

Program Review Document

Zach S. Henderson Library

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Library Program Review Recommendations

The Library Program Recommendations appear first as an executive summary, with the most urgent priorities identified with asterisks. The background and justifications for the recommendations will follow in the report's narrative.

1. Identifying and acquiring information resources:

- **a. Increase the Library budget to bring Georgia Southern up to the national average in materials expenditures per student and faculty FTE. The Library's funding should be based on the size, or anticipated size, of the student body and the classroom faculty. Where information resources were rated below expectations in academic program reviews, careful investigation is needed to determine the nature of the shortcomings and the best means of addressing them.
- b. Revise and coordinate collection development priorities for the general collections, special collections, and government documents into one comprehensive written plan. Include a narrative expressing the collection development policy's scope and priorities. The plan should address changing internal and external circumstances, such as the results of the academic program reviews and the fact that we are now the only depository library in southeast Georgia. Assessments of the collections' effectiveness in supporting academic programs should be part of the plan.
- c. To minimize unnecessary duplication of resources, work with University units to ensure that information purchased with institutional funds is shared as broadly as possible without impeding the access of primary users. Toward that end, include in the Library catalog materials held in departmental reading rooms and mini-libraries. Collaborate with departments who have purchased access to electronic information to make that information available on the campus computer network as broadly as possible.
- **d. Eliminate subscriptions for titles that are no longer being used in order that books and periodicals of higher priority to Georgia Southern's curriculum can be added.

2. Organizing information resources:

- a. While there is little if any evidence that there is a problem in this area, a user survey is needed to accurately determine whether policies governing access to and the use of the collections are adequately clear and available.
- b. Employ new storage solution for items in Special Collections which are now kept on shelving that is not conducive to safe long-term preservation.
- c. Complete the disaster preparedness and recovery plan by or before the autumn of 2001.

3. Assisting in accessing and using information resources:

- a. Determine why material circulation activity is so much lower than at similar institutions.
- b. Review programs for promoting collections and services, and institute improvements if needed.

4. Teaching how to identify, evaluate, and use information resources:

- **a. A major priority should be a program for teaching and assessing information literacy skills that students must master before graduation. Such training could be incorporated into existing courses that all students must take, or into an additional course required of all students, or into a certification process in which all students must participate. A sound basis for such a program is the ACRL Information Literacy Competency Standards for Higher Education.

5. Providing a user-friendly study facility:

- **a. Further exploration is needed into the possibility of a larger expansion project than is currently planned by the state. The challenge is to transform the current library from a traditional model in which 80% of the space is dominated by book stacks to an interactive student and

faculty facility. Included in the building expansion should be more group study rooms, adequate growth and environmental conditions for the collections, electronic classrooms that could be jointly used by the Center for Teaching Excellence and the Henderson Library for large-group presentations, and extended training sessions. These areas should be equipped with state of the art image projection systems to enhance these presentation and instructional missions. The envisioned new leading edge Henderson Library will further our role as a knowledge-provider linked to a vast information network providing a place, resources and services to meet constituent needs.

b. Conduct a signage study to determine how to facilitate access to services and collections.

6. Offering cultural programs:

a. Conduct a systematic survey of faculty and student assessments of current programming.

b. The Library should continue to seek partnership opportunities with other campus units.

7. Administration and management:

**a. The Library must implement an assessment program based on quantitative output measures beyond patron satisfaction measurement and project completion counts. This should be done in conjunction with measuring student information literacy achievement as recommended above.

b. Assign academic department liaison responsibilities to the librarians in order to improve collaboration, communication about services and programs, and efforts to assess the effectiveness of library services and programs.

c. Fund and recruit three additional library faculty members, one in Collections and Resources and two in Information Resources, in order to improve our ability to deliver and assess quality reference, instruction, and bibliographic services.

d. Conduct a study comparing entry level salaries of academic librarians and librarians hired by other types of libraries and the private sector information industry. Seek funding to offer salaries that are competitive with those who compete with us in recruiting librarians.

e. Delegate authority to the University Librarian to reallocate lapsed salary savings from Library vacancies, in order to raise faculty and staff salaries overall in recognition of achievement and private sector competition.

8. Distance education support:

a. Provide access and support of the use of communications technology to provide closer virtual contact between librarians and distance learning faculty and students, as well as with staff of affiliated libraries. Use this increased contact to foster lifelong learning and information literacy skills among distance learners.

b. Institute a program for regularly gathering input from the distance learning community to assess the information and information literacy skills needs of distance learners. Use that input to re-formulate goals and objectives for distance learning support, and incorporate those goals and objectives into the strategic planning process of the Henderson Library.

9. Special collections:

a. Investigate improving security for Special Collections by having a single point of public access.

b. Install new storage solution to eliminate the damage being caused by unsafe shelving materials.

c. Review procedures and facilities for observing users of special collections.

Library Program Review Narrative

The Library's focus must be on supporting Georgia Southern University's educational programs. As the University's strategic plan states, the University aspires to provide the best undergraduate learning experience in the University System of Georgia, and to become one of the country's premier comprehensive universities through excellence in selected graduate programs.

To achieve our mission, the Library offers the following services:

- identifying and acquiring information resources,
- organizing information resources,
- assisting in accessing and using information resources,
- teaching how to identify, evaluate, and use information resources,
- providing a user-friendly study facility,
- offering cultural programs.

The Library's program review will address these services as well as administration and management issues. Due to the unique natures of special collections and distance education support, they will be addressed in separate sections.

1. IDENTIFYING AND ACQUIRING INFORMATION RESOURCES. The Library attempts to identify information resources of value to its various stakeholders and clients. Such resources are acquired or made accessible through subscription or license arrangements. Information resources are acquired or accessed in whatever format offers the best combination of convenience and cost-efficiency.

In assessing the adequacy of information resources, the Association of College and Research Libraries (ACRL) has identified the following as appropriate benchmark comparisons:

- Ratio of volumes to combined total student (undergraduate and graduate) and faculty FTE
- Ratio of volumes added per year to combined total student and faculty FTE
- Ratio of material/information resource expenditures to combined total student and faculty FTE
- Ratio of library expenditures to institutional E & G budget

It would also be useful to examine and compare ratios of electronic database titles to student and faculty FTE. Unfortunately, there are no meaningful comparative data regarding electronic resource aggregations such as GALILEO. Nevertheless, GALILEO is no longer unique, other states having built similar packages of electronic resources that rely on the same commercial vendors as we do. Thus there is little reason to infer that students and faculty at Georgia Southern have a substantial advantage over students at, for example, James Madison University, where VIVA is Virginia's version of Georgia's GALILEO.

The most recently published national library statistics report is ACRL's 1999 Academic Library Trends and Statistics, and the comparative figures throughout this report are based on data from that publication unless otherwise noted. Henderson Library's figures are compared with the means calculated by ACRL for all reporting master's level institutions, and with the calculations for selected universities that Georgia Southern has identified as peer or aspirational institutions: Humboldt State University, James Madison University, University of Northern Iowa, University of Tennessee-Chattanooga, and University of Wisconsin-Eau Claire. In addition, data are included for Valdosta State University, the only other institution besides Georgia Southern in the University System of Georgia that is classified as a regional university.

Table 1: Benchmark Comparison of Collection Ratios

	A	B	C	D	E	F	G
Mean	72.3	1,225.4	1.3	21.8	\$122.38	\$2075.04	4.2%
GaSoU	44.8	956.2	1.0	21.9	\$ 98.40	\$2102.37	3.2%
HSU	88.9	1,636.8	2.4	43.7	\$234.42	\$4314.58	7.2%
JMU	51.6	1,104.9	1.6	35.1	\$103.94	\$2226.85	3.3%
UNI	62.7	1,072.3	1.7	28.4	\$113.31	\$1938.93	n/a
UTC	76.4	1,387.2	0.9	15.7	\$124.37	\$2258.43	2.6%
UWEC	64.0	1,396.3	0.9	19.2	\$ 81.31	\$1775.07	2.0%
VSU	64.6	857.8	1.5	19.4	\$110.57	\$1468.80	2.2%

A - Volumes per FTE student (undergraduate + graduate)

B - Volumes per FTE faculty

C - Volumes added per FTE student (undergraduate + graduate)

D - Volumes added per FTE faculty

E - Materials expenditures per FTE student (undergraduate + graduate)

F - Materials expenditures per FTE faculty

G - Total library expenditures as a percentage of total institutional E & G spending

Henderson Library is substantially below the national means for volumes per FTE student, volumes per FTE faculty, and materials expenditures per FTE student. Perhaps more importantly, Henderson lags behind aspirational institutions such as James Madison University in those and other categories. Henderson's 3.2% share of the overall E & G budget is the lowest it has been since 1972, when the Library's share was 5.46%, according to figures provided by Virginia Samiratedu in Academic Affairs. An increase in the Library budget bringing Georgia Southern up to the national average in materials expenditures per student and faculty FTE would substantially redress the low volumes per student and faculty FTE ratios.

Additional assessments of library resources are found in the program reviews of the various degree programs. All of the academic program reviews rated information resources as meeting or exceeding expectations except for the cases listed in Appendix A. Further study of the information resources supporting those programs is needed to determine the nature of the shortcomings and the best means of addressing them.

A further component of collection assessment deals with evaluating Henderson Library's government documents holdings. The U.S. Government Printing Office conducts regular inspections of depository libraries to ensure compliance with mandated federal standards, and Henderson Library's most recent inspection was done in April of 2000. With regard to the Library's government documents collection policy, the inspector described our holdings as more than adequate, stating that our selection rate is significantly above the 30-35% rate of other medium size Carnegie Master's I academic libraries."

In addition to evaluating the extent to which the information resources are adequate for the academic programs they support, the ACRL suggests the following questions be addressed as part of any library assessment.

1. Is there a written policy for building the collection? The Library's collection development

policy is not codified in a comprehensive written document. It is represented by the book approval plan and the budget allocations to individual departments, the government documents depository selection plan, and a draft special collections policy. These policies will be revised in response to curricular decisions resulting from the academic program reviews. A narrative will be added to express the collection development policy's scope and priorities. The new policy will bring together and coordinate collection development priorities for all the collections.

2. Is there provision for considering change in academic needs? Not explicitly. Allocations and expenditures have rarely been modified in response to curricular changes in recent years.

3. What basis is used for determining collection levels and sizes? Rate of publication in each discipline, level of demand for/reliance on scholarly literature in each discipline's teaching and research, cost of materials and size of collection budget.

4. What methods are used to determine the adequacy of existing collections? Is the budget adequate to maintain an appropriate rate of collection development in fields pertinent to the curriculum? Subscription reviews are conducted periodically, but no other assessments are done on a regular basis. The new collection development policy must require such assessment.

5. Is there evidence of areas of undersupply? See the above list of academic program reviews that rated information resources as below expectations. Also to be considered is the presence of departmental reading rooms around campus. Are these departments willing to share these information resources with other faculty and students? If yes, Henderson Library could include the inventories in our online catalog. Given the scarcity of collection development funds we could then eliminate unnecessary duplication between the departmental holdings and Henderson's.

6. Is there evidence of areas of oversupply? There are many periodical titles with no recorded use for several years. Low recorded use implies that the titles in question should be considered for elimination in order that subscriptions more important to Georgia Southern's curriculum could be added. This is especially urgent in light of the increasing share of the overall materials budget that is being consumed by continuing subscriptions. As the percentage of the budget available for book purchases falls, important book titles are not added and often cannot be purchased retrospectively since scholarly monographs stay in print for very short time periods.

7. Is there provision for the consideration of consortial and other relationships? Yes. Particular note should be made of the statewide library that will exist as all USG and public library catalogs will be linked and resource sharing will be facilitated.

Recommendations for this section:

a. Increase the Library budget to bring Georgia Southern up to the national average in materials expenditures per student and faculty FTE. The Library's funding should be based on the size, or anticipated size, of the student body and the classroom faculty. Where information resources were rated below expectations in academic program reviews, careful investigation is needed to determine the nature of the shortcoming and the best means of addressing them.

b. Revise and coordinate collection development priorities for the general collections, special collections, and government documents into one comprehensive written plan. Include a narrative expressing the collection development policy's scope and priorities. The plan should address changing internal and external circumstances, such as the results of the academic program reviews and the fact that we are now the only depository library in southeast Georgia. Assessments of the collections' effectiveness in supporting academic programs should be part of the plan.

- c. To minimize unnecessary duplication of resources, work with University units to ensure that information purchased with institutional funds is shared as broadly as possible without impeding the access of primary users. Toward that end, include in the Library catalog materials held in departmental reading rooms and mini-libraries. Collaborate with departments who have purchased access to electronic information to make that information available on the campus computer network as broadly as possible.
- d. Eliminate subscriptions for titles that are no longer being used in order that books and periodicals of higher priority to Georgia Southern's curriculum can be added.

2. ORGANIZING INFORMATION RESOURCES. The Library classifies, catalogs, indexes, processes, and arranges information resources and their bibliographic records in the manner best suited to make them easily accessible.

To assess the organization of information resources, the ACRL suggests the following questions be addressed:

1. Does the library provide sufficient numbers of appropriately capable computer workstations for access to electronic resources? Yes. The Library has more than 300 public workstations, an impressive figure for a library our size.
2. Is access to the catalog and to other library resources available across campus and off-campus? Yes, although there are buildings on campus which are not connected to the University's network.
3. Are the collections properly housed? Yes, with the exception of some Special Collections materials. Some materials in Special Collections are being kept on shelving which is not conducive to the long-term preservation of the materials. Alternative storage solutions are being sought.
4. Are the collections easily accessible and available? Yes. Most holdings are located in publicly accessible locations which are ADA-compliant. Where that is not the case, Library personnel are readily available to assist.
5. Are the bibliographic records appropriate? The Library's collections and the catalog for accessing them are organized using national bibliographic standards. A central online catalog of library resources provides access for multiple concurrent users and clearly indicates all resources.
6. Is the staff that is provided for automation, technical services, and other collection-related functions sufficient for the task? We can meet the basic bibliographic needs. With the recent reorganization of technical services into the Collection and Resources Services Department, we have streamlined procedures and been able to reallocate one full time staff position when it became vacant. However, an additional librarian would enable us to provide richer cataloging information and links from our holdings to related Internet resources.
7. Does the library have an emergency plan? Building evacuation plans are in effect, and a preservation - disaster preparedness - recovery plan will be completed by Fall Semester, 2001.
8. Does the library budget have adequate provision for the preservation and repair of damaged, aged, and brittle books? We perform basic book repair and send severely damaged materials to a commercial book binder for expert attention.
9. Does the library have adequate safeguards against loss, mutilation, and theft? Henderson employs a commercial electronic security system that identifies anyone attempting to leave the building with materials that are not properly checked out. Mutilation, especially of periodicals, is a problem but not more serious than at most university libraries.

Recommendations for this section:

- a. While there is little if any evidence that there is a problem in this area, a user survey is needed to accurately determine whether policies governing access to and the use of the collections are adequately clear and available.
- b. Employ new storage solution for items in Special Collections which are now kept on shelving that is not conducive to safe long-term preservation.
- c. Complete the disaster preparedness and recovery plan by or before the autumn of 2001.

3. ASSISTING IN ACCESSING AND USING INFORMATION RESOURCES. The Library offers face-to-face and virtual assistance to stakeholders and clients who need to identify and access relevant information (whether located locally or elsewhere), or learn how to use any technology that is required for accessing the desired information. The Library creates and maintains circulation records to ensure an accurate inventory and to encourage the sharing of information resources in a timely manner.

In assessing the provision of access to information resource collections, the ACRL has identified the following as appropriate benchmark comparisons:

- Ratio of circulation to student FTE (A)
- Ratio of circulation to faculty FTE (B)
- Ratio of interlibrary loan requests to student FTE (C)
- Ratio of interlibrary loan requests to faculty FTE (D)

Table 2: Benchmark Comparison of Circulation and ILL Ratios

	A	B	C	D
Mean	10.9	184.5	0.69	11.7
GaSoU	4.8	103.3	0.74	15.8
HSU	20.1	369.1	1.10	20.3
JMU	13.3	284.6	0.77	16.4
UNI	18.0	307.9	0.57	9.8
UTC	6.3	113.6	0.97	17.6
UWEC	12.6	275.7	0.66	14.5
VSU	12.0	159.8	0.80	10.7

Why are the Georgia Southern circulation ratios so much lower than our counterparts? One theory suggests that the collections are not adequately supportive of the institution's curriculum, and students and faculty may be relying on electronic resources in compensation. Another theory is that students and faculty are having difficulty finding the materials that Henderson does offer because of barriers to access. Staff have reported they are often called upon to assist patrons who are confused about the layout of the stacks areas, and there are few signs identifying public service desks. The Interlibrary Loan office confirms that they cancel more than 11% of all interlibrary loan requests submitted by our students and faculty because the material being sought is actually owned by Henderson but the patrons failed to find it. Thus there is evidence

that there are barriers impeding patrons seeking what is owned locally. Among other things, a review of the effectiveness of the online catalog and Library signage is in order.

The ACRL suggests the following questions be addressed in assessing access and use of information resources:

1. How well does the library establish, promote, maintain and evaluate a range of quality services that support the academic program of the college and optimal library use? Given the low circulation figures cited above, there is reason to speculate that better promotion of the collections and services is needed, both directly to students and through working with faculty on coordinating collections with class assignments.

2. How do student and faculty expectations affect library services? While we have not done enough to systematically study user expectations and frustrations, we respond quickly to suggestions and complaints brought to our attention and attempt to be proactive in preventing frustrations from arising in the first place. The Library's having received the campus's first annual service excellence award is an indication that we successfully respond to user expectations.

3. How readily can the library provide materials not owned? Henderson boasts fast and efficient document delivery service, with more than 77% of all requests being filled within ten days, and 94% filled overall. A study of our interlibrary loan costs revealed that our cost-per-transaction is substantially lower than the national average.

4. Does the library maintain hours of access consistent with reasonable demand? The Library has among the most extensive hours in Georgia: 148 hours per week during academic terms.

6. How are students and faculty informed of library services? The Library provides information about its services and facilities during the recruitment of prospective students. All new students receive additional library information during their orientation to campus and many participants in GSU1210 and ENG1101/1102 also receive library orientation. In a similar fashion, prospective faculty are often shown the library during their visit to campus and each new faculty member receives a basic library handout during their orientation to campus. Information about services and activities are publicized across campus through a variety of mailings and the Library's web site. Announcements of library workshops are mailed to all faculty and staff each semester. A newsletter is published at least once each term. The Library also utilizes the campus electronic listservs to make announcements and provide information.

Recommendations for this section:

- a. Determine why material circulation activity is so much lower than at similar institutions.
- b. Review programs for promoting collections and services, and institute improvements if needed.

4. TEACHING HOW TO IDENTIFY, EVALUATE, AND USE INFORMATION

RESOURCES. The Library delivers formal and informal instruction in how to find information, how to assess its relevance and authority, and how to apply the information to a patron's research needs. In addition, the Library provides instruction in using a wide range of information and instructional technology hardware and software. Emphasis is placed on both meeting curricular assignments and enhancing lifelong learning skills.

The Library's informal instruction program is based on standards from the American Library Association's Division of Reference and User Services. The reference desk, near the Library's main entrance on the second floor, is staffed 94 hours per week with professional

librarians. Librarians in the Information Services Department have developed expertise in research methods employed by the various disciplines on campus. Students with complex research assignments are encouraged to follow up with a librarian for further assistance. Trained student assistants provide help in the Library's computer labs on the first floor. To supplement these in-person services, the Information Services department publishes a number of research guides and provides an e-mail reference service, Ask a Librarian. All the Library's publications plus additional research advice are available from the Library's web pages.

The Library's formal instruction program enjoys great success with the faculty who elect to take advantage of it. The Library teaches around 400 workshops in a year in library and computer skills to various classes and groups, both on and off campus. Facilities to support the instruction program include two classrooms equipped with internet access, projection equipment, and standard audiovisual aids. There is a need for a hands-on computer lab for instruction at this time. The most serious concern about library instruction is that at present, there is no consistent means for providing Georgia Southern students with basic library skills instruction. At one time, the English Composition classes all participated in library instruction programs in association with their assignment of writing a basic research paper. At this time, that practice is no longer followed in any uniform manner. Many GSU1210 classes visit the Library, but, again there is no consistency and with the low academic content of the typical GSU1210 class, this has not proved an effective forum for introducing basic research methods. The University has no stated expectation that students will master relevant information-seeking skills before they graduate. The Library faculty believes that it is important that all Georgia Southern students acquire basic research skills and that the University is currently not adequately addressing this concern.

Recommendation for this section:

A major priority should be a program for teaching and assessing information literacy skills that students must master before graduation. Such training could be incorporated into existing courses that all students must take, or into an additional course required of all students, or into a certificate program in which all students must participate. A sound basis for such a program is the ACRL Information Literacy Competency Standards for Higher Education.

5. PROVIDING A USER-FRIENDLY STUDY FACILITY. For those who need a quiet study area, a group study area, or access to information technology, the Library offers a comfortable, centrally located option.

The ACRL suggests the following questions be addressed in assessing library facilities:

1. Does the library provide well-planned, secure, and adequate space for users? The ACRL standards call for enough seating to accommodate one-fourth of a residential student body. Under this criterion, the Library's seating of about a thousand meets less than 30% of the 3,500 needed. The daily head count of students entering the library during the height of the academic semester exceeds 4,000 individuals, and it is common for virtually all of the library's seats to be occupied during the early evening hours. Also, as the architectural consultants for a new library wing have noted, most seating is configured at a density that is greater than recommended standards. Overall security is good, although graffiti and theft of unguarded personal belongings are problems.
2. Are building mechanical systems properly designed and maintained to control temperature and humidity at recommended levels? Yes. The system does not work perfectly, but temperature and humidity levels rarely exceed the limits of collection preservation safety. Keeping the

temperature within a comfort level that is satisfactory to all staff and users is impossible, but recent heating and cooling upgrades have stabilized conditions.

3. What are the perceptions of users regarding the provision of conducive study spaces, including a sufficient number of seats and varied types of seating? There has not been a thorough study of user perceptions of library seating recently. The most common concern expressed is that the Library needs more group and collaborative study rooms, and self-production facilities for users of electronic presentation/production technology.

4. Is there enough space for the library's collections? The recommended shelving capacity for the print collection in the present building has been reached. Adding even a few new volumes to the stacks now requires shifting several shelves of books in order to gain the necessary space. The advent of publications in electronic form will slow the rate of growth of the print collection in the future, but will not stop it entirely. As the size of the digitized electronic full-text resources increases, the care and preservation of the older print collections will also become more and more of a priority for those academic communities dependent on the scholarship of previous generations. The GPO inspection of Henderson Library's government document depository collection noted a concern about there not being adequate space to accommodate further growth of the depository print and CD-ROM collections. However, in the future the government will be relying much more on web-based publications as opposed to print or CD-ROM, which will slow the growth of Henderson's paper government documents collection. In short, given the projections for the University's growth over the next twenty years and the expected patterns of information publication for the same period, the consultants for a proposed new library wing estimate Henderson will require an additional 127,442 square feet, but the state's allocation for the expansion project is only enough to build a little more than 70,000 square feet. The University's master plan, under development with a different consulting firm, agrees that the building addition as currently funded will leave Georgia Southern with a library space shortfall of about 15% in 2013.

5. Does the staff have sufficient workspace, and is it configured to promote efficient operations? Workspace for personnel is inadequate, and the library instruction classrooms do not contain computers or network access for hands-on instruction. The building addition is being designed to contain additional workspace as well as computer and media-ready teaching space for the Library and the Center for Excellence in Teaching.

6. Is the library's signage adequate? Staff are often called upon to assist patrons who are confused about the layout of the stacks areas, and there are few signs identifying public service desks. A review of signage is in order.

7. Does the library provide ergonomic workstations for its users? Yes.

8. Are electrical and network wiring sufficient to meet the needs associated with electronic access? Yes, although there is no capacity for further growth and adaptation to new technology. Electronic information resources are making extraordinary demands on building facilities in terms of accommodations for user space for complex workstations, complete with laser printers and scanners; electrical and other cabling capacities to power those workstations and to link them to the campus information network; statewide networks, such as PeachNet and GIL, and the rest of the Internet beyond; and training space for the various types of instructional sessions made necessary by the advance of information technology.

9. Does the library meet the requirements of the Americans with Disabilities Act? The primary shortcomings in this area are that some stack aisles are insufficiently wide for wheelchair access.

Recommendations for this section:

- a. Further exploration is needed into the possibility of a larger expansion project than is currently planned by the state. The challenge is to transform the current library from a traditional model in which 80% of the space is dominated by book stacks to an interactive student and faculty facility. Included in the building expansion should be more group study rooms, adequate growth and environmental conditions for the collections, electronic classrooms that could be jointly used by the Center for Excellence in Teaching and the Henderson Library for large-group presentations and extended training sessions. These areas should be equipped with state of the art image projection systems to enhance these presentation and instructional missions. The envisioned new leading edge Henderson Library will further our role as a knowledge-provider linked to a vast information network providing a place, resources and services to meet the needs of its constituents.
- b. Conduct a signage study to determine how to facilitate access to services and collections.

6. OFFERING CULTURAL PROGRAMS. Exhibits, lectures, panel discussions, and other programs are sponsored as part of efforts to enhance the cultural life of the University and region.

There are no professional standards which apply to this category. The Library regards this aspect of its mission as one of contributing to the campus s educational and cultural life. We do this by encouraging reading and lifelong learning through our library instruction programs and through exhibits of interesting library holdings. In addition, our strategic plan states that the Library will contribute to the Transcultural Opportunity strategic theme by helping increase exposure to global cultures, understanding of our multicultural campus, and understanding of diversity in all forms. This is done by developing and promoting the Library s collection of books, periodicals, recordings, and other holdings by and about diverse cultures. We also collaborate with other offices and campus organizations to develop multicultural exhibits and programs. Future patron surveys should seek feedback about our efforts in this area, but we have not sought such feedback systematically in recent years.

Recommendations for this section:

- a. Conduct a systematic survey of faculty and student assessments of current programming.
- b. The Library should continue to seek partnership opportunities with other campus units.

7. ADMINISTRATION AND MANAGEMENT. In this section we will address questions about planning, assessment, communication and cooperation, administration, staff, and budget.

Planning

1. Does the institution include library participation in its planning process? Yes. Library faculty serve on campus committees, and the University Librarian is a member of the Deans Council.
2. Are there plans for future library development? Yes. The Library is developing a strategic plan in conjunction with the University-wide strategic planning process.
3. Do the plans show appropriate consultation within the university? Yes. Librarians are involved in the institution-wide strategic planning process, and there is a standing committee of faculty and students that advise the Library on planning, services, and budgeting.
4. Is the library staff properly involved in planning and decision-making? Yes. The Library faculty and staff each meet with the Library administration to provide meaningful input to planning and decisions. The Library Administrative Council is made up of department and assistant department heads, and meets weekly to discuss policies, procedures, plans, budgets, and

other administrative matters. In addition, the University Librarian meets regularly with each department.

5. Are there appropriate strategies for reaching stated goals? As part of the strategic planning process, goals and objectives have been established.

Assessment

1. How does the library assess itself? The Library sets goals annually and at the end of the year compares achievements with aspirations. This process has not involved enough quantitative output measures beyond patron satisfaction measurement and project completion counts.

2. What outcomes does the library measure, and how does it measure these outcomes? The primary outcome measurement has been patron satisfaction, which has been measured both formally and informally. Insufficient attention has been given to measuring the impact of library resources and research skills on student performance.

3. How does the library compare itself with its peers? National data collections are consulted regularly, and we use benchmark comparisons recommended by the ACRL.

Communication and Cooperation

1. Is there effective communication within the library that allows for a free flow of administrative and managerial information? Yes. Information is shared in a variety of ways, with particular emphasis on communicating through the Administrative Council meetings and the Library's listserv, to which all librarians and staff are subscribed upon being hired.

2. Has the library established cooperative working relationships with other departments on campus? Not in a systematic manner that involves every department. As part of its strategic plan the Library is considering assigning academic department liaison responsibilities to the librarians.

3. Is the library able to obtain technical support for information technology in the form of in-house expertise to provide electronic resources to on-site and remote users? Yes.

4. Is the capacity of the campus network sufficient to provide reasonable response times for local and remote information resources? Yes.

Administration

1. To whom does the library director report? Is that reporting relationship appropriate? The University Librarian reports to the Provost, consistent with most comparable institutions.

2. Does the library have a standing advisory committee? Does the committee have adequate classroom faculty and student representation? How effective is the committee? The Library Committee is chaired by a Faculty Senator and includes faculty representatives from all colleges as well as the Library itself. There are also undergraduate student and graduate student representatives. The committee meets regularly and provides substantive advice to the Library.

Staff

1. Is sufficient budgetary support provided for continued professional development of all staff? Our professional development budget is adequate compared with most academic libraries.

2. Does the library have librarians and support staff in adequate numbers to meet its needs? The ACRL suggests as an appropriate benchmark comparison the ratio of FTE library personnel to student and faculty FTE.

Table 3: Bench mark Comparison of Staffing Levels

	A	B	C	D
Mean	422.0	24.9	316.5	18.7
GaSoU	610.6	28.6	305.3	14.3
HSU	495.4	26.9	258.5	14.0
JMU	721.6	33.7	415.5	19.4
UNI	589.3	34.4	366.3	21.4
UTC	442.3	24.4	387.0	21.3
UWEC	532.9	24.4	431.4	19.8
VSU	278.4	21.0	355.7	26.8

- A - Students per FTE librarian
- B - Faculty per FTE librarian
- C - Students per FTE library staff member
- D - Faculty per FTE library staff member

The number of students per librarian is the principal area of concern with regard to staffing levels. The addition of three library faculty members, one in Collections and Resources and two in Information Resources, would make a significant difference in our ability to deliver and assess quality reference, instruction, and bibliographic services. It is interesting to note that the figures in columns A and B also show that Georgia Southern has a higher student per faculty ratio than a number of our peer and aspirational institutions.

3. How does the college ensure that the library's professional staff have the appropriate accredited degrees, and how does it encourage them to engage in appropriate professional activities? Only librarians with degrees from American Library Association accredited programs may be hired at Georgia Southern. The librarians performance criteria, which are the basis for annual salary increases, promotion, and tenure, include a requirement of professional development activities.

4. Does the library provide ergonomic workstations for staff? Staff have ergonomic chairs, and efforts continue to upgrade related furnishings.

Budget

1. Does the library director prepare, justify, and administer the library budget in accordance with agreed upon objectives? Yes. This is done annually in consultation with the Library Committee and the Library Administrative Council.

2. Are the library's annual expenditures adequate to meet the ongoing needs of the library? As recorded in previous sections, there are concerns regarding the adequacy of the collections to support some academic programs, and the adequacy of the staffing for fulfilling necessary functions. The following table is a comparison of budgetary allocations by general category.

Table 4: Benchmark Comparison of Budget Allocations

A B C

GaSoU	53.6	38.2	8.2
HSU	53.7	39.7	6.6
JMU	44.4	36.0	19.6
UNI	54.6	37.3	8.1
UTC	49.2	45.4	5.4
UWEC	59.1	27.8	13.1
VSU	58.2	31.7	10.1

A - % of library budget spent on salary

B - % of library budget spent on collections

C - % of library budget spent on other operating functions

The percentage of Henderson Library's budget spent on salaries and collections is well within the range of the selected peer and aspirational institutions. This indicates that Henderson's budget is appropriately allocated. Making reallocations within the existing budget would be an ineffective strategy for addressing overall resource concerns.

3. How is the college's curriculum taken into account when formulating the library's budget?

The collections budget is allocated on the basis of the institution's curricular emphases and the number of faculty members in each department.

4. Does the budget provide adequate support for new programs and innovations? The only increases in the Library's budget since the mid-1990's have been to cover salary increases.

5. How does the size, or anticipated size, of the student body and the classroom faculty affect the library budget? These factors should drive the Library's funding, but allocations in recent years have been unrelated to the growth of the student body and faculty.

6. Does the budget support an appropriate level of staffing and compensation? Is the salary and benefits program adequate and designed to foster retention and recognize achievement? Recent studies of regional academic library faculty salaries show that Georgia Southern is paying salaries that are barely competitive. However, recruitment pools in the last few years have been extremely small, which mirrors a trend at most academic libraries. Graduates of library and information sciences programs are being hired in increasingly greater numbers by companies such as Yahoo which offer much higher salaries. It is becoming very difficult to attract high quality library faculty given this competition from the private sector. Salaries for non-faculty staff positions are competitive for this part of the state, but are quite low compared to national averages.

7. How is the adequacy and availability of funding for other library resources (e.g., Archives and Special Collections) determined? On the same basis as other allocations: the extent to which support is needed to accomplish functions that directly support Georgia Southern's curriculum.

8. Does the library director have authority to apportion funds and initiate expenditures within the library budget and in accordance with college policy? To the same extent as do college deans.

9. How does the library monitor its encumbrances and the payment of its invoices? Orders, encumbrances, and expenditures are tracked through the Library's integrated online system, Voyager. We compare our expenditure records with the University's monthly ledger reports. We follow all state and institutional requirements for processing invoices.

10. Does the library director have the appropriate level of discretion and control over the expenditure of the allocated budget? For the most part, yes. It would be best if lapsed salary savings could be reallocated by the University Librarian instead of returned to Academic Affairs.

Recommendations for this section:

- a. The Library must implement an assessment program based on quantitative output measures beyond patron satisfaction measurement and project completion counts. This should be done in conjunction with measuring student information literacy achievement as recommended above.
- b. Assign academic department liaison responsibilities to the librarians in order to improve collaboration, communication about services and programs, and efforts to assess the effectiveness of library services and programs.
- c. Fund and recruit three additional library faculty members, one in Collections and Resources and two in Information Resources, in order to improve our ability to deliver and assess quality reference, instruction, and bibliographic services.
- d. Conduct a study comparing entry level salaries of academic librarians and librarians hired by other types of libraries and the private sector information industry. Seek funding to offer salaries that are competitive with those who compete with us in recruiting librarians.
- e. Delegate authority to the University Librarian to reallocate lapsed salary savings from Library vacancies, in order to raise faculty and staff salaries overall in recognition of achievement and private sector competition.

8. DISTANCE EDUCATION SUPPORT. The Library's services to Distance Learners are based upon standards set forth by the American Library Association's Distance Learning Section. The Library has an Information Services Librarian who is responsible for Distance Education support and works with faculty and staff on campus and off campus to ensure that the needs of Distance Learners are being met. The librarian promotes services to Distance Learners through newsletters, e-mails, and a web page.

We have adopted Memoranda of Understanding with area libraries where clusters of off-campus classes are taught, establishing borrowing privileges and reference service for Georgia Southern University students. These memoranda and resources such as the Citrix Proxy server - which allows off-campus students to access databases which were previously available only on campus - give Distance Learners the same level of support and access as on-campus students.

Document delivery service is given to students at remote locations. They can request the use of materials the Library owns for their research purposes. Articles are photocopied and books are charged out to the students and mailed to them. A postage-paid return label is included so they can mail back the borrowed items. Any materials they request that we do not own will be procured through the Interlibrary Loan service.

Librarians are available to go to off-campus classes for library instruction upon request of a faculty member, although most faculty do not take advantage of this service. Using in-library distance learning technology is one way to reach these classes, but while the Library has the funding to provide adequate traditional services to its distance learners, it does not yet have sufficient funds to support innovative electronic approaches to meeting distance learning needs. These approaches will increase librarian contact with distance learning faculty and students as well as facilitate the acquisition of lifelong learning skills and information literacy skills.

Recommendations for this section:

- a. Provide access and support of the use of communications technology to provide closer virtual

contact between librarians and distance learning faculty and students, as well as with staff of affiliated libraries. Use this increased contact to foster lifelong learning and information literacy skills among distance learners.

b. Institute a program for regularly gathering input from the distance learning community to assess the information and information literacy skills needs of distance learners. Use that input to re-formulate goals and objectives for distance learning support, and incorporate those goals and objectives into the strategic planning process of the Henderson Library.

9. SPECIAL COLLECTIONS. The Special Collections Department has particular security concerns since theft of special collections materials is an everyday possibility.

Efforts have been made to remedy outstanding defects of security, regulations and equipment. We have tried to document policies, order archival supplies, and limit the number of people who have unsupervised access to the repository.

The area in which Special Collections is housed, however, makes it difficult to maintain strict security. The area is composed of the unfinished part of the building and has a reading room containing more than one point of access and exit. We have no lockers for researchers and vigilant observation is not feasible due to the separation of the reading room and the staff work area. Other defects include inappropriate shelving and inadequate workspace.

Recommendations for this section:

- a. Investigate improving security for Special Collections by having a single point of public access.
- b. Install new storage solution to eliminate the damage being caused by unsafe shelving materials.
- c. Review procedures and facilities for observing users of special collections.

NOTES

American Library Association, ALA Survey of Librarians Salaries 2000. Chicago: ALA, 2000.
Association of College and Research Libraries (ACRL), "Guidelines for Distance Learning Library Services."

ACRL, "Guidelines for Instruction Programs in Academic Libraries."

ACRL, "Guidelines for the Security of Rare Book, Manuscript, and Other Special Collections."

ACRL, Information Literacy Competency Standards for Higher Education.

ACRL, "Standards for College Libraries."

ACRL, Standards for University Libraries.

ACRL, 1999 Academic Library Trends and Statistics. Chicago: ACRL, 2000.

APPENDIX A

Academic Programs Which Rated Information Resources as Below Expectations:

BBA in Information Systems (COBA)

BS in Interior Design (CHPS)

BA in Anthropology [adequate for undergraduates but not graduate students or faculty] (CLASS)

BA and MA in Sociology (CLASS)

Writing and Linguistics (CLASS)

MPA Public Administration (CLASS)

BS in Justice Studies (CLASS)

BA and MA in Political Science (CLASS)
BA and MA in History (CLASS)
BA in French (CLASS)
BA, BFA and MFA in Art [largely a critique of the department s collections of visual art
representations, not library holdings] (CLASS)
BS in Journalism (CLASS)
BS in Computer Science (COST)
BS in Geography (COST)
BA and BS in Geology (COST)
BS and MS in Mathematics (COST)
BA & BS in International Studies (Academic Affairs/Associate Provost)