversity.

COLLECTION DEVELOPMENT

The NMU Mission Statement guides the Collection Development Policy for Olson Library. A Collection Development Policy, designed with input from library and teaching faculty should be regularly reviewed for improvement. The policy allows for opportunity to question acquisitions on multiple levels. When a Collection Development Policy is used comprehensively in the academic library, the collection will reflect student and faculty needs. This challenge continues as needs change.

The Olson Library uses liaisons in coordination with the Collection Development Librarian for acquisitions. A committee of library and departmental teaching faculty work on all policies with the aid of the general Mission Statement of NMU and the Olson Library. The library's mission statement acknowledges the importance of selection for class curriculum, research, and for the general university population. There is a positive attitude regarding the value of the Collection Development Policy from faculty within and outside the library. Changes to the policy have been directed by issues such as electronic materials, consortia agreements for acquisitions, and the growth of database bibliographies.

The library faculty should be the final responsible party and are accountable for the collection development policy's effectiveness. The collection development policy will be a guide for acquiring materials for the collection, and in creating a weeding criterion for specific areas of the collection. When creating an effective policy, consideration of diverse insights can enhance the stability of the document and its long-term usefulness. These insights can come by using the NMU and Olson Library mission statement, input from teaching and library faculty, feedback from previous reviews of the policy and its use.

The current acquisitions budget for the Library is \$782,181, which covers standing orders, electronic serials, audio-video, NTAS, "firm" and approval books, periodicals, and e-books. Almost 50% of this budget is spent on electronic serials. As the cost of electronic sources continues in an upward spiral, the need for open communication between librarians and teaching faculty remains crucial. The liaison program encourages conversation between the library, the teaching faculty, and the curriculum.

A collection development policy is important because in its design the library staff acknowledge the needs of the academic community and how best to serve those needs. A completed collection development policy is a common set of ground rules upon which faculty, students and library staff agree. Creating the policy brings teaching faculty and librarians together for discussion. The collection development policy is the mutually understood common set of ground rules, which reflect the values of the library and institution.

EVALUATION OF COLLECTIONS AND THEIR USE

The sharp rise in the cost of maintaining an electronic collection has forced Olson library to spend more each year on electronic sources, mainly journal access. Librarians need continuous communication and debate to challenge faculty and administration on the choices we are forced to make because of these rising costs. Open conversation across campus about the price of accessing quality resources should continue as the rising cost of acquiring a valuable collection is out-pacing the methods we have used in the past to shift funds.

The university needs to understand the implications of these possible changes. Elteto (2003, p. 495) points out that librarians need to use "strategies to enhance the library's political presence on the campus". We, as academic librarians, need to garner support from our communities if we wish to improve the elements of our libraries. Being aware of the political environment of our campus is particularly helpful for this reason. Librarians can begin by identifying the various cultures and climates on campuses. Understanding campus cultures can be a device to developing a community culture where we all work toward a common goal. Elteto recognizes a positive shift that should be considered, "The traditional model of academic librarianship has encouraged librarians to view the library as a campus concern rather than viewing their campuses as the library's concern."

At Olson Library, librarians continue to look for ways to promote the library and its services beyond the doors and the stacks. The library should be an intellectual cog in the wheel of what Mortimer Adler describes as the “Goods of the Mind” (Adler, p. 110). These goods, information, knowledge, are a common thread for the university.

THE HOLOCAUST COLLECTION

The Holocaust Collection consists of approximately of 2,700 books, journals, audio-visual materials and documents relating to the Holocaust. This collection provides a record of information about the Holocaust, promoting awareness and an understanding of the Holocaust. The collection is part of the general lending collection open to all patrons.

THE MOSES COIT TYLER COLLECTION

The Tyler Collection is a collection of 2,000 titles comprising 3,000 volumes of 19th Century works on American history, theology, and literature. Moses Coit Tyler (1835-1900) was a scholar of the historical development of American Literature. Four prominent Marquette residents purchased the collection in 1904 for the Northern Normal School.

The total holdings of the Olson library total 740,000. As the only library for NMU, the collection needs to be general, and specific enough to serve all departments. Periodicals, Governments Depository, and Reference are on the first floor and the remaining collection is on the second floor.

BIBLIOGRAPHIC INSTRUCTION AND INFORMATION LITERACY

Library instruction is an important element of Public Services at Olson Library. The Olson Library’s Public Service Policy on library instruction reads:

The main goal of library instruction is the development of self-reliant library patrons. Self-reliant library patrons can conceptualize the type of scope of information needed to address a problem, envision the steps required to obtain that information, determine appropriate sources to supply that information, and critically evaluate information. Library instruction is presented in a variety of formats and methodologies, all of which support the goal of developing self-reliant, independent library patrons.

Selected facets of the collection and services can be presented in library instruction. For some teaching faculty, this is where they learn what is new, available and appropriate for their field of study and for their students. The Library also provides library instruction for local high schools and off campus instruction.

The Reference/Instruction Coordinator/Library Distance Education Services Librarian is responsible for coordinating instruction, scheduling, and assigning instructors. This librarian keeps all the statistics on library instruction, which are reported to the Head of Public Services each semester.

The six reference librarians and one Post-MLS Fellow handle the “iLibrary” instruction program. During the 2007-2008 school year, 222 instruction classes were presented to 5,465 students. In the past four years there have been constant changes in available resources, increasing the need for students to know how to use these resources. With this change, the library has recognized the need for flexibility in meeting the new demands.

Copyright information is presented in a straightforward manner on posters at the copy machines. When the library purchases a video or DVD or other multimedia material, permission to use is purchased at the same time.

The Circulation Department coordinates with the campus regarding copyright issues, especially concerning Reserves. It is Circulation’s responsibility to follow the intent of the law. The use by the patron will be called into question if there are a questionable number of copies made.

COOPERATIVE PROGRAMS AND CONSORTIA

We are a member of the Michigan Library Consortium (MLC), which collaborates with the Library of Michigan and Michigan Library Association. Shared resources from MLC include databases, electronic journals, electronic book collection, and interlibrary loan (ILL). MLC training offered includes use of databases, cataloging, and current technological developments. With MLC coordinating collective purchasing we are able to offer our patrons a wider range of material that we, otherwise, would not be able to afford. Another formal agreement that we benefit from brings four institutions of higher education in the UP together through the use of a shared catalog. Olson Library hosts the system, while the other schools pay a percentage of the costs, which include the system itself, hardware, software, supplies, meetings, professional development, and escrow.

We also have cooperative agreements supporting our ILL commitments. MLC provides ILL through MelCat. Our partnership with Libraries Very Interested in Sharing (LVIS) provides us with a U.S.-wide consortium of reciprocal borrowing partners. ILL now searches for documents in many formats, including print and electronic. With the use of more digital services, changes concerning acquisitions, licensing, cataloging and payment create the need to adjust staff in order to maintain services. Another challenge is to integrate the management of electronic resources into the existing organizational structure. According to the ACRL SPEC Kit 282, titled *Managing Electronic Resources, Regarding Electronic Resources Organizational Changes*, “Most libraries have used a combination of methods including creating new positions, reassigning positions, rewriting positions, and merging units” (SPEC 11).

Technical Services at Olson Library has added employees to support the hardware and changing software. When accessing digital materials, the framework needs to fit Olson Library's capabilities. IP recognition can be a simple, effective way to secure access of digital materials. One of the first library employees to be affected by the increase in digital materials is the Collection Development Librarian, who deals with contracts, licensing and vendors, as well as the relationships we have with the different consortia. As the library organization adjusts, changes are necessary in different units of the library. For an academic library to be effective, recognition of changing environments will better serve the patron's changing needs.

ACCESS AND PUBLIC SERVICES

At Olson Library, the Head of Public Services is responsible for six reference librarians. Each of these librarians is also responsible for a special focus outside of reference desk responsibilities. They include: Coordination of Library Instruction, Web Services, Electronic Services, Library Distance Ed Services, Pre-K-12 Collection, and the Government Documents Collection. Public Services also includes Circulation. The Circulation supervisor oversees a staff of four full-time employees and part time student workers among other responsibilities. Circulation oversees management of Reserves, Interlibrary Loan, maintaining the collection, billing of late notices, scheduling the classrooms and study rooms to name a few services. Adults doing research are the most numerous members of the general public to use the library.

Students, staff, and faculty need an NMU ID card to borrow materials. Community members living anywhere in the Upper Peninsula and over the age of 19 may purchase a courtesy card at the Circulation desk for an annual fee of \$12.00. With a paid membership as a NMU alumnus, a patron may obtain a free library card. Faculty and graduate students may borrow materials for a period of one semester. On the other hand, students, staff and courtesy card holders may borrow materials for a period of five weeks. Twenty public access computers are available to the public. Our copy machines may be used with a student/Staff/faculty ID; other users may purchase a courtesy card. The building is wireless for all NMU students, faculty and staff.

MARKETING AND OUTREACH

Olson Library has been working with NMU Communications and Marketing for two years to create a specialized marketing plan for the library with a focus on scholarship and library instruction. Some elements of this plan include multiple messages to faculty and students by poster, e-mail, rack cards, and post cards, asking academic departments to link to the library home page from their department sites, and departmental presentations. Two areas that were targeted for the 2008-2009 school year were E-reserves and library instruction.

The library strives to be part of the process that facilitates learning in and out of the classroom.

Because Northern Michigan University has been a “laptop university” since 1998, Olson Library has embraced opportunities that digitization brings. Academic Information Services is responsible for the distribution of laptops to students and we are sometimes the first faculty with whom new students come into contact. Constant communication between the technical and administrative portions of the “laptop” initiative is supported by the Dean of AIS.

EVALUATING AND PLANNING ACTIVITIES

Evaluation of library services is connected to our AQIP goals, which are measured primarily through annual assessments. This is done by identifying, measuring, and adjusting goals on a continuous basis. For the library, this translates into identifying realistic strategic goals that can be acted upon and efficiently measuring their value.

In 2007-2008, three assessment objectives were identified. First, the how-to videos developed to enhance library instruction were assessed through the use of web tracking software, which collected measurable statistics. Secondly, the technological needs in the environment of information sharing were assessed, including a review of collaborative and membership commitments. Library faculty, staff, and students were also surveyed, along with a periodical review of professional literature. Lastly, increased promotional activities were assessed for their effectiveness. Library instruction, electronic reserves and online library resources were the focus of promotion for this goal. In addition to the AQIP objectives, selected faculty were surveyed in 2008 regarding the liaison services provided. Measuring individual services has been an effective way for Olson Library to develop improvements in addressing needs.

Listening to the questions and needs of patrons helps identify areas for growth and change. Experience tells us we may be meeting the demands better than we think. Often when faculty ask for a resource, we already own it, but the faculty is not aware of that fact. Marketing can update our image and improve the faculty and staff perception of the library. The university community does not always know what they can ask of the library. Open communication between the library and the campus community needs to continue to be a priority. Librarians, through the liaison program, are available to faculty in and out of the classroom, including an embedded presence in Web based classrooms. Through the liaison program and building relationships with faculty, the librarians can better recognize opportunities to support and serve classrooms and programs.

Olson Library has the support of Instructional Media Services (IMS) in our division. IMS provides access for instructional media, equipment, and support services, strives to improve the classroom environment, and has an active presence in the library and throughout campus. IMS provides instruction for the use of laptops for setup and operation of the AV equipment in the classrooms.

That the use of the library and ILL continue to grow speaks well of the library staff. National and state data as well as our AQIP materials document how well we have met our objectives. Olson Library has not evaluated itself against the ACRL *Standards...* recently; however, it should be done again to identify improvements or problems.

PLANNING AND ACADEMIC LIBRARY BUILDINGS

Olson Library has been in its current location in the Learning Resources Center (LRC) since the mid 1960s. The building architecture is representative of the 1960s. In the last 10 years, there have been three renovations to the four story building, which have modified the interior of the building. The most recent modification was in the summer of 2002, when the library was renovated to increase electrical power and Internet access for students. A glass wall was taken down and a more open space was created between the entry, circulation, reference areas and the periodical stacks. As a laptop university, NMU students usually have their laptops with them when they use the library. Wireless is accessible throughout the LRC building. The seating capacity in the library is 1,221, about 14% of the student enrollment.

From the outside, the LRC does not appear welcoming, as it is not clear where the front of the library is located. Adding to the confusion, the building is named the “Learning Resources Center”, although it houses several entities. On the second floor is the library’s main floor, which houses circulation, reference, technical services, government documents, and all periodicals. The third floor houses the circulating collection and IMS. The first floor houses archives, the help desk, instructional technology, café and coffee shop, and additional seating. The basement houses the public radio and TV station studios. The building is centrally located on the campus and is widely used because of the services available. Parking is an issue more for students than visitors or staff because students are not allowed to park in the main LRC parking lot.

The interior of the library seems a bit gloomy in the lobby. The university has done a good job of adapting this building to create an open inviting area once one gets into the library proper. There are few inside walls, which have made modification possible through the years. Several projects to relocate materials to on and off site storage have helped create a more welcoming atmosphere.

In 2007, focus groups were convened in order to assess what needs to be done when renovation or construction of a new building takes place. There is no question as far as library staff is concerned that something needs to be done. In a 1998-99 *Profile*, it was recommended to “Continue to press for expansion and renovation of AIS facility.” The “Library of the Future” project will identify what should be proposed for the renovation of the building to better meet the needs of faculty, staff and students at Northern Michigan University.

REFERENCES

- Academic quality improvement program*. (6 October 2008.) < <http://www.aqip.org/> >.
- Adler, M. 1986. *A guidebook to learning: for a lifelong pursuit of wisdom*. New York: Macmillan.
- Equal opportunity at NMU*. Northern Michigan University. 14 Oct 2008 <<http://www.nmu.edu/aeo>>.
- "AIS program review 1995: File 28-03-06 ts. Central Upper Peninsula and Archives. Northern Michigan University, Marquette.
- "AIS units administration." File 28-04-02, ts. Central Upper Peninsula and Archives. Northern Michigan University, Marquette.
- Collection holdings*. 2008. NMU & Central Upper Peninsula Archives. 24 Nov. 2008 <<http://library.nmu.edu/archives/collections/index.htm>>.
- Copyright information*. 19 Nov 2007. Olson Library: 11 Nov. 2008 < <http://library.nmu.edu/guides/copyright.htm>>.
- Coughlin, C. M. and Gertzog, A. (1992). *Lyle's administration of the college library*. Lanham, MD: Scarecrow Press.
- Elteto, S. and Frank, D.G. (2003). "The politics of survival in the postmodern library" *Portal: libraries and the academy* 3.3:495-501.
- Financial Report*. 2006-2007. Northern Michigan University. 28 Aug. 2008 <<http://www.nmu.edu/finance/07Financials.pdf> >.
- Godec, K. (2008). "Seating capacity" E-mail to SaraJane Tompkins. 9 Sept.
- Graduate Bulletin Fall 20078- Summer 2009*. Northern Michigan University. 8 Aug. 2008 <<http://webb.nmu.edu/GradBulletin/SiteSections/07-09/3/Programs/Intro.shtml> >.
- Grahame, V. and McAdam, T. (2004). Spec Kit 282: *Managing electronic resources, regarding electronic resources & organizational changes*. Washington D.C.: Association of Research Libraries.
- Hilton, M. (1975). *Northern Michigan University: the first 75 years*. Marquette MI: Northern Michigan University Press.
- Hoggan, D.B. (2003). "Faculty status for librarians in higher education. " *Portals: libraries and the academy* 3 (3): 431-445.
- Holocaust Materials*. 6 Sept 2006. Olson Library. 10 Sept. 2008 <http://library.nmu.edu/guides/userguides/holocaust_files/index.htm >.
- International Affairs Office. 2008. Northern Michigan University. 14 Oct. 2008. < <http://www.nmu.edu/iao>>.
- Instructional Media Services*. (Olson Library. 12 Nov 2008 < <http://faculty.nmu.edu/ims/>>).
- Johnson C.M. and Lindsay, E.B. (2006). "Mismatch between the demands for tenure and those of public services is creating a crossroads in academic librarianship." *Evidence Based Library and Information Practice*, 2:4. 73-76.
- Kulisheck, R. (1990). An environmental scan for Northern Michigan University. Marquette, MI: Northern Michigan University.
- Library instruction. 2008. 16 June, Olson Library. 10 Aug. 25, 2008 <<http://library.nmu.edu/services/faculty/instruction.htm>>.
- "Library vision statement." File 28-04-02, ts. Central Upper Peninsula and Archives. Northern Michigan University, Marquette.

- McDonough, K. (2008). "Final report chair of ad hoc publicity & promotions committee." E-mail to SaraJane Tompkins. 9 Sept.
- Magnaghi, R. M. (1999). *A sense of time: the encyclopedia of Northern Michigan University*. Marquette: Northern Michigan University Press.
- Martin, M. S. 1993. "Academic Library Budgets." *The budgetary process*. Greenwich CT.: JAI Press. 35-50.
- Michigan Library Consortium. 12 Aug 2008 <<http://mlc.lib.mi.us/cms/sitem.cfm>>.
- Mission Statement Academic Affairs Division. Northern Michigan University: 5 Aug. 2008.
- Mitchell, Joanna. "Collection development." E-mail to SaraJane Tompkins. 21 Oct. 2004. "Monthly meeting minutes, librarians' meeting." File 28-04-02, ts. Central Upper Peninsula and Archives. Northern Michigan University, Marquette.
- Moses Coit Tyler Collection of the Lydia M. Olson Library. Marquette, MI. Northern Michigan University.
- Northern Michigan University. 8 Sept 2004 <<http://www.nmu.edu>>.
- "NMU Mission Statement" File 28-04-02, ts. Central Upper Peninsula and Archives. Northern Michigan University, Marquette.
- NMU Outcomes Assessment Plan and Report: Administrative Support unit: AIS July 1, 2007-June 30, 2008*. Northern Michigan University, 2008.
- Office of Institutional Research. Northern Michigan University. 2 Aug. 2008. <<http://www.nmu.edu/planning&analytical/>>
- Olson Library mission statement. 2 Aug 2008. <<http://www.nmu.edu/ais/departments.htm#omission>>.
- Olson Library organizational chart. Northern Michigan University. July 2008.
- Peischl, T. M. (1997). Academic information services 1997-97 annual report. Marquette: Olson Library.
- Sargeant, Bruce "Government Depository History." E-mail to SaraJane Tompkins. 18 Sept. 2008.
- Slagel, K. "Profiles." E-mail to SaraJane Tompkins. 9 Oct. 2008.
- Sperr, E.V., Jr. (2006). "Libraries and the future of scholarly communication." *Molecular Cancer*. 5:58. 5 Aug. 2008 <<http://www.molecular-cancer.com>>.
- Standards and guidelines*. 2008. American Library Association. 28 July 2008 <<http://www.ala.org/ala/mgrps/divs/acrl/standards/standardsguidelines.cfm>>.
- The university profile: Northern Michigan University* (1998). Northern Michigan University, Office of Planning and Analytical Studies.
- Walkonen, H. (1971). *University library report*. Olson Library NMU.
- Walsh, D., E-mail to SaraJane Tompkins. 24 Sept. 2004.
- _____ E-mail to SaraJane Tompkins. 1 Oct. 2004.
- _____ E-mail to SaraJane Tompkins. 7 Oct. 2004.
- _____ E-mail to SaraJane Tompkins. 15 Oct. 2004.
- _____ E-mail to SaraJane Tompkins. 12 Sept. 2008
- _____ "Consortia." E-mail to SaraJane Tompkins. 8 Oct, 2008.

SAINT OLAF COLLEGE LIBRARY

Mary Anderson, PhD.

ABOUT ST. OLAF'S COLLEGE

St. Olaf College is a private, four-year, liberal arts institution of the Evangelical Lutheran Church in America. It has a student body of about 3,000 and is located in Northfield, Minnesota, a small town of about 17,000 residents, which is also the home of Carleton College. Thus, for St. Olaf, the local societal and academic environment tends to blend in this "college town," where a significant portion of the population depends heavily on the health of these educational institutions.

Like many denominational colleges, St. Olaf was founded in the period following the Civil War.¹ In 1874, it opened as a coeducational academy, founded to serve the Norwegian Evangelical Lutheran youth by providing an education for the betterment of life. Still, from the beginning, the founders' goal was that the school would one day become a college, which happened in 1886.²

The library, too, had gradual beginnings. In many ways, its development followed the pattern of the first colonial libraries, though occurring decades later. The earliest books in the St. Olaf library were acquired through gifts, the first being a donated encyclopedia. Eventually, the collection grew large enough that a faculty member was appointed as librarian. Faculty (or presidential) leadership was also typical at the beginnings of the colonial college libraries. These early libraries often lacked a collection policy, instead depending primarily on gifts of reference works.³

The St. Olaf Library began to grow under the leadership of the second librarian, O.M. Kalheim, who, in 1885 began a reading association in which students paid a fee of one dollar a year to use the library. Here is a slight alternation from the early pattern, in that a faculty member, rather than students initiated and oversaw the reading association. But the association was similar to

the earlier reading societies in that Kalheim used the funds to purchase popular materials for the students, particularly periodicals and English literature. Eventually, the fee became mandatory for all students; it continued as a major source of funding for the library until 1916. In the meantime, a permanent library fund was established by gifts of faculty members, most notably Professor Ole Felland, who was College Librarian from 1891 until 1925.⁴

Although still fitting the early pattern of faculty supervision of libraries, Felland helped move the St. Olaf Library in the direction pioneered by such figures as Melvil Dewey and Justin Winsor—a library led by professional librarians.⁵ Felland was the first at St. Olaf to use the Dewey Decimal Classification System and create a card catalog. He also oversaw the building of the first library. However, not until 1933, when Alf Houkom became College Librarian, would St. Olaf have its first librarian with a library science degree.

The potential of the St. Olaf Library first envisioned by Felland and Houkom has now become a reality. Today, St. Olaf has three libraries—Rølvaag Memorial Library (the main library), Halvorson Music Library, and Hustad Science Library—that are overseen by a staff of 12 professional librarians, 13 paraprofessional staff, and about 60 student workers. The collection that began with a ten-volume encyclopedia now consists of approximately 420,000 books, 22,000 media items, 5,000 periodical titles, and 18,000 musical scores.⁶

GOVERNANCE AND MANAGEMENT⁷

Just as a college library develops parallel to its parent institution, so must a library's mission and purpose mirror that of its college. Although formal mission statements did not exist until the last few decades, throughout its existence the St. Olaf College Library has continually sought to serve the mission of the institution as a whole. This was true when St. Olaf was a small academy, and is still true today.

As is indicated in the brief history, the mission of the school has evolved over time. The mission of the College today was first approved by its Board of Regents in 1987:

St. Olaf, a four-year college of the Evangelical Lutheran Church in America, provides an education committed to the liberal arts, rooted in the Christian Gospel, and incorporating a global perspective. In the conviction that life is more than a livelihood, it focuses on what is ultimately worthwhile and fosters the development of the whole person in mind, body, and spirit.⁸

Here one can see glimmers of the original purpose of the school to provide an education to Norwegian-American Lutheran youth, for the betterment of life. Nevertheless, the mission of the College has expanded for its new context.

The library has rightly tied its purpose to this overall mission of the College. In 1994, the following statement was approved by the faculty and the Dean of the College as the mission of the Libraries:

The St. Olaf College Libraries serve the College community by providing access to a universe of information, knowledge, and art by providing systematic instruction in the retrieval and evaluation of information from its many sources. As teaching Libraries we offer active support for the College mission of stimulating critical thinking and lifelong learning, and for the College curriculum, committed to the liberal arts, a global perspective, and rooted in the Christian Gospel.⁹

The mission clearly states that the purpose of the library is to serve the overall mission of the College. It follows the standard criteria of a good mission statement, answering the core questions of: what, to whom, how, and why.¹⁰ The “what” is to provide access to information, knowledge, and art. The audience is the St. Olaf College Community. The “how” is by providing instruction on retrieval and evaluation of information. Finally, the “why” again is to support the mission of the college.

To accomplish such goals, the members of the library staff and the college as a whole must work together in a systematic and organized fashion. To that end, both the college and the libraries have assumed a particular structure.¹¹ Historically, the College Librarian has overseen all the workings of the library. As noted above, for many years this person was a teaching faculty member, but eventually became a trained librarian. Either way, this person reported directly to the College President. However, in 1950, the Dean of the College (who today is also the Provost) was given oversight of the Libraries and remains so today. With the expanding duties of the Provost/Dean, an Assistant Provost is now the first link between the libraries and upper college administration.

The structure in the libraries has remained relatively constant over the years. However, a few developments deserve special mention. In 1993, when the College Librarian resigned, the libraries moved to a new form of collegial leadership, based on the departmental chair model used in the academic departments of the college.¹² The role of College Librarian became a three-year, rotating term position shared among the librarians. Decisions were made on a consensus model rather than a hierarchical one. This form of leadership was used for about ten years, with four different librarians in the position. While the system worked well on a number of levels, there were those both in the library and in the college administration who were frustrated with it. Thus, in spring 2001, the leadership model returned to that of a permanent College Librarian.

Soon thereafter, another organizational change occurred, following a review by outside consultants. The four existing departments—Technical Services and Systems, Collection Development, Circulation and Interlibrary Loan, and

Reference and Instruction—were each assigned a department head, who reports to the college librarian. St. Olaf also has two departmental libraries—Music and Science—which do not fit precisely into this structural scheme. Each has its own librarian, who is part of Department of Reference and Instruction, but they report to the college librarian rather than the department head.

In June 2008, the college librarian left to take another position. Instead of appointing an interim librarian, the libraries have returned to a form of collegial leadership: an Administrative Council, which is made up of the four department heads. The Council meets regularly and reports to the Assistant Provost. A search is currently underway for a new college librarian. However, after two candidates were brought to campus in May, the decision was made to suspend the search for the time being. The department heads have provided excellent leadership during this interim period, and the libraries shall continue to depend on them for a while longer.

STRATEGIC PLANNING¹³

As can be seen from the current leadership structure, and aspects of the libraries' history, collegiality is an important feature in the workings of the St. Olaf Libraries. This was demonstrated again in the development of the current strategic plan which was approved by the library staff in April 2005.

Good strategic plans require the input of everyone who has a stake in the outcome.¹⁴ Such participation was a key element of the planning process at St. Olaf. The process began with individual department meetings. Members of each department were invited to think about and discuss their ideas for the strategic plan. Following these meetings, the staff gathered as a whole to share the ideas developed in the department meetings. Next, the college librarian wrote a draft of the strategic plan that was shared with department heads for discussion among their departments. In the second-stage department meetings, suggestions were made that were then incorporated into a new draft, again, written by the college librarian. Finally, the entire staff met again to discuss and eventually approve a final draft of the plan, intended to serve as a guide for the libraries from 2005 until 2011.

The development of the St. Olaf Libraries' strategic plan generally followed Bryson's ten-step planning process.¹⁵ The plan begins with a discussion of strengths, challenges, and visions. It then reviews strategies for the future that include specific objectives. The strategic plan has also been implemented. At this time, all aspects of the plan have either been accomplished, or are underway, with this progress having been documented. One noticeable difference when comparing this plan with Bryson's ten-step process, or with some of the examples of strategic plans from other libraries, is that the St. Olaf plan does not begin with a clear statement of the college's and/or libraries'

mission. Nor did early discussions consciously focus on the missions of the college and the libraries. However, a comparison of the mission statements with the strategic plan reveals that the strategies of the plan are in sync with the key aspects of the missions.

The approved strategic plan names nine key strategies:

1. The Libraries will provide expert reference service to our clientele;
2. The Libraries will improve their instruction program;
3. The Libraries will design a thoughtful and intentional program of collection development;
4. The Libraries will incorporate new technology into all aspects of their operations;
5. The Libraries will increase cooperation with Carleton College;
6. The Libraries will create adequate space for new material;
7. The Libraries will improve the timeliness, reliability, and cost-effectiveness of their services;
8. The Libraries will be accommodating, friendly spaces, which serve as the favored spot on campus to study and work on group projects, and the second favorite spot (behind Buntrock Commons) to socialize; and
9. We will do a better job of educating our staff and student workers.¹⁶

The two central themes of these strategies are education (both users and staff) and access (through technology, cooperation with Carleton College, and collection development).

Nevertheless, the current plan is nearing the end of its timeline. Perhaps appropriately, the St. Olaf Libraries are in a transitional phase with respect to their leadership. Whoever eventually comes to serve as the role of college librarian will be instrumental in helping develop the next strategic plan.

FISCAL PLANNING¹⁷

Strategic planning also must include fiscal planning. Just as libraries develop parallel to their parent institutions, the economies of college campuses, and their libraries, tend to follow the trends of the general economy. Consequently, because many of the world's economies are presently struggling, economic hardship for colleges and libraries is not unexpected. Additional struggles for libraries in particular are the result of rapidly expanding costs for journals, books, and other information resources. While colleges may increase their libraries' budgets according to the general rate of inflation, the rate of inflation for publications is often much higher than that, meaning fewer resources can be afforded.¹⁸ Finally, because income from endowments rises and falls with the economy, colleges and their libraries also may be currently struggling depending on how much they rely on their endowments. And, because "most privately-controlled colleges have endowment funds specifically

designated for the library,” such libraries are likely to suffer in hard economic times.¹⁹ (Public institutions dependent on tax dollars also will suffer since tax revenues decrease when the economy is weak.)

Nevertheless, unlike many academic libraries, and libraries in general, the St. Olaf College Libraries are not experiencing great financial struggles at this time. History has shown that private liberal arts colleges are less likely to regress during difficult financial times.²⁰ Such seems to be the case with St. Olaf. Naturally, minor cuts have been made, but the only major cut made to the libraries’ operations budget for the upcoming year has been in money for travel expenses for conferences. And, this line had been significantly increased the previous years, so now it is simply back to its earlier levels.

While the libraries’ budget does look good for next year, it should be noted that as a percentage of the total college’s educational spending, it is only 5% rather than the six recommend by earlier ACRL *Standards for College Libraries*.²¹ Still, it is above the median of 4%.²² Distribution of funds in an academic library typically has been 69% on staff, 39% on materials, and 10% on “other”.²³ St. Olaf differs from this breakdown: budgeting 42% for staff, 51% for materials, and 7% for “other”. Of the money spent on materials, 59% is on journals, 33% is spent on books (and other materials such as DVDs, CDs, etc.), and 8% is spent on standing orders (which are primarily books).

The St. Olaf Libraries have both capital and operating budgets for information materials. The majority of resources—namely those items for which the libraries own a physical copy or have access to in perpetuity—are budgeted for in the capital budget. An additional restricted fund that is the result of a number of donations is also used for purchasing information resources. Electronic database subscriptions, etc., because they are not a permanent part of the collection, come out of the operating budget, as do staffing and “other” costs. By making this split, St. Olaf well protects its monies allocated for resources. The capital budget is set five years at a time so that it is not subject to the ups and downs that may be more often seen in the operating budget. Even with respect to the operating budget, faculty and administration are very supportive of the libraries, so they continue to be well funded, even in more difficult economic times. Such a strong relationship is fundamental to the survival of a library.

HUMAN RESOURCES²⁴

While money certainly is an important resource of libraries that must be stewarded wisely, the most vital resource is library personnel. One of the first things that must be kept in mind when thinking about personnel is to ensure that a library has enough staff members to complete the necessary work. The prescriptive version of the ACRL (Association of College and Research

Libraries) *Standards for College Libraries* suggests that a library have one librarian for every 5,000 books (or equivalent materials) acquired each year, one librarian for every 500 full-time equivalency (FTE) students, and one librarian for every 100,000 volumes in the collection.²⁵ According to these guidelines, St. Olaf should have 11 librarians. With the College Librarian position vacant, the libraries currently are served by only ten librarians, in addition to 13 paraprofessionals.²⁶ So even though the libraries generally are well staffed when all the positions are filled, the lack of a college librarian has added extra duties for many.

Stewardship of staff resources begins with the hiring process. As is typical for an institution of its size, St. Olaf Libraries do not have a separate Human Resources Department, but rather, depend on the campus department. The process of hiring at St. Olaf mirrors that of many institutions.²⁷ When a position opens, the department first reviews the job description, particularly in relation to the department's goals and needs, as well as to the library as a whole. The head of the department sends a request for the hire to Human Resources who then shepherds it through the process of obtaining approval from college administration, i.e. the Provost's office. When approved, the department head writes a job announcement that is given to Human Resources for dissemination to the appropriate places (particularly those that require payment for posting). The department head also sends the announcement to various relevant listservs, library schools, and websites. A search committee is formed which consists of the college librarian, the department head, and two or three people from both in and outside the particular department. Applications come to the search committee through Human Resources. The committee reviews the pool of applications, selecting eight to ten people for phone interviews, and then three to four for campus interviews. The candidates usually make public presentations, particularly if applying for a librarian position, which all library staff are invited to attend. The search committee solicits feedback from everyone then makes a recommendation to the Provost, who ultimately approves the hire. The staff generally are satisfied with this process. People feel like they have adequate opportunities for input, but at the same time find it helpful that Human Resources deals with the logistics.

Once a new person is hired, training is done by department heads as well as department colleagues. New hires often shadow longer-term staff members as part of the training. The departments of the libraries are small enough that department members are able to work closely together and help one another frequently. In addition, staff, both new and old, are encouraged (and financially supported) to attend conferences and workshops to further their development.

Staff members are evaluated annually by their immediate supervisors, using a standard form provided by the Human Resources Department, which, upon completion, is sent to the Provost's office. Department heads, however,

indicated that the most useful aspects of the evaluation process actually occur throughout the year. Feedback and discussion about how one's work is going is a constant activity. Again this is possible because members of departments work so closely together.²⁸

DIVERSITY²⁹

Because of its size, the staff of St. Olaf Libraries have many opportunities to work in collaboration. This work is enhanced when issues are addressed from multiple perspectives. As a result, staff generally agree that increasing diversity would be a great benefit to the libraries.

Diversity already exists among the staff at some levels—for example, age, religion, and regional background—but in other respects it lacks diversity, particularly in ethnicity and gender. Of the 11 librarians, the Head of Acquisitions is of Latin American descent and the Head of Reference and Instruction is from Poland. All other librarians and the 13 paraprofessionals are Caucasians. The gender balance is heavily weighted toward women. Only three librarians and one paraprofessional are men. Student workers do tend to be more racially diverse. In addition to several international students, they come from a variety of ethnic backgrounds (though no specific statistics are available). Still, only 10% of the student body is non-Caucasian, but these numbers have been on the rise in recent years.

St. Olaf faces at least two major obstacles to increasing diversity on campus in general and in the libraries in particular. First, the school was founded by Norwegian-American Lutherans, and those of this heritage continue to be an essential constituency of the institution. The college thus, is torn between maintaining strong connections to its foundations, while at the same time embracing a more diverse community. Second, the town of Northfield is rather homogenous, particularly with respect to racial diversity. This presents a particular problem with respect to promoting diversity among the paraprofessional staff of the libraries. The best source for employees at this level is the local citizens. Consequently, the staff reflect the general demographics of the wider community. While Carol Brey-Casiano [former ALA President] indicates that this is a goal of diversity, she helpfully adds the caveat that the reflection of the community should include the nation as a whole and not just the local community.³⁰

St. Olaf College is aware of these issues and is seeking to address them. An important step was taken by the college president last year when he appointed a Special Assistant to the President for Institutional Diversity. This person serves as chief diversity officer of the college and coordinates campus initiatives to increase and maintain the diversity of its faculty, staff, and students. He also oversees multicultural programming and outreach to diverse communities.³¹

Thus far, the diversity officer has focused primarily on increasing racial diversity among the faculty and students. However, he works closely with Human Resources as well in seeking to incorporate the same principles in the hiring of administrative staff. He also works with division heads regarding diversity training and implementation. With respect to the library, the College Librarian has the chief responsibilities for these duties, but because this position is presently vacant, few formal efforts have been made thus far.

Despite this, the librarians are thinking of ways to promote diversity. The most frequently mentioned way is through recruitment. For example, one option would be to send job announcements to particular sub-groups of the American Library Association (ALA), such as the Black Caucus or its Hispanic equivalent, REFORMA.³² In addition to recruitment, others mentioned taking advantage of the resources available to work on this issue, including the ALA Diversity Research Grant Program. These efforts, as well as those of the institution as a whole are good news for the future of St. Olaf College.

COLLECTION DEVELOPMENT³³

“A rational, well-conceived systematic program of collection development, management and acquisition is among the crucial ingredients of a first-rate library.”³⁴ The key, then, is to develop such a policy. The policy should consider a college’s curriculum and its mission.³⁵ In addition, it must address issues such as the quality of the materials, the level of materials to be collected, and the use of materials, both with respect to students, a college library’s primary audience, and faculty research needs. Finally, a collection development policy should include the related issues of preservation, weeding, gifts, consortial participation, and intellectual freedom.³⁶

The St. Olaf Libraries’ *Collection Development Policy*, written in July 2004, seeks to address these key issues.³⁷ It succeeds with some aspects better than others. For example, it does not focus on intellectual freedom or the current scope of the collection. However, the policy does discuss selection, weeding, consortial participation, preservation, and gifts. The policies regarding these areas are rather general. This results in both strengths and weaknesses. One strength is that it makes the policy flexible. For instance, a rigid policy would not allow for the purchase of special items that are necessary but unforeseen during budgeting. At the same time, a policy can be so flexible that it really does not provide guidance. The greatest strength of the St. Olaf policy is the focus on supporting the college curriculum. Other goals of this policy include supporting research, fostering an “informed society,” and reflecting the history and identity of the college. Nevertheless, support of the curriculum stands out as its primary goal.

The current St. Olaf's collection development policy is in need of revision. Since it was written, a new Acquisitions Librarian has been hired (less than one year ago) and the College Librarian has left. Given the new personnel and the age of the current document, the hope is that the policy will be updated once the new College Librarian is in place. Likely, the revisions to the policy will be done by the College Librarian, the Acquisitions Librarian, the library liaisons to the academic departments, and the faculty Library Committee.³⁸ Together these people represent many of the chief constituencies of the Libraries.

A policy is only one feature of collection development. Another issue is who bears responsibility for selection. Mary and John Scudder have asserted that faculty involvement in collection development is fundamental.³⁹ The St. Olaf *Collection Development Policy* goes beyond that, declaring that selection is a collaborative effort of the entire college community. This claim is not simply a matter of policy, but a reality. First, the library encourages faculty, staff, and students to make recommendations. In fact, every monograph that a student orders through interlibrary loan is automatically purchased for the collection (with possible exceptions made for exorbitant cost). Also, specific allocations for materials are made each year for academic departments. Each department has a library liaison who works on materials selections. How the money is spent varies among the departments. Some are quite formal and intentional in their spending, some have a few members of the faculty who order items, and some count on their library liaison to order materials. Still, faculty have a great deal of input regarding the purchase of materials at St. Olaf.

EVALUATION OF COLLECTIONS AND THEIR USE⁴⁰

St. Olaf Libraries have had to make some difficult choices due to rising costs, particularly with respect to journals. The librarians certainly have noticed the trends of skyrocketing costs, consolidations of publishers, and difficulties with title bundling. Again, just as in other places, these issues are especially prevalent with science subscriptions.

Another approach that St. Olaf has used is consortial relationships. One of the most important is with Carleton College, also located in Northfield. More information regarding this relationship is found in the chapter dealing with "Cooperation and Consortia".

Finally, the St. Olaf Libraries seek to stretch money and meet the needs of their patrons by being flexible with the budget. For instance, some designated funds can be used to free up money for other purchases. In addition, the libraries seek to work closely with faculty to help them get the resources they need. The physical education department, for example, relies much more on journals than monographs. As a result, the libraries are shifting the allocations appropriately, rather than insisting they purchase a certain number of monographs and do

without some journals. The libraries also are able to shift funds at the end of the fiscal year, moving unspent money to where it is needed.

SPECIAL COLLECTIONS

Among the libraries' special collections are the Norwegian Genealogy Collection and a rare book collection. The rare book collection includes a wide variety of titles, primarily acquired through donations. It is overseen by the Acquisitions Librarian, but requires little attention beyond its climate-controlled environment. The libraries also have strong collections in a number of subject areas—East Asian studies, music, and mathematics—but do not consider these special collections, *per se*.

In addition, the college has several special collections that are separate from the Libraries. These include the following:

- St. Olaf College Archives (Shaw-Olson Center for College History): a repository of historical materials relating to the founding and growth of St. Olaf College;⁴¹
- Howard and Edna Hong Kierkegaard Library: Supports the study of the life and thought of 19th Century Danish philosopher, Søren Kierkegaard;⁴² and
- Norwegian-American Historical Association (NAHA): Archives of letters, papers, books, periodicals, and newspapers related to Norwegian-American life.⁴³

These sources are truly unique. Each is maintained by its own staff, student workers, and volunteers. They are funded in part by the college, but other sources contribute to the maintenance of the collections.

PUBLIC SERVICES⁴⁴

Just as important as materials and collections are the services that are offered. At St. Olaf, these services are provided primarily through two departments: Circulation and Interlibrary Loan, and Reference and Instruction.

The chief function of a circulation department is lending a library's materials. However, doing so involves checking in and re-shelving returned items, keeping the stacks in order, administering the reserve materials, providing general assistance, and developing and enforcing circulation policies.⁴⁵ Indeed, these are the major tasks of the Circulation and Interlibrary Loan Department at St. Olaf (in addition to interlibrary loan, as the department name indicates). Four full-time staff members and numerous student workers manage all these activities during the 95 hours the library is open each week during the school year.

As noted, one important task of a circulation department is developing policies which guide the details of borrowing and lending. A good policy answers four central questions: 1) Who can borrow library materials? 2) What materials will be lent? 3) For how long may they be borrowed? and 4) What will happen if they are not returned?⁴⁶ The St. Olaf *Circulation Policy* addresses all of these areas in detail, but just some aspects will be highlighted here.⁴⁷

The primary answer to the question who may borrow materials is the immediate St. Olaf community: students, faculty, and staff. Family members and college alumni also are given borrowing privileges. In addition, local residents can receive a Borrower's Card, with proof of identity and residency (i.e. a driver's license). The postal codes which define "local" are on the Libraries' website, but some flexibility exists in how local one must be. All borrowers receive their privileges at no cost. Anyone is welcome to use materials within the library.

As to what can be borrowed, the great majority of materials in the St. Olaf collections are lent. The exceptions include reference materials, newspapers, and microform. The length of the borrowing period depends on the material and borrower. Books have the longest period, audio-visual materials and periodicals are much shorter. Faculty have the longest borrowing periods, but students are given more time than general borrowers. All circulating items can be renewed at least once. However, if an item is requested by another patron, it must be returned within six days of receiving the recall notice, even if the original due date has not been reached. Fines and fees are assessed for overdue or lost items. For reserve and recalled items the charges are significantly higher than standard materials. Despite the fact many of these fees are often waived, over \$12,000 in fines was collected last year.

An additional important issue that must be addressed within the Circulation and Interlibrary Loan Department is copyright.⁴⁸ The main areas where copyright issues are considered in the St. Olaf Libraries are interlibrary loan, copy machines, and course reserves.

Copyright compliance is automatic with the Iliad software that St. Olaf uses for interlibrary loans. The so called "Rule of Five," from the Copyright Act of 1976, is key here, but the system keeps track of compliance.⁴⁹ When an interlibrary loan request is submitted, Iliad automatically sends notification to the Copyright Clearance Center. If the limits of the Rule of Five have been met, a notice will come up indicating that a fee will be charged. The requesting library must agree to the fee before the request can be processed. St. Olaf generally chooses not to pass these costs on to the patron. Often costs are minimal, but some journals, particularly in the sciences, charge exorbitant fees. When this happens, the request may be cancelled or the patron asked to pay.

With copy machines and "course reserve", St. Olaf also seeks to act in accordance with the Copyright Act. Signs are posted near the public copy machines, containing a copyright notice: "The Copyright law of the United

States (Title 1, US Code) governs the making of photocopies or other productions of copyrighted material; the person using this equipment is liable for any infringement.” With respect to photocopied course reserves, St. Olaf is guided by the following policy:

- Due to the ease and convenience of electronic reserves, photocopies provided will automatically be scanned and placed on e-reserve unless there are compelling reasons not to do so;
- Photocopies of *materials in the public domain* (e.g., government documents and materials for which the copyright has expired) may be freely placed on reserve;
- Photocopies of *copyrighted materials* may be placed on reserve under certain conditions, which are discussed in the Faculty Handbook’s “*Copyright: Basic Information & Guidelines*”; and
- Use that falls outside of “Fair Use” guidelines requires written permission from the copyright holder. Permission should be sought from the Copyright Clearance Center. Consult this *Pay-per-Use form* to purchase permission⁵⁰

In addition to Circulation and Interlibrary Loan, the other primary area of public services at St. Olaf is Reference and Instruction. Among a reference librarian’s tasks are answering questions, promoting interlibrary loan, building the reference collection, and developing resource materials.⁵¹ However, the ACRL’s *Guidelines for University Library Services to Undergraduates* indicate that reference services for undergraduates should focus on teaching students methods of identifying and locating materials.⁵² This is certainly the case at St. Olaf, where the primary task of the Reference and Instruction Librarians is to instruct students—both individuals and groups—in “identifying, retrieving and evaluating research materials.”⁵³

The four librarians (in addition to the Music and Science Librarians, who also serve as Reference and Instructional Librarians in their respective libraries) are available for a great deal of individual reference instruction. They work at the reference desk for almost 60 hours a week during the school year; including both evenings and weekends. Patrons can seek assistance at the desk or through email, instant messaging, and over the phone. Further, as departmental liaisons, librarians also develop resources for their departments in general, and for individual courses in particular. In fact, the library has just invested in LibGuides software that should aid greatly the efforts of creating clear, functional course guides.

BIBLIOGRAPHIC INSTRUCTION AND INFORMATION LITERACY⁵⁴

In addition to individual instruction, the St. Olaf's Reference and Instruction Librarians do a great deal of their teaching in classroom settings. Efforts toward research instruction at St. Olaf began in 1973-74, when the reference librarians became more involved in new student orientation as well as in actively seeking to cooperate with faculty in teaching research methods to their classes, either in the classroom or in the library. Then in 1976-77, the libraries received a matching grant from the National Endowment for the Humanities and the Council on Library Resources to develop a program in course-integrated library instruction. The initial program focused on the Religion and English Departments, since all first-year students were required to take a class from each. These efforts were successful and were only the first step in developing what today has become a strong, well-respected program.

The Reference and Instruction librarians lead the libraries in their instruction efforts. Though the program began with a focus on two departments, St. Olaf's instructional program now works across all disciplines. Approximately 90% of first-year students received some information instruction, but there are many other opportunities during the rest of one's college career. Last year, the librarians led 222 assignment-based research sessions with a total of 5,189 participants. Because there are only 3,000 students, a number of students had at least two experiences.⁵⁵ One future goal of the librarians is to become more intentional about developing the research instruction program so that it proceeds in steps throughout a student's career, each building off the previous. This has been accomplished in five departments to date.

At St. Olaf, the librarians work closely with the Academic Support Center and Information and Instructional Technologies. In addition, librarians collaborate with the Center for Integrative Studies (through which students design their own majors) and the Center for Innovation in the Liberal Arts, a forum collaboration among faculty regarding learning, teaching, and scholarship.

The librarians do not have a specific curriculum for research instruction due to the fact that instruction sessions are usually course integrated and assignment specific. However, certain documents have been developed that guide instruction. Among these is, *Guidelines for First Year Information Literacy Competencies*.⁵⁶ These *Guidelines* are based on the *ACRL Standards...*, but with outcomes specific to the St. Olaf context.⁵⁷ In addition to following some basic standards, the librarians have found that using a variety of instruction methods, especially practical experience, has been fundamental in their classes.

Strong information instructional programs are those that constantly assess and revise. The *ACRL Standards...* are intended, not only to help guide the

design and implementation of programs, but also their assessment, particularly with respect to student's abilities and skills.⁵⁸ Assessment, too, has become an important part of the St. Olaf Libraries instruction program. Librarians, faculty, and assessment specialists from St. Olaf have played an essential role in developing "The Research Practices Survey" to evaluate the information literacy of undergraduates. The survey is given to first-year students at both the beginning and end of the school year. The goal has been to expand the assessment analysis to the upper classes as well. To that end, this year the survey was also given to graduating seniors.⁵⁹

The St. Olaf librarians do not limit their information instruction efforts to students. In addition to working with faculty for the sake of the students, they also seek to instruct faculty in the new and changing aspects of information resources. This is done through a series of seminars conducted during January each year, as well as through meetings with both individuals and departments. Finally, the librarians have sought to fulfil their role as teachers by sharing their experience and insights beyond the St. Olaf campus through publications and presentations at state, national, and international meetings.⁶⁰

COOPERATIVE PROGRAMS AND CONSORTIA⁶¹

One of the most important relationships St. Olaf has is with Carleton College. While this relationship has existed in some form since St. Olaf was founded, beginning in the 1970s, certain aspects have begun to become more formalized. During this time, a union list of periodicals was created so that each college could easily borrow journals from one another. Also, full borrowing reciprocity was established, which still continues to this day. Finally, the two colleges have agreed to share a Science Librarian, something they still do today. Technology did affect the relationship more in the 1980s, when the schools began to talk about coordinating automation efforts. While this did not end up working for each college's first system, by the mid-90s both schools had chosen to switch to the Millennium integrated library system from Innovative Interfaces.

This, along with a grant from the Mellon Foundation, allowed the two schools to fully integrate their catalogs in 2004. Twice daily courier service allows easy exchange of materials. Library patrons have full reciprocity at both institutions. About 16,000 items a year are cross-borrowed. St. Olaf and Carleton have agreed to coordinate their purchasing of books and periodicals to avoid unnecessary duplication. This sort of cooperation has helped stretch money at both institutions, while actually increasing the available resources.

An additional Mellon Grant continues to aid in strengthening the relationship and promoting common efforts. For example, collection management is coordinated so that each school's collections complement one

another and duplicates are avoided as much as possible. Also, efforts have been made on shared licensing agreements for databases and digital libraries, but vendors have been somewhat hesitant about acknowledging a consortium of just two members. Now, virtually every major decision is looked at by the two libraries together. The relationship fosters cooperative efforts in smaller things as well. For example, a monthly Information Literacy Reading group at St. Olaf is attended by reference librarians from both colleges.

St. Olaf is also part of a larger regional consortium, which has brought great benefits as well. Minetex is another important cooperative effort of which St. Olaf is a member.⁶² In fact, St. Olaf was part of the pilot program in the late 1960s. Minetex has long been a vital way in which to share resources, and today it processes the majority of St. Olaf's interlibrary loan transactions. Minetex also negotiated participation in OCLC for its members, something that may not have been easily possible for St. Olaf if it were on its own. Further, Minetex has been helpful with respect to collection development; some of St. Olaf's databases are available through Minetex licensing agreements. Finally, Minetex has been supportive of staff development by sponsoring numerous workshops and seminars.

The Oberlin Group of Libraries also provides St. Olaf with key partnerships. "The primary purposes of the consortium are to discuss library issues of common concern, share information on best practices in library operations and services, license electronic resources of interest to member institutions, cooperate in resource sharing, and establish communities of practice."⁶³ These activities occur through annual meetings of the college librarians of each school, blogs, listservs, and the sharing of data (e.g. statistics on circulation, acquisitions, number of staff, salaries, etc.). The group is primarily a forum for sharing ideas and discussing issues. While some efforts have been made to talk with vendors and publishers, not much has been done in this respect yet.

St. Olaf and its partners have received many of the benefits typically associated with consortial relationships such as pooling resources, proving access to a wider base of material, providing easy, efficient access to materials outside the library, and cutting costs.⁶⁴ An additional benefit has been in networking and mutual support, and education of staff. This has been particularly true with the Carleton and Oberlin Group relationships.

INFORMATION TECHNOLOGY⁶⁵

Technology has been another area where cooperative relationships have been important for the St. Olaf Libraries. As mentioned in the previous section, in the early 1980s, Carleton and St. Olaf discussed full cooperation on library automation. For some time they worked closely together preparing for the

selection and implementation of a system. They followed a process that was typical at the time: analyzing one's needs for and expectations of an integrated system; educating the administration; and forming a team to review systems and how their capabilities fit with the needs of the libraries.⁶⁶

The complexity of this process came to light when it was discussed that the two libraries had different needs and expectations. In the end, Carleton decided to move independently and chose a system that St. Olaf did not favor. At this same time, St. Olaf was given the opportunity to join the Project for Automated Library Services (PALS), the online system developed by the Minnesota State University System (excluding the University of Minnesota). PALS was the preferred system, and this was the option they chose. After about ten years, the libraries outgrew PALS and began to look for a new system. Again, after evaluating the libraries' needs and reviewing several systems, they chose Millennium from Innovative Interfaces, Inc. It was the best system at the time for St. Olaf's needs and it had the added benefit of being the one Carleton had recently chosen as well.

Millennium software integrates four modules—acquisitions, cataloging, circulation, and serials—as well as the online catalog.⁶⁷ This certainly is the most important software in the library, as it is used in every library department and by the vast majority of patrons. On the whole, staff and users are satisfied with it. Users especially appreciate that the catalog searches Carleton and St. Olaf's collections simultaneously. Staff perhaps are less satisfied with other aspects, but agree that it is the best option available right now.

In addition, LibGuides software was just purchased and will be quite important in communicating with patrons.⁶⁸ It is a tool for organizing and providing access to library resources through the Internet, particular resources for specific areas of study. It should be up and running by the fall. Finally, ILLiad is essential software of the St. Olaf Libraries.⁶⁹ It is provided through OCLC and is used as the chief means of ordering and lending interlibrary loan (ILL).

The Systems Librarian is in charge of maintaining all library software, while Information and Instructional Technologies (IIT) oversees all other software and hardware. However, because these areas cannot be fully separated, the Systems Librarian works closely with IIT as well as with the Systems Librarian at Carleton.

With respect to other technology, the library labs have numerous computers, both PCs and Macs. The library has one "Smart Classroom" used especially for research instruction, as well as easy access to two instructional computer labs. Technology also exists for those with disabilities, both physical and learning. However, although this technology is available to students in the library, the Academic Support Center owns and operates it. Finally, the libraries' website is designed to be compliant with ADA standards.

MARKETING AND OUTREACH⁷⁰

The St. Olaf Libraries seek to market themselves in a number of ways. And even though they have not conducted formal marketing research to fully analyze target audiences, they are aware of the different kind of groups they would like to reach and try to direct their efforts accordingly.⁷¹ One important audience for outreach of the libraries is the faculty. As mentioned above, key connections with faculty are made through the library liaisons. Each academic department has a Reference and Instructional Librarian assigned to them who works with them on various issues related to the library, but perhaps the two most important are collection development and research instruction.

With students, marketing takes the forms of both direct and indirect methods. For example, direct outreach to students begins with orientation their first week where they receive a brief introduction to the library. The research instruction classes that many faculty ask their librarian liaison to teach also serve as a way to reach out to students. First year students usually experience at least two of these sessions, but they are often offered for upper classes, as well, in various departments.

In addition, the library staff has a Public Relations Committee that seeks to promote the library in various ways, particularly using indirect methods. Most recently, the committee has produced, “Word of the Day” buttons and brand new “Maid Service Needed. I’m not cleaning, I’m at the LIBRARY!” door hangers. The door hangers include the phone number, e-mail, and IM of the reference desk as well as the library website. The hope is to include the hangers in new students’ orientation packets (Thus combining direct and indirect marketing.) In the past, the library also has had tee shirts. Though these “take-away” items are primarily found within the library, students who pick them up help advertising outside the library.

One of the more popular events that has brought a wide variety of visitors into the library is the annual putt-putt golf tournament. Each year in January, on a Saturday evening, the libraries are closed to studying, and an eighteen-hole miniature golf course is set up throughout the building. Not only is it great fun, but it allows visitors to see never-before explored parts of the building. It also raises money for special library materials or projects (and for a student group that helps with the event).

The committee also takes advantage of other indirect marketing methods, such as creating book and bulletin board displays throughout the library. The committee has also discussed other ways to reach out to the greater St. Olaf community. Regular columns, such as reading recommendations or reviews, in the student newspaper and/or the *Alumni Magazine* are possible options.

One audience on campus that the libraries could do a better job of reaching out to is the administrative staff. Many staff members are unaware of the kinds of library resources available to them. One idea for reaching out to them is to develop a series of hour-long sessions, perhaps over lunch, which could teach them more about the library and all it has to offer.

For St. Olaf, the primary goal of marketing and outreach is to make people more aware of the resources the libraries offer so that they can be used more. However, for many schools, outreach is necessary as a way to bring in additional funds. This has not been necessary at St. Olaf. The libraries are well supported by the college and even during those times that money needed to be raised for building additions and renovations, the task fell to the college development office, rather than the library.

One area where the libraries have benefited from outside funding, though, is through grant monies. For instance, the Mellon grants previously mentioned have been of great benefit in building the consortial relationship with Carleton. Further, a recent grant from the Freeman Foundation has made possible the purchase of \$100,000 worth of materials on East Asia. While greatly useful, in and of themselves, such grants also can serve as a point of status that the college can claim as it continues to reach out to its constituents.

LIBRARY BUILDING AND EQUIPMENT⁷²

The Rølvaag Memorial Library building opened in the spring of 1942. Since then, it has received two major additions. It was originally built in the Gothic style, with limestone walls on the exterior, reading rooms with high ceilings, and beautiful woodwork on the interior. The additions were done with an effort to keep the outward appearance consistent, but with some modernization of the interior.

The additions have resulted in some quirky features, such as Floor 3½. The additions also can make some areas of the library difficult to navigate, but good maps and signs are provided throughout. Even so, many people seem to find warren-like areas of the library charming rather than frustrating.

Each library department generally is satisfied with its work space. All departments, with the exception of Serials, are located on the third floor, which is the main level. This allows for easy communication and interaction between departments. Additionally, staff are visible and easy to find; however, this also means that a large portion of the main floor is devoted to staff space rather than user space. Like any situation, this setup has both strengths and weakness.

The Reference and Instruction Department has rearranged its area the most, trying to make the reference desk as visible and welcoming as possible (in a room slightly off the main entrance). A new large desk serves well, but some patrons feel uncomfortable coming around to sit at it. A few more minor

alterations are still planned. In addition, they also have an instruction room equipped with teaching technology for classes. Other instructional rooms are located throughout the building, including a computer lab, but the librarians still would like more instruction space on the main floor.

The Technical Services Department is located together in one large room, except for serials which is near the periodicals, on the fourth floor. While this isolates the serials staff somewhat, it also makes sense to have them close to their materials. No easy solution exists to this dilemma. The circulation and reserves areas are located just inside the library entrance for easy access and assistance. They and Interlibrary Loan have suitable room for materials and good workflow.

Students seem to be happy with the quantity and variety of study spaces around the library. There are 1,100 spaces, which is in accordance with ACRL guidelines that call for room for one third of the total student body (which is 3,000). Particularly during the busy times of the semester, students would like to have more group study rooms. The 14 study rooms and four other group study areas are available on a "first come first served" basis; however, at any time of the year, comfortable chairs and couches are at a premium.

The current stack space is quite adequate for the collection. Compact shelving is located only on the first floor, where non-current periodicals are stored. Some staff would like to see some changes as to where certain materials are stored. For example, the government documents collection, which is valuable but infrequently used, is located in a beautiful area on the main level. Some would like to move it to a different area of the stacks so that its current area could be freed up for casual study and a gathering place, perhaps even with a coffee cart.

For many, the hope is that the library will move in the direction of the information commons, similar to what has been done at the University of Arizona.⁷³ A study and gathering area would be a key part of this. In addition, a number of staff members mentioned the importance of moving ITT, or at least the IIT help desk, into the library along with the Writing Place, a peer writing assistance service. Currently, both are in the same building as the library, but hidden away on the lower floors, outside of the library boundaries.

At this time, no current plans exist for remodeling or reconfiguring. There are at least two major reasons for this. First, the college is in the midst of, or has plans for, several major remodeling projects in other areas of campus. In addition, as previously noted, the position of college librarian is currently vacant. The feeling from the college leadership seems to be that the Library Administrative Council's role in this interim period is to keep things running as usual and not initiate any major new changes. So revisions to the library space seem to be yet another thing that will have to wait for now.

EVALUATING AND PLANNING ACTIVITIES⁷⁴

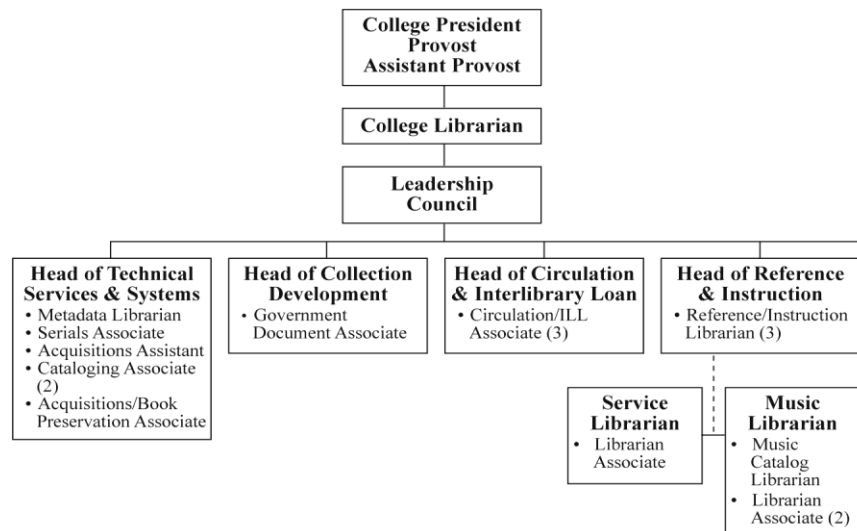
The St. Olaf Libraries conduct assessments at a number of levels, though no comprehensive system of evaluation exists. The two major areas of evaluation are collection and public services. One way in which the collection is evaluated is through regular serials reviews. In these reviews, each department is given lists of the journals which relate to their fields of study. Faculty are asked to indicate what titles should be retained, what should be cut, and what new titles should be added. The most recent serials review took place two years ago and was done in conjunction with Carleton College in an effort to maximize the complementary natures of the collections and minimize duplication. While often a key goal of such reviews is cost-cutting, these reviews also serve to evaluate how well the journals collection is supporting teaching and research in each department. The hope for the upcoming serials review is to ask similar questions, but also inquire about departments' satisfaction with their monograph-serials budget distribution, as well as think about gaps that may occur in the collection as a whole. In addition, a process for weeding is also being developed.

Public services are assessed in two major ways. The first is through keeping statistics on how the services are being used. For example, circulation statistics can be helpful in seeing how many particular collections or formats are being used. In addition, the Reference and Instruction Department keeps a record of every reference inquiry, including the nature of the inquiry and the time spent on it, as well as detailed statistics on its instruction efforts.

User studies also have proved helpful in the assessment at St. Olaf. For instance, "The Research Practices Survey," mentioned above, has been a good tool, particularly for the reference and instruction librarians as they think about research instruction. An additional survey was conducted last spring to gain an understanding of who was using the reference department and why, and an overall stratification with the reference services.

Evaluation also must include a regular review of plans, policies, and guidelines to determine if the institution is following them, and if not, what should be done differently, either in a change in practice or in policy. One helpful aspect of such a regular review is in the writing of annual reports. While this practice had been done for decades by the St. Olaf College Librarian, it was discontinued in recent years. However, it would be a valuable practice to reinstate. The task of an annual report would allow the staff the opportunity to stop and think about what has been accomplished; what still needs to be accomplished; what has been done well; and what could be improved. Assessment is a tool which enables one to look both back to where the librarians have been, but also ahead to where they are going.

APPENDIX A
ST. OLAF COLLEGE LIBRARIES ORGANIZATIONAL STRUCTURE



APPENDIX B
ST. OLAF COLLEGE LIBRARIES STRATEGIC PLAN

THE STRATEGIC PLAN OF THE ST. OLAF LIBRARY, 2005-2011

April 2005

Strengths

- Students speak highly of the reference assistance they receive, and tell us they want more.
- The library has established an exemplary program of instruction.
- We have three functional (and two attractive) library buildings.
- Reference librarians have, for the most part, established excellent relations with the departments and disciplines they serve.
- We catalog material at a high standard.
- Portions of our collections are very strong.
- We circulate more items per student than nearly any other library in our peer group.
- We have a committed, resourceful, and dedicated staff.

Challenges

- We do not expect any new FTE.
- The price of library materials increases at a rate far outpacing budget increases for collection development.
- Some faculty and students do not find the library or its services critical to their work at St. Olaf.
- The library practices thoughtful and intentional collection development in some, but not all disciplines. Portions of the collection are weak.
- Our cataloging, acquisitions, and interlibrary loan departments are swamped.
- All three libraries are close to capacity for all types of material.

Vision for the Future

- The library will be indispensable to and fully integrated with the college's mission.
- Service to faculty and students will be the library's top priority, and all policy decisions will be wedded to the needs of the curriculum.
- The library will be technologically relevant, adapting to expectations engendered by new technology.
- Students will describe the library as a place they need and want to be, and its services as essential to their coursework and their future.

Strategies

The library will provide expert reference service to our clientele.

- Reference librarians will continuously improve their knowledge of disciplines served. Each year during annual reviews they will reflect on areas in which they need more expertise, and develop a personalized program that could include courses at St. Olaf, seminars, summer educational sessions, independent reading, or other forms of structured exploration.
- We will work with IIT to implement and support software for geographic information systems (GIS).
- We will distribute reference-desk hours according to demand, and increase hours at least to pre-1997 levels.
- *See also* items "B" and "G."

The library will improve its instruction program.

- Reference librarians will identify departments interested in integrating sequential research skills throughout their majors, and work with them to develop a relevant program.
- We will expand opportunities for professional development:
 - Reference librarians will observe each of their colleagues at least once a year, and meet with that colleague to offer constructive feedback.
 - Reference librarians will meet once a year for a half-day retreat to report on conferences, discuss common readings, analyze instruction efforts, explore newly developed and traditional information

resources, and plan for implementing relevant technologies, strategies, and resources.

- We will assess our instruction program.
- The College Librarian will work with CILA and/or CEPC to facilitate faculty discussions of the research expectations the College makes of its students, and discuss with CEPC the advisability of adding research expectations to the College's general education curriculum.

The library will design a thoughtful and intentional program of collection development.

- We will revisit and revise our collection development policy, with special attention to selection and deselection, gifts, consortial participation, preservation, and processing. We will also consider policies and procedures for specific collections.
- We will decide whether our current liaison model of collection development serves the needs of the collection, our faculty, and our students, and revise it as appropriate.
- We will design new procedures to ensure that all new publications relevant to the curriculum are monitored: failure to order given titles will be intentional rather than accidental. To this end, we will explore with Carleton the relative merits of (a) a slip plan or approval plan through vendors, such as Blackwell or Yankee Peddler, and (b) a system in which reference librarians monitor all major review journals and catalogs in disciplines taught at St. Olaf.
- We will examine vendor contracts and select a primary vendor (in addition to secondary vendors) that can provide the best discounts and collection-management services and software.
- We will conduct a comprehensive review of licensed databases.
- We will reduce the amount of material duplicated in both print and electronic form, increasing the percentage of our budget spent on electronic sources.
- We will identify lost material yearly and replace it as appropriate.
- We will join Carleton in reviewing all serial subscriptions every other year.
- *See also* items "E" and "F."

The library will continue to incorporate new technology into all aspects of its operations

- Rølvaag will become the major space for public computing on campus. It will allocate more room in non-stack areas (i.e. areas that cannot accept book shelves) for public labs, and designate spaces for specialized projects such as GIS, video editing, and computer-aided design. Rølvaag will seek funds to create a second computer-instruction room.
- The library will use Mellon money to purchase new modules for the Bridge that will increase our efficiency and provide better service for our students.
- The library will begin discussions with IIT about providing technical help for student computing in Rølvaag.

- The library will purchase the software package ILLiad, enabling us to process interlibrary loan requests faster.
- The library will increase cooperation with Carleton College
- St. Olaf and Carleton will develop policies and procedures for cooperative collection development. These procedures will reflect a concerted effort to reduce the amount of material duplicated between the two schools, freeing money to purchase material neither school could otherwise afford. To this end, the two schools will submit a grant to the Mellon Foundation for funding to hire consultants, relief FTE, and purchase appropriate software.
 - St. Olaf and Carleton will decide within five years whether we can obtain better discounts from vendors and publishers by establishing a limited liability corporation (LLC).
 - *See also* item “F.”
- The library will create adequate space for new material.
- Reference librarians will weed the entire Rølvaag, Music, and Science collections over the next four years. Weeding will remove non-circulating works that have no historical value and no relevance to the curriculum or the interests of our faculty and students.
 - The Mellon Grant will request funds to design a long-term weeding project with Carleton College.
 - We will create plans to accommodate expanding collections of all three libraries. We will explore the relative merits of (a) remote storage at existing, in-state archival facilities; (b) the construction of a storage facility to be shared by Carleton and St. Olaf; (c) new additions or renovations to current buildings or libraries at St. Olaf; (d) compact shelving; or (e) some combination of these options.
- The library will improve the timeliness, reliability, and cost-effectiveness of its services.
- All service areas will post hours and ensure that those areas are staffed when promised.
 - We will review our student work program and determine if we need to reallocate student FTE.
 - We will conduct a thorough review of the ways in which we bind serials and books, and choose the most cost-effective processes and vendors.
- The library will improve access to print and electronic material
- We will investigate ways to provide more information in the catalog about material at Carleton and St. Olaf. This information might include additional items in the bibliographic record such as tables of contents, dust-jacket information, reviews, more subject headings, etc.
 - We will seek funds to hire a consultant to help our interlibrary loan office design processes and adopt technology that significantly reduce the amount of time it takes to process requests. ILL will establish measurable goals for quick turnaround times.
 - The departments of collection development, acquisitions, cataloging, serials, and circulation will review the entire workflow in technical services, from the point an item is requested to the point that item reaches the shelf or becomes available on the web. We will seek funds to hire a

consultant to help us design processes, employ technology, and adopt third party services that eliminate all backlogs and enable us to establish measurable goals for quick turnaround times and quality access.

- We will make some existing print material available in electronic form.
- The College Librarian will work with GFR and other units on campus to submit one or more grants to support digitization projects around campus.
- We will hire a replacement cataloger whose responsibilities include digitization projects.
- We will send technical services staff to Minitex conferences on digitization.
- Technical services will become sufficiently efficient to reallocate some FTE to such projects.
- We will expand electronic reserves and determine which software (Moodle or other) will allow us to integrate reserves with existing course-management software.
- We will redesign the library's web page to make it more user-friendly.
- We will attempt to negotiate a contract for *ScienceDirect* that does not place restrictions on our ability to cancel Elsevier titles.
- We will create an "A-Z list" that makes finding journals in all formats easier and more intuitive.

We will do a better job of providing continuing education for our staff and student workers.

- We will devote four all-library meetings per year to continuing education.
- All staff will attend at least one conference or training session per year.
- Serials and acquisitions will develop training videos using software such as Camtasia, and circulation will examine its student training program.

The three libraries will be accommodating, friendly spaces, which serve as *the* favored spot on campus to study and work on group projects, and a favorite spot to socialize.

- While preserving some space for individual study, the libraries will add new furniture for group study and group projects.
- The libraries will work with IIT to design facilities and purchase equipment for group and individual computing projects.
- Rølvaag will establish a salon/art gallery with comfortable furniture, daily newspapers, magazines, and coffee.
- Rølvaag will work with the Student Senate to become a distribution point for the campus newspaper program.
- Rølvaag will continue to host fun activities and events such as the annual golf tournament and the quiz bowl.
- Rølvaag and the Science Library will work with Jill Ewald to increase permanent and rotating art exhibitions throughout both buildings.

APPENDIX C

ST. OLAF LIBRARIES COLLECTION DEVELOPMENT POLICY

Mission and Goals:

The St. Olaf College Libraries select and maintain a collection of library materials related to the instructional, research, intellectual, and artistic interests of students and faculty. To this end, the collection must:

- Provide materials necessary to support teaching and learning as outlined in the curricular program and mission of the college.
- Provide foundational materials necessary to support the research required of students, faculty, and staff.
- Provide materials that are necessary for liberally educated students, scholars, and thinkers, and that foster an informed society.
- Provide materials that reflect the college's history and identity.

“Collection of library materials” refers to materials in appropriate formats that are carefully selected, acquired, and cataloged, whether physically housed on campus or electronically accessible elsewhere.

Selection Policy:

Selection of new materials at St. Olaf is a cooperative effort, for building the collection is the responsibility of the entire College community. All faculty, staff, and students are encouraged to request items they feel will be of value to the collection. Although responsibilities and procedures vary from subject to subject, faculty normally have a significant role in selecting items necessary to support the curriculum in the subject areas covered by their departments. The Libraries have a special responsibility for selecting interdisciplinary materials and other materials necessary to maintain a well-rounded collection focused on the curriculum. The Libraries maintain overall responsibility for shaping the collection and have the final authority in all collection decisions.

Selectors' primary focus is supporting the curriculum by building a comprehensive undergraduate collection consonant with the mission of the College. Because far more is published and available in any subject than it is possible or desirable to purchase, many different considerations and criteria in addition to the particular subject matter and the quality of the publication are used in deciding whether or not to recommend a particular item for acquisition.

Reviews:

Whenever possible, reviews should be consulted. Purchases are not limited only to those items or authors receiving outstanding reviews, since some controversial materials may receive mixed reviews and other materials initially may be misunderstood or undervalued. Whenever possible, though, reviews should play a significant part in deciding which materials to select.

Credentials of Author, Issuing Body, Publisher:

Preference is given to materials created by authors known for their scholarship, originality, and reputation in their field of study or accomplishment. Similarly, preference is given to materials offered by publishers or bodies known for issuing materials of high quality. This does not limit our collecting works by emerging authors or publishers, however, and we are committed to acquiring such works when appropriate.

Scholarly Focus:

Preference is given to scholarly materials created for an undergraduate audience. "Popular" works lacking primary source materials or standard scholarly apparatus generally are not preferred unless they contain a point of view or a discussion which is not adequately presented elsewhere.

Balanced Collection:

The Libraries attempt to maintain a balanced collection with representative works responsibly illustrating different and contrasting points of view whenever it is possible to do so.

Formats:

We collect material in whatever format is most appropriate at the time and for the particular work. When there is a choice of more than one format, we attempt to balance several factors in deciding which format is best. Those criteria include immediacy of information, long-term use, and intellectual access to the material. In some cases we collect similar materials in multiple formats in order to balance access and preservation considerations. In other cases, regrettably, our options in making different formats available may be limited by finances, library faculty and staff resources, and limited institutional financial support and limited support of proper equipment.

Indexes and Bibliographies:

The Libraries maintain a balance between items that provide access to other materials and the source materials themselves. While our catalog is a primary entrance point to much of the collection, we have a rich collection of indexes, bibliographies, and other materials that organize access to materials within our collection and that are accessible through the networks and consortia to which we belong.

Timeliness:

We seek to purchase new works in a timely manner, and desire to keep abreast of new developments in all areas affecting the curriculum and the larger scholarly conversation. In all fields where it is appropriate, we also will make retrospective purchases of significant works that are important to have in tracing the history and development of a subject, discipline, technique, or scholarly/artistic conversation.

Languages:

Most works we acquire are in English. Given the undergraduate nature of the College, we will seek out English translations of significant works originally in other

languages. However, because of the integration of foreign language study into the curriculum, we make a concerted effort to acquire works in diverse subject areas in those languages taught at St. Olaf.

Material not Acquired:

We usually do not acquire “consumable” items such as textbooks, outlines or “study guides” of a subject or author. We limit our collecting of popular fiction, popular treatments of a subject, multiple copies, and derivative collections. Rather, we prefer to acquire original scholarly works and primary sources in order to provide a rich and deep collection that maintains its value and utility over time.

Leasing vs. Owning:

Whenever possible, we prefer to invest in materials to own, regardless of format, rather than lease or merely have access to the materials for a limited time. We attempt to acquire the broadest possible rights for material we purchase or lease, and we support scholarly publishing initiatives that offer high-quality alternatives to commercial information sources.

Government Documents:

The St. Olaf College Libraries are a selective depository for publications distributed by the Superintendent of Documents. Information about St. Olaf’s Government Documents Collection and its usage and maintenance can be found in the separate document titled *Collection Development Policy - Government Documents Collection*, St. Olaf College Libraries, attached hereto as Appendix “A.”

Weeding Policy:

Most materials are purchased with consideration of their long-term value to the collection. The value of a work, however, changes over time. While many works retain their value when considered against the whole of a subject or area of knowledge, some works will age and need to be replaced. The major criterion for deselection will be an evaluation of the continued relevance of an item for the curriculum. However, the same considerations involved in selecting an item for acquisition will be used in considering an item for withdrawal. In particular, we may choose to retain items that do not reflect current scholarship in a field or the current needs of the curriculum if the item is valuable in its own right. Whenever possible, weeding will be done as a collaborative effort between the liaison librarian and subject specialists from the relevant departments.

Weeding will be done as time permits, and should be scheduled to coincide with collection or curricular reviews on the one hand, and with sensitivity to workflow in other areas of the library affected by deselection decisions.

NOTES

1. Coughlin, C. M. and Gertzog, A. (1992). *Lyle's administration of the college library*. Lanham, MD: The Scarecrow Press, Inc., 20.
2. Shaw, J.M. (1992). *Dear old hill*. Northfield, MN: St. Olaf College, 25.
3. See note 1 above, 41-42.
4. This overview is based on my research for Assignment 02: "The evolution of an academic library: A history of the St. Olaf College Libraries."
5. See note 1 above, 43-44.
6. St. Olaf College, "About the libraries." Accessed June 27, 2009, from: <http://www.stolaf.edu/library/libinfo/about.html>.
7. Information regarding the organization of leadership of the Libraries at St. Olaf is from an interview with Kris MacPherson, Reference and Instruction Librarian, May 28, 2009.
8. St. Olaf College, "St. Olaf mission statement." Accessed, May 29, from: <http://www.stolaf.edu/about/mission.html>.
9. This statement is not currently posted publicly, but a copy was acquired from Kris MacPherson.
10. Aman, M. "Unit 2: governance and higher education," *the academic library*, class notes for May 27-29, 2009.
11. See Appendix A for a diagram of the organizational structure of the St. Olaf College Libraries.
12. This model is similar to that discussed in the class reading, "The promise of collegial management in the academic library."
13. Information on how the libraries' strategic plan was developed came from interviews with Kris MacPherson, and Kasia Gonnerman, Head of Reference and Instruction, June 1, 2009.
14. Aman, M. "Management & strategic planning," *The academic library*, PowerPoint for June 1-2, 2009.
15. See note 15 above.
16. See Appendix B for a copy of the complete strategic plan. The plan is not posted on line but a copy was acquired from Sarah Johnston, Head of Technical Services and Systems.
17. Information on the libraries' budget is from interviews with Kasia Gonnerman, and Mary Barbosa-Jerez, Head of Collection Development, June 3, 2009.
18. For example, from 1974 to 1991, the average price for US journals purchased by academic libraries increased by 527 percent [Aman, M. "Unit 07: Scholarly communication and collection development," *The academic library*, class notes for June 15-16, 2009].
19. See note 1 above, 494.
20. See note 1 above.
21. See note 1 above, 497.

22. Aman, M. "Fiscal planning and budgeting," *The academic library*, PowerPoint for June 3-5, 2009.
23. See note 1 above, 503.
24. Information on the hiring practices at the St. Olaf College Libraries is from interviews with Kasia Gonnerman, and Sarah Johnston, Head of Technical Services and Systems, June 8, 2009.
25. ACRL, "*Standards for college libraries*," *College and Research Libraries News* 47 (March 1986): 194; quoted and cited in Coughlin and Gertzog, 446.
26. While the FTE is ten, eleven people serve as librarians.
27. Aman, M. "Human resources (HR) in academic libraries," *The academic library*, PowerPoint for June 8-9, 2009. Here the process is described to include the following steps: make the decision to hire or not, develop a position description, recruit staff, market the position, and interview.
28. Further details on the evaluation process as well as an example of the evaluation form are available on the Human Resources page of the College website: <http://stolaf.edu/services/hr/appraisalprocess/index.html>.
29. Information on diversity at St. Olaf libraries is from interviews with Natalie Wall, Head of Circulation and Interlibrary Loan, Beth Christensen, Music Librarian, and Bruce King, Special Assistant to the President for Institutional Diversity, June 8, 2009.
30. Brey-Casiano, C. "President's message: Diversity: the heart of the profession," *American Libraries* (March 2005): 5.
<http://site.ebrary.com/lib/ala/docDetail.action?docID=10075740&p00=carol%20Obrey-casiano> (accessed June 11, 2009). Article found through citation in: Aman, M. "Unit 6: Human resources and diversity," *The academic library*, class notes for June 10-12, 2009.
31. Blodgett, S. "St. Olaf names new chief diversity officer," *St. Olaf College News* (July 2, 2008). Accessed June 10, 2009, from:
<http://fusion.stolaf.edu/news/index.cfm?fuseaction=NewsDetails&id=4388>.
32. This reflects the proactive recruitment discussed by Mohammad Aman in the video lecture, "Human Resources/Diversity." Accessed from:
(<http://129.89.43.24:8080/ramgen/classes/aman/770/fall04/diversity.rm>).
33. Information regarding St. Olaf's collection development policy and practices is from an interview with Mary Barbosa-Jerez, Head of Collection Development (June 16, 2009).
34. See note 1 above, 159.
35. ACRL *Guidelines for University Library Services to Undergraduate Students* state, "The library should provide varied, authoritative, and up-to-date resources that support its mission and the needs of undergraduate users." Accessed June 28, 2009, from:
<http://www.ala.org/ala/mgrps/divs/acrl/standards/ulsundergraduate.cfm>.

36. See note 1 above, 185-87.
37. The St. Olaf Libraries Collection Development Policy is not currently posted publicly. A copy is available in Appendix C.
38. All of the Reference and Instructions Librarians serve as departmental library liaisons.
39. Scudder, M. C., and Scudder, J. R., Jr. (1991): "Faculty involvement in college library collection development," in *Collection Development in College Libraries* Chicago: American Library Association, 140-149.
40. Information regarding St. Olaf's collection development policy and practices is from an interview with Mary Barbosa-Jerez, Head of Collection Development (June 16, 2009).
41. See the website for the College Archives:
<http://www.stolaf.edu/collections/archives/>.
42. See the website for the Kierkegaard Library:
<http://www.stolaf.edu/collections/kierkegaard/>.
43. See the website for the Norwegian-American Historical Association:
<http://www.naha.stolaf.edu/>.
44. Information regarding public services at St. Olaf is from interviews with Natalie Wall, and Kasia Gonnerman, June 24, 2009.
45. See note 1 above, 368.
46. See note 1 above, 367.
47. The full policy is posted on line: St. Olaf College Libraries, "Circulation Policies." Accessed June 24, 2009, from:
<http://www.stolaf.edu/library/libinfo/circpolicies.html>.
48. Information regarding copyright practices is from interviews with Dawn Moder, Circulation/ILL Associate, June 23, 2009, and Inga Velde, Circulation/Reserves Associate, June 24, 2009.
49. The Rule of Five limits institutions from requesting more than five articles from any one publication, which has been produced in the last five years [Mohammad Aman, "Copyright Law and the Academic Library," The Academic Library, PowerPoint for June 22-23].
50. St. Olaf College Libraries, "Course Reserve Information & Policies." Accessed June 23, 2009, from: <http://www.stolaf.edu/library/libinfo/reserves.html>.
51. See note 1 above, 295.
52. *Guidelines for university library services to undergraduate students* (2005). Accessed June 28, 2009, from <http://www.ala.org/ala/mgrps/divs/acrl/standards/ulsundergraduate.cfm>.
53. St. Olaf College Libraries, "Reference Service." Accessed June 30, 2009, from: <http://www.stolaf.edu/library/libinfo/refservice.html#hours>.
54. Information regarding bibliographic instruction at St. Olaf is from interviews with Kris MacPherson, June 19, 2009, and Kasia Gonnerman, June 22, 2009.

55. St. Olaf Libraries, "About the Libraries: Instruction." Accessed June 22, 2009, from: <http://www.stolaf.edu/library/libinfo/about.html>.
56. St. Olaf College Libraries, "Guidelines for First Year Information Literacy Competencies." Accessed June 22, 2009, from: http://www.stolaf.edu/library/instruction/infolit/competencies_firstyear.doc.
57. The goals of the "Guidelines" note directly four of the five standards. Standard four is not specifically mentioned. Other research instruction resources can be viewed by following this link: <http://www.stolaf.edu/library/instruction/infolit/index.html>.
58. ACRL. *Information literacy competency standards for higher education*, 6.
59. For more information see: <http://www.stolaf.edu/offices/ea/Assessment/ResPracSur/FacultyInfo.htm>.
60. A list of these can be seen here: <http://www.stolaf.edu/library/instruction/infolit/infolitpubsJan09.html>.
61. Information regarding St. Olaf consortial relationships is from an interview with Kasia Gonnerman, June 24, 2009.
62. See more about Minitex at its website: <http://www.minitex.umn.edu/>.
63. Oberlin Group Libraries Website. Accessed June 24, 2009, from: <http://www.oberlingroup.org/>.
64. Aman, M. "Academic libraries cooperative programs and consortia," *The academic library*, PowerPoint for June 15-16.
65. Information on the technology at the St. Olaf Libraries is from an interview with Sarah Johnston, Head of Technical Services and Systems, June 25, 2009.
66. See note 1 above, 144-152.
67. For more information about Millennium see the Innovative Interfaces, Inc website: http://www.iii.com/products/millennium_ils.shtml.
68. See the LibGuides webpage for more information: <http://www.springshare.com/libguides/>.
69. More information on Iliad is available through the OCLC website: <http://www.oclc.org/illiad/>.
70. Information on the marketing at the St. Olaf libraries is from interviews with Jill Strass, Metadata Librarian and Natalie Wall, Head of Circulation & Interlibrary Loan, June 25, 2009.
71. See Downing, *Reaching a Multicultural Student Community*, 102-103.
72. Information regarding the Rølvaag Library building at St. Olaf is from interviews with: Dawn Moder, Circulation/ILL Associate; Natalie Wall, Kasia Gonnerman, Ken Johnson, Reference/Instruction Librarian; Sarah Johnston, Head of Technical Services & Systems; June 25-26, 2009.
73. Berry, J.N. "Arizona's new model" *Library Journal* (Nov. 1, 2002): 40-42.

74. Information regarding Evaluation at the St. Olaf College Libraries is from interviews with Kasia Gonnerman, Head of Reference and Instruction, and Mary Barbosa-Jerez, Head of Collection Development, June 25, 2009.

SAUDI ARABIAN UNIVERSITY LIBRARIES

Faten Saeed Bamofleh, PhD.
Mohammad Mubarak Allohaibi, PhD.

INTRODUCTION

Academic libraries play critically important roles in supporting research and learning in all subjects and disciplines within their host universities and colleges. With the advent of the Internet and other information technologies, users' expectations and information seeking, librarians' behavior and libraries' roles have changed. These changes have brought new challenges to university libraries that have impacted their budgets, their physical layout, the formats of their acquired collections, their goals, and their services. Libraries recognized these challenges; their success is associated with strategic alignment with their campuses' visions, goals, objectives, and strategy.

This study covers three university libraries in Saudi Arabia (SA), King Saud University Library (KSUL), Umm Al-Qura University Library (UQUL), and King Fahd University for Petroleum and Minerals (KFUPML). The study aims to describe these libraries in the context of their history, users, collections, strategic planning, human resources, services, and other pertinent themes.

SAUDI UNIVERSITIES

In order to understand the context in which these university libraries operate, it is important to discuss the academic institutions to which they are attached, and to understand the environment and the community of these libraries.

There are 21 government funded universities in Saudi Arabia located in different cities; the chosen libraries are serving the three main universities that are in three different provinces (western, eastern, and central) of Saudi Arabia. The majority of Saudi universities are government institutions; they are funded by the government and operated under the auspices of the Ministry of Higher Education.

The Higher Education Council, over which the king presides, is the ultimate authority in decision-making, governing higher education policies and regulations. The following paragraphs will give a brief introduction to the three institutions that academic libraries are serving.

King Saud University (KSU) was the first Saudi university established in 1957 in the central part of SA. At the time it was named “Riyadh University” after the capital city of Saudi Arabia, since it is located there. In 1982, the name was changed to its present name. King Saud University is the largest university in SA. It has more than 30 colleges and schools distributed among its main campus in Riyadh, and other branches located in smaller cities like Al-Kharj, Al-Majmah and Wadi Addawasir. The university consists of the following colleges and schools:

Health Colleges

- College of Medicine
- College of Dentistry
- College of Pharmacy
- College of Medicine in Al-Kharj
- College of Pharmacy in Al-Kharj
- College of Applied Medical Sciences
- College of Nursing
- College of Applied Medical Sciences In Al-Kharj
- College of Health Science
- Applied Medical Sciences in Al-Majmah

Humanities Colleges

- College of Arts
- College of Education
- College of Business Administration
- College of Law and Political Science
- College of Languages
- College of Tourism and Archaeology
- Arabic Language Institute
- College of Teaching
- College of Physical Education and Sports
- College of Business Administration in Al-Kharj

Science Colleges

- College of Engineering
- College of Science
- College of Food and Agricultural Sciences
- College of Computer and Information Sciences
- College of Architecture and Planning
- College of Science in Al-Kharj

- College of Engineering in Al-Kharj
- College of Arts and Science in Wadi Addawasir
- College of Administrative Sciences and Al-Majma'ah
- College of Computer Engineering and Sciences in Al-Kharj

KSU's strategic statement reveals its vision as a university that "seeks to become a leader in educational and technological innovation, scientific discovery and creativity through fostering an atmosphere of intellectual inspiration and partnership for the prosperity of society." Its current mission "aspires to meet the educational and development needs of society by providing high-quality academic programs, pioneering innovative research and creative articulation, and through active involvement in the community for the prosperous cultural and economic development of the country." The university strategic plan also "operationalizes" its mission statement in the following goals:

- To provide initiative-based education that promotes the highest intellectual and academic standards
- To provide confident and ambitious graduates, well-equipped to advance the welfare of the society
- To foster an accommodating environment for skilful, professional, and serious faculty
- To achieve the reputation and recognition of being a valued teaching and research institution
- To enhance the well-being of society, its unity, and social and cultural values
- To become the choice for businesses, industries and professions seeking cooperation that serves the economical prosperity of the nation
- To uphold a productive academic environment that cultivates excellence, diversity, respect, and willingness to change.¹

Umm Al-Qura University (UQU) is located in the western province of SA, in the Holy city of Makkah. It was created in 1949 as a college of Shari'a (Islamic Law) as the first higher education institution in the kingdom, followed by the establishment of the Teachers' College in 1952, which continued until 1959, when the College of Shari'a took on the responsibility of teachers' preparation and became the College of Shari'a and Education. In 1962 the College of Education was established as an independent college. In 1971, the Colleges of Shari'a and Education became part of the King AbduAziz University in Jeddah and created a branch in Makkah. In 1981, these colleges became the foundation for the newly established Umm Al-Qura University, which includes the following colleges:

- College of Shari'a (Islamic Law)
- College of Da'wa and Usul-ul-Din (Islamic call and fundamentals of Religion)
- College of Arabic Language
- College of Education

- College of Applied Sciences
- College of Social Sciences
- College of Engineering and Islamic Architecture
- College of Medicine
- College of Pharmacy
- College of Applied Medical Sciences
- College of Computer
- College of Community Services and Continuing Education
- Institute of Arabic Language for non-native Speakers

Umm Al-Qura University is distinguished by its academic reputation in Islamic and Arabic studies. The stated goals of the university are:

- Provision of higher education and graduate studies to enable citizens to contribute to the development of their country in the light of Islamic principles in the following fields:
 - Islamic studies
 - Natural and applied sciences.
 - Humanities, social sciences and languages
- Preparation of specialized scientists and teachers
- Contribution to the enhancement of scientific research by conducting and encouraging research and establishing research centers, and suggesting means for provision and satisfaction of present-day needs
- Helping other Islamic societies in the specialized education of their citizens in the different fields of knowledge²

The mission statement of UQU is “to provide education and training of students and human resources in various disciplines and services in the instruction and training, social and health to the community development, conducting scientific research and provide solutions to the problems of civil society.” Its broad vision reads as follows:

- Aspiring to be the best place for work and education
- To seek the national and global academic accreditation and to be classified based on the possibilities and the level of the output of the global accredited universities; and
- Aspiring to be a reference for the issues and problems of the holy city of Makkah and for the community and environment development³

King Fahd University of Petroleum and Minerals (KFUPM) is located in the eastern province of SA, in the city of Dhahran. It was established in 1963 as the then College of Petroleum and Minerals (CPM). In 1975, it became the University of Petroleum and Minerals, and was renamed in 1986 to become King Fahd University of Petroleum and Minerals. The vision of the university is “to be vibrant multicultural university of international repute focused on quality education and innovative research that prepares professionals and entrepreneurs

to lead social, economic, and technical development in the region.” Its mission statement indicates that: KFUPM is an institution of higher learning committed to:

- a. Preparing professionals empowered with the knowledge, skills, values and confidence to take a leadership role in the development of the kingdom in the fields of science, engineering, environmental design and business;
- b. Producing research that contributes to the knowledge and sustainable development of the kingdom and region by providing innovative solutions to identified economic and technical problems and opportunities; and
- c. Providing a stimulating campus environment for the welfare of its students, faculty and staff, and offering outstanding professional services and out-reach programs to the society at large.⁴

The university is well known for its fields of science and engineering, which is reflected in its colleges of:

- Science
- Engineering Sciences
- Computer Sciences & Engineering
- Industrial Management
- Environmental Design

THE UNIVERSITIES' LIBRARIES

All academic libraries should endeavor to achieve the main objectives of the university: education, scientific research and community services. In this section, the study will focus on the three universities' libraries in terms of history, policy and procedures, community and users, management and governance, and services and challenges.

OVERVIEW AND HISTORICAL REVIEW

Most of the central libraries of Saudi universities began as college libraries merged together to form a large library that provides services to the whole university community and its attached college libraries.

Prince Salman Central Library at KSU is the largest university library in Saudi Arabia. It was established in 1964 and is located on the main campus in Riyadh, the capital of Saudi Arabia. It occupies a seven-story building, in a central location among university colleges, with an area of 51,400 square meters.

The KSU had previously established several college libraries: the College of Arts Library in 1957; the Library of the College of Sciences in 1958; the Administrative Sciences College Library in 1959; and the Library of the College of Pharmacy in 1961. Actually, the Central Library of KSU was the result of the merger of two college libraries, the Library of the College of Pharmacy and the

Science College Library. This was considered the first phase of the merger. After the establishment of the university's central library, seven different college libraries were created: the Library of the College of Agriculture in 1966; the College of Education Library in 1967; the Engineering College Library in 1968; the College of Medicine Library in 1969; the Arabic Language Institute Library in 1974, the College of Dentistry Library in 1978; and the King AbdulAziz University Hospital Library in 1980. The second phase of the merger was in 1984/1985, when the seven college libraries joined the central library.⁵ The library uses both, the AACR2, and the Dewey Decimal Classification for descriptive cataloguing; the Library of Congress List of Subject Headings for the cataloguing of English language books, and the KSU Subject Headings List for the Arabic books. Presently, the library has the following seven branches:

- Central Library for Girls
- University Studies Center for Girls
- The Faculty of Medicine
- King AbdulAziz University Hospital
- College of Dentistry
- College of Applied Medical Sciences
- College of Community Services

King Abdullah Bin Abdul Aziz Library is the central library at UQU in Makkah. It was established in 1971 as a result of the merger of both Shari'a College Library and the College of Education Library. Although, the merger of the two libraries resulted in the central library, it did not belong to UQU at that time; it was just a central library for the two colleges. In 1981, as Umm Al-Qura was established, it became the university's central library.⁷ In 2005, the library was moved to a new three-story building.

The library has a main branch serving the female section in Umm Al-Qura University with related college libraries, especially the College of Medicine Library and the College of Engineering Library.

The central library of KFUPM was established in 1964, and is located in the central area of the university campus, with an area of about 1000 square meters. It has branches in different colleges and schools, such as the Community Center Library, the College of Environmental Design Library and the Library of the English Language Center.

The central library is responsible for the technical processing of all branch libraries; it acquires information resources, catalogs, and classifies them for all of the university libraries using AACR2 for the descriptive cataloging, the LC Classification Scheme, and LC List of Subject Headings for subject cataloging of English language books, along with KSU List of Subject Headings for Arabic books.⁸

ADMINISTRATION AND FINANCE

Each of the three universities has a dean level representation in their university's council. Formally, the deans of library affairs in all three universities report to vice presidents and members of the universities' councils. The library affairs dean has academic colleges status; this kind of structure gives the library deans the ability to communicate directly with the universities' rectors as well as vice rectors and peer academic deans.

UQU Library consists of the following departments and units (Appendix 1 shows the organizational chart of the library):

- The Department of Users Services
- The Department of Digital Libraries
- The Department of Collection Development
- The Department of Technical Processes
- The Department of Manuscripts Sterilization and Renovating
- The Department of Inventory
- The Computer Department
- Financial and Administrative Affairs
- Maintenance and Warehouse⁹

The KFUPM Library consists of the following departments (Appendix 2 shows the organizational chart of the library):

- Acquisition Department
- Cataloging Department
- Circulation Department
- Reference and Information Services Department
- Supporting Services Department
- Systems Department

As for KSU Library, there are the following departments (Appendix 3 shows the organizational chart):

- The Department of Distribution
- The Department of the Halls
- The Department of Special Collections
- The Department of User Services
- The Department of Information Technology
- The Department of Technical Processes
- The Department of Public Relations and Exhibitions
- The Department of Financial Affairs
- The Department of Management Affairs

As it becomes clear from the organization charts, there are similarities of some of the departments at the three libraries. For example, every library has a

unit for IT, named either a computer department, information technology or a system department. Also, all the libraries have departments for collection development, (acquisition department) at KFUPML. Technical services and procedures are managed through the cataloging department in KFUPML and technical process (procedures) departments in both UQUL and KSUL. All libraries have dedicated departments for users' services known by different names. On the other hand, there are some departments that exist in one library that do not have a counterpart in the other. For example, the departments of sterilization and renovating, inventory, and digital libraries are unique to UQUL. KSUL has additional departments for public relations and exhibitions, distribution, and library halls.

Library staff numbers, distribution and qualifications differ among the three libraries, as well. There are 39 employees working in UQUL, nine of them have university degrees; seven are LIS specialists, and two are paraprofessionals. Although the library has IT and digital library units, staff qualifications show no IT specialists. In KFUPML there are 61 employees, 30 of them are LIS specialists, 18 are paraprofessionals, and 10 IT professionals. In KSUL there are 133 employees, 48% are LIS specialists, and 7.4% are paraprofessionals.

In 2007, a study on human resources in Saudi University Libraries found that 25% of the employees of KFUPML hold graduate degrees (doctoral or masters) and most of them have published papers in scientific journals. On the other hand, only 3% of KSUL employees have masters or doctoral degrees, while there were no high degree holders among the UQUL staff. The lack of qualified staff is considered one of the shortcomings for any academic library and not compatible with the global standards which assure that librarians should be holders of at least a master's degree. (Basager, 2007)¹⁰

The study also found that 42% of the personnel at KSUL hold bachelor degrees, compared to 19% at KFUPML and 17% at UQUL. Most Saudi university libraries have not hired specialists in computer sciences; KSUL is the only library that employs two professionals who hold a B.S. in computer science, while one holds a diploma in technology. Consequently, there is lack of IT technicians in Saudi university libraries—as Basager mentioned.¹¹

The study reported on applying international standards related to library staffing, and found that the KFUPML is the only library that met these standards, while the other two libraries had only 56 professionals in KSUL, and 41 in UQUL.¹²

As mentioned earlier, Saudi universities are public institutions funded by the government. All universities are responsible for allocating and managing their college libraries' annual budgets. However, libraries also have some other financial resources. In 2007, the UQU allocated about 5,000,000 SR (US\$1,333,333) for the library affairs deanship—75% of that money was spent on traditional information resources acquisition and 25% on electronic resources.

Other expenditures utilize internal income such as copying and printing. Also other units and departments of the university may support the library; for example, the Information Technology and Technical Support Center assist all university units and administrations in the use of computer technology, design and build communication networks, and provide technical supervision of computer activities in the university.¹³

As for KFUPM, the 2007 budget was almost 6,000,000 SR (US\$1,600,000), but the deanship has the ability to independently manage and spend its allocated money as needed without any restrictions from the university, which reflects the flexibility of KFUPM management.

The situation is different in KSU, since the deanship expenditures in 2007 came to 17,841,408 SR (US\$4,757,708), and was spent on collection development, information technology, devices, and binding, in addition to the new installation of the Unicorn automation system. According to the 2007 library annual report, most of the KSUL budget (US\$3,271,333) was spent on information resources; the rest of the money (US\$1,477,642) was allocated to assist in paying for the UNICORN installation and information technology related investments.¹⁴

It should be noted that the salaries of all libraries' staffs are paid by the universities and are not part of the libraries' budgets. None of the libraries reports any funds from grants or donations being used to cover the cost of the collections or services. Other reported income is associated with:

- Fees of providing workshops and training services at KFUPML
- Ministry of Higher Education subsidies to KSUL
- Fees from copying and printing services in UQUL, and KFUPML

COLLECTION DEVELOPMENT

There are different features and characteristics of the three libraries' collections that will be discussed according to subject coverage, collections size and collection languages.

All university libraries provide traditional and electronic information resources covering different subject fields that match the different disciplines taught in each university. There were some similarities in the subject fields covered in both KSUL and UQUL, as they are considered general purpose universities, while KFUPML is more focused on science and engineering. Both KSUL and UQUL acquire and subscribe to information resources in the fields of: religion, philosophy, psychology, social sciences, arts, literature, science and medical, history, geography, languages, and general knowledge; whereas, KFUPML provides resources in more limited fields related to management, science, and engineering. KFUPM does not provide for all disciplines in education, but it has specific colleges and departments in the fields of science, engineering, and management.

COLLECTION SIZE

Beside the differences in subject coverage among libraries, collection size also varies in these libraries. Collection size discussion will be limited to the quantity of the traditional collections; electronic resources will be discussed in the electronic database services section.

Accurate statistics for collection size are not available for all libraries. This might be due to the fact that college libraries were under the supervision of the Ministry of Education before becoming attached to the university campuses. In 2007, the total size of the collection at KSUL was 874,971 titles in 2,065,863 volumes, compared to 693,830 titles at UQUL, and 299,100 titles at KFUPML.

King Saud University is the largest university in terms of students and faculty numbers. It serves around 64,102 students, faculty and staff.¹⁵ UQU serves a community of approximately 17,000 students, faculty and staff. KFUPM is the smallest, with 14,733 students, faculty and staff. Those statistics are only for main campuses, as the study is only concerned with central libraries and does not cover branch libraries.

COLLECTION LANGUAGE

KSUL and KFUPML collections have more English titles than Arabic as their statistics reveal. For KFUPML, this can be attributed to the fact that the language of instruction is English. KSUL collection statistics are somewhat surprising, as most of its colleges teach in Arabic. Table 1 shows collection distribution according to language. In contrast, UQUL collection is mostly in Arabic, which serves their users well, especially those in Islamic and Arabic studies.

TABLE 1: NUMBER OF BOOKS DISTRIBUTED BY LANGUAGES

The language	KSUL	UQUL	KFUPML
Arabic books title	155,281	150,000	32,800
English books titles	279,740	50,000	21,318

Source: KFUPM

The KFUPM focuses on English language resources because it is the main language used in teaching at the university; all students are required to study English language extensively in the first year. The library indicated in its acquisition policy that: "English is the principal language of materials acquired for library use. Arabic materials relevant to the university curriculum will also be acquired. Care should be taken in assessing the value of Arabic materials, which should only be done by professional librarians. Selected materials from other languages will only be acquired if supported by strong justification and approved by the Dean of Library Affairs."

However, the KFUPML policy for acquisition also reveals that “The mission of the KFUPML Library is to collect materials in all formats in support of the university’s teaching and research programs. Primary emphasis is on acquiring current materials.” The policy also indicated that “the library does not have its own subject specialists;¹⁶ the liaison persons from academic departments act as subject specialists. The acquisitions librarian designated for each college will work closely with the liaison persons of academic departments within the college in developing their respective subject collections. They will ensure that no areas of development proper to the collection are ignored and the collection as a whole is developed objectively, consistently and thoroughly.”¹⁷

The acquisition policy provides a strategic goal to meet levels three and four of the American Library Association’s five collection levels. These levels are defined as follows:

- Study level: A collection which supports undergraduate or graduate course work, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, or less than research intensity.
- Research level: A collection which includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers.

The policy indicated that it may not be possible for us to achieve a level-5 collection due to limited resources.¹⁸ Neither KSUL nor UQUL have any written policy for acquisition or weeding.

LIBRARIES’ AUTOMATION

Both UQUL and KFUPML automation are based on an Arabized version of SirsiDynix library integrated system. KSUL converted its old library automated system (DOBIS/LIBIS) to the Unicorn Integrated System in 2007.

While all libraries use almost the same automation system, the level of integration is quite different. Cataloging, circulation and OPAC (Online Public Access Catalog) services are activated in all the libraries, while serials control and acquisition services are only automated in UQUL and KFUPML. The KSUL’s recent automation system conversion is still in progress.

The information technologies infrastructure is well-established in all libraries; they are equipped with computers for staff and users. In UQUL there are 50 computers allocated to staff in different departments. There are an additional 25 terminals as well as 500 network access points in the library. However, in the KSUL, there are 231 computers, and 726 network access points in central and branch libraries. As for KFUPML, there are 50 computers allocated for employees, and 57 to users inside the library; it also has 150 network access points and a wireless system.

Excluding the KFUPML, other libraries are members of the Arabic Union Catalogue (AUC) which was developed by the King AbdulAziz Public Library in Riyadh. The AUC Arabic Union Catalog is a non-profit computer library service dedicated to the creation of cooperative cataloguing for all library owned Arabic collections. It allows libraries to use the cataloguing information submitted by other member Arab libraries and to download high quality bibliographic and authoritative Arabic records. It was borne out of an initiative of the King Abdulaziz Public Library and it will be financed by it for the first ten years before gaining financial autonomy.¹⁹

As of July 2007, the UQUL has added almost 70,000 bibliographic records to the AUC database, while KSUL has added about 350,000 records.

INFORMATION SERVICES

The libraries provide various information services for the benefit of the university community they serve: students, faculty and staff, in addition to researcher affiliates or non affiliates of the university.

The information services would therefore be examined under the following sub-headings:

- | | |
|-------------------------------|---|
| a. Circulation | b. Reference Services |
| c. Digital Reference Services | d. Information Retrieval from Databases |
| e. Internet Services | f. Other Services |

CIRCULATION

All libraries provide circulation to the affiliated and non affiliated researchers of the university.

The 2007 statistics of the libraries indicated that there were 50,703 lending transactions at the KSUL, with 103,770 books being lent. At UQUL, there were a total of 28,872 lending transactions, versus 16,270 processes at KFUPML, with 51,463 books being lent through them.

As is clear from the statistics, the KSUL had the greatest number of lending transactions and books. The reason for that may be related to the numbers of collections and users who are much larger at KSUL than at the other libraries. The libraries have written policies for providing materials to the users which reveal the categories of users, number of books, and period of time allowed for lending to each category, renewing circulation, and the fines for missing, damaged, or delayed items. Also, the policy designates the library resources allowed to be lent, and any exceptions to that policy. The KFUPML has a separate policy for interlibrary loan which defines who may request the services; what can be requested, time required, loan period, and borrowing limitations.²⁰

REFERENCE SERVICES

Rosemarie Riechel mentioned that “the best reference service combines mediated searching, formal and informal instruction in information-seeking skills (using hard copy sources, non-print media, and automated systems), and assistance in the use of reference sources. It includes the analysis and evaluation of the value of the information retrieval and the accuracy or correctness of the method of retrieval”²¹

Both the KSUL and the KFUPML are using traditional and non-traditional sources to meet users’ information requirements on campus. The statistics indicated that in 2007, the KFUPML received a total of 43,300 requests, while KSUL filled 638 requests from thesis and dissertations, in addition to 9,350 requests from the automated search system.

Obviously, “the reference encounter should not only provide the information sought, but also explain where the information is located, encouraging users to replicate the process in the future without assistance.”²² This means that academic libraries should pay attention to instruction services, and, as mentioned before, present formal and informal instruction in information seeking skills, to help users to acquire the ability to locate, search, and evaluate the information resources by themselves without any need for mediation.

In our case, we found that all libraries provide instruction services to teach information skills to their users, although the level of the service may differ from one library to the next. All libraries have developed a program for orientation to be provided at the beginning of each semester, to inform the freshmen students about library divisions, resources, and services, in addition to teaching them how to use the catalog and other skills to locate the resources they need. They usually distribute a folder to each student which contains brochures and booklets to provide more information about the library, its collections and services.

The KSUL and the KFUPML also have training sessions for users to teach them how to use the library and benefit from resources such as electronic databases. On the other hand, on both the UQUL and KSUL web sites, there are some instructional presentations that teach users how to use some of its databases. Also, all libraries sponsor activities each semester, such as: lectures or presentations, in cooperation with vendors of electronic databases, to inform users about any new products, and teach them the practical way to retrieve information from those databases.

DIGITAL REFERENCE SERVICES

Both the KFUPML and the UQUL provide digital reference service remotely through their web sites, although, their policies and methods differ. While the KFUPML has restricted its service to its affiliates only, the UQUL has extended its service and made them available to any user without conditions. On

the other hand, the UQUL uses a request form to provide its service. In addition, it requires a completed form that is submitted via the library's web site by the user to the information specialist, who receives the request and tries to return the answer to the user as soon as possible. KFUPML provides the same service, first by requiring the user to send the completed form, then conduct an interview between the user and information specialist.

In 2006, a study of Bamofleh²³ suggested establishing a consortium for digital reference service in Saudi University libraries, to attain cooperation among libraries in a way that improves the level of this service nationally.

The 2007 statistics of both libraries show that the UQUL received 1,234 queries, while KFUPML received only 524 queries through this service. The big difference between the number of queries in both libraries may be the availability of traditional reference service in the KFUPML, while there is none in UQUL. Also, the service is not restricted to university affiliates at UQUL.

INFORMATION RETRIEVAL FROM ELECTRONIC DATABASES

Deanships of library affairs in all universities subscribe to a number of electronic databases, which are accessible through the Internet. Also, all libraries allow people affiliated with their university to access the databases located on campus or remotely, by using usernames and passwords. In each deanship, the number of subscription to digital databases in 2007 was as follows:

- 22 in the UQUL
- 26 in the KSUL
- 22 in the KFUPML

In addition to these numbers, there are other 24 databases available to all users of Saudi university libraries, since the subscriptions were made by the Ministry of Higher Education in Saudi Arabia, who chose the most beneficial databases for the community of users in university libraries, and subscribes to them under the consortium established by the Ministry. The aim here is to coordinate and improve the information services provided by the university libraries.

INTERNET SERVICES

All libraries provide Internet services for their users, but the policies of presenting the service differ among libraries. At the KFUPML the service is available without any restrictions or conditions, while at UQUL, they follow the instructions and restrictions given by the Information Technology Center at the university, which controls use of the service in all university departments. The situation is different at KSUL, since they have their own restrictions on the use of the Internet; for example the library does not allow users to access any sites

which defame religious or moral values; also, it obstructs chatting or social networking.

The library follows different procedures to ensure applying its instructions and restrictions, such as:

- Using filtering software to prevent undesirable sites;
- Monitoring the use of the service by the staff; and
- Using the proxy server.

On the other hand, all libraries have web sites on the Internet. Every library uses its web site to provide information resources and services remotely to users. A study of Alsuraihy²⁴ describes the web sites of the Saudi university libraries, as the following:

Hassan Alsuraihy rated the sites from the technical aspect as: poor for KSUL, fair for KFUPML, and good for UQUL. He also evaluated the libraries' web sites, and found that KSUL provides users with good information, but it is a static site, which means that it does not have interactive services, nor does it have a good link between the users and the supervisors of the site, while the KFUPML and UQUL sites are among the best and most improved university libraries web sites.²⁵

OTHER SERVICES

Both KFUPML and KSUL provide consultation services for the users from foundations or organizations inside and outside Saudi Arabia. They may give technical, or any other consultations related to library and information services. We should point out that all libraries are promoting their services in different ways. Table 2 shows the methods of promotion used by each library.

TABLE 2: METHODS OF PROMOTION

The method	KFUPML	KSUL	UQUL
Issue printed newsletter	•		•
Issue electronic newsletter	•		
Announcements through the library website	•	•	•
Announcements through faculty members' e-mails	•	•	•
Announcements through students' e-mails	•		•
Announcements through staff e-mails	•		•
Writing articles in the university newsletter	•	•	

Source: KFUPML

In Table 2, KFUPML is marketing its services and announcing it in different ways, and is targeting all categories of users (faculty members, students, and staff). Similarly, UQUL announces its services to all categories of users through their e-mails, while KSUL focuses on the e-mails of its faculty members only, but it is promoting its services to everybody in general by writing articles in the university newsletter, and announcements on the library website.

DIGITAL LIBRARY PROJECTS

Academic libraries in Saudi Arabia created digital information services to meet users' needs. In this section, the study covers some important digital projects initiated in these libraries.

UQUL began the early digital library project in 2005, while the King Abdullah Bin AbdulAziz Digital Library Project was initiated by the Digital Library Committee with the following specific goals:

- Digitize information resources owned by the UQU, including thesis and dissertations and other publications such as books, periodicals, and conference proceedings;
- Provide users with access to digital information regardless of time and space obstacles;
- Provide information services to the UQU community and other researchers through internet access;
- Preserve UQU information resources in standardized digital format; and
- Increase the digital collection according to the need of the UQU community²⁶

The UQU Digital Library Project system in its first phase was based on a customized version of the Dspace²⁷ open source digital library system. The digitization process was carried out internally by library staff. Technical support was provided by the IT center staff of UQU. The project plan was divided into three stages. During the first stage, 6000 dissertations were digitized and a Dublin Core based metadata was developed for all files. The digital library houses more than 6000 digital dissertations.

Due to its adequate technical support, the library management decided to stop using its Dspace system and integrated its metadata into its OPAC system. The digital library web site is <<http://staff.uqu.edu.sa/lib/dilib>>.

The Information Technology Center (ITC) at KFUPM created a digital library in 2006 which includes the publications of the university (periodicals and books). The digital library <<http://digital-library.kfupm.edu.sa>> uses an e-print content management system, which is an open access system. The interface of the digital library allows user searching by either author or title. There are also different links available from the same interface, so the user can choose among those links which are listed below:

- the e-print link which leads to the system web page where the user can browse and search the digital library; and
- IEEE link, or ISI link, which enables the user to search and browse the collection of KFUPM affiliates that were published by IEEE or ISI.

The digital library includes 45,834 items, not all of which exist in full text; for some of them, only the abstracts are available, which may be due to restrictions of the copyright laws.

KSUL is creating its own digital library system. The library is not using a specific content management system, but instead uses the university general portal. There are four categories of the digital library: dissertations, manuscripts, government publications, and journals. The digital library website <<http://www.ksu.edu.sa/SITES/KSUARABIC/DEANSHIPS/LIBRARY/Pages/digitallibrary.aspx>> is very basic and does not provide search and browsing capabilities.

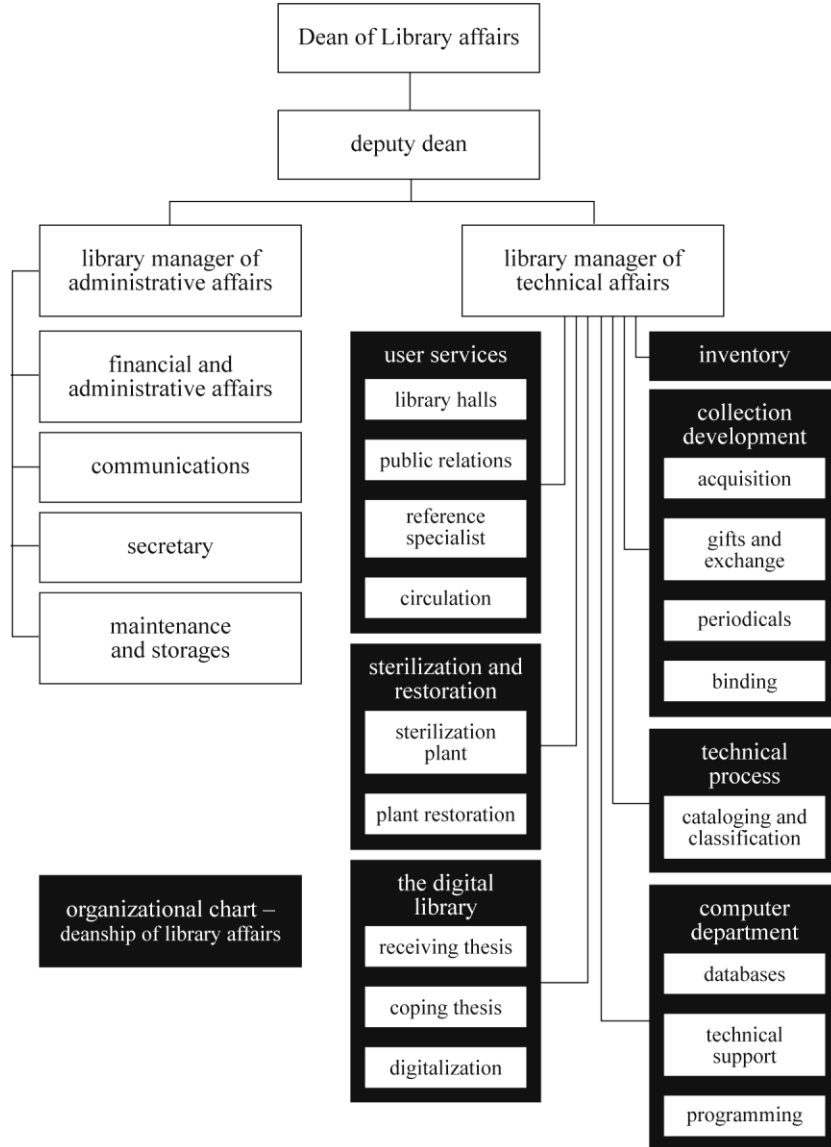
The aforementioned digital library projects reflect the vested interest in applying new technologies in the university libraries to provide a better level of information services to the users, either on campus or remotely. This is especially true in the case of Saudi Universities' attention to e-learning and distance learning, and the need to improve the libraries' resources and services to match developments in learning methods. Among these universities is KFUPM which provides several courses electronically, either in partial or full e-learning systems. Obviously, this helps the library improve its information services, and provide them remotely to meet the needs of all its users.

Academic libraries in Saudi universities need to work in strategic alignment with their parent institutions' goals and missions. The study found a lack of documented policies and work procedures. It is also important to mention that academic libraries in Saudi universities are in continuous development.

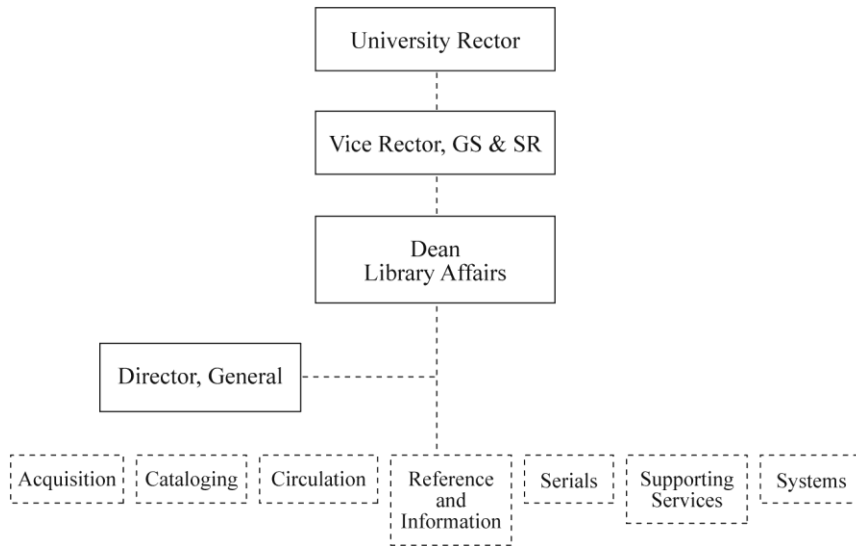
It is also important to point to the importance of cooperation between all academic universities. They are all government funded institutions and serve similar populations.

APPENDIX 1

UMM AL-QURA UNIVERSITY
DEANSHIP OF LIBRARY AFFAIRS - ORGANIZATIONAL CHART

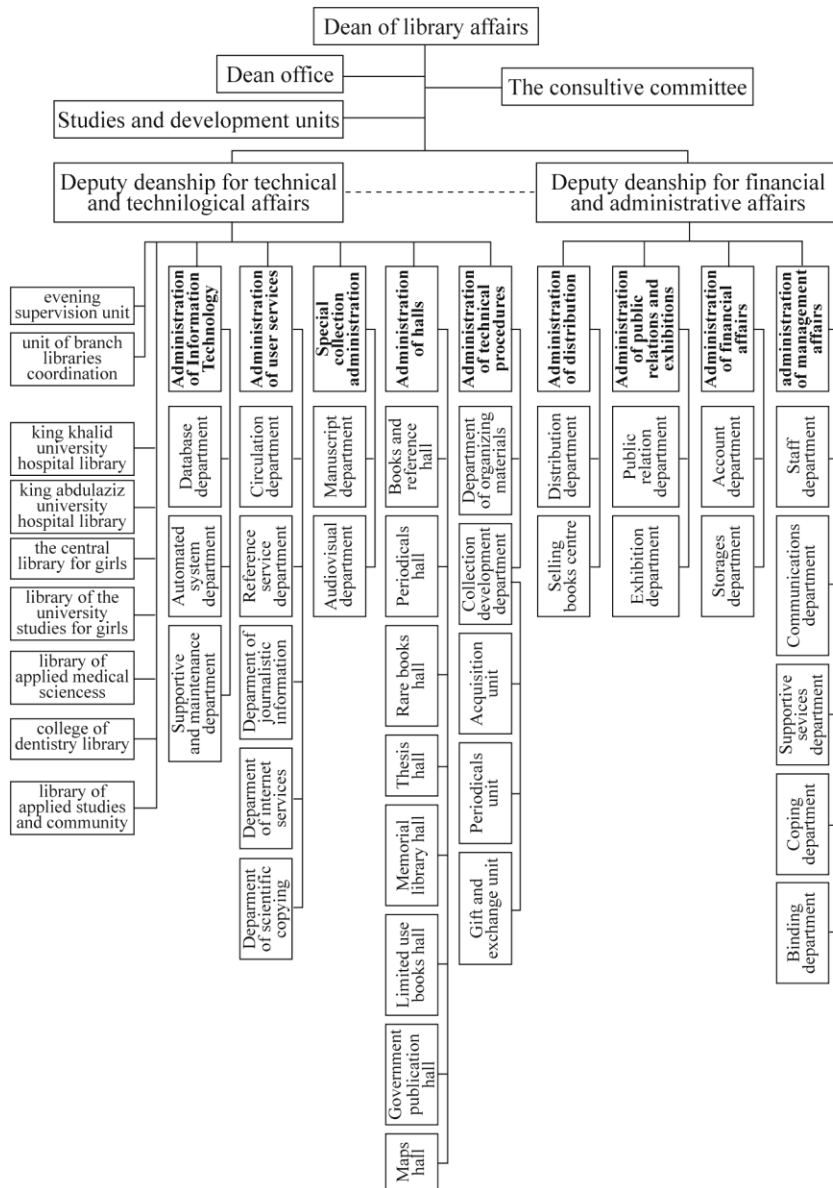


APPENDIX 2

KING FAHD UNIVERSITY OF PETROLEUM AND MINERALS
DEANSHIP OF LIBRARY AFFAIRS - ORGANIZATIONAL CHART

APPENDIX 3

KING FAHD UNIVERSITY OF PETROLEUM AND MINERALS
DEANSHIP OF LIBRARY AFFAIRS - ORGANIZATIONAL CHART



NOTES

1. King Saud University
<http://www.ksu.edu.sa/AboutKSU/Pages/default.aspx>.
2. Umm Al-Qura University. <http://www.uqu.edu.sa/page/en/48> (29/12/2008).
3. Umm Al-Qura University. <http://www.uqu.edu.sa/page/ar/14> (30/12/2008).
4. King Fahd University for Petroleum and Minerals.
<http://www.kfupm.edu.sa/kfupm/about/vision.asp> accessed 12/30/2008.
5. King Saud University . Deanship of Libraries affair - Brief History.
<http://www.ksu.edu.sa/Deanships/library/Pages/BriefHistory.aspx> 12/5/2008).
6. King Saud University. Deanship of Library Affairs – Library Branches:
<http://www.ksu.edu.sa/Deanships/library/Pages/BranchLibraries.aspx> accessed 12/5/-08.
7. Umm Al-Qura University. <http://www.uqu.edu.sa/page/ar/11> accessed 12/5/2008.
8. Bamofleh, F. (1998). The Impact of CD- ROM Technology on Saudi Arabia University Libraries: an Evaluative Study. (in Arabic). (Doctoral thesis, Cairo University, 1998. p. 60-61.
9. Umm Al-Qura University. Deanship of Library Affairs
<<http://www.uqu.edu.sa/page/en/219>> accessed 12/29/2008).
10. Basager, M. A. (2007). “The human resources in Saudi University Libraries,” (in Arabic). *King Fahd National Magazine*. 13(1), 133, (January – July.
11. Ibid. p. 124.
12. Ibid. p. 136.
13. Umm Al-Qura University. Information Technology and Technical Support Center. Available at< <http://www.uqu.edu.sa/page/en/248>> accessed 12/30/2008).
14. King Saud University – Deanship of Library Affairs. The annual report 1427/1428AH.
<http://www.ksu.edu.sa/sites/ksuArabic/Deanships/library/pages/reports.aspx> (12/5/2008).
15. Ibid. p. 46.
16. Subject specialists are subject experts who are responsible for collection development in one or more areas.
17. King Fahd University for Petroleum & Minerals – Deanship of library affairs – library acquisition policy – available at:
<http://www.kfupm.edu.sa/library/libraryPolicies.aspx> accessed 1/1/2009.
18. Ibid.
19. Arabic Union Catalog. http://www.aruc.org/c/portal/layout?p_l_id=PUB.1.8 accessed 12/29/2008.
20. King Fahd University for Petroleum & Minerals. Deanship of Library Affairs – Interlibrary loan policy & Library Circulation policy available at:
<http://www.kfupm.edu.sa/library/libraryPolicies.aspx> accessed 1/1/2009.
21. “*History and varieties of reference services*”. In: Bopp, R. E. and Smith, L., Eds. *Reference and information services: an introduction*, 2nd ed. Englewood, CO: Libraries Unlimited, (1995). p. 28.
22. Ready, S., et al. (1990). Library instruction at academic libraries including graduate, four-year, and two-year institutions. In: Brottman, M. and Loe, M., Eds. *The LIRT library instruction handbook*. Englewood, CO: Libraries Unlimited; Bamofleh, Faten. [Planning for cooperative digital reference service among Saudi

- University Libraries]. (in Arabic). *King Fahd National Library Journal* vol. 13, no. 2, available at: <http://www.gov.sa/idarat/KFNLJournal/m/13-2/main.htm>
23. Alsuraihy, H. A. (2003). "The reality of Saudi University libraries in the internet: evaluative study" (in Arabic). In: *The digital libraries the reality and the future ambitions*. Riyadh: King Abdulaziz Public Library. p. 198-199.
 24. Ibid. p. 208.
 25. Umm Al-Qura University. Digital Library—the objectives. Available at: http://staff.uqu.edu.sa/lib/dilib/pages.php?DSP=1_2 12/29/2008.
 26. Dspace digital repository system. Available at: <http://www.dspace.org>.

UNIVERSITY OF WISCONSIN-MILWAUKEE LIBRARIES*

HISTORICAL BACKGROUND

University of Wisconsin-Milwaukee (UWM) is a public, state-funded university and the second largest campus in the University of Wisconsin System (UWS). UWM traces its origins to 1885, as the Milwaukee Normal School that provided teaching instruction and training for all pre-college grade levels. Such Normal Schools were located throughout the State of Wisconsin. With the completion of the new Milwaukee Normal School building (today's Mitchell Hall) in 1909, the campus moved to its present location. In 1920, the University of Wisconsin Extension Division, which had been created in 1907, took over the responsibility for instruction in Milwaukee. In 1927, the Normal School became the Milwaukee State Teachers College offering four-year degree. The following year, the UW Extension opened the Milwaukee Center in downtown Milwaukee. In 1951, the Milwaukee State Teachers College became the Wisconsin State College-Milwaukee, offered liberal arts degrees in addition to education degrees, and was renamed the Wisconsin State College.

In 1956, the Wisconsin State College in Milwaukee and the University of Wisconsin Milwaukee Extension Center merged to form the University of Wisconsin-Milwaukee (UWM). (www.uwm.edu/about; Baier, 1976, p. 5).

UWM rapidly expanded academically with the introduction of doctoral programs in 1963, and physically with the purchase of the Downer Seminary, Downer College, and University School sites. The 93 acre campus is located north of downtown Milwaukee, close to Lake Michigan in southeast Wisconsin. In addition, UWM has built or renovated two off-campus dormitories, which include instructional facilities. According to the 2000 census, the population of the city of Milwaukee was 596,974 residents, while the population of Milwaukee County, which includes suburban areas, was 940,164. Using the same census data, the ethnic breakdown of Milwaukee residents was 45.4%

Caucasian, 36.9% African American, 12% Hispanic or Latino, 2.95 Asian or Pacific Islander, 2.1% mixed, or more than one ethnicity, 0.7% American Indian, and 0.2% “other”. Over the last 20 years, Milwaukee has been transformed from being a semi-depressed former industrial city, to a bustling cultural center, complete with river and lake view condominiums. UWM is the only campus in the UW System that has such an ethnic-rich urban location. It is also the second largest campus, with 159 undergraduate and graduate degree programs, including 84 bachelors, 48 masters, and 27 doctoral degrees. In fall 2008, it had 29,265 enrolled students and 1,349 faculty members in 11 schools and colleges. The majority of UWM students are commuters enrolled on a part-time basis. One of four students attends UWM part-time. Women have a slight majority over men in the student body. Nearly one out of five students on campus represents an ethnic minority. The average age of a UWM student is 24.5 years old. (UWM Office of Institutional Research, 2008).

UWM is accredited as a comprehensive doctoral and research campus by the NCA (North Central Association of Colleges and Schools). It is also ranked in the top 3% of research universities in the United States by the Carnegie Foundation. In 1994, UWM was designated as a Doctoral/Research University-Extensive, which was formally known as Research II Universities by the Carnegie Foundation for the Advancement of Teaching.

MISSION, OBJECTIVES, AND STRATEGIC PLAN

The mission statement can be summarized as follows: UWM intends to continue to develop and maintain educational programs for all degree levels, conduct continuous research, attract high-quality students, further the advancement of disenfranchised individuals, establish and nourish relationships with organizations at all levels, promote public service, encourage others to look to UWM for their informational needs, and to provide leadership to meet future challenges.

To fulfil its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area, the University of Wisconsin–Milwaukee has, as its mission, to “provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service,” as posted on the UWM website: (<http://www.uwm.edu/Libraries/about/departments.html>).

HISTORY OF UWM LIBRARIES

The UWM library faced many challenges upon the merging of the Wisconsin State College in Milwaukee and the University of Wisconsin Milwaukee Extension Center. The two previous libraries were orientated towards two separate college curricula and were not research orientated. In addition, the UWM library needed to strengthen weak areas, obtain important

out-of-print materials, increase staff, and add additional space to house the ever-increasing collection. In 1979, the Library was named the Golda Meir Library in honor of Ms. Golda Meir (1889-1978), who attended the Milwaukee Normal School in 1916 - 1917, and later, became Prime Minister of Israel from 1969 to 1974. (UWM, May 5, 1960, p. 26)

The nature of the students being served by the Golda Meir Library varies from student to student. The majority of the student population are older undergraduate students needing assistance performing tasks such as locating scholarly articles and locating information for research papers. Masters and doctoral students require a more specialized kind of assistance from the library. Upper-level college students use the library to aid them in the discovery of hard-to-find resources, such as archival materials or ancient maps.

UWM LIBRARIES VISION, MISSION, GOALS AND STRATEGIC PLANNING

The UWM Libraries' *Strategic Plan 2007-2010*, based on the 2002-2007 *Strategic Plan*, was revised and introduced by the director to the 22 members of the UWM Libraries' Strategic Planning Committee for their review and endorsement. These members were selected from among senior UWM faculty and staff, and GML administrators and senior librarians. The *Strategic Plan* includes the UWM Libraries Mission Statement, Vision Statement, Strategic Goals, and a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the current situation and challenges UWM Libraries are facing.

The goals of the UWM Libraries are to situate the library in a more active partnership with the mission of the university. In addition, the library intends to keep up with the changing information needs of the university's community and increase and diversify their resources. The library also has a goal of diversifying its personnel and creating a more "dynamic environment both on campus and online." Within each of these goals, the library has identified multiple objectives. The libraries' mission statement is mentioned within its 2007-2010 *Strategic Plan*. The mission statement has evolved with the library and is different from the former mission statement located within the libraries' 2002-2007 strategic plan. The older mission statement was more focused on the organization and access to materials within the library. The new mission statement's focus encompasses the university as a whole, and is not overtly focused on the library or its collection. It places the library in a complimentary position to the overall mission of the university and reads:

The University of Wisconsin-Milwaukee Libraries advance the campus mission of teaching, learning, research and service by providing scholarly resources and services. We facilitate the discovery and exchange of ideas, and the creation, preservation, and sharing of knowledge. The Libraries help

develop information-competent users and connect our community of users with information and knowledge to succeed in a diverse society.
(<http://www.uwm.edu/Libraries/about/strategicplan/plan2008.pdf>)

The first goal listed in the strategic plan is to “Position the libraries to be a more active partner in the mission of the university.” The libraries plan to accomplish this by strengthening and broadening the relationships the libraries currently have with the university community. One of the major goals mentioned in the library’s *Strategic Plan* is to develop an Institutional Repository and other digital resource management systems, a critical step towards open access and Web 2.0 scholarly communication and publication.

The final goal within the strategic plan is to “recruit, develop and retain personnel with the knowledge, skills and expertise to meet user needs” (*Strategic Plan*, 2007, p. 7). The library intends to accomplish this goal by increasing the recruitment and retention of personnel from diverse backgrounds. The library will also execute measures to develop and retain current staff while empowering library staff to adapt to the current and futures changes within the library.

GOVERNANCE AND ORGANIZATIONAL STRUCTURE

The UWM Libraries have a hierarchical internal structure. The Administrative Office includes the Director, the Associate Director (vacant), the Assistant to the Director, and the office staff (one Program Assistant and an Office Operation Associate). The interim Manager of the Business Office, who is currently also Head of the Personnel Office, the Development Director (who serves the libraries 25% of the time, and the UWM Office of Development 50%), the Library Systems Manager, and the Facilities Manager all work directly with the Director and the Administrative Office to oversee the libraries’ overall operations. The UWM Libraries look structurally like many university libraries around the country.

There are three main divisions, each headed by an Assistant Director: 1) Public Services; 2) Collections and Technical Services; and 3) American Geographical Society (AGS) Library, Archives and Special Collections. Of these three divisions, the Public Services Division is the largest, for it consists of many libraries and subdivisions (Curriculum Library, Music Library, Media Library, Multicultural Services, Research and Instructional Support and Government Information, and Access Services, Circulation, Interlibrary Loan, Reserve, and Shelving Maintenance). There is a Head Librarian, and many Lead Librarians in each subdivision. The Collections and Technical Services Division is responsible for acquisition and bibliographic access, authorities and database maintenance, metadata and cataloging, serials, preservation and bindery. The third division consists of two subdivisions: AGSL (divided into Research/Instructional Support), Technical Support and Administrative Support. Each of these subdivisions has at least one Administrative Specialist, and

Academic Librarians. Archives and Special Collections also belong to the third division. While Archives has three full-time librarians and one 60%, only one full-time librarian works in Special Collections. (<http://www.uwm.edu/Libraries/Personnel/org.pdf>). At the present time, several important positions remain vacant due to budget freeze or reductions: Associate Director, Business Manager, Assistant Director of Public Services, Head of Acquisitions and Bibliographic Access and a Multicultural Services Librarian, to name a few major ones. The Digitization Projects Unit has only one academic librarian. There is no position available for the Open Access and Institutional Repository, and currently the Head of Special Collections seems to be the only librarian who is responsible for UWM publications.

FISCAL PLANNING AND BUDGETING

The Golda Meir Library is facing many of the same budgetary woes other academic libraries are currently facing. The prices for monographs, serials, and especially, access to electronic databases continue to increase, while library budgets decrease. According to the Libraries' Strategic Plan, one of the issues that the library is facing is the lack of outside funding, support and revenue enhancement. As a result, the GML is employing a multitude of strategies to raise funds for the library. Currently the library administration is actively searching for non-profit grants and donations. The library recently raised funds through the Friends of the Golda Meir Library group to remodel the first floor of the library. The library is also forging deeper partnerships with other schools in the UW system to share resources, and possibly computer systems in the future. The library is also double checking to make sure it is not duplicating any services, such as having a hard-copy subscription to a journal if it is available through a database to which the library currently subscribes. Through the utilization of efforts like these and creative partnerships, the UWM libraries will be able to maintain a high level of services with an ever-decreasing budget.

The Golda Meir Libraries' budget for 2009-09 was \$4,555,826 (*Wisconsin Redbook*, 2008-09). About 55% of the budget goes for salaries and benefits, 36% capital (acquisitions) and 9% supplies. According to the library's collection policy manual, two thirds of the acquisitions money is spent on serials alone. The rate of inflation for serials and electronic database subscriptions is about 10% to 15% each year, which explains why the majority of the acquisitions budget is spent on them. As is pointed out in the section on human resources below, several vacant positions remain intentionally vacant due to a state budget shortfall. This leaves the library understaffed by comparison to similar libraries at comparable institutions in the United States.

HUMAN RESOURCES

The Personnel Department of the UWM Libraries is responsible for the human resources activities in the libraries. The department consists of the Head of the Personnel Department and interim Business Manager (since November 2008), and two staff members. There are approximately 78 employees and 125 students, including approximately six interns. A few vacant positions can be noticed in the Organization Chart available at:

(<http://www.uwm.edu/Libraries/Personnel/org.pdf>).

According to a local survey of the libraries' staff, over 90% are female, 95% Caucasian, 44% classified, and 56% are academic staff. According to the analyses in the UWM Libraries' *2007-2010 Strategic Plan*, the libraries' strength lies in the "dedicated and knowledgeable staff" with a "[h]istory of providing excellent service to university and community users." On the other hand, there is the ongoing issue of the libraries' being "[u]nderstaffed compared to similar institutions and UWM growth," and lacking in diversity among the ranks of its senior and junior staff. While there are opportunities in "outsourcing, cross-training, flexible position descriptions" that "could maximize limited human resources," the libraries also recognize the threats of "[f]urther staff turnover due to 'greying' of the profession." To cope with the current personnel issues, the library administration is trying to allocate the limited resources to support staff training and development, and to recruit, develop and retain personnel to meet user needs (*Strategic Plan*, pp. 6-7). Specifically, the administration hopes to "[e]mpower personnel to successfully adapt to current and future changes within the organization" in order to achieve the goals that "20% of Libraries' staff will participate in staff development annually," and that the "[r]etention rates will increase 10% over the next 3 years." In the May 2007 Library Staff Survey, quite a few staff members expressed their interest in the Advisory Committee on Diversity's programs.

The UWM libraries use two different staff evaluation techniques based on a staff member's classification. The classified staff who are members of the employees' union are evaluated annually using a state-wide evaluation system. The professional librarians ("unclassified employees") are not members of a union and are required to complete a self-evaluation form which they submit to their respective supervisors. The system looks at the past year and sets goals, objectives and plans for improvement for the following year.

The UWM Personnel Department does not think these evaluation systems are effective. The classified system is a rigid system governed by state and employee union rules and regulations and lacks incentives for staff members. The evaluation system for professional librarians is considered a little more effective. However, across the board and merit raises for staff depend on the state's financial situation which has not been healthy for the past few years. Student employees do not require an in-depth evaluation.

DIVERSITY

The Advisory Committee on Diversity is responsible for diversity training and implementation. The committee chairperson works with the director and other administrators at the libraries and UWM to monitor the diversity climate among diverse cultural groups throughout the libraries, and between the employees and patrons. In May 2007, the UWM Advisory Committee on Diversity administered a 30-minute Diversity Climate Survey. The principal investigator was the chair of the committee. The survey revealed that the UWM libraries value diversity and tolerance for individuality. The hiring and promotional processes at the libraries are fair. The majority of staff members feel valued and respected by their co-workers, and have no difficulty working with or assisting people/patrons with different sexual orientations, or from different cultural or religious backgrounds. In the 2007 Survey, quite a few staff members expressed their interest in the committee's programs and training (such as the Lunch Program, cross-training programs between departments, sensitivity programs, etc.) and would like to have these promoted in the future. However, some employees want to put awareness and appreciation of differences more into practice. A number of employees thought that during the application review process, applicants should be selected based on their qualifications, not on quotas or the importance of race or gender. In general, most librarians (65.1%) felt comfortable working with people from different ethnic, cultural and religious backgrounds, or with people who have special needs or different sexual orientations (UWM Multicultural Services Department – Public Services files).

Nearly a decade ago, the UW System realized there was a lack of library services to multicultural students and began discussing creating a new multicultural librarian position within the system. Unfortunately, this idea was dropped by the UW system. The library administration felt that this sort of service was needed by UWM students and created the position at the Golda Meir Library. The Multicultural Services Librarian “develops diversity services and initiatives for the UWM libraries” in addition, he also serves as the chair of the Library Advisory Committee on Diversity. This committee hosts meetings and seminars that address diversity within the Golda Meir Library and throughout the UWM campus, and are called “diversity @ your library.” The purpose of these diversity programs is to educate ethnic minority students about the many resources offered to them by the UWM Libraries and to create an awareness and acceptance of diversity among the library staff. Additionally, the Advisory Committee on Diversity has at least one representative that participates on the Search and Screen Committee for new employees.

The Multicultural Services (M/C) Librarian works closely with the many culturally-based student centers on campus by giving presentations to students and serving as a reference if any of the minority students need library-related assistance. He also provides research assistance for the following academic units: Africology/African American Studies, Hispanic/Latino Studies, American

Indian Studies, and Asian/Asian American Studies. Any UWM student taking a course with a diversity component, or any instructor teaching a course with a diversity component also depends on the Multicultural Services Librarian for assistance.

In its efforts to increase diversity in the workforce, a new residency program was recently implemented within the UWM libraries. This program provides a paid residency within the library for a three year period to an ethnic minority librarian who has recently completed his/her MLIS. The position was designed so that the individual could experience all aspects of the library, from cataloging to reference.

COLLECTION DEVELOPMENT

According to the UWM *Strategic Plan*, the collection policy is based on the UWM libraries' mission, "which is to provide an organized and accessible collection of high quality research and instructional materials, access to networked information and digital resources, and includes the physical and human resources required to satisfy the information needs of its users." <http://uwm.edu/libraries/about/strategicplan>. The *Libraries' Collection Manual* (revised in 2003, available at <http://www.uwm.edu/Libraries/CollPolicy>), reveals the challenges the UWM libraries have to face, such as the increasing prices of academic journals in recent years, which are far beyond the general rate of inflation and far beyond the fiscal capacity of the university to sustain. The extent to which this has happened means that the ratio of funds spent on serials and books is overwhelmingly in favor of serials, even though the numbers of each are diminishing. In fact, if left unchecked, the cost of serials threatens to consume more than 100% of available funds within a short period. This represents a crisis common to the world of academic research libraries.

Fiscal realities have required cancellation of many serials titles, coupled with protracted freezes on the acquisition of new serials. With regard to new serial subscriptions, the process now starts from the assumption that the libraries will only purchase the paper form of the journal if no cost-effective electronic alternative exists to meet UWM's needs. The libraries' annual budgeting and allocation process require first, setting aside funds for continuing obligations. After the libraries' capital budget is established, and when the projected rate of national and international inflation for library materials is known, it must be decided whether, and to what degree, serials cancellations will be necessary in order to continue meeting ongoing obligations, as well as to continue supporting all of the university's programs. The annual cost of maintaining a fixed list of serials subscriptions would always include an adjustment for inflation. The reality of working with a fixed budget, conversely, is that fewer titles can be purchased each year; in recent years, a flat budget has tended to be the rule rather than the exception. About two thirds of the libraries' budget for materials is spent on serials. The remainder is allocated for books and other materials.

Lump sums are set aside for approval books. Whatever remains after that can be allocated for discretionary firm order purchases in support of each of the university's programs. A special budget for replacements is provided by money collected from fines, according to UWM web site:

(<http://www.uwm.edu/Libraries/CollPolicy/process.html#allocations>).

The amounts allocated to UWM programs depend on several factors, such as:

1. Level and size of the program;
2. Relative demand for books vs. journals; and
3. Volume of published materials in various disciplines.

Items purchased with program allocations include books, videos, or non-serial material in other formats, identified and recommended by faculty on the basis of bibliographic forms from vendors, publishers' flyers, reviews, etc. To cope with the current situation, UWM Libraries are pursuing more grants, gifts, development, or any external money. Another way is to partner with other campus departments to improve the collections and services, and thus save money. Staff members are trying to take on more work, and share more duties and responsibilities. In short, UWM libraries are struggling to maintain and improve their collections and services to accomplish the university's mission and goals.

EVALUATION OF COLLECTIONS AND USE

According to the libraries' *Collection Policy Manual* (2003), evaluation of materials is done using the policy established by the UWM in the approval plan, such as the substantial discounts from list price and the subject specifications included in the approval plan. The libraries carefully examine every item to be added to the collection and take even more care in deciding which items are to be discarded or what subscription is to be discontinued. As the price of subscriptions to academic journals "regularly threatens to consume more than 100% of available funds" the libraries must be discerning in their subscription choices (*Collection Policy*, 2003). The criteria used by the library in determining whether to keep or acquire a journal subscription revolve around the relevance of the journal to its particular subject, the reputation of the journal, the level of seriousness given to subjects within the journal, and the level of indexing of the contents of the articles within the journal. When considering highly specialized journals, the libraries ask additional questions, such as how many patrons will use this journal; is the title already available elsewhere in metro Milwaukee; and is the title available through an electronic database. When making a journal cancellation decision, the library will send out lists of all of the journals the library currently subscribes to and will ask the UWM faculty to rate them according to academic need. The libraries do not generally purchase textbooks used by the UWM campus because it is the "responsibility of the individual

student to acquire textbooks required for courses” (*Collection Policy*, 2003). The library does collect one copy of each thesis or dissertation written by UWM students and rarely collects theses or dissertations from other institutions.

SPECIAL COLLECTIONS

The special collections area of the library is located on the fourth floor between the two library wings. The location of Special Collections is not ideal and probably discourages students’ use of the collection. The collection has no restrictions on who can use the materials and is lax on the way the materials can be used, the only requirements being that users sign in, and only use pencil and paper when handling the items. Acquisitions are split between purchases and donations from the community; the budget for acquisitions is a meager \$7,000 per year. The most significant collections in this division are the Fromkin and the Book Arts collections. The Fromkin Collection is Special Collection’s largest and most notable collection, and includes items related to social justice in America from 1850 to 1960. The Fromkin Collection is broad in its scope, has many items, and is the most used special collection. The Book Arts collection is the UWM libraries’ most internationally known special collection, although it is not the biggest or best book arts collection in the United States. There is also a collection on the History of American Nursing, which concentrates on the Milwaukee area nursing history. The Art and Architecture Collection covers a broad range of topics, especially those focusing on the world renowned architect, Frank Lloyd Wright.

The American Geographical Society library (AGS) is one of the largest collections of maps and geographic resources in North America. This collection was acquired from the American Geographical Society of New York’s map and library collection in 1978 (AGS, 2008). The collection currently contains “maps, atlases, books, journals, pamphlets, photographs, slides, land sat images, and digital spatial data” (AGS, 2008). Within the cartographic collection, there are over 500,000 maps and a collection of rare materials. The rare materials are items produced before 1900, such as letters, maps, atlases and other older fragile materials. These items are kept in an environmentally controlled room within the AGS library. The cartographic collection contains over 100 globes, many of which are on display within the library, and over 300 wall maps. Many of the wall maps were transferred to the library from UWM’s Geography Department in 2005. The collection also houses over 11,000 atlases; with about 1,500 of them classified as rare, for example, the 15th century editions of Ptolemy’s *Geographia*. The AGS library has a large collection of photographs, over 450,000, which date from the mid-nineteenth century to the present. These photographs typically document cultures throughout the world in addition to geographic themes, like the changing landscape. The library also has a large collection of books and serials, with some dating back to the 13th century, and include “the history of geographical thought and knowledge, the Age of

Discovery, the exploration and mapping of the United States, the exploration of the polar regions, military geography, history and tactics, scientific exploration, the history of cartography, descriptive regional geographical works and modern and early reference works” (AGS, 2008). The AGS library also collects geographic information systems data (GIS) which includes “roads, rivers, property boundaries, land use, zoning, and geology” (www.uwm.edu/Libraries/AGSL).

BIBLIOGRAPHIC INSTRUCTION/INFORMATION LITERACY

The UWM libraries use the ACRL’s *Information Literacy Standards for Higher Education* when designing and measuring the effectiveness of the information literacy programs on campus. The library is currently using Library 2.0 tools to help students overcome any lack of information literacy. Individual web pages exist for subjects and some courses even have their own web page with specialized information resources for the students. These web pages utilize tags, RSS feeds, and have chat functionalities. Almost every student who takes either English 101 or 102 will receive some sort of information literacy instruction at the Golda Meir Library, as it is not part of the curriculum. The library informs its users about copyright issues by placing notices with all ILL delivered articles, e-reserve and regular reserve articles, and any article printed from a database. Additionally, signs are located near the copy machines within the library warning its users about copyright laws. “RefWorks” is a bibliographic class taught by the library instruction coordinator to help students learn how to create bibliographies and format citations. The libraries also offer research consultation where students can request one-on-one help with research assignments.

ACCESS AND PUBLIC SERVICES

The libraries are part of a publicly funded university system, subsidized through tax dollars, and therefore open to the general public. However, a UWM ID card is required to check out materials or to use the computer lab. A community member who is a patron of a Library Council member library, such as MATC or Marquette University, may obtain an “Infopass” to check out UWM library materials. Infopass is a reciprocal borrowing arrangement based on inter-library cooperation that allows a patron to borrow or access materials that are not available at their home library system. The UWM Libraries cooperate with the Distance Education Clearinghouse which was created in 1995 and is managed by the University of Wisconsin Extension, its partners and other Wisconsin universities. (www.uwex.edu/disted/uwinfo.cfm). Community members may check out library materials if they join the Friends of the Library organization, which costs \$35 per year. There are computers located throughout the library that do not require a UWM ID login and are for community

member's use. The library recently decided to decrease the amount of community computers to 26 because the excessive use by the community limited UWM students' ability to access computers within the library. Unlike the public library system in Milwaukee, the library does not restrict the amount of time a community member may use a computer. Since the students of UWM are the primary intended users of the library computers, this decision had to be made in order to accommodate the needs of the university students.

The library frequently hosts lecturers and has special programs that are open to the public. One example is the "Academic Adventurers" series which occurs in the AGS library in the fall and spring semesters. This series highlights the travels of UWM faculty while engaging in research.

MARKETING AND OUTREACH

One of the libraries' strategic planning goals is to "position the libraries to be a more active partner in the mission of the university," which implies a marketing-related goal. The library plans to increase its outreach to the community and to forge better relationships with the campus recruitment and retention departments. The library always has a table or two at all of the university's open house events. Additionally, the library has recently started to staff a welcome table outside of the library at the beginning of the fall semester to attract students to the library. An information desk is also staffed throughout the beginning of the school year, so upon entering the building students feel free to ask questions about the library. The library has launched a modest advertising campaign of its services via stickers on the coffee jackets given out by the café located within the library. The library also has book sales each semester which are open to the general public after the first day of the sale. In the fall of 2002, UWM libraries developed a new online publication series called the "Golda Meir Library Feature Article." The libraries hoped that through this Internet access, UWM scholars and libraries would work together and make "significant contributions to the advancement of knowledge, understanding, and wisdom across the planet in the years and decades to come." The first article posted on the site was entitled "On violence in the city; the despair, hope, unfulfilled expectations, resignation/desperation syndrome."

The Archives and Special Collections Division hosts an annual lecture on local history, and displays the Archives' holdings on campus, and in the community. Besides lectures and exhibitions, the division also hosts a series of on-going Special Collection programs. These include: the Ettinger Book Artist Series; The Scholar and the Library; the UWM Authors Recognition Ceremony; a Great Book Roundtable Discussions; and the Morris Fromkin Memorial Lecture. The AGSL invites educators to bring their classes to the AGS Library to view and discuss or comment on the exhibits. Other programs hosted by AGSL are the Holzheimer Maps and the America Lectures Series on American

cartographic history; the UWM's Academic Adventurers Series about UWM members' work abroad; and the Map Society of Wisconsin for map enthusiasts.

Every year, the UWM libraries hold the Open House event of their own and also participate in the University Open House on campus. Book sales and many exhibits are on display to market various library programs, activities and collections. Through these events, the library staff heightens public awareness of UWM and the libraries' vital purposes, while learning more about user needs in order to improve their services.

The Friends of the Golda Meir Library, founded in 1975, is an organization that contributes in many ways, not only to the libraries, but also to the UWM community. Friends' gifts enrich the collections and improve library facilities considerably. The organization sponsors the annual Used Book Sales. The proceeds from this popular event are used to enhance the collections in the libraries. Recent Friends' programs featured many well-known speakers, for example the Milwaukee's Mayor and City Planner, to discuss their vision of the city's future. Friends also co-sponsor many other programs and lecture series hosted by the Archives and Special Collections. Friend's membership application forms are available at the Circulation desk, and online at www.uwm.edu/Libraries/Friends/.

EVALUATION

Besides relying on the comment sheets, and feedback from users, that are available throughout the library building, UWM libraries also survey library staff and student employees to help managers in strategic planning and decision making. The libraries have, so far, conducted two LibQUAL surveys, the first in 2004 and the second in 2008. The LibQUAL+™ survey is part of a research and development project sponsored by the Associate of Research Libraries (ARL) in collaboration with the Texas A & M University Libraries. The project's goal is to define and measure library service quality across institutions and to create useful quality-assessment tools for libraries. Participants in both surveys at UWM were UWM faculty, staff, students, and the libraries' employees, including student workers. There were 583 respondents to the 2008 LibQUAL survey. The survey measured three dimensions: Affect of Service (nine rating questions); Information Control (eight questions); and Library as Place (five questions). In addition there were five local questions about use of library resources (whether collections of online full-text articles sufficiently meet users' needs, whether the libraries make users aware of the resources and services they have, and questions about bibliographic instructions, libraries' webpage, and the efficiency of material and document delivery to users...).

According to the results of the 2004 survey, the UWM libraries received about the same overall scores as other UW System libraries. But, compared with the overall scores of other academic libraries participating in the LibQUAL Survey in the same year, the UWM libraries scored lower. However, the

majority of the comments offered in the 2008 survey were positive, and the results indicated that UWM libraries are serving users well in most areas. Library staff services were rated very high. However, the libraries' research community was concerned about the availability of electronic resources, particularly full-text journal articles. A few undergraduates expressed dissatisfaction with the aesthetics of the building.

The UWM uses the survey results to help identify ways to improve services and to meet user needs. There have been a number of positive changes since 2004. In response to the requests of survey participants, the libraries created a coffee shop and a browsing area, brought more comfortable chairs into the lobby, and installed many more electrical outlets, and wireless access hotspots. The detailed assessment results of the 2008 survey are being analyzed to further compare the UWM libraries' services with other libraries. The analyses of the 2008 Survey results will help further improve UWM libraries' services in the near future (*UWM Libraries Newsletter*, Fall 2008, p. 6).

PHYSICAL FACILITIES AND BUILDINGS

In February of 1967, the first stage of the construction of the library building was completed, now known as the West Wing of the library. In the spring of 1974, the East Wing of the library was completed, adding 80,000 feet to the previous 120,000 feet of the West Wing ("NationMaster," n.d.). In 1987, the third stage of construction was completed. This addition expanded both wings, and included a fourth floor conference center.

Currently the library is divided into two separate wings. Patrons can cross these wings freely on the lower level and second and third floors. On the first floor however, patrons must physically leave the building and walk outside to move between the east and west wings; this annoys many patrons in the winter. The building itself is brick and contains a basement and four floors and is not unsightly. The bathrooms throughout the library were remodelled to accommodate physically disabled patrons. Additionally, the library recently converted two of the one stall bathrooms to unisex or transgender bathrooms. The library currently has a coffee shop on the first floor of the east wing complete with comfortable seats and a café-like atmosphere.

One of the most striking endeavours of the libraries is the Renovation Project 2008-2009. This is the libraries' first major construction project in 20 years thanks to a gift of \$1,752, 545 from the Daniel M. Soref Charitable Trust. The Friends of the Golda Meir Library Renovation Task Force participated in fund raising efforts. The remodeling project budget is \$4.908 million; the libraries received additional funds from the State to complete the project. The Learning Commons will accommodate collaborative and group learning styles and facilitate the changing needs of students and users by offering a technology-rich but relaxing environment with group study rooms, and a café where students can gather, interact, and collaborate on their projects. The new learning

commons will also include rooms that can be reserved for groups of students wishing to collaborate and study together. Additionally, the University's Writing Center and Tutoring and Academic Resource Center will move to the learning commons upon completion. An expanded coffee shop with an outside service window will also be included in the remodeling project. Two classrooms for information literacy instruction will also be added in addition to more comfortable seating options and seating arrangements that encourage group collaboration. (*UWM Libraries Newsletter* Fall 2008, pp. 1-2).

*This paper is based on the contributions of the following students and others who used the UWM libraries as the subject of their profiles and field work reports: Amy Lukich, Sarah Kober, Dang-Giao Nguyen, Hayden Colleen Murphey. Additional input and comments was received from current and former UWM libraries' staff.

REFERENCES

- American Geographical Society library (2008). Retrieved December 1st, 1008, from:
<http://www.uwm.edu/Libraries/AGSL/>
- Baier, J. G. (1976). *A history of the first ten years of the College of Letters and Science of the University Of Wisconsin-Milwaukee, 1956-1966*. Milwaukee: Joseph G. Baier.
- Barczyk, E. (2008). Golda Meir Library renovation. Retrieved on December 8th, 2008
from <http://www.uwm.edu/Libraries/renovation/index.html>
- Klotsche, J. M. (1972). *The University of Wisconsin-Milwaukee: An urban university*. Milwaukee: University of Wisconsin-Milwaukee.
- University of Wisconsin-Milwaukee. Committee on the Future of the University of Wisconsin-Milwaukee. *Final report of the committee on the future of the University of Wisconsin- Milwaukee*. Milwaukee: UWM.
- Golda Meir Library (2003). *UWM LibrariesCollection Policy Manual*. Retrieved October 7, 2008, from <http://www.uwm.edu/Libraries/CollPolicy/process.html>
- Golda Meir Library (n.d.). In *Nationmaster Encyclopedia Online*. Retrieved September 14, 2008, from University of Wisconsin-Milwaukee (2008). Office of Institutional Research. Milwaukee, WI.
<http://www.nationmaster.com/encyclopedia/Golda-Meir-Library>
- University of Wisconsin System. Wisconsin redbook (n.d.) Retrieved October 24, 2008, from <http://www.uwsa.edu/budplan/redbook/pages/pg323.html>

Blank

UNIVERSITY OF WISCONSIN-PARKSIDE LIBRARY

Vanaja Menon, MLS

INTRODUCTION

The University of Wisconsin-Parkside (UW-P) is one of the smaller and younger comprehensive campuses in the UW System (UWS). The UWS is comprised of two doctoral institutions, 11 comprehensive, and 13 two-year colleges. The UW-Parkside is located in Kenosha, Wisconsin, in a 750 acre natural and idyllic setting. The easy access to both Chicago and Milwaukee makes this an ideal location for the school. The University was founded in 1968, when the University of Wisconsin Centers in Kenosha and Racine merged. It is interesting to note that, unlike other campuses within the University of Wisconsin system, this campus's name is not linked to a particular city. This is the University of both Kenosha and Racine, and it is located nearly at the border of the two cities. Some believe that the beautiful Petrifying Springs Park located adjacent to the university is the inspiration for its name, although there are many current employees who refer to the park-like setting of the university itself as a reason for its name.

According to the 2000 census, Kenosha city's population was 90,352. Although it appears to have been predominantly white then, there was a good mix of African American and Latino populations¹. Several Asian and other ethnicities were also well represented. In these past ten years, Kenosha has grown, and its population is more diverse than ever. It is home to Carthage College, Gateway Technical College and the University of Wisconsin-Parkside. Kenosha claims actor and director Orson Wells, actor Daniel J. Travanti, and actor Dom Ameche among its well known residents. Kenosha has an attractive harbor area; its public museum and the fairly new Civil War Museum have become major local attractions. One of the other attractions that bring young and old alike to Kenosha is the Jelly Belly factory. Kenosha's proximity to the Illinois border attracts many from this neighboring state to buy homes in Kenosha while employed in Illinois.

Racine's population, according to the 2000 census, was 81,855. Racine's population is more diverse than that of Kenosha, with 20% African Americans and 14% Hispanic or Latinos². Racine's many official sites call it "Belle of the Lake" and the city is very proud of its harbor and beautiful old homes which surround it. The Heritage Museum, Wingspread (Frank Lloyd Wright house), and the Racine Zoological Gardens are among the area attractions. Racine is also home to a large, global, manufacturing company, S.C. Johnson. They manufacture many well known household cleaning supplies as well as many other consumer chemicals.

Although many would consider it an easy task to gather pertinent "historical" information when a university is as young as the University of Wisconsin-Parkside, it is in fact more challenging to do so. Most of the information in this article about the history and growth agenda of the University is heavily extracted from the "Campus Profile", a comprehensive document that is available on the University's web page³.

As the document points out, 40 years "for a university it's a milestone, but more of a beginning". While I conversed with a few emeritus faculty and administrators who were more than willing to reflect upon their first few years at Parkside, one common theme emerged. The university had an ambitious growth agenda and had planned to enroll 25,000 students. Although this never became a reality, the university remains a bustling and diverse campus among the UW System. Parkside is considered the most diverse campus in the UW System. As highlighted in the Campus Profile, students of color comprise more than 21% of the student population on campus. According to its mission statement, the University of Wisconsin-Parkside is committed to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, as well as its local, national and global communities⁴. Today the UW-P has approximately 5,000 students, with approximately 800 of them living in the residence halls, making this a predominantly commuter campus. Sixty to seventy percent of the university's first year students are first-generation college students; the university is deeply committed to educate these students from the region. The university has made considerable investments in terms of funding and staff time in its retention efforts. The Campus Profile proudly points out that this university is one of only 12 campuses nationwide selected as founding members of the "First Year Experience". The First Year Experience projects allow these students to succeed academically and socially. In order to focus more on the academic aspects of the First Year Experience, the university created a Faculty Director position last summer.

Two years ago, the Carnegie Foundation recognized the campus for its initiatives and community engagement and partnerships. As stated in the Campus Profile, the UW-Parkside was the only college or university in Wisconsin so honored, and is among a handful of institutions nationwide to be designated in two categories: Curriculum Engagement, and Outreach and Partnerships. The university serves as the Wisconsin headquarters for "Campus Compact", a nationwide coalition of nearly 1,100 college and university presidents and chancellors representing some five million students. Campus

Compact is a leader in building civic engagement into campus and academic life, and is the only national association dedicated to this mission⁵.

The document continues to project a clear picture of the campus' community impact on the region:

- Students and staff participate in a variety of community service organizations;
- Working through the Volunteer Center, hundreds of students assist more than 150 nonprofit organizations each year;
- The Center for Community Partnerships connects the university with its communities through Continuing Education and Professional Development outreach, Community Based Research and Evaluation, Adventures in Lifelong Learning, Community Dialogues/Diversity Circles, and other affiliations;
- The Career Center works with regional employers to develop and maintain student internships and career opportunities;
- The School of Business and Technology's Solutions for Economic Growth Center, and the Small Business Development Center provide assistance to businesses and area entrepreneurs;
- The university is a cultural magnet for the region with musical presentations, art exhibits, theatre productions, lectures, and athletic events drawing more than 120,000 people to campus each year; and
- UW-Parkside students and faculty enjoy the cultural and educational benefits of global partnerships with institutions of higher learning in Brazil, Canada, India, Italy, Jordan, Germany, Mexico, Nigeria, and South Africa.

The university currently has 33 undergraduate majors and three graduate programs in Business Administration, Applied Molecular Biology, and Computer and Information Systems. UW-P's top five majors, based on degrees granted are business, criminal justice, sociology/anthropology, communications and psychology. There are pre-professional programs in Dentistry, Law, Medicine, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Podiatry, Veterinary Medicine, and 70 areas of emphasis. Students also complete course work at UW-Parkside in degree programs offered through consortia arrangements, including the online MBA program with UW-Eau Claire, UW-La Crosse and UW-Oshkosh; and the Bachelor of Science in nursing, the Master of Science in administrative leadership, and the Master of Science in cultural foundations of education with UW-Milwaukee. Sustainable Management is a new online program offered collaboratively by the UW-Extension, UW-Parkside, UW-River Falls, UW-Stout, and UW-Superior.

GOVERNANCE

The UW System Board of Regents governs the UW-Parkside. The university is headed by the chancellor and is organized into seven administrative units: Academic Affairs, Administrative and Fiscal Affairs, Admissions,

Athletics, the Office of Equity and Diversity, Student Services, and University Relations and Advancement. The library is under Academic Affairs; its director reports to the Provost and Vice Chancellor of Academic Affairs. The Provost provides support, coordination and leadership for the academic programs of the university. The faculty and the curriculum of the university are organized into the College of Arts and Sciences, the School of Business and Technology, and the Center for Community Partnerships, under the leadership of academic deans. There is a growing concern on campus that the College of Arts and Sciences is too huge for any one dean to effectively manage it and conversations are going on at various levels to address this concern. A new provost will be arriving on campus by the end of March and she is expected to provide leadership to this serious discussion that might lead to reorganization.

UNIVERSITY LIBRARY

As mentioned earlier, it was a challenge to gather information about this young university; most of the information provided so far has come from the Campus Profile document. Finding information and documented history of the university library was even more difficult. This research turned out to be similar to solving a very difficult puzzle, especially when many pieces are missing. What follows is the information gathered from a few very short documents in the archives, interviews with emeritus faculty, and a retired librarian, who served the library in various capacities, including that of interim director. Another librarian who has been on our staff for 39 years has also provided insight into institutional memory. The first library at Parkside was opened with 70,000 volumes. Most of these books came from the personal collection of many faculty members in UW-Madison. The founding chancellor, Irving G. Wiley, who came from Madison to Parkside, coordinated this donation. The early history of academic libraries in the United States shows that this was a very common practice. The first academic library in the colonial period was created when John Harvard donated approximately 300 books to Harvard University (Weiner 2005). This, however, might strike us as a little unusual for a university that was founded in late 1960's. In the early days, the library operated from Tallent Hall on the east side of the campus. When the current Library and Learning Centre was completed in the early seventies, it was designed as the focal point of the Wyllie Hall and the university as a whole. It is not a stand alone building one sees on many university campuses. The location of the library in a high traffic, high visibility area, next to the Main Place area in the "striking three story atrium", in many ways gives it a high profile. Main Place is popular for campus events where the university's activities somehow diminish the significance of the library as the intellectual center of the academy.

Based on my interviews with Dr. John Buenker, an Emeritus Professor in History, the seventies and eighties were golden years of the Parkside Library. Money was no issue then, and the library flourished in terms of staffing as well as collections. Most likely, this was the case nationwide. Philip M. Burnett was

the first librarian and director at Parkside, and he served in that capacity from January 1967, until his retirement from library administration in 1973. The Archives records show that Mr. Burnett established a small library in 1967, almost two years before the library was moved to Tallent Hall. Although it is believed that the final consolidation of the satellite collections happened after Philip Burnett left the library, the collection grew to over 200,000 volumes under his leadership. It is important to note that the Parkside Library attracted many prominent librarians to its directorship in its early days. For example, Hannelore Radar, who was later recognized and honored as the Academic Librarian of the Year by ACRL (Association of College and Research Libraries), was the director at Parkside Library from 1980-1986. Others who are well known today played important roles in the library and guided its growth in terms of services and collections. From early on, the library had a solid reputation as a teaching library. During the early nineties, a decision was made by the campus administration to merge the campus computer services and the library, with the director of the library at the helm as CIO. Although these departments jointly accomplished many things, many reliable sources feel that the merger negatively impacted the reputable standing and continuous growth of the library, which lost four positions, while its overall budget and acquisitions budget remained stagnant for years. Although it was probably out of sheer necessity, many voiced concerns that the technology side of the operations received the most attention. In 2003, the then Provost, who also had a strong library science background, recognized this issue and decided to separate the two departments. The instructional technology unit remained with the library until early 2006, while the rest of the computer services operations were brought under a new CIO. Once the instructional technology unit also moved over to Computer Services, a new Campus Technology Services department was formed under the CIO. The library, once again, had its own administrator and both the director of the library and the CIO reported to the Provost.

The library continues to be under academic affairs, with its director reporting to the Provost. The Provost's cabinet meetings provide a good forum for the director to share important matters with the academic deans, chair of the University Committee, and others present, as well as listening to what goes on in other departments. The campus budget director is also a member of the Provost's Cabinet and it is beneficial to hear firsthand about system-wide fiscal issues from her. The library's mission was reviewed and updated in early 2008 by a task force appointed by the director that included three professional librarians, one support staff member, an academic dean and the director of the library. The mission and goals are approved by the campus administration in June 2008. "The UW-Parkside Library provides access to resources that facilitate the teaching, research and service mission of the University. The library seeks to promote self-directed, engaged learning and to implement programs and services that encourage critical thinking and the application of research skills"⁶.

The strategic directions are stated as:

In order to advance the University of Wisconsin-Parkside's priorities, and to realize the mission of the Library as the center of the academic life of this university, the following will be accomplished:

- Expand access to information resources that are critical for teaching, learning, research and service;
- Develop and preserve collections and resources unique to the Library and the University;
- Stay abreast of the changing technologies and trends; utilize both to provide outstanding service in a user-centered library;
- Develop a diverse, qualified and service-oriented staff and encourage the personal and professional growth of that staff;
- Provide a gathering place that is inviting, comfortable and conducive to the different learning styles of a diverse population;
- Promote its role as an academic partner in the intellectual life of the campus;
- Routinely assess the extent to which the Library's goals are being met and use this assessment to make a difference;
- Partner with local communities in the spirit of the University's community engagement initiative; and
- Actively seek funds to support new initiatives.

Once the university's new strategic planning is completed, the library plans to update its strategic directions to support and complement the campus plan. In spring 2008, the library collaborated with a MBA class on strategic planning to develop a SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis. Three MBA students selected the library project and invited the director for a talk. The director shared the new mission statement with them and answered their many questions about the library, its resources and services. Then they met with the staff for a three hour brain storming session and later submitted a SWOT analysis to the director. This analysis of strengths, weaknesses, opportunities and threats from individuals who really are not familiar with a library, poses some issues. But it is also very useful and educational especially because these are somewhat "out of the box" views from a team of students who had hardly used the library. It is advantageous to look at their analysis from this perspective because most likely this is how other library users see the library and its services. The library staff intends to make use of these findings when they continue to work on the strategic planning document. The library also launched the LibQual+ survey two years ago, along with most other UW libraries. Overall, the comments were positive; however, there is room for improvement. We have made some changes in the service areas with some of these comments in mind. If we do this survey again it will be interesting to see if we were able to narrow the gap between perceived and desired levels of services.

The challenges for the Parkside Library are very similar to that of most academic libraries in the nation. The crisis in scholarly communication is a

serious concern nationwide, and many ARL libraries are looking at institutional repositories as one of the possible solutions to this. The skyrocketing journal prices, abundance of electronic resources that are available at a high cost, ever changing licensing agreements with the vendors, issues with copyright and intellectual property, and shrinking library budget are all among these challenges. Historically, libraries have done an incredible job of collaborating with one another and participating in consortia relationships in order to enhance resource sharing. The UW System Libraries have been working cooperatively to achieve the “One System, One Library” goal as stated in the strategic directions document of the Council of University of Wisconsin Libraries (CUWL)⁷. As the library’s collection development policy states, “following the UW System’s “One System, One Library” concept, the idea of “collection” goes beyond the materials located in the UW-Parkside Library and more broadly refers to the collections of all UW System libraries. The UW System libraries jointly endeavor to develop these collections, allowing them to serve as interdependent resources for research and teaching”⁸.

UW System borrowing allows an end user to borrow materials from any UWS library; the requested item arrives at the home library in a matter of two-three days. This is a very popular service on most UW campuses. In addition, UW-P Library has a very good inter-library loan and document delivery service. In today’s budget climate, most library users would agree that “just in time”, article delivery is much more economical than the prior “just in case” argument used to subscribe to costly journal titles. The library participates in the Wisconsin Interlibrary Loan System (WiLS). It also provides access to BadgerCat and WorldCat. In addition to providing materials to support the university’s curriculum, a library also has a responsibility to support the teaching and learning on campus as well as the research needs of its faculty, however, it needs to often reexamine how these needs are met.

THE COUNCIL OF THE UNIVERSITY OF WISCONSIN LIBRARIES

“The Council of University of Wisconsin Libraries (CUWL) is established to provide a forum and structure for library and information planning within the University of Wisconsin System. The Council reports to the UW System Senior Vice President for Academic Affairs.”⁹ The Council of the University of Wisconsin Libraries has regular face to face and teleconference meetings to discuss various initiatives and budget concerns. The CUWL Strategic Directions document emphasizes its vision of “building a robust One System, One Library”. The Council membership has been recently expanded to include the four coordinating committee chairs, in addition to the directors, faculty representatives, director of the Wisconsin Interlibrary Loan Services, a liaison from the UW System Office of Learning and Technology, and director of the Wisconsin Historical Society. The library directors are currently engaged in various undertakings and discussions about resource discovery, Open Library Environment as an alternative to the current Integrated Library System and the

inevitable changes in the horizon. Based on the focus groups on most UW campuses, our faculty and other users want a high level of integration of the ‘silos’ we have set up; they are tired of searching repeatedly the same topic in several databases. OCLC provided a report based on its major research survey entitled “Perceptions of Libraries and Information Resources”. The findings give valuable insight into information seekers’ behavior and search habits and how they use the libraries. The report tells us that “the library is not the first or only stop for many information seekers. Search engines are the favorite place to begin a search and respondents indicate that Google is the search engine most recently used to begin their searches” (OCLC). We have learned that college students increasingly think that everything is available on the Internet. The students want instant access to everything and find the library catalogs and databases cumbersome to search. We constantly hear the question why we can’t be more like Google. This is the Google generation of youngsters who expect everything to happen at the click of a button. We need to listen carefully to their opinions, and see what we can learn from Google or Amazon about services. Ideally, we want to provide one stop shopping for the library and university resources. The commercial vendors are developing new open source research discovery tools to address these issues while programrs from UW-Madison and other institutions nationwide are also engaged in building locally developed systems that are expected to do the same. Our hope is to identify the best software that would better organize our resources and give that “one-stop-shopping” users so desire.

COLLECTION

Today the UW-P library has a collection just under 500,000 volumes and a rapidly growing list of electronic resources that are accessible over the Internet. For a smaller academic library, it has an impressive collection of music CDs and DVDs. The library’s surprisingly rich collection of inter-disciplinary materials shows its strong support of Ethnic Studies and diversity courses. When compared to similar size institutions in the UW System, the library also has a decent acquisitions budget. Approximately 55% of the overall budget is allocated to salaries, with 38% for materials and 7% for supplies and expenses. As mentioned earlier, its collection development policy is explained on its web site. The librarians act as liaison to the academic departments for collection development and instruction purposes. The collection is developed in collaboration with faculty. A well thought out collection development policy that was developed with the academic community’s best interests in mind is necessary to guide the librarians and help them make informed decisions. The Archives/Area Research Center (ARC) and Special Collections Department is also part of the library. The Archives acts as a repository for the university’s records as well as those of the Wisconsin Historical Society. The Parkside ARC is one of the 14 Area Research Centers in Wisconsin and makes materials from other centers available to local researchers. The ARC materials are used by

many for genealogy research as well as naturalization and property records in Racine and Kenosha. The Special Collections include a number of artists' books, small presses, science fiction, the Irving Wallace Collection, etc, to name a few. This collection needs to be developed further as funds become available. The library also provides access to a good array of electronic resources. Some of these electronic resources are cooperatively purchased with other UW institutions and some others, which are more campus specific, are purchased using the library budget. The library was also able to successfully obtain student technology funds for some databases. Supplementing the library's budget this way has been tremendously beneficial for the collection. The Collection Development Coordinator and the Electronic Resources Librarian attend the system-wide collection development meetings. Managing electronic resources has become a tremendous responsibility for the academic library; the electronic resources librarian plays a critical role in providing reliable and trouble free access to these resources. The librarians review usage statistics whenever available and communicate with their liaison departments in order to determine if a particular database is to be renewed. This type of ongoing evaluation will be critical during the current budget constraints.

The UW System libraries jointly submitted a budget request to the System recently to make UW-Madison's impressive electronic resource collection accessible to all UW campus researchers. The library directors, in the true spirit of collaboration, lobbied for this budget among the regents and legislators. Unfortunately, although the request made it all the way to the Governor's desk for approval, it did not get funded for the 2009-2011 biennium. The campuses are planning to revisit this issue and submit an updated document once again for additional funding.

PUBLIC SERVICES

Most librarians at Parkside participate in reference and instruction. In addition to offering the traditional in-person and telephone services, the library provides e-mail and chat reference to users. As mentioned earlier, the library has a long history of being at the forefront of library instruction. The reference/instruction librarians are actively involved in instruction and in many instances work with classroom faculty to do course integrated instruction. The university has an information literacy requirement for graduation. Based on the *ACRL Standards and Guidelines...*, the program stresses that a student who is information literate should be able to locate and use resources through both the library and the World Wide Web. The information literacy requirement can be met entirely online through Desire 2 Learn (D2L). It provides a series of modules, quizzes and mini-exams via tutorials, which are graded by the librarian. At the time when it was implemented, a student was expected to complete this requirement before s/he earned 60 credits. Somehow, this is no longer enforced and students come to the library asking about information literacy just weeks before they graduate. This defeats the purpose and

understandably, the librarians are discouraged by this. Although it is difficult to know exactly when the requirement was originally put in place, it is believed to have been in the early eighties when the information literacy component was first implemented. Initially, the students were expected to write a research paper; then there was a printed workbook. Students answered questions based on the use of library materials, and answered questions using the library catalog, print indexes, etc. They really needed to know how to cite materials. The librarian graded the workbook. The Internet made it possible for the library to change the workbook into a series of online tutorial modules. The actual questions and tutorial content were online, although students still wrote answers into an answer book. At this point there was very little collaboration between librarians and English 101 instructors; most students never completed the requirement while in the 101 class.

Once a course management system was in place, the entire tutorial moved to an online environment. Initially all students taking GNED 101 were automatically enrolled within the WEBCT information literacy “course”. GNED 101, the University Seminar, was later discontinued and the IL requirement was instead introduced in English 101. Currently the University of Wisconsin System uses D2L and the library instruction coordinator sends information detailing accessing, completing and reporting grades within the D2L system to English 101 instructors. Needless to say, it is not working. It is important to introduce the first year students to the concepts and principles of information literacy. We should concentrate on the skills students should have as they progress through their university experience. There is a lot more work to be done in this area.

HUMAN RESOURCES

The library has a very small staff and is a flat organization. All librarians serve on teams and these teams handle collection development, electronic resources, instruction and reference related matters. Each team is led by its coordinator. The librarians are actively involved in the planning and decision making process. This experience provides all professionals with a good understanding of the issues and encourages them to critically think about possible solutions. While this can be viewed as an opportunity for shared decision making, the flat nature of the organization does not provide many opportunities for senior librarians to gain supervisory or administrative experience. Many of these librarians are also involved in various campus committees. One librarian who chairs the academic staff committee has been recently appointed to the campus wide leadership team that is working on a new strategic planning document. Another librarian is a member of the General Education Committee, Ranger Read Committee and some search and screen committees. The new director of library was hired after a national search in August 2007. She was hired in October 2006 as the interim director. In addition to serving on the Provost’s cabinet, she is actively involved in several campus

wide committees and recently was appointed to the provost's search and screen committee. This type of involvement by the library staff is critical for the library's image, while the student employees are essential to the operations of the Parkside Library. They also provide critical connection with the student body and bring a valuable perspective to the library. Whenever it is possible, a student employee is also appointed to the search and screen committees.

The library does not have a Human Resources unit; many of the responsibilities are handled by the library administration and the program assistant serves as the liaison to the campus HR. National searches for librarian recruitments are coordinated by the Provost's office, working with the director. The classified staff are considered state employees in the UW System and the recruitments are coordinated by the campus HR. The annual performance evaluations of all librarians are done by the director at the beginning of each calendar year. The librarians submit a self evaluation highlighting their performance and accomplishments. The director's evaluation is done based on the performance of primary responsibilities, accomplishment of goals from last year, university/community service, and special projects assigned by the director. Ability and willingness to go above and beyond what is in the position description are specially noted. The annual performance evaluation provides an opportunity to discuss the previous goals and how they are accomplished. If a goal is not met, it also merits a discussion about it; this allows the director and staff member to look at it objectively. The following year's mutually agreed upon goals are set at this time. The classified staff performance evaluation is also done in the beginning of the calendar year by their immediate supervisors. With so many new initiatives and changes in the horizon, the time is ripe to have a good discussion that allows us to rethink, and restructure many position responsibilities in academic libraries. As many changes are inevitable, CUWL is engaged in some of these discussions and has charged a group of directors to investigate and report on how we can work smarter.

DIVERSITY

The library also values diversity, and diligently works to post announcements on various lists such as Spectrum Scholars, BCLA, REFORMA, AILA (Association of Indian Librarians), diversity lists, Asian Librarians' lists, etc. Although the competition to attract good librarians of color is challenging, the library has managed to hire two librarians of color within the last three years. It plans to continue its efforts in this regard. The library also has developed relationships with the Office of Equity and Diversity, Office of Multicultural Services and LGBTQ Center. The library's stated goals include developing "a diverse, qualified and service-oriented staff and encourage the personal and professional growth of that staff". In addition, the library believes that nurturing a diverse staff also means listening and respecting different perspectives and different voices. The Office of Equity and Diversity continuously review Parkside's progress in the UW System's initiatives in the Equity Scorecard and

Inclusive Excellence. The recent Inclusive Excellence mini conferences and discussions show the university's commitment in this regard. The library is actively engaged in these discussions; the director serves on the Affirmative Action Council, with Affirmative Action Council members being appointed by the Chancellor. In November 2004, the Council of University of Wisconsin Libraries appointed a task force to "to investigate and recommend ways in which to recruit and retain racial and ethnic minority librarian, classified staff, and student employees in the UW System libraries."¹⁰ The CUWL Diversity Task Force did an excellent job and submitted its final report in 2005.

COMMUNITY ENGAGEMENT

As a public university library, the UW-P Library welcomes community members, educators and school students. The library treats everyone who visits the library with respect and provides them with assistance. The library has been offering a "Discovering Research" program aimed at high school and middle school students. The area school teachers bring their students to the library to learn research skills from reference librarians and apply what they learned in researching their topics. This wonderful program introduces school students to a university library and encourages them to use its resources long before they become college students. In addition to better preparing these students in their transitioning to college, the library also participates in the university's recruitment efforts through this type of community engagement. The library actively promotes information literacy and participates in many campus programs such as "Summer Bridge" and "Upward Bound". This involvement allows the library to instruct a large number of students with the research skills necessary to succeed in an academic setting, and better prepare them for the higher education environment.

COPYRIGHT

The library strives to respect federal copyright laws. In addition to following the common practice of posting warnings on copy machines, the library is extremely careful to provide electronic reserve materials only through D2L. Only enrolled students are able to access the D2L pages. Even if a faculty member is not teaching a course using D2L, a library staff member creates a page for that course in D2L and places all electronic reserve reading there. This is a good way to protect copyright and being respectful of fair use. The Provost's office is responsible for enforcing copyright laws, while the library director acts as the copyright liaison on campus, answers copyright questions for the campus community, and determines fair use. Copyright in the digital age is cumbersome and complex. It is always useful to investigate, and if necessary, request permission.

FRIENDS OF THE LIBRARY

The Friends of the UW-Parkside Library Board have been active in promoting the library. It has helped the library to create an attractive reading room and buy several comfortable couches and chairs. The “Library as space” concept is becoming very popular among students and the Friends’ contribution has significantly moved the library forward in this regard. Each year, the Friends plan and schedule a speakers’ forum with several lectures on various topics. Many from the campus and Kenosha/Racine communities attend these lectures. There is a popular Friends’ book sale each fall and a portion of the money is given to library acquisitions. The special borrower card is available for a nominal fee for those who are Friends and also for anyone in the community. This gives them borrowing privilege to the library’s book collection.

PHYSICAL FACILITIES AND BUILDINGS

The university’s master plan that was developed in 1969 has been revised for a carefully planned expansion¹¹. The process of shaping the future look and function of the UW-Parkside campus started in February 2005. The updated master plan replaces the existing plan developed in 1969 and serves to guide the exterior development of the campus over the next 20 years. The master plan has a direct impact on the character of the campus, the preservation of natural areas, the way pedestrians and vehicles move through the campus, and on the selection of sites for new or expanded buildings. The Future Campus section¹² of the campus profile provides a planned and thoughtful expansion of the student center and the new suite-style residence halls that were opened in the fall of 2009. The new student center with its expansive and modern dining hall and modern meeting room facilities certainly serve the campus very well.

The library had done an in-depth self study in 2002 in preparation for the accreditation team’s visit, and another, major survey in 2005. The survey results were very positive, with the library acting on some of the suggestions it received. Many group study rooms were created, with additional funding from the Provost’s office. Although the library facility is open and bright, it appears dated and could use a major face-lift, especially in the primary service areas such as circulation and reference. As mentioned earlier, the library doors open to the Main Place, a high traffic area in Willey Hall, allowing easy access to it. The large windows which bring in abundant sunlight allow users to enjoy the scenic surroundings. Compared to many other academic libraries, Parkside Library does not appear overcrowded, and there is plenty of study space for the students. The main floor or level one is primarily service areas and staff offices and administrative office are located towards the back. The stacks are located on the second and third floors. The third floor is designated as the quiet study area. The Archives and Area Research Center is located on the D2 level, with campus computer labs taking over the entire D1 level. This provides one dilemma to the library. There is no storage area or weight bearing area in the lower levels of the

library where less used materials could be moved, or where additional compact shelving could be located. Because of this, there are bound periodicals occupying prime real estate on the main floor. If there were funds available, there would be plenty of space in the reference area to create an attractive learning commons instead of the current bank of computers. In addition, the Archives and Area Research Center/Special Collections Department has no room for expansion.

Until the end of nineteenth century and to an extent, into the twentieth, the academic library considered its primary goal as conservation and protection of books (Weiner, 2005). The late 19th century saw Melvil Dewey at the helm of the Columbia University Library. His efforts there were considered as “revolutionary” as he recognized the need to make the collection accessible, encourage students and faculty to make use of the collection, provide services and effective guidance or instruction in using the collection, extend library hours, and improve the facility, just to name a few (Hamlin, p. 49). Dewey also invented the card catalog system; he made it possible for library schools to come into existence, and female students to attend the school. His actions speak loudly of his far-sightedness and vision. By this time, financing the library became the university’s responsibility. Understanding the importance of making the collection accessible and the facility more attractive to users redefined the academic library, and paved the way to today’s libraries on university and college campuses. Today’s academic library is many things to many people. Over the last several years the “library as a place” concept has grown in popularity and many libraries are rethinking the layout and design of their space. We have modified our space to appreciate and accommodate different learning styles. There are quiet study areas for those who like it quiet, group study rooms for those who work on collaborative projects, plenty of open tables for those who like to spread out or study with their friends—even a few study carrels for those who prefer to study alone and like some privacy. It is a gathering place for the campus; an extension of the class room where formal and informal discourse takes place between faculty and students.

COLLABORATION WITH OTHER DEPARTMENTS ON CAMPUS

It is very important for the university library to collaborate with other units on campus. The library and campus Technology Services work closely and meet occasionally to discuss technology related service issues. Both departments recently agreed to hold regular meetings two or three times a year. This would help us to communicate effectively with each other. It is essential that the library also work closely with the student affairs staff. The library needs to be attuned to what the student population desires and communicate as needed with our students. The Student Affairs staff can help the library to achieve this. Last fall, the library hosted a “late night with coffee and cookies” during finals when the library was open longer hours. Our collaboration with the University Activities and the Chancellor’s Office made this possible and we received excellent

feedback from students. This could very well become a Parkside tradition. One of the goals for the new library administration is to work with University Relations to include the library in its fundraising efforts. The library has to strengthen its relationship with this key department and actively work to incorporate the library in its publications as well. There are many small and large-scale improvements donors can offer to this library. It is interesting to note that this library is not named after anyone, like many other academic libraries. It would like to have an interested donor to take advantage of this naming opportunity. In order to realize this goal, the library needs to reach out to alumni and other donors. For this reason, it is extremely important to promote the library and raise its visibility on the campus and beyond. During the last year, the director has worked closely with the development officer to add the library as a possible recipient for donations.

MARKETING EFFORTS

Academic librarians are well aware that they need to market their library's services and resources in order to be successful. This is an ongoing commitment for the Parkside Library which needs to be done by librarians and support staff alike. Although it does not have a formalized marketing plan, there are many ways the library reaches out to various campus groups, such as: focus groups with students and faculty; talking to the student senate; updating the web site to make it more user friendly; creating an informative and attractive newsletter; creating an external blog; emailing special events to the campus community; inviting groups for library tours; working with area school students; promoting library instruction; making librarians visible on campus; serving on campus committees; scheduling meetings in the residence halls; providing occasional articles in the student newspaper; meeting with academic departments; organizing timely exhibits; and inviting discussion groups to meet in the library, to name a few. It is also very beneficial to co-sponsor programs with other units on campus, especially in the student affairs areas. As mentioned earlier, the tremendously popular "late night with coffee and cookies", the Author Reading with the Office of Multicultural Student Affairs, and hosting a First Friday reception for faculty and staff help to improve the library's visibility on campus.

The library at the University of Wisconsin-Parkside is certainly a "jewel" as a former provost called it, and the metaphor "heart of the university" is often used by many faculty members. It is interesting to note that Charles Eliot, long time president of Harvard, is credited with this metaphor for the library when it was stated in 1873 (Weiner, 2005). The library connects the users with the world of knowledge: books, journals, E-journals, E-Books, databases, archival records, microforms, videos, CDs, DVDs, digital resources and much more. It has a small, but knowledgeable staff to assist the users with their teaching and research needs. Librarians partner with faculty to help students learn research skills, make the best use of relevant resources, efficiently navigate the Internet and learn how to evaluate these resources; thus facilitating their critical thinking

skills. The library director is a strong believer in providing excellent customer service and easy access to our vast resources while creating a welcoming and user-centered environment with a strong commitment to diversity. The library has many challenges ahead, especially in these tough economic times of budget cuts and related pressures, but it also has many exciting opportunities and possibilities ahead. The university is very young—just 40 years old—and it is in the process of examining its priorities and identifying strategic directions. There is a new and enthusiastic new chancellor, Dr. Deborah Ford, who has already started many initiatives to create a student-centered university. In addition, Dr. Terry Brown will be on board soon as the new Provost and Vice Chancellor of Academic Affairs. This is an incredibly exciting time for the university, with these two dynamic administrators at the helm, leading the way. The library looks forward to connecting with the university's mission and priorities. It will continue to grow and flourish with hard work, creative thinking, team work, and strong support from the campus.

Notes

- 1 <http://kenosha.areaconnect.com/statistics.htm>
- 2 <http://www.epodunk.com/cgi-bin/genInfo.php?locIndex=24435#Cens>
- 3 Profile
<http://www.uwp.edu/departments/university.relations/profile/ParksideProfile.pdf>
- 4 <http://www.uwp.edu/mission.cfm>
- 5 Profile
<http://www.uwp.edu/departments/university.relations/profile/ParksideProfile.pdf>
- 6 <http://www.uwp.edu/departments/library/services/mission08.htm>
- 7 http://uwlib.uwsa.edu/documents/strategicdirections/strategicdirections2007_2011.htm
- 8 <http://www.uwp.edu/departments/library/services/cdpolicies.htm>
- 9 <http://uwlib.uwsa.edu/>
- 10 <http://uwlib.uwsa.edu/documents/diversity/finalreport.htm>
- 11 <http://www.uwp.edu/departments/master.plan/execsummary.pdf>
- 12 <http://www.uwp.edu/departments/university.relations/profile/futurecampus.cfm>

ABOUT THE AUTHORS

Mohammed M. Alehaibi, PhD, is Associate Professor in the Department of Information Science at Umm al-Qura University, Saudi Arabia. He received his MLIS degree from the School of Information Studies at the University of Wisconsin-Milwaukee, and his PhD degree from Florida State University. His research interests include networking and information technologies, digital information resources, and knowledge management. He is a member of the Saudi Library Information Science Association (SLIA) and the American Society for Information and Technology (ASIST).

Mary Elizabeth Anderson, PhD, is an Assistant Professor of Religion at Saint Olaf College where she teaches courses in History and Bible. She earned a BS in Engineering-Physics from Pacific Lutheran University in Tacoma, Washington, MA and PhD degrees in Christian History from Luther Seminary in Saint Paul, Minnesota, and currently is working on a MLIS at the University of Wisconsin-Milwaukee. She has over fifteen years of experience working in academic libraries, most recently from 2000 to 2005, as the Associate Director of the Thrivent Reformation Research Program at Luther Seminary.

Fatten S. Bameflih, PhD, is a Professor in the Department of Library and Information Science at King Abdulaziz University in Jeddah, Saudi Arabia. Her teaching and research interests include information services, digital libraries, and information technology. She received her MLIS degree from King AbdulAziz University, and her PhD degree from Cairo University. Dr. Bameflih held a number of administrative positions, including Deputy Dean and Professor of Library Services, and Deputy Chairman, Department of Information Science at Um Alqura University. She has received awards and honors from both the Saudi Library and Information Science Association, and the Special Libraries Association/Arabian Gulf Chapter.

Scott Brouwer is currently enrolled in the MA History/MLIS coordinated degree program at the University of Wisconsin-Milwaukee, where he is a Teaching Assistant in the History Department. He expects to complete both degrees by December 2010. He earned a BA degree in Humanities - Religion and History from Northwestern College in Orange City, Iowa. He is also currently employed at the Shorewood Public Library in Shorewood, Wisconsin.

Vanaja Menon, MLIS, joined UW-Parkside in October 2006 as the Interim Director and was hired as the Director of Library in August 2007. Prior to joining Parkside, she was the Assistant Director for Public Services at UW-Milwaukee Libraries for over seven years. She has also held several positions at

Lake Forest College, Illinois, where she was the Associate College Librarian. She has a Master's Degree in Literature from the University of Kerala, India and another Master's Degree in Library Science from the University of Chicago. She was selected as a 2007 Summer Fellow of the Peabody College at Vanderbilt University. Throughout her career, she has been active in ALA, ACRL, ACRL-CLS and LLAMA and has served on numerous committees. She has co-authored articles on customer service in academic libraries, and has participated in panel discussions on faculty-librarian collaboration.

Angela Meyers, MLS, is the head of Adult Services at Matheson Memorial Library in Elkhorn, Wisconsin. She earned her Bachelor's degree in Sociology (*magna cum laude*) and a MLIS degree (*summa cum laude*) from the School of Information Studies at the University of Wisconsin-Milwaukee. At Matheson Memorial Library, she developed and teaches a series of computer classes which have enriched the lives of those living in the Elkhorn community. In addition, she continues to bring much needed programming to the library, including job search workshops, digital camera coaching and a "How to sell on ebay.com" workshop.

Khaled A. Mohamed, PhD, is the director of the Egyptian University Libraries Consortium (EULC) at the Supreme Council of Universities (SCU) in Cairo. He is an associate professor in El Minia University as well. He has earned a Bachelor's degree in Libraries and Information Technology from the Faculty of Arts, Cairo University, and two Master's degrees in Library and Information Sciences—the first from Cairo University, and the second from the School of Information Sciences at the University of Pittsburgh. He received his PhD degree in Library and Information Science from the University of Pittsburgh. He was the recipient of the Advanced Arabian Systems Award.

Umashanie Reddy, MLIS is Specialist Advisor in Collections and Technical Services at the University of Calgary, Canada. Prior to coming to Canada, she worked at the University of KwaZulu-Natal in South Africa, where she served as Principal Library Assistant for 10 years, and later Senior Liaison Librarian for Human and Social Sciences for seven years. She earned a BA degree from the University of Natal, South Africa, a Bachelor of Library Science, and an Honors Degree in Information Science from the University of South Africa, and a MLIS degree from the University of Wisconsin-Milwaukee.

Gary Shimek, MLIS, is the Director of the Walter Schroeder Library at the Milwaukee School of Engineering (MSOE), with the faculty rank of Assistant Professor. He earned a BA degree in English and History (*magna cum laude*) from Carroll College in Waukesha, Wisconsin, and a MLIS degree from the University of Wisconsin-Milwaukee. At the MSOE, he has managed a technical abstract writing project that produced abstracts for *The Engineering Index* (the COMPENDEX database). Co-author of the MSOE *Style Guides* for graduate students, he teaches writing and library research to graduate students. He received the MSOE Johanna Seelhorst Werwath Distinguished Staff Award in 2001.

SaraJane Tompkins, MLIS, has been a Reference Librarian at Northern Michigan University since 2001. She earned her Bachelor of Arts and Sciences

in English and Computer Information Science from Northern Michigan University in Marquette, Michigan, and her MLIS degree from the University of Wisconsin-Milwaukee. As Assistant Professor, Ms. Tompkins also teaches a web-enhanced undergraduate library science course. She is liaison to Psychology, Native American Studies, and the School of Education. She has been providing embedded support to students in online courses since fall 2007.

Stephanie Ziegler, JD, MLIS, earned a Bachelor of Arts in English and History from Smith College in Northampton, Massachusetts. She then earned a J.D. from Indiana University School of Law-Bloomington, and worked as a law clerk and attorney in Michigan. She received her Master of Library and Information Science degree from the University of Wisconsin-Milwaukee in 2009.

Blank

INDEX

A

AAUP, 133
ABET, 98
Accreditation, 78, 98, 111, 118, 129,
130, ACRL, 219
ACRL *Standards...*, 20,30,118, 155, 156,
223
Advisory Committee on Diversity, 204
Affirmative Action Council, 226
AILA - Association of Indian Librarians,
225
Ain Shams Central Library, 39, 48
ALA, 3, 8, 9, 20, 121, 150, 151, 232
Allohaibi, Mohammad Mubarak, 177
Alsuraihy, Hassan, 191
American Council of Construction
Education (ACCE), 98
American Geographical Society Library
(AGS), 208
American University in Beirut (AUB),
viii
American University in Cairo (AUC), viii
Anderson, Mary, 143
AQIP, 130, 131, 139
Arab Federation of University Libraries,
59
Architecture Library, 74
Archives, 6, 25-26,78, 153, 210
Asian Librarians, 225

B

BadgerCat, 221
Bamofleh, Faten Saeed, 177
Barrie Biermann Architecture Library,
74

BCLA, 225
Bibliographic Instruction, 8, 26, 110,
209
Black Caucus, 151
Book Arts Collection, 208
Books in Print, 113
British Library, 49
British Studies Resource Center (British
Corner), 66
Brouwer, Scott, 97
Bryson's ten-step process, 146
Buchanan, Nora, 75, 77-80, 89, 90
Budget, vii, 5-7, 19-21, 24, 25, 42, 43,
68, 79-81,103-107, 130, 132, 135, 148,
152, 163, 165, 166, 185, 203, 206-208,
212, 219, 221-223
Building guidelines, 9
Buildings, 31, 67-68, 91, 116, 227

C

CAB Abstract, 38
Cambridge, ix
Campbell Collection, 81
Campus Center, 9
Carnegie, 80
Carnegie Classification, 14
Carnegie Foundation, 216
Carnegie Foundation for the
Advancement of Teaching, 200
Carnegie-Mellon University, viii
Center for Biomolecular Modeling, 109
Center of Excellence (COE), 59, 68
Childhood and Family Library, 65
Chinese University in Hong Kong
(CUHK), viii
Code of Ethics, 3

Collection development, x, 7, 23, 24, 30, 46, 49, 63, 76, 87, 88, 90, 107, 123, 134, 135, 151, 152, 165-167, 184, 185, 206, 221, 222-224
Community Borrower Card, 8, 27
Cooperative Programs/Consortia, 29, 59, 68, 70, 80
Copyright, 86, 154, 209, 226
Cost-recovery concerns, 43
Council of University of Wisconsin Libraries (CUWL), 221, 225, 226

D

D2L (Desire 2 Learn), 223, 224, 226
Daniel M. Soref Charitable Trust, 212
Darwish, Mohamed T., 57
Database services, 20, 43, 53, 112, 186
Digital collection, 26
Digital Library Project, 192, 193
Distance education, 84, 89
Distance learning, xi, 5, 6
Diversity, ix, 6, 7, 22, 23, 75, 106, 119, 128, 133, 134, 150, 151, 204-206, 222, 225-226
DOBIS/LIBIS, 187
Document Delivery, 49, 61
Downer Seminary, Downer College, 199
Draft Policy for Acquisitions of Books and Serials, 87
Dramatic, Artistic, and Literary Rights Organization, 86

Durban, 73
Durban University of Technology, 77

E

E-book services, 63
Ebrary, 63, 72
EBSCO, 70, 71, 89
EG Malherbe Library, 74
Egypt, ix, 35, 36, 39, 41, 47-49, 51
El-Azhar University, 39
Eleanor Bonnar Music Library, 74

Electronic Resources, 46, 60, 72, 108, 135
El-Mansoura University, 39, 53
Endowment funds, 19
Equity Scorecard, 225
esAL Consortium (Eastern Seaboard Association of Libraries), 91
ETCP (Egyptian Technical Colleges Project), 35
EULC, 38-51, 53-54
EUMEDCONNECT, 51
European Academic and Research Network (EARN), 51
Evaluation, 21, 25, 30, 108, 118, 133, 163, 207
Ex Libris, 52

F

Faculty of Queen Rania for Childhood, 65
Federated Searching Tools, 52
Felland, Ole, 144
FirstSearch, 31
Fiscal Planning, 19, 203
FLDP (Faculty-Leadership Development Project), 35
FOEP (Faculties of Education Enhancement Project), 35
Franciscan Center Collection, 8
Frank Lloyd Wright, 208
Freshman Year Studies (FYS), 26
Friends of the Golda Meir Library, 203, 211, 212
Friends of the UW-Parkside Library, 227
Fromkin Collection, 208
Fromkin Memorial Lecture, 210

G

GMJ Sweeney Law Library, 74
GNED, 224
Goethe House, 115
Grohmann Museum, 114

H

Halvorson Music Library, 144
Handicapped, 9
Hartig, Linda, 16, 28
Hatch Act of 1887, ix
HEEP (Higher Education Enhancement Project), 35, 36
Hispanic population, 23
History of American Nursing, 208
Holocaust Collection, 136
HORIZON, 28, 59, 63-64
Howard and Edna Hong Kierkegaard Library, 153
Human Resources, 6, 20, 44, 67, 80, 81, 105, 132, 133, 148, 149, 204, 224, 225
Hustad Science Library, 144

I

ICT, 89
ICTP (Information and Communication Technology Project), 35, 36, 42
ILL (Inter-Library Loan), 28, 29, 80, 84, 90, 137, 139, 159, 167, 209
InfoPass, 114, 209
Information Commons, 103
Information Literacy, 26, 27, 40, 46, 85, 86, 110, 111, 136, 137, 156-157, 209, 224
Information services, 188
Information skills, 15, 17, 189
Information Technology, 28
Innovative automation system, 28
Institutional Self-Study, 13
Instructional Services, 48
Interlibrary Loan, 28, 29, 49, 50, 84, 100, 104, 137, 145, 153, 154, 155, 202, 221
International Coalition of Library Consortia (ICOLC), 38
International Federation of Library Associations and Institutions (IFLA), 59
Internet Information Services, 61
IT infrastructure, 75

J

Joe Ryan Dentistry Library, 74
Johns Hopkins Medical School, viii
Jordan, viii, 39, 57
JSTOR, 31

K

KFUPM, 182, 185
King Fahd University for Petroleum and Minerals (KFUPML), 177

L

Laptop university, 127, 139, 140
Learning Commons, 15, 17-18, 31, 212
Learning Resources Center (LRC), 140
LGBTQ Center, 225
Liaisons, 134
LibQUAL+™ Survey, 78, 97, 211, 220
Libraries Very Interested in Sharing (LVIS), 114
Library and Information Association, 59
Library budget, 68
Library Commons, 18
Library Consultation, 48
Library Council of Metro Milwaukee (LCOMM), 113
Library of the Future Project, 140
LinkSolver, 53

M

Makkah, 179
Malcolm Hunter Collection, 88
Mandela, Nelson R., 74
Mansoura, 54
Marketing, x, 29, 69, 83, 108, 114, 115, 116, 121, 138, 160, 161, 192, 210, 229
McLemore, Lelan, 18
MEDLINE, 38
MelCat, 137
Mellon, 80
Mellon Foundation, 157
Menon, Vanaja, 215
Meyers, Angela, 13

Milwaukee Normal School, 199
 Milwaukee School of Engineering
 (MSOE), 97
 Minetex, 158
 Ministry of Higher Education (MOHE),
 35
 Mission, viii, 3, 14, 58, 59, 75, 101, 123,
 129, 134-135, 145, 180, 200
 Mohamed, Khaled A., 35
 Morgan, Lydia E., 15
 Morrill Act of 1862, ix
 Muller, Nicky, 77
 Multicultural Services (M/C) Librarian,
 205
 MuseGlobal, 52, 53

N

National Library of Agriculture in Giza,
 42
 Nelson R. Mandela School of Medicine,
 74
 Net Gen, 6
 NetLibrary, 108, 113
 Nkurumah, Kwame, 73
 North Central Association of Colleges
 and Schools, 98, 200
 Norwegian-American Historical
 Association (NAHA), 153

O

O.M. Kalheim, 143
 OCLC, 37, 52, 114, 158, 159, 222
 Office of Equity and Diversity, 225, 226
 Office of Multicultural Services, 225
 Online catalog (OPAC), 28, 53, 64, 187
 Online journal access, 25
 Open Library Environment, 222
 OVID portal, 53-54
 OWL, 2

P

Peromnes Grading Scale, 81
 Pietermaritzburg, 73
 Princess Iman Bent Abdullah II, 65

Princeton Review, 98
 Public Services, 84, 138, 153-155, 209-
 210, 223-224

Q

QAAP (Quality Assurance and
 Accreditation Project), 35
 Quality Improvement Program (AQIP),
 129
 Queen Rania, 65

R

Radar, Hannelore, 219
 Ralph and Elizabeth Voorhees, 15
 Rankin, Mary N., 28
 Reddy, Umanshanie, 73
 REFORMA, 151, 225
 RefWorks, 209
 Residency program, 206
 Resource sharing, 37, 80
 RLIN, 37
 Rølvaag Memorial Library, 144
 Rufus and Charles King Collection, 28

S

Saudi Arabia, vii, 177
 Science Direct, 20, 38, 70, 89, 109, 113,
 168
 SearchSolver, 53
 Shimek, Gary, 97
 Short-range planning, 103
 SirsiDynix, 64, 112, 187
 Sobehart, Helen, 3
 South Africa, 73
 South African Bibliographic Network
 (SABINET), 90
 Special Collections, 8, 25, 26, 65, 79,
 84, 88, 109, 143, 153, 202, 208, 211,
 222, 228
 Standards for College Libraries, 20
 Standards for Higher Education, 209
 Strategic Planning, 4, 77, 102, 130-131,
 146, 201, 206

Strengths, Weaknesses, Opportunities
and Threats. *See* SWOT
Sudan, 39
Supplemental Instruction (SI), 17
SWITCH, 5, 9
SWOT, 19, 32, 201, 220
Syria, 39

T

The American Studies Corner (ASC), 66
Todd Wehr Foundation, 15
Todd Wehr Memorial Library, 15
Tompkins, SaraJane, 127
TOPCAT (The Online Public Catalog), 2
Tyler Collection, 136

U

Umm Al-Qura University (UQU), 179
Umm Al-Qura University Library
(UQUL), 177
Unicorn Integrated System, 187
University Library Network, 68
University of California Berkeley, 21
University of Durban-Westville, 73
University of Natal, 74
University of the Commonwealth of
Virginia, viii
University of Wisconsin Extension, 209
UQU Library, 183

User Survey, 78
UW System (UWS), 215
UW System Board of Regents, 218
UW System libraries, 221
UW-Madison, 218

V

Very Interested in Sharing (LVIS), 137
Viets, Hermann, 99
VOYAGER, 28

W

Walter Schroeder Foundation, 99
Web-based classes, 29
Web-based services, xi
WebFeat, 52
Weinberg-Kinsey, 5
William, Malegapuru, 79
WISCAT, 113
Wisconsin Historical Society, 222
Wisconsin Interlibrary Loan System
(WiLS), 9, 28, 114, 221
World Bank, 35
WorldCat, 221

Z

Ziegler, Stephanie, 1