1. Executive Summary


1.2. The Monroe Library serves the teaching, learning, and research needs of the entire university, with special emphasis on the needs of students and faculty in the College of Humanities and Natural Sciences, the College of Social Sciences, the College of Business, and the College of Music and Fine Arts.

1.3. The annual LibQUAL survey, which the library has conducted annually since 2003, is a major assessment tool. LibQUAL is a suite of services that libraries use to solicit, track, understand, and act upon users’ opinions of service quality. The library also collects user feedback that supplements or elucidates the LibQUAL survey in a number of ways, including surveys and discussions focused on specialized services or the needs of different client groups. In 2006-07 the library conducted an interlibrary loan/ILLiad user satisfaction survey and a study space survey.

1.4. The top four strategic goals to be accomplished in 2007-08 are
* Develop a comprehensive five-year space plan that will support the Learning Commons, including faculty development initiatives.
* Refine the library’s organization to support the Learning Commons.
* Oversee the implementation of a comprehensive training program to support the Learning Commons.
* Work with the Common Curriculum Review Committee to adopt learning outcomes that include information literacy. Integrate information literacy in introductory courses in English, Business, Music Industry, and Learning Communities.

1.5. For a review of budgets, see section 5 below.

1.6. The library’s major budgetary challenges are (1) prior to Hurricane Katrina, its operating budgets had been largely stagnant for three years, (2) after Hurricane Katrina its operating budgets were reduced by 20%, (3) the funding of the five year plan for the Learning Commons will require external support. Operating costs, especially the cost of periodicals and databases, continue to rise at an average of 8% a year. New technology applications require constant investment, and technology maintenance costs continue to rise, especially as campus classrooms are upgraded. Also, as the library building ages, the building maintenance expenses, such as recarpeting, painting, and furniture repair and replacement, put additional pressure on the library’s operating budget.

1.7. In internal surveys such as the Student Exit Survey and in external sources such as the Princeton Review, the Monroe Library has been cited for its excellent services and resources. In 2005-06, the Monroe Library was ranked number ten in the Princeton Reviews “Best College Library” category, and in 2006-07, it moved up in rank to number six.
2. J. Edgar and Louise S. Monroe Library

2.1 Vision for the J. Edgar and Louise S. Monroe Library

The library is a center for enhancing skills that are necessary for success in college and in life-long learning. Students build information literacy and critical thinking skills throughout their careers at Loyola through the collaborative efforts of their professors and the library faculty and staff.

The library building is a technologically-advanced, inviting and welcoming place for the entire Loyola community. Everything the library has to offer, its building, collections, services, faculty, and staff, is recognized as a key component in recruiting and retaining students.

The library is user-centered, always seeking to understand the needs of its primary clients, the students and faculty, and making decisions based on those needs. The library is the campus center for instruction in the use of technology in teaching and research.

The library values the contributions and excellence of its faculty, staff, and student workers. The library is a learning organization, characterized by people who are continuously developing new skills and greater expertise.

Work in the library is marked by collaboration: among students, among students and faculty, and among faculty. Library faculty and staff work together and in partnership with people and organizations outside the library. The collaborative relationships formed by library faculty and staff benefit the whole university.

The library strives to be a model of what academic libraries are and will become. The library, as an organization, encourages creative thinking and actively seeks to serve as a test bed for new ways of delivering information and new methods of teaching and learning. As a result, the library provides the highest quality learning tools and information content to enhance the educational experience for faculty and students.

Approved by the Library Steering Group, 8/28/01

2.2 The Monroe Library serves the teaching, learning, and research needs of the entire university, with special emphasis on the needs of students and faculty in the College of Humanities and Natural Sciences, the College of Social Sciences, the College of Business, and the College of Music and Fine Arts.

2.2.1.- 2.2.2. Library faculty and staff. See Appendix A

3. Assessment
3.1. The annual LibQUAL survey, which the library conducts annually, is a major assessment tool for the library. LibQUAL is a suite of services that libraries use to solicit, track, understand, and act upon users’ opinions of service quality. The library also collects user feedback that supplements or elucidates the LibQUAL survey in a number of ways, including surveys and discussions focused on specialized services or the needs of different client groups. In 2006-07 the library conducted an interlibrary loan/ILLiad user satisfaction survey and a study space survey.

Each librarian liaison meets with departmental teaching faculty to better understand concerns and issues raised in LibQUAL. Library instructors ask participants in workshops and other instructional sessions to fill out evaluation forms. In addition, faculty provide feedback to the library through the University Library Committee and through the faculty who serve as departmental or college liaisons to the library.

Student feedback to the library is provided through LibQUAL, through the Student Library Advisory Committee, through meetings with the president and vice-president of the Student Government Association, and through the library’s suggestion boxes, both physical and virtual.

Historically, the library has collected annual statistics on library services and information resources and continues to do so. Statistics such as the number of people entering the building, number of times books and other materials are checked out, number of book and bound periodical volumes added to the collection, number of electronic books made available, etc. help the library gauge its resources and use over time. See Appendix B.

The library compares these and other statistics to those of peer group institutions. The library belongs to the Affinity Group, composed of libraries at 33 private, selective, comprehensive universities that have committed to sharing statistics and other information annually. The library uses the Association of College and Research Libraries Academic Library Trends and Statistics as a basis for comparisons to libraries at institutions in the university’s reference group. The libraries from Jesuit colleges and universities share statistics on an annual basis.

Since Hurricane Katrina, the library has revised its list of strategic initiatives annually. The strategic initiatives are used to inform team and individual plans and to guide the library in setting priorities. The library has developed a comprehensive planning calendar that links planning at the individual, team, and organizational levels and ensures that assessment activities are carried out in a timely fashion.

3.2 – 3.3. The library’s strategic goals for 2006-07 included:

* Coordinate the library’s development, implementation, and assessment of the Learning Commons. This goal is in support of Pathways goal: Enhance the educational experience for students.

  The Learning Commons has been developed and implemented. Work continues on refining roles and responsibilities and implementing a training program for those who
work in the LC. Some LC space issues have been addressed, and the library will do more comprehensive space planning this fall. Very preliminary assessment of the Learning Commons with students and faculty has been positive, but more assessment needs to be done after the LC has been in place for a longer period of time.

* Develop and offer a program to instruct and train faculty to create online courses and provide on-going support to them and their students. This goal is in support of two Pathways goals: Innovatively integrate technology into learning activities, and Increase participation in professional development activities that enhance the quality of teaching, research, creative activities, and service.

  Instructional Technologist Brad Petitfils conducted 14 workshops on online course development and Blackboard applications. Additionally, he conducted 1,250 individual consultations with faculty members.

  The library’s Teaching and Learning Team, lead by Alicia Hansen, provided support to online courses by assisting faculty and students with Blackboard applications and tools. Team members taught technology courses and consulted with faculty individually. The library began linking electronic reserves in Blackboard courses.

  As an example of the success of the online course initiative, in summer 2007, 17 courses were offered online, 15 of which had been offered in traditional classroom format in previous summers. Enrollment in these courses increased by almost 50%.

* Implement audio and video streaming. This goal is in support of Pathways goal: Innovatively integrate technology into learning activities.

  A working group coordinated by Alicia Hansen implemented this goal, with both audio and video being successfully streamed in Blackboard courses. Demand for this service has grown, and Learning Technologies Developer Justin Mauck is devoting much of his time to assisting faculty with embedding media in their online or hybrid courses. The library is seeking opportunities to purchase digital rights as it builds its media collections.

* Enhance the library web site by (1) developing and organizing subject-based content, (2) making available Teaching and Learning Team handouts, and (3) developing a link that brings together information about services to faculty. This goal is in support of two Pathways goals: Enhance the educational experience for students, and Increase participation in professional development activities that enhance the quality of teaching, research, creative activities, and services.

  This goal has been accomplished, and librarians doing instruction have had frequent opportunities to demonstrate the useful organization of the enhanced web site. There were 433,850 visits to the library’s web site in 2006-07, a 28% increase over the number of visits in 2004-05 and a 23% increase over the visits in 2005-06.

* Strengthen the librarian liaison program with regard to user education, reference, and outreach. This goal is in support of Pathways goal: Increase participation in professional
development activities that enhance the quality of teaching, research, creative activities, and service.

In fall 2006 the Liaison Steering Group developed a proposed plan of action based on liaisons acquiring a better knowledge of academic programs needs and then matching needs and resources. Program topics for monthly liaison meetings were carefully developed to building knowledge and skills so that liaisons could be more effective in their work. Although a formal assessment has not been done, informal observation indicates that librarian liaisons are working more frequently with departmental faculty members and have identified new opportunities for supporting their teaching and research.

3.4. See 3.1.

4. Planning

4.1. The library revises its list of strategic initiatives on an annual basis. The draft document is compiled by the Steering Group, submitted to the library faculty and staff for review and comment, and then finalized.

4.2. – 4.4. The top four strategic goals to be accomplished in 2007-08 are
* Develop a comprehensive five-year space plan that will support the Learning Commons, including faculty development initiatives.
  This goal supports the implementation of the Learning Commons described in the 2006-07 goals. It also supports Pathways goal: Enhance the educational experience for students.

* Refine the library’s organization to support the Learning Commons.
  This goal supports the implementation of the Learning Commons described in the 2006-07 goals. It also supports the Pathways goal for faculty and staff development, since it seeks to identify the strengths and interests of library faculty and staff and match them with new roles and responsibilities.

* Oversee the implementation of a comprehensive training program to support the Learning Commons.
  This goal supports the implementation of the Learning Commons described in the 2006-07 goals. It also supports the Pathways goal for faculty and staff development since it builds knowledge and skills.

* Work with the Common Curriculum Review Committee to adopt learning outcomes that include information literacy. Integrate information literacy in introductory courses in English, Business, Music Industry, and Learning Communities.
  This goal supports Pathways goals: Revise the Common Curriculum to strengthen undergraduate education in the Jesuit tradition, and Implement the Quality Enhancement Plan, “Thinking Critically, Acting Justly,” with its focus on learning opportunities in post-Katrina New Orleans.
5. **Budget**

5.1. FY 06-07 budget. Not yet available

5.1.1. For discussion of budget adequacy, see 5.2.1. below.

5.2. FY 07-08 operating budget. See Appendix C.

5.2.1 The library’s major budgetary challenges are (1) prior to Hurricane Katrina, its operating were largely stagnant for three years, (2) after Hurricane Katrina its operating budgets were reduced by 20%, (3) the funding of the five year plan for the Learning Commons will require external support. Costs, especially the cost of periodicals and databases, continue to rise at an average of 8% a year. New technology applications require constant investment, and technology maintenance costs continue to rise, especially as campus classrooms are upgraded. Also, as the library building ages, the building maintenance expenses, such as recarpeting, painting, and furniture repair and replacement, put additional pressure on the library’s operating budget.

The library’s stagnant budget points to a continuing and serious problem. The library and in turn the faculty and students who use it benefit most from steady support and increases that match the increased cost of information resources and provide for the maintenance and enhancement of equipment, facilities, and services.

6. **Resource Needs/Wants/Reallocation, FY 08-09 through FY12-13**

6.1 – 6.1.2. Personnel

The following are library personnel needs in support of its strategic initiatives and the Pathways plan:

1. Reinstatement of the position of Library Instruction Coordinator as tenure track.
2. Web/Media Developer, professional staff position, $42,000
3. Administrative/secretarial support, support staff position, $27,000
4. Web 2.0/FYE Librarian, library faculty position, $42,000
5. Digital Collections Librarian, library faculty position, $42,000

6.2. – 6.2.2. Facility improvement

The lack of adequate janitorial services continues to be a major problem for those who use the library. The library keeps long hours seven days a week, yet the janitorial staff only clean the building Monday through Friday during the day. In September 2007 the Student Library Advisory Committee was asked what needs to be improved about the Monroe Library and their immediate answer was that the bathrooms need to be cleaner. Library faculty, staff, and student workers regularly clean study areas and meeting rooms on the weekends because there is no janitorial service.
Although Physical Plant provides support for maintaining the library building, the library also assumes a financial responsibility for this work. Much of the upgrade of power and network access that has been necessary to support new technology, the reconfiguration of seating and services areas as new services have been implemented, the painting of scuffed and damaged walls in public areas, and other building maintenance have been paid for by the library. As the library building ages, these kinds of expenses will increase, and the university needs a reasonable plan for addressing them. The alternative is that plant needs will not be fully addressed and the library’s appearance will suffer, or these costs will continue to eat away at the operating budget.

Over time, the university has provided funding for the upgrade and enhancement of technology in campus classrooms. This is often end-of-year money and has been very welcome. However, ideally, this funding, as well as funding for improving the general appearance and comfort of pool classrooms, should be part of a campus facilities plan and should be allocated on a yearly basis.

6.3. – 6.3.2. Technology support:

One of the current challenges to the library is the lack of campus wide planning for meeting technology needs. Questions frequently come up about whether the university will invest in or adopt new technology applications that support teaching and learning initiatives. It would be helpful to have a campus process by which new tools and applications can be identified, explored, prioritized, and implemented.

6.4. – 6.4.2. Budget reduction/reallocation/revenue generation plans

The library is currently seeking additional funding to fully implement the Learning Commons, including developing space for faculty development initiatives. These funds are being sought from both individuals and foundations. In 2006-07, the library received funding for the Learning Commons initiative from three sources: a grant from the RosaMary Foundation, gifts from current and past parents, and a gift from a former Library Visiting Committee member.

At the end of October 2007 the library will sponsor a two day planning workshop with space planning consultant Bill Dittoe to develop a Learning Commons space plan that can be used for fund raising.

7. Summary of achievements:

The following are the major achievements of each of the library’s teams.

Library Team Accomplishments, 2006-07

Acquisitions/Cataloging Team
1. The whole team pitched in to do the weeding, ordering, cataloging, and other preparation needed to accomplish the various moves of collections in summer 2007 in support of the Learning Commons.

2. Michelle Melancon researched, met with, and checked references on various library binderies and the two of us chose National Library Binding as our new bindery.
3. Richard Snow and Teri Gallaway added online usage information to the serials master list. This was invaluable in our serials review in summer 2007.

Art Team

1. The team established and implemented a rotating exhibit schedule in the living room (FYE in fall / VISA student work in the spring).
2. The team acquired and planned the installation of the photo essays on Brocato's and Carrollton Station.
3. The team acquired and installed Karen Laborde's "Bio" piece in the Learning Commons.

Circulation Team

1. The Circulation Team supported the transition of the Circulation Desk to the Learning Commons Desk and helped train library faculty and staff to work at the Learning Commons Desk.
2. The team assisted in rearranging collections behind the desk to create more space, streamline the reserves collections, and provide public access to the DVD collection.
3. The team revised the student worker program so that students have as their primary assignment either to work at the Learning Commons Desk or in the book stacks.

Development Team

1. The team formed.
2. The team developed a database of funding prospects, including both foundations and government agencies.
3. The team invited Tootie Buisson, George Capowich, Kim Waggoner, and Mary Ellen Fleury to talk about their work and how we could use their expertise and support to raise money for the library.

Information Resources Team

1. The team wrote a disaster plan and began putting advance measures into effect, such as creating a contact list for our electronic vendors and discussing proxy services with Bret Jacobs of IT.
2. During 2006-2007, Jim Hobbs worked with Dr. Josefa Salmon on the web site for the Bolivian Studies Association, publishing its journal and newsletter. We now have a credit on the site for our work.
3. The team implemented the most comprehensive review of journal subscriptions to date, working from a list that included subscription and use data for online as well as print titles.

**Librarian Liaisons**

1. The librarian liaisons formed a steering group to guide the group and plan meetings that would support the team plan.
2. The librarian liaisons invited Cissy Petty, Chris Cameron, and Debbie Danna to meetings to learn more about their work and possibilities for collaborative projects.
3. The librarian liaisons planned the successful spring meeting for departmental liaisons.

**Media Services Team**

1. The team worked closely with Danna Center administrators to improve their audio-visual services by creating a multimedia cart with library equipment for Danna Center personnel to use, advised them on the purchase of new multimedia carts, and created policies for classroom and equipment reservations and deliveries.
2. The team designed and oversaw the installation of a new enhanced classroom in Bobet 208, and designed, built, and deployed two new multimedia carts.
3. The team contributed to the Learning Commons strategic initiative. The team made significant space, computing and printing changes on the first floor and front of the second floor to support the new Learning Commons, worked on expanding the number of cameras and other items for checkout at the LC desk, and created a new Learning Commons image for the computers behind the desk.

**Special Collections and Archives Team**

1. Joan Gaulene prepared exhibit of photographs, books, documents, and artifacts celebrating the centennial of the establishment in 1907 of the New Orleans Province of the Society of Jesus.
2. Paul Powell cataloged periodicals in the Jesuit provincial archives; also cataloged recently acquired books, which were added to the provincial archives.
3. The university received gift of $60,000 from Mrs. Francoise Billion Richardson, which was matched by a grant of $40,000 from the Louisiana State Board of Regents to create the Frere Joseph-Aurelien Cornet Professorship; this provides an endowment for the library that can be used for consultation with a visiting expert in Congo art or anthropology.

**Steering Group**

1. The Steering Group worked closely with the Service Models subgroups to define roles and responsibilities, develop training opportunities, and identify space needs.
2. The SG planned and implemented two successful All Library Meetings.
3. The SG revised and implemented the team leader and team member evaluation forms.
Student Supervisors Group

1) The group planned and carried out -- with the help of all faculty and staff -- the fall student Halloween Pizza Party (coordinated by Brooke Brown) and we assisted with the Christmas Tea.
2) The group included new student technical jobs in the roster of jobs eligible for the increased pay scale, and updated several student job descriptions. We recruited at the student work study job fairs in the summer.
3) The group conducted recognition and reward events for (and interviews with) our 10 graduating seniors. We're especially proud of the fact that one of our graduating seniors, Daniel Vance, is now working as librarian in a Charter School District K-8 school; he says this is the result of his interest in teaching children, combined with his experiences while working in the library here at Loyola. We keep in touch and plan to continuing supporting Daniel's efforts where we can.

Teaching and Learning Team

1. Team members established the team and adopted a new mission statement.
2. The team refined the workshop calendar and instituted a sign-in and cancellation policy for workshops.
3. The team planned a Research & Technology class with College of Social Sciences for Spring 2008 as well as supported a general increase in instruction sessions (T122s, art classes, music industry, and others).

Technology Team

1. The team planned and carried out library technology purchases and projects for 2006-2007, solicited and reviewed library technology proposals for 2007-2008, and made budget recommendations to the dean.
2. The team created computer plan for 2006-2007 and worked with the budget to enable some library personnel to replace their desktops with laptops.
3. Having worked with library dean and IT director to choose GoPrint, the team helped implement print management in the library.

Web Team

1. The Web Team rearranged the library’s home page to include library awards.
2. The team cleaned up the web site's file structure.
3. The team created that Learning Commons page: http://library.loyno.edu/LC

Appendix A

J. Edgar and Louise S. Monroe Library
July 31, 2007

Full Time Faculty:
Susan Brower, Associate Professor, Media Services Coordinator
Art Carpenter, Associate Professor, Archivist
Trish Del Nero, Associate Professor, Reference Coordinator
Teri Gallaway, Assistant Professor, Technical Services Librarian
Alicia Hansen, Assistant Professor, Music and Instruction Coordinator
Jim Hobbs, Associate Professor, Online Services Coordinator
Trish Nugent, Assistant Professor, Special Collections Librarian/Archivist
Laurie Phillips, Associate Professor, Associate Dean for Technical Services
Ashley Pillow, Assistant Professor, Outreach Coordinator
Deborah Poole, Associate Professor, Associate Dean for Public Services
Darla Rushing, Associate Professor, Library Development Coordinator
Richard Snow, Associate Professor, Collection Development Librarian
Mary Lee Sweat, Associate Professor, Dean of Libraries
vacancy, ordinary faculty, Library Instruction Coordinator

Full Time Staff:
Denise Ammons, Administrative Staff, Acquisitions Coordinator
Rosario Barrios, University Staff, Public Services Assistant – Music Manager
Brooke Brown, University Staff, Public Services Assistant – Reserves Manager
Charles Brown, University Staff, Public Services Assistant – Learning Commons Night Manager
Jessica Burke, University Staff, Technical Services Assistant – Serials
Anita Cage, Administrative Staff, Assistant to the Dean
Patricia Doran, University Staff, Interlibrary Loan Coordinator
Tom Finicle, Administrative Staff, Media Services Specialist
Evonne Lawrence, Administrative Staff, Circulation Coordinator
Justin Mauck, University Staff, Media Services Technician II
Michelle Melancon, University Staff, Technical Services Assistant – Binding
Cecilia Montenegro, University Staff, Technical Services Assistant – Cataloging
Brad Petitfils, Administrative Staff, Instructional Technologist
Steve Bertram, University Staff, Technical Services Assistant – Cataloging

Appendix B

Statistical summary 2006-07

<table>
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<th>Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional sessions</td>
<td>79</td>
</tr>
<tr>
<td>Number of students</td>
<td>1,705</td>
</tr>
<tr>
<td></td>
<td>6,648</td>
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<tr>
<td>Research assist. Spec. Coll.</td>
<td>541</td>
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<tr>
<td>Individual consultations</td>
<td>1,250</td>
</tr>
<tr>
<td>Circulation</td>
<td>49,297</td>
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</tbody>
</table>
Entrance count 723,940

Facilities use:
Sem. 1-4 444
Multimedia classrooms 1,168
Group study rooms 8,433
Other rooms 570

ILL/Document Delivery
Lent by LU 2,269
Borrowed or purchased by LU 3,027
Turn around time (days)
  Books 6.82
  Articles 4.14

Distance library services:
Assistance provided 243

Media Services:
Equipment use 1,872
Media production 80
AV duplication 166

Library web site visits 433,850

Open hours:
  Monroe Library 114
  Reference Librarian on duty 81

Holdings:
Books and bound periodical volumes 377,043
Music scores 11,392
Music recordings 8,974
Microform units
  Microfilm reels 8,612
  Microfiche, ultramfiche 348,880
Current periodical subscriptions 895
Audiovisual software (titles) 4,245
Manuscripts (linear feet) 1,180.75

Online information resources:
Abstract/index services, databases 137
Full-text journals, newspapers 36,194
E-books 27,372
E-book circulation 6,724
## Appendix C

<table>
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<th>Department</th>
<th>Account</th>
<th>Object</th>
<th>Responsible Person</th>
<th>Amount</th>
</tr>
</thead>
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<tr>
<td>UNIVERSITY LIBRARY</td>
<td>213250</td>
<td>3000</td>
<td>MS. MARY LEE SWEAT</td>
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</tr>
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<td>3726</td>
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<td>3000</td>
<td>MS. MARY LEE SWEAT</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<td><strong>992,531</strong></td>
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