ASSESSMENT AND RECOMMENDATIONS

for the

Earl K. Long Library

University of New Orleans

REPORT PREPARED BY

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INTRODUCTION

In August 2015, the University of New Orleans Provost Dr. John Nicklow entered an agreement to utilize the services of Kay L. Wall to provide an assessment of the University of New Orleans' Earl K. Long Library. All aspects of operations and resources were analyzed to determine the Library's effectiveness in supporting the teaching, learning, research, and service mission and goals of the University.

In the area of the Library's resource allocation and utilization, both information and human resources were assessed to analyze use of the total library budget. The following categories were considered:

Collections/Information Resources
The information resource assessment consisted of a budgetary review in light of both current and best practices for collection development and acquisition, technical processing, collection access and support, library systems utilization, and cooperative agreements.

Services
Current service offerings were reviewed for their effectiveness in supporting today's ever-changing student and faculty needs. Services assessment included offerings, hours of operation, library facilities, equipment, personnel, and service skill sets necessary to meet service expectations.

Operations/Organization/Execution
Effective management of resources and services for providing UNO faculty and students with the support to be successful is essential. General library operations to include organizational structure, internal and external communication, managerial practices, staffing, training and support of personnel were assessed.

The resulting deliverable from assessment of the aforementioned areas consists of a written report, which is represented in the pages that follow. Under each category assessed, general comments, findings and recommendations are included. Sections V-VII of the report address the operations/organization/execution assessment requirements described above.

Documentation
The mission of the Earl K. Long Library is to serve as an essential partner in the learning, research, and service mission of the University. The Library unites knowledgeable staff, scholarly information, welcoming spaces, and leading-edge technology to inspire learning and enable information literacy and research. It enriches the campus and Greater New Orleans community by preserving and disseminating the local culture and the scholarly and creative output of the University.

General information on the University of New Orleans and the Library is available on the University's website. Additional documentation that was provided to the consultant included:

- Recent University planning documents
- Recent Library planning documents
- Library budget documents
- 2015 SACSCOC reaffirmation documentation on library services and resources. This information is primarily found in, but not limited to, Core Requirement 2.9 and Comprehensive Standards 3.8.
- Library annual reports, 2008-present
- Library statistics 2008-present [ACRL statistics, etc.]
- Library survey data [LibQual+, etc.]
- Listings of the University's identified peer and aspirational institutions
- Library Organizational chart
- Library policies and procedures
- Listing of Library Committees/Teams and their purposes
- Library marketing and communications materials

The consultant found the documentation and website to represent an organized operation. The SACS documentation was particularly thorough. The Library's written policies were clear, concise, and consistent with best practices. Policies were not meant to be punitive, but to encourage good use of resources. Documentation was well organized and easy to understand, however some of the information on the "About Us" page (www.library.uno.edu/aboutus.cfm) needs to be updated. In terms of analytical data, many libraries have adopted data analysis tools to support their decision-making processes. The Earl K. Long Library has not been utilizing these costly tools, which allow the manipulation of data to guide tasks. One example provided to the consultant was the serials review process. For example, the LibAnswers application is a software add-on for a product already being used by the Earl K. Long Library for developing Libguides. The software is $6,000 per year. LibAnswers was recently utilized at an academic library to analyze the type of questions that were being asked at its reference desk. After one year of use and analysis of the data gathered and the information databank generated by the software, the librarians agreed that the nature and type of questions being asked could be answered by adequately trained, lower level staff members. Based on the data gathered through LibAnswers, the Library decided to combine two service desks into one, reduce staffing levels during low use periods, and reassign/redeploy staff into other areas of the Library based on the nature of work that needed to be accomplished. The results of these efforts more than paid for the software costs, and the library faculty and staff agreed that the LibAnswers software represented a good return on investment.[1]

OCLC's WorldCat Collection Analysis tool could also be implemented by the Earl K. Long Library for data-based decision-making. This tool allows the Library to profile multiple data elements for titles such as publication date, availability of the title within

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[1] For more information, see Amos Lakos, "Evidence-Based Library Management: The Leadership Challenge," *Libraries and the Academy* 7, no. 4 (2007): 431-450.

the Library's region, etc., and compare these data points with the Library's circulation data to generate a listing of titles to remove from the collection. The cost for the WorldCat Collection Analysis tool is based on the size of the Library's database, and the consultant would estimate the cost to be less than $15,000 for the Earl K. Long Library. The tool could help meet important needs during the initial stages of a collection weeding project.

The peer and aspirational institution information was interesting. The University's peer institutions and the Library's peer listing can vary, just as academic departments often have their own list of peers. For purposes of analysis, the consultant utilized the 2012 Academic Library Survey data, gathered and reported by the National Center for Educational Statistics. While a more comprehensive listing could have been used, the consultant used the University of Memphis (urban, research university) and the University of Southern Mississippi due to her familiarity with their operations. While not relevant for the peer review, the consultant included Clemson University based on her detailed knowledge of operations.

In general, the Earl K. Long has fewer staff per FTE student than its peer institutions. The 2012 staffing level was at 30 and is only at 20 today, so the disparity is even more pronounced than the data suggests. The Library's expenditures per student are lower at UNO, as are library hours and the facility gate count. The most significant difference is that Interlibrary Loan expenditures are more than twice the amount spent at the other institutions (Appendix Item 1).

The aspirational listing that the consultant requested provided an interesting activity for the library faculty and staff. Four of the aspirational peers were chosen due to their particular user engagement activities, library liaison programming, digital initiatives, and facility design. This exercise indicated that library faculty and staff are familiar with hallmark programs that they want to emulate, providing a healthy indicator of professional engagement.

Additionally, the consultant conducted several conference calls and corresponded with both the Provost and library personnel as necessary to gain an adequate understanding of library operations. The consultant also provided background reading materials for the Provost (Appendix Item 2). From November 16 – 18, 2015, the consultant conducted an onsite evaluation consisting of twelve constituency meetings and interviews, an inspection of library facilities, additional documentation gathering, observations of library activity, impromptu discussions with members of the campus community, and discussions with the Interim Dean of Libraries, the Provost, the Associate Provost, and the President. Constituency meetings included library faculty, library staff, university faculty, students, deans, library friends, and university administration.

BACKGROUND

The State of Louisiana has been in a great deal of flux since one of the nation's most destructive natural disasters, Hurricane Katrina, made landfall in August 2005. New Orleans suffered tremendous damage due to flooding of epic proportions, resulting in a significant population loss. While federal funds (FEMA) were designated for restoration of the area's tremendous losses, the city has not fully recovered from Katrina. The impact on the University in terms of enrollment and resources continues to make it difficult to restore to pre-Katrina status. Additionally, the 2011 move of the University of New Orleans from the Louisiana State System to the University of Louisiana System has resulted in less state support and difficulty in maintaining the Urban Research Mission.

Discussions with university administrators provided general information on how the University envisions its future direction. While continuing to strengthen its Urban Research agenda, there is also a desire to increase the University's online presence by emphasizing distance education opportunities to attract non-traditional students, and students from across the nation and world. At the same time, the University envisions an increase in utilization of the current campus by expanding its residential student population and diversifying its enrollment portfolio. In each of these areas, the Library has an opportunity to provide crucial support to advance the University's agenda.

As in all of higher education, there must be a greater emphasis on the generation of new revenue streams, and a departure from high dependence on state support. This new model requires entrepreneurial and opportunistic revenue generation that can be particularly unfamiliar to library faculty, staff, and administrators.

This is also an era of tremendous change for academic libraries. Students have different needs than students of just ten years ago. The work of libraries has changed, as well, as evidenced in the October 2015 OCLC announcement that it was shipping its last batch of printed catalog cards.[2]

Information resources and user support (embedded online tutorials and instruction) need to be easily discovered anytime from anywhere. The continued escalation of serials prices diminishes the libraries' purchasing power each year, and the basic question, "what is a library?" has taken on new meaning. The Library's purposes and its value may not always be clear to others. At the University of New Orleans, the juncture of both library and university administrative change provides an opportunity to recast the mission and vision of the Earl K. Long Library. The findings and recommendations in this consultant's report should provide a foundation for the University to analyze and answer this question to the degree that the Earl K. Long Library will have a clear course charted.

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[2] "OCLC prints last library catalog cards," *OCLC*, October 1, 2015.
https://www.oclc.org/news/releases/2015/201529dublin.en.html.

COLLECTIONS AND INFORMATION RESOURCES

As in most academic libraries, budget limitations have made it difficult for the Earl K. Long Library to keep up with the escalating costs of serials and electronic databases. This loss of purchasing power for continuing obligations typically results in fewer books being purchased so that serials subscriptions can be maintained.

In the last ten years, the traditional publishing model has been challenged, to a limited degree, by the open access (OA) movement. Only limited disciplines have embraced the open access model for several reasons, including: concerns regarding peer review, issues surrounding the acceptance of open access titles in the faculty member's case for tenure and promotion, and the actual costs institutions incur in order to provide access to OA materials.

The circular logic employed by the traditional academic publishing model is nonsensical. Faculty must pay publication fees in order for their research to be accepted by prestigious journals, and the faculty member's institution must in turn pay exorbitant subscription fees to gain access to the journals in which its faculty are published.

Until the academy can agree upon a method to challenge the publishing industry that includes a change in tenure and promotion requirements, the cycle will continue.

The tremendous benefit of electronic access to information has transformed research for students and faculty alike. Anytime, anywhere access frees the researcher, such that most faculty members no longer physically visit the library to conduct research.

Findings

Discussions with faculty and students revealed difficulties in accessing electronic resources while off campus. Comments ranged from frustration over broken links to an inability to determine whether or not the Library had the article in question.

The Library staff have not been actively weeding the collections, whether by design or by lack of personnel to accomplish/maintain the activity. Additionally, the Library does not have the collection analysis tools that make this work easier to accomplish due to the cost of the tools themselves.

The Library's serials expenditures have remained fairly constant, while the campus allocation for resources has declined in the last six years and prices have continued to increase. This has necessitated annual serials cuts to stay within the library's budget, and an erosion of purchasing power. The consultant found that the lack of and loss of library resources was a major concern for students, faculty, and library personnel. The Library consults with faculty through its liaison program, and the entire review process is time consuming yet necessary.

The Library has continued to acquire JSTOR resources to provide electronic access to full runs of titles, however the consultant discovered there was some misunderstanding as to the cause for three year embargoes on JSTOR titles.

There is little surplus money for new book purchases, and the Earl K. Long Library (as at most academic libraries) has moved from building collections to responding to specific title requests and relying heavily on Interlibrary Loan when possible.

Louisiana has a statewide library consortium, LOUIS, and its members receive a number of full-text core databases through the network. LOUIS also provides negotiated prices for additional databases, and members are able to take advantage of discounts that maximize library dollars.

The Library's acquisition processes reflect standard practice for ordering materials, using electronic ordering tools for expediency.

The consultant understands that the library continues to maintain its shelflist, which is a card-based system for inventory control. According to library personnel, there are items (holdings) in the card-based system that are not accurately reflected in the online system.

The Library is a selective federal depository, accepting 86% of the depository items offered. The Collection itself is very large, occupying one quarter of the first floor.

The Library has a thorough, well-written collection development policy, which is available through its website. The Library's material budget is divided among each academic department.

The Library has a media collection, consisting of microforms, VHS, and DVD holdings.

The majority of the monograph collection is dated. In a random shelf sample, the consultant found less than eight (8) titles with a copyright date greater than 2005 on four (4) shelves. (Four shelves would hold an estimated 100 titles.)

While in a historically rich city with numerous special collections and archives, such as those housed at Tulane University and The Historic New Orleans Collection, the Earl K. Long Library also has several impressive special collections. Collections include the WDSU film archive, the local School Board records, the State Supreme Court records, area business records, and various ethnic group records. The Library is using ContentDM to provide access to portions of collections in digital format.

Recommendations

Without a doubt, libraries are in constant need of additional financial support to sustain existing resources and add new titles. The Earl K. Long Library is no exception, and the consultant recommends that the University seek to augment the library materials budget whenever feasible. At the same time, the consultant recognizes that the University is in need of increased financial resources for a multitude of areas such that the university

administration must make resource allocation decisions based on the greatest needs. While the consultant would assert that the impact of limited library funding affects all parts of academic affairs, she recognizes that difficult decisions must be made.

In the meantime, the Library needs to communicate the nature of JSTOR embargoes to the University community. It appeared to the consultant that the Library was being unfairly criticized for the embargoes when it does not bear the responsibility. The Library should formulate a communication plan that addresses this issue and includes action steps, such as solutions for accessing embargoed titles (e.g., Interlibrary Loan), and distribute it to the greater University community.

The consultant also recommends a thorough analysis of collection management processes. Is the time being used to update the shelflist an appropriate use of personnel? When the consultant suggested that the practice of serials check-in is being abandoned in some academic libraries, library personnel indicated that state law requires the continuance of this practice. Is this accurate, or rather is it tied to historical practice that is no longer necessary? Personnel could be redirected from this task to other needs.

Both the book collection and the government documents collection need to be weeded (deselected). In the consultant's perusal of the book collection, she discovered that a substantial amount of the collection is dated and should be discarded. Library service vendor OCLC provides collection analysis software to identify holdings that can be discarded based on criteria that are determined by library personnel. Although such an initiative will be labor-intensive, the rewards will be extensive; the consultant suggests hiring additional short-term staff for two to three years to accomplish the project. The physical size of the collection can be reduced to the degree that additional "people space" can be gained on each floor to accentuate the library as a meeting place rather than a warehouse. By reducing the stacks/collections area on the first floor, the heavily used Learning Commons could be expanded and additional study rooms could be added. With smaller collections on the upper floors, pockets of lounge and soft seating could be added throughout the building, making the Library more welcoming and comfortable. When meeting with students, the consultant learned that they find the group work spaces in the Library to be useful when completing class projects. With the reduction of stacks, more large tables could be placed in designated non-quiet library spaces. The Library will need to develop signage and a communication plan to direct students to these new "people spaces." A final benefit to the collection weeding is that library users will be able to better discover items of value in the collection when the unnecessary holdings are removed.

In the area of government documents, the consultant recommends a two-pronged approach for collection evaluation. For government documents already in the collection, the consultant recommends an extensive weeding of the collection. While government mandated discard procedures are especially cumbersome, the investment will yield important benefits. The costs associated with housing and managing government documents are significant, so care should be exercised, focusing on targeted collection growth. The Library's selection profile needs to be refined so that it reflects the departmental academic strengths of the University. In a proactive measure, the consultant recommends that the Library consider establishing Centers of Excellence

program areas, where concerted efforts are made to acquire and develop comprehensive collections in specific agency areas that relate to strong UNO academic programs.[3]

The media collection also needs weeding. On the tour of the library, the consultant walked past an extensive microforms collection and other obsolete forms of media that students and faculty do not use. The consultant recommends eliminating unnecessary materials and equipment, or relocating it from heavily used spaces to less prominent areas. Given that few people still have VHS players, discarding dated VHS tapes, replacing them with digital versions as funds permit, and/or converting them to a digital format when copyright law and publishers allow can reduce the space allocated to antiquated forms of media. Library personnel should employ good judgment in replacement and migration decisions due to the availability of updated information through other channels and the time-intensive nature of analog to digital conversion.

Given the internal competition for university resources, the consultant recommends that the Library's leadership play a more active role in LOUIS, working with all academic libraries in Louisiana to lobby the legislature for additional funds. This method of direct support for the state's libraries has been successful in many states, but requires proactive leadership to be effective. The concept resonates with legislators because all of higher education benefits from the appropriation. By leveraging statewide support, the Library is able to redirect its funds and augment its resources.

To address the concerns for access to electronic resources, the Library should focus its attention on providing better access to patrons. Issues may be arising due to the limited staff that is available to troubleshoot complicated technology and serials holdings problems, the lack of accurate holdings data, or limitations of link resolver software and tools; however, library personnel will need to solicit more information from library users to pinpoint the source(s) of specific problems and then develop solutions.

The consultant recommends that the Library's administration consider purchasing collection analysis tools to aid the staff in evaluating the collection for weeding. Many analytical tools are purchased on an annual basis, and long-term acquisition may not be necessary to achieve the full collection analysis being recommended.

Given the dated nature of the monograph collection, and the limited funds available to develop collections, the library leadership and the University need to seek and fund alternatives that meet library users' needs for monographs. While the Library has experimented with Patron Driven Acquisition (PDA) tools, it appears that the Library was unable to promote its use because of restrictive funding. The consultant recommends that the Provost consider investing a lump sum into a portfolio of patron driven acquisition products, and that their use is promoted by the Library to meet the needs of faculty and students.

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[3] "Overview of ASERL's Collaborative Federal Depository Program," *Association of Southeastern Research Libraries*, December 8, 2015. http://www.aserl.org/programs/gov-doc/program-overview/.

While Interlibrary Loan provides an alternative to purchasing items, it is an expensive proposition. In terms of time and labor, transactions can easily cost a library $30.00 each to accomplish. The Library's subsidizing of Interlibrary Loan appears to be using a large portion of the total budget. Without better funding for this increasingly high expense, the Library may need to implement fees for service from users in order to sustain operations.

The consultant was pleased with the Library's digital collections, and recommends it continue these efforts and give them high priority when examining work assignments. The value of digital collections is critical for libraries, as undiscoverable primary sources are then made available to an international research audience.

In light of upcoming changes in the University's and Library's leadership (President, Dean of Libraries) and the appointment of a new Provost, it is important that the Library's collection reflect the strategic vision of the University and academic emphasis areas, rather than an equal distribution of resources. The consultant recommends that emphasis areas are discussed with the Provost and Deans as they relate to the University's strategic plan.

Finally, and importantly, the consultant recommends that the Library establish a proactive communication program to convey the resources the library does offer to students and faculty. Shifting users' attention to what the Library can do and does have may inspire increased use of existing resources.

SERVICES

Over the past ten years, there has been a marked change in the types of services academic libraries provide, with a de-emphasis on traditional library service and increased activity designed to respond to the needs of 21st century higher education. Libraries are no longer asked to fulfill a traditional information mediation role, as end users have greater access to information online, and libraries are instead creating alternative instruction resources. Librarians must "live" in the electronic world of students, including establishing a presence on social media. The challenges facing libraries in the "digital age" are great, but the rewards many if they can adapt along with the times. Despite the rapidly evolving world in which Libraries are situated, the principles of service commitment to students and faculty remain unchanged.

Findings

In terms of university learning resources, there appeared to be pockets of resources with a similar mission to that of the Library; these were listed in the SACS documentation section 2.9: in addition to the collections of the Earl K. Long Library, the College of Education and Human Development maintains the Resource Center to serve students and faculty in Education. Located in the Bicentennial Education Building (3rd floor), its collections include: young adult and children's literature; professional literature (including videos); instructional materials for teaching math, science, and early childhood; and other reference materials.

The Learning Resource Center, located in Liberal Arts 334, houses the Writing Center and a 23-station computer lab for all students to utilize. It provides information about all departmental tutoring offered each semester and about the Supplemental Instruction Program on campus. As an example of the personal assistance available in the colleges, all seven departments in the College of Sciences have dedicated space for tutoring by peer undergraduates, graduate students, or faculty, and in the College of Business Administration, faculty provide specialized tutoring for Accounting, MBA, and EMBA students. All tutoring services and resources are free and available to all UNO students.

Student Support Services provides academic tutoring as one of the services of a federally-funded grant program designed to provide personal, academic, and career guidance to a specified number of eligible undergraduate students (first generation, meet federal income guidelines and/or have a documented disability) in order to increase their college retention and graduation rates.

These resource centers report to various areas of the University, and the consultant was not asked to assess their operations or level of effectiveness.

The Earl K. Long Library offers a full suite of library services, in keeping with current library practice. The Library provides checkout of all types of library materials, including laptops and other forms of technology, using policies and procedures that are clear and posted on the Library's website and in the building. Other library services

include staffed service desks, instruction classes, reference consultation services, Interlibrary Loan, study rooms, textbook checkout, course reserves, copiers, and popular videos provided with Student Government support.

The Library's Learning Commons is heavily used by students, and their comments about its existence were positive. Students indicated that not all the software needed for their majors is available in the Learning Commons, however.

The number of reference questions asked at the service desks is declining at EKL, reflective of national academic library trends. Librarians are experiencing an increase in virtual reference questions, typically through email.

The Library's services were studied by marketing class research groups in 2013, and reports provided to the Library.

The Library uses signage both for wayfinding and information dissemination throughout the building.

On the Library's website, information is well-organized and uncluttered, providing links for use of electronic resources, including Libguides, subject resource guides created by EKL Librarians.

The Library has recently established ScholarWorks, the University's Institutional Repository. ScholarWorks uses the Digital Commons® platform, and while items in ScholarWorks are currently being accessed, the consultant learned that members of the University are unsure about its value. The latest ScholarWorks annual report can be found in Appendix Item 3.

The Library maintains regular hours:

> Monday – Thursday 8:00 a.m. – 11:00 p.m.
> Friday 8:00 a.m. – 4:30 p.m.
> Saturday 10:00 a.m. – 6:00 p.m.
> Sunday 12:00 p.m. – 8:00 p.m.

Hours are extended during midterm and final exam periods, and other holiday hours are posted. Students interviewed by the consultant complained that the library hours have recently been reduced and need to be restored to their prior length at the very minimum.

The Special Collections Department has reduced hours of 10:00 a.m. – 4:30 p.m. Tuesday, Wednesday, and Friday due to the recent retirement of the Department Head.

All library users the consultant met with offered high praise of the library faculty and staff for their dedication and strong service mindset. Users expressed a high degree of satisfaction with the level of service received, however not all students interviewed were aware of some of the services the library provided.

Recommendations

The Earl K. Long Library is providing all appropriate services to the University community, and no new service offerings appear necessary at this time. The strong service mindset, approachability, and welcoming attitude of library faculty and staff are commendable, and the consultant witnessed these qualities personally.

To meet the needs of the University community, the library hours must be extended as soon as possible, with additional funding/personnel hired to make this possible. The consultant recommends use of security personnel to provide extended hours, and an investigation as to how portions of the Library could be open rather than the entire building. This cannot be accomplished with the Library's current resources.

The consultant also recommends that the Special Collections hours be expanded in the future, with the hiring of a Department Head replacement. The reasoning for hiring the Department Head will be addressed in the staffing section of this report.

Given the need for increased "just-in-time instruction" and video tutorials/instruction, the consultant recommends a redirection from the number of face-to-face instruction sessions to an increased number of YouTube channel instruction tutorials. The Instruction Coordinator is creative and would be able to accomplish this with some technical production support. One suggested method to create these tutorials could engage a student team to assist in the development of the materials using the resources in the Library's new digital media lab. The Instruction Coordinator would collaborate closely with the Center for Teaching Innovation to enhance the effectiveness of both programs, but the consultant is not recommending that the Instruction Coordinator be assigned responsibilities for operating the Center for Teaching Innovation in addition to her current duties.

Given the University's desire to increase distance education, the Library has an opportunity to become more involved in the support of online courses. Through the use of instruction videos, classroom chat sessions, and proactive support of distance education faculty, the Library can be a tremendous resource as the University grows this initiative. At the very minimum, the consultant highly recommends that library faculty serve on subcommittees of the Distance Education Oversight Committee.

One of the most overlooked needs in academic libraries is making public relations and communications a high priority. A communication strategy, to include the assignment of library communications responsibilities and the establishment of advisory groups that report to the Dean, is needed. The Dean of Libraries should make the communications assignment based on the skills of existing personnel and start small. Additionally, a Dean's Advisory Committee could include graduate students, undergraduate students, faculty, and staff who would meet regularly to discuss issues and also to serve as an information conduit to their constituency groups. Although it may seem simple, it may be beneficial for the Dean of Libraries to make an annual presentation to student government, and meet with any representative assigned responsibility for academic affairs. The Earl K. Long Library should "overcommunicate" its services and resource

offerings and be proactive in conveying this information to different audiences on a regular basis.

In a similar vein, ScholarWorks has not been fully embraced by the University community because faculty do not understand the value it brings to the University and the personal value it can provide in the area of digital publication. The consultant recommends that the Library proactively seek additional early adopters, soliciting notable faculty member's curriculum vitae and entering the information in ScholarWorks. The Provost and academic Deans should provide their CV's to the Library, and the Library can input the information to demonstrate the value of ScholarWorks. Consideration should also be given to investigate the use of ScholarWorks as the platform for the University's faculty activity reporting system, Faculty 180.

The consultant recommends that a few copies of the specialized software heavily used in the academic departments be placed on computers in the Learning Commons. In speaking with the Deans, there was a willingness to provide a few of the license copies to the Library. The issue of maintaining/updating the software would be difficult for the Library to manage, however, and there would need to be a commitment from the academic department labs to help support the effort.

STAFFING AND ORGANIZATIONAL STRUCTURE

The consultant was able to gain a basic understanding of the Library's organizational structure, and the site visit interviews clarified the responsibilities, allocation, and use of staff to accomplish the goals of the Library. As with any academic library, the commitment to fill positions and maintain staff is a serious and expensive proposition. Given the costs of providing salary and benefits to hire personnel, of searching to fill positions, of competing to hire the best prospect, of training once personnel is hired, of maintaining competitive salaries to retain top talent, and of refilling positions should there be a resignation, university administrators must judiciously weigh the need to fill a vacant position.

Findings

The University has experienced a significant decrease in its size since Hurricane Katrina, and now has half the students, faculty, and library personnel it had ten years ago. The Library had 52 positions then, and now has only 20 full time employees.

Given the reduction in staff size, library personnel have taken on additional responsibilities to the degree that all employees work in teams to meet the needs of students and faculty.

The library faculty and staff exhibited a strong commitment to helping each other in order get the Library's work accomplished. There were no complaints that tasks were either "beneath" a librarian's professional responsibilities or that any task "is not my job." The consultant was impressed with the collaborative nature of the library faculty and staff and the strong commitment of each employee to upholding the mission of the Library.

The consultant also observed a strong sense of participative management due to the small size of the organization. Whether by design or by necessity, the effective use of teams to accomplish tasks was clear. It also appears that the Department Heads coordinate the responsibilities within those teams, which may include personnel outside their unit who report to another individual.

The Special Collections Department Head position recently became vacant, which resulted in many employees covering the work, yet the Department hours still had to be reduced. There is no activity occurring for filling the position at this time.

Due to the recent retirement of the Dean of Libraries, the Associate Dean served in both positions at the time of the visit. In filling the Library's top administrative position, there has been discussion as to whether or not the position should be filled as a Dean or as a Director.

Finally, with the tremendous loss of Library personnel, the library has scaled back some basic services, such as library hours, but did not eliminate services for the public. A

limited number of new initiatives, such as ScholarWorks and the Learning Commons, have also been undertaken.

One year ago, four library staff were laid off. The consultant's presence generated fear among the Library employees that recommendations may result in further personnel loss.

Recommendations

Due to the size of the Library staff, it would be best to continue with the team approach as defined. While the team approach does provide opportunities for cross training and basic coverage, the "jack of all trades" mindset can also yield a "master of none." If all energy is directed to maintain operations with limited and dwindling staff, there is little energy to undertake changing roles that libraries must embrace to maintain a valued place in the academic world. These changing roles require leadership from the Library's chief officer and typically new employee skillsets. Consideration should be given to retraining existing staff for new responsibilities, and attention given to the University's credit or non-credit programming to meet these needs. Vacant positions should be configured to address the changing nature of libraries. Technology skills are a significant need in most libraries, and the Earl K. Long Library is no exception. When making determinations as to the type of positions given precedent, it may be wise to consider non-faculty positions, acknowledging that technological expertise may be more expensive than hiring an entry level library faculty member.

The consultant recommends that the staffing levels of the library need to be increased as follows:
   a. **Dean of Libraries and Learning Resources.** The Library is need of a permanent leader, although the Interim Dean is managing to hold things together and has the support of her employees. The consultant recommends that the position remain at the Dean level and is actually expanded to include the other learning resources of the University outlined in SACS Section 2.9. The increased responsibilities as Dean of Libraries and Learning Resources would reduce siloed activities and provide a clear direction for this important aspect of academic support. Due to the critical nature of academic support in the decision-making processes of the collegiate Deans, the Dean of Libraries and Learning Resources needs to be at the decision-making table, translating and executing the academic determinations made into Library practice/operations. The next Dean of Libraries must also be responsible for generating external funds through donor activity, fundraising, and the encouragement of external grants. Sample position advertisements included in Appendix Item 4 suggest the responsibilities and characteristics desired in the next Dean of Libraries.
   b. **Head of Special Collections.** The consultant recommends that this position be filled as soon as is expedient. The successful candidate must possess talents and skills in digitization, electronic records, metadata, and traditional archival practice. Furthermore, the Head of Special Collections must also be heavily involved in donor activity, working with the Dean of Libraries and Learning Resources in fundraising.

c. **Other permanent positions.** There is a need for additional staff to support technology, but the consultant is not in a position to make a full determination of the precise needs of the Library. The new Dean would need to assess the knowledge, skills, and abilities of existing staff to meet those needs. It does appear that the new Dean does need to have an Associate Dean to assist in making personnel and other operational decisions that are too sensitive to be brought to the larger management group for discussion.

d. **Project positions.** As recommended in the Collections section of this report, an extensive collection weeding project is needed. A temporary project coordinator position, with assistance from a temporary staff members and student employees, could be created to make significant headway on the collection weeding project in two to three years.

e. **Fellowships.** One suggestion for bringing in newly minted professional librarians is to establish a two-year fellowship program. A national search can be conducted to address a specified need (such as the technology issues with library holdings/link resolver issues), and the candidate is offered a two-year contract. The University's commitment is low compared to a permanent position, and the consultant has found this to be an effective method for jumpstarting a program, or dealing with a need that requires skills not available on staff. Finally, the professional is not in a tenure track position and does not have the responsibilities of a library faculty member. The consultant recommends that the Provost consider hiring two Library Fellows for two-year appointments, with staggered implementation terms beginning in 2016.[4]

As mentioned in the Services recommendations, the consultant highly recommends that the Earl K. Long Library restore library hours by augmenting human resources as necessary for the security of students while in the Library late at night.

[4] For more information, and a program example see: http://www.lib.ncsu.edu/fellows.

FACILITIES

As indicated on the Library's website, the Library provides many options for students to find study and research spaces most conducive to their needs. Library facilities include the following:

- 232,000 square feet of floor space (the building has 266,211 sq. ft. of gross useable area)
- 11,250 square feet for individual and collaborative group work
- 3,300 square feet of silent study room for individual study
- 130 computer stations for accessing library resources
- 20-space reserved use graduate study suite
- 80 individual study carrels
- 23 large group study rooms
- 2 electronic classrooms
- 1,500 square foot multimedia room with audio visual equipment

All library operations outlined above are housed in the Earl K. Long Library. Additional Library tenants include the Privateer Enrollment Center, Brewed Awakening Coffee Shop, the Women's Center Department, and the Honors Program. The 4th floor of the Library has been unfinished since its opening.

The concept of libraries as place/space is vitally important to students in their academic experience. As such, student involvement in the analysis of the facility is critical. Soliciting student input and using one-time funds as available to make some of the suggested improvements can help create a good rapport between the Library and the student body. A positive relationship between the Library and the student body may also result in student-led fundraising initiatives. The idea that "no student graduates from the library, but no student graduates without one" should be considered in decision-making about library spaces and services that will impact UNO students. Effective library personnel workspaces are also important, as employees spend forty hours in their work environment each week.

Findings

While the Earl K. Long Library is somewhat dated, there appears to be underutilized space throughout the facility. The consultant noted several empty pockets of space without seating or stacks. The Learning Commons was at capacity when the consultant visited the building near noon during the onsite visit. The area appears to be very popular, including the adjacent study rooms. Study carrels and group activity rooms were being utilized throughout the building.

There is also underutilized space behind the Circulation Desk, and there is another service point nearby in the Learning Commons.

There are plans underway to complete the 4th floor of the building, such that the bidding process has begun.

Underutilized collections were in highly sought-after spaces, and occupied large portions of each floor. The wrong things are being given prominence, sending the impression that the library is a warehouse rather than a meeting and learning facility.

There are operations housed in the Library that do not have a clear relationship to the purpose and mission of the Library. These groups are tenets, and there appears to be some distrust on the part of Library faculty and staff of losing "their" space to such outside departments and entities.

Recommendations

Given the findings and opportunities for reconfiguring space, reducing the stacks footprint in the building, relocating lesser used collections to less visible library space, consolidating some service activities for greater efficiency, and increasing the visibility for heavily used resources and services, a facility study is in order. Although the consultant recommends a comprehensive program for facility modification, some items could be initiated immediately.

While there is a need to rethink the entire building layout and space, the 4th floor construction should proceed as planned. The opportunity to make the 4th floor available for use is more important than completing a master plan for the facility, and the planned configuration of this floor seems to reflect the needs expressed during the interviews the consultant conducted.

Due to its heavy use and popularity with the students, the Learning Commons should be expanded by reducing the stacks/collections on the First Floor. This change represents one component of the facility's master plan that could begin immediately. The library administration needs to develop strong relationships and partnerships with those groups currently using space in Earl K. Long and vice-versa. Quite often, libraries on university campuses are asked to "house" other departments and programs in library facilities, and libraries can begin to view the addition of new "tenets" as encroachment rather than as an opportunity to establish new partnerships with campus entities. It is important for all groups to understand that the Library is the University's space, and the consultant recommends that the Earl K. Long Library actively seek appropriate partners rather than house tenets whose mission differs from its own. For this reason, library administrators may consider relocating the Women's Center (which seems to be a low University administrative priority) out of the library. Additionally, there are opportunities for the Library to assume administrative responsibility for new groups brought into the facility and it appeared to the consultant that library faculty and staff are open to this concept.

As stated previously, a master plan (or road map) is essential to long range facility planning. By establishing a road map for the transformational use of libraries, a more effective use of the building may be achieved over time and as funds become available. A facility master plan for Earl K. Long Library, developed with input from library faculty and staff, university faculty, students, other learning partners, and

administration, can provide direction for the future and is managed by architects who have extensive library design. For more information, see Appendix item 5.

PLANNING AND NEW INITIATIVES

During the consultation process, several documents were provided that reflect University and Library planning. Many documents were related to the 2015 SACS reaffirmation process and site visit, addressing the Principles of Accreditation requirements. Section 2.9 of the Core Requirements and Section 3.8 of the Comprehensive Standards were developed to assess the Library's effectiveness. As previously mentioned, the Library's documentation was concise and comprehensive, and satisfied the SACS Review Team.

One aspect of Reaffirmation focuses on planning and assessment for continuous improvement and effectiveness. The University of New Orleans uses Weaveonline® as its platform, and all campus entities, including the Library, use it to manage the planning cycle of setting goals, defining objectives, measuring progress, recording findings, and informing planning for the future. In general, the Library is using Weaveonline® effectively for planning, and a copy of the 2015-2016 Budget Planning for Library Growth was provided to the consultant. The submitted document represents valid personnel needs and the rationale for the requests. While the consultant has not seen a description of the Principal Cataloger/Metadata Librarian position, it appears that an emphasis on collection management and other electronic serials needs should be addressed in addition to the creation of metadata for digital collections. When the Dean of Libraries and Learning Resources is hired, he/she should review this position request, the data in Weaveonline®, and ways to make the tool more beneficial in decision-making processes.

Another document provided to the consultant was a University Budget Committee recommendation concerning the Library. Five recommendations were:
- Convert collections mainly to online and use Interlibrary Loan;
- Reduce personnel costs and focus on technology;
- Merge functions with other institutions;
- Conduct a peer review; and
- Expand library hours.

Although these recommendations are well intentioned, the points outlined will not necessarily yield a cost savings. Nearly 92% of the Library's materials budget is being used to purchase electronic resources, and digitize items whenever possible. Electronic resources are expensive, so there is no cost savings to be realized. As previously indicated, Interlibrary Loan is not an inexpensive solution. While a vital Library service, Interlibrary Loan is a labor-intensive process, and not all items can or will be loaned. Instead, the consultant recommends that the Library seek alternative means to provide access rather than ownership, concentrating more on rapid response and specific title requests to get what students and faculty need.

The consultant agrees that a focus on technology is crucial for the Library, however there would be no reduction in personnel costs through increased attention to the needs

identified in this report. In fact, adding technologically adept staff to meet the needs of users will increase personnel costs.

The Library does take advantage of cooperative arrangements and LOUIS to maximize its resources, so there is no perceivable way to merge functions for cost savings. As previously indicated, the Library should be proactively involved in LOUIS' need for increased state support.

In academic libraries, peer reviews are not generally performed and the consultant's report should suffice as a fair and reasonable assessment of the Library's effectiveness.

The Library needs to extend its hours, but this expansion will require new resources, as there is currently not enough staff to expand hours and staff services.

SUMMARY OF RECOMMENDATIONS

In writing this report, the consultant reflected on the information gathered and interviews conducted. Given the difficulties that the University and the Library have experienced since Hurricane Katrina, the Library has done an admirable job in carrying out its mission with limited resources, the loss of personnel, and the changes in administration. The consultant commends those who work at the Earl K. Long Library for their dedication and willingness to knuckle down for such a long period of time. Their positive outlook was genuine and provides a solid foundation for the future.

There are five major recommendations that the consultant believes should be the priority of the Provost. Given that some of the recommendations are contingent on each other, the consultant suggests an order to these actions, should they be adopted.

1. **Extend library hours.** This is a simple action, requiring the additional support necessary to at the very minimum restore library hours and ideally extend hours.
2. **Positions.** The library is critically understaffed, and the personnel force needs to be augmented with both permanent staff and temporary positions to meet the resource and service demands of the University. To accomplish this, the consultant recommends that the University immediately begin a national search for a Dean of Libraries and Learning Resources. While a Head of Special Collections is a critical need as well, it may be necessary to get the Dean position filled first, since the Head of Special Collections will be a member of the management group and Special Collections represents a potential area of growth for the Library. The new Dean could be responsible for taking on a greater leadership role with LOUIS, the statewide library consortium, implementing data analysis tools for collection and service efficiencies, determining a strategy for filling positions, and developing a communication plan for the Library. The new Dean will need the support of the Provost to accomplish this.
3. **Strategic planning.** With the new Dean in place, the Library needs to engage in a planning process designed to meet its needs. A campus facilitator could guide the process for the Library, and the consultant suggests that the process be conducted in the summer. Suggested components include an environmental scan, identified best practices, SWOT analysis, constituency surveys, data analysis, findings, recommendations and an action plan. The transparent process should include representatives from the library's various user groups. The consultant can provide more information should this be implemented.
4. **Facility "Road Map."** A thorough analysis and plan for effective space utilization is desperately needed. The creation of an Earl K. Long Library Road Map will have a direct relationship with the Library's strategic plan and should guide the University administration and new library Dean in their plans for new and revised uses of the facility. By establishing a road map, the Library can take advantage of incremental changes, as funds become available. The consultant can provide more information if this is implemented.
5. **Collection Weeding.** The consultant strongly recommends a significant weeding of collections, but is uncertain that this can and should be undertaken until the

new Dean is in place. The weeding project will require complex planning, including process formulation, data analysis (software tools required), hiring additional staff, its own communication plan, and ultimately, execution.

Many of the other recommendations under each section are important, yet many are contingent on leadership in order to be executed. The consultant recommends that this report be provided to the new Dean and that the Provost work with him/her to determine acceptable next steps. The consultant acknowledges that many of the recommendations are actions that will take time to accomplish, yet they provide a framework for advancing the Library's mission for the next five years and will help position it as an active component in shaping the direction of the University as it seeks to meet the needs of 21st century students and faculty.

National Center for Education Statistics

Academic Libraries Survey Fiscal Year: 2012

NCES is not responsible for the manner in which this information is presented. This information is provided as an extra service to the user.

Averages	Total FTE 12-Month Enrollment	Librarians	Other Professional Staff	Librarians and Other Professional Staff	Librarians and Other Professional Staff Per 1,000 FTE Students	All Other Paid Staff	Student Assistants
University of New Orleans, LA	8,810	13	2	15	1.7	15.5	16.5
Comparison Group Average	17,000	24	7.67	31.67	1.92	48	13
STATE AVERAGE	3,340	8.39	3.34	11.01	2.7	7.81	7.36
NATIONAL AVERAGE	3,878	7.7	2.5	10.03	3.97	9.49	6.27
Comparison Group Median	18,236	24	10	31	1.7	56	12
STATE MEDIAN	1,280	4.5	1	6	1.7	3	4.38
NATIONAL MEDIAN	1,508	3.75	0.75	4.2	2.27	3	2.25

Library Name	Total FTE 12-Month Enrollment	Librarians	Other Professional Staff	Librarians and Other Professional Staff	Librarians and Other Professional Staff Per 1,000 FTE Students	All Other Paid Staff	Student Assistants
Clemson University, SC	18,495	27	0	27	1.46	56	15
University of Memphis, TN	18,236	21	10	31	1.7	59	12
University of Southern Mississippi, MS	14,270	24	13	37	2.59	29	12

Total Staff	Total Staff Per 1,000 FTE Students	Salaries/Wages: Librarians and Other Professional Staff	Salaries/Wages: All Other Paid Staff	Salaries/Wages: Student Assistants	Total Salaries	Expenditures: Books, Serial Backfiles, Other Materials	Expenditures: Electronic Materials
47	5.33	$795,179	$522,864	$116,127	$1,434,170	$84,722	$529
92.67	5.45	$1,801,462	$1,412,171	$183,284	$3,396,917	$1,134,267	$691,601
25.05	6.25	$693,974	$425,936	$98,028	$923,462	$239,837	$12,979
25.25	8.36	$850,512	$585,761	$145,827	$1,412,452	$209,828	$52,740
98	5.47	$1,784,049	$1,778,751	$173,950	$3,665,559	$655,310	$378,754
13.72	4.68	$515,160	$356,954	$52,091	$746,268	$33,190	$2,135
10	5.19	$370,500	$222,753	$63,223	$478,317	$44,892	$4,000

Total Staff	Total Staff Per 1,000 FTE Students	Salaries/Wages: Librarians and Other Professional Staff	Salaries/Wages: All Other Paid Staff	Salaries/Wages: Student Assistants	Total Salaries	Expenditures: Books, Serial Backfiles, Other Materials	Expenditures: Electronic Materials
98	5.3	$1,907,478	$1,829,536	$237,075	$3,974,089	$655,310	$378,754
102	5.59	$1,712,858	$1,778,751	$173,950	$3,665,559	$649,670	$4,395
78	5.47	$1,784,049	$628,226	$138,828	$2,551,103	$2,097,821	$1,691,653

Expenditures: Audiovisual Materials	Expenditures: Current Serial Subscriptions	Expenditures: Electronic Serials	Expenditures: Document Delivery/Interlibrary Loan	Expenditures: Preservation	Other Expenditures for Information Resources	Expenditures: Computer Hardware and Software
$3,127	$2,210,083	$1,284,440	$35,617	$6,368	$0	$51,811
$43,083	$3,712,657	$1,592,299	$20,471	$58,916	$18,881	$248,324
$3,465	$595,989	$12,979	$3,758	$3,237	$29,818	$239,837
$10,048	$582,725	$52,740	$9,752	$8,272	$26,776	$209,828
$40,451	$4,098,058	$1,157,610	$15,190	$50,774	$37,762	$235,979
$488	$89,589	$2,135	$105	$935	$0	$33,190
$3,095	$71,032	$4,000	$473	$166	$0	$44,892

Expenditures: Audiovisual Materials	Expenditures: Current Serial Subscriptions	Expenditures: Electronic Serials	Expenditures: Document Delivery/Interlibrary Loan	Expenditures: Preservation	Other Expenditures for Information Resources	Expenditures: Computer Hardware and Software
$72,915	$5,462,981	$2,578,470	$11,146	$105,596	$0	$371,063
$40,451	$4,098,058	$1,040,818	$15,190	$50,774	Not reported	$137,929
$15,883	$1,576,932	$1,157,610	$35,078	$20,379	$37,762	$235,979

Expenditures: Bibliographic Utilities, Network, Consortia	All Other Operating Expenditures	Total Library Expenditures	Total Library Expenditures Per FTE Student	Returnable Interlibrary Loans and Documents Received	Non-Returnable Interlibrary Loans and Documents Received	Documents Delivered From Commercial Services	Total Interlibrary Loans Received
$72,201	$45,214	$3,940,186	$447.24	1,838	3,365	16	5,219
$967,785	$1,364,703	$10,916,628	$629.51	3,814	5,839	0	9,652
$76,888	$75,256	$2,144,955	$388.34	532	826	24	1,527
$37,682	$221,981	$2,101,123	$529.89	1,571	1,243	86	2,949
$82,049	$455,492	$9,154,721	$502.01	3,366	4,341	0	7,382
$30,691	$22,819	$1,108,739	$229.41	64	51	0	160
$10,592	$26,483	$567,318	$291.68	188	55	0	310

Expenditures: Bibliographic Utilities, Network, Consortia	All Other Operating Expenditures	Total Library Expenditures	Total Library Expenditures Per FTE Student	Returnable Interlibrary Loans and Documents Received	Non-Returnable Interlibrary Loans and Documents Received	Documents Delivered From Commercial Services	Total Interlibrary Loans Received
$2,761,306	$3,335,925	$16,677,416	$901.73	3,366	3,872	0	7,238
$82,049	$455,492	$9,154,721	$502.01	5,034	9,303	0	14,337
$60,000	$302,692	$6,917,746	$484.78	3,041	4,341	0	7,382

Circulation Transactions (General)	Reserve Circulation Transactions	Circulation Transactions (Included Reserves) Per FTE Student	Number of Presentations	Total Attendance at All Presentations	Hours Open in a Typical Week	Gate Count in a Typical Week	Total information services to individuals
42,956	3,084	5	55	1,052	81	10,055	3,809
92,251	48,988	9	441	7,738	115	31,297	31,959
16,177	1,722	4	124	2,180	6,287	6,453	7,116
34,717	11,602	12	157	2,984	6,475	6,808	8,294
58,506	6,410	1	405	7,617	110	33,120	22,152
4,517	756	2	60	1,086	2,638	2,769	2,826
9,006	1,466	6	75	1,303	2,493	2,705	2,990

Circulation Transactions (General)	Reserve Circulation Transactions	Circulation Transactions (Included Reserves) Per FTE Student	Number of Presentations	Total Attendance at All Presentations	Hours Open in a Typical Week	Gate Count in a Typical Week	Total information services to individuals
179,217	5,219	1	405	7,617	138	44,208	22,152
39,030	6,410	2	573	9,082	97	16,563	67,464
58,506	135,336	14	346	6,516	110	33,120	6,262

APPENDIX ITEM 2

University of New Orleans
Suggested Readings

Walton, Robert. "'Big' Challenges (and Opportunities) for Academic Libraries. *Texas Library Journal.* 85#3.Fall 2009. 88-90.

Sullivan, Brian. "Academic Library Autopsy Report, 2050. *The Chronicle of Higher Education*. January 2011.

University Leadership Council, Education Advisory Board. David Addis Project Director. "Redefining the Academic Library: Managing the Migration to Digital Information Services." 2011. Report is not currently available online but slides are: http://www.infotodayblog.com/tcc-images/Provosts-Report-on-Academic-Libraries2.pdf

See also 2015 update:
http://www.libraryofthefuture.org/blog/2015/4/13/redefining-the-academic-library-revisiting-a-landmark-report

Resources tab on Clemson University Libraries' Libguide, "The Future is Now Task Force." See: http://libguides.clemson.edu/c.php?g=230515&p=1530487

Contact information:
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kaylwall@yahoo.com; 864.247.7699

SCHOLARWORKS@UNO

Annual Report: 2014-15

Jeanne Pavy, Scholarly Communications Librarian

4/272015
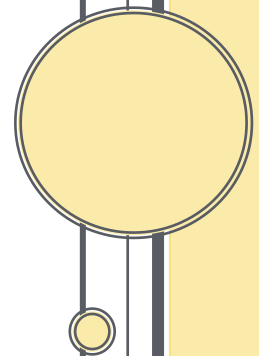
Overview

ScholarWorks@UNO, the institutional repository of the University of New Orleans, provides an innovative open access publishing platform for students and faculty and disseminates the University's scholarship to a worldwide audience of readers and researchers. At the end of its fourth year, it is nearing one million downloads and includes a wide range of faculty and student work. As the repository grows it will provide expanded support for the university mission by sharing the work of our students and faculty and promoting the advancement of knowledge.

This report covers the period from March 1, 2014 through February 28, 2015.

Highlights

- ***Ellipsis: A Journal of Art, Ideas, and Literature* launched.**
  In April 2014 the first digital edition of *Ellipsis* was published through ScholarWorks. This student-edited literary journal, which has been published for 40 years by the UNO English Department, features the creative and scholarly work of UNO's students, faculty, alumni, and staff. For the 2015 issue the editors began using the online submission feature, letting authors to submit directly to the site and allowing the editors to manage the peer-review process entirely within ScholarWorks.

- ***Wavelength* digital archive created.**
  In late 2014 we began uploading the scanned archive of *Wavelength: New Orleans Music Magazine* to the Midlo Center ScholarWorks site. This magazine, published from 1980-1991, was edited by UNO History professor Connie Atkinson. *Wavelength* was dedicated to telling the life stories of the many unheralded New Orleans musicians who influenced American popular music. It covered the range of New Orleans music -- jazz and gospel, rock and classical, but with an emphasis on rhythm and blues, highlighting the work of some of the city's most talented artists. Even after just a few months, with only a portion of the archive uploaded, *Wavelength* is attracting a worldwide readership.

- **Conference content continues to grow.**
  Several existing conference archives added new iterations, including the UL System Academic Summit, InnovateUNO, and the Ocean Waves Workshop. Archiving and disseminating conference content makes these valuable but usually ephemeral presentations permanently and widely available, and can offer a way to recruit participants for future conferences. The organizer of the Ocean Waves Workshop

noted that ScholarWorks is "essential to ensure that ideas developed during the workshop are made available to others in a responsible manner."

Current Content

At the end of February 2015 the repository included 4,043 items, with 577 items added in the last year. This is less growth than the repository had the previous year (709 items) but it's about the same amount that was added in 2012-13 (590). As the chart below indicates, we seem to be averaging about 600 new items per year (excluding the anomalous initial year), though this amount could increase if a major new source of content is identified. We've seen little growth in the faculty publications series the past year, but the launch of *Ellipsis* and *Wavelength* represent new kinds of content and publications that will continue to grow in the coming year.

Documents Added per Year

Year	Documents Added
2011-12	~2160
2012-13	~590
2013-14	~709
2014-15	~577
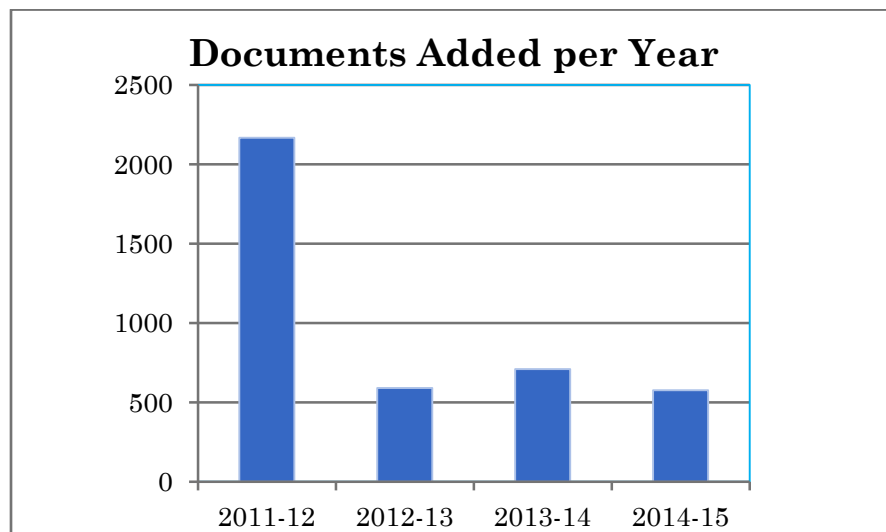
New series created:

- *Ellipsis: A Journal of Art and Ideas*

- *Wavelength* (New Orleans music magazine, 1980-1991)

- Electrical Engineering Patents

- College of Education and Human Development Dissertations

Content includes formally published articles, as well as more ephemeral outputs such as reports, surveys, and presentations. Master's theses and doctoral dissertations comprise a major source of material in the repository, representing 45% of the items and almost 73% of the past downloads. The Undergraduate Showcase houses senior honors theses, InnovateUNO presentations, and award-winning student work.

Who Contributes to ScholarWorks?

Shaded blocks represent the 30 campus units included in Scholarworks, with the number of items in each series.

Business
- Accounting
- Economics & Finance
- HRT
- Mgmt & Mkt (7)

Education
- Curriculum & Instruction (3)
- ELCF (3)
- SEHS

Engineering
- Civil & environmental
- Electrical Engineering (123)
- Mechanical
- NAME

Liberal Arts
- Anthropology (1)
- English (92)
- Film & Theatre
- Fine Arts
- Foreign Languages (48)
- Geography
- History (4)
- Music
- Philosophy (5)
- PLUS (25)
- Political Science (7)
- Sociology (3)

Library
- Library Faculty (5)

Sciences
- Biology (29)
- Chemistry (46)
- Computer Science (1)
- EES (11)
- Mathematics (24)
- Physics (67)
- Psychology (6)

Centers & Institutes
- AMRI (35)
- Center Austria
- CHART (43)
- DBER (38)
- ECCC
- Eisenhower Center
- IEDRES
- GNOCIA
- Midlo Center (69)
- NCAM
- NOJI
- PIES (4)
- UNO Poll (36)
- UNOTI (17)

Student Work
- Arts Admin (176)
- Graduate School (1833)
- Honors Program (68)

What's Popular?

The electronic theses and dissertations (ETDs) continue to be the most heavily downloaded individual items in the collection.

Most downloaded items for 2014-15:

Title	Publication	Downloads
Forensic Analysis of WhatsApp on Android Smartphones	Computer Science Master's Thesis	9526
"Internship Report" - Krasnodar Regional Center of Fine Arts in Russia	Arts Administration Master's Report	8152
One-Dimensional Dynamic Modeling of the Lower Mississippi River	Civil & Environmental Engineering Master's Thesis	3623
Geoffrey Chaucer's The Canterbury Tales: Rhetoric and Gender in Marriage	English Master's Thesis	3486
Apraxia: What Interventions can Elementary Teachers use to Address Communication Skills?	Curriculum & Instruction Senior Honors Thesis	3359
Hell On Earth: A Modern Day Inferno in Cormac McCarthy's The Road	English Master's Thesis	3245
The Young Lady's Consent	FTCA Master's Thesis	3096
The Cultural Adaptation of Internet Dating: Attitudes towards Online Relationship Formation	Sociology Master's Thesis	2871
A Practical Method for Power Systems Transient Stability and Security	Electrical Engineering Master's Thesis	2290
Effects of Cooperative Learning on Motivation, Learning Strategy Utilization, and Grammar Achievement of English Language Learners in Taiwan	Curriculum & Instruction Dissertation	2178

Most downloaded series for 2014-15:

(as measured by the average number of downloads per title):

1. Anthropology Faculty Publications (410)

2. Senior Honors Theses (337)

3. UNO Research Magazine (326)

4. Sociology Faculty Publications (153)

5. UNO Theses & Dissertations (149)

6. ORSP News (146)

7. UNOTI Publications (138)

8. History Faculty Publications (136)

9. Undergraduate Prizes & Awards (130)

10. Arts Administration Master's Reports (122)

Measures of Impact

Downloads

The past year 343,796 downloads were made from ScholarWorks, a 20% increase over the number of downloads recorded for 2013-14. The repository content has been downloaded a total of 908,128 times in the first four years.

Downloads per year

Year	Downloads
2011-12	~60000
2012-13	~243000
2013-14	~288000
2014-15	~344000
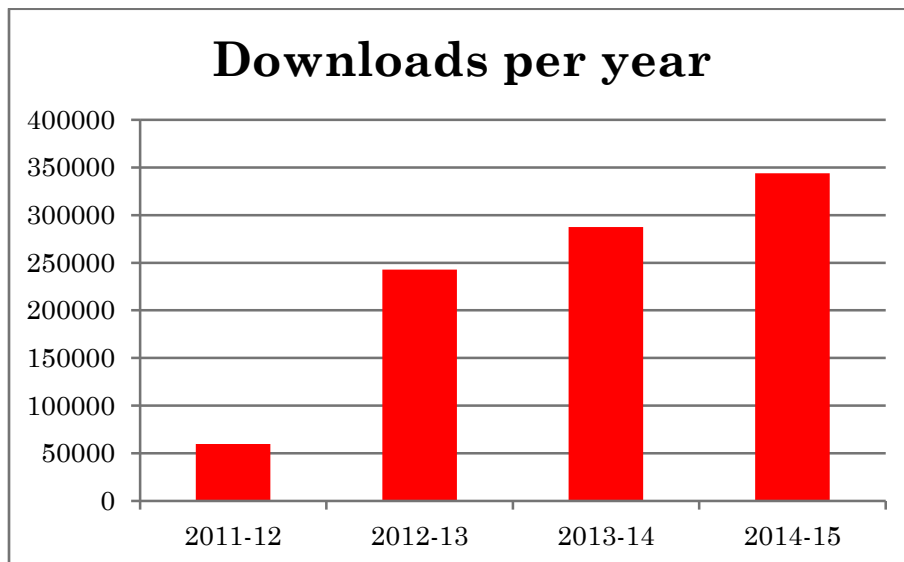
Personal Impacts - Bringing Scholarship and Research to Life

For older publications, which may have limited availability in print journals, ScholarWorks can provide a kind of second life. One English professor noted that uploading his scholarly article from 1993 to ScholarWorks exposed it to an entirely new audience, far bigger than the relatively narrow audience of subscribers to the original journal:

> "I see in ScholarWorks that I have 144 downloads for this! I don't know exactly how people are learning of this (is there any method of figuring that out?) but that's splendid -- it was

published in an out-of-the-way journal, and via this method,
may get into the "mainstream" of a couple of things -- bible as
literature specialists; bible specialists in general; old testament
scholars, etc. -- or at least will have a chance of doing so."

The Ocean Waves Workshop organizer, Reid Nichols, described the workshop as being
"brought to life" by inclusion in ScholarWorks.

Who Visits ScholarWorks@UNO?

Statistics on visits to the site offer helpful information about the local and worldwide
audiences for ScholarWorks.

This Google Analytics world map shows that visits to ScholarWorks come from nearly
every country in the world. By far the largest number of visits (almost 71%), come from
within the United States.
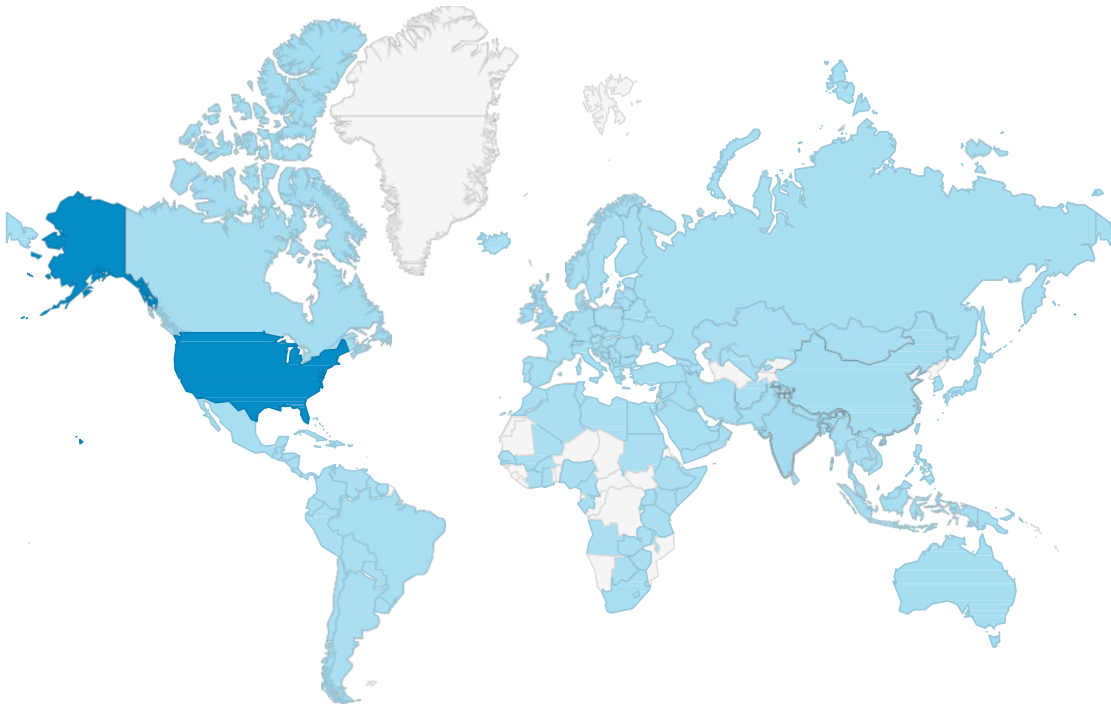
The top 10 sources of visits, with percentage of total visits:

1. United States (70.75%)

2. United Kingdom (3.21%)

3. India (2.78%)

4. China (1.84%)

5. Canada (1.81%)

6. Australia (1.16%)

7. Germany (1.11%)

8. Iran (0.87%)

9. Brazil (0.68%)

10. Japan (0.86%)

Within the United States, all 50 states have had visitors to ScholarWorks, with visits from Louisiana accounting for 34% of the United States visits and about 21% of the total visits to the site.

Drilling down a little further, into the visits from Louisiana, we see that while downloads were scattered across all regions of the state, there is a clear concentration in the New Orleans area. A total of 7,345 visits were made from within New Orleans, accounting for about 15% of the total visits to the site. Only 6.72% of all sessions were from the UNO IP network, suggesting a large local audience for ScholarWorks content, even beyond the UNO campus.
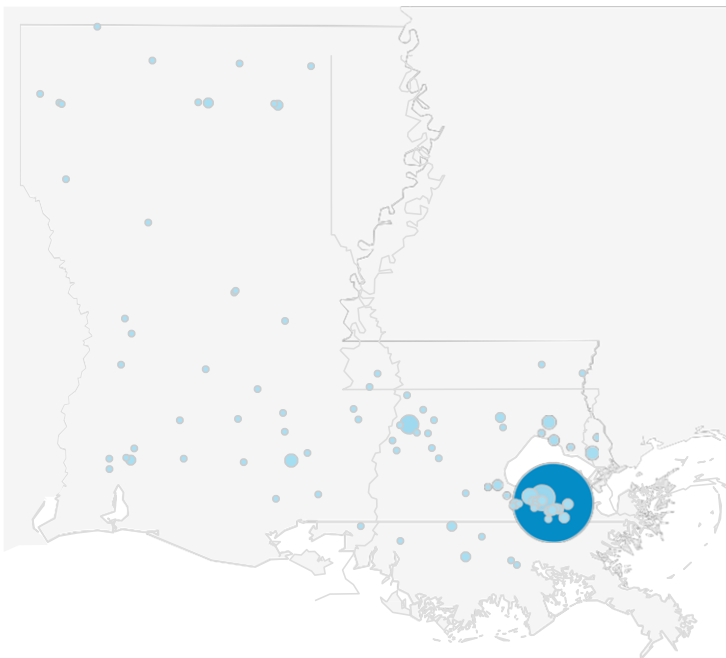
Of the 48,707 visits to the ScholarWorks site, over 80% were new visitors.
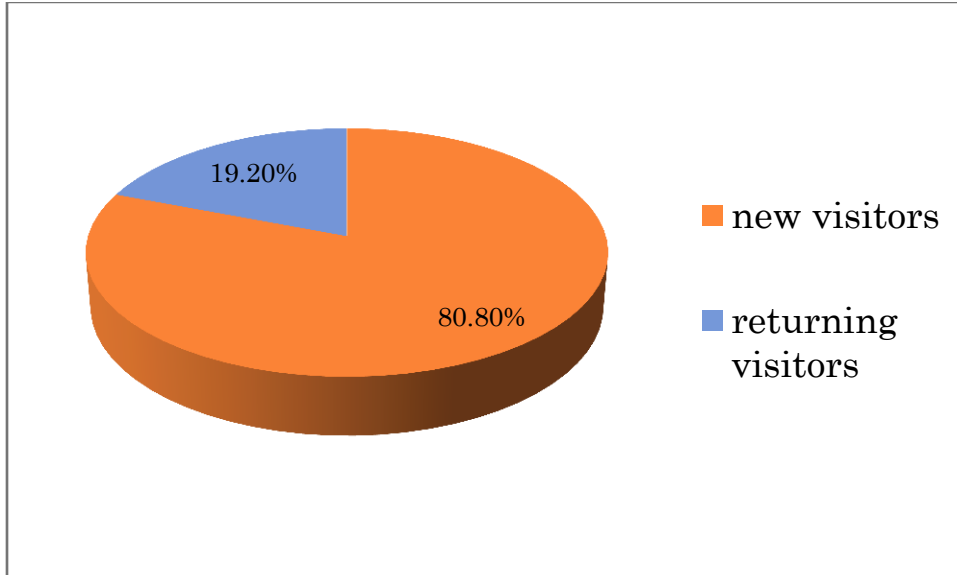
This ratio of new visitors to returning visitors has remained steady over the past few years, varying by only 1 or 2 percentage points. ScholarWorks is attracting a consistent percentage of new visitors every year.

How Did Readers Find Us?
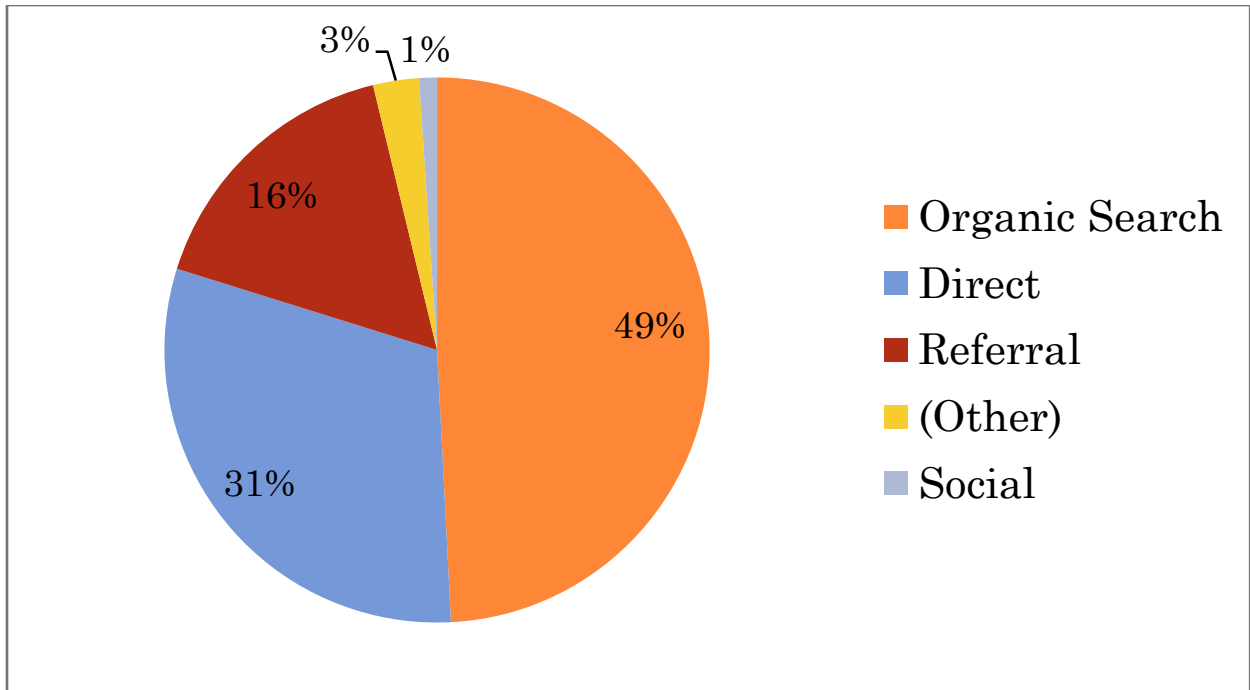
Nearly half of all sessions in ScholarWorks came from search engine referrals. Of these search-generated sessions, 94.3% came from Google. Approximately 31% of visitors arrived at ScholarWorks directly, by typing in a URL, or using a bookmark, or a link from an email or similar source. Approximately 16% were referred from a wide range of other sites, including 53% from UNO webpages. The next most common source of referrals was Google Scholar (7%).

Challenges

In taking stock of the growth of ScholarWorks after four years, some areas of concern should be noted:

- Several disciplines remain underrepresented in terms of faculty outputs, particularly in the professional schools. While there is some content from the Colleges of Business, Education, and Engineering, these contributions are minimal and are for the most part limited to a handful of faculty members. Thus far we have not been able to attract contributions from arts disciplines (visual art, film, theatre, and music). Liaison librarians will identify obstacles to participation and explore possible content outside traditional scholarly publishing forms that might be appropriate for ScholarWorks.

- Faculty participation is still low, with only 21% of current faculty in rank represented in ScholarWorks. Outreach efforts suggest that many faculty are unaware of the benefits of self-archiving, including how this practice promotes the visibility of the author and the campus to the general reading public, strengthens author rights, and contributes to larger efforts to promote sustainable access to scholarship. We will need to identify new ways to engage faculty on these scholarly communication issues.

- The recent departure of our Digital Initiatives Librarian, who left to take a position at another university, will make it more difficult for us to take on large archiving projects such as the *Wavelength* archive.

- Since its creation, ScholarWorks has been funded by a combination of indirect cost funds and the Library's own foundation account. We need to identify a more substantial and reliable source of funding for ScholarWorks. As the key component of the University's infrastructure for archiving and disseminating its research, ScholarWorks requires a more

stable commitment from the campus to continue to provide these essential services to faculty and students.

Looking Ahead

As ScholarWorks begins its fifth year, we anticipate growth in several areas and expect to focus our efforts in supporting a range of publishing needs on campus.

- Since *Ellipsis* has demonstrated the viability of ScholarWorks as a journal-publishing platform we anticipate more interest in journal publishing initiatives.

- We also expect to see more conference content archived in ScholarWorks, including future iterations of established conferences to ScholarWorks (InnovateUNO, Academic Summit, Ocean Waves Workshop). We will actively promote the platform as a tool for managing conference content for UNO faculty.

- Given the proliferation of funder mandates for public access to research outputs, we expect to see requests to store data and manage metadata, in support of researchers seeking to comply with these mandates. We hope to work with the Office of Research and Sponsored Programs to address this need.

- We will make a concerted effort to target underrepresented departments and disciplines in the coming year, to ensure that the repository offers a rich, diverse, and representative collection of the scholarly and creative work of the University.

- We will continue to particularly encourage those departments, centers, and institutes that produce research directly addressing local needs to make their work available through ScholarWorks. The durable location and high discoverability offered by ScholarWorks ensure that other researchers as well interested readers in our community and worldwide can have access to the valuable scholarship, data, and creative work created by the UNO community.

SAMPLE DEAN OF LIBRARIES AND LEARNING RESOURCES ADVERTISEMENTS

University of Mississippi

The successful candidate will communicate a vision for leveraging emerging technologies, build cooperative campus partnerships that enhance programming opportunities, and promote and develop collections. Qualifications include:

- MLS/MLIS degree from an ALA-accredited program;
- A substantial record of professional accomplishment through research, publication, service, and leadership in areas that affect and inform libraries;
- Successful administrative experience in an academic research library;
- Knowledge of current trends in technology and higher education;
- Ability to balance technology and collection needs;
- Demonstrated experience and success in leadership, communication, managing personnel, budgets, collections, services and technologies;
- Ability and eagerness to obtain appropriate resources for the development of the libraries;
- A demonstrated commitment to cultural diversity and inclusion;
- A highly collegial and open management style and ability to develop and sustain collaborative relationships;
- Demonstrated effectiveness in fundraising; and
- An ability to communicate the value of the library to the larger campus community.

The Dean reports directly to the Provost, provides a vision for strategic planning, develops excellent staff, and energetically promotes and finds support for the mission of the Libraries.

University of Wyoming

The Dean of Libraries reports to the Vice President for Academic Affairs and serves on the Deans Council. The Dean will maintain strong liaisons with academic units in seven colleges, the University's American Heritage Center (UW's repository for archives, manuscripts, and Wyoming research collections), the UW Law Library, several University museums, the State Library and other libraries throughout the state and region. This position will carry a five-year initial appointment with annual reviews by the Vice President for Academic Affairs.

Primary responsibilities:

- Articulate and implement a vision for the UW Libraries enabling them to build on previous initiatives and accomplishments by identifying future directions and realistic means to implement them, including potential ARL membership.
- Effectively manage personnel, budgeting, collections, and services while providing overall leadership to the Libraries.
- Work collaboratively with library faculty and staff, university faculty and administrators, students, and other constituencies to solve problems, identify opportunities, engage in planning, and ensure the maximum possible effectiveness of library resources and services.
- Secure financial and other resources necessary to fulfill the Libraries' mission by pursuit of university resources.
- Provide leadership for external fundraising.
- Provide oversight for the management of the space planning needs of library facilities and collections.
- Represent libraries with appropriate consortia and other professional entities related to academic libraries.

Required Qualifications:

- Master's degree from an ALA-accredited program or its academic equivalent.
- Evidence of strong leadership ability as demonstrated by significant and progressively responsible leadership positions/roles in academic/research libraries.
- Substantial experience managing people, finances, collections, facilities, services, and technological innovations.
- Strong oral and written communication skills.

Preferred Qualifications:

- Earned doctorate or other advanced degree in appropriate subject area(s).
- Experience in resource sharing and working with consortial groups.
- Successful fundraising.
- Ability to collaborate successfully with related institutions such as other libraries, archives, museums, etc., and other colleges.

Ball State University

Ball State seeks a visionary leader for the position of dean of university libraries. The dean must support and transform virtual as well as physical services, programs, and collections to meet the challenges of the 21st century. The dean, serves as the chief administrative officer of the University Libraries by envisioning, articulating, and driving an agenda to integrate, strengthen, and expand the University Libraries' systems and networks that support the university's mission for excellence in teaching, research, and national leadership. The dean

fosters development of library resources, services, and programs responsive to current and anticipated curricular, research, and service needs of Ball State University. The dean provides leadership in communicating and advancing the interests of the university libraries in university, local, state, national, and international contexts, and acts as a liaison with university administrative and governance bodies. We seek a dean who values diversity and recognizes the critical collaborative role faculty, staff, and students play in the life of the university.

Vanderbilt University

Role of the University Librarian:

Vanderbilt University invites nominations and applications for the position of University Librarian. The University Librarian will serve as the executive administrator of the Jean and Alexander Heard Library, with responsibility for the Television News Archive and nine divisional libraries, including: the Central Library, Special Collections & University Archives, Peabody Library, Divinity Library, Alyne Queener Massey Law Library, Walker Management Library, Anne Potter Wilson Music Library, Sarah Shannon Stevenson Science & Engineering Library, and the Eskind Biomedical Library.

Reporting to the Vice Provost for Learning and Residential Affairs, the University Librarian will oversee collection acquisition and development, budgeting, staff, fundraising, the maintenance and formation of state, regional, national, and international partnerships, library services, physical space, information technology adoption and development, website development, and strategic planning. The ideal candidate will be a collegial, visionary, experienced leader, with the proven ability to manage, develop, and forward the strategic vision of an academic research library, while successfully implementing operational details and managing staff.

Specific Responsibilities:

- Support Teaching and Research. The University Librarian will advance the research and teaching mission of Vanderbilt University by supporting the quest for new knowledge through scholarship, dissemination of knowledge through teaching and outreach, and creative experimentation of ideas and concepts.
- Serve. The University Librarian will foster a culture of service in support of Vanderbilt University students, faculty, staff, and the greater Nashville community.
- Strengthen. The University Librarian will strengthen Vanderbilt's divisional libraries.
- Forward Internal Collaboration. The University Librarian will inspire and nurture cross-disciplinary collaboration across the divisional libraries leveraging the diverse expertise of Vanderbilt's liaison librarians.

- Forward External Collaboration. The University Librarian will serve as an ambassador and advocate for the library by developing partnerships with other academic research libraries, and regional and national library associations.
- Innovate. The University Librarian will develop a vision to ensure that the Heard Library embodies a model of modern librarianship.
- Collaborate. The University Librarian will work closely with the university leadership and with deans and department chairs to prioritize and focus future library developments.
- Lead, Recruit, and Manage Staff. The University Librarian will recruit, develop, motivate, and evaluate a Library workforce in alignment with job expectations, professional roles, and the University mission. A central element of this responsibility will be to implement professional development and scholarship among Library staff.
- Assess. The University Librarian will establish meaningful, measureable goals for organizational accomplishment, assess outcomes on an annual basis, and develop a culture of accountability among direct reports.
- Oversee Library Finances. The University Librarian will function as the chief fiscal officer by monitoring financial and managerial reporting and by making sound fiscal decisions to the benefit of the Library and Vanderbilt University.
- Engage in Campus Life. The University Librarian will be involved in campus scholarly life, forming relationships with students, staff, and faculty across the undergraduate and professional schools.

Job Requirements
Minimum Qualifications:

- The successful candidate will bring a combination of expertise and experience from both the academic discipline and library/information sciences. A graduate degree is expected, whether that is an advanced degree in a related discipline along with extensive library experience, or an MLIS with a combination of relevant library and academic experience.
- Demonstrated knowledge of key trends in library science, including the ability to evaluate emerging technologies.
- Demonstrated success in recruiting, leading, and managing library staff, including instituting professional development opportunities.
- Superb written, oral, and interpersonal communication skills.
- Demonstrated experience with budgeting, financial management, and resource allocation.
- Demonstrated success in fostering diversity and inclusion.
- Demonstrated knowledge of special collections and university archives.

Preferred Qualifications:

- Ph.D. or other terminal degree.

- Successful fundraising experience, with a record of obtaining grants.
- Experience with regional accreditation requirements.

LSU Shreveport (salary posted $75,000-105,000)

Dean, Noel Memorial Library

Louisiana State University in Shreveport seeks applicants for the position of Dean of Noel Memorial Library. This position reports to the Provost and Vice-Chancellor for Academic Affairs. The Dean is responsible for establishing a shared vision that promotes the missions of both the library and the University, as well as fostering collaborative and creative opportunities both within the library, across campus, and throughout the region.

With administrative oversight of all library operations, the Dean supervises nearly 20 library faculty and associates. The Dean oversees a main collection of over 250,000 items, a select state and federal depository with nearly 200,000 documents, a reference collection that includes over 100 databases, a microforms and media collection, and nearly 1,300 collections of historical records, oral histories, and miscellaneous manuscripts in our Archives and Special Collections. In addition, Noel Memorial Library houses the James Smith Noel Collection, a closed-stack private collection of approximately 250,000 volumes on permanent loan to LSU Shreveport.

As a member of the Council of Deans, the Dean will provide a strong and influential voice in setting the academic direction of the University.

Qualifications

- MLS degree or the equivalent from an ALA-accredited university, with the academic credentials appropriate for tenure at the rank of Librarian
- a second Master's, or doctorate, is preferred
- at least five years of progressively responsible leadership experience
- evidence of effective supervision of diverse staff, including strategic planning and budgeting
- demonstrated dedication to diversity and promoting a respectful work environment
- experience with information technology and library systems
- experience with regional or statewide consortia
- experience building relationships with business, nonprofit, and government agencies
- personal and professional integrity
- strong oral, written, and interpersonal communication skills

- record of successful grant writing is preferred

Application should include a cover letter, a current vita, a statement describing your vision of the role of a university library in the 21st century, and the names and contact information for five professional references. These documents should be emailed to Dr. Larry Anderson, Dean, College of Arts and Sciences, LSU Shreveport: larry.anderson@lsus.edu.

Review of applications will begin immediately. This position is available as early as January 4, 2016, but search will remain open until filled.

University of Texas at San Antonio

Dean of Libraries

The University of Texas at San Antonio seeks an innovative and experienced candidate for Dean of Libraries. The Dean will provide strategic direction and vision for the library, working with talented and accomplished librarians, staff, faculty, and students to meet the university's educational mission and ambitious goals for growth. This position reports to the Provost and is a member of the Dean's Council.

The UTSA Libraries (http://lib.utsa.edu) include the John Peace Library on the Main Campus, the Downtown Campus Library, Special Collections at the HemisFair Park Campus, and the Applied Engineering and Technology Library, recognized by the New York Times and USA Today as the nation's first bookless library on a university campus.

The Dean provides leadership in planning and implementing strategies to enhance services and collections. To further the creative use of emerging technologies and to effectively manage library resources. In concert with campus development, the Dean oversees a continuous program of long-range planning and development of library services.

Applicants must have an ALA-accredited MLS or MIS or related advanced degree with a terminal degree strongly desired. The candidate must have senior level experience in progressively responsible library management, with preferably five or more years at the Assistant Dean/Director level or higher in an academic or research library. Applicants must have demonstrated capacity to effectively lead library staff and manage complex projects, and an understanding of current issues and trends in the field.

Preferable characteristics are excellent interpersonal and oral/written communication skills, a demonstrated track record of proactive donor engagement and/or grants development, evidence of effective fiscal resource management, knowledge of emerging

technologies and trends in higher education and their impact on library services, experience with assessment and strategic planning, and successful human resource management.

A commitment to service-oriented collaboration and outreach with multiple campus constituencies is required. The ideal candidate will possess a strong record of leadership, innovation, excellent communication skills and a wide understanding of contemporary issues affecting higher education, libraries, and information technology, and knowledge of all library operations.

CLEMSON'S ROAD MAP

A phased design strategy aims at long term goals while enabling incremental change now

By Kay L. Wall

The bricks and mortar of academic libraries are seemingly permanent, yet the activities and services they are designed to deliver have been radically transformed in recent years. More change is on the horizon as the digital era progresses and libraries respond to the shifting needs of students and faculty. Libraries like ours, built in 1966, operate in facilities that can hamstring advancement. Even in these difficult economic times, they need to remain relevant.

When it opened over 40 years ago, Clemson University's Robert Muldrow Cooper Library was a state of the art facility and architectural focal point of on the South Carolina campus. Centrally located on a major pedestrian traffic corridor, Cooper Library is open 24 hours a day, five days a week, with additional weekend hours. The 184,839 square foot, six-story library retains its architectural prominence, but it has gone from a quiet study and book repository to the campus meeting place and social hub. The library's vision and mission reflects an engaged and vibrant service mindset in a forward-thinking university.

With over 1.1 million steadily increasing visits annually from its 19,453 member student body, Cooper reached an all-time high of 10,241 visits in a single 24-hour period in September 2011. It also houses a coffee shop with limited food services, the Academic Success Center, and most recently the Customer Services center for campus Information Technology. A 2009 student engagement survey asked the question, "Where do you hang out on campus?" Cooper Library came in second, behind the dining halls, of which there are three.

This success is what it's all about, but with demands on the space on the rise and the fulfillment of a major Master Plan project unlikely in this economy, Cooper needed a way to strategically address facility changes. What we ended up with was a Road Map.

Kay L. Wall (kwall@clemson.edu) is Dean of Libraries, Clemson University, SC

Guidance emerges

The *LJ* Design Institute held in Greenville, SC, in September 2010 helped reframe our thinking. Architects as well as vendors provided presentations on new construction, renovation, and library products. Architect David Moore, then of Craig Gaulden Davis, presented a study of the Richland County Public Library, SC, designed to address facility issues without adding space. The solutions were based on working within the walls.

Moore's knowledge of Clemson's library facility, and a shared love of the school, led us to work with him on a careful study of Cooper Library, advancing the principles set forth in the proposed Richland County reinvention.

What is a Road Map?

When we began the study, we referred to our project by many names—from Design Challenge to Master Plan—before we arrived at the use of Road Map. Abandoning the term Master Plan was essential in the discovery of how to more accurately describe our project for several reasons.

We had developed a Master Plan a few years earlier, but it no longer met our needs. The original Master Plan was an attempt to not only address questions about the current facility and capacity, but to consider new construction, hopefully gaining administrative support for a capital project. Its analysis of existing space, collections, and services was valuable, but it highlighted traditional principles rather than the transformative nature of current and future trends. In addition, it came with an estimated price tag of $70 million. It (tinyurl.com/MasterPlan08) was presented to the University administration October 31, 2008, one week before the economy tanked.

Also, a Master Plan connotes a single project: an all-or-nothing plan contingent on acquiring funding prior to implementation. Given today's economic realities, a singularly
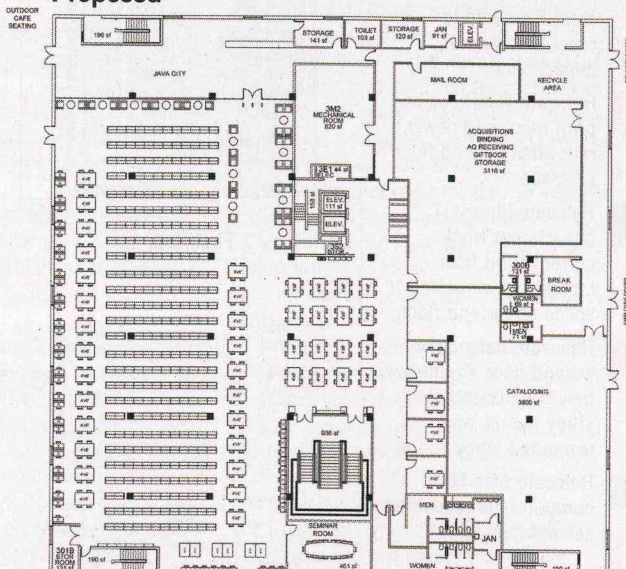
The third floor has big changes in the offing, with radical reduction of shelving, introduction of more seating, the consolidated cataloging department, study rooms, and more. The graded site also allows for outdoor seating for the Java City coffee shop moved down from the fifth floor.

Existing
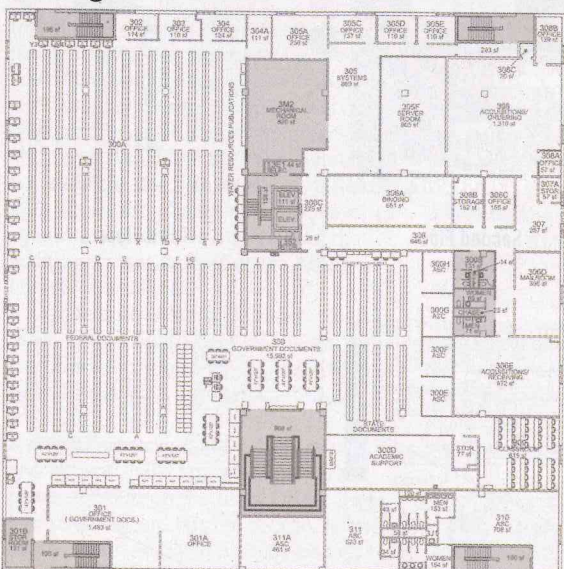
☐ Denotes areas not affected

Proposed

Third Floor Progression The bulk of the work on the third floor would happen in three of the five phases, with a reduction in the government docs collection and later relocation of the IT department (Phase 1A and 2) followed by broad renovation (Phase 3), reconfiguration of seating and shelving, and the arrival of Java City.

| Phase 1A | Phase 1B | Phase 2 | Phase 3 |
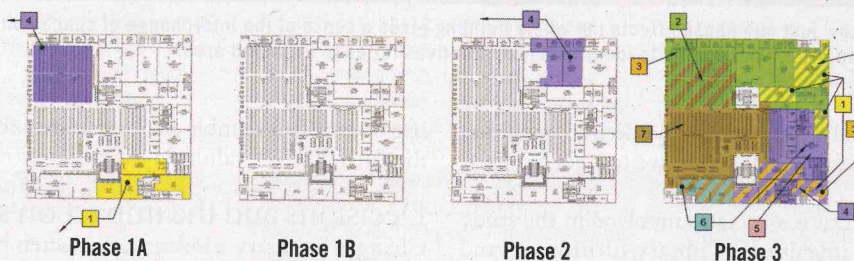
defined project with a large price tag was low on the university's priority list. That did not mean, however, that we could or should wait to take action. It did mean that we would not be taking on a plan requiring significant funding.

The term Road Map is not a new one at Clemson. Architect James F. Barker adopted it to articulate his vision for Clemson when he assumed the presidency in 1999. It seemed only fitting to adopt the same terminology based on characteristics in keeping with the university's Road Map to become a top 20 public university.

A Road Map:

- is used to reach a destination, and helps visualize that location. The final product of our study became the destination;
- recognizes multiple pathways to reach the destination. In our plans for transforming Cooper Library, we know that decision points along the way have a serious impact on how and when we reach the destination.
- helps should a detour be necessary. Detours should be expected, and can be influenced by uncertain funding and

unexpected opportunities. The Road Map takes advantage of each phase either in a cluster or separately.

- progresses toward the destination incrementally. There is a linear progression associated with traveling, knowing that every step is making progress to the destination. Incremental change is manageable and often more likely to be funded.
- also includes information about the landscape. Thorough environmental scanning is essential to the development of the final product.

The process

Before meeting with Cooper's managers, including campus IT managers working in the library, Moore familiarized himself with current library operations and facilities, using existing resources we identified (see "Road Map Resources," p. 34). We scheduled a half-day group meeting with the library managers and a senior architecture student involved in the library's undergraduate research class to discuss problems associated

Phase 2

1. Move oversize collection to additional shelving added to first floor.

2. Remove/relocate and store unused shelving and furniture in this area. Renovate to receive library IT department.

3. Relocate IT offices and print room into newly renovated second floor IT space.

4. Relocate library IT department from current third floor location to renovated space on second floor.

5. Renovate balance of second floor. Create two new B.I. classrooms, study rooms, and expanded lobby space.

6. Relocate fifth floor computers to renovated second floor.
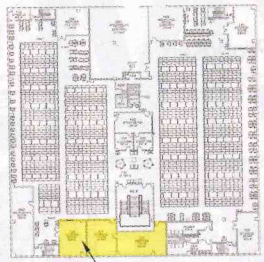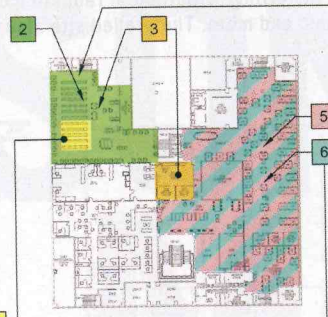
First Floor   Second Floor   Third Floor
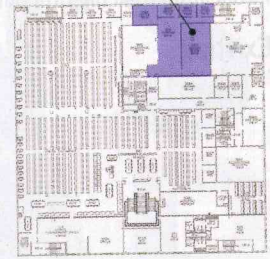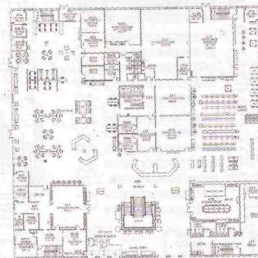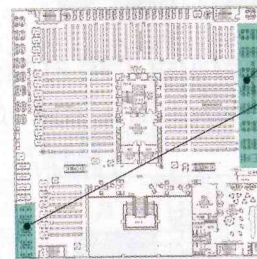
Fourth Floor   Fifth Floor   Sixth Floor
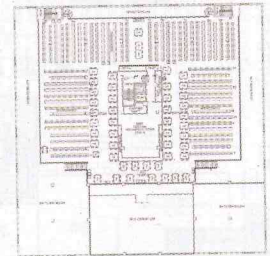
R.M. COOPER LIBRARY ROAD MAP
Clemson University
August 8, 2011

CRAIG GAULDEN DAVIS

ROAD BUILDING A look at how just one phase affects the whole building gives a sense of the interchange of space considerations undertaken in the Road Map, with color coding to identify major initiatives for each impacted area.

with the library's physical arrangement, and desired outcomes from facility changes. After the meeting, we toured and photographed areas.

Craig, Gaulden and Davis associates involved in the study conducted a thorough inventory of library furnishings and evaluated spaces for library, IT, and food services.

Then, drafts of the Road Map emerged. They presented a floor plan of each floor, and proposed changes for each floor, a recommended plan for phased implementation, and the realized gain/loss of either seating or public space. Images of existing furniture types and areas with narrative recommendations provided clarification. The summary pages provided a spreadsheet of current and planned seating, study space, and staff space.

As we worked through the process, we asked for feedback from library faculty and staff on various drafts. The feedback was vital in validating the articulated vision of the library.

As we neared completion of the Road Map, we learned of campus plans to add another building adjacent to Cooper Library and the development of a "green" outdoor space behind the library. Because there was no library access on the south side of the building, we asked the campus planner to review our Road Map in light of campuswide plans. This led to a total reconfiguration of the library's main service floors in the final draft of the Road Map. While these intervening factors did send the Road Map back to the draw-

ing board, this nimble process allows for such change, and the final product validated the new vision of Cooper Library.

Decisions and the impact on space

Changes in library administration often bring a different perspective, and beginning in 2006 Clemson Libraries experienced changes regarding collections, services, and partnerships. While the decisions had a major impact on the facility, they did not fully address facility planning. Instead, operations were shoehorned into vacated space in an inefficient and disjointed way. Users had no way of finding tucked-away services, such as Resource Sharing. Staff workflow was hampered by distance between units that needed closer proximity to one another.

We faced a growing need to proactively respond to the changes in the institution, both current and future. Among the changes we experienced since 2006:

- The service points and staffing were consolidated and moved to upper floors. Reserves and Media were integrated into the Circulation Unit.
- We moved to selective federal depository rather than shared regional depository, providing opportunities for selective review of documents for retention.
- The 2009 installation of high-density shelving on the first floor of Cooper Library cleared the second floor of collections and created space for seating. While students were pleased with the increased seating, the areas are a sea of ta-

MAPPING CLEMSON'S ROAD AHEAD

By David R. Moore II

In trying to anticipate the needs for a future facility, one thing can be certain, something will change. A new trend or technology will evolve, a space will not work as originally thought or intended, and so on. Whatever the case, by eating the elephant one bite at a time, a Road Map allows for adjustments to take place along the route; thus maintaining the most important feature of the future library—flexibility.

While both Master Plans and Road Maps offer a final vision for the library's long term future needs, the Road Map approach is born from recognition of the need to work in an existing space and eliminate any current inefficient and underutilized space as the library moves forward on the plan. Often, these inefficiencies are hard to recognize for those working daily in a space as they tend to develop gradually over time.

The inefficiencies and underutilizations that develop over time are due primarily to the following factors:

FURNITURE MISCUES—using furniture in ways that it was not designed for, using furniture that is available instead of what is best, and keeping outdated and donated pieces that do not work.

DEPARTMENTAL CREEP—as the need for more staff space grows, space is assigned by what and where it is

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David R. Moore II, AIA, ALA, LEED AP BD+C, worked with Kay Wall on Clemson's Road Map while leading Craig Gaulden Davis's Library Design Studio. Based in Greenville, SC, he now continues his work with libraries with, McMillan Pazdan Smith Architecture

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available regardless of whether it is in the right place or the right size.

COLLECTION EVOLUTION—as collections expand and contract, space in these areas are being asked to accommodate impact they were not initially designed for.

ACCESSING TECHNOLOGY—where we place technology is often driven by the facility's limitations for power and data, becoming the proverbial tail that wags the dog.

INTRODUCTION OF OUTSIDE INFLUENCES—sometimes libraries are asked to find space for related departments such as writing labs, academic support space, media instruction, or IT services that the building was not designed to accommodate.

TREND ADAPTATION—libraries continue to adapt to latest interior trends such as café's, stores, etc., usually reconfiguring space in a series of isolated events.

PACK-RAT SYNDROME—too often libraries store items that will never be reused, taking up otherwise valuable space.

Over time these dynamics can lead to a library that looks and feels full but is inefficient and underutilized. The Road Map begins with a programmatic list of what additional elements are needed in the future library (i.e., a building program), but also a list of what isn't working and what is missing. This assessment of the existing facility, accompanied by an inventory of the existing furniture and critical spaces, often reveals where a library has too much of something not needed and too little of what is.

ON THE GROUND AT CLEMSON
In Clemson's case, through a series

of interactive, participatory charrettes (on-site design meetings) involving the library staff and architect, a new vision for every floor of the library was created. With clear and contrasting pictures of what the existing arrangement for each floor was and what it ultimately needed to be, the Library's Map had origination and destination points, but no specific routes. Had the process ended there, Clemson would have had another Master Plan only.

What happened next made this effort different.

The team devised a phasing strategy, enabling the Road Map's implementation through small incremental steps. These steps were designed to be small enough to be performed by university personnel and staff, utilizing smaller funding amounts over a longer period of time. This gave the library steps that could be implemented almost immediately, creating momentum and a sense of purpose for the staff. When implementing each step, the staff can do so with confidence that they are not continuing in a piecemeal fashion that contributes to more inefficiency. Also, not insignificantly, the Road Map was organized to allow the library to remain open throughout the process.

Architects who understand libraries can bring a fresh and objective perspective to how space can be reconfigured to maximize and benefit the library. With a Road Map, libraries can begin transforming now, but in a gradual, methodical, and sustainable way. And, despite economic pressures, librarians can begin to make the most of their facilities instead of continuing to make do!

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bles and do not meet the great need for quiet study space.

- The library and campus IT customer support embarked upon a partnership to relocate their services to Cooper and create a Learning Commons in 2010. The only available space was gained through the relocation of Reserves/Media and the installation of high density shelving for IT customer support. Three other IT service points were scattered throughout the library.
- The move of offsite storage to a larger facility enabled us to relocate more collections and fostered digital initiatives located in Cooper Library.

While dealing internally with these changes without a reasonable course of action was difficult, external forces had an even greater impact on the library. The University's Academic Success Center, established in 2000, was designed to enhance student learning. It provides academic coaching, an introductory course for college life, tutors, supplemental instruction, and support for academic recovery. As an important library partner, it became a "temporary" library tenant, for a stay of nearly ten years. With its departure to a nearby facility, a sizeable chunk of space was made available for repurposing in Cooper Library. Our limited, fragmented response to change up until then reminded me of the adage: if you don't know where you're going, any road will get you there. Not only did we not know which road to take, but we did not have a recognized destination.

The final Road Map

The Cooper Library Road Map, completed August 8, 2011 (ow.ly/7j01E), provides a brief narrative summary from the initial meeting, plans of each floor with a description of units

ROAD MAP RESOURCES

To Clemson's credit there was a robust cache of data to inform the Road Map. In the last several years, the library and the university have gathered information, conducted surveys, and held several planning and listening events for directing our future. Analyzing the data and identifying relevant trends helped the Road Map coalesce. Some of these resources were:

MASTER PLAN As mentioned, the 2008 Master Plan provided a foundation for developing ideas and streamlining staff workflow. It served as a test for some earlier assumptions about Cooper Library, including the installation of high-density shelving a few years earlier. The installation was a success, and the right decision for the time. At the same time, it reinforced that numerous suppositions about collections were no longer valid as we planned for the future.

STUDENT RESEARCH The University's program for undergraduate research, called Creative Inquiry, provided us with an important link to the student population. The Library of 2015 (LIB299) was a two-semester study with nine students from various majors who researched the question, "what should Cooper Library be like in 2015?" Several students identified trends in academic libraries, and others analyzed national library services, but the majority of the Creative Inquiry Team's work focused on Cooper Library. A strategically placed, low-tech bulletin board provided a platform for responses to weekly questions—and was a resounding success. Questions ranged from "Why are you in the library today?" to "Which of these sample chairs do you like?" The Creative Inquiry class also conducted a service satisfaction survey that provided further feedback.

UNIVERSITY PLANNING During this same time period, the university launched a campuswide planning effort, providing a vision for the year 2020. It was completed in the summer of 2010 (see it at www.clemson.edu/2020). Each area of the university responded to a series of questions to guide its future. See www.clemson.edu/library/lib_overview/plans.html for the library's 2020 planning document.

LIBQUAL+ Other resources used during this time included participation in LibQUAL+ (www.libqual.org), developed by the Association of Research Libraries, to explore users' opinions of service quality. In our fourth instance of conducting LibQUAL+ we experienced a record number of 862 respondents to the spring 2011 survey. Generally speaking, the results yielded a high satisfaction with library services and significantly lower satisfaction with facilities.

COLLECTION CONSIDERATIONS Broader decisions regarding collections and associated space had an impact on the Road Map's development. On April 15, 2010, Clemson University changed its Federal Depository Library status from a shared regional to a selective depository. No longer under the same retention mandate, the Road Map addressed a 50 percent reduction of the government documents collection. With a planned move and expansion of the library's off-site storage facility imminent, the Road Map included the availability of additional collection space elsewhere. Other collection considerations included increased conversion of print titles to electronic, decreased monograph funding, the use of patron driven acquisitions to generate purchasing decisions, and a thorough serials review resulting in the cancellation of 224 print titles, many of which remain available as ejournals or via aggregators.

represented, and a recommended strategy to achieve the desired changes.

Each floor is described with a summary of the types of seating, tables, classrooms, and public spaces gained. This information is also summarized in a final table, with associated percentage increases noted. Our study yields a substantial increase in the types of seating and spaces student demanded. The final part of the study's summary analyzes staff space. Those units and functions remaining in Cooper retain the same amount of space, but it is more efficiently used to provide opportunities to enhance workflow and consolidates common staff work areas.

What is not in the plan: a price tag! That is important for several reasons. As opportunities arise and are handled incrementally, pricing in concert with campus facility operations occurs. In difficult economic times, incremental funding is more likely than any other. Even as the Road Map was completed, for example, Cooper Library was given $200,000 in renovation funds for 2011–12. With a responsive plan in hand, we began with one of the first dominos to fall in the Road Map, realizing an immediate benefit of the planning process.

We shared the Road Map with library staff through an open house event with large floor plans available so staff could walk through the changes on each floor. There was genuine excitement that the Road Map was a realistic approach we could observe. Others to review and/or receive a copy of the Road Map included the campus planner, the library's advisory committee, the campus facilities personnel, the academic deans, student government, and the university administration.

Pros and cons

While the downsides of the Road Map study were few, they were still very real. Staging for each incremental step can and will change from the static snapshot taken at the start of the process. Because libraries and university campuses are indeed more fluid than we want to think they are, we have to be alert to the changes around us that may have an impact on the Road Map. Such has been the case as we hear rumors of new facilities, and take into account other factors, includeing increased enrollment and changes in the curriculum. We learned our lesson when we didn't have the full picture of changing campus plans and their impact on the library.

On the upside, while the Road Map's primary purpose is to guide us internally through the hundreds of small decisions over a period of years, it is also an opportunity to communicate with administration and campus planners about the library's planned destination. It is not only a tool for warding off potential space grabs, but it also demonstrates a cost-efficient way to make the library a better place without increasing its size.

At the same time, the Road Map provides a construct for remaining nimble as opportunities arise and as external forces both on campus and in the profession affect the library. Indeed, a nimble plan allows us to fit more strategically with university initiatives. This proactive strategy also provides avenues for fundraising through the creation of spaces that can be named for a donor.

Mostly, though, the Road Map helps us maintain our focus on the library as a learning lab and meeting place for Clemson students, reinforcing our desire to be relevant in the life of the university. With Road Map in hand, we can respond quickly and feel confident that each decision is part of a larger plan. ■

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