

1. Executive Summary

1.1. J. Edgar and Louise S. Monroe Library Annual Report, 2007-08

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.

1.4. The top four strategic goals to be accomplished in 2008-09 are

- * Implement the initial phase of the Learning Commons. Plan future phases, including support for faculty development and enhancement of instructional spaces.
- * Define the vacant library faculty and staff positions and initiate searches. Fill positions as appropriate.
- * Coordinate technology services and support in the Learning Commons.
- * Expand the library's instructional program to reach more students in a greater variety of disciplines.

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

1.6. The library's major budgetary challenge is to put its operating budget on sound footing. Prior to Hurricane Katrina, its operating budgets were largely stagnant for three years, and after Hurricane Katrina its operating budgets were reduced by 20%. In 2008-09, the library's operating budget was increased by 10%. This is a welcome boost. However, considering that the cost of periodicals and databases continues to increase at an average of 8% a year, there is still much work to be done. 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 LibQUAL, and in external sources such as the Princeton Review, the Monroe Library has been cited for its excellent services and resources. In 2007-08, for the third year in a row the Monroe Library was ranked in the top ten in the Princeton Review's "Best College Library" category.

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.

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 and journals 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 34 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.

The library revises 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 2007-08 included:

* Accomplish organizational design work, including the relationship between instructional technology, media services, and the Learning Commons.

The unique and shared responsibilities of the Instructional Technologist, Learning Technologies Developer, and Media Services staff have been better defined. Work flow in electronic reserve services and in interlibrary loan services has been smoothed. Some services, such as the check out of still and video cameras and tripods, have been shifted to the Learning Commons.

* Develop plans for space use, including short term and long term plans for the use of public and office/workroom spaces and collection management. Develop a process for sharing information as the plan unfolds. Initiate fund raising to support space initiatives.

A plan for the first floor Learning Commons was developed with consultant Bill Dittoe. KI furniture was ordered and installation is scheduled for mid-October. Fund raising for the Learning Commons has resulted in gifts totaling over \$30,000.

* Redesign the library's web site to promote and support user self-sufficiency, including interactive tutorials and enhanced request forms.

The library's web site was totally redesigned. The new site is organized for ease of use and incorporates many of the new design elements and navigation styles of the university's new web site. A new DIY section was added to the site.

* Support the library's involvement in online course initiatives, curriculum development, first year experience programming, and living learning communities.

The library's Instructional Technologist worked with the Office of Professional Development to support faculty in creating online courses for the summer 2008 sessions. Staff in electronic reserve services have worked very effectively to provide course content in Blackboard. The Learning Technologies Developer has streamed media for online courses. Members of the Teaching and Learning Team are teaching a library research and technology course as a linked course in the First Year Experience curriculum and as a stand alone course in the College of Social Sciences. Library faculty have provided instruction for living learning communities.

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 2008-09 are

* Implement the initial phase of the Learning Commons. Assess its success and plan future phases, including support for faculty development and enhancement of instructional spaces.

This goal supports the library's goal of fully implementing of the Learning Commons. It supports *Pathways* goal: Enhance the educational experience for students. It also supports the *Pathways* goal: Develop a comprehensive facilities plan as a basis for assuring high quality learning.

* Define the vacant library faculty and staff positions and initiate searches. Fill positions as appropriate.

This goal supports the library's goal of refining the organization to better meet the needs of faculty and students. It supports the *Pathways* goal: Enhance the educational experience for students.

* Coordinate technology services and support in the Learning Commons.

This goal supports the library's goal of establishing a single integrated service point. It supports the *Pathways* goal: Innovatively integrate technology into learning activities.

* Expand the library's instructional program to reach more students in a greater variety of disciplines. This supports the library's goal to enhance skills that are necessary for success in college and in life-long learning. It supports the *Pathways* goal: Enhance the educational experience for students.

5. Budget

5.1. FY 07-08 budget. Not yet available

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

5.2. FY 08-09 operating budget. See Appendix C.

5.2.1

The library's major budgetary challenge is to put its operating budget on sound footing. Prior to Hurricane Katrina, its operating budgets were largely stagnant for three years, and after Hurricane Katrina its operating budgets were reduced by 20%. In 2008-09, the library's operating budget was increased by 10%. This is a welcome boost. However, considering that the cost of periodicals and databases continues to increase at an average of 8% a year, there is still much work to be done. 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 reduced operating 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 09-10 through FY13-14

6.1 – 6.1.2. Personnel

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

1. Administrative/secretarial support, support staff position, \$27,000
2. Learning Commons Information Literacy Librarian, library faculty position, \$45,000

3. Digital Collections Librarian, library faculty position, \$45,000
4. Learning Commons Assistant, support staff position, \$27,000
5. Instructional technologist, administrative staff position, \$45,000

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 2007-08, the library received over \$30,000 in funding for the Learning Commons initiative from Loyola parents, current and past Visiting Committee members, and friends.

The Library is working with KI furniture company to purchase high quality, functional, and attractive furniture at a substantial discount.

7. Summary of achievements:

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

Library Team Accomplishments, 2007-08

Acquisitions/Cataloging Team

1. Successfully implemented Prompcat at time of order with Blackwell's and OCLC.
2. Made a smooth transition to Java Workflows.
3. Ordered, received and cataloged 450 DVD titles. Most of them rush ordered and cataloged.

Art Team

1. Acquired and installed painting "Bio" by Karen Laborde
2. Purchased and installed painting "Never Mind Stretched Canvas" by Carlie Trosclair
3. Purchased and installed painting "Beautiful Serum" by Carrie Gillen

Information Resources Team

1. Reviewed all periodical renewals as part of a comprehensive serials review that included electronic and print titles.
2. Prepared in advance for the most effective way to spend end-of-year funds by looking at needs and costs to provide the most additional resources for research.
3. Cancelled Metalib for a savings in the operating budget.

Learning Commons Team

1. Formed a cohesive team.
2. Developed a schedule for staffing the Learning Commons Desk and chose team meeting times for the next three months.
3. Created the Learning Commons blog and committed to updating it at least twice a week.

Librarian Liaisons

1. Invited campus partners and collaborators to meet to discuss new programs and common interests. These included Mark Fernandez, Hollie Chessman, Debbie Danna, Melanie McKay, and John Sebastian.

2. Used meetings as an opportunity to develop new skills, such as techniques for using Collection Manager for more efficient collection development.
3. Sponsored a lunch and information sharing session for college and departmental liaisons to the library and a lunch to give librarian liaisons a chance to talk with honors students in their liaison departments and disciplines. We hope this will provide Librarian Liaisons an opportunity to assist honors students with their thesis research.

Media Services Team

1. Worked on more classroom equipment upgrades this year than we have since the classrooms were outfitted with TVs and VCRs in the mid-1990's. Installed or worked on plans to install equipment in 22 classrooms in the pool, and 7 in college or departmental classrooms.
2. Helped to carry out Media Services and other library technology purchases and projects which provided updated computers, equipment and other improvements to library public and staff areas. Organized and placed orders; received, delivered, and often set up equipment.
3. Developed automatic backup solution for library staff, team, and desk computer files.

Special Collections and Archives Team

1. Held exhibit celebrating the centennial of the New Orleans Province of the Society of Jesus. Completed cataloging of books and periodicals in the Jesuit provincial archives.
2. Received NEH grant for preservation assessment of Special Collections; assessment was conducted in June 2008. Continued digitizing and posting online of images from the Loyola Maroon and other Special Collections materials.
3. Hosted visiting scholar David Binkley who provided valuable preliminary processing of the Cornet Collection. Completed processing of two large manuscript collections: The Informed Sources Collection, and The Phil Johnson WWL-TV Editorials.

Steering Group

1. Worked with consultant Bill Dittoe to develop and implement space and furniture plans for the Learning Commons.
2. Worked to refine the library's organization, roles, and responsibilities, especially in technology areas.
3. Reviewed teams in transition to refine their roles and responsibilities and ensure that they are effective.

Teaching and Learning Team

Instructional services:

1. Taught a successful semester of the Research & Technology course.
2. Hosted and presented at a successful Staff Conference Day.
3. Worked on tutorials, getting more people involved in designing content

for them and assigning the development of specific tutorials to specific people.

Instructional Design and Technology Services:

1. Supported fifteen faculty in developing summer online courses.
2. Created the iTunes U site for the university and populated it with a variety of content from across campus.
3. Worked with the university to evaluate and add two Blackboard plug-ins, Blackboard Scholar and Safe Assign, to the teaching and research tools that are available to faculty.

Technology Team

1. Planned and carried out library technology purchases and projects for 2007-2008. Instituted electronic proposal submission process, which was more efficient, easier for proposal writers as well as team members, and used significantly less paper.
2. Created computer plan for 2007-2008. Leased a large number of computers this year, including 21 Library Instruction Classroom computers plus 12 laptop-loan computers for student borrowers (an addition of 2). Worked with a new leasing company that allows the leasing of PCs, Macs, and laptops, as well as software. Improved media production capabilities for the Learning Commons by adding 4 Macintoshes, which will double the number of media workstations as well as provide new Macintoshes and associated software for the first time. All 8 media workstations will have new scanners attached.
3. Set up a Blackboard site for team members that greatly improved our ability to share updated documents.

Web Team

1. Launched new site which is organized for ease of use and incorporates many of the new design elements and navigation styles of the university's new website. Improved the site's file structure and documentation for ease of maintenance and future expansion.
2. Developed Learning Commons pages to reflect our new spaces and service model.
3. Made existing handouts more visible, added tutorials, and improved forms to support independent learning. Added chat function to site; students, faculty, and other visitors to the library's website can get immediate help from library faculty and staff.

Appendix A

J. Edgar and Louise S. Monroe Library

July 31, 2008

Full Time Faculty:

Susan Brower, Associate Professor, Media Services Coordinator

Art Carpenter, Associate Professor, Archivist

Teri Gallaway, Assistant Professor, Technical Services Librarian

Alicia Hansen, Associate Professor, Music and Instruction Coordinator

Jim Hobbs, Associate Professor, Online Services Coordinator

Ria Newhouse, Assistant Professor, Learning Commons 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
 Beth West, Extraordinary Assistant Professor, Interim Public Services Librarian

Full Time Staff:

Denise Ammons, Administrative Staff, Acquisitions Coordinator
 Rosario Barrios, University Staff, Public Services Assistant – Music Manager
 Jessica Burke, University Staff, Technical Services Assistant – Serials
 Aimee Cabrera, University Staff, Public Services Assistant – Learning Commons Day
 Manager
 Patricia Doran, University Staff, Interlibrary Loan Coordinator
 Tom Finicle, Administrative Staff, Media Services Specialist
 Emily Frazee, University Staff, Public Services Assistant – Reserves Manager
 Jon Gallaway, Administrative Staff, Blackboard Manager
 Sareeca Hoskins, University Staff, Public Services Assistant – Learning Commons Night
 Manager
 Evonne Lawrence, Administrative Staff, Circulation Coordinator
 Emily McWilliams, Administrative Staff, Assistant to the Dean
 Justin Mauck, University Staff, Learning Technologies Developer
 Michelle Melancon, University Staff, Technical Services Assistant – Binding
 Alexis Mendoza, University Staff, Technical Services Assistant – Cataloging
 Cecilia Montenegro, University Staff, Technical Services Assistant – Cataloging
 Stephen Murrish, University Staff, Media Services Technician II
 Brad Petitfils, Administrative Staff, Instructional Technologist

Appendix B

Statistical summary

2007-08

Services:

Research and technology instructional sessions	108
Number of students taught	1,299
Research assistance in Special Collections	358
Individual instructional technology consultations	1,850
Check out of library materials	50,158
Library entrance count	876,155

Facilities use:

Seminar rooms 1-4	813
Multimedia classrooms	1,288
Group study rooms	9,081
Other rooms	789

ILL/Document Delivery

Lent by LU	2,195
Borrowed or purchased by LU	2,487
Turn around time (days)	
Books	10.09
Articles	4.66

Distance library services:

Assistance provided	222
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*Media and Instructional Technology**Services:*

Equipment use	1,547
AV duplication	119
Audio recording set-ups	63
Audio files streamed in Blackboard	1,016
DVDs and VHS tapes digitized and streamed in Blackboard	242
Video lectures produced for courses	161
Class sessions taped and streamed	126
Distance Learning Program lectures streamed	206
Campus video productions and event documentation pieces	33
Custom video productions	4
Video files converted to Flash and streamed for the University's website	14
Video and audio files on Loyola iTunes U	94
Video conferences	12

Library web site visits	430,635
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Open hours:

Monroe Library	114
Reference Librarian on duty	81

Holdings:

Books and bound periodical volumes	381,714
Music scores	11,464
Music recordings	9,390
Microform units	
Microfilm reels	8,732
Microfiche, ultrafiche	80,974
Current print periodical subscriptions	686
Audiovisual software (titles)	4,695
Manuscripts (linear feet)	1,948.25

Online information resources:

Abstract/index services, databases	138
Full-text journals, newspapers	36,200
E-books	27,378
E-book circulation	3,459

Appendix C

Budget unit	Acct #	Subcode	Budget FY 08-09
University Library	213250	3000	\$276,093
University Library	213250	3726	21,600
University Library	213251	3000	<u>794,091</u>
Total			\$1,091,784