

Gleeson Library | Geschke Learning Resource Center 2017 - 2018 Self-Study

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1. Overview

The initial outline of the program review self-study document was developed in consultation with USF's Senior Vice Provost of Academic Affairs and the Accreditation Liaison Officer (ALO), Dr. Shirley McGuire. That draft was then further developed by library staff as part of the Associate Dean's work during a 2-year training program sponsored by USF's accrediting body, WASC Senior College and University Commission (WSCUC). There were two rationales for this approach. First, USF's program review templates were built for either traditional academic programs or co-curricular areas of the university. There were no guidelines for USF libraries (the 2007 library self-study was modeled after a then outdated academic program review template). Second, a review of the literature uncovered no well-defined academic program review guidelines or self-study templates available for academic libraries.

After the work with USF's Vice Provost and WSCUC, the program review guidelines were further developed and refined by the Gleeson Library | Geschke Learning Resource Center leadership team. The Library Leadership Team (LLT) [[link to org chart](#)] drafted and finalized a document that outlined each of the major sections of the self-study document, [including background and instructions](#), and worked together to assign responsible LLT members to each. From there, individual LLT members wrote or supervised the writing of each section of this self-study. All sections of the self-study were made available for review and comments via Google Documents. The final document has been reviewed by the Library Leadership Team.

Details about the library team members primarily responsible for this work can be found in the [Staff](#) and [Librarians](#) section of this document.

While some sections of this document include charts, graphs and other supporting data, there are a number of important reference documents that add critical background and context to this self-study. All of the documents listed are located in a shared Google folder as follows:

[IPEDS 2015 & 2016 Data](#): Summary data for library operations as submitted to [NCES/IPEDS 2006 LibQUAL+ Survey](#) and [LibQual AJCU](#) reports: National survey of library services
[Gleeson Library 2007 Program Review](#)
[Gensler Library Learning Commons \(LC\)](#): 2015 study of Gleeson for LC by architectural firm
[USF 2016 Fact Book and Almanac](#): Compilation of USF history and facts
[2014 Technical Services Program Review](#): No self-study document was written in advance of this review. This document is the executive summary from our external reviewer.
[Rare Book Room](#) and [Archives](#) Collection Development policies
[FDLP Collection Development Policy](#) (Federal Depository Library Program)
[2017 Branch Campus Survey](#): Qualitative results from branch campus survey
[2017 SAILS Results](#): Standardized Assessment of Information Literacy Skills (SAILS) results
[Background and directions](#) for library staff working on self-study document

2. Library Mission and History

Mission

The Library is guided and grounded by its specific context within the University of San Francisco. It is led by the [USF Vision & Mission](#), which states in part that “The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.”

Through the departments and activities described in self-study, the Library strives to fulfill the University’s Mission to offer “students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.” The development and care of library resources and spaces supports USF’s goal to “serve as a platform for complex conversations, and a meeting place for individuals and communities to showcase their distinct perspectives.” Furthermore, the creation and provision of library services, outreach, and instruction supports the Jesuit commitment “to explore, engage, and improve the world around us.”¹ The Gleeson Library/Geschke Center is uniquely situated to promote and embody these values. The Library serves as an interdisciplinary space shared by students, faculty, and staff who want the library to remain “an iconic knowledge hub” with “a collection that is curated + presented, not warehoused.”²

The Library aims to align with [USF’s Institutional Learning Outcomes \(ILOs\)](#) and specifically the accreditation requirements related to oral communication, written communication, critical thinking, quantitative reasoning, and information literacy. For more information on the development and implementation of Library Learning Outcomes, see [Section 3](#).

The Library’s current mission statement is as follows:

Gleeson Library/Geschke Center, including the Regional Campus programs, primarily provides support to academic programs by making available the broadest possible array of learning and information resources for instruction and research support. Its role is further defined by the expression of specific objectives:

- To make available the books, periodicals, governmental publications, audiovisual, and other library materials necessary for conducting a successful university program.
- To build a competent library staff to service and interpret collections.

¹ About USF, Who We Are <https://www.usfca.edu/about-usf/who-we-are>

² Gleeson|Geschke Strategic Planning Study presentation to the Board of Trustees, September 24 2015

- To provide the physical facilities and equipment that will assist in the use of collections.
- To assist and cooperate with faculty members in their varied instructional and research programs.
- To encourage students to develop the habit of self-education and lifelong learning skills.
- To offer a program of library service that will not only meet but exceed the requirements and standards of the various professional associations and accrediting agencies.
- To integrate the library program with local, regional, national, and international library resources to create a “virtual library.”
- To provide selected services to special non-instructional constituencies.

Dean Cannon has identified the need to update this mission statement. In recent years, he has been working strategically across University leadership to develop and articulate the vision for a Library Learning Commons. In addition to the Strategic Planning Study commissioned in Fall 2015, the Library has hosted internal staff conversations on its mission and has been renovating and repurposing stacks space to more directly support the need for collaborative and focused study spaces for students.³ However, these current and future developments have not yet been incorporated into the Library mission statement. As "an opportunity for reflection, discussion and improvement," hopefully the Academic Library Review can take stock of important work already completed and the anticipated Library Learning Commons revise and reaffirm its mission statement.

History (2007-2017)

The previous library review was completed in [2007](#). The history of the Library up to that point as well as the program review documents are accessible for this Academic Library Review.

Organization and staffing is one of the primary areas where the Library has undergone significant change since 2007. On the Leadership Team, the Library brought on board new Department Heads for Cataloging and Metadata Management; Acquisitions and Collection Management; and promoted a librarian to Head of Reference and Research Services. The Head of the Donohue Rare Book Room was promoted to Head Librarian for Special Collections and University Archives. There were other leadership changes as well. The Library Dean appointed the Head of Access Services to Associate Dean. The Head Librarian of Systems continues to serve on the Library Leadership Team but that position now reports to the Associate Dean.

From an operations perspective, two of the largest areas of growth has been in [Digital Collections](#) and [Scholarly Communications](#). Also important was the move to make our eResources position full time. This was done in response to the [2014 technical services review](#).

³ Gleeson|Geschke Strategic Planning Study presentation to the Board of Trustees, September 24 2015

Other changes that have impacted operations include the extensive renovation of library spaces consistent with the Dean's goal of developing a Library Learning Commons. Finally, further development of the Learning Commons is being considered for inclusion in USFs upcoming capital campaign.

Key recommendations from the 2007 review and actions that followed:

Reference and Research Services: One of the key challenges noted in the 2007 review was that *"Students will do anything not to use print reference resources. We have tried to expand our electronic holdings for reference materials but inevitably there are resources that are either too expensive electronically or not available at all in a digital format."* Since that time, the print reference collection was weeded and the remaining materials (12K) were relocated to the general stacks; and the electronic reference collection has grown to thousands of titles and is now among our most-used collections. The Library also launched *Fusion*, our (Ebsco) discovery system.

Distance Learning: One of the key challenges noted in the 2007 review was that *"librarians must respond quickly to changes in program offerings because of market demands. Collections need to be added or subtracted on short notice, and the librarians and library assistants may need training in new disciplines, such as project management and nursing to serve students and faculty. Campuses can open and close; or a campus can switch from one school to another (i.e. College of Professional Studies to Arts & Sciences).*

Since the 2007 review, the branch campuses (not necessarily the libraries located at the branches) have been in an almost constant state of change. The university has had significant changes in branch campus leadership, it has opened new locations (Presidio and 101 Howard), moved two campuses (Sacramento and Pleasanton), extensively renovated one campus (Orange County) and recently announced the closing of another campus (Santa Rosa). The new sites and renovated Orange County branch locations do not have on-site librarians and offer limited services for the students there. Online degree programs were launched, some to be discontinued, and others to continue successfully. Throughout this the librarians have continued to deliver excellent service, but the challenges have been formidable and remain ongoing.

Collection Development: It was noted that "the collections section of the Library Manual [was] woefully out of date" in 2007. Since that time the library has updated its [collection development policies](#).

Special Collections and University Archives: At the time of the last program review, a primary concern was that "the most important concern must be for the security of the materials." Since that time, the University funded a major renovation of the Donohue Rare Book Room (and a minor renovation of Archives). All of the primary concerns raised in 2007 for these areas of the Library have been addressed.

Systems: It was noted in 2007 that having an on-site server for the ILS caused a number of challenges. Since then, the Library moved from having its own ILL server on-site to a hosted-server model. As previously mentioned, a significant addition to the Systems Department is the addition of a Scholarly Communications Librarian who was hired in 2016 to help extend the impact of the Library in many important areas.

Digital Collections: Digital projects were relatively nascent at the time of the last library review. Since then CONTENTdm was selected as the platform for digital collections and later Digital Commons was selected for institutional repository.. Additionally, the Library moved to accepting digital-only submissions for dissertations and theses. Digital Collections has also completed multiple special projects.

Access Services: At the time of the last review, the Library was experimenting with laptop and iPad lending. Since then, the Library has launched a technology lending program that includes Mac and PC laptops and a small number of other devices. In 2007 the department eliminated nearly all overdue fees and fines and implemented an e-commerce program (PayPal via ILL). While ecommerce is still an important feature, it is applied only to special borrower fees, lost items, ILL. The department also adjusted to meet the Library's transition to a 24/5 model, where the entire Library is now open from noon on Sundays until 8PM on Fridays during the spring and fall semesters.

Library-Wide: In the 2007 review, reduced funding was raised in multiple sections. While the Library has made multiple efforts to increase its resources since that time, the results have been unsatisfactory. In fact, the library budget has been reduced each of the last 3 budget cycles. The impact of this is that in FY16-17 and FY17-18 the Library allocated zero dollars from its base budget for print monographs.

Most departments had goals or documented opportunities related to student employees. In 2017 the Library began a cross-department training and orientation program for all library student assistants. This work has been well received and anecdotally we are finding that student assistants are better trained when they start at the beginning of a semester. This benefits all of our patrons and staff.

The [USF Ricci Institute for Chinese-Western Cultural History](#) (Ricci) is a research center for the study of Chinese-Western cultural exchange with a focus on the Jesuit missions of the 16th-19th centuries and the history of Christianity in China and East Asia.

The [Ricci library](#), while physically located on campus, is separate from the main USF facilities at the Gleeson Library/Geschke Learning Resource Center. Further separating Ricci library is the fact that it is not currently included in the Gleeson Library organization and is not budgeted for out of Gleeson funds.

That said, when the current Gleeson Library Dean arrived over 20 years ago, the Ricci library was a part of the library organization. It is unclear how the separation seen today transpired.

It is important to acknowledge the situation as it exists today. For the purposes of this self-study the Ricci library has been otherwise excluded from the document. However, it is equally critical to acknowledge that leaving Ricci out of the remainder of this self-study does not imply that the current separation was intentional or agreed to by the Gleeson library administration.

3. Library Learning Outcomes

Learning Outcomes for the Gleeson Library Instruction Program are as follows:

- Students will articulate a researchable topic.
- Students will choose the appropriate information sources.
- Students will evaluate the reliability of sources
- Students will use tools to access sources in the Gleeson collection and beyond, including but not limited to books and journals using the library catalog, articles from databases, and resources outside the collection like InterLibrary Loan.
- Students will cite their sources (including text, data, images, and sounds) using appropriate citation styles.

Information Literacy Standards/Framework

The Library created its Information Literacy learning outcomes based on the [AAC&U Information Literacy Value Rubric](#); the [ACRL Information Literacy Standards](#); and the University of San Francisco's Institutional Learning Outcomes. The Library has begun to explore the ACRL Framework and expects to adopt it further in the future. As the Library integrates and explores more of the ACRL framework, learning outcomes may be revised accordingly.

The Library reaches a large number of first and second-year students in its instruction program, but a challenge in the future will be to expand Information Literacy instruction with upper division classes in Arts and Sciences. As one considers that growth, the Framework may be a good resource to focus that change in the instruction program. Once students have learned the basic research skills in the first and second years, the concepts the Framework highlights (Research is a conversation; Authority is a construct, etc.) may be more effective with upper division classes. This is not how most libraries have framed the debate (the Framework vs. the Standards) but integrating both could be an effective way to shape the Library's program. Like academic libraries all over the U.S., the Library will be experimenting with the Framework in various ways. For example, working for the last three semesters with a Rhetoric and Language Instructor, the Library has taught a "traditional" instruction session with database searching and source evaluation as a focus, but then met with the class for a second session purely on "authority" as a concept and explored with the students the idea of "authority" in an academic setting.

Institutional Learning Outcomes (ILOs) x LLOs

There are three USF ILOs that specifically address information literacy

#3 Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.

#5 Students use technology to access and communicate information in their personal and professional lives.

#6 Students use multiple methods of inquiry and research processes to answer questions and solve problems.

ILO #3, “Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources” is addressed in both Library Learning Outcome #2 (Students will choose the appropriate information sources) and Library Learning Outcome #3 (Students will evaluate the reliability of sources.) Students are taught to use a multitude of sources (print and online, free and subscription based, scholarly and popular) and evaluate all of them.

ILO #5, “Students use technology to access and communicate information in their personal and professional lives” is addressed in the Library Learning Outcome #4 “Students use tools to access sources in the library collection and beyond, including but not limited to books and journals using the library catalog, articles from databases, and resources outside the collection like InterLibrary Loan.” This includes using both electronic and print items, basic library research skills like being able to interpret a call number and retrieve the book, being able to download and use an ebook, understanding and interpreting parts of a citation, and using tools like Link+ and ILL to access sources beyond the library collection. Students are living and learning in a transitional time with information and scholarship, and that means that part of our teaching is to ensure they understand that technology includes resources digitized and not digitized, and that scholars use multiple kinds of technology.

ILO #6, “Students use multiple methods of inquiry and research processes to answer questions and solve problems” is addressed in the Library Learning Outcome #1, “Students will articulate a researchable topic” which teaches students to be able to conceptualize and articulate researchable topics and to be able to then find research on those topics.

School/College/Program Learning Outcomes (LOs)

The Library has not systematically mapped School/College/Program Learning Outcomes. This is a challenge and opportunity facing us for future growth and attention.

USFCA Core x LLOs

The Library has not systematically explored intersections between the USF undergraduate core curriculum and our Library Learning Outcomes. This is a challenge and opportunity facing us for future growth and attention.

Information Literacy Instruction Delivery – Bibliographic Instruction

This overview of the primary Information Literacy instruction program with statistics is discussed in the [Reference Department's](#) section of the self-study.

Library Learning Outcomes and Campus Outreach/Partnerships

The Library has not used the its Learning Outcomes to see how they align with or support the Library's outreach initiatives and campus partnerships. This is a challenge and opportunity facing us for future growth and attention.

In 2013 the library instruction coordinators of USF, LMU, USD, St. Mary's, and Holy Names University formed a partnership to work on incorporating social justice into our information literacy instruction, based on our shared Catholic values. We had several workshops and gave a presentation at ACRL 2017 in Baltimore. We are an ongoing group, and we continue to brainstorm ideas and strategies around social justice and information literacy.

4. Assessment of Student Learning

In the 2016-2017 academic year, the Library began administering [Project Sails](#) to a random selection of USF seniors. In the Library, we typically do not see the final product students create (e.g., final papers, keystone projects, etc.) so Project Sails is an effective way to measure Information Literacy skills for graduating students. The results for the first year are positive.. In the eight "skill sets" of Project Sails, the Library rates "better than the institution-type benchmark" in six of the "skill sets" and is "about the same as the institution-type benchmark" in two of the "skill sets." Looking at this data, the Library can begin to focus on the 2 skill sets ("Selecting Finding Tools" and "Documenting Sources") that it is "about the same as" according to Project Sails. These line up with the Library Learning Outcome #2 "Students will choose the appropriate information sources" and Library Learning Outcome #5 "Students will cite their sources (including text, data, images, and sounds) using appropriate citation styles." Librarians can shape instruction sessions in the coming year to emphasize these two outcomes.

For overall assessment, the basic question is: do graduating students have good information literacy skills? Based on the data from Project Sails, the answer is yes. The Library has an robust instruction program that each year involves hundreds of faculty and reaches thousands

of students. USF seniors show skill levels that are “better than” our institutional benchmarks in Information Literacy.

There are more nuanced and in-depth questions that one may ask, such as when and how do students acquire these skills.. To answer these complex questions, one needs to devote more resources to assessment. Going forward, it would provide a more complete picture to administer Project Sails to students at all levels (first, second, third, fourth-year, and graduate students) in order to get an understanding of the development of their’ information literacy skills. It will give the Library a better sense of the effectiveness of library instruction and how it impacts student learning in one’s academic progression.

The University has committed to funding Project Sails for three years. If it is possible to administer Project Sails for a longer, more sustained period beyond just three years, it would provide the Library data to help assess overall instruction work and give more longitudinal data to draw upon. A challenge for the library is the need to create a long-term assessment plan with multiple points and types of assessment, and to do this while continuing to gather Project Sails data.

In the past we established a Library Instruction Assessment Task Force that met from 2012-2014. That Task Force created initially a detailed checklist of the various topics we covered in our first year Rhetoric and Language classes. We used that checklist to create Learning Outcomes for the Rhetoric and Language classes. These were not linked to the USF institutional learning outcomes, but were instead just based on the ACRL Information Literacy Standards. We did not use them extensively as we continued teaching the classes. This is illustrative that our assessment of Information Literacy has been sporadic and points to the need for an Assessment Librarian. We often try to add on assessment on top of everything else we do and it often falls by the side when we get busy. An Assessment Librarian, with the interest and knowledge of current assessment practices, would provide the consistency and sustained assessment efforts that frankly we have been lacking in the past. A real challenge for us is to incorporate a culture of ongoing assessment here at Gleeson. If we are going to seriously build a library assessment program, we need to have the resources to do so, including the staffing.

The Library will create a formal assessment committee in the 2017-2018 academic year that will examine different Information Literacy assessment plans in other comparable institutions. This committee can then begin to explore how to build and implement an assessment plan, using direct and indirect assessment with multiple points of inquiry. This will involve working with the Library Liaisons to bring in various schools and colleges of the University, plus working throughout the Library, not just with the instruction program.

In addition to the formal mechanisms of Project Sails, on-the-spot assessment takes place in the Electronic Classroom as well. This is the result of observation and working with students during instruction sessions, as they apply Information Literacy skills. This provides immediate feedback on teaching and enables one to address questions or issues immediately with the

students. It also helps provide feedback to the librarian on how one might change or modify one's instruction in a future session.

The Library does not have a stand alone Information Literacy class; most instruction is done in "one shots" where librarians work with faculty to determine the material to be covered during the session. In USF 101 (Expedition USF), a first year elective, there is an information literacy component in which students use library resources and view information literacy videos. The program is assessed. In the Muscat Scholars Program, a self-selected group of incoming first-year students arrive at the University two weeks prior to the start of the Fall semester to begin a two-week intensive program. The students take four short courses, one of which is an Information Literacy section taught by USF librarians. The Muscat Scholars program has been assessed using surveys by some of the librarians who teach in the program. The surveys are primarily qualitative and focused on measuring student satisfaction with the class.

In addition to classroom instruction, the Library also has a strong program of students setting up individual one-to-one research consultations with librarians. An annual survey is administered, seeking feedback from the students about the skills they learned in the sessions. It is a challenge to create questions for this survey, since so many of the meetings are unique and specialised. Working with the previous USF campus Assessment Coordinator, a series of questions were formulated. Survey responses are recorded in a google doc which librarians may reference to modify or improve how they approach their one-to-one sessions.

In terms of the survey data, the answers to the quantitative questions tend to be very positive. For example: "Were your goals for this meeting accomplished?" In the most recent survey at the end of the 2016-2017 academic year, 93.55% of respondents answered yes. "Did you learn new skills or techniques that helped you with the topic you were working on?" Out of 31 respondents, 29 answered yes.

However, the answers to the qualitative questions may be illuminating as they are more nuanced. For example: "In your own words, what did you learn from the session with a librarian?" Answers included students responding that they did not fully understand their professor's assignment, or that they learned how to read a scholarly article, or that they had been away from school for some time. Information like this enables librarians to better tailor classroom instruction to the real world needs of students.

5. Library Structure and Governance:

The Gleeson Library/Geschke Center has an organizational structure that is typical of medium-sized academic libraries. The administration consists of a Library Dean, Associate Library Dean, and Business Manager/Assistant to the Dean. There are six Departments within the Library: Access Services and Library Systems; Acquisitions and Collection Management;

Cataloging and Metadata Management; Distance Learning Services and Branch Libraries; Reference and Research Services; and Special Collections and University Archives. Each Department is staffed by a Head Librarian who is on the Library Leadership Team and who reports directly to the Library Dean. The exception is that the Head Librarian of Systems reports to the Associate Dean, who also serves as Head Librarian for Access Services.

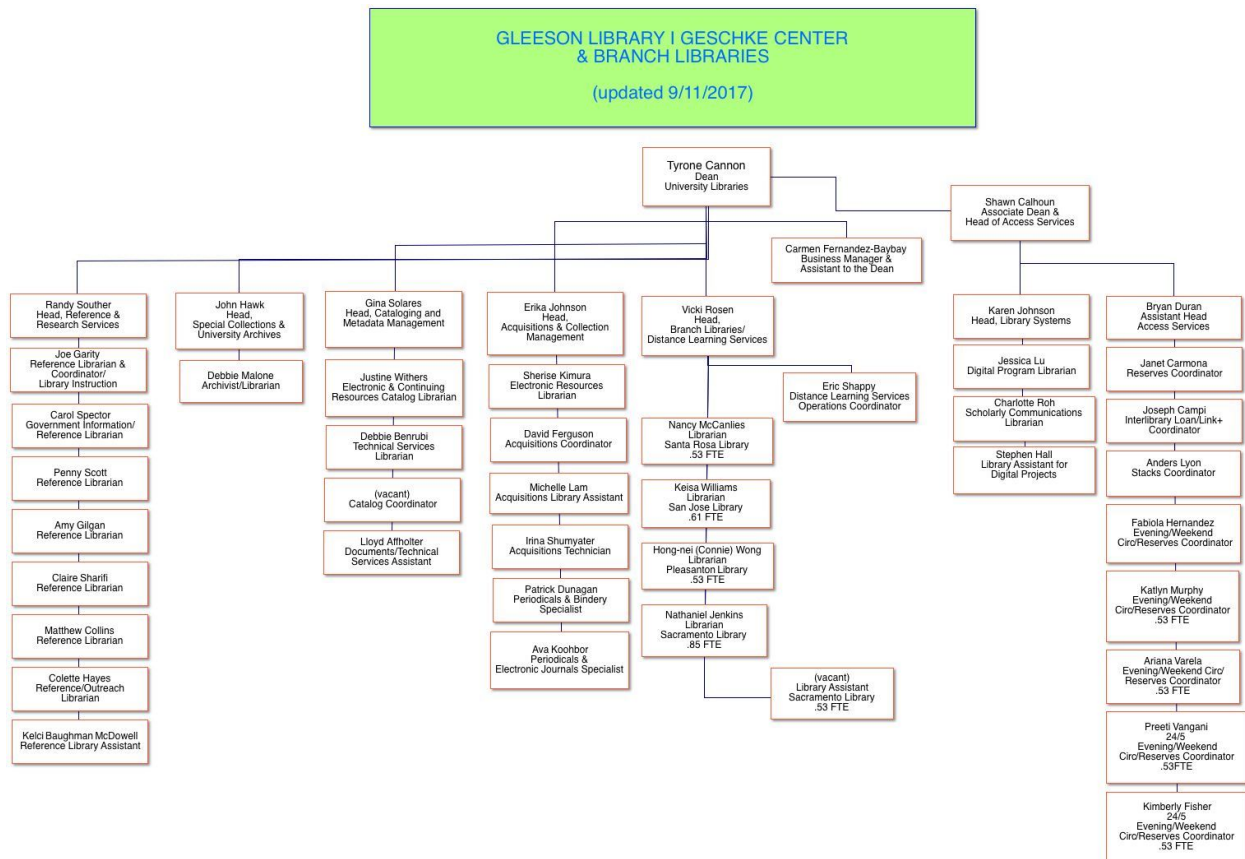


Figure. Library Organizational Chart - Fall 2017

The Library Leadership Team, functioning not as a collection of departmental representatives but as a highly effective team, works together on challenges, opportunities, and solutions to library-wide issues and activities. Similarly, communication and work-flow among the Departments is collaborative and marked by transparency and goodwill. Initiatives and programs within the Library usually are undertaken and staffed by participants from across departments. Following upon the Technical Services Self-Study that was completed in 2015 (and the work of the resulting Library Communications Task-Force) greater effort has been made in recent years to promote and facilitate better communication within the Library, both vertically and horizontally among Departments.

Library Departments are committed to supporting the Vision and Mission of the Library, which in turns broadly supports that of the University. The Library's core mission is to "promote learning in the Jesuit Catholic tradition" and to offer all students "the knowledge and skills needed to

succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.” Library Departments strive for this through instruction, collection building, making resources available, and by outstanding service throughout the Library.

In the Library’s current organizational model there are sufficient human resources to maintain services that align with mission and the University’s learning outcomes. Should the University’s learning outcomes expand or change over time then so too the Library Dean, in concert with the Associate Library Dean and Library Leadership Team, may need to consider staffing adjustments and potentially new positions in order to meet those needs. Such needs may also have budget impact which will be key to realizing any new positions or departments within the Library.

6. Library Departments and Activities

6a. Access Services

The Access Services department is comprised of multiple functions:

- Course Reserves – Print and digital collections in support of teaching and learning
- Interlibrary Lending (ILL) –[OCLC /Illiad](#), [RapidILL](#), [Docline](#) & [Link+](#)
- Circulation and Access – Stacks access/circulation check-in/out, building access etc.
- Collections – Maintaining physical collections both on and off-site
- Student Assistants – Providing the community a wide variety of library services
- Facilities – Coordinating and facilitating building maintenance and repair

The department has a total of 9 staff:

Anders Lyon FT
Bryan Duran FT
Ariana Varela PT
Fabiola Hernandez-Soto FT
Preeti Vangani PT
Janet Carmona FT
Joseph Campi FT
Kimberly Fisher PT
Katlyn Murphy PT

While library staff in Access Services may have a primary area of expertise (e.g. ILL) each staff member is also cross-trained in most aspects of department operations. This cross training helps to ensure that staff are prepared to provide a high level of service regardless of patron need and to build-in redundancy to department operations when individual staff are away.

Access Services furthers the mission of the Library and the University by supporting student, faculty, and staff access to high quality services and resources. Examples of how the work Access Services engages in intersects with mission include:

- Collections – Maintaining physical collections both on and off-site ensures access to teaching and learning resources
- Student Employees – Developing a student workforce that mirrors our campus community and brings together individuals around a common project
- Course Reserves – Making accessible the resources students need for their courses
- Facilities – Ensuring that the physical plant that supports the learning and scholarship in our community
- Interlibrary Lending – Facilitating student/faculty access to a global network of library resources

The assessment of Access Services' impact on student learning has yet to begin. While Access Services has done an adequate job for some time counting transactions (gate count, number of items circulated, etc.) there has been no significant attempt to bridge those metrics or create new ones that align department services with Library Learning Outcomes or Institutional Learning Outcomes. This work will be a challenge going forward and one that Access Services will address. One particular measure that Access Services is interested in is conducting [LibQual](#) (an assessment Gleeson undertook in 2003 and [2006](#)) or [ServeQual](#).

When looking across all of the areas of Access Services, there are two particular challenges worth discussing. First, staffing has recently been a particular area of concern. For example, a number of library staff have recently finished graduate degrees and left the library to pursue other opportunities. In addition, a number of staff have taken extended leaves of absence. Other staff have decided to leave USF due to the increasingly challenging nature of making ends meet in the Bay Area. These situations, particularly when combined, have caused a number of operational challenges and there is no evidence suggesting that there might be a lessening of these types of events in the near or long-term future. While the most advantageous response(s) to this confluence of challenges is unclear, the Library must begin to find ways to respond.

The second area of general concern is staff development. While Access Services staff have historically done great work outside of USF pursuing graduate degrees and other professional development (PD) opportunities, the choices internally for PD are limited. This is particularly so for PT staff. While there are many significant advantages to working at USF and Gleeson Library, more work in the area of professional development for staff could help slow the pace at which employees depart the Library.

The following sections build upon what has been outlined in the introduction above and expand upon challenges and opportunities within specific areas of Access Services.

Course Reserves

Course Reserves is a library service in which faculty set aside materials in the Library for a specific class throughout a semester. This service provides USF students convenient access to print, electronic, and other types of course materials such as textbooks, films, and electronic articles. In providing educational resources, this service supports faculty instruction as well as student learning, which manifests USF's mission to provide students the "knowledge and skills needed to succeed as persons and professionals..."⁴

There are many advantages for faculty who use Course Reserves to host required and recommended reading materials. The library provides access to electronic reserve materials through a secure login so only those with the proper credentials (i.e. students registered in the class) gain access. The Library may purchase a book at the request of faculty who want it on Course Reserves. The Library's Scholarly Communication Librarian, Charlotte Roh, suggests yet another advantage: "The benefits of going through the Library to make print and electronic materials available to students are copyright and fair use compliance within the bounds of educational nonprofit use that is mediated by the Library..." Students also benefit from using Course Reserves. For example, all items on Course Reserves are free to use, which helps alleviate the college expense of buying textbooks.

Course Reserves Operation

To keep Course Reserves functioning adequate resources are necessary. These include space, hardware, software, library office supplies, a network with faculty, and trained staff/student assistants. The library has a designated course reserves stacks area (housed in the access services department) devoted strictly to print materials on Course Reserves. Sierra also makes these materials discoverable in the Library's online catalog. The Course Reserves Coordinator is responsible for ensuring the successful operation of this service.

Process

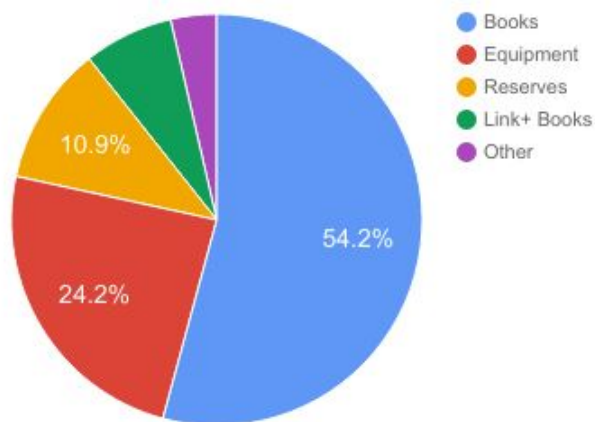
Faculty must submit a request every semester for any item they would like to place on Course Reserves. Common items requested on Course Reserves include textbooks, novels, films, and electronic articles. Once the request is submitted the Course Reserves Coordinator processes the request. This takes up to 24 hours for print materials and up to 48 hours for electronic materials. Once the request is processed the faculty member receives an email with details about their Course Reserves. It is at this point that students can borrow items. At the end of the semester materials are removed from Course Reserves, which entails deleting Course Reserves-associated records in Sierra and physically removing items from the Course Reserves stacks. Statistics are tracked throughout the semester.

Where Course Reserves Excels

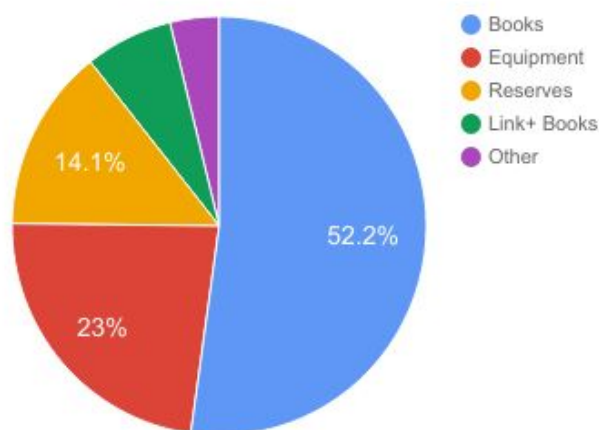
⁴ "[USF Vision & Mission](#)" accessed May 5, 2017

Course Reserves are highly popular among students who check out library materials. Circulation data gathered during the last two fiscal years shows that print materials on Course Reserves were consistently the third highest circulated item. Data show that in fiscal years (FY) 2015 and 2016 print reserves made up nearly 11% and 14% of total items circulated, respectively. In addition, Course Reserves helps build a positive relationship with faculty and students because it provides access to resources that might otherwise be difficult to obtain. Faculty benefit from the service because the Library may purchase materials on their behalf, make recommendations, and adhere to copyright compliance. Students appreciate Course Reserves because it provides them access to materials they might not be able to afford. It prepares students to live fulfilling professional and personal lives in line with USF's mission. This service is also an exercise in information literacy where students utilize just one of the many services the Library provides.

Circulation Statistics FY 2015



Circulation Statistics FY 2016



In FY15 and FY16 print reserve materials made up 10.9% and 14.1% of total items circulated, respectively.

Where Course Reserves Can Improve

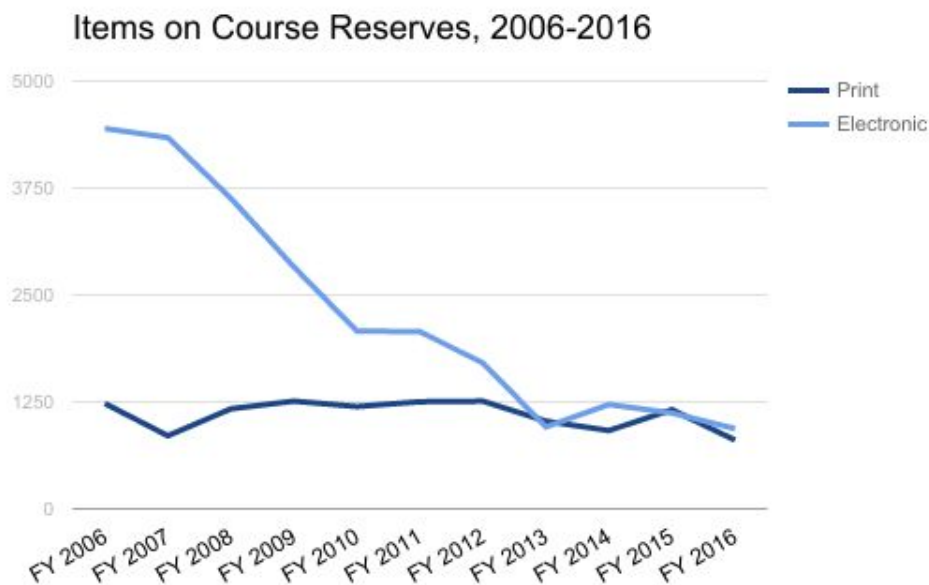
Although Course Reserves are widely utilized by students, it is less popular among faculty. During 2015-2016, for example, only 16% of faculty placed items on Course Reserves. Another area that requires attention is the Library's collection policy regarding textbooks. Because the Library does not purchase textbooks, faculty are left with few options if they want textbooks on Course Reserves. If the Library adopted a textbook lending program course reserves would see an increase in usage.

Textbook programs vary greatly from institution to institution. Some textbook programs are managed by the course reserves department while others are managed by the acquisitions

department. While some libraries purchase textbooks only at the request of faculty, others are proactive and purchase textbooks whether requested or not; some libraries have a budget dedicated to textbooks for course reserves while others use more creative approaches such as campus crowdfunding campaigns or partnering with their university bookstore. Yet for all the various models there are some commonalities: funds, staff, partnerships, and a little creativity are all needed to create a successful textbook program. Research into lending textbook lending programs suggest that USF could launch a pilot project for approximately \$30,000.

The Future of Course Reserves

Over the last decade print Course Reserves have shown steady usage in terms of faculty utilizing this service. On average 1,000 print items are placed on Course Reserves every fiscal year, although that number slightly decreased in the last fiscal year. Because faculty will continue to require readings from expensive textbooks and other reading materials, these items will likely continue to be placed on Course Reserves and students will continue to utilize this service.



Over the last decade there has been a steep decline of electronic materials requested on Course Reserves by faculty above. With the advent of course management systems (e.g. Blackboard/Canvas), technology-savvy some faculty believe that they no longer need the Course Reserves. Some libraries have addressed this by switching to a course management system to manage electronic reserves. If Course Reserves managed electronic reserves on a platform such as Canvas professors might once again go through the Library to place electronic materials on reserve, which will increase usage. No additional resources would be necessary except for those to train staff to implement a new platform.

As previously mentioned, the percentage of faculty who use Course Reserves has room for growth. If the Library were to adopt a marketing strategy to raise awareness of this service Course Reserves would see an increase in usage by both faculty who place materials on reserve as well as the students enrolled in their courses. The resources needed for this would be minimal. The Library would assess the success of the marketing campaign by comparing statistics and change strategies if necessary.

Interlibrary Loan

Interlibrary loan is an informational sharing network of libraries and distributors committed to the borrowing and lending of materials, both electronic and print, not otherwise available at one's home institution. Interlibrary loan's reach is global, utilizing free and fee-based resources through public and academic libraries, archives, publishers, and repositories.

Interlibrary loan historically involves the exchange of loaned materials but has come to include document delivery, in which materials located on campus are delivered to faculty and staff.

USF participates in several consortial groups. Traditional ILL is organized and delivered through ILLiad which is the software delivery service provided and supported through OCLC. Other consortiums including Docline and RapidILL are also integrated within the ILLiad system. ILLiad oversees the complete transaction of an interlibrary loan request whether print based or electronic. It tracks whether a library received an item and tracks the print loan. Odyssey is the electronic delivery system utilized by ILLiad to send articles and chapters either directly to the participating ILLiad user or indirectly to the ILLiad library that does not subscribe to Odyssey.

Regional consortiums include Link+, a print-bound lending group comprised of both academic and public libraries that allows for the access of books and media based materials. Each member agrees to comply with the consortium guidelines of paging items and best practices of processing and delivery items within the interstate network. Link+ has provided services to approximately forty-five libraries that agreed to maximum turnaround of three to four days. Recently Link+ has experienced a withdrawal of all but two California State University libraries that originally created the academic consortium. Their withdrawal may have significant impact particularly on the academic libraries who rely on research materials.

Docline is another USF consortium used particularly by Nursing faculty and students. The consortium is free and fee-based, offered through the National Institute of Health. USF has an twenty-four hour turnaround agreement with other Docline participants. All requests are organized through an OCLC (ILLiad) portal and requests are emailed to participating libraries.

Rapid ILL is also a subscription-based consortium. Rapid ILL is a collection of domestic and international libraries that agree to certain processing deadlines to insure maximum efficiencies. Currently USF subscribes to the electronic article delivery agreement. USF has participated in

Rapid ILL for the last three years. Initially our borrowing statistics were Y2015 (429 requests); Y2016 (285 requests); and Y2017 (only 84 requests). Conversely our lending transactions 2015 with 960 requests, 2016 and 1068 requests and currently 893 requests in 2017. The concern is that current lending trends versus the low borrowing statistics are not sustaining the interlibrary loan service. The Department is exploring possible options to improve these trends.

The advantages of interlibrary loan are numerous. As a time saver, interlibrary loan provides patrons with an efficient delivery system in both electronic and print-based materials. The continuum agreement for all the electronic materials by ILLiad, Docline, and Rapid ILL commit to a minimum of twenty-four hours to a maximum of forty-eight hours. Link+ turnaround is agreed to three to four-day with national turnarounds on traditional interlibrary loan at two to three weeks. In each consortium, the patron enjoys a satisfactory delivery window depending on the item. The Library utilizes UPS Campus ship as the optimum delivery system with tracking for both traditional interlibrary loan, document delivery for distance learning/regional campus requests, and international requests.

Interlibrary loan can reduce overall costs of research and obtain copies of materials not in Gleeson collections. Having access to free and loaned materials helps to defray costs that would normally require outright purchase. Students and faculty requiring vast amount of research materials would be significantly compromised if it were not for the ability to obtain such items free and at a low lending cost. The role of resource sharing optimizes these options by emphasizing common resource sharing agreements with other California libraries and particularly the AJCU system. The Jesuit library network provides a valuable asset to what otherwise might be a fee-based request. The Library relies upon these reciprocal lending agreements to minimize fees.

Interlibrary loan enhances the curriculum by allowing opportunity to acquire materials otherwise not available in the collection. Students benefit from having access to hard-to-obtain sources that they can use in their research. Faculty too benefit from interlibrary loan access as they often require it in order to further their own research for publication.

There are limitations to interlibrary loan. Many times students will want to obtain materials that require a lending fee. Most libraries offer reciprocal lending agreements but because of the demand on institutional resources, some lenders with require fees ranging from \$15.00 to \$30.00 depending on the item. USF has made every effort to obtain free or low fee-based materials but fees can hinder a student's ability to widen the net on available research. Copyright restrictions and author embargoes also may impact student and faculty access to materials. One solution for an improving interlibrary loan access is to consider a different economic model in which the Library would absorb the fees. Other Jesuit institutions have provided this service to their patrons thus ensuring greater scholastic access.

Student Assistants

Student assistants are vital to Access Services in meeting our operational needs and achieving our goals. This consists of, but is not limited to, providing a superior level of customer service for students, staff, and faculty and performing daily tasks that help the department run efficiently. Working as a student assistant in Gleeson Library also allows for opportunities for students to gain professional experiences that will benefit them at USF as well as in their future careers.

Many student assistants begin working for Gleeson their freshmen year and stay with the Library for the duration of their college career. Each semester, students are learning both applicable job skills while at the same time reinforcing aspects of the University's mission by providing services to their peers as well as staff and faculty.

Responsibilities and Expectations

Every semester Access Services employees approximately 14 student assistants, each working an average of 15 hrs a week. Having this number of student assistants is dependent on the student budget. The budget for fiscal year 16/17 was \$67,979. In this same fiscal year, the total amount of hours worked by students in the Access Services Department was 3,113.5 hours.

The department has an ongoing training program. Every new student assistant is trained to have a solid understanding of the Library of Congress call number system in order to be able to sort and shelve library material as well as to have familiarity with library policies and procedures. This training is done with a very hands-on approach. As training continues, students take on the following responsibilities:

- o Maintain good stack order through re-shelving material.
 - During August 2016-May 2017 Gleeson Library circulated 40,848 items to users.
- o Perform thorough pick-ups of material throughout the Library.
- o Shelf-read in assigned areas to ensure that material is in correct order.
 - There is 51,056 linear feet of occupied shelving in which students are assigned shelf-reading assignments to cover the entire collection each semester.
- o Assist in any shifts of Library material.
 - Considering Gleeson Library is at 85.8% of capacity, which is .8% above the standard "maximum working capacity" standards for libraries.
- o Search throughout the Library for missing items.
- o Convert documents to digital format.
- o Assist staff at the circulation counter and Access desk providing customer service.
 - Looking at the last three years our gate count has grown from 403,634 in fiscal year 13/14 to 433,325 in 15/16.
- o Direct patrons throughout the Library and University.
- o Check-in and check-out of library materials.
- o Enforce library policies.

- o Undertake additional tasks as assigned by supervisors.

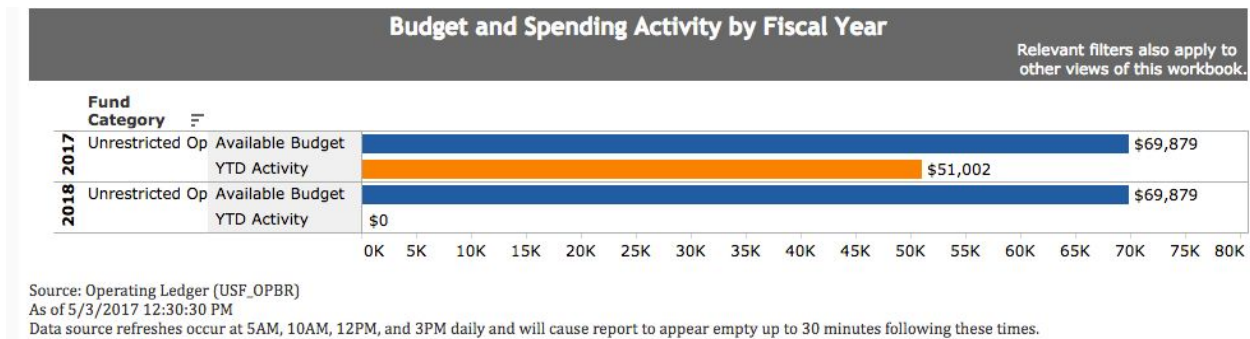
In addition to these responsibilities, student assistants often are asked to assist library staff with special projects such as book displays, library outreach, and assisting other departments to fulfill their operational needs.

Looking Toward the Future

One of the key challenges with respect to student assistants is maintaining competitive hourly rates and work-study availability. The Library has limited resources in all areas of the operation. This extends to student pay rates. Should the Library not be able to offer a competitive wage, it is anticipated that filling those positions could become more difficult. Similarly, should federal work-study become less accessible, it would likely have an impact on the student employment budget and allowable staffing levels.

Budget

San Francisco’s minimum wage was raised from \$13/hour to [\\$14/hour](#) in July 2017. This recent rise in the minimum wage will greatly affect the Library’s ability to hire and retain an adequate number of student assistants each semester. This past fiscal year, FY 15/16, the department’s student assistant budget was \$67,879. In Access Services, students worked a total of 3,113.5 hours combined. Compensation for these hours fell within the budget, however as the minimum wage continues to rise, this may not be the case for future years.



To balance the student budget, the department strives to hire student assistants who have received work-study in their financial aid package. This makes the recent rise in minimum wage a bit easier to manage, but considering the amount of compensation compared to the hours worked, it is likely that even this will not be sustainable in hiring and retaining an adequate amount of student assistants in the Access Services department.

Areas for Improvement

There are several areas for improvement when it comes to student assistants. One is to increase the amount of job responsibilities and work experience students gain while working at

Gleeson Library. This can be achieved by offering additional training for both students as well as library staff.

The current staffing model consists of at least one staff member and one student assistant during all operational hours. However, there are times when this model is not optimal. Future staffing model's should better align with library usage, particularly peak usage periods.

There is also room for improvement when it comes to means of communication with student assistants. Currently the department relies on email as the primary way to communicate. Although this is often effective, by communicating in this way information is often not seen. We also have recently experimented with using a communication tool called Slack. Slack allows for communication in a messageboard-like setting, away from emails. Mostly used by staff members, [Slack](#) is just recently being used as a communication tool for reference student assistants.

Room for growth and improvement can also be found in our "Beginning of the Semester Orientation." This orientation began in Fall 2016. It was intended to give new and returning students a quick introduction to the Library and what it entails to be a library employee (i.e. customer service skills, knowledge of how the Library operates, and other valuable information). During the last orientation the Library had 23 students in attendance and a 100% participation rate. The department conducted a qualitative survey and found that the session was met with overwhelmingly positive feedback. Areas for improvement for this orientation include improving how to have students retain (as well as staff reinforce) the information gathered by those attending the orientation. The Library could also improve how to motivate students to get involved and invested in their positions. Areas for growth include adding more information to the orientation that will benefit our end users: better training will result in better service. The Library also might consider formalizing a way for student workers to provide feedback on library processes and issues. Gathering input from all employees is critical to growing the organization.

Another area for improvement is to prepare staff more thoroughly to train incoming student assistants. Although library staff is knowledgeable in the operation and procedures of the Library, offering "refreshers" throughout the year will be beneficial in ensuring that student assistants have optimum training.

Stacks

Introduction

The stacks are comprised of physical collections in two locations: on-site at Gleeson Library and off-site at a storage facility on USF's Lone Mountain Campus (Lone Mountain Storage). The stacks at Gleeson Library are open and browsable by all patrons. Lone Mountain Storage is closed and inaccessible to patrons; storage materials must be requested via the library catalog.

The Stacks coordinator retrieves requests on an ongoing basis. *Table 1* below provides an overview of the collections that are held in the two locations.

Between the two locations, there are approximately 584,700 monographs and media items (videos, games, etc.), and 5,107 unique periodical titles. Periodicals are library use only, but available for circulation among faculty. All monographs are arranged according to the Library of Congress Classification System; periodicals are arranged alphabetically by title; and smaller media collections are arranged by simplified alphanumeric systems.

Maintenance:

The Access Services department performs routine work to keep the stacks in orderly condition for patrons. Student assistants play a large role in maintaining the stacks. They reshelve all books either returned or left unshelved in the Library by patrons, conduct searches for missing items, and shift items in congested areas to accommodate ease of access and collection growth. Each student assistant is assigned a section of the Library's collection for which they are responsible. This "section" work consists of shelf-reading, straightening messy shelves, recording the number of errors fixed, and reporting overcrowded areas to the Stacks Coordinator.

The Stacks Coordinator is responsible for training and delegating the described tasks to the Student Assistants. They also collect and maintain stacks space usage and collection allocation data, plan shifts, and update range finders. In order to maintain the integrity of the Library's holdings data, they track the number of searches for missing items (found and not found) and deliver reports for "missing," "billed," and "lost and paid" items to the Head of Acquisitions and Collection Management.

Space Usage:

In summer 2016, an analysis of available space in the stacks of Gleeson Library and Lone Mountain Storage was conducted. The analysis followed the integration of 12,400 reference volumes into the core monograph collection of Gleeson Library. This had a significant impact on space availability in the already-full stacks. As indicated in *Table 2* below, the core monograph collection is at an estimated 85.8% capacity and Lone Mountain Storage is at an estimated 82.7% capacity. It was also found that, on a projected average, the core monograph collection in Gleeson Library will grow by 1% every year. Collection growth varies by call number range as indicated in *Table 3* in the appendix. The collections housed in Lone Mountain Storage will not grow.

Table 2 shows that some sections are well over the “maximum working capacity”⁵ threshold for collection density. It is recommended that an ongoing, systematic deselection program be established to allow for future growth of the circulating collection. It is also recommended that deselection be undertaken in Lone Mountain Storage as the space is unfit to store library materials.

Third Party Off-Site Storage:

As a result of the summer 2017 renovation projects in Gleeson Library, it was necessary to move all bound periodicals on the 2nd floor (approximately 19,000 linear feet of material) to a third party off-site storage company, Iron Mountain. This relocation is permanent. Unbound material will continue to accumulate and remain on the 2nd floor of Gleeson Library until it is bound, at which point it will be moved to Iron Mountain. Bound periodicals will be accessible to library patrons; Iron Mountain will fulfill delivery requests within two business days.

Gleeson Library previously had not created item records for bound periodicals. As part of the service agreement, Iron Mountain will be barcoding and providing an inventory list of all items in storage. This work will make delivery requests possible and greatly improve the accuracy of the Library’s periodicals holdings data.

Inventory:

It is unknown when the last time an inventory of all physical items at Gleeson Library and Lone Mountain Storage was performed. As stewards of the collection and to provide the best library experience to our patrons, it is essential that we keep the catalog data as accurate as possible. It is recommended that Access Services replace the aforementioned “section” work with an ongoing inventory program for the entire collection. As opposed to shelf-reading assignments, an inventory program will be more precise in terms of identifying shelving and cataloging errors. As a result, the organization and data about the collection will be more accurate and the data about the collection will be much improved.

The necessity of this work presents a challenge as it is also recommended that a large-scale deselection be performed. There are advantages of tying the two projects together as a united effort. However, the order in which these projects are conducted requires further examination. Inventory after deselection will avoid unnecessary work for items that will end up being deaccessioned. Inventory before deselection requires working with materials that will not be retained; however, the catalog data will be at its most accurate and will vastly reduce the number of missing items recorded.

Disaster Plan:

⁵ Bottorff, D. W. (2013). Stacks management. In M. J. Krasulski, Jr. & T. A. Dawes (Eds.), *Twenty-first-century access services: On the front line of academic librarianship* (pp. 25-40). Chicago, IL : Association of College & Research Libraries.

Gleeson Library is currently in the process of developing a disaster plan for the physical collections. The plan will include courses of action, as well as contact information for both library staff assigned to specific collections and disaster remediation companies. USF's Risk Management office is working to secure a University-wide contract with a disaster recovery company.

Recommendations:

The collection is in good physical shape, but the contents of the stacks have never been inventoried and are beyond working capacity. As aforementioned, it is recommended that the Library perform an ongoing inventory to improve its catalog data. This will require the acquisition of tablets and portable scanners; the estimated cost for this hardware is \$5,000. It is also recommended that the library establish an ongoing systematic deselection process to improve the quality of the materials in the stacks. The order in which these two processes will be staged is to be determined. Finally, monitoring these processes and tracking progress is crucial to their success. It is recommended that systems training be provided to the Stacks Coordinator so that collection statistics and reports are collected and created on an ongoing basis.

Appendix

Table 1. Gleeson Library and Lone Mountain Storage Stacks

Floor	Core collection(s)	Other collections
Gleeson Library		
Lower Level	A-G monographs	Theses/dissertations, maps
1st Floor		New books, popular fiction, seed library, games, videos, course reserves
2nd Floor	H monographs, A-Z bound periodicals	Current periodicals, congressional records
3rd Floor	J-Z monographs	Rare books, folio, congressional records
Lone Mountain Storage		
1st Floor	H-Z bound periodicals	Oversized bound periodicals
2nd Floor	A-H bound periodicals	Oversized monographs, microprint
3rd Floor	H-Z monographs	J-Z folio, theses/dissertations
4th Floor	A-G monographs	A-H folio

Table 2. Gleeson Library and Lone Mountain Storage Space Usage

Location (Collection)	Total Linear Feet of All Shelves	Linear Feet of Occupied Shelves	Percentage Capacity
Gleeson Library			
Lower Level (A-G monographs)	21,703	18,903	87.1%
2nd Floor (H monographs)	7,350	6,326	86.1%
3rd Floor (J-PN monographs)	9,882	8,674	87.8%
3rd Floor (PQ-T monographs)	18,620	15,651	84.1%
3rd Floor (U-Z monographs)	1,980	1,502	75.8%
TOTAL	59,535	51,056	85.8%
Lone Mountain Storage			
1st Floor (Periodicals)	1,680	1,493	88.9%
2nd Floor (Periodicals)	1,797	1,526	84.9%
3rd Floor (Monographs)	1,910	1,400	73.3%
4th Floor (Monographs)	2,686	2,254	83.9%
TOTAL	8,073	6,673	82.7%

Table 3. Projected Rate of Linear Collection Growth in Gleeson Library

Section/Location	Average Number of Items Added Per Year	Average Linear Feet of Items Added Per Year	Projected Average Rate of Linear Growth
A - G (Lower Level)	1788	177.5	0.88%
H (2nd Level)	624	61.9	0.91%
J - PN (3rd Floor)	1276	126.7	1.38%

PQ - T (3rd Floor)	1739	172.6	1.02%
U - Z (3rd Floor)	103	10.2	0.59%
TOTAL	5530	549	1%

6b. Acquisitions and Collection Management

Key functions/services

The Acquisitions department is responsible for the ordering and receipt of library materials in all formats, processing invoices, and management of the library materials budget. The department combines the functions of acquisitions, collection management, periodicals, and electronic resources.

Staffing

The department currently consists of 2 full time librarians, 5 full time library assistants, and 1 part time student worker.

Erika Johnson, Head of Acquisitions and Collection Management

Sherise Kimura, Electronic Resources Librarian

David Ferguson, Acquisitions Coordinator

Michelle Lam, Acquisitions Specialist

Irina Shumyater, Acquisitions Technician

Patrick Dunagan, Periodicals & Bindery Specialist

Ava Koohbor, Periodicals & Electronic Journal Specialist

Bethlehem Madgo, Student Assistant

Additional acquisitions duties are performed by Debbie Benrubi, the Technical Services Librarian, who orders the DVDs and provides support for streaming media, and Lloyd Affholter, a library assistant in the Cataloging department, who submits book orders that are requested via the Gleeson website.

Effective in 2017, the Acquisitions department also orders all books and newspapers for the regional campus libraries since these are now paid from Gleeson Library funds, following budget cutbacks that eliminated the materials funds for branch libraries.

Although there is a great deal of cooperation among the entire department, two general teams have emerged: one focused on monographic acquisitions and the other on electronic resources and periodicals.

Monographs and standing orders are handled by Michelle Lam (Acquisitions Specialist) and Irina Shumyater (Acquisitions Technician). They share the responsibility of verifying all selector

orders placed in GOBI, receiving all print books, and paying the invoices for print and electronic books. After the library assistants verify the order information is correct, the Head of Acquisitions and Collection Management exports order records from GOBI into Sierra and then transmits them back to GOBI via EDI on a weekly basis. Rush orders are placed with Amazon. The Department Head also creates orders for [rare books](#), and is responsible for selecting titles for the McNaughton popular reading collection. While in general the Library no longer accepts materials donations except at the discretion of the Dean, the small amount of gifts that are accepted are evaluated by the Department Head before being either passed on for cataloging or sent to Better World Books.

Print and electronic journals are managed as part of a team comprised of the David Ferguson (Acquisitions Coordinator), Ava Koohbor (Periodicals & Electronic Journal Specialist), and Patrick Dunagan (Periodicals & Bindery Specialist), in consultation with Sherise Kimura (Electronic Resources Librarian) and the Department Head. Together they ensure that periodicals holdings are accurately represented in the catalog and Journal Finder, assist Sherise with the collection of usage statistics, and collaborate on the hiring, training, and supervision of student assistants. David also has primary responsibility for ordering, claiming, and invoicing of print and electronic journals and packages. Due to a shrinking budget and the move away from print journals, binding activities have been greatly reduced. The Library was unable to send any materials to the bindery in FY17, so Patrick's responsibilities were adjusted toward e-resources. Pending USF's FY18 budget, the Library may resume a small amount of binding for damaged books and select print journals.

Membership in [SCELC](#) (Statewide California Electronic Library Consortium) greatly increases the Library's ability to obtain databases, ebook, and ejournal packages by leveraging the deep consortial discounts they negotiate on members' behalf. The Library orders any new databases or electronic packages through SCELC whenever possible. According to the 2017 Institutional Savings Report included with the annual renewal list, the University of San Francisco is currently saving 89% off list prices for materials subscribed through SCELC. At this point however, most new databases are added only as one-time end of year purchases when funds permit.

How the department supports mission/curriculum:

Through the work of the Acquisitions department, the Gleeson Library provides support to academic programs by making available the broadest possible array of learning and information resources for instruction and research. Requests for materials generally come through Library Liaisons either as part of their collection development responsibilities or through Faculty requests. Purchase suggestions may also be submitted by students, staff, or other community members via a form on the library website. In general the library attempts to acquire the suggested resources as long as they fall within the parameters of the Collection Development policy and budget constraints. New subscriptions are rarely added due to the need for ongoing financial support, but Acquisitions works with liaisons and faculty to accommodate such requests whenever possible.

Measures of effectiveness:

Correlating the numbers of books purchased, journal articles accessed, or dollars spent to student learning outcomes is difficult at best. Effectiveness in library acquisitions has traditionally been measured by counting materials acquired and current subscriptions, as well as by balanced encumbrances and expenditures at the close of the budget year. In that respect, the Library does endeavor to spend University allocations down to the last dollar each year, and is working on lowering restricted endowment balances through a combination of budget relief and one-time purchases. Annual acquisitions statistics paint a less clear picture in that as purchasing power erodes, so do the number of items the Library is able to add each year. A better metric may be to look at circulation, interlibrary loan requests, and usage statistics to gauge whether the materials are being utilized, and to adjust acquisitions strategies accordingly. The department has begun some preliminary analysis of this data but it is a time consuming and resource intensive process. Some results of a 2016 analysis are in the table below. Note that the higher the ratio of titles added to LINK+ titles borrowed, the better the collection is performing.

Comparison of LINK+ borrowing to circulation 2011-2016

LC	Subject	LINK+ borrowed	Titles purchased	Titles with at least 1 use	% circ	Collection performance
BL-BX	Religion	901	3848	1850	48.08%	67.25%
J,K	Political science & law	517	1252	572	45.69%	52.53%
P	Lang & Lit	3614	6768	3881	57.34%	51.78%
Q	Science	503	1397	517	37.01%	50.69%
A,Z	General	360	479	353	73.70%	49.51%
B-BD, BH-BJ	Philosophy	442	804	425	52.86%	49.02%
N	Arts	1289	1903	1184	62.22%	47.88%
HA-HJ	Bus/stats	877	1544	702	45.47%	44.46%
C,D,E,F,U,V	History	2233	3133	1690	53.94%	43.08%
R,S	Medicine, etc.	689	843	517	61.33%	42.87%
T	Technology	552	912	407	44.63%	42.44%
H, HM-HX	Social sci	1246	1581	909	57.50%	42.18%
G	Geography	610	586	346	59.04%	36.19%
L	Education	618	772	340	44.04%	35.49%
BF	Psychology	444	308	197	63.96%	30.73%
M	Music	314	190	102	53.68%	24.52%

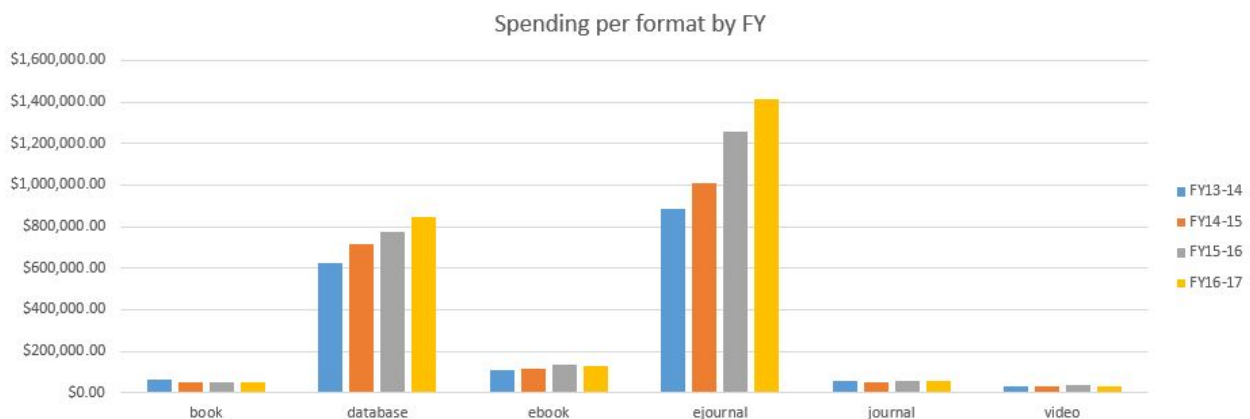
Challenges

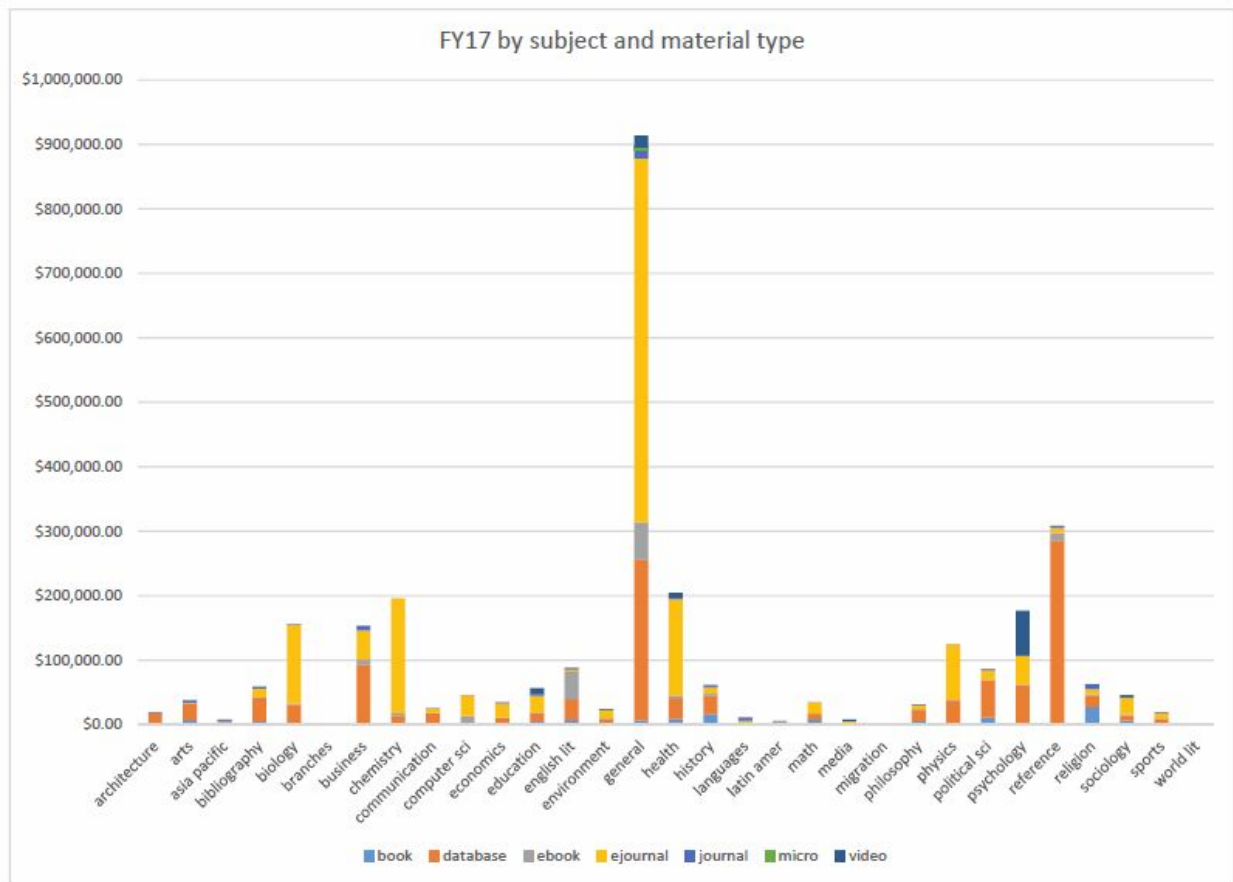
In 2014, the Acquisitions department participated in a [Technical Services](#) review process. Many of the recommendations from that report have been implemented in the intervening years, including consolidation of book vendors and subsequent implementation of electronic ordering and slip profiles, as well as moving the Electronic Resources Librarian into Acquisitions from the Reference department. There has been a learning curve for all staff as staff learned the new book ordering interface and revamped workflows, but books are being ordered much more

efficiently now than when staff had to manually search OCLC for each record from a printed-out stack of orders. As for the integration of e-resources, the department is still ironing out better communication and processes, but overall it has been beneficial to have a more cohesive unit. All members of the department are in the process of documenting their individual workflows to incorporate into a shared online document to aid us in identifying duplicated efforts or where things “fall through the cracks,” as well as reminders for processes staff perform less frequently.

Additional challenges facing Acquisitions relate to the ever-increasing subscription costs versus the flat or shrinking budget. The Library was forced to rely entirely on restricted endowment funds for all monographic purchases in FY17 and, beginning in FY18, for a significant portion of ongoing resources as well. The Library has historically kept its university- allocated (“unrestricted”) funds in very broad, materials-based categories for books, periodicals, databases, videos, and binding. This makes it difficult to assess whether the Library is accurately spending according to program needs, or whether it should assign specific dollar amounts to each Liaison. Further, databases and periodicals are not classified, which makes exact subject spending difficult to pinpoint. The Head of Acquisitions and Collection Management has been working to devise an allocation model to reflect more accurately program strengths, but this work has been hampered by the above-mentioned reduction in unrestricted funding coupled with increasing costs of ongoing resources. A particular hurdle for the Head of Acquisitions to overcome will be reconciling ongoing expenditures in Sierra, which operates on daily cash accounting, against the University’s accrual accounting systems which are calculated only quarterly, to ensure that the Library does not overspend these restricted allocations.

The charts below demonstrate the increasing costs by format over the past four fiscal years, and the proportion spent in FY17 in the general subject categories assigned by Acquisitions staff in the order record:





6c. Cataloging and Metadata Management

Purpose of Department

The Cataloging and Metadata Management department exists to “Exert complete bibliographic control over all library materials, in all locations, in all formats; Maintain the integrity and internal consistency of Ignacio, Gleeson’s online public access catalog; and Provide information to other departments and the university community in general about the philosophy, goals, and practices of the overall enterprise of bibliographical control.”⁶

Support of USF Mission and Curriculum:

This department supports the mission of the University by working to make all library resources discoverable by students, faculty, and staff as they “pursue truth and follow evidence to its conclusion.”⁷ The department organizes descriptive metadata for the Library’s hundreds of

⁶ 2007, Library Self-Study, Catalog Department section

⁷ About USF, Our Values: Core Values, <https://www.usfca.edu/about-usf/who-we-are/our-values>

thousands of resources; collocating and classifying using standardized tools, to support information seeking students, faculty, and staff. Staff in this department create, remediate, and transform metadata to support the process of finding, identifying, selecting, and obtaining information. In describing what it means to be “Jesuit Educated,” USF cites “a commitment to explore” and so the Cataloging and Metadata Management Department supports this commitment by providing a map of library resources to those students exploring the ideas, concepts, and knowledge essential to a Jesuit education.

The essential functions of the department’s work are aligned with University Core Values. By creating and providing robust and structured metadata the department provides the basis for identifying and revealing works within the library collection that present “a diversity of perspectives, experiences and traditions” that are “essential components of a quality education.” In addition, by utilizing tools and standards created and vetted by national leaders and international agencies, staff in this department are committed to “excellence as the standard for teaching, scholarship, creative expression and service to the University community.”⁸

In addition, the department supports the University’s curriculum through the timely and full description, collocation, and classification of library resources, making them available within a schema that supports discovery aligned with the University’s core curriculum areas:

USF’s Core Curriculum Areas ⁹	Library of Congress Classification assigned by the Cataloging and Metadata Management Department
Foundations of Communication (public speaking, rhetoric, and language)	P -- Languages (including public speaking, rhetoric, and language)
Math and the Sciences	R -- Math Q -- Sciences
Humanities (literature and history)	P -- Languages and Literature D -- World History E, F -- History of the Americas
Philosophy, Theology, and Religious Studies	B, BD -- Philosophy BL - BX -- Theology and Religious Studies
Social Sciences	H -- Social Sciences
Visual and Performing Arts	N -- Fine Arts M -- Music

⁸ About USF, Our Values: Core Values, <https://www.usfca.edu/about-usf/who-we-are/our-values>

⁹ USF Academics, Undergraduate, The Core Curriculum: <https://www.usfca.edu/academics/undergraduate/core-curriculum>

With USF's Core Curriculum specifically calling out goals of competency in "critical analysis of academic discourse," "integrating multiple academic sources," and "incorporating extensive independent library research"¹⁰ it's clear that the Library is essential to the core academic program of the University. To support these aims within the Core, the Cataloging and Metadata Management Department provides a sophisticated set of library data upon which patrons can search, filter, and discover library resources.

Information that follows will provide more detail on the context, operations, and measures of effectiveness in the Cataloging and Metadata Management Department.

Department Overview & Context

Staffing

The department currently consists of 3 full time librarians, 2 full time library assistants, and 2-3 part time student workers.¹¹

- Gina Solares, Head of Cataloging and Metadata Management
 - Leads and directs the work of the department
 - Coordinates database maintenance activities and statistical reporting
 - Primary responsibility for serials and special collections cataloging
- Deborah Benrubi, Technical Services Librarian
 - Primary responsibility for acquisition and cataloging of media resources
 - Coordinates technical processing and cataloging for government documents in conjunction with Government Information Librarian¹²
 - Instruction and Liaison for Architecture and Community Design, International Studies, and Media Studies
- Justine Withers, Electronic and Continuing Resources Catalog Librarian
 - Primary responsibility for tracking and loading marc record updates from ejournal and ebook knowledge bases
 - Coordinates mapping, display, and optimization of catalog data
 - Reference and Liaison for Chemistry and Computer Science
- [vacant as of September 2017] , Cataloging Coordinator
 - Primary responsibility for coordinating all print monographic cataloging
 - Creates and maintains regional campus catalog records
 - Hires, trains, and supervises student workers
- Lloyd Affholter, Library Assistant, Documents and Technical Services
 - Primary responsibility for continuations cataloging
 - Receives, tracks, and processes print government documents
 - Processes patron requests for acquisitions

¹⁰ USF Academics, Undergraduate, Core Curriculum, Area A: Foundations of Communication <https://www.usfca.edu/catalog/undergraduate/core/area-foundations-of-communication>

¹¹ See [Faculty](#) and [Staff](#) sections of this Self Study for more details

¹² See [Government Information](#) section of this Self Study for more details

- Jessica Nunez, Student assistant, PT
- Heidi Warde, Student assistant, PT

This brief summary is meant to give a general sense of responsibilities within the department. Note that most staff in the department have responsibilities outside of their Cataloging and Metadata Management Department duties, filling roles in Acquisitions, Government Information, Reference, and Instruction. In addition, staff in the department participate in outreach and staff development activities.

Over the past four years, the department roster has changed significantly with the departure of two long-time members. Eric Ewen, former department head, retired in 2014 after 40 years of service, and Benjamin Watson retired in 2014 after 27 years of service to the University. These open positions offered an opportunity to shift the department vision to encompass new metadata formats and shift cataloging efforts towards description and control of electronic resources. In addition, Erin Lybrand-Wenz, the Cataloging Coordinator, recently accepted a librarian level position at another library after 10 years of working at USF. The department anticipates filling that Library Assistant position in a timely fashion.

Cataloging context:¹³

Members of the department work primarily with marc formatted data, cataloging new print and media acquisitions in OCLC and Sierra. Staff also ingest records & datasets from a variety of vendors for ebooks, streaming media, and government documents. The Library uses Ebsco's Full Text Finder as an ejournal knowledge base, and from that, monthly title-level marc record updates are manually loaded into Sierra. Catalogers use OCLC's Collection Manager knowledge base for most ebook records in the system and updates are loaded weekly. Data is also harvested via OAI-PMH from the [Scholarship Repository](#) for electronic theses and dissertations and transformed into marc for ingestion into Sierra. Records from Sierra are pushed out into the library's discovery layer on a weekly basis, and less frequently into the acquisitions vendor's system, catalog enhancement services, or for one-time projects such as the recent shared print initiative.¹⁴

¹³ See the [Systems](#) portion of this Self Study for more information about Systems infrastructure

¹⁴ See the [Collection Analysis](#) section for more information about the Shared Print project

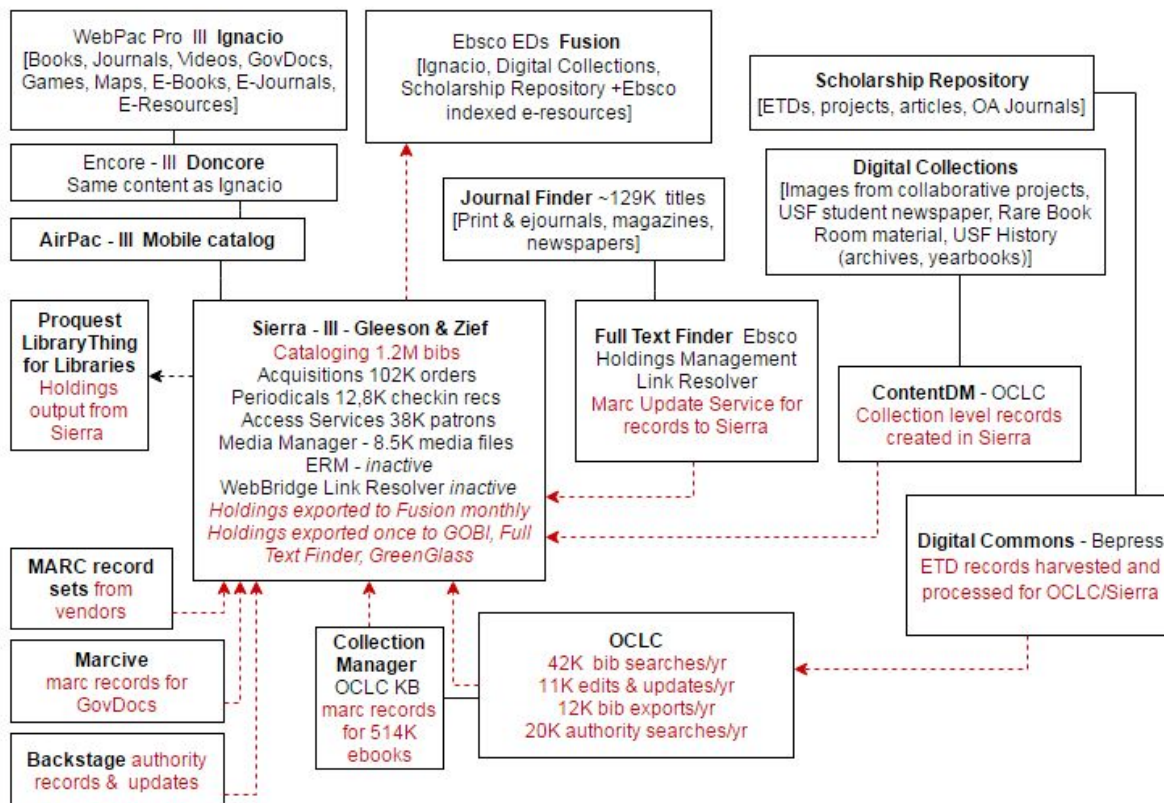


Figure 1. Sources and systems of metadata managed by the department

The library contracts with Backstage Library Works to support authority control and utilizes LibraryThing for Libraries enhancements for cover images in the catalog. Records for Government Documents are managed through Marcive.

Database context

Metadata is created and maintained within Innovative Interfaces' Sierra system. The data is indexed for display in two public catalogs: WebPacPro, branded as [Ignacio](#) and Encore, branded as [Doncore](#). In addition, catalog data is regularly output for use in the Library's discovery layer, Ebsco's EDS, branded as [Fusion](#) at Gleeson Library. The Library's catalog is shared with the Zief Law Library. Catalogers maintain a separate record approach for Gleeson and Zief holdings and each library maintains a separate cataloging staff, policies, and operations.

INNOVATIVE SYSTEM STATUS				
RECORD TYPE	LAST REC#	CURRENT#	MAX ALLOWED	#DELETED
BIBLIOGRAPHIC	30335814	1415585	2000000	617991
ORDER	3115318	105384	200000	106142
CHECKIN	1464942	9596	100000	36898
ITEM	30716895	992126	2300000	1079367
PATRON	11613233	47251	300000	114071
AUTHORITY	24936078	801970	1000000	691633
COURSE	10050498	710	1500	4339
VENDOR	10006758	659	30000	16
RESOURCE	1000516x	217	100000	299
LICENSE	10000045	2	100000	2
CONTACT	10000707	64	100000	6
INVOICE	1031121x	29962	300000	1159

Figure 2. Database size and record count (as of July 2017)

Although patrons can limit their searches by location, the library does not provide a public scoped catalog search option. Gleeson maintains 47 location codes and 31 item types for collections within the building, at USF's regional campuses, Lone Mountain storage, and the Jesuit House library.

Operations & Measures of Effectiveness

Physical items

In FY15 and FY16, the department cataloged roughly 4,500 physical items each year, of which approximately 10% were periodicals, rare books, videos, maps, video games, board games, and CDs. Student workers provide most copy-cataloging, with library assistants and librarians time devoted to complex and original cataloging as well as quality and authority control. Cataloging of print materials keeps pace with new acquisitions and the department has little to no cataloging backlog for this material. The rate of acquisition and receipt of physical items varies throughout the year, but has declined significantly in the most recent year due to budget cuts.



Figure 3. Items cataloged and delivered to Access Services 2016-2017

Government Information cataloging

Staff in Cataloging and Metadata Management are responsible for cataloging and technical processing for government information. The library continues to receive print federal government documents, the bulk of which are routed to Zief Law Library. Records for electronic government documents are provided by Marcive. The cost of these records is currently borne by the FDLP Cataloging Record Distribution Program. These records are loaded by Karen Johnson, Systems Librarian, in consultation and concert with Debbie Benrubi, Technical Services Librarian. In addition, Debbie Benrubi has been collaborating with Carol Spector, Government Information Librarian and Jessica Lu, Digital Program Librarian to develop a pilot project for a locally held digital government documents collection.

Media cataloging

The Library's collection includes many physical media formats, including maps, DVDs, CDs, CD/DVD-ROMs, VHS, videogames, board games, puzzles, slides, 2D graphics, and audio cassettes. These items are fully cataloged within Sierra and are arranged in cabinets or shelves, classed or ordered by region or title, as appropriate to the format. Portions of the media collection are shelved behind Access Services, while maps and government documents are shelved in separate cabinets and shelves. In 2016, Lloyd Affholter completed a large project to sort, identify dates, and create item records for California topographic maps, thereby adding records for 400+ maps. Despite work by the department to make these resources visible in the catalog, physical access to these map collections has been minimized by insufficient space to

showcase and use these materials. After the renovation of the Lower Level during Summer 2017, the map cabinets and atlases were relocated to the first floor north end of the library.

The library acquires and catalogs DVDs when requested by faculty to support instruction and curriculum. Over the past decade the library acquired and cataloged on average 260 DVDs per year. Currently media acquisition and cataloging are combined into the role of Technical Services Librarian Debbie Benrubi, who also responds to media copyright questions, inquiries about public performance rights, and issues of streaming media and preservation reformatting.

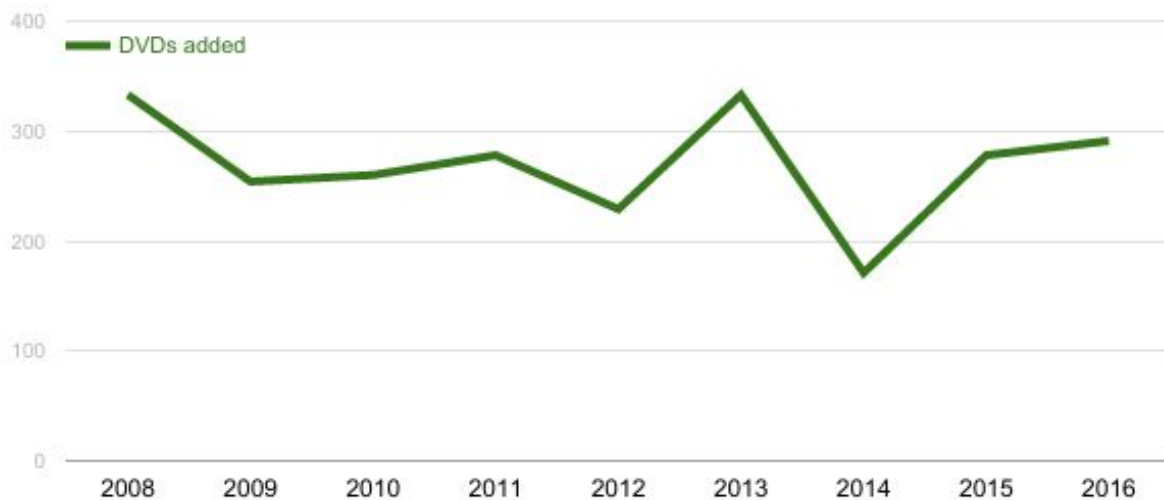


Figure 4. DVDs cataloged per year 2008-2016

In addition to these physical formats, the library also provides access to approximately 43,700 streaming media titles through licensing and a small streaming DDA plan. Streaming media cataloging draws heavily from vendor supplied records, with cataloger intervention to deduplicate and manage access details.

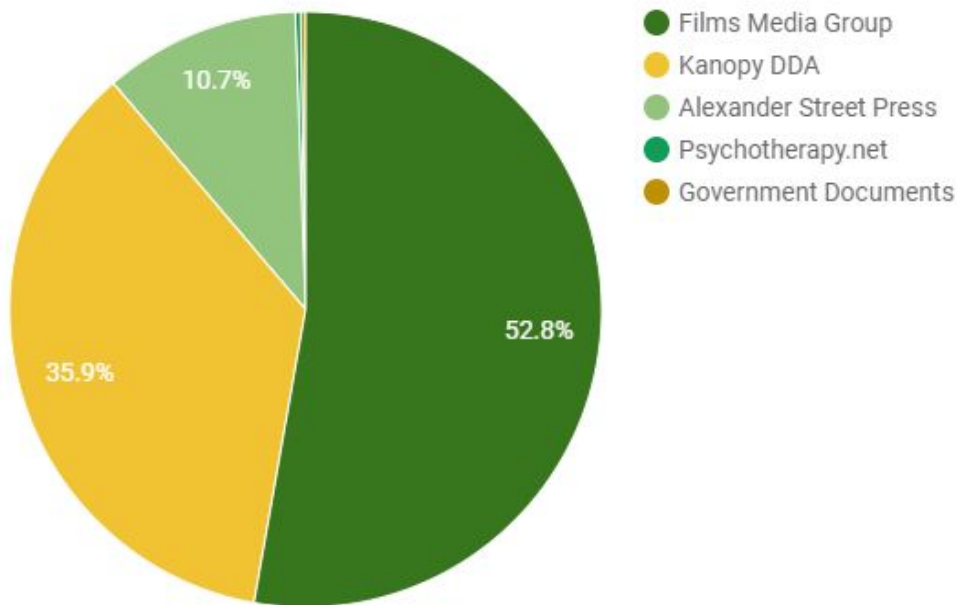


Figure 5. Source and percentage of streaming media records in the catalog

Electronic resources cataloging

With the overwhelming majority of the Library's acquisitions budget devoted to subscriptions and electronic resources, the work of the department has naturally shifted to managing data related to online resources. Staff deal with metadata for streaming media as mentioned above, but also ebooks and ejournals, and electronic government documents in all digital formats. Preliminary work has been done to expand the marc material type codes for ebooks and ejournals; however, the department has identified the need to track electronic formats in a more granular way. Staff have started work on expanding the set of codes to include streaming media, electronic maps, databases, etc. That expansion will assist as more sophisticated methods are developed for tracking and reporting on these resources..

The current system and procedures also do not support elegant methods for tracking access rights at the title level. Acquisitions and administrative metadata, including concurrent user limits and perpetual access rights, are not easily propagated to title level records. This has caused problems in the past when patrons have expected perpetual access to a subscription title that gets dropped from a particular package. It would be useful, though likely time consuming, to develop mechanisms to make this information more visible and clear to USF patrons.

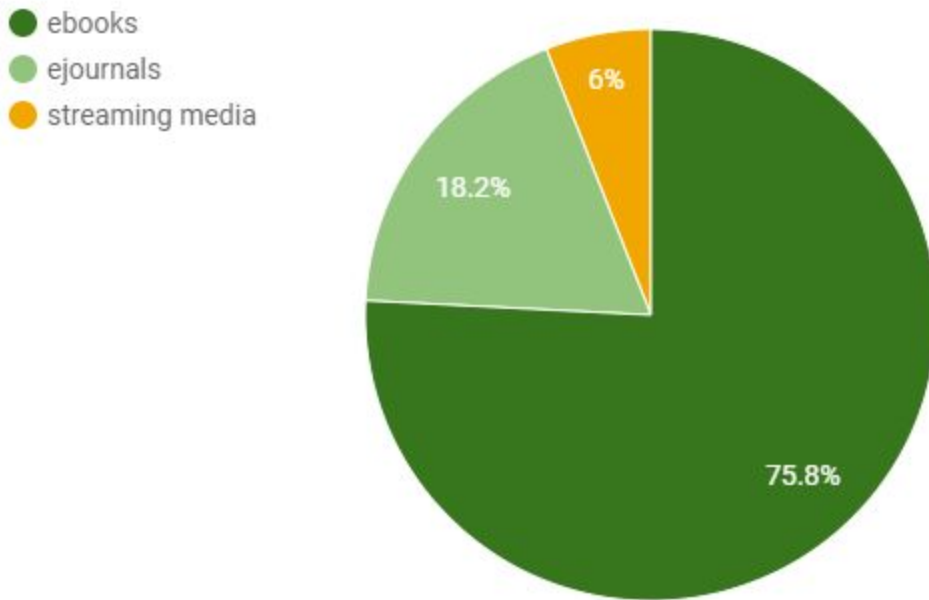


Figure 6. Percentage of ebooks, ejournals, and streaming media records in the catalog

Staff members in the department use a variety of cataloging strategies to make these resources discoverable to USF patrons. Ebsco and OCLC knowledge bases provide the bulk of ejournal and ebook records. Justine Withers, Electronic and Continuing Resources Catalog Librarian, coordinates with Sherise Kimura, Electronic Resources Librarian, as well as other acquisitions and cataloging staff to track and load records from those knowledge bases. The department manages metadata for 514,345 ebook titles and provides weekly updates to those records using OCLC’s Collection Manager knowledge base. When there are changes to large ebook packages, or when new collections are added to the knowledge base, staff might process roughly 60,000 weekly updates from the OCLC KB. Ebsco’s Find Full Text knowledge base is the source for ejournal records, and staff track and update changes on 133,538 ejournal records on a monthly basis. In addition, staff members in this department and in Systems load records directly from vendors for other ebook collections, streaming media packages, and electronic government documents.

Department policy is to create separate records for print and electronic resources, which supports more accurate statistics, better record management workflows, and easier filtering in retrieval. Prior to 2015, most record loading happened within the Systems Department. In the past few years, this workflow has been adjusted and responsibility for this task has been distributed amongst Cataloging and Metadata Management staff. The tasks of record evaluation, batch updating, and loading are well within the scope of this department and with that work shifted from the Systems department, Systems staff can focus on troubleshooting and optimizing system settings and functionality. There is a need to improve the user experience on the front end of the catalog as well, and Cataloging and Metadata Management department staff stand ready to lend their expertise to that effort.

Our ILS vendor, Innovative Interfaces has been developing a knowledge base as well, which promises to reduce the need for extensive record loading from other knowledge bases. It remains to be seen if this will become a viable option that could replace EBSCO and OCLC knowledge bases. Currently, the load profiles that control and transform data during loading are fairly static. Exploiting the possibility of these load profile options could improve the ability of staff to ingest and output data from the catalog without significant additional manipulation.

Database Maintenance & Authority Control

Systems and cataloging staff worked with Backstage Library Works to upgrade catalog data to be in compliance with RDA guidelines in 2014. According to the Library's 2007 self-study, 5% of the print collection was "missed" in the retrospective conversion, so staff continue to add records for titles or items as they are discovered. Staff have also addressed other issues that could not be addressed during retrospective conversion, including thousands of upgrades to records with incomplete or incorrect coding, adding missing fixed fields necessary for appropriate faceting (format types, dates), and fields necessary for collocation and searching (series titles). In the past few years, cataloging staff have completed large scale cleanup projects to improve the quality and accuracy of data in the catalog:

- Cleaned up errors reported in hundreds of reports from Backstage
- Processed withdrawals and record removals or replacements for ~1,500 records identified during an acquisitions Missing/Lost/Paid backlog project
- Removed records and holdings for ~500 reference withdrawals
- Contributed to a large scale integration of the 12,500 volume reference collection into the stacks, wherein staff updated locations, barcoded 6,000 volumes, and created item records for nearly 500 volumes
- Verified and removed hundreds of partial records lacking any attached holdings
- Converted the records of thousands of print federal government documents as they were discarded, providing access to the electronic versions of the documents and clearing up discrepancies and coding errors at the same time

Authority control in the catalog is supported through a contract with Backstage Library Works. Staff sends new records to Backstage on a quarterly basis, and Backstage provides quarterly updates to authority records. This process is not foolproof however, as it relies on string matching for authorized headings. This has resulted in incorrect matching in the past, and some cataloger intervention in this process is necessary.

Authority control for electronic resources remains somewhat problematic. Records for ejournals received from Ebsco's Find Full text are not sent through the authority control workflow. Also, records coming in from OCLC's knowledge base are controlled via the OCLC master record. In

theory, as catalogers and others control headings within OCLC, those headings will be flipped to authorized forms. Updates to records will then be pushed into the local catalog.

The above mentioned projects to clean up catalog data, provide fixed field coding, and standardize authority processes should stand the library in good stead as the catalog moves into the next era. Whether the library chooses to migrate to a new system, or implement aspects of linked data, more accurate, granular, and specific data should ease this process.

The department considers a small physical backlog as well as an increasingly accurate and robust set of data to be measures of cataloging success. The department has had fewer reports of inaccurate links or poor data synchronization in the catalog and engages in catalog enhancement projects when possible to improve retrieval for USF patrons.

Another measure of success would be the department's active response to the feedback provided by external reviewers in 2014. Reviewers suggested that catalogers ought to be engaged in "workflow management and ongoing assessment of workflow efficiencies," evaluating and enhancing batches of metadata, "supporting/creating metadata for both print and digital resources," and "ensuring that the capabilities of local and vendor systems are being fully utilized to reduce manual tasks."¹⁵ Staff in the department participate in and lead many of these activities.

Metadata Projects

Another area of operation for this department is metadata projects. In 2014, the department added Metadata Management to its area of responsibility. However, there was no other internal or external alignment of job descriptions. There are two pilot metadata projects underway, but true integration into digital collections or repository metadata management has been minimal.¹⁶

The first metadata project has been a harvesting and transformation process wherein department staff harvest records from the Scholarship Repository for electronic theses and dissertations and transform them using XSLT into marc records for upload to OCLC and ingestion into Sierra. This project repurposes and extends existing metadata, pushing metadata about faculty and student scholarship into OCLC's Worldcat database. In addition, by pulling this data into the catalog, staff are easing discovery of print and electronic theses in one familiar interface.

The second metadata project has been a collaboration between this department, Government Information, and Digital Projects. The goal is to develop a locally-stored digital collection of government documents. Debbie Benrubi is collaborating with Carol Spector and Jessica Lu to determine the workflow for this project. She will be responsible for cataloging documents as well

¹⁵ For more details, see [External Review of Technical Services, 2014](#)

¹⁶ See the [Digital Collections](#) portion of this Self Study for more information about Repository work

as mapping and transforming the metadata in preparation for ingest into this new digital collection.¹⁷

An additional opportunity for metadata work would be for staff in this department to support the [University Archives](#) initiative to launch ArchivesSpace. Staff in this department could assist in transforming finding aids into EAD, contributing data to shared archival portals, or generating item level description for materials as they are digitized. The department remains ready to assist in metadata evaluation, creation, or remediation projects for the Library's digital collections and special collections. Perhaps the recent reorganization and addition of staff in systems will reveal opportunities for collaboration or integration of department staff into digital projects metadata workflows.

Challenges and Opportunities

The department is regularly evaluating and revising cataloging workflows and policies. However, there are still specific challenges to the smooth functioning of work in the department.

The systems used at USF provide some of the greatest challenges. Staff has to deal with system functionality that is not operational or working properly, and often the vendor is of little help in deciphering the problem. Staff have a series of manual processes to move data between multiple vendor systems, making data synchronization and accuracy a time consuming process open to multiple points of error. And, beyond individual record measures, staff has done little work on assessing the user experience of the data and systems produced by work done in the department.

Some opportunities for the department:

- Optimize Sierra to reduce redundant and manual workflows
 - Implement URL checking/verification
 - Review and revise SCAT table, to support statistical reporting by call number
 - Properly activate Automatic Authority Control Processing
 - Set up and run Automated Link Maintenance
 - Get further Sierra/systems training for members of the department so that knowledge of the system isn't accidentally gained, but intentionally created
- Metadata projects to support digital and special collections
 - Continued collaboration with John Hawk, Head Librarian, Special Collections and University Archives, on projects to create minimal level metadata for visual and manuscript resources held in the Rare Book Room.

¹⁷ See the [Government Information](#) portion of this Self Study for more information about the project

- Increased involvement in digital projects, specifically metadata creation, evaluation, or remediation, to support strategic goals set by Jessica Lu, Digital Program Librarian
- Increased support for Archives metadata initiatives, especially those related to the forthcoming ArchivesSpace implementation, and federation of archives metadata to support strategic goals set by Debbie Malone, Archivist
- Evaluate the patron discovery experience holistically
 - Assess and improve Ignacio, the public face of the catalog
 - Integrate assessment of usability that produces regular improvements to data policy and practice as well as front end look and functionality
 - Audit and document data display and indexing in the Library's public facing systems, including Fusion, Ignacio, Doncore, and the Library's mobile catalog, to optimize information retrieval and guide cataloging policy
- Collaborate with colleagues to create a vision for discovery for the Library
 - There is a lack of consensus and understanding about what content or data can or should be available in our public facing systems.
 - Can those systems be more closely knit together to reduce manual record loading and updating? Or would other catalog systems produce a more seamless patron and resource management experience?
 - Would the Library benefit from engaging in an RFP process for a new ILS?
 - Should the Library consider a new Discovery Services department, to coordinate, implement, integrate, and manage the technological infrastructure that supports discovery of the rich resources the Library offers?

6d. Dean's Office

The Dean's office is where you will find the offices of the Library Dean and the Business Manager/Assistant to the Dean. The Dean's office serves as the Library's central administration office. In terms of the organizational hierarchy, the Library Dean and Associate Dean/Head of Access Services are the Library administrators and the Business Manager/Assistant to the Dean is the library budget and administrative associate. The Library Dean is able to delegate some of the strategic decision-making to the Associate Dean. The Business Manager is instrumental in moving things forward where business processes need to be carried out as a result of almost every decision made, in terms of human resources or personnel, budget, purchasing, accounting, and administrative matters. The bullet points that follow highlight the roles and responsibilities of the Dean's office personnel, the library organizational staffing and reporting structure, library business processes, financial oversight, budget creation, including a snapshot of the library budget. The report on the Library Budget and Resources was also prepared by Carmen Fernandez-Baybay. Please see Section 13 and the Appendices for the library finance activity data tables and charts.

Roles and Responsibilities

Dr. Tyrone H. Cannon
Dean, University Libraries

- Reporting to the Provost and Academic Affairs vice president, Dr. Tyrone H. Cannon, Library Dean, is the highest authority responsible for the administration of the university libraries as an organization, including the Ricci Library.
- He coordinates the work of the Library Leadership Team and is responsible for the administration of the University Library and four distance library services at the branch libraries.
- He represents the libraries and establishes collaborative partnership with campus, local, regional, and national groups; serves on the Provost's Council and the President's Leadership Team.
- FY16/17 STAFFING OVERVIEW - Total Staff FTE: **56.59**

The university libraries personnel comprised of:

- 19 FTE Librarians/Main Campus University Library (USFFA, full-time)
- 2.47 FTE Librarians/Branch Libraries (non-USFFA, non-exempt, part-time @ .53 FTE-Santa Rosa, .53 FTE-Pleasanton, .61 FTE-San Jose, and .80 FTE-Sacramento)
- 16.12 FTE Library Assistants (OPE, both full-time and 5 part-time @ .53 FTE)
- 3.00 FTE Administration (Dean, Associate Dean, and Business Manager/Assistant to the Dean)
- 16 FTE Student Assistants (part-time, limited work hours, work study/non-work study/campus work opportunity)
- The Dean's 8 direct reports are: 1 Associate Dean, 1 Business Manager/Assistant to the Dean, and 6 department head librarians.
- Number of Libraries: There are 7 total libraries: Gleeson Library/Geschke Center as the main campus library, 4 branch libraries – Pleasanton, Sacramento, San Jose, and Santa Rosa (closing in December 2018), Ricci Library, and the Zief Law Library (an

independent library for the School of Law students).

- Tyrone's USF Service Milestone: 22-years of service on August 21, 2017.

Carmen Fernandez-Baybay

Business Manager & Assistant to the Dean

- Her resourcefulness is crucial to the library department head librarians and their staff, especially on questions regarding university and library policies and procedures.
- As a member of the Library Leadership Team, Carmen collaborates with the Dean, Associate Dean, and each department head on the following key responsibilities:
 - Fiscal Responsibility: Manages the Gleeson Library/Geschke Center and branch libraries budgets and expenditures. *Expectations and Accomplishments:* A balanced library budget with financial certification submitted to the Accounting and Business Services Associate Vice President's office at fiscal year-end, and effective library business processes, budget spending plans, and financial data reporting.
 - Library Data Reporting: Reports library statistics accurately and in a timely manner – examples of internal and external data collection constituents are NCES/IPEDS (required by the Federal Government), ACRL, USF Office of Institutional Research, USF CIPE or Center for Institutional Planning and Effectiveness, USF Admissions - online university catalog, etc. *Expectation/Accomplishment:* Accurate and timely data reporting (in collaboration with the department heads).
 - HR Administrator Role: Provides the support needed by department heads, e.g., communicating policies and procedures (in consultation with HR).

Expectations and Accomplishments:

- Successful onboarding of new staff hired in any department.
- Prompt submission of EPAFs or electronic personnel action forms – all new staff hire, payroll, promotion, reclassifications, and any other personnel adjustments required.
- Smooth processing of all EPAF approvals for student hiring, re-hiring,

change of assignment, and/or end of employment.

- Prompt posting of vacant positions on the PeopleAdmin USF job site, including any search/interview arrangements needed.
 - Prompt processing of the HR Options billing (this is the USF temporary recruitment agency located at the Lone Mountain campus).
- o Administrative Support in the Dean's Office: Provides administrative support primarily to the Library Dean on a daily basis, to the Associate Dean as needed, and to department heads who occasionally serve as Acting Deans.

Expectations and Accomplishments:

- Smooth operation of the Dean's office -- organized workflow and prioritization of workload, office tasks, and projects that sometimes impact other departments or individuals.
 - Effective processing of printed or electronic forms submitted by library departments.
 - Organizes arrangements for Library Leadership Team meetings and the staff town hall meetings, including meeting announcements, meeting materials, follow-up actions/next steps, and any important updates.
 - Calendar management – dean's calendar, LLT meeting calendar, administrative calendar, vendor contract renewal calendar, etc.
 - Liaison for Development on the Faculty/Staff Giving Campaign – the goal is to encourage librarians and staff to participate in the Day of the Dons Faculty/Staff fundraising that usually starts in April for a month-long campaign. USF is the largest employer of USF alumni which could potentially raise the institution's academic ranking if all or more of its employees donate for students' academic success. Enough participation rate unlocks a large gift from the Board of Trustees and/or anonymous donors. The faculty/staff giving rate is an important factor on grant applications and charitable gifts from corporate foundations. More than 60% of the library personnel donated to USF in FY17.
- Supervision of Student Assistants (1-2 per regular semester): Under the supervision of

the Business Manager/Assistant to the Dean, the student assistant provides general clerical assistance and serves as a receptionist in the Dean's office. Tasks include: filing, document preparation/word processing, data entry, data collection, supplies inventory/ordering, small projects, storage organization, campus errands, etc.

- Carmen's USF Service Milestone: 31 years of service on October 1, 2017 (18 years in the university library and 13 years in two previous positions held -- USF Annual Giving and Alumni Relations).

Library Business Management and Financial Oversight

- The Library Dean is the chief financial officer of a \$9.2 million aggregate operating budget (all funds – unrestricted and restricted/endowment). The Business Manager collaborates with the Dean on the fiscal year budgeting process and is responsible for monitoring the University Library and the branch libraries unit budgets. The Acquisitions head librarian independently manages the library materials budget and expenditures; and, the Distance Learning Services head librarian independently manages all branch libraries' budgets. Both head librarians consult with the Library Dean and the Business Manager on departmental budget reallocations (permanent or temporary adjustments). In the Access Services department, the assistant head processes library access and borrowing applications and handles the fees collection, deposits, and reporting; and, the ILL/Link+ coordinator handles the lending and borrowing fees collection, deposits, payments from other institutions or individuals, and reporting.

Expectations and Accomplishments:

- o The Business Manager moves the library purchase orders forward in a timely manner.
- o The Business Manager makes recommendations that sometimes need to be discussed at the Library Leadership Team meeting.
- o Department heads propose new library products, services or systems; and, budget requests over \$1,000 go through the dean's approval; and over \$5,000 require the Vice Provost/Center for Institutional Planning and Effectiveness (CIPE) approval that could be submitted through the university Budget Assist process.
- o Any new library system, computer hardware or software, equipment or furniture

purchase requires vendor price quotation with department head's approval. A major purchase that costs over \$1,000 needs the library dean's approval.

- o The Acquisitions head librarian and the Distance Learning Services head librarian manage their respective fund accounts and make decisions on fiscal year spending plans without the Dean's approval. Any expenditures over \$5,000 require the Library Dean's approval and the Vice Provost/CIPE's approval.
 - o In the spring 2017, the Library Leadership Team completed a line-item review of all the library systems and identified those to be retained and those to be discontinued. Any new library systems expenditures will need to be discussed by LLT and approved by the Associate Dean and Dean. A new fund account (Library Systems FOAP) has been created for current and new library systems expenditures; and, the business manager needs to secure adequate funding for any new library system commitment.
 - o The entire library staff is expected to be more prudent in the fiscal year spending within the department level and prioritize based on the most essential department needs, e.g., items that support library innovation and service initiatives.
- Budget Creation:
 - o USF uses an incremental budgeting system, and the University Library budgeting mirrors the University's budgeting process. All divisions and academic units follow a university budget operations timeline. A year-to-year comparative budget analysis is available for unit review. The university process involves vice presidents who approve departmental plans or initiatives with cost projections, budget requests, contractual increase estimates, and significant budget adjustments (reductions or increases by account category budget line) which are presented for discussion and prioritization at the President's Leadership Team and Cabinet meetings. The final decision-making lies with the University President in consultation with the Provost/Vice President of Academic Affairs and the Vice Provost/CIPE. (Source: FY2018 Operating Budget, March 8, 2017).
 - o The Business Manager completes a mid-year review as a checkpoint in addressing fiscal questions, such as: Where are we financially? What is anticipated for the coming months through end of fiscal year? Are we on track with the fiscal year library spending plans?

- o At mid-fiscal year (October-November), all units are required to begin planning for the next fiscal year's budget creation and submit new or ongoing contractual budget requests to CIPE/Office of Planning and Budget. FY19 Budget Assist request timeline is October 2, 2017 through November 17, 2017.

Associate Dean Calhoun

Dean Cannon promoted Shawn P. Calhoun from Department Head to Associate Dean and Department Head in 2013. At the time of his promotion, Shawn directly supervised 9-10 OPE staff. In 2017 Dean Cannon added Systems (Karen Johnson), Digitization (Jessica Lu and Steve Hall) and Scholarly Communications (Charlotte Roh) to Shawn's portfolio.

The general job duties for the Associate Dean are as follows:

Under the general supervision and direction of the University Library Dean, the Associate Dean is responsible for developing and implementing strategies to promote high quality academic library programs and services and to manage a diverse portfolio, depending upon needs, of library operations.

The Associate Dean is responsible for enhancing the vision of the library as a center of learning, teaching, scholarship support and development. The Associate Dean, in consultation with the Library Leadership Team will be responsible for creating, modifying and communicating library policies.

The Associate Dean is responsible for aspects of library operations, through direct leadership and coordination with members in the library community. The Associate Dean specifically coordinates and is involved directly in library outreach, library assessment, development and improvement of library programs, marketing strategy, social media, as well as strategies for implementing outcomes from assessment initiatives; and the application of current library research to advance the development and focus of the library.

In addition to job duties, Shawn is active in the USF community. Examples of campus-wide project and university initiatives Shawn has worked on in the last few years include chairing USF's Council of Associate Deans, Chairing the university Black Community Council, participating in multiple searches including the most recent successful search for Provost and VP Don Heller, membership on the University Retention Committee and a key member of the USF 101 / Explore USF curriculum development committee and last semester Shawn co-taught the McCarthy Center's Community Engaged Learning minor capstone course.

FY16/17 Library Budget Overview

USF fiscal year begins June 1 and ends on May 31 the following year.
FY16/17: June 1, 2016 through May 31, 2017.

FY16/17 ALL FUND SOURCES (Unrestricted & Restricted Funds)	
FY17 Available Budget	\$9.2M
FY17 Net Expense	\$8M
FY17 Net Balance	\$1.2M
% LIBRARY EXPENDITURES(FY16/17)	
UNRESTRICTED FUNDS	
FY17 Salaries & Benefits	60% of Available Budget
FY17 Capital	32% of Available Budget (Acquisitions Exp. 31%)
FY17 General Operating	5% of Available Budget
RESTRICTED FUNDS	
FY17 Capital	55% of Available Budget (Acquisitions Exp. >50%)
FY17 General Operating	12% of Available Budget
FY17 Salaries & Benefits	<1% of Available Budget (Grant Stipends)

Note:

See [Section 13\) Library Budget and Resources](#).

See the [Google folder with attachments](#) for the library finance activity data tables and charts.

6e. Digital Collections

The Digital Program Librarian oversees two library digital asset management systems: the USF [Scholarship Repository](#) (backed by BePress's Digital Commons software) that collects USF generated scholarly works, and the [Gleeson Library Digital Collections](#) (backed by OCLC's CONTENTdm software) that hosts digitized library collections. Most of the content is open to the public on the internet, available through search engines and harvesting services. Within the Library, both are harvested to the library discovery system for an additional layer of access for the USF community.

The USF Scholarship Repository

[The USF Scholarship Repository](#) is an institutional repository service offered by the Library to digitally collect, preserve, and provide electronic access to scholarly works and research output by the University of San Francisco community, such as journal articles, conference presentations, proceedings, working papers, theses, and dissertations. It also serves as a digital publication platform for peer-reviewed journals produced at USF or edited by USF faculty.

The repository supports USF's mission directly by capturing and broadly distributing the high quality scholarship produced here at the University. It advances social justice by freeing up faculty works that were previously locked up behind journal subscription paywalls and making them now freely accessible to the whole world via the repository. Students' research and creative works that previously did not have a distribution channel now can also reach diverse audiences from all over the globe.

The Scholarship Repository is also an integral part of the library resources for research and teaching, connecting faculty and students to USF-produced scholarly works. Electronic theses, dissertations, and capstone projects (ETDs) that were submitted to and published by the repository are one of the most heavily downloaded content types among students completing their degrees. Providing access to ETDs centrally through the repository also often helps academic programs meet their accreditation requirements.

Gleeson Library Digital Collections

[The Gleeson Library Digital Collections](#) started out as the place to hold digitized special collections materials from the Donohue Rare Book Room, digitized archival materials related to university and local history, and other unique digitized library collections. It has evolved to become a digital archive for visual materials ranging from student project documentations and faculty artworks to collections from community partners of the University.

Digital Collections allow the Library to provide free public access to important library collections to which physical access had previously been very limited due to the delicate or fragile nature of the collection, such as many rare books. Its ease of use greatly enhances student learning in this digital age. Furthermore, the versatility of the platform allows the Library to participate and support collaborative projects with academic programs, faculty collaborators, and community partners, by providing them with digital tools of access and preservation that are often beyond the means of an individual program/department/small organization.

Some of the collections are direct outcomes of class projects that integrate with key curriculum components. For example, the [Japanese American Confinement Sites Collection](#) started with a request for consultation from an adjunct faculty in Art and Architecture in 2011. Since then the collaboration has evolved into a formal partnership between the Gleeson Library, the National Japanese American Historical Society of America (NJAHS) and the USF Museum Studies graduate program where USF students carefully research and digitize selected collections from NJHAS for inclusion in the Gleeson Library Digital Collections. At least two consecutive phases of the ongoing project have secured grant funding from the National Park Services.

History and Staffing

The Digital Collections Librarian position was first established in July 2007 under the Systems department to lead the emerging digitization projects at Gleeson. Over the years the position oversaw the licensing of CONTENTdm as the platform for Gleeson Digital collections in 2008 and later the establishment of USF Scholarship Repository on the Digital Commons platform in 2011. A half-time staff position, reporting to the Head of Systems, trained to oversee scanning for digital projects evolved into a full-time position as Library Assistant for Digital Projects in 2014 to help offload the increased workload that comes with the repository. A new position, Scholarly Communications Librarian, was created in 2016 to further develop the Library's newly launched Open Access publishing initiative and the Digital Collections Librarian was renamed Digital Program Librarian to better reflect the added duties and expanding new library digital services. In 2017 an organization change had both the Scholarly Communications Librarian and the Digital Program Librarian reporting to the Associate Dean instead of the Head of Systems. Today the two librarians work closely on Open Access initiatives and repository-based library publishing.

Workflow

Priority for digital projects is established by assessing several criteria including but not limited to the uniqueness of the content, potential audience or demand, how directly it supports curriculum and mission, and the potential for forging new partnership, etc. Workflow often varies project by project but typically involves initial assessment of the materials, rights clearance, collection and metadata template setup, scanning specification benchmarking, staff and student assistant training on scanning, image processing and quality review, associated metadata creation and processing, and finally ingestion, indexing, and publishing. Close collaboration with Special Collections and University Archives and Metadata and Cataloging Services department is a must in both identifying potential projects and processing metadata. For ETDs, procedures were set up for graduate students to self-submit to the repository directly and then the Library Assistant for Digital Projects reviews and approves the submission under the guidance of Digital Program Librarian. For other types of scholarly works in the repository, the Digital Program Librarian directs the Library Assistant throughout the process of target content identification, rights checking, permission seeking, data entry and final uploading to the repository. It is often a labor intensive process as each piece of work is unique and requires individual assessment.

Measures of effectiveness

Digital Commons, the platform for the repository, provides download counts for all its content and demonstrates the impact of the repository over the world through its readership map. As of May 4, 2017, the repository logged a total of 934,415 downloads with a total of 2,613 papers since its launch in 2011, nearly half of it (407, 329 downloads) coming from last year alone.

The field of Digital Libraries is constantly evolving. Take for example the area of digital scholarship, one of the latest initiatives that quite a few academic libraries have launched to position libraries at the center of campus collaborations on new and exciting digital projects. There lies a huge opportunity for the Library to develop new services and forge new partnerships in a fastly changing environment. Gleeson Library has already built a solid foundation with its digital collections and the digital repository platforms, but it is also currently at capacity in terms of space, staffing and equipment with only one librarian and one staff tackling the myriads of tasks associated with two systems, a queue of digitization projects and the supervision of two part-time student assistants. A recent inquiry from a new faculty about data archiving possibilities at the Library illustrates perfectly the kind of support that our libraries are called upon to provide. It is crucial to keep building capacity for this area of library operation to further enhance existing services and develop new ones in answer to the fast growing digital scholarship demand. The addition of a Digital Scholarship Librarian position would be ideal, but investment in technology and professional development for interested personnel already on staff also will be key to building a support network within the Library to better serve a new generation of students and scholars.

6f. Distance Learning Services & Branch Libraries

Key Functions & Services

The primary functions of the Distance Learning Services librarians at Gleeson Library/Geschke Center are reflected by these *ACRL Standards for Distance Learning Library Services*:

- Specializes in distance learning library services and is directly responsible for the implementation, administration, and supervision of those services; *DLS Head Librarian*
- Provides advocacy for distance learners at the library and institutional administrative levels; *DLS Head Librarian*
- Promotes the incorporation of the distance learning services in the mission statement, goals, objectives and strategic planning of the library and of the originating institution; *DLS Head Librarian*
- Practices the full range of librarianship in managing and providing services, including instruction, and in providing access to resources for the distance learning community; *DLS Head Librarian, Branch Librarians*
- Ensures the provision of both the electronic and hard copy resource needs; *DLS Head Librarian, Branch Librarians*
- Collaborates with subject librarians to provide support to advanced discipline specific or graduate distance learning programs and to obtain data in support of distance learning assessment; *DLS Head Librarian, Branch Librarians*
- Works collaboratively with teaching faculty in distance-delivered programs to integrate information and digital literacy into courses and programs; *DLS Head Librarian, Branch Librarians*
- Prepares or revises collection development and acquisitions policies to reflect the profile of needs; *DLS Head Librarian, Branch Librarians*
- Develops partnerships that ensure the necessary technology support for the distance learning community; *DLS Head Librarian, Branch Librarians*

- Assesses the existing library support for distance learning, its availability, appropriateness, and effectiveness using various data collection methods and assessment instruments. *DLS Head Librarian, Branch Librarians*

The DLS department ensures that the following services, which are considered essential by the *Standards*, are provided to the distance learning populations. Many of these services rely on collaborating with other USF library departments as indicated:

- Reliable, rapid, secure access to online resources; *Electronic Resources; Library Systems; Reference & Research Services; Acquisitions & Collections Management; Cataloging & Metadata Management*
- Adequate service hours for optimum user access; *Reference & Research Services; DLS Head Librarian; Branch Librarians*
- Direct human access [and] point-of-use assistance with and instruction in the use of print and non-print media and equipment; *Branch Librarians; Reference & Research Services*
- Research and consultation services; *Reference and Branch Librarians; AJCU VR Librarians*
- A library user instruction program designed to instill independent and effective information and digital literacy skills, while specifically meeting the learner support needs of the distance learning community; *Coordinator of Instruction; Subject Librarians; DLS Head Librarian; Branch Librarians*
- Prompt delivery to users of items obtained from the institution's collections, interlibrary loan agreements or through reserves systems; *Access Services*
- Promotion and marketing of library services to the distance learning community; *DLS Head Librarian, Branch Librarians; Subject Librarians; Reference & Research Services*

Department staffing and management

The Distance Learning Services Department includes the Department Head, Vicki Rosen, and Operations Coordinator Library Assistant V, Eric Shappy, in Gleeson Library/Geschke Center; and four Branch Librarians in Pleasanton, Connie Wong; Sacramento, Nathaniel Jenkins; San Jose, Keisa Williams; and Santa Rosa, Nancy McCanlies The University webpage for Branch Campuses recognizes five branch campuses: Orange County, Pleasanton, Sacramento, San Jose, Santa Rosa, and adds Downtown to the side links. An additional off-campus site is referred to as the Presidio Location. There are no libraries or librarians in Orange County, Downtown, or the Presidio. The Orange County programs are supported by the DLS Head Librarian and Pleasanton Librarian. The Downtown programs are supported by the Business Liaison and the DLS Head Librarian. The Presidio programs are supported by the Nursing & Health Professions Librarian. Online programs are supported by their respective subject librarians.

Unlike the full time librarians who are members of the USFFA union, the branch librarians are part-time, non-union, non-exempt employees. The Operations Coordinator is a member of the OPE union. The DLS Head Librarian works closely with the Dean's Office and Human Resources to ensure salaries, positions, job descriptions, time reporting, benefits, performance appraisals and other details are current and clearly documented. The Library Dean is a strong advocate for making these positions as equitable as possible compared to the full time librarians, with full health and retirement benefits. Professional development activities are essential and all department members are encouraged to attend conferences or workshops whenever possible, and to view webinars and other online training to stay current with tools and the profession.

The branch campus librarians keep their campus libraries staffed and functioning for their respective faculty, students and staff by providing reference services, instruction classes, and a welcoming space to work, study, reflect, and share experiences. Because the branch librarian is the sole point of contact for the branch campus community evenings and Saturdays, the DLS department members work closely with the branch campus directors, assistant directors, office managers and other campus personnel to coordinate logistics issues - doors, parking, building management, security, communications, scheduling, emergency procedures, etc. - and to develop and enforce policies. Successful library and classroom operations depend on well-functioning technology equipment and infrastructure. Various members from the USF Information Technology Services are also essential partners with the DLS department, especially the branch support technicians who regularly visit each campus.

The DLS Operations Coordinator keeps track of the online and print records documenting policies and procedures, and organizes these for easy online access. The branch libraries are physical entities that require collections, supplies, furnishings, technology, and upkeep. The Operations Coordinator manages the ordering, processing, and shipping of items using the latest University purchasing tools and processes. Budgeting and expenditures for the branch libraries are managed by the DLS Head Librarian in close consultation with the Library's business manager.

Although dispersed over several geographical areas, department members have continuously sought out innovative tools to stay connected. A combination of emails, online meetings, phone calls, and campus visits keeps communication flowing for shared decision-making, problem solving, and service delivery. An annual retreat day brings everyone together at one of the campuses for socializing, presentations, and training sessions.

In March 2017, the USF Office of Assessment and Accreditation Support administered the *Branch Campus Library Survey* to current branch students, faculty, staff and alumni. Relevant [Survey results](#) are included in the following sections, with more detail in Measures of Effectiveness.

Supporting the Curriculum

Instruction

Academic programs taught away from the main campus and online include those from Nursing & Health Professions, the School of Education, Arts & Sciences, and the School of Management. Orientations to each branch library's services, technology, and collections are given to new cohorts every semester. Working with the Gleeson subject librarians, the branch librarians also prepare and deliver focused instruction to specific classes. Online instruction is incorporated into coursework as well. The Nursing & Health Services Librarian, Pleasanton Librarian, and Sport Management Librarian travel to various locations, including Orange County, to give specialized instruction. Library support for the online degree programs from the School of Nursing & Health Professions and School of Management Public Administration Department are overseen by the DLS Department Head and supported by their respective subject librarians, with assistance from the branch librarians. The *Survey* results showed 70% of the respondents recalled receiving an orientation or research instruction from a librarian in the past year.

Collections

Through coordinated efforts with the Gleeson Library staff and subject librarians, the DLS department members build and promote carefully curated collections of books and other materials for each campus population. The book and DVD collections are particularly important to the MFT (Marriage & Family Therapy) students and faculty. Required books are used by the VANAP (Veteran Affairs Nursing Academic Partnership) students in Sacramento. However, other programs and faculty are assigning fewer print books. In response, the branch librarians continually thin their collections and focus more on promoting Gleeson Library's eresources.

To ensure collections required by the Board of Registered Nursing are available for the MS in Nursing for Non-Nurses program offered in Orange County, the School of Nursing and Health Professions works closely with the subject librarians, the DLS Operations Coordinator, and the Department Head to order, process, and ship these titles to Orange County. A memorandum of understanding with the nearby St. Joseph's Medical Library allows the books to be securely shelved and accessible for the USF nursing students weekdays. A collection of duplicate titles is shelved in a locked cabinet in the Orange County break room.

Reference & Technology Assistance

The *Survey* showed 50% of respondents received technical help from a branch librarian in the past year for USF and Gleeson Library/Geschke Center services; branch desktop and laptop computers, printers, scanners, and copiers; classroom technology; personal laptops; and facilities. Gimlet, the online question tracking tool used by the librarians, showed over 1,466 questions concerning technology and 684 questions concerning library services and 782 questions concerning technology were answered by the branch librarians in FY 2015-16. The branch librarians also help staff the AJCU Virtual Reference service for USF and Gleeson Library's chat service.

The *Survey* showed that 73% of respondents visited a branch library in Pleasanton, Sacramento, San Jose, or Santa Rosa in the past year. The reasons included using the printers and computers; individual and group study; visiting with students, faculty and staff; relaxing; and meeting with the librarian or writing tutor. Many also mentioned checking out books and videos. A faculty member reflected on her experience with all these services:

"I teach at all the branches and each librarian has connected me to the others. They will suggest and display books, periodicals, articles, and videos that are pertinent to the current course I'm teaching. There is always a willingness to show students how and where to go for further information. At every campus, the librarian is dedicated to supporting faculty, staff and students regardless of skill level. Knowing that I can contact a librarian who I can count on for support, information, guidance and presence is invaluable, and I cannot imagine, and hope never to, what it would be like without this team. Their dedication to go 'above and beyond' to help faculty understand the technology of computers, DVD players, video streaming capabilities, and the ever-present snafus with equipment has saved me many times. They will stay until a problem is solved or connect me with someone who can. The 24/7 availability online, through Ask a Librarian, which they help support, is also an enormous help for all these issues. The presence of the librarian, when all other staff have gone home, is an anchor for faculty teach who teach in the evenings and Saturdays at the branch campuses."

Supporting the mission: The mission and “cura personalis”

Unlike the full time Gleeson Library/Geschke Center librarians, the branch librarians serve a small, diverse population of working adults and veterans who attend classes most often in the evenings and Saturdays. Programs follow the cohort model where students stay together as a tightly bonded group while they progress through their academic coursework. A “boutique library service” model encourages building strong relationships with the branch students, their faculty, the campus staff, and other librarians. It is focused on service that is personalized, user-driven, and technology-enhanced, and puts emphasis on relationship building. The Jesuit term “cura personalis” reflects a similar mission from an Ignatian perspective:

“Teachers and administrators, both Jesuit and lay, are more than academic guides. They are involved in the lives of the students, taking a personal interest in the intellectual, affective, moral and spiritual development of every student. . . They are ready to listen to their cares and concerns about the meaning of life, to share their joys and sorrows, to help them with personal growth and interpersonal relationships. . . They try to live in a way that offers an example to the students, and they are willing to share their own life experiences. “Cura personalis” (concern for the individual person) remains a basic characteristic of Jesuit education.”

-- *The Jesuit Ratio Studiorum: 400th Anniversary Perspectives*, 2000

The branch libraries and librarians contribute to the life of the branch campuses and enhance the sense of community for students, faculty, and staff in a way that is essential to being a truly Jesuit University. Data compiled by the USF Center for Institutional Planning and Effectiveness for the 2014 student population in the four branches (Pleasanton, Sacramento, San Jose, Santa Rosa) showed a little over half were age 21-29, while the other half ranged from 30-56 years old. Branch faculty in 2014 showed 1/3 were age 28-49 and 2/3 were age 50-76. More than 2/3 were adjuncts. These part-time faculty are less inclined to publish but would still like to be engaged with their colleagues around areas of interest. As commented in the *Survey*:

“Keeping the libraries are critical to the overall success of students. You cannot replace human interaction for online services. Although both are great resources sometimes it takes a human connection to learn a particular concept. [The librarian] is always extremely helpful and very knowledgeable in several areas. I can’t imagine this experience without her help.”

Measures of effectiveness

Finding more and better ways to measure the DLS department’s contributions to USF students’ academic success, and adjust services as needed, is a continuing challenge that also offers opportunities.

- *Branch Campus Libraries Survey*
 - As mentioned, in March 2017 the USF Office of Assessment and Accreditation Support administered the *Branch Campus Library Survey* to 336 Branch Campus current students, faculty, staff, and alumni to investigate how they use the services and collections provided by the Branch Libraries. The completion rate was low (14%) for a variety of reasons but the results yielded some interesting data, including informative qualitative comments from a mix of respondents that will help inform the University administration of the value of the branch libraries. The data can also generate ideas for

improving marketing and outreach efforts by the librarians, and point out areas that need attention.

- Google calendars:
 - DLS Instruction: tracks specific classes taught, individual research sessions, and the number of students, according to disciplines This is the best way to see the pattern of instruction for each program across the branches, anticipate classes for scheduling, and compare to classes taught at Gleeson by the subject librarians.
- Gimlet
 - *Gimlet Library Desk Stats* is an online tracking tool that allows each library staff member to log and tag “questions asked” on the fly by duration, question type, format, and location. While not capturing all the interactions between branch librarians with students, faculty, admin, tech staff, and their library colleagues, *Gimlet* does give a fairly accurate snapshot of “reference and other questions.” Starting in spring 2017, for more qualitative data, the librarians are now encouraged to add explanatory text and broaden the tracking to include what they are doing, rather than strictly answering a question.
- Annual reports
 - Each branch librarian prepares an [Annual Report](#) for the Dean’s Office which includes a narrative about the campus staffing, technology, facilities, and other operations; statistics on instruction sessions, collections, and circulation; and goals and challenges. These reports offer an archival record and history of the department that prove valuable when reviewing past practices and events.
- Budgets: Planning and expenditures
 - The DLS Head Librarian meets regularly with the Dean’s Budget Manager to review budgets and spending for each campus. This includes reviews of positions, job descriptions, and salaries; as well as operating and capital expenses.
- *ACRL Standards for Distance Learning Library Services*
 - As a “gold standard” benchmark for the highest expression of distance learning library services, reviewing the *Standards* periodically stimulates thinking about how well the University and the Gleeson Library/Geschke Center are doing and what could improve, given the constraints of budgets, staffing, time, and organizational structures.

Challenges & Opportunities

“All students, faculty members, administrators, staff members, or any other members of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the institution’s main campus; or the modality by which they take courses.” [ACRL Standards for Distance Learning Library Services 2016](#)

- Academic programs from the Schools and Colleges
 - Librarians serve the faculty and students by supporting and enhancing the curriculum for programs offered by each school or college. If the Academic Deans do not send programs to the branch campuses or offer them online, then the Distance Learning Services librarians and library staff have no one to support. This is the major challenge facing the University and the Branch Campus Directors, as reflected in the announced closing of the Santa Rosa Campus in December 2018. Interestingly, the Marriage & Family Therapy program would like to continue in the Santa Rosa area. If this happens, figuring out how to support these faculty and students will be a challenging opportunity.
 - Faculty who create academic coursework with robust research requirements - research papers, literature reviews, annotated bibliographies, capstone projects - benefit the most from partnering with the librarians. If these are not assigned or if the curriculum is designed around other requirements, then the librarians are challenged to find other ways to promote information literacy skills. The newly acquired tool *LibGuides* offers a possibility for better outreach. Each librarian created and edits a LibGuide for his or her branch campus library that displays current hours, local events, and updates on new resources. Designing LibGuides to complement individual courses could help strengthen partnerships with branch faculty.

- Physical campuses / Physical libraries / On site Librarians
 - USF has physical campuses with communities of faculty, students, and staff. As long as there is a physical campus, a physical library designed to serve the needs of the campus and managed by a librarian enhances the academic, collegial experience. Not everyone will use the library or even the online resources; however there will always be those who appreciate the space and the services provided. The placement of a library contributes to how much or how little it is used. In Pleasanton and San Jose, the libraries are in the administrative areas, far from the classrooms. Relocating them closer to the students would be ideal, but not likely. In Santa Rosa, the library is in a more central location, with a student lounge outside the door, in a busy corridor, and is much more a part of campus life. In Sacramento, the recently renovated library is next to the Nursing Simulation Lab, and shares the space with Faculty Offices and a Conference Room. This library is very busy, with students competing for study space.
 - There is an open .53 FTE position in Sacramento that is being upgraded to Librarian and expected to be filled in the fall. The branch librarians' salaries have yearly incremental increase and are periodically reviewed, but they have not kept pace with the USFFA salary scale. There is no pathway to promotion, as in the USFFA, which prevents long term librarians from benefiting financially from their experience and professional growth. In many ways, being part time is considered "less than" by Human Resources and the USF administration, who may fail to recognize the loyalty and dedication of these employees. Fortunately library administration continues to advocate for them and these efforts are appreciated by the department members.
 - Given all the challenges - programs, enrollments, curriculums, locations, staffing - the branch librarians are still eager to find new ways to reach out to students and faculty to

market their skills and services. They are interested in learning more about the Gleeson Library outreach initiatives, such as pop-up displays and “less stress” activities. Working with the Branch Directors will be essential to make these ideas successful.

- The Downtown site serves hundreds of students - undergrads, grads, and professionals. After the College of Professional Studies became part of the School of Management a few years ago, most of the programs previously taught in the regions moved downtown. Only two remain in the branches - MSIS in San Jose and BSM in Pleasanton. Support that was given by the branch librarians evenings and Saturdays was lost. The DLS Head Librarian provides brief orientations on site, supplemented by LibGuides. The Business Subject Librarian spends one day a week “on call” downtown. Surveying this population could prove valuable to see if more librarian support is needed weekdays, evenings, and Saturdays.
- The recently renovated Orange County campus has no library. USF Nursing and Sport Management students have a small room referred to as “the Commons” with lounge furniture, tables, chairs, whiteboards, and an LCD TV tuned to ESPN. Required nursing textbooks are in a locked cupboard, accessible during the day by staff. The *Survey* asked the Orange students and faculty, perhaps unintentionally, how often they used their branch library. The comments from OC faculty and students reveal a problem with the current arrangement of no library and no on site librarian:

“It is inconvenient and disappointing to not have a library or quiet study area with resources available and still pay full price for tuition.”

“We need a branch campus library for studying during and after class as a place for quiet and study time. The commons we have now is a gathering place not conducive to studying and it would be nice to have a library on campus for that.”

“The OC campus desperately needs a library for students to use. Due to lack of physical space on this campus, there are few quiet areas for study which makes completing assignments and studying very challenging.”

“It would be beneficial to have a librarian permanently at our Orange County campus.”

“We don't have a library at Orange County. We NEED one!”

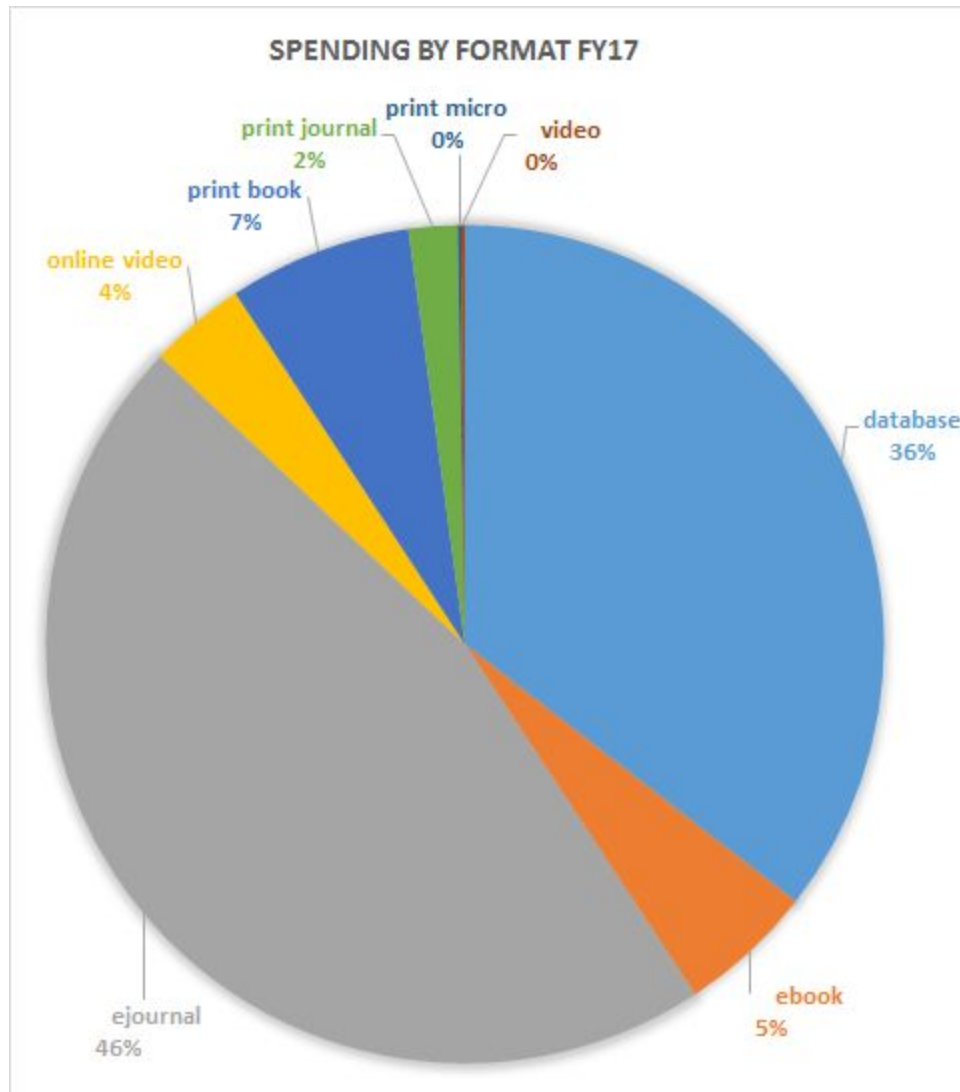
The Dean of the Library, in collaboration with the DLS Department Head and the Orange County academic departments, needs to address this issue with the interim VP of Branch Campuses as quickly as possible to improve student and faculty satisfaction with this growing campus.

6g. Electronic Resources:

Key functions/services

The Electronic Resources department became part of Acquisitions in 2015. Reporting to and in consultation with the Head of Acquisitions and Collection Management, Sherise Kimura, the Electronic Resources Librarian, has primary oversight of all key functions/services and works closely with three library assistants to support the e-resources lifecycle for databases, ebooks, and electronic journals. Troubleshooting access issues is a primary occupation for the staff in the department. Much of this is handled directly by Sherise, but the Acquisitions department is working on ways to provide greater assistance and backup as appropriate. It holds regular and ad hoc meetings to discuss workflows, and is transitioning all documentation to a shared Google site.

In FY17, 91% of the library materials budget was spent on e-resources, compared to 86% in FY16. Database spending increased 9% and e-journals increased 13% between 2016 and 2017. The overall size of the allocation and the annual increase underscores the need for both adequate staff resources and ongoing collection analysis to ensure the Library is best supporting the curricular needs of the University. While annual usage statistics have historically been gathered and posted on the library website, in FY17 the Library subscribed to EBSCO Usage Consolidation to begin analyzing cost per use of databases and ejournals in response to increasing subscription costs while budgets decrease.



How the unit supports mission/curriculum

Acquisitions supports the University's mission as a learning community of high quality scholarship and academic rigor by facilitating immediate access to a vast diversity of licensed and purchased electronic resources to the university community. The Library fosters an environment of research and discovery through its various online resources and systems. Electronic resources staff provide user training and support at the point of need, and troubleshoot access issues frequently, working closely with vendor support.

Measures of effectiveness:

As with the acquisition of other materials, it is difficult to correlate databases and ebooks directly to learning outcomes, but as more resources move online and comprise a growing portion of resources, usage data does show that these materials are vital to students and faculty. Other measures of effectiveness are reflected in the department's timely responses to access problems. This has been achieved through workflow redesign, improved collaboration, and

clarity among staff as well as close working relationships with other departments including reference, cataloging, and systems.

- Access issues
 - Quick and streamlined process of resolving access issues coordinated among Acquisitions staff
 - Tracking of reported issues and assessment of staff response
 - Reduced number of access issues over time mitigated by routine testing of access and functionality of platforms
- Value of electronic resources by collecting and analyzing data
 - Identification of highly used resources through collection of vendor-provided statistics
 - Annual cost per use analysis of electronic resources beginning in 2017
 - Analysis of discovery service (EDS) user search behavior using Google Analytics
 - Assessment of the user experience and use of electronic resources among faculty, staff, and students

History

Until 2014 responsibilities for electronic resources was divided among Reference staff, including the Head of Reference, a reference librarian who worked on e-resources part-time, a Periodicals library assistant, as well as the departments of Acquisitions, Cataloging, and Systems. This distributed work environment across departments with no official oversight sufficed for many years, however, it led to some unintended consequences. To give an example, during the knowledge base migration from Serials Solutions to EBSCO Full Text Finder/Holdings Management in 2016, many title and holding errors were discovered that probably resulted from multiple people updating the knowledge base with no established workflow to ensure the correct holdings and platforms were activated. In response to the Library's growing number of electronic resources and need for better electronic resource management, two Periodicals staff members moved to Acquisitions in 2014 and the reference librarian became the full-time Electronic Resources Librarian in 2015. A full-time Electronic and Continuing Resources Catalog Librarian was hired in the fall of 2016.

Noteworthy accomplishments

- Created a group email list or reflector, eresources@usfca.edu to facilitate communication among staff working with electronic resources and for users to report access issues (Summer 2014)
- Removed EBSCO Journals Service (EJS) package, which was being phased out by EBSCO, from the knowledge base and added direct links to publisher sites (Spring 2015)
- Migrated the knowledge base from Serials Solutions to EBSCO Full Text Finder in 2015, resulting a significant cost savings for the Library (Summer 2015)
- Migrated link resolver from Innovative's WebBridge to EBSCO Full Text Finder (Summer 2015) to streamline administration of coverage data and link resolver links

- Migrated Innovative Interfaces system to hosted and notified vendors of new IPs (Summer 2016)
- Requested Innovative Interfaces' implementation of the "wam_sslhost_replace option" to resolve access to resource links using https (secure version http). When accessing a proxied link, users got a browser warning that the connection was not secure and that there was problem with the SSL certificate. Once this option was in place, users no longer got the security warning. (Fall 2016)
- Started subscribing to EBSCO Usage Consolidation and configured close to 100 platforms (Spring 2016).
- Completed database and ejournal cost per use assessments using previous two years' subscription and usage data (Spring and Summer 2017)

Challenges

While the department has made strides since 2015 to improve access and work processes, ongoing projects and access issues that require immediate attention have somewhat delayed the ability to address more systemic issues. Challenges to providing seamless access to electronic resources can be categorized in the areas of content management, workflow, and staffing.

Content management

The Library uses a number of tools to manage content. Order records are created in Innovative Interfaces' Sierra system to store payment and order information, and access EBSCONet to manage journal subscriptions ordered through EBSCO Subscription Service. Since migrating from Serials Solutions to EBSCO Full Text Finder in 2015, the Library has used EBSCO Holdings Management as its knowledge base and holdings management tool, Publication Finder (or what is called Journal Finder) as the publication search interface, and Full Text Finder link resolver. The Library also subscribes to EBSCO Discovery Service (EDS) and EBSCO Usage Consolidation for storing and loading COUNTER usage data.

While the integration of the knowledge base with EDS and Full Text Finder link resolver is a definite advantage, EBSCO Holdings Management has its limitations that we bump up against every day. The Library migrated from Serials Solutions to EBSCO Full Text Finder not only for the benefits of integration, but also as a cost-saving measure and because it was assumed that the EBSCO ordered titles and holdings would be transmitted to Holdings Management. The migration was complex and involved, and took nearly a year to complete. The Library was one of the first Serials Solutions customers to migrate and later learned from EBSCO representatives that it should have been handled differently than the standard EBSCO LinkSource to Full Text Finder migration. As a result of this oversight, many errors were found as well as redundant packages and titles after the migration that required many months to clean up. This was further complicated by incomplete or inaccurate data already in the knowledge base. It was soon discovered that ejournal order integration with EBSCO Subscription Service is not as reliable as one had hoped, as older orders remain active in Holdings Management even when one no longer has access; new titles are sometimes not activated; and print + online titles

that the Library does not provide access to are in fact activated. It was decided to keep auto-population of orders on at this time, although the Library may revisit this decision in the future. Furthermore, managing large custom ejournal packages has proven difficult when EBSCO does not receive complete, accurate, or updated KBART files from providers. While some of these challenges are general issues with knowledge bases, they still require ongoing and frequent staff maintenance of the knowledge base.

The Library recently started taking a more proactive approach to ensuring access. Starting last year, the department student assistant was assigned the task of checking on-campus and off-campus access to library databases three times a year. This summer the department added checking access to individually subscribed ejournals on a rolling basis to its work processes.

Recommended actions:

- Establish best practices and procedures for maintenance of knowledge base, discovery service, and Usage Consolidation, with built-in periodic reviews
- Continue to communicate issues and request enhancements for the knowledge base and integrated systems (e.g., Full Text Finder link resolver, EDS, Usage Consolidation) with EBSCO support
- Continue to regularly check access to databases and individually subscribed ejournals. Likewise, check packages with a higher likelihood of titles being incorrectly activated by EBSCO.

WAM proxy

The library has long used Innovative's Web Access Management (WAM) as its proxy server for remote patron authentication. While it has generally met the Library's needs, in the last couple of years or so, more issues have been noticed with remote access. These issues may be attributed to an increase in vendors and platforms as database and ejournal subscriptions grew, but also the migration of vendor platforms from http to https for greater security. When accessed via WAM, secure resource links caused browsers to display a browser security warning, confusing patrons. Reference and Acquisitions staff had to reassure users that the sites were in fact safe and instruct them on clicking through browser messages. In the fall of 2016, Innovative added the "wam_sslhost_replace option" with a wildcard certificate that converts the periods in the resource domain portion of proxied https URLs to hyphens, allowing the certificate to cover all proxied domains. On the Library's end, all affected https resource URLs were changed to http so that they redirect to https connections with hyphens instead of dots. This has worked for all of resources so far, except when embedding Alexander Street Press videos into the University's Learning Management System, Canvas, which requires embedded links start with https. Alexander Street Press has not been able accommodate the Library's proposed workaround, leaving the onus on users to change embedded URLs. While many libraries use WAM, the Library generally has found vendors more familiar with EZProxy configuration and less able to troubleshoot WAM issues. The Electronic Resources Librarian and Head of

Systems started exploring alternative authentication products such as EZProxy (hosted), but also InCommon and OpenAthens. This project is on hold until Innovative's Single Sign On (SSO) is implemented. While switching to EZproxy would be a sensible choice, it is still IP authentication; OpenAthens would offer a more robust and secure SAML-based authentication and personalization. The cost for OpenAthens would be approximately \$6,000 annually, but savings would likely be realized by a drastic reduction in the amount of time the Electronic Resources Librarian spends troubleshooting WAM issues.

Acquisitions and Systems staff work closely on proxy configuration of resources. Without an ERMS or another system to help track work stages, the department has discovered resources that were never added to the WAM forward table or are not properly configured. When requesting a resource domain be added to the forward table, Acquisitions staff frequently follow up with Systems to ensure resources are proxied correctly and troubleshoot resources that are not working. Acquisitions staff resolve remote access issues with our vendors. Last year when the Library moved to a hosted system, Acquisitions was tasked with notifying all vendors about the new IPs.

Recommended actions:

- Create workflow with Acquisitions and Systems staff for efficient and effective proxy configuration of resources
- Implement an alternative to WAM (led by Head of Systems with support from Acquisitions)

Usage statistics

In 2017, Acquisitions completed a comprehensive cost per use assessment of its database and ejournal subscriptions. These assessments were shared with library liaisons to evaluate subscriptions for retention or cancellation. Prior to this, the Library was only collecting COUNTER-compliant usage data for reporting to ACRL and IPEDS surveys. In 2016 the Library began using EBSCO Usage Consolidation to collect and store usage statistics. The Library subscribes to the Usage Consolidation package whereby EBSCO collects usage for five platforms. While almost 60 of 100 platforms have been configured for harvesting via SUSHI, Acquisitions staff manually gather and load usage for the remaining 40 platforms, and collect usage for the many other platforms not compatible with Usage Consolidation. It is estimated that this data collection and analysis took three months of full-time work to complete. Given the increasing need for data-driven resource evaluation, and considering the amount of staff time currently required to collect and load this data, upgrading our Usage Consolidation subscription so that EBSCO does the collecting and loading on our behalf would greatly facilitate collection analysis.

Recommended actions:

- Continue to provide cost per use assessments of database and ejournal subscriptions

- Explore other possible assessments with usage and cost data, and ways of presenting data (e.g., data visualization)
- Document and evaluate procedures for collecting data
- Subscribe to EBSCO Loading Service and have EBSCO load usage for all of our platforms (excluding SUSHI-enabled ones). Estimated cost to add remaining platforms: \$2,875.00

Workflow

Gaps in the electronic resources workflows exist as they often are exposed when updating the knowledge base and checking access, or when access issues are reported by users. To give an example, missing processes may be seen from the point of renewal or subscription to activation, when it is discovered that titles are not activated in the public-facing Journal Finder.

Furthermore, it has been found that titles that were never proxied for off-campus access. With ejournals specifically, processes is required to track title, platform, publisher, and URL changes as part of maintenance.

The issue of gaps in workflow and assignments was highlighted in the 2014 Technical Services Program Review report. As recommended by the reviewer, the department is working to clarify and define the work processes and responsibilities of staff who work with electronic resources. Recently the Acquisitions Department embarked on a worthwhile project to document workflows and processes to share among team members both in Acquisitions and across other units. Documentation will be useful when a staff member is away, but it also serves the purpose of helping staff understand each other's responsibilities and workflows. The department hopes to use this documentation to outline the workflow around the lifecycle of all electronic resource formats and uncover what is not being accomplished.

An Electronic Management System (ERMS) would assist with many workflow and content management issues. The 2014 Technical Services review report notes, "Implementation of the III ERM system would have dramatic impact on e-resource workflows." The Library has yet to implement the existing Innovative ERMS because of Innovative's ongoing development of their Knowledge Base and Workstreams products, which will eventually integrate with their ERMS. Innovative's Knowledge Base is available now, however, after the Library's knowledge base migration in 2015 and ongoing efforts to clean up holdings, it is necessary to carefully consider another migration. Nonetheless, the department is eager for an ERMS to help track work stages among staff. Email is the primary means used to communicate about the acquisition, cancellation, or any change to resources, and is relied upon by staff to confirm completion of one's work. While email is convenient and necessary, relying on it solely for workflow communication can result in emails back and forth with a potential for missing messages and leaving staff uncertain of processes completed. In addition to helping route the resources from one process to the next, it would be ideal for the ERMS to integrate with the knowledge base of subscribed content, track license details, provide storage for license agreements, display

license terms to the public, offer a notification system to alert users about downtimes, manage perpetual access titles, and track title information, such as cessations, cancellations, or transfer of publisher or platforms, among other functions.

Recommended actions:

- Continue to clarify Acquisitions staff responsibilities and work processes
- Establish workflows for the life cycles of electronic resources in all formats
- Investigate costs and other resources required to implement an alternative ERM system

Staffing

According to Carter and Traill in their article *Essential Skills and Knowledge for Troubleshooting E-resources Access Issues in a Webscale Discovery Environment*, the complex discovery environment presents a “larger number of potential failure points among the variety of interoperating systems” with less control over record metadata and frequent mismatches with holdings data. They acknowledge regular updates to the discovery index and knowledge base make these tools a moving target requiring maintenance and frequent troubleshooting (1-2).

Currently the Electronic Resources Librarian troubleshoots most of the access issues with occasional support from other staff on the eresources@usfca.edu reflector. Given the growth in the quantity of reported issues, the goal is for Acquisitions staff, in particular, Patrick Dunagan (the Periodicals & Bindery Specialist) and Ava Koohbor (the Periodicals & Electronic Journal Specialist), to provide more assistance in the maintenance of e-resources and troubleshooting access issues. In order for these staff members to provide much needed assistance, they will need to develop troubleshooting skills and cultivate a broad understanding of e-resources. Up to now, the Electronic Resources Librarian has provided sporadic training, mostly for job duties, projects, and resolution of specific access issues. The department would like to build a more formal training curriculum for troubleshooting to help staff build their skills and confidence. In addition to staff training, the Electronic Resources Librarian is working on documenting e-resources workflows and processes that will serve as training material.

Recommended actions:

- Create a checklist of essential skills and knowledge for troubleshooting that staff should acquire
- Develop a training curriculum for resolving e-resource access issues and provide consistent and ongoing training to specific staff
- Implement a tracking system for reported access issues to share among Acquisitions staff with troubleshooting responsibilities

6h. Government Information:

The Government Documents unit is responsible for [collecting](#), cataloging, and providing access to government documents at the local, state, federal and international level. In addition to managing tangible collection and electronic resources, the unit is also responsible for providing reference assistance and promoting use of the collection. The focus of Gleeson Library's collection has been on local (San Francisco and Bay Area), California, and United States government information. As Gleeson Library participates in the Federal Depository Library Program (FDLP), the unit is also responsible for managing the FDLP collection and keeping USF aware of FDLP requirements and guidelines.

The unit consists of staff from both the Reference Department and Technical Services who collaborate on a regular basis. Currently, the technical services librarian spends about 5% of her time related to this collection/program, and the reference librarian about 20% of her time. A library assistant also spends approximately 5% of his time processing documents primarily for Zief Law Library.

Supports USF Mission

The Government Documents unit supports USF's mission of social responsibility, high quality scholarship and academic rigor by providing free public access to Federal government information vis-à-vis the FDLP, as well as access for the campus community to local, state and international government information. This collection serves a critical function by providing community members with the foundation for informed citizen engagement.

Supports Curriculum

The Government Documents unit supports curriculum on campus by providing scholars with access to a myriad of primary resources such as congressional committee hearing transcripts, data and statistics, maps, presidential speeches and executive orders, Supreme Court decisions, etc. The government documents collection also contains high quality research reports, monographs, and journal articles from a wide range of disciplines.

Measures of Effectiveness

There are a number of ways to measure the effectiveness of the Library's government information collection and services. Some measures used for assessment include:

- Circulation data: For the three years ending September 2017 there were 76 checkouts of government documents.

- Clicks on links to government information: GPO has developed statistical reports of PURL referrals to enable libraries to determine how often documents within the Federal Depository Library Program Electronic Collection are being accessed through library catalogs and Web pages. The data is provided on a monthly basis and includes date of access, publication title, date, URL, and referring URL. In the last year, Library users clicked on 681 links via Ignacio and Fusion. This dataset can be further examined to see subject areas of interest, peak times of research, usage of older materials, etc.
- Reference transactions: Gimlet can be very useful for gaining insight into library users' government information needs. In the past year, nine reference questions were tagged "government_information." Furthermore, keyword searches in Gimlet on "statistics," "data," "government," etc. reveal dozens of additional questions directly relating to government information.

In the future the Unit would also like to collect the following data:

- Preservation of significant and/or at-risk materials: the unit is just starting to digitally preserve this category of government information and hopes to be able to provide data on collection activities and patron use of these materials. This type of data should be available via ContentDM.
- Gleeson Library Government Information web page traffic and LibGuide usage: the Unit would like to investigate the feasibility of collecting this data.

Last but not least, use of government information could potentially be incorporated into library-wide assessments of patron satisfaction and information literacy:

- Patron satisfaction with the government information collection and services.
- Patron utilization of government information in research (cited works).

History

In the early 1960s, a reference librarian applied to the GPO for Government Depository status. This request was granted in 1964 and through numerous inspections, Gleeson Library has maintained a partial depository collection for over 35 years.

In 1997 the Library Dean decided to enhance library service in general and to increase access to U.S. government documents in particular by hiring a Reference Librarian specifically trained in working with documents. The new position had responsibility for providing public service for the documents collections. Concomitantly all federal documents were to be brought under full bibliographic control by the Catalog Department. This included the assignment of Superintendent of Documents classification numbers for shelf arrangement in the documents

room. A documents technical services assistant was added to the Catalog Department to direct this work.

1997—New Government Documents Librarian hired to specialize in Government Documents

1999 – Cataloging of documents moved to Technical services in Spring of 1999

2002 – Current Government Documents Librarian hired

2013 to 2014 – Government Documents collection weeded and integrated into Gleeson stacks.

2015 – Government Documents stacks area renovated for use as Silent Study Room.

Recent Accomplishments

In the Fall of 2013 the Library undertook a massive project to weed and relocate all retained materials that had been shelved in Government Documents stacks. All weeded materials were processed according to FDLP requirements. Liaisons were encouraged to identify documents in their subject areas that could be discarded. The government documents librarian made the final discard/retention decisions. This process was completed in December 2014.

- 57,805 items discarded
- 1,376 items (2.3 percent) retained and moved to stacks
- 59,181 items total

All retained materials were assigned LC classification and call numbers, and integrated with the general circulating collection. Any previously uncatalogued materials that had been shelved in Government Documents stacks were fully cataloged at this time.

Concurrent with this weeding and relocation project, the Library transitioned its FDLP selection profile to mostly electronic resources. The Government Documents Unit carefully reviewed the FDLP selection profile to eliminate unnecessary print selections in favor of electronic format.

Some additional noteworthy changes in the government documents collection and the Unit's services are as follows:

- Gleeson Library joined a project sponsored by the Government Printing Office that allows it to download batches of catalog records for electronic documents in its FDLP profile, free of charge from a company called Marcive. Before the Library signed on to this program, it paid for the records from Marcive.
- The Library fully cataloged all pamphlets and ephemera in the collection.
- The Library created a map area to co-locate topographic maps, soil maps, political maps, thematic maps, etc., most of which are federal or state government documents but also includes the Library's collection of atlases and other maps requested for purchase by faculty from time to time.

- The Library implemented a policy to allow the circulation of maps and posters. The soil maps and topography maps are routinely used by students in Environmental Science and Management. The political maps are used by a variety of students and faculty in presentations and displays.
- The government documents librarian now provides an FDLP orientation for new staff members and interns.

Challenges and Opportunities

Government Documents Research Guides: The Library has a variety of online guides for finding government information. Consistent with the Library's overall plan to migrate web pages to LibGuides, these guides will need to be rebuilt on the LibGuide platform.

Local Collection of Electronic Resources: Consistent with the LOCKSS principle of "lots of copies keep stuff safe," the Government Documents unit has embarked on a pilot project to locally store and host born digital or scanned documents that are of particular interest to the USF community.

Tangible Collection: Gleeson Library still possesses a small collection of tangible depository materials and as such will need to comply with FDLP policies and procedures in managing and weeding this collection. Gleeson Library receives and tracks Zief documents, but does not catalog materials bound for Zief stacks in Ignacio.

Electronic Resources: The bulk of Gleeson Library's catalog records for government information contain links to online resources. Marcive periodically informs the Library of broken links. It may be necessary to identify other broken links throughout the collection and develop a consistent approach to these.

6i + j. Reference & Research Services + Instruction:

The Reference and Research Services department is made up of 8 librarians and 1 library assistant. All librarians serve at the reference desk, teach bibliographic instruction sessions and conduct one-to-one research consultations, and serve as liaisons to academic departments on campus. In addition to these primary duties, several reference librarians have major duties in other areas, and all of the librarians and staff are active with a myriad of wider library and campus activities.

The department holds a weekly meeting to discuss topics and issues relevant to its work; since in many cases topics under discussion hold a wider library interest, the reference meetings are open to all library staff to attend and participate. Meeting minutes are shared with all library staff.

Reference Librarians

Randy Souther

Department Head and member of Leadership Team
Manages library website, LibGuides, and PlumX

Matthew Collins

Member of Copyright Group

Joe Garity

Coordinator of Library Instruction

Amy Gilgan

Education Librarian
Coordinates AJCU Virtual Reference

Colette Hayes

Coordinates Library-wide outreach and marketing

Penny Scott

Business Librarian

Claire Sharifi

Nursing Librarian

Carol Spector

Government Information Librarian

Reference Library Assistant

Kelci Baughman-McDowell

Hires, trains, and manages the department student assistants.
Manages the computer lab and electronic classroom.
Manages supplies and schedules the reference desk.

The library assistant also serves on the reference desk, and is one of two lead responders for email reference. The current library assistant has been in the position for many years. Her current duties have increased incrementally and represent her capabilities and experience developed over many years. A new person coming into this position would not be able to adequately manage all of the duties listed above, and the Reference and Research Department would advocate for separating the computer lab duties from this position, and from the Reference Department, in the future.

Student Assistants

A total of 8 to 11 undergraduate student assistants are employed by the department. The student assistants mainly assist library patrons with directional, technical, and basic research questions, although the more experienced student assistants are often capable of navigating a patron through searches in a variety of databases. The students are extensively trained on procedural duties, library policies, how to conduct the reference interview, technological issues (especially for printing), and how to identify an appropriate information resource and conduct targeted searching in that resource. Some of the advanced student assistants further assist librarians and staff with special projects, e.g. instructional videos, transcripts, blog posts, displays, and exhibits. For intracommunication, the students are active in the Department's Slack channel, sharing valuable insights from their shifts with one another.

The student assistants offer an incomparable service of providing peer-to-peer support to their undergraduate classmates who use the library, not only helping with library inquiries but also dispensing advice on other University life topics. Furthermore, they are exceedingly patient helping graduate students and students from the Fromm Institute of Lifelong Learning, as well as the Library's special borrowers from the community.

History

In 2010, Locke Morrissey, the Head of Reference, passed away leaving a huge hole in the department both emotionally and functionally. In addition to being department head, Locke was the Nursing liaison (Nursing is one of the University's largest and busiest programs), as well as head of collection development, including the liaison program. Two temporary part-time librarians were hired to fill in. In 2011 the Library Dean authorized hiring two new full-time librarians, one to be a liaison to the School of Nursing, and the other to the School of Education. With the hiring of Claire Sharifi and Amy Gilgan, respectively, and with Penny Scott already liaison to the School of Management, the department now has dedicated positions for each of the major schools, and a net increase of one librarian. Collection Development/Liaison Program duties were assigned to the Periodicals/Reference librarian, and the Reference Technology Librarian was made department head.

At this time the Reference department included a Periodicals unit which included a large public service desk on the 2nd floor for reference services including space for technical processing. The unit was staffed by one full-time periodicals/reference librarian and two full-time library assistants. At the end of 2013 the 2nd floor periodicals desk was closed and the space renovated for student group study, and periodicals reference was served through the main

reference desk. Eventually the periodicals/reference librarian became the new archivist, and the two library assistants were moved under Acquisitions.

The Reference department also handles the public services side of Government Documents (see Sec. 6h). From 2013 to 2014 the the Government Documents collection was weeded, and then integrated into the main stacks. In 2015 the Government Documents room was renovated for student silent study, and government information reference was served through the main reference desk.

In 2016 the weeded reference collection was integrated into the main stacks and the reference room itself was renovated for group study. The reference desk was significantly downsized (see “Reference Desk” later in this section).

The Reference department was home to the Electronic Resources/Reference librarian until 2015 when the position was moved under Acquisitions. (see Sec. 6g).

The two “lost” reference librarian positions noted above were eventually replaced, but not the two library assistant positions. The two librarians and one of the library assistants continue to do varying amounts of teaching, and/or serving on the reference desk. In moving positions to other departments, the Library Dean has remained cognizant of the needs of the department by, in some cases, keeping reference duties such as instruction with the person even in their new role; or in the case of the new scholarly communications position, adding reference desk duties to the job description.

Library Instruction / Information Literacy

The library instruction program is an active part of the Library’s presence on campus and in the academic life of the University. Through the instruction program, each year the department works with hundreds of faculty and thousands of undergraduate and graduate students. Many of the sessions are “one shot” sessions, although staff work with faculty to tailor the content of the sessions to what is being taught in the courses, and try to discourage “generic” sessions. Our classes are very much hands-on sessions, with librarians teaching and then students using the tools immediately to start applying the concepts they are learning, usually working on the assignments for their classes.

In addition to the “one shots,” each year the Library offers a two-week, 4 session “Information Literacy” course taught as part of the Muscat Scholars Program, for some incoming freshman before the start of Fall semester. There also is an information literacy component to the USF 101 ([Expedition USF](#)) course for first-semester students. With the Nursing and Health Sciences School, the liaison has developed course-integrated instruction in several programs, such as BSN, MSN, and the DNP. The School of Education liaison has integrated library instruction into graduate and doctoral programs including IME, TESOL, MFT, O&L, HESA, MAT, and L&I.

There is one classroom in the Library with 23 workstations and a teacher's podium. In addition to the projector in the front of the room, the classroom has a control system that enables the teacher to take over the screens of the students in the room, to demonstrate and show what they are doing on the front screen in the room. As this report is being written, the library building is being renovated and that renovation will include two additional classrooms, to be shared with the University's Center for Instructional Technology, the Learning and Writing Center, and the Speaking Center.

In addition to the Library's classroom, the department does instruction sessions in other USF locations, such as 101 Howard Street, the Presidio campus, and in classrooms around the Hilltop campus, both Lone Mountain and Lower Campus.

There is not a stand alone Information Literacy course but instead staff work with faculty on the content of their library sessions. A library instruction session is required of first year, first semester writing classes (called Rhetoric and Language classes).

In addition to the 8 reference librarians teaching, 6 librarians outside of reference also teach in their liaison areas; and the remaining 5 USFFA librarians do not teach. The data below includes all librarians who teach, but does not include the instruction that takes place in the Donohue Rare Book Room, nor does it count the instruction sessions taught by the branch librarians at the various USF branch campuses.

In the last 5 years, the number of classes taught were:

2012/2013 416 classes

2013/2014 417 classes

2014/2015 450 classes

2015/2016 419 classes

2016/2017 429 classes

These include all subjects and levels, from first year writing to doctoral courses. In academic year 2016/2017, 43% of our instruction sessions were in Rhetoric and Language (which includes first year writing and ESL/AEM classes), 14% were in Nursing and Health Sciences, 9% were in Business/Management, and 7% were in Education. The rest were scattered in various disciplines and programs. Within Arts and Sciences, most instruction is with first year writing classes.

One major challenge facing the Instruction program which is related to the liaison program is determining teaching responsibilities for liaisons. In the beginning, there were primary and secondary liaisons so at least one could teach classroom instruction plus one-to-one research consultations but it quickly became clear this was impractical. Some of the librarians outside of Reference who teach have less and less time for instruction and consultation given their primary

department duties. The result is that there are gaps in instruction efforts and the department struggles sometimes with covering the big programs like Rhetoric and Language. For the librarians outside of Reference who do instruction, it is unpredictable how much they will be able to teach from semester to semester. Two of these are former experienced reference librarians who are now in other departments, and who understandingly are feeling a need to shed much of their instruction load to focus on their current primary work. In these cases the Reference librarians take up the slack, but it is increasingly difficult given our current staffing levels.

Going forward, the department needs to see how to use or modify the liaison program to better distribute instruction (both formal classroom and one-to-one consultations). If a goal is to do more outreach to upper division classes, then the program either needs more librarians teaching or a way to reconfigure how it is currently managed. Some of the existing subjects do not have a regular liaison to teach information literacy skills and if new programs are created, finding a librarian to teach is a challenge.

One to One Research Consultations

In addition to our formal classroom instruction, students and faculty can request a research consultation with a librarian for one-to-one assistance. When the department first introduced the service, it was called Extra sessions (EXTended Reference Assistance) but now the less jargon sounding “one-to-one” meetings is used instead.

The number of research consultations we have had for the last 5 academic years:

2012/2013: 254
2013/2014: 258
2014/2015: 223
2015/2016: 200
2016/2017: 231

There was a downward trend in our number of appointments between 2014 and 2016. Perhaps part of the drop in requests was linked to introducing the Library’s Discovery service. In the past, some of the appointments were with individuals who said they “couldn’t find anything” on their topics. With a Discovery service, patrons can find something on almost any topic. In the last year (2016/2017) the department seen an increase in requests. That may be related to a new way to request sessions with the Nursing liaison, in which students book their own time slot directly, without needing a confirmation email. That librarian said she has seen an increase in requests and an increase in no-shows. The department will monitor those numbers to see if they increase or decrease. The department also will start tracking extended consultations that happen spontaneously at the reference desk.

Reference Services

The Reference Department provides research, technical, and general library information assistance at the reference desk, and via phone, email, IM, and text message.

The department also participates with other AJCU libraries to provide a 24/7 virtual reference service. This collaborative virtual reference model allows the participating institutions to extend standard hours of operation by distributing the staffing of the service across multiple libraries and multiple time zones. The service is cooperatively staffed by AJCU librarians generally Monday through Thursday from 9 am to 8 pm (in all time zones) during the fall and spring academic semesters. At other times, questions are answered by librarians hired by Chatstaff, a contracted back-up/24-7 librarian staffing service.

In addition to the Reference staff, several librarians and library assistants from outside the Reference department currently serve at the reference desk, some as volunteers, and some as part of their official duties. This arrangement benefits everyone involved, and makes staffing the reference desk relatively easy even during busy times.

The desk is staffed by librarians and library assistants approximately 72 hours per week, with (currently) approximately 24 hours coming from other departments (Acquisitions, Cataloging, Distance Learning, Scholarly Communication).

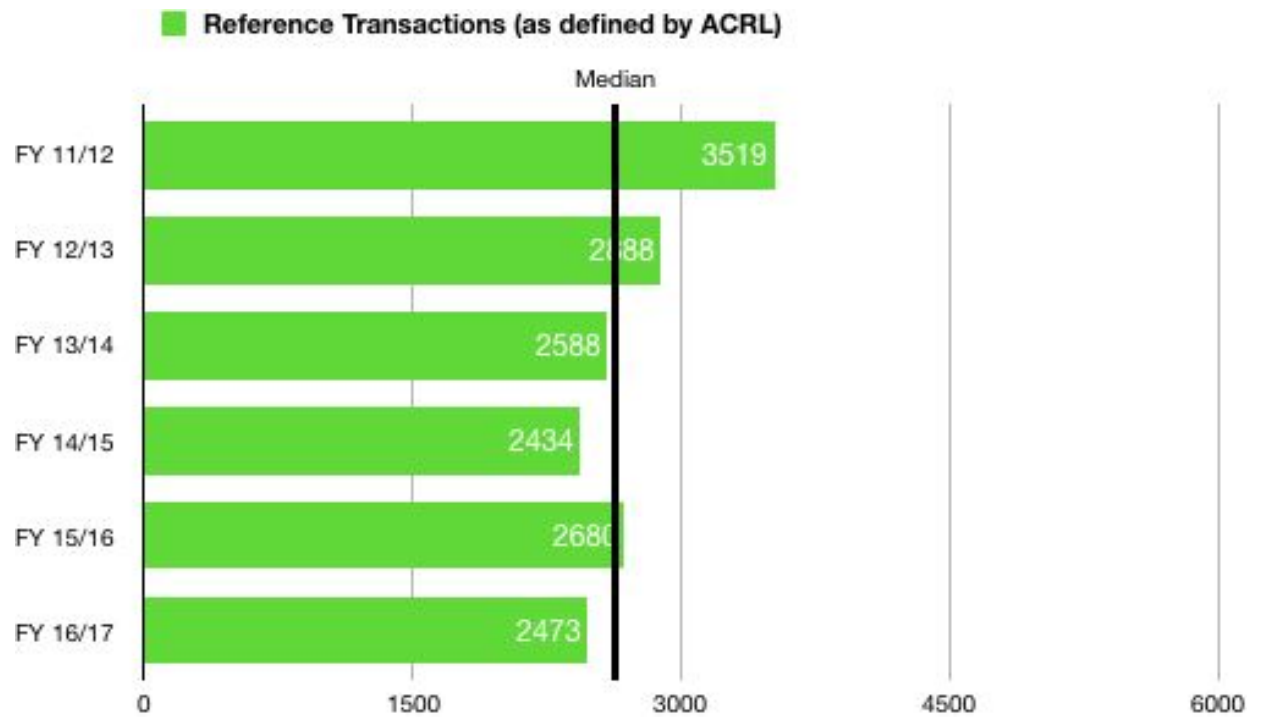
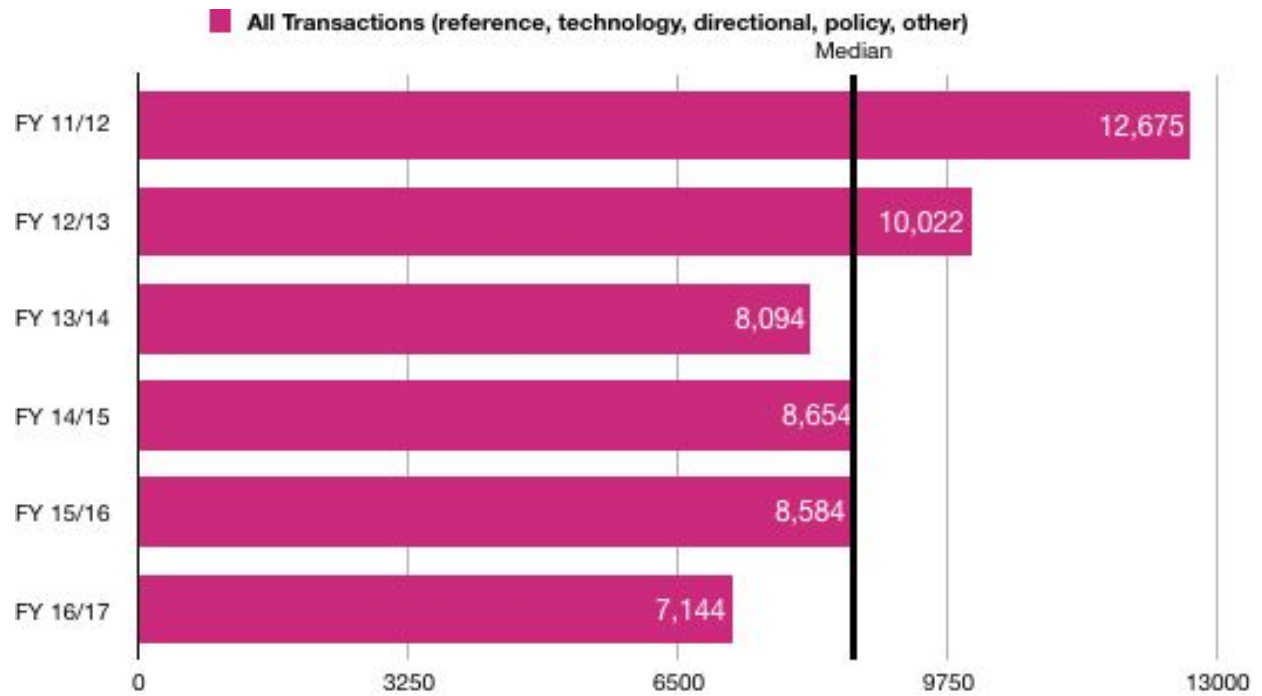
The Reference Desk is staffed by a librarian or library assistant the following hours:

Monday – Thursday: 9 am – 9 pm
Friday: 9 am – 5 pm
Saturday: 10 am – 6 pm
Sunday: 12 noon – 8 pm

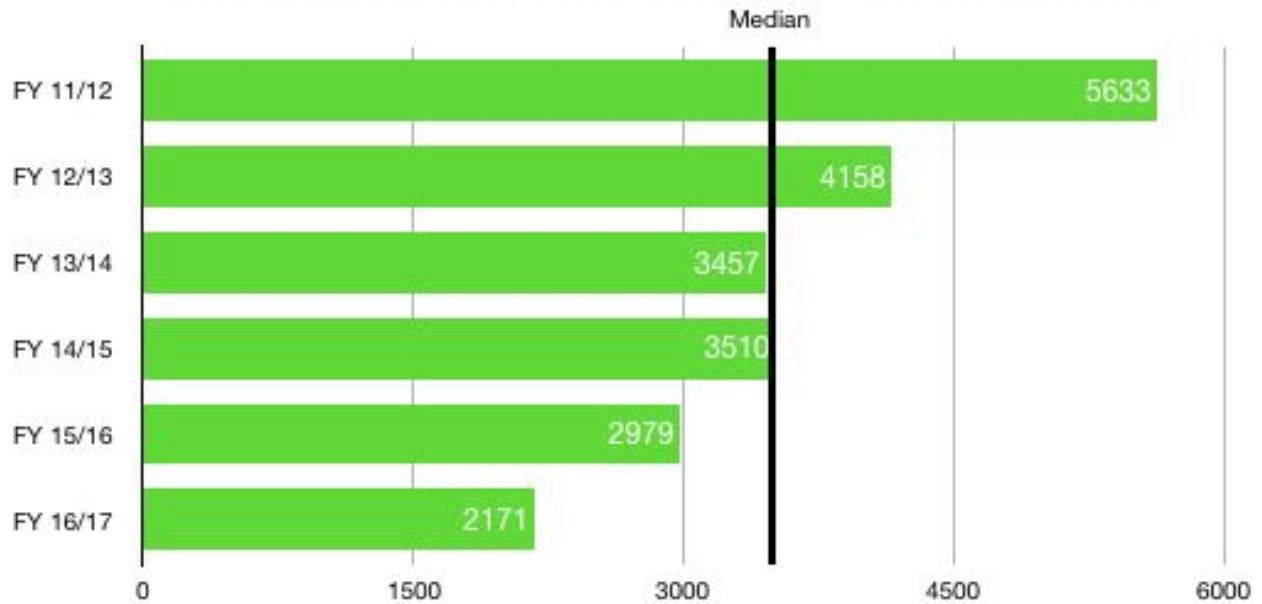
The Reference Desk is additionally staffed by a student assistant the following hours:

Monday – Thursday: 8 am – 12 midnight
Friday: 8 am – 8 pm
Saturday: 10 am – 8 pm
Sunday: 12 noon – 12 midnight

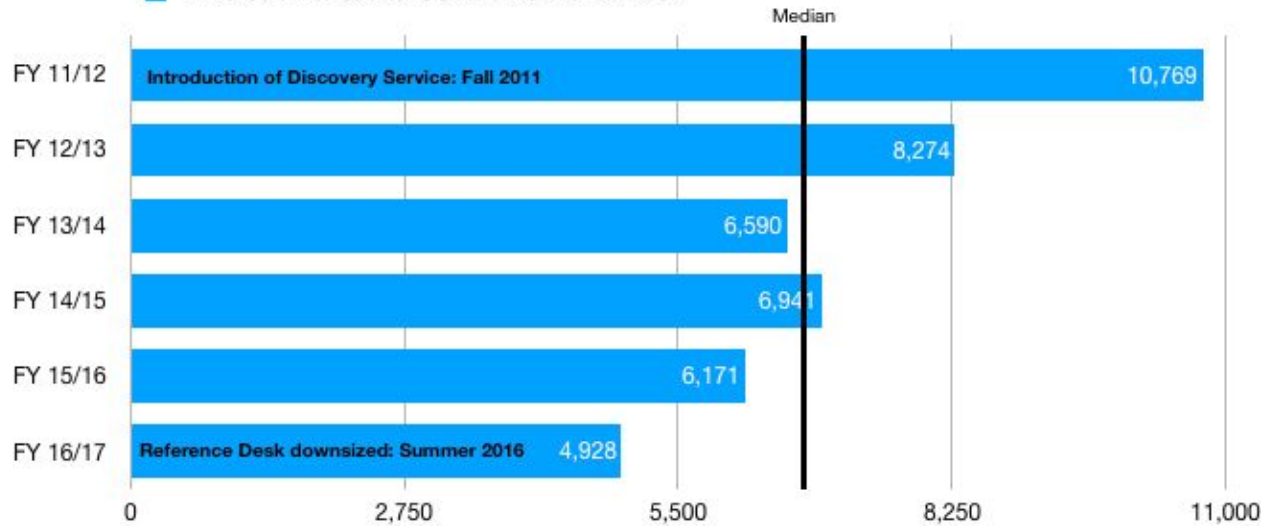
Selected Reference Transactions

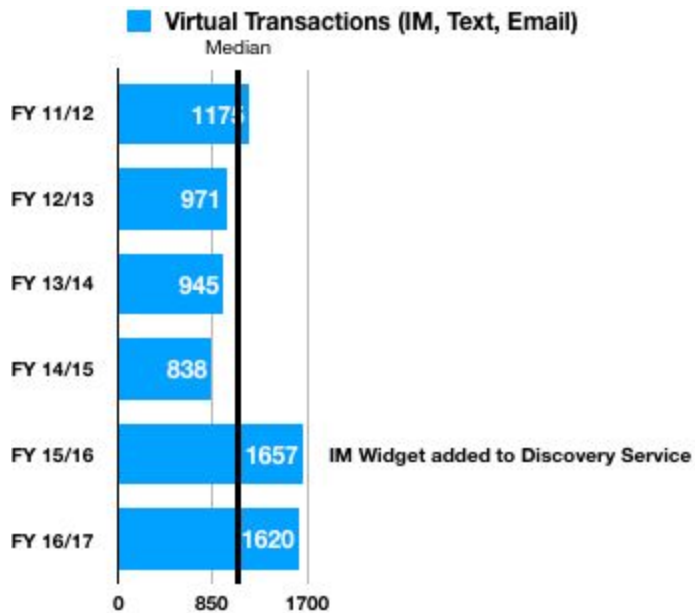


Technology Transactions (computer lab, printing, wireless, guest accounts)



In Person Transactions at the Reference Desk





	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17
All Transactions	12,675	10,022	8,094	8,654	8,584	7,144
Reference (as defined by ACRL)	3,519	2,888	2,588	2,434	2,680	2,473
Technology (computer lab, printing, wireless, guest accounts)	5,633	4,158	3,457	3,510	2,979	2,171
In Person (at Reference Desk)	10,769	8,274	6,590	6,941	6,171	4,928
Virtual (IM, text, email)	1,175	971	945	838	1,657	1,620

In looking at certain declines in the statistics above, it is worth contemplating the possible effects—positive and negative—of introducing a discovery service in 2011 (reference transactions); and significantly reducing the footprint and visibility of the reference desk in 2016 (in-person transactions). We believe the uptick in virtual use in 15/16 and 16/17 corresponds to adding IM widgets into our discovery service.

Reference Collections

The print reference collection which for many years occupied most of the space in the reference room has been weeded and the remaining volumes moved into the Gleeson stacks. Use of the print collection was very low in recent years even after it began circulating at the beginning of 2013. In the meantime, the Library has been building up its online reference collection which now numbers in the thousands of titles. The majority of these are clustered in the Gale Virtual Reference Library (GVRL) platform, though there are significant collections in Oxford's and Sage's platforms as well as major titles from a number of other publishers. In contrast to the print collection, use of the online reference collection is high, with GVRL in the top ten of the Library's most-used databases.

Reference Facilities

Computer Lab & Electronic Classroom

The Reference Department runs and manages a public computer lab comprised of 53 desktop computers, as well as an Electronic Classroom for bibliographic instruction which contains 23 desktop computers.

The computers in the public computer lab are equipped with wired Internet connections and a standard suite of software, and include Mac and Windows operating systems. Students use the lab for information retrieval (via library databases and catalog, the course management system Canvas, the open web, etc.), knowledge creation (e.g. writing papers and completing assignments in Word, Powerpoint, Excel, etc.), printing, and extra-curricular information consumption (e.g., social media and listening to music).

The computers in the Electronic Classroom are likewise equipped with wired Internet connections and a standard suite of software. All the computers run the Windows operating system. The computers additionally run a system control software that allows the librarian to take over their screens during instruction sessions.

Historically, the reference computer lab consisted of uniquely configured equipment providing access specifically to library resources. As these resources moved to the web over the years, the lab computers converged toward the standard configurations provided by the campus IT department. The reference computer lab is currently one of the busiest labs on campus, and is an important resource for both students and the Library. Given that the lab now has no configuration specific to reference department functions, it is worth asking if the reference department is still the most appropriate unit to manage it. The same question would apply to the

electronic classroom. Both might be more appropriately placed under the Library Systems Department (though they would likely require additional staffing to take on this time-intensive role).

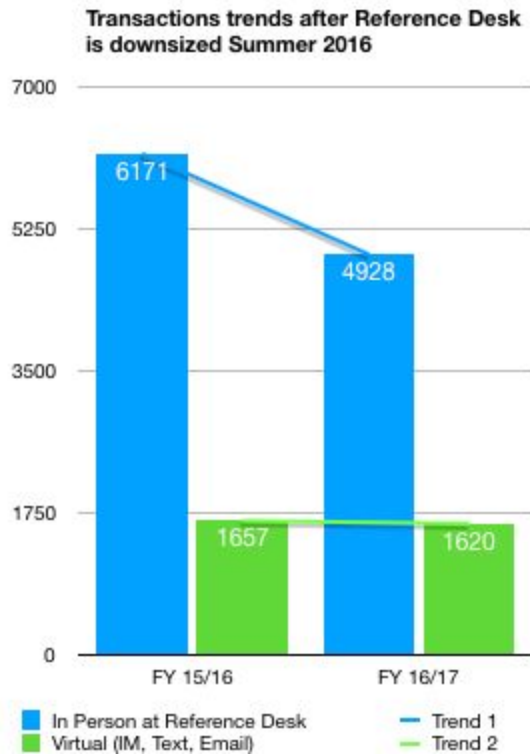
Reference Desk

Though many libraries have in recent years experimented with downsizing or even eliminating stand-alone reference desks, or stopped staffing their reference desks with librarians (keeping them on-call instead), our reference department feels strongly about the value of having a librarian presence at a significant reference desk, which has worked well for the Library for almost 20 years. The librarian (or library assistant) paired with a student assistant at the desk is an ideal configuration. The student assistant can handle much of the directional, and technology-related questions, and the librarian can take the research questions as well as monitor the student assistant when they take on straightforward reference/research questions. This arrangement benefits everyone behind the desk as well as the patrons on the other side.

In the summer of 2016 an unexpected opportunity to quickly renovate the reference room presented itself. The reference shelving was removed to make way for study space (the print reference collection had already been weeded and moved to the Gleeson stacks); an office and a microform/scanner room behind the reference desk were converted to consultation and meeting rooms; and in addition, the reference department was directed to approve a smaller reference desk design. An unfortunate set of circumstances, however, led to the destruction of 3/4 of the existing reference desk before it became clear that no adequate design for a smaller reference desk would be forthcoming. In the end, the remaining fragment of the original reference desk was salvaged to serve as the “new” reference desk.

Reference staff find the “new” reference desk to be significantly inferior to the original desk, with inadequate room for computer equipment and supplies; poor sight-lines between staff and patrons (a large pillar bisects the desk and blocks views); and lack of room to add additional responders when the desk is impacted with patrons.

Quantitatively, in the year after the downsizing of the reference desk, in-person transactions dropped by 20% whereas virtual transactions (which can be seen as the control variable) remained steady. This is compelling evidence that the “new” desk configuration is problematic not just for staff, but for patrons as well.



The rapid 2016 renovation achieved much success including the large study areas and the new rooms; however, the reference desk redesign, despite best intentions, ended up a failure. The reference department thinks it is urgent to rectify this mistake as soon as possible and design a real reference desk. Reference services are one of the Library’s flagship offerings, and the immediate crashing of patron transactions coinciding with the “new” desk should be alarming to everyone.

Consultation Room

The downsizing of the reference desk also removed space previously used for one-to-one consultations. To mitigate this loss, an office behind the reference desk was converted into a consultation room. This room has been a terrific success, and a significant improvement over the original space used for these activities.

Opportunities for Growth: Embedded/Site Specific Reference Services

In addition to the reference services provided in the library building and online, there have been other activities by individual reference librarians, similar to the Distance Learning Services Department, to bring library support and services outside the Library, to reach students precisely where they are; in a campus building or other site, or in a course-learning management system such as Canvas. At physical sites, this can take the form of library

instruction sessions, or librarian office hours for drop-in research assistance. Online, librarians are added as TAs in course Canvas sites, and then provide discussion threads to communicate with students asynchronously, or publish targeted research posts, which occur at critical points in a course project, and reach all students in a class at once.

Individual reference librarians are engaged in various of these activities, but as yet we have no systematic plan, for example, to get library resources embedded into Canvas.

Opportunities for Growth: Data/GIS

Gleeson Library is expanding resources in the area of data services and online mapping. We have created an online guide for finding data and statistics on a wide range of topics. The guide also provides suggestions for visualizing data, citing data, and managing research data. The department is looking for opportunities to integrate these services into faculty research and classroom curriculum.

Along these lines, the department has begun collaborating with the Geospatial Analysis Lab (GSAL) to connect the Library to campus-wide GIS services. The Library now provides access to ArcGIS on PC lab computers. To supplement full-fledged GIS services on campus, Gleeson Library has begun subscribing to Social Explorer and Policy Map. The department is providing classroom instruction and working with students one-on-one to orient the campus community to these new library resources. These resources have been well received by students and faculty.

Potential areas of interest for the Library to pursue include data rescue (capturing at-risk government published data) and archiving USF research data. This may be an area to collaborate with the Library's scholarship repository.

Opportunities for Growth: Scholarly Communication Collaborations

Before the recent addition of a Scholarly Communication Librarian, the Reference department had its fingers—to a greater or lesser degree—in a number of scholarly communication areas including copyright and scholarly metrics (traditional and alt-). Collaboration seems like a natural step under the circumstances, but differing priorities and lack of time on both sides make the way(s) forward unclear. It occurs that the intersections among reference and instruction services, the liaison program, and scholarly communications — all of which service faculty, and all of which are public-facing services, but two of which are under the umbrella of technical services departments — are significant. Would reorganization be more effective than collaboration? The answer is not clear, but it seems worth considering. An outside view would be valuable here.

Additional areas to explore include greater coordination with [Educational Technology Services](#) (ETS) and further integration of library services and expertise into Canvas, course design etc.

Reference Department Measures of Effectiveness

Classroom Instruction

This semester the Library has begun administering Project Sails to some of the graduating students. One usually does not see the final product students produce (final papers, keystone projects, etc.) but Project Sails is a way to measure Information Literacy skills of graduating students. In addition, through teaching in classroom the department is able to undertake a form of on-the-spot assessment. This is not formal collecting of data but informal working with students, after instruction, as they begin applying the Information Literacy skills they have learned. This provides immediate feedback on teaching.

One to One Research Consultations

At the end of each academic year, the departments sends a survey to everyone who had a one-to-one meeting, soliciting feedback on the session. The questions were developed working with the then University Assessment Coordinator on campus. It was challenging to determine the questions to ask, since these sessions can encompass almost anything from a general orientation to databases to helping faculty with a research article to helping students get the full text of citations. Some are basic “customer satisfaction” questions (“Would you recommend this service to others?” and “In the future, would you schedule another session ?”) and some questions try to measure what skills were acquired (“Did you learn new skills or techniques that you could use with other topics or other classes?”) Each year the Coordinator of Library Instruction sends out the survey, then sends the results to the librarians who teach, and to the Library Dean and Associate Dean. The department created a “Best Practices” google document incorporating some of the feedback to improve future one-to-one meetings.

Reference Services

We keep statistics of all reference desk and online transactions through Gimlet, an online transaction recording tool. It should be noted that reference questions are answered not just in the reference department, but all over the Library and in a number of departments. An opportunity exists to track all of these reference transactions in Gimlet.

Support of the Mission and Curriculum

In instruction sessions, one-to-one meetings, and reference services the department “promotes learning” and help to build “the knowledge and skills needed to succeed as persons and professionals” by teaching Information Literacy skills.

Librarians work with faculty to tailor the content of sessions to what is being taught in their classes. And in consultation meetings and reference services they work with students, faculty, and staff in their research for their classes or their individual research needs.

Technology

For approximately 15 years the department had a Reference Technology Librarian position which handled in-house and remote access to hundreds of networked CD-ROMs (which thankfully gave way to the Web eventually); the computer lab/classroom; the library website; and the staff computers in the department. The position also shared many emerging duties that today are handled by an Electronic Resources librarian. The position was effectively retired when the librarian was promoted to Head of Reference. Duties involving computer equipment were moved to the one remaining library assistant, but responsibility for the library website remained (see “Technology: Library Website” later in this section).

This is a good example of why much of the technology in the Library has become decentralized. In some cases where a technology system is managed makes initial sense, but the management does not adapt as the organizational structure changes, leaving systems in less than logical places. The CD-ROM network and computer lab mentioned above pre-dated the ILS and Systems department. It was managed out of the Reference department because it dealt with “reference databases” and the expertise was there.

From that time (late 1980s) up until today, it is often the case that if a librarian wants to bring a technology/system online that librarian may well need to set-up and manage the system themselves. The amount of technology and systems old and new currently managed within the Reference department is partly a legacy of the original library “system” created in Reference almost 30 years ago which, along with the Library Dean’s encouragement to pursue new initiatives, has kept Reference as a technology hub ever since; and partly the result of the Library not adapting structurally to the technology landscape.

It would be foolish to suggest that all technology/systems should be centrally managed. There are often very good reasons to have technology managed in different places and by different people. It could be helpful, however, to assess how our current technology across the Library is being managed, and by whom, and ask if this is the best way to do so; and to assess how new technology/systems are brought into the library, and how their management is determined. A very minor example: the Library has three different departments managing scanners of various types (Reference managing public scanners; Acquisitions managing public microform scanners; Digital Collections managing a Bookeye scanner). That each of these departments use the respective technology is given; but perhaps the maintenance/vendor support would better if it was centralized. A more significant example: assigning “Electronic Resources” duties to one of the reference librarians in 2003 shows recognition of the changing library technology landscape; but it wasn’t until 2015 that it changed from a hybrid reference librarian to a full Electronic

Resources position and moved to Technical Services. That is late, but positive structural change. It is not unlikely that a broader review might suggest further positive structural changes around technology/systems.

Technology: Discovery Service

“Fusion” is the branding for the library’s implementation of EBSCO Discovery Service (EDS), which launched in the fall of 2011. EDS was chosen after discovery-service presentations from EBSCO, Serials Solutions, OCLC, and ExLibris (the Library also considered its existing Encore Synergy from Innovative), and after user testing on their respective products. User testing showed EBSCO’s EDS and Serials Solutions’ Summon to be the leading contenders, but EDS’s search results were seen as significantly better than Summon’s by most of the reference librarians.

In years past, the Library had tried a number of generations of Innovative Interfaces’ federated search engines (MetaFind, ResearchPro), each of which was deemed to be not ready for public use. The hope with the new discovery systems was that the Library would finally have a usable multi-database search engine, and a place where any user could go to find library content, regardless of their level of experience with library databases.

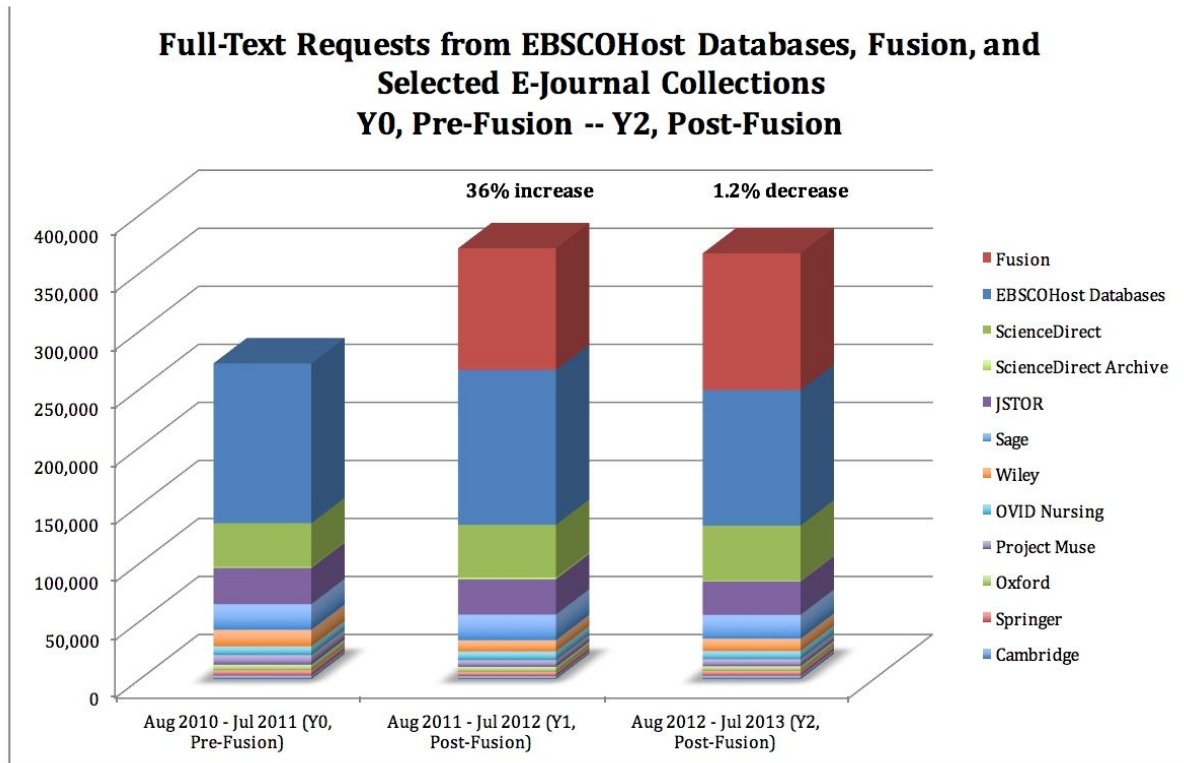
One also hoped that a discovery system would increase usage of subscription content that might otherwise be lost among our long list of databases.

At launch the Library replaced the tabbed search box on the home page with a single search box for Fusion. The previous tabbed search box defaulted to a catalog search, and clicking on the “Articles” tab offered a search in EBSCO’s Academic Search Premier with options to switch to other general article databases from ProQuest, Gale, or LexisNexis.

As the only search box on the library home page, Fusion was heavily used immediately, but overt response from patrons was muted—an indication that overall the change was not causing any significant problems for them. A handful of faculty “expert users” still preferred to direct their students to discipline-specific databases and didn’t care for the heavy emphasis on Fusion.

Statistics from before and after the introduction of Fusion show both expected declines in specific resources previously featured in the removed tabbed search box, and hoped-for increases in overall resource usage.

The chart below shows full-text retrievals from EBSCOhost databases, major journal publishers, and Fusion. The major takeaway is that without adding any new content but simply a new interface, full-text retrievals overall increased more than 30 percent.



Fusion is a complex system that is continually changing and in constant need of administration. It was originally proposed and administered by the reference department with technical maintenance split between reference and technical services; but after staffing changes, its maintenance and administration is now more properly situated fully in technical services, though among several people.

Fusion is the de facto search engine for library resources, supplanting the stand-alone library catalog's role as the primary public search tool. It is predictable that as Fusion gains hooks into the backend ILS, it may evolve into the primary public catalog interface as well. (OCLC, ExLibris, and Innovative have already merged discovery and catalog.) Some libraries recognized early this trajectory and created "discovery librarian" positions to support their discovery systems. Gleeson has made huge improvements in discovery support in the last few years, but it may be worth examining the best way to service this primary public system.

Technology: Library Website

The Gleeson Library website first went online in 1996, and was created by the assistant head of circulation at the time. With her departure in 1997, management of the site shifted to a new reference librarian. At that time the website was not considered important, and who managed the site was determined simply by who knew how and was willing to hand-code html.

More than twenty years later, the website as a gateway to library services and resources is of coequal importance to the library building itself; yet the same reference librarian, now Head of Reference, continues to maintain it.

When the University began to recognize the importance and impact of its websites, a web services department was born to take control of their look and feel. They introduced content management systems (CMS) which provided tools that the library's webmaster was eager to take advantage of, as a basic knowledge of html could no longer do the job. But with a CMS run by a web services group came some rules and restrictions. But it was a good tradeoff initially.

Over time, the focus of web services (and the University) shifted increasingly to marketing, and their choice of web design firms and content management systems reflected this focus. Today, that external focus is all-consuming, and the concerns of the Library (with an internally-focused website with unique needs) is not given due attention. The Library's current website, though superficially pretty, has been burdened with inadequate navigation and menus, among other complaints. This is partly a result of a poorly-designed Drupal implementation, and partly the result of arcane rules about which websites are allowed to use which menu systems. Web services did relent after more than a year, and let the Library use a more appropriate menu scheme.

The web services team on a day-to-day basis is very knowledgeable and supportive in solving website issues; but on a strategic basis, the Library's interests are not well served.

LibGuides

The library webmaster had resisted for many years requests to acquire Springshare's ubiquitous LibGuides, preferring to craft attractive research guides and database lists in the local CMS. It was a labor-intensive method, but the end result was visually appealing, unlike LibGuides' default ugliness.

However, the increasing difficulty of effectively using the university CMS as noted above created a pressing need for an easy to use, library-featured CMS, which is the definition of the LibGuides product. In 2016 the Library subscribed to LibGuides, and is in the process of moving existing guides over to the new platform. When all of the research guides and database pages are in the new CMS, the majority of the library website (in terms of pages) will be off of the university's CMS.

In the short term, the Library will ask the web services team to work on the look and feel of the LibGuides system to make the pages more visually appealing, and more closely resemble the university website. If this is successful, the Library will likely move additional library information webpages over to LibGuides.

Where Should the Library Website Go

In the longer term, one must decide whether the remaining library web pages including the home page should be moved to LibGuides (if an attractive homepage can be created on that platform), or if it should be moved to a library-focused CMS such as Stacks. It seems preferable--given the current university vision of the website, and given the historical neglect of the Library's needs--that web services be given a pure marketing advertisement page to represent the library, but keep the actual, working website out of their systems as much as possible.

What is required to solve a number of these issues is a person with appropriate web skills who could turn a third-party CMS like LibGuides into a visually attractive platform. The library website is one of the three most important library systems (along with the ILS and the discovery service), and should have a position dedicated to managing it. Most large websites at the University have dedicated positions for their maintenance -- Law, Arts & Sciences, Business, Nursing, and Education. The library website is at the same scale as those sites, yet is still maintained by a person with a full load of other duties, and 1990s coding skills. It may make sense for the Systems department to expand to include such a person/position, perhaps with an expanded palette of coding skills.

Conclusions/Thoughts for the Future

A number of themes may emerge from this section, specifically around instruction, technology, and physical spaces.

Instruction is perhaps the most directly impactful service the department provides, but instruction duties are spread unevenly across the department as well as outside the department, partly because liaison assignments have not adapted well to changing programs and library staffing. We rely on the contributions of librarians outside the department, as it would be difficult to handle all instruction with our current staffing along with librarians' other activities. However, this outside support is unpredictable because these librarians by definition have other core duties which appropriately take precedence for them. Should the reference department librarians drop their additional activities (outreach, marketing, programming, technology initiatives, library website, copyright group, etc.) to further focus on instruction? This seems neither feasible nor good for the Library at present. Can the liaison program be reorganized, reconceptualized, in a way to positively impact teaching? Should all librarians teach? Should all teaching be done by the Reference department librarians alone? These are important questions to ask.

The department has a historic culture of pursuing new technology initiatives which is invigorating to both the department and the Library, and which has been encouraged by the Library Dean. But over time if the "keeper" initiatives are not reorganized as the organization

itself changes, then the department ends up spending continued time and energy on legacy programs that from the outside may appear to belong elsewhere in the organization. Examples are the longstanding computer lab and more recently the alt-metrics platform PlumX which might logically move to the new scholarly communication unit when that unit is ready.

Spaces in the Library have had a massive cumulative reorganization over the last several years with stutter-step renovations (in lieu of a future full learning commons redesign) that have been focused on student study space. From the student perspective the renovations have in a relatively short period turned the Library from a study space famine to a study space feast. Staff areas have been impacted by having library personnel relocated from these renovated areas to existing staff spaces in both technical services and access services areas. For the Reference department the cumulative effect of the renovations have been to close public service and collections areas (periodicals desk and surrounding collections; government information public service area and collections; print reference collection) whose endpoints were already in sight; as well as to severely downsize the primary reference service point with, unfortunately, no assessment of how this might impact reference services. One lesson to draw from this last item is that Library Leadership Team input is absolutely necessary even during times when meeting is difficult (Summer) and renovation projects are time-sensitive. From the perspective of public service space, the Reference department is barely a shell of its former self. The *overall* downsizing of Reference public service spaces was inevitable and appropriate; however the process went too far in the single-minded pursuit of student study space square footage, and should be rolled-back a bit to fix some mistakes that were made along the way. The Reference Desk currently stands with nothing to identify it as such; that is the most appropriate symbol of Reference public service space after the renovations.

6k. Scholarly Communications:

Introduction: What is scholarly communications?

Scholarly communications is a term that encompasses traditional academic publishing (books, journals, monographs); new forms of citable scholarship such as conference proceedings, pre- and post-prints, theses and dissertations; and education around the academic communication ecosystem, particularly around intellectual property rights, such as copyright and fair use in teaching and scholarship. In the academic library environment, it includes advocacy and practice around the open access and the open education movement, both enabled by traditional librarian expertise and the new skills of library publishing.

Recent history: Scholarly Communications Librarian

In 2016, Gleeson Library hired Charlotte Roh for the new position of Scholarly Communications Librarian. Her role is to expand the scholarly communication program to its fullest potential to serve the University of San Francisco on several different fronts, engaging

- undergraduate students
- graduate students
- faculty and librarians
- staff training programs
- community affiliates
- the larger USF community

The primary vehicle through which scholarly communication activities take place is the [Scholarship Repository](#), a publication and preservation platform through which undergraduate and graduate students can learn, through active participatory journal creation, the process of digital scholarly publishing. For FY18, the scholarly communications program was allocated a budget of \$3000. \$1000 will go toward a student fellowship for open education, the rest will go toward catering for events and thank you gifts for participants and partners.

Please note that, since the role of the scholarly communications librarian is a new one, the program is in its infancy.

Supports USF Mission

By making available the work of USF faculty, students, and community partners available to the world through the Scholarship Repository, the scholarly communications program provides a vehicle for international reach and impact to “change the world from here.” For example, the countries with the most downloads of USF research are the United States, Philippines, United Kingdom, India, Canada, Australia, the Russian Federation, Germany, Indonesia, and Malaysia. The unique content hosted by Gleeson Library includes projects, articles, and publications such as the [Journal of Hispanic / Latino Theology](#), which directly pertains to the Jesuit mission and the goals of diversity.

Supports Curriculum

The intersection of technology, intellectual property, and publishing are of key importance in the everyday experiences of students and faculty who create and consume information. In the course of making available their masters and doctoral work through the library, students gain knowledge of copyright and digital archiving metadata. Students and faculty also learn to think more critically about the scholarly communication ecosystem through projects such as the new student-run *Journal for Solidarity in Leadership* and the new [Journal of International Human Rights Education](#). These publications are opportunities for education on crucial information literacy topics as well as opportunities to practice communication skills both inside and outside the classroom.

Measures of Effectiveness

Goals for the scholarly communication program are set through 1) standard scholarly communication programs as they have been established at other institutions, such as the creation of a copyright advisory team and 2) responding to the needs of the staff, students, and faculty at USF in a responsive and flexible manner for the quickly changing scholarly communications landscape.

The goals and components of the program are as follows and are described in further detail:

6k-a. Scholarly communication professional development

6k-b. Copyright advisory and education

6k-c. Library publishing / USF publishing

6k-d. Open education and alternatives to textbooks

6k-e. Open access policy and increased repository activity

6k-a. Scholarly communication professional development

Goal: To equip the staff and faculty in scholarly communication in order to build capacity and knowledge in a changing global system of digital publishing and online communication.

Strategy: Interactive workshops on the disparate topics of scholarly communication and a dedicated Slack channel for dissemination of news and information related to copyright, digital humanities, open access, and open education. The ultimate goal is to have proficiency in knowledge around topics such as open access publishing, copyright and fair use, and open education, so that staff and faculty feel comfortable talking about and teaching on scholarly communication topics. Example programs that have already taken place include workshops on

- Scholarly publishing through a social justice lens
- Open access policies
- Open education resources
- Negotiating author contracts
- Copyright and fair use in the classroom
- Open access publishing
- Negotiating author contracts
- Copyright and fair use in the classroom
- Understanding Creative Commons licenses

Markers of success: The workshops that have already taken place have all received positive qualitative feedback and learners have indicated that educational objectives were met. As these workshops become more established, it is anticipated that attendance will increase as well as invitations for more partnered events.

6k-b. Copyright advisory and education

Goal: To provide authoritative and consolidated copyright advisory services to faculty, staff, and students on campus so that users and creators are using best practices in copyright and fair use.

Strategy: Create and maintain a copyright advisory team that will provide consistent policies and guidance for the campus. Please note: This team will not provide legal advice. It will provide one-on-one educational consultations, educational events like Fair Use Week, and workshops to departments upon request. Previous to the creation of this team, such a resource for the campus did not exist. The copyright advisory team has also, in the past year, created an [online resource for faculty and staff](#) that is already being used.

Markers of success: The copyright advisory team has already provided consultation services to several projects and departments on campus and will continue to do so. For example, the course "From Slavery to Obama" cleared its permissions in partnership with the Gleeson Library, ITS Digital Education team, and the African American Studies department. The scholarly communications librarian also met with the ITS consultant to refresh its policies around copyright appropriately for the educational environment. It is anticipated that the use of these services will increase as word spreads, and there will be greater copyright literacy on campus.

Future goals include continued partnership with ITS to address DMCA copyright takedown notices, specifically educating students to be good citizens in the online environment of mixing, remixing, and sharing. This will go hand in hand with goal 6k-a, to build the capacity of faculty and staff at USF for the current information literacy environment.

6k-c. Library publishing / USF publishing

Goal: To grow the library publishing program at USF to include new and existing journals, conferences and events, as well as educational resources that will expand the reach of USF scholarship to change the world from here.

Strategy: Targeted outreach to existing journals on campus such as the *USF Law Review* and the *Ignatian*, as well as the creation of new journals such as the *International Journal of Human Rights Education*. Existing publication series, such as the [Creative Activity and Research Day \(CARD\) posters](#), can be expanded to 1) highlight student and faculty work 2) serve as opportunities for the Library to partner with academic departments and programs 3) expand the reach of USF scholarship around the world.

Markers of success: The program has already received excellent feedback from the journals hosted on with the Gleeson Library, and it is expected to see a modest yearly increase in the number of USF journals and publications hosted and published through the Scholarship Repository platform, as well as education around peer review and publishing process for those participating. There is also quantitative measurable reach - for example, the aforementioned CARD poster series has over 16,000 downloads as of September 2017.

6k-d. Open education and alternatives to textbooks

Goal: To establish an open education program on campus and an attitude of alternatives to expensive textbooks in order to provide student access to educational materials as a social justice issue.

Strategy: Partner with ITS, CTE, the bookstore, faculty, and other interested partners in order to provide a network of consulting support. Current consultants include Charlotte Roh and Angie Portacio, Instructional Designer with the Digital Education Design Group here at USF.

Workshops each semester are planned and outreach efforts are underway, potentially including a faculty learning community with the Center for Teaching Excellence. Budget will also be allocated for a student advocate for open education.

Markers of Success: The first thing to accomplish is simply increased awareness - while many faculty make accommodations for their students and textbook costs, they are not aware that there are established programs and resources. This would be accomplished in partnership not just with faculty but students, CTE, ITS, CRASE, the bookstore, and of course the Library. The next step is increased attendance for OER trainings by faculty in order to “flip” classes to the open education model (workshops have been thus far well attended by Library and ITS staff but not necessarily by faculty). Success can be seen in measurable savings on campus and increased learning efficacy - simply due to access to resources.

6k-e. Open access policy and increased repository activity

Goal: To collect the scholarly output of USF to enhance the reputation of the University and make its work available to a global audience. To pass an open access policy to enable these efforts as well as to protect the rights of USF authors, who often unknowingly sign over their intellectual property rights. These goals work hand in hand with 6k-a and 6k-b.

Opportunities for Growth

6k-a. Scholarly communication professional development: Partnerships with IT and faculty and heavy investment in professional development are necessary in order to initiate and support digital humanities on campus.

6k-c. Library publishing / USF publishing: With more resources, the publishing program could be expanded to work more closely with educational curriculum to teach traditional information literacy skills (such as the process of peer review) as well as valuable technology skills such as the role of metadata in a digital publishing platform and the impact of these digital platforms on the global scholarly commons. The evidence and importance of this global impact is an opportunity for students to reflect and analyze on their assumptions on how knowledge is disseminated in diverse communities. Through participatory learning, students can understand and evaluate how global interconnectedness is dependent on existing social, economic, environmental, and political systems that shape the creation and distribution of knowledge and how these systems impact their own scholarship and created knowledge here in the San Francisco Bay Area.

6k-d. Open education and alternatives to textbooks: Evidence from other open education programs around the country indicate that, to grow this program successfully, investment of money and time by the Provost's office is a necessary component. It adds legitimacy and prestige to a non-traditional way of thinking about learning materials. Increased resources also increases the likelihood that new, USF materials would be created and shared, advancing the University's mission of sharing knowledge.

6k-e. Open access policy and increased repository activity: While the current repository platform, operated through the vendor BePress, is one of the heavily used software platforms in the country, there are better and more agile publication platforms that are coming out on the market in the next two years. The Library should be looking for an opportunity to provide a repository platform that includes the capacity to digitally archive, as well as to store and to make accessible data and streaming media - two very key needs on campus.

6l. Special Collections and University Archives:

The Library's Special Collections and University Archives department was established in 2011 in part upon a recommendation from the 2007 library review in which the consultants urged merging the two departments. This served both to facilitate administrative efficiency and to give Archives a greater "voice at the table" as the Head Librarian of the Rare Book Room also served on the Library Leadership Team. At that time the Archives was staffed part-time by a Jesuit who had served as Archivist for many years. Sadly, Fr. Kotlanger passed away in October of 2015. The Library Dean appointed Deborah Malone, who had formerly served as

Periodicals Librarian and Head of Collections, to the position of Archivist. With the appointment, the Archivist position became a full-time position and public service hours for the unit doubled to forty hours a week. The department is comprised of 2 FTE.

It is very common and desirable for special collections and archives to be administered together in the same unit. What makes matters a bit different at the Gleeson Library is that, due to how the Donohue Rare Book Room and Archives were developed independent of each other for over forty years, the two areas occupy different spaces within the Library. The collections are not housed together nor are they accessed at a common public service point. Though there is a high degree of functionality in the department, the reality is that there is a certain degree of bifurcation of the collections and the operations.

Staff

John Hawk, Head Librarian, Special Collections and University Archives
Library Liaison and Collection Development Areas: History Department (U.S. History)

Deborah Malone, Archivist/Librarian
Library Liaison and Collection Development Areas: Psychology (undergraduate), Kinesiology, Sports Management

Special Collections

Key Functions and Services

Special collections in the Donohue Rare Book Room include rare books, prints, maps, photographs, broadsides, printing blocks, and literary and historical manuscripts. The rare book collection, totaling nearly 17,000 volumes, is cataloged in *Ignacio*, the Library's online catalog. Catalog records are made available worldwide through OCLC. There has been a sustained effort in recent years to digitize materials from the collection for inclusion in the Library's Digital Collections and to catalogue heretofore "hidden collections." These digitized materials are also discoverable through ArchiveGrid and the Digital Library of America; manuscripts materials that are cataloged but not digitized are also included in Calisphere. Collections are accessible to students and researchers forty hours a week; materials are housed on-site and are paged on demand.

The collections of the Donohue Rare Book Room constitute a rich teaching collection, and include materials from the fifteenth through the twenty-first centuries, representing key areas in the history of the book and the transmission of print culture in the modern era. Among the books in the collection are 62 incunabula (not including leaf books) and fifty-five vellum-printed books.

The Rare Book Room has over 2,000 pre-1801 imprints. Materials that demonstrate the art and craft of the book figure prominently in the collection, with an emphasis on press books and modern fine printing. Additionally, there are several research-level collections: The Albert Sperisen Collection of Eric Gill; The Hans and Phoebe Barkan Collection of Robinson Jeffers; the Anaïs Nin Papers; the Thomas More Collection; the Recusant Literature Collection, and the collections of California fine printing. The department has an active acquisitions program and materials are regularly added to the collection.

In 2013-2014 the Donohue Rare Book Room underwent a major renovation in order to expand storage; add HVAC to the storage area; and to improve security for the collections. The reading room was updated and a new entrance was created, making the reading room more visible and welcoming. Updates included new UV filtering windows and shades, new lighting fixtures, furniture, and carpeting. The Library Dean, Associate Dean, and Head of Special Collections and University Archives played a critical role pushing for the redesign that ultimately was selected. Restoring the space to a functional reading room has had tremendous impact in terms of attracting students to the Rare Book Room and better serving the University community.

Supporting the Mission and Curriculum

Much as other units within the Library, so too the department is mission-driven and service oriented. The University's and Library's teaching mission is core to the identity and purpose of the department. The Rare Book Room and its collections frequently serve as a teaching laboratory where students have access to a variety of primary source materials, with an emphasis on the history of written communication; printing and publishing history; the art and craft of the printed book; and the history of the book. Bringing the artifact into the hands of the student is one of the most frequent uses of special collections at USF, where there is ample opportunity to collaborate with faculty to create an intimate connection between special collections and the teaching mission of the University.

Library instruction is a key function of the Rare Book Room. Faculty regularly bring their classes to the Rare Book Room for in-depth sessions. The Head Librarian routinely works with faculty to introduce students to the special collections and make available collection materials pertaining to the curriculum and research topics. These instruction sessions take place in the Donohue Rare Book Room. Departments and courses which make use of the collections include: History (*Ancient and Classical Civilization; Modern European Civilization; Early Modern Europe; The Reformation; The British Empire; British Identity; Medieval History, The Ancient Near East, Western Civilization; European Expansion; History Internship*); Politics (*From Baroque to Enlightenment*); English as a Second Language; Rhetoric and Language (*Politics and Society; Media Studies*); Art + Architecture (*Introduction to Printmaking; Methods and Materials; Introduction to Graphic Design; Survey of Art History; Art History I; Typography; Appreciation of Visual Art; Arts Management; Camouflage and Representation: Jewish Women in the Book Arts; Exhibition Design Practicum; Curatorial Practicum*); English (*British Literature Survey and*

Method; Victorian Poetry); Masters of Fine Arts (*Poetry Workshop*); Philosophy (*Modern and Ancient Philosophy; Origins of Ancient Philosophy and its Development; Medieval Philosophy*); and Modern and Classical Languages.

The teaching mission of the Donohue Rare Book Room is also exemplified by the relationship that the Rare Book Room has with the History Department's *History Internship* course (a service learning course). History interns serve in the Rare Book Room where they work 100 hours with primary source materials and are introduced to a range of issues in special collections librarianship: curation, interpretation, collection management, cataloging, digitization, etc. Similarly, the Donohue Rare Book Room also has a strong record of supporting the curriculum through its many collaborations with Art History faculty and the Museum Studies program. In recent years special collections has worked with the undergraduate *Museum Studies* class and the Museum Studies graduate students in the Curatorial Practicum course. The latter made exclusive use of the collections in their major exhibition [*Reformations: Durer & the New Age of Print*](#).

The Rare Book Room also seeks to make materials available to outside researchers and to the wider Bay Area book community through exhibitions, programs and outreach initiatives. In recent years, exhibitions have been carried-out in collaboration with USF faculty and the Bay Area book community. The Department also has collaborated with several local and national organizations, including the Arion Press and Grabhorn Institute; The Book Club of California; the Guild of Book Workers; the Hand Bookbinders of California; The San Francisco Center for the Book; The Grolier Club; FABS (Fellowship of American Bibliophilic Societies); and the Antiquarian Booksellers Association of America.

Collection Development

Special collections supports research, teaching and instruction needs at the University. In an age of increasingly available digital reproductions of historical materials, Rare Book Room collections remain particularly relevant for their artifactual value and their benefit for teaching purposes. The Rare Book Room seeks to serve faculty and students through a variety of means. Chief among them is the essential activity of acquiring, preserving, and providing access to a wide range of primary source materials in their original formats. Acquisition activity is governed by the policies and practices of the Acquisitions Department, which administers collection building for the entire Library. Intellectual access to these materials is provided through the online catalog and discovery system. Newly acquired materials are routinely cataloged by the Cataloging and Metadata Management Department so that they may be accessible to patrons in a timely manner.

Materials acquired for the Donohue Rare Book Room are identified and selected according to defined strengths and needs of the collection. Chief among these considerations is the curriculum and teaching interests of faculty as well as observable patterns of use in the Rare

Book Room. The goal of collection building in the Rare Book Room is to collect according to the strengths of the collection: to build within and out from the core holdings in order to further enrich already strong collections. The level of collecting emphasis upon various collections depends in large part upon the perceived strengths of the collection and current and future research needs.

University Archives

Key Functions and Services

The primary purpose of University Archives [the Archives] is to collect, preserve and make available historical records of the institution, in all of its various forms, since its 1855 founding as Saint Ignatius Academy on Market Street in San Francisco.

The Archives holds records from various sources in a wide variety of formats and material types including, but not limited to, paper documents, photographs, slides, film, computer files, sound recordings, and objects. Collections materials include: copies of university records; books and scrapbooks; journals and newspapers; yearbooks and other annuals; manuscripts, letters, memoranda and reports; maps, posters, architectural drawings; photographs, negatives, and film; audio and video tapes and motion pictures; memorabilia; ephemeral materials; and a variety of other original materials. [N.B. The University does not transfer official records to the Archives but operates its own records management program using off-site storage.]

The University Archives also seeks to include a wide range of records and papers generated by or pertaining to administrators, faculty, staff, alumni and students. This includes, but is not limited to, photographs, manuscripts and personal papers relating to the history of the institution as well as records created and maintained by student government and other student organizations.

Supporting the Mission

The functions of the Archivist are to appraise, acquire, arrange, describe, preserve, and make available the records of the university as well as collections of related materials acquired from outside the institution. The Archivist is the only staff member in the Archives and is currently working on processing the 30-year backlog of collection materials. A great deal of time is also spent responding to inquiries (phone, email and in-person) from members of the public and other users such as alumni and researchers.

In addition to the ongoing work of gaining intellectual and physical control over the collections, the Archivist:

- responds to inquiries from members of the public and other users;
- advises users on how best to access, use and interpret relevant collection materials;

- researches topics and historical events relevant to the collections;
- provides reference services and help for users;
- makes research referrals to other library or university departments or outside organizations, when appropriate;
- collaborates with university departments or outside archival organizations to provide the most thorough answers to research inquiries;
- interacts with donors and depositors of archival material;
- accepts donations of materials from alumni, relatives of alumni and memorabilia collectors; and accepts transfers of materials from university faculty or staff.

Collection materials are also heavily used by Alan Ziajka, Associate Vice Provost for Academic Affairs and University Historian. The Archives shares a gimlet account (library desk stats tool) with Special Collections for documenting activities, inquiries, and research use of collections.

In addition to the above full-time duties in the University Archives, the Archivist is also responsible for instruction and collection development for undergraduate psychology as well as collection development for the Kinesiology & Sport Management programs and several specific LC subject areas. When the Library Dean appointed Ms. Malone as Archivist, he required her to continue with these liaison duties, including hours at the reference desk, answering email reference questions and participating in the online text/IM service. Over time, recognition that the Archivist provided full-time phone, email and in-person public service in the Archives (37.5 hours per week), the head of the department was able to reach an agreement with the head of reference to discontinue the reference public service commitments while the Archivist continues with all other liaison and teaching responsibilities.

Collection management system

Archives uses the Lyrasis-hosted ArchivesSpace, an open-source collection-management application for use with archives and special collections. This is a paid subscription in the library budget. Although billed as a membership, ArchivesSpace is a cloud database used as a collection management system.

Full utilization of ArchivesSpace has been a slow process for the Archivist due to challenges with the state of the collections. The Archives holds a 30-year backlog of unprocessed collection materials, that initially appeared to have the organizational structure of an institutional archives. Boxes were grouped together and labeled with various department or office titles; record group numbers were part of those labels. The initial assessment was that collections could be easily identified, accessioned, and processed and that creating finding aids in ArchivesSpace would move along fairly quickly. However, this has not been the case.

As already mentioned, the Archivist soon discovered the University does not transfer official records to the Archives but operates its own records management program using off-site

storage. To be truthful, this is necessary because there is no space for official records in the one small room designated as the University Archives. But this means the record group labels are meaningless because the contents of the boxes are in fact smaller accumulations of personal copies of reports, files, and photographs that came from unidentified offices when someone resigned, retired, or passed away. The previous Archivist did his best to determine which office the materials came from but there is no organizational structure in which a framework for processing collections could be identified.

The Archivist has had to take a step back from entering more data into ArchivesSpace while she works to organize, weed, and inventory the materials in the so-called "record groups" and try to determine a framework to create in ArchivesSpace in order to logically describe the materials. Progress is being made and the Archivist is optimistic there will be more accessions added and finding aids produced by the end of the 2017-18 fiscal year.

Challenges and Concerns:

The Donohue Rare Book Room and the Archives each have undergone recent renovations which addressed longstanding challenges to public service, preservation, and collection management. Thankfully, both areas are enjoying the benefits of recent upgrades and improvements. That said, there still are challenges. The most pressing one is space for Archives as the room is at near capacity. There is only room for one staff member and there is not sufficient space to process collections or to host researchers. In the past, a student assistant was able to work at a table outside of Archives. With the recent redesign of the lower level, that is no longer possible. Public service and processing of collections for Archives may take place in the Rare Book Room reading room, but that too poses its own set of scheduling challenges. One solution is to renovate the departmental storage closet on the 3rd floor and design it as a "flex space" much like rooms adjacent to Reference and Research Services. The room could be reserved for departmental use from 9-5 (for processing and consultations), and then be available for student study use during other hours. Such use of the space would be a win-win for the department and for library users.

6m. Systems

Key functions/services

The integrated library system provides the foundation and infrastructure for many key library operations. The system is used by both Gleeson Library and Zief Law Library.

Systems works closely with all departments to insure functionality.

A. Acquisitions

- i. Most of the library collections are purchased using the ordering module. Orders are placed for both monographs and periodical subscriptions.
- ii. Receipt of these orders is tracked in the Acquisitions module as well
- iii. Invoices are also paid using this system and payment information is transferred to the campus finance system Banner.

B. Cataloging

- i. The catalog database is the heart of the system and its integrity is maintained primarily by the cataloging operations in Gleeson and Zief.
- ii. The sophistication of the serials module was a major selling point as it was the favorite of most Law libraries.
- iii. Much of the material that is batch loaded into the catalog has been handled by systems. With the creating of an electronic resources position some of that load has been transferred. However responsibility for maintaining the integrity of the catalog database is monitored by both Systems and Cataloging.

C. Circulation

- i. This module is the means by which books are circulated to the faculty and students and includes the ability to send courtesy notices and overdue notices. Automatic rather than manual sending of notices is possible and has been considered by both Gleeson and Zief.
- ii. Participation in the Link Plus consortium is also managed through this system and is one of the most popular services that the Library offers. The Law School faculty and students have recently been included and can now request Link+ material.
- iii. Concern over the future of the Link+ service is related to the California State Universities move from the Innovative Interfaces system to Ex Libris and withdrawal from Link+. The Library has an alternative with the Illiad system which is very effective for the delivery of articles. However, the delivery of books will not be managed with the speed enjoyed with Link+.
- iv. The Reserves module is the area which most directly supports the curriculum by making available books and articles assigned by professors for their classes. Much material is mounted electronically in the Reserves module and can be retrieved by professor's name or course name.

D. Reference

i. Authentication of patrons remotely accessing Reference databases is handled through the integrated library system. The evolution of protocols for remote access was impacted by a change in protocol from http to https. The vendor Innovative Interfaces devised a solution which the Library implemented. It involved moving to a wildcard certificate and a software tweak that converted http to https. There were a few databases that were either immune to the solution or needed a little manual tweaking to invoke proper functionality.

E. Information Technology Services

i. Collaboration with Information Technology Services has been ongoing since the Library automated in 1992. The Systems Librarian has worked with 5 ITS directors. Some wanted the Library to house its servers in their server farm while others have been fine with letting the Library continue its collaboration with Innovative Interfaces.

ii. In order hopefully to provide a more stable and secure environment, the Library moved to a hosted model two years ago. In the past, during power outages the library servers were sometimes overlooked when power was restored. The internet protocol address ranges were not always on the ITS radar. The Library is also spared the need to do its own upgrades.

iii. A recent project was the implementation of the fix for issues surrounding authentication of urls using the https protocol. The solution of replacing the type of certificate used involved both Innovative and ITS.

iv. The current project is implementation of Single Sign On which will replace the LDAP protocol. Collaboration on this involves both ITS and Innovative Interfaces.

F. Access Services

i. Systems loads a daily update of patron records provided from Banner with a program provided by John Casten from ITS. The load is usually done by Stephen Hall and the Systems Librarian is the backup when Stephen is away.

ii. Systems worked on the implementation of Illiad and Link+ which are significant and popular services that are used in Access Services.

The Long Term

i. The long term for systems involves monitoring the technological directions that libraries both locally and worldwide are headed.

ii. It involves making service available wherever users are and on various devices. The Reference department currently answers questions via email and chat.

- iii. The library catalog already has a version that is optimized for use on mobile devices.
- iv. ITS is also working on providing services on mobile devices. The Library already has a mobile interface to the catalog ([AirPac](#)), but ITS hopes to incorporate many USF services within the University's mobile platform, the Library's services included.
- v. As a first step the systems librarian has helped them identify what is already available that is mobile and what else the Library might like to include.
- vi. In the quest to identify solutions to the switch of urls to https, it was discovered that identity based authentication is beginning to compete with the credential/password based models. This concept has been encountered while exploring alternatives to Web Access Management. In addition it is a concept that ITS is also actively exploring. Open Athens is an example of a product that is using that method.
- vii. Linked Data is also a concept garnering discussion but not yet widespread adoption. It is significant for cataloging particularly if and when this formally supersedes MARC as the format basis for bibliographic records. However it will also impact integrated systems which will need to accommodate the that format. I have seen presentations going back several years and the experimentation is happening at much larger institutions like UC Davis and Stanford.
- viii. There has been some interest in developing a request for proposal for an integrated online system. It is somewhat influenced by the California State Universities moving to Ex Libris. Our own original decision in selecting Innovative Interfaces was somewhat influenced by the CSU choice although more so by the strength of ILL's serials management software which has been the prime choice for Law Libraries for years, because their collections are heaviest in serials.

6n. USF Seed Library

History

Launched on Earth Day 2014 and housed in Gleeson Library, the [USF Seed Library](#) is an ongoing collaboration between Gleeson Library and USF's Urban Agriculture Minor ("Urban Ag"). It was established by two librarians (Debbie Benrubi and Carol Spector) and a professor (David Silver) to provide free seeds to the USF community.

Key services

Any member of the USF community may take seeds from the Seed Library and perhaps bring back seeds from one's own garden. The Seed Library is heavily involved in outreach to USF and the greater community, and is regularly integrated into Urban Ag and Environmental Studies classes.

Accomplishments

Hundreds of members of the USF campus community have registered and keep a seed log at the Library. Many more have taken seeds and elected not to register. And though the greater community residents who use the Seed Library are not registered when the it is brought to public events, it is gratifying that many hundreds of seeds from local gardens have been donated by these outside users.

The Seed Library provides seeds for our campus garden, and it is brought regularly to monthly farmstands where the USF community is fed by Urban Ag students with produce from the USF Garden and farmers' markets.

The Library also has participated in two successful "seed swap" events with the City and County of San Francisco, where community members from outside USF have been encouraged and enthusiastic to bring and take seeds.

Seeds from the Seed Library have been a central element of several student projects at annual Earth Day celebrations for the San Francisco campus community. There is also a new outpost in Sacramento, as the staff at the Sacramento campus distributed seeds from the Seed Library at the campus Earth Day celebration this year.

Curriculum support

Within Gleeson Library, alongside a collection of books and media about seeds, agriculture and sustainable food production, the Seed Library helps make tangible the connections between people, the food one eats, the labor that goes into it, and the land where it grows. Every semester the Seed Library is incorporated into Urban Ag and Environmental Studies classes concerned with food production and food politics. In turn, students from the Urban Ag Minor as well as Environmental Studies Cornerstone and Capstone students have been actively involved in projects that both utilize and support the Seed Library.

Art and Architecture students helped to refurbish the card catalog cabinet that holds the Seed Library, and there are plans with Art and Architecture faculty to involve students in designing and constructing a mobile seed library unit.

Support of USF Mission

The Seed Library supports USF's mission of social responsibility by providing students and the community at large with the means to grow healthy food and the resources to learn how to do it. The Seed Library provides a model of how communities can attain sustainable food production and food justice, the right to grow and eat healthy food.

Urban Ag students are actively involved in redesigning and planting an abandoned community garden at New Liberation Church, a largely African American congregation located in San

Francisco's Western Addition. Seeds from the USF Seed Library are contributing to the revitalization of this community resource.

Challenges and Opportunities

It has been observed that students, staff, and faculty become enthusiastic users of the Seed Library once they know about it. Students have designed stickers, labels, and social media outlets for the Seed Library, but getting the word out consistently is an ongoing challenge.

Because USF technically is a "closed" campus and USF ID is required to enter Gleeson Library, it is hard to get involvement with the San Francisco community as much as one would like. Bringing the Seed Library out to the public is also a challenge. Various means of transportation for the seed library have been explored when it leaves the Library. On campus a book truck is utilized. Off campus the Seed Library is transported in cars and on busses. Bike trailers and little wagons have been investigated as well. One hopes to collaborate with Art and Architecture classes to design and build a solution that fits the cabinets and is sturdy, portable, and aesthetically pleasing.

7. Library Faculty

The Gleeson Library/Geschke Center is staffed by 21 full-time librarians, including the Library Dean and Associate Library Dean. Four part-time librarians staff the branch campus libraries and also report to the Library Dean. Information on their activities is included in the Distance Learning services section.

Librarians at the Gleeson Library/Geschke Center are professionally engaged and active in pursuing research and service in their respective fields. Librarians routinely attend conferences and present papers, serve on panels, and take on leadership roles in their respective areas of expertise. The Library Faculty Development Fund provides support for such activities by funding professional travel and conference registration. The Library Development Fund is overseen by a committee of three librarians who recommend awards for conference attendance and professional travel. Recommendations from the committee must receive final approval from the Library Dean. Funds are distributed equitably, though junior librarians have a greater allowance since they are earlier in their careers and must necessarily undertake professional opportunities as they prepare for and go through the advancement and promotion process.

The Library also has a Faculty Research Leave program in which librarians may apply for a seven-week research leave to pursue research and focused study pertaining to their field. The award is competitive and applications must undergo review by the Library Dean and an outside juror (at the Dean's naming). Projects have ranged from bibliographic research to collaborations with faculty that have resulted in journal publications. In recent years Faculty Research Leaves have been awarded for projects to identify and incorporate Ignatian pedagogy into Library teaching and service; coursework and research pertaining to implementation of digital

humanities programs; and leave time to complete a book-length manuscript on the printmaker, illustrator, and printer, Mallette Dean.

Librarians serve the University community in many ways, including participation on University committees. Librarians also may be appointed to serve on joint USF/USFFA committees. These committees include the Joint University Library Advisory Committee (JULAC), the Curriculum Committee, and the Distinguished Research Committee.

Nearly all librarians contribute in the area of public service and teaching, ranging from instruction sessions in the Electronic Classroom, to teaching USF 101, to addressing class visits to the Rare Book Room, to taking a lead role in working with faculty on issues of intellectual property and management of digital content in the institutional repository. So too, librarians in the Department of Cataloging and Metadata Management embody the ethos of “cataloging as a public service,” which has at its core the values of discovery and access.

Librarians are recruited through national searches as well as in-house hires in which staff have been promoted to entry-level Assistant Librarian positions. In recent years the Library has undertaken successful national searches for the positions of Head Librarian for Acquisitions and Collection Management; Head Librarian for Cataloging and Metadata Management; Electronic & Continuing Resources Librarian; and Scholarly Communications Librarian.

Librarians follow a rigorous path for advancement and promotion as outlined in the USFFA collective bargaining agreement. There are three classifications which parallel those of teaching faculty: Assistant Librarian, Associate Librarian, and Librarian. The requirements for Library Faculty are similar to those of teaching faculty, but there are key differences. For librarians going through advancement and promotion, the major categories are job performance, service to the profession, and demonstration of scholarly activity.

Related to performance review, and codified in the collective bargaining agreement, is the Librarian Career Prospectus (LCP). The LCP is modeled upon the Faculty Career Prospectus. At the Library Dean’s initiative, it allows the opportunity for the Dean to meet with librarians to review one’s duties and to affirm areas of focus. The LCP is not a formal review, but it is intended as a “check-in” with the Library Dean on challenges and opportunities pertaining to one’s position and area of responsibility.

8. Library Staff

Introduction

The personnel of Gleeson Library includes 19 staff members who are paraprofessionals and who are members of Office and Professional Employees Local 29, henceforward referred to as staff (as a discrete group compared to library faculty). In addition to these 19 staff, the Access

Services Department calls upon a pool of 2-4 temporary workers to occasionally cover evening and overnight shifts.

Access Services employs 9 staff members, of which 5 are full-time and 4 are part-time; Acquisitions employs 5 full-time staff members; Cataloging and Metadata Management employs 2 full-time staff members; Distance Learning Services employs 1 full-time staff member, Reference and Research Services employs 1 full-time staff member, and Systems employs 1 full-time staff member.

Duties and Functions

By definition, staff employees perform support roles, typically supporting the functions of their departments and the Library as a whole by completing clerical, technical, and procedural duties, such as:

- Supervising department student workers
- Routine circulation duties
- Scanning/digitizing print resources
- Managing/configuring library computer equipment
- Copy cataloging
- Managing print and electronic serial subscriptions
- Processing periodical bindery
- Processing new book acquisitions
- Managing facility structure and furniture
- Managing stacks maintenance
- Checking electronic journal record access
- Maintaining staff, librarian, and student work schedules
- Give tours and orientations to student groups
- Reference work (at Reference Desk and virtually via IM and email)
- Collection development in connection with displays and programming
- Original cataloging
- Creating, maintaining, and enforcing library policies, procedures, and workflows
- Working independently in asset management (e.g. computer lab equipment and facility equipment)
- Creating original content on new digital platforms
- Independently completing complex projects (e.g. graphics projects)
- Adoption and use of new technology tools (e.g. Slack, LibGuides, Canvas, GOBI YBP, Gimlet)
- Service to the University community as well as the library community (e.g. library task forces, hiring committees, USF committees, and professional associations)

Degrees and Credentials

This high level of work is possible in part due to the degrees and credentials held or being pursued by library staff:

- 16 out of 17 have a bachelor's degree
- 3 out of 17 have a CCSF Library Technician Certificate
- 10 out of 17 have or are currently pursuing a single master's degree
- Of those 10 mentioned above, 2 hold 2 master's degrees
- Out of those who hold or are pursuing one or more master's degrees, 5 of those are MLIS degrees

Staff Development Opportunities

The Library Dean has established a Staff Development Fund to be used by staff for professional development. It totals \$4,000 per fiscal year, and specific rules and guidelines are followed in order to dispense the funds evenly amongst applicants. Each staff person can apply for up to \$300 per year to fund local travel to workshops and conferences; each staff person is eligible every other year to apply for a national travel grant totaling \$1,250. The funds are awarded on a first-come, first-served basis. Staff have used these funds to attend national conferences such as ACRL and NASIG, as well as smaller, local conferences like CCLI and local workshops at the San Francisco Public Library and the San Francisco Center for the Book.

In 2015, the Library Dean funded registration for ALA in San Francisco for all staff members in addition to the \$4,000 Staff Development Fund.

Staff Development Funds are not used to fund tuition; library staff who have obtained or are pursuing a degree of higher education must fund that tuition on their own. USF employees are eligible to receive tuition remission for USF classes and degrees.

In partnership with the University, an additional Office and Professional Employees Local 29 Professional Development Fund is being developed that totals \$5,000 for all 130+ USF OPE members, but those funds are not yet available.

Challenges

Space is seen as one of the largest challenges for library staff. Access Services staff share open desks behind the Circulation Desk, which can pose challenges to ergonomic outfitting as well as productivity. Two Reference Librarians have office cubicles in Access Services which takes away valuable space from Access Services staff. The Technical Services office space has been renovated two times in the last six years to accommodate additional staff from Distance Learning Services, the Reference and Research Services Department, and Library Systems, which has reduced the space available for materials processing and new librarian positions. Some library staff find it difficult to find space to process large materials and/or work on special projects, such as library displays.

In addition to space issues that impact workstations and cubicles, the job duties of some library staff have significantly incorporated print collection downsizing due to space issues within the Library as a whole in recent years. Library staff have contributed to the processing, incorporation into the stacks, and discarding or removal to offsite storage of the print Government Documents Collection, the print Reference Collection, and the print bound Periodicals Collection (upcoming summer 2017).

To be expected, budget cuts are a challenge for staff in Acquisitions and Cataloging, whose main work relies on processing and managing subscriptions and new materials.

Lastly, changes in the librarian organizational chart have produced challenges for Access Services staff: in the past four years, two Access Services staff members have been promoted to librarians; in the filling of the positions left vacant by these promotions, a 30 hour/week Access Service staff position was eliminated, extending a heavier workload on existing Access Services staff.

Support of University Mission and Curriculum

University Mission states, “The university offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals.” The duties of Library staff directly relate to this part of the mission by making library resources discoverable virtually and physically via stacks maintenance, record management, and cataloging; making library resources accessible through circulation and document delivery; and facilitating the discovery of library resources through public service. Another way library staff supports this part of the mission is through the supervising and mentoring of student assistants, which often involves teaching them how to conduct themselves professionally in the workplace and take integrity for their work, in addition to coaching on resume development, sharing post-graduation employment opportunities, and serving as references. Furthermore, many library staff organize outreach events for students that support development of their “whole person” in concert with their course of study, e.g. game day, letter writing events, literary readings, and interactive displays.

The University Mission further states, “The university will distinguish itself as a diverse, socially responsible learning community... sustained by faith that does justice.” In support of this part of the University Mission, staff arrange and participate in volunteer opportunities at St. Anthony’s as part of April Action. Staff also give tours and orientations to international students, local high school students, and higher education students from external institutions, and have served as mentors for first-generation college students in the Muscat Scholars Program.

Regarding curriculum, the Reserves Coordinator coordinates Access Services staff in making available textbooks, articles, and other professor-provided curriculum materials free of charge to students. The Interlibrary Loan Coordinator coordinates fulfillment of course materials that may be requested through interlibrary loan channels (e.g. ILLiad and Link+). The Reference Library Assistant aids students in using technology to download and/or print course curriculum from Canvas (the campus learning management system), and helps students identify and request assigned books, articles and other materials that may be held at Gleeson or other libraries.

9. Outreach

9a. Library Liaison Program

Liaisons are the conduit between academic programs and the Library. This critical outreach function ensures that we are best serving the specific research and information literacy needs of students and faculty in each discipline. The core responsibilities of the Liaisons in the Gleeson Library are providing one-on-one research consultations with faculty and students, outreach and communication with their programs and departments, teaching information literacy sessions, and collection development. Although primary and backup subject areas were largely self-selected when the Liaison program was implemented in 1999 and secondary degrees are not required, there are three Liaisons who were specifically hired to work with the School of Education, the School of Nursing and Health Promotion, and the School of Management. A list of Liaisons and their programs is included below*.

- **Amy Gilgan:** *School of Education* - all programs; *College of Arts & Sciences* - Critical Diversity Studies
- **Carol Spector:** *College of Arts & Sciences* - Economics; Environmental Management, Environmental Science, Environmental Studies; International and Development Economics; Politics; Urban and Public Affairs; Urban Agriculture; Military Science; Urban Studies; Energy Systems Management
- **Charlotte Roh:** *College of Arts & Sciences* - Migration Studies
- **Claire Sharifi:** *School of Nursing* - all programs; *College of Arts & Sciences* - Biology; Biotechnology; Chemistry; Kinesiology
- **Colette Hayes:** *College of Arts & Sciences* - Comparative Literature and Culture; English; French Studies; Modern and Classical Languages; Spanish Studies
- **Debbie Benrubi:** *College of Arts & Sciences* - Jewish Studies and Social Justice; Architecture and Community Design; International Studies; Media Studies
- **Debbie Malone:** *College of Arts & Sciences* -; Psychology; Sport Management
- **Joe Garity:** *College of Arts & Sciences* - Communication Studies/Professional Communication; English as a Second Language; Rhetoric and Language; Theology and Religious Studies
- **John Hawk:** *College of Arts & Sciences* - History
- **Karen Johnson:** *College of Arts & Sciences* - Computer Science; Web Science
- **Matt Collins:** *College of Arts & Sciences* - Latin American Studies; Philosophy; Fromm Institute
- **Penny Scott:** *School of Management* - Accounting (MSAN); Analytics; Business Administration; Entrepreneurship and Innovation; Finance; Hospitality Industry Management; International Business; Marketing; Organizational Behavior and Leadership (BSOLM); Freshman Launch; Financial Analysis (MSFA); Business Administration (MBA); Executive MBA; Global Entrepreneurship and Management (MGEM); *College of Arts & Sciences* - Advertising; Analytics
- **Randy Souther:** *College of Arts & Sciences* - Data Science; Mathematics; Physics; Writing

- **Sherise Kimura:** *College of Arts & Sciences* - Sociology; Critical Diversity Studies; Asia Pacific Studies; Asian Studies; Japanese Studies
- **Vicki Rosen:** *College of Arts & Sciences* - Art History/Art Management; Design; Fine Arts; Museum Studies; Performing Arts and Social Justice; *School of Management - Management* (BSM); Information Systems (MSIS); Organization Development (MSOD); Nonprofit Administration (MNA); Public Administration (MPA)
- **Zheng (Jessica) Lu:** *College of Arts & Sciences* - Asia Pacific Studies; Asian Studies; Japanese Studies

*Secondary or backup Liaison duties are also performed by Erika Johnson (collection development for all subjects), Gina Solares (collection development for art), and Justine Withers (collection development for biology and chemistry)

Oversight of the Liaison program shifted to the Head of Acquisitions and Collection Management in 2014. From a collection development standpoint this makes sense; however, the Liaisons have other responsibilities such as instruction that fall outside of collection management and over which the Head of Acquisitions has little or no control. As with many Liaison programs at similar institutions, levels of interaction with faculty and departments varies widely depending on the Liaison and the needs of the program(s) to which they are assigned. While the majority of Liaisons are members of the Reference department, librarians in other areas such as technical services and special collections also have subject areas or programs for which they perform collection development and instruction. It is sometimes difficult for those librarians who are not part of the reference department to dedicate an equal amount of time to Liaison responsibilities as to their regular duties. This is further complicated when there are more programs than there are available Liaisons, and staff changes or new programs result in a shuffling of subject area responsibilities.

The Head of Acquisitions and Collection Management is looking at USF's Core Curriculum areas and researching alternative models such as Loyola Marymount's "pods" or subject teams, the University of Kansas' consultant model, and Cornell's non-instructional roles, among others (ALA SPEC Kit 349, Evolution of Library Liaisons). The intent is to work in consultation with the Head of Reference and the Coordinator of Library Instruction, as well as with Liaisons and Faculty, to determine what adjustments can be made to foster more equitable and supportive Liaison services.

9b. Student Outreach

Student outreach and programming efforts at Gleeson Library seek to improve awareness and encourage utilization of the library's collection, physical space, services, and expertise for students' academic success and personal enrichment. Collectively, outreach and programming efforts at Gleeson also aim to promote and foster students' perception of the Library as a welcoming, dynamic, and engaged part of the USF community, where they are encouraged to

be reflective and creative, as well as critical consumers of and contributors to knowledge. Finally, student outreach and programming at Gleeson has a strong commitment to the Jesuit value of *cura personalis* – which recognizes care for the entire person or learner – that is the support and enrichment of the student not only in his or her academic endeavors, but also the recognition and support of the students' holistic development.

The Library achieves these goals through:

- Its commitment to a strong and engaged campus presence, which includes numerous campus partnerships and participation in a wide variety of campus events.
 - Examples include, but are not limited to: Library resource tables at freshman orientations and student involvement fairs, as well as partnerships with the Urban Ag Dept, Ignatian literary magazine, Lyricist Lounge/Intercultural Center, Anime Comic Book and Videogame Club, Learning and Writing Center, University Ministry, and Health Services, wherein the Library co-hosts and/or participates in events and programs, providing resources such as event space, people sources, and library research materials that align with event/program themes or goals.
- Interactive and diverse displays and exhibits – both librarian and student curated – that highlight library resources as well as reflect the social justice mission of the University, the university community and its surroundings, and the needs, interests, and backgrounds of our student body.
 - Examples include, but are not limited to: Student Social Justice Exhibits in which students work with a librarian to create dynamic library exhibits, and librarian curated/created exhibits such as those for International Education Week, Black History Month, Women's History Month, Lunar New Year, and Hispanic Heritage Month.
- Programming and workshops that support academic curricula and interests of the campus community.
 - Examples include, but are not limited to: annual Art+Feminism Wikipedia Edit A Thon (an event which has, in the past, been integrated into art course curricula), Seed Library Seed Swap with San Francisco Public Library, Chinese Laborers and the Transcontinental Railroad Exhibit and panel program, National Parks Roving Ranger Visit (which promoted the Library's collection of San Francisco and California Parks resources and educated students about nearby public lands and parks, animals, and habitats), Rare Book Room exhibitions and printmaking events, letter writing (where students are encouraged to reach out to their loved ones, elected officials, and/or marginalized members of the community) and zine making programs, video and board game days, as well as finals support programming including therapy dog visits and coloring tables.
- An active and responsive social media presence (Twitter, Facebook, Instagram, and Wordpress blog).

- Liaison Librarians, who also conduct a variety of outreach efforts in their liaison areas. They attend orientations and events held by their subject areas, some librarians conduct office hours and drop in research consultation sessions away from the Library and where it is more convenient for students. Many librarians also engage in outreach by teaching in the Muscat Scholars program or USF 101 program and/or teach classes or are embedded in classes within their subject areas.

All librarians and library staff are encouraged to engage in outreach and programming where they have passions and/or see a need or interest within the community. One librarian has organically taken on some responsibilities around organizing outreach and programming, in addition to other core job duties in the Reference and Instruction Department. This librarian has been allotted a small budget to support the purchase of supplies and activities related to the outreach, programming, and marketing efforts she plans. She has also initiated informal Talking About Outreach meetings that are held on a monthly basis and where all staff and librarians are welcome and encouraged to attend and discuss outreach/programming plans and ideas, although there is no mandate to do so and attendance is optional. A voluntary, committee-like group of regular attendees has emerged as a result of these meetings. Access Services Staff members also organize a number of outreach/programming-related activities and have been successful in involving student workers in these efforts. A different librarian is in charge of communicating and conducting outreach efforts through social media outlets Instagram, Twitter, and for the most part Facebook, where he has established a distinctive and important “voice” of Gleeson. All library staff members are encouraged to write for the library blog, which includes information about library resources, events, items of interest, etc. Blog posts are often pushed out to the suite of social media outlets that the library participates in.

To continue to evolve and improve, outreach and programming efforts at Gleeson would benefit from being more clearly located within the library mission and infrastructure. That is, the Library should be clear about whether or not it is necessary for outreach and programming efforts to continue to become more of a formalized and recognized subgroup or committee and who will organize or steer it. This group, along with library administration, might be tasked with more carefully defining outreach and programming at Gleeson – its mission, scope, goals, and audiences -- and should encourage more strategic and advanced communication, planning and organization, as well as marketing and assessment of outreach efforts, with particular attention to how these efforts relate to the mission, curricula, and learning objectives of university programs and the Library, and the needs/interests/passions of their student constituents. Conducting a market segmentation of student outreach and programming efforts and audience, as well as considering more direct student involvement (in advisory roles and as dedicated student assistant help) in planning and carrying out outreach and programming are two suggestions. Implementing these directives and suggestions would necessarily involve increased staff time devoted to these efforts. One librarian who organized a larger program noted two major difficulties: finding space, and the extensive amount of time required to manage the details of the event. A dedicated events manager would likely be needed if the Library were to handle many large programming events.

9c. Marketing

Marketing efforts at the Library include a simple yearly, general marketing campaign to undergraduate students. Usually a student graphic design student works with a librarian to create a fun graphic/poster that appeals to the widest possible student audience. This marketing piece is posted on campus billboards and in the dorms and in the campus newspaper, as well as at campus events that the Library participates in. It is a small-scale, one size fits all approach to present a brand or theme for the Library for the coming semester or year. Once per year, the library purchases branded marketing promotional materials, largely geared towards undergraduate students, to hand out at campus events. The Library also produces professionally printed, glossy, color student guides and faculty library guides. These short guides provide essential information about library services and resources and are handed out at orientations and student and faculty events throughout the year.

While the Library's social media channels are not and do not wish to be limited to marketing goals, library social media channels (Facebook, Instagram, and Twitter) have been effective in increasing Gleeson's visibility and creating a voice and face of the Library, and have therefore proven to be a useful marketing tool. The library blog, on the other hand, is created by many different people rather than one librarian. Library staff might write posts about library events or specific resources or services that are then distributed to other social media channels, too. The Library also makes use of university marketing channels by including library events and programs on the university calendar and upcoming event emails.

In many ways, outreach and programming efforts are also marketing opportunities in that library programming and/or participation in campus fairs and events provide visibility and awareness of the Library as an important and engaged resource on campus.

Marketing is an area of great opportunity for the Library. Developing and devoting increased personnel and budgetary resources towards marketing and communications at Gleeson could allow the Library to think much more proactively, rather than reactively, about marketing and communication efforts. For example, the Library could identify different target audiences, provide increased, strategic, and regularly occurring marketing of different library services and resources (especially digital resources), and look toward further strengthening the library voice and brand on campus and beyond (to potential alumni donors, for example). A marketing budget, increased staff time, and expertise (particularly graphic design expertise) devoted to marketing would help accomplish these goals.

10. Diversity

Library staff, faculty and administration (staff) have led and/or participated in numerous campus diversity, equity, and inclusion efforts. Examples of this ongoing work include a wide variety of campus committees as well as outreach efforts and instruction:

- Two librarians coordinated and brought to campus *Reclaiming History, Reconstructing Lives: Chinese Laborers and the Building of the Transcontinental Railroad*
- Gleeson Library had two staff participate in a 6-part series on *Mission as Diversity, Diversity as Mission: Community Dialogue Series* co-sponsored by the University Councils on Jesuit Mission and Diversity

- A librarian participated in and provided library resources at *Informing Solidarity: A Hands On Teach In*
- A librarian was a member of USF's search committee for a new *Senior Associate Director of Admission for Access and Inclusion*


While individual library staff have been very active in a wide variety of campus initiatives supporting diversity, equity, and inclusion, the Library has not been as active with respect to the diversity of library workforce.

It is well known that the library profession often does not reflect the diversity of the campuses and communities they serve and it could be argued that to some degree this is the case at Gleeson Library.

To date, the library has not developed a staff diversity/inclusion/equity strategy or plan. With respect to this work, the Library has relied on campus-wide staff recruitment and retention strategies.

While the sample size for USF library staff is small, and reporting would identify individuals which is not ideal, the following snapshots of USF staff/faculty diversity provide some context:

University of San Francisco
Full Time and Part Time Faculty by Gender and Diversity
Fall Semesters



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Full-Time Faculty	310	326	345	344	348	367	371	380	386	394	406	430	459	479	493
Male	185	191	202	205	199	203	202	204	205	202	211	223	236	241	245
Female	125	135	143	139	149	164	169	176	181	192	195	207	223	238	248
Male	60%	59%	59%	60%	57%	55%	54%	54%	53%	51%	52%	52%	51%	50%	50%
Female	40%	41%	41%	40%	43%	45%	46%	46%	47%	49%	48%	48%	49%	50%	50%
White, Non-Hispanic	79%	81%	80%	80%	77%	76%	76%	76%	74%	70%	60%	61%	60%	56%	57%
Black, Non-Hispanic	4%	4%	4%	4%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Hispanic	7%	5%	7%	6%	7%	7%	7%	6%	6%	8%	8%	7%	8%	10%	10%
Native American / Alaskan Native	-	-	-	-	-	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Native Hawaiian / Pacific Islander	-	-	-	-	-	-	-	-	-	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	6%	8%	6%	7%	7%	9%	9%	9%	9%	11%	11%	11%	10%	13%	14%
Two or more races	-	-	-	-	-	-	-	-	-	3%	3%	3%	3%	4%	4%
Non Resident Alien	3%	1%	3%	3%	3%	3%	4%	3%	4%	3%	2%	2%	5%	3%	3%
Ethnicity and race unknown	-	-	-	-	-	-	-	-	-	-	11%	10%	8%	9%	6%
Part-Time Faculty	361	360	422	472	513	517	526	511	553	568	558	613	651	758	724
Male	207	184	213	235	241	229	241	214	234	244	223	262	277	323	298
Female	154	176	209	237	272	288	285	297	319	324	335	351	374	435	426
Male	57%	51%	50%	50%	47%	44%	46%	42%	42%	43%	40%	43%	43%	43%	41%
Female	43%	49%	50%	50%	53%	56%	54%	58%	58%	57%	60%	57%	57%	57%	59%
White, Non-Hispanic	49%	47%	47%	59%	50%	63%	67%	64%	69%	71%	65%	67%	64%	58%	58%
Black, Non-Hispanic	2%	2%	3%	3%	2%	2%	2%	2%	3%	3%	3%	3%	3%	3%	4%
Hispanic	3%	3%	3%	3%	4%	4%	4%	4%	5%	6%	6%	6%	7%	7%	7%
Native American / Alaskan Native	-	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%	2%	1%	1%	< 1%	< 1%	< 1%	< 1%	< 1%
Native Hawaiian / Pacific Islander	-	-	-	-	-	-	-	-	-	-	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	5%	5%	8%	8%	7%	8%	10%	11%	12%	9%	9%	10%	10%	11%	12%
Two or more races	-	-	-	-	-	-	-	-	-	2%	4%	3%	2%	3%	3%
Non Resident Alien	< 1%	< 1%	< 1%	< 1%	< 1%	-	1%	2%	1%	< 1%	< 1%	-	4%	1%	1%
Ethnicity and race unknown	41%	41%	37%	26%	36%	21%	14%	15%	9%	7%	11%	9%	9%	17%	14%

CIPE: Source - IPEDS Human Resources Survey for fall semester as of November 1, each year.



University of San Francisco
Full Time and Part Time Staff by Gender and Diversity
Fall Semesters

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Full-Time Staff	625	647	677	697	703	713	729	771	772	765	816	839	890	979	972
Male	272	286	300	300	299	310	327	340	337	329	338	348	358	389	380
Female	353	361	377	397	404	403	402	431	435	436	478	491	532	590	592
Male	44%	44%	44%	43%	43%	43%	45%	44%	44%	43%	41%	41%	40%	40%	39%
Female	56%	56%	56%	57%	57%	57%	55%	56%	56%	57%	59%	59%	60%	60%	61%
White, Non-Hispanic	65%	67%	69%	64%	64%	62%	62%	59%	60%	57%	53%	53%	53%	49%	49%
Black, Non-Hispanic	7%	6%	6%	6%	6%	7%	7%	6%	6%	6%	6%	5%	6%	5%	6%
Hispanic	7%	7%	6%	8%	8%	7%	8%	10%	10%	10%	10%	11%	12%	13%	15%
Native American / Alaskan Native	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%	1%	2%	< 1%	< 1%	< 1%	-	< 1%	< 1%
Native Hawaiian / Pacific Islander	-	-	-	-	-	-	-	-	-	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	20%	20%	17%	21%	20%	21%	21%	22%	21%	21%	19%	18%	17%	18%	18%
Two or more races	-	-	-	-	-	-	-	-	-	2%	4%	4%	4%	3%	3%
Non Resident Alien	< 1%	-	1%	1%	1%	2%	2%	1%	1%	2%	2%	1%	4%	< 1%	1%
Undisclosed	-	-	-	-	-	< 1%	< 1%	-	-	-	6%	7%	5%	10%	7%
Part-Time Staff	222	228	225	211	216	208	240	227	168	254	197	190	88	75	49
Male	97	110	101	85	104	92	102	99	78	123	96	93	41	43	25
Female	125	118	124	126	112	116	138	128	90	131	101	97	47	32	24
Male	44%	48%	45%	40%	48%	44%	43%	44%	46%	48%	49%	49%	47%	57%	57%
Female	56%	52%	55%	60%	52%	56%	58%	56%	54%	52%	51%	51%	53%	43%	43%
White, Non-Hispanic	25%	29%	23%	24%	27%	40%	39%	53%	49%	52%	43%	45%	48%	36%	55%
Black, Non-Hispanic	<5%	<5%	<5%	<5%	<5%	<5%	5%	7%	7%	<5%	5%	<5%	<5%	5%	<5%
Hispanic	7%	8%	7%	8%	7%	8%	7%	10%	10%	11%	10%	11%	10%	11%	10%
Native American / Alaskan Native	-	-	-	-	-	-	-	< 5%	-	< 5%	< 5%	< 5%	-	-	-
Native Hawaiian / Pacific Islander	-	-	-	-	-	-	-	-	-	< 5%	< 5%	< 5%	-	< 5%	< 5%
Asian	23%	25%	20%	26%	24%	24%	21%	19%	19%	15%	18%	17%	17%	17%	16%
Two or more races	-	-	-	-	-	-	-	-	-	< 5%	< 5%	< 5%	< 5%	5%	< 5%
Non Resident Alien	-	-	-	-	-	-	-	< 5%	< 5%	< 5%	< 5%	-	< 5%	< 5%	-
Undisclosed	42%	35%	48%	40%	39%	24%	28%	7%	11%	13%	16%	16%	18%	19%	10%

CIPE: Source - IPEDS Human Resources Survey for fall semester as of November 1, each year.

May 31, 2016

Source: <https://mysf.usfca.edu/cipe/faculty-and-staff-info>

In terms of staff and faculty diversity, it could be argued that the Library is not unique. However, the institution as a whole has recognized the need to broaden our diversity and the efforts needed to reach our goals. As the data show, trends appear to be in moving the intended direction. For additional data, please see the [USF 2016 Fact Book and Almanac](#). This campus wide effort to increase diversity (particularly at the faculty level) has been in part a response to USF's Accreditation review (WSCUC) in 2008.

USF's student body is more diverse than our faculty / staff and continues to diversify more each academic year. In fall 2015 the traditional undergraduate student population by ethnicity was:

- Asian: 1,617 (25.0%)
- African American: 285 (4.4%)
- Latino: 1,262 (19.5%)
- Native American: 107 (1.6%)
- Native Hawai'ian/Pacific Islander: 48 (0.7%)
- International: 1,299 (20.1%)
- Unspecified: 111 (1.7%)
- White: 1,741 (26.5%)
- Total: 6,470

Gender and gender identity/expression are areas where the overall campus appears to be making progress. It is less clear how the Library reflects the overall community in this area. While there are ample examples of the work individual library staff are doing in this area, the Library does not have a strategy or plan for gender and gender expression diversity and continues to follow the lead provided by the campus.

The Library has not developed internal benchmarks for its staff diversity but also recognizes that numerical representations alone do not tell the complete story. Our goals going forward are to not only diversify staff, but also to develop programs and policy (e.g. collection development) that better reflect the USF community and greater trends in librarianship. Examples of programs and related efforts the Library will look to include recent [Association for Library Collections & Technical Services \(ALCTS\) programming](http://www.ala.org/alcts/events/ac/2017/programs) [http://www.ala.org/alcts/events/ac/2017/programs], leveraging [scholarly communications as a tool for social justice](https://works.bepress.com/charlotteroh/30/) [https://works.bepress.com/charlotteroh/30/], as well as the collection of [diversity programs developed by MIT](#).

11) Technology and Informational Resources

Gleeson Library has a decentralized technology infrastructure that includes diffuse processes for moving technology forward and staffing arrangements in support of this work.

The responsibilities for selecting and maintaining systems have been diffuse for a considerable amount of time at Gleeson Library. For example, the Library implemented its discovery layer a few years back. As we began work on our discovery layer in 2011 primary responsibility for selecting and implementing all aspects of the system were held within the reference department. Over time, support for discovery has moved to a combination of different departments and staff. Similarly, the systems department has evolved to focus primarily on maintenance of the Library's ILS. However much of the day-to-day support lies in both systems and areas of expertise/library units. For example, as outlined in our E-Resources section, the challenges with WAM have in many ways found their way into that unit's workflow. While perhaps less than ideal, situations like this are not new. In reaction to our decentralized ways of managing systems, staff outside of systems have been taking training courses directly with our ILS vendor. One final example can be seen in the Library's web presence. Whereas many academic libraries have staff who manage their website, at Gleeson our library website is managed by our head of reference.

The Library Leadership Team acknowledges that this decentralized method of managing systems causes a number of significant challenges. For example, as new systems/software tools emerge it can be unclear how the Library moves technology opportunities from concept to funding, implementation, and ongoing support. Similarly, in the absence of a centralized model of implementing and managing technology, staff can have difficulties getting the support they need. This lack of clarity for support, especially with emerging technologies, can be particularly

problematic as this complex area moves with increasing speed every year.

Finally, it would appear that spanning these challenges is an overarching need to become more strategic with technology and systems.

The Library's decentralized method of managing technology has led to parts of this document that might at times appear disjointed or less than clear with respect to systems. Rather than attempting to reorganize the document for the benefit of external readers, the self-study was intentionally built so that it reflects Gleeson's challenges and opportunities with respect to systems.

The intent in this brief section of the self-study is to solicit frank and open discussions about technology and systems, with the goal of building reasonable methods of addressing the Library's current situation. The library's leadership acknowledges that formal organization structures can erode a unit's ability to be nimble. However, there might be a better balance between the formal structures for managing technology and speed at which technology, and therefore Gleeson, advances.

12) Library Collections

The primary goal of the Gleeson Library/Geschke Center is to provide the information and instructional resources needed by students, faculty, administrators and staff for fulfilling the institution's purposes as stated in its Vision, Mission, and Values. The Library endeavors, within its financial and other limitations:

- To provide materials, regardless of format, to support a balance between curriculum, teaching, and research needs;
- To provide carefully selected resources in subject areas not presently covered by instructional and research programs in order to contribute to a general, well-rounded liberal education;
- To obtain reference materials adequate to facilitate instruction and research, and to serve as a gateway to additional resources worldwide;
- To provide materials on topics of high current interest, within and beyond the scope of the curriculum;
- To provide a limited collection of materials to serve the recreational reading interests of the University community at large.

	2011-12	2012-13	2013-14	2014-15	2015-2016	2016-2017
Books (Bibliographic) *	724,833	732,280	739,143	738,947	723,469	654,836
Periodicals (Bound Volumes)	146,892	149,104	150,648	150,782	150,938	150,938
Electronic Resources	128,480	148,557	360,247	472,290	598,879	689,237
- eBooks	87,233	98,104	301,242	407,670	526,891	555,439
- eJournals	41,058	50,248	58,775	64,380	71,733	133,538
- Reference Databases	189	205	230	240	255	260
Audiovisual Materials	4,178	17,719	23,926	27,087	27,311	32,328
- CDs	71	72	72	75	76	74
- Videos	1,421	14,758	20,645	23,953	23,912	29,054
- Other CDs	1,345	1,350	1,370	1,148	1,204	895
- DVDs	1,341	1,539	1,839	1,911	2,119	2,305
Government Documents	269,374	271,707	235,326	76,890	78,353	80,274
Microform Units	743,699	744,119	744,556	739,556	739,570	739,581
Maps	2,839	2,925	4,300	3,825	3,466	3,474
Total Library Collections	2,020,295	2,066,411	2,258,146	2,209,377	2,321,986	2,350,668

Gleeson Library currently holds over half a million circulating monographs and provides access to an almost equal number of electronic books through both firm order purchases and subscription packages. The Library provides access to nearly 300 databases and over 120,000 online and 4,000 print periodicals. The Library's Microfilm and Microfiche collection includes more than one hundred periodicals and newspapers, and is located in cabinets on the lower level of the building. Among the Library's more unique offerings is the Seed Library, a joint project of the USF Urban Agriculture Program and the Gleeson Library. The Library also circulates board and video games, puzzles, CDs, DVDs, and in 2017 added a popular reading collection of approximately 300 titles through a McNaughton plan subscription.

Recent changes to collections include reducing the size of government documents and reference collections while relocating them into the general stacks, and moving all bound periodicals volumes to an offsite storage facility. A small number of current print journals and newspapers remain on the second floor. Many of these changes were driven by necessary updates to our physical spaces as well as the evolving nature of the use of collections, as emphasis has shifted to electronic access of journals and reference materials. While there is some limited storage space on Lone Mountain, it is not climate controlled and the Library will need to seek alternatives in the near future.

In addition to the general collection, the Gleeson Library includes the Donohue Rare Book room, the University Archives, and the Scholarship Repository. There is also a select collection of government documents through the Library's participation in the Federal Depository Library Program. These collections are described in greater detail in Section 6 of this document.

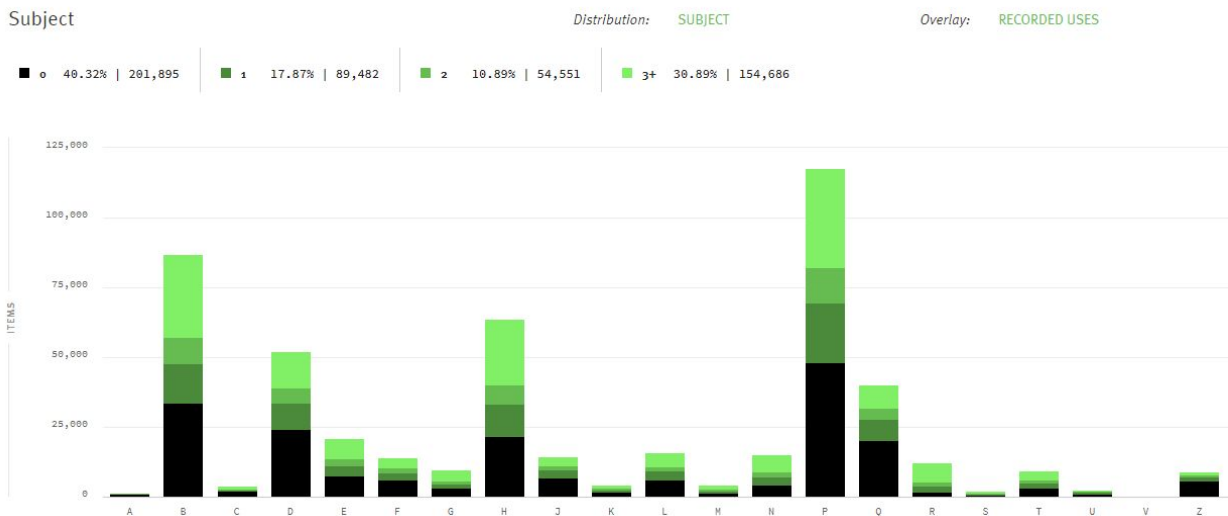
12a. Assessment of Library Holdings

Each year, the Gleeson Library compiles several statistical reports for submission to internal and external organizations, such as ACRL or IPEDs. These include Acquisitions expenditure

reports, numbers of holdings by format, circulation statistics, and so on. However, while this provides a snapshot of library activity for the year, no in-depth analysis has yet been done to connect these statistics to value or return on investment.

Beginning in FY17, the Library implemented EBSCO’s Usage Consolidation service to evaluate cost per use for our electronic resources. Using the data gathered automatically by EBSCO as well as manually by staff, cost per use was compared across all the databases and e-journals to identify those titles whose usage did not justify their cost. Preliminary results demonstrated that although in general the usage is good, some resources were possible candidates for cancellation. While cost and budget constraints were the primary driver of this analysis, it was gratifying to see data demonstrating our resources are of value to users. However as discussed in the E-resources section above, collecting and analyzing this data is extremely resource and time-intensive, so one hopes to investigate other products or methods to reduce the staff burden while ensuring that the Library continues to allocate resources appropriately.

As part of the agreement to participate in the SCELCL Shared Print program (discussed in 12b below), the Library has access to OCLC’s GreenGlass collection assessment tool through December 2018. Using the data reported for circulating monographs, for the first time the Library has the ability to contextualize its print holdings and usage data as seen in the tables below. While this is only a snapshot of a particular subset of the entire collection, it has been enlightening to see how Gleeson compares to other academic libraries.



METRIC	FILTERED ITEMS	% OF YOUR FILTERED ITEMS SCS AVERAGE	COMPARED TO THE RANGES AND AVERAGE FOR ALL SCS CLIENTS
Zero recorded uses	201,895	40% • 42% ▯	
Greater than 3 recorded uses	118,078	24% • 25% ▯	
Publications more than 10 years old	461,630	92% • 88% ▯	
More than 100 US holdings - same edition	376,155	75% • 74% ▯	
Fewer than five US holdings - any edition	4,210	1% • 2% ▯	
Unique in California - any edition	7,137	1% NA	NA
In HathiTrust - in copyright	219,431	44% • 41% ▯	
In HathiTrust - public domain	46,918	9% • 5% ▯	

12b. Library Collection Development Plans and Processes

The Gleeson Library's Collection Development Policy describes the guidelines and policies used to select and deselect materials in the Library's collections. The [current policy](#) is posted on the library website, while the policies for Special Collections and Archives and [Government Documents](#) are available in the file of appendices.

Much of the work of collection development is the responsibility of the Library Liaisons. To aid in this work for monographs, the Library has worked with its primary vendor GOBI to establish slip notification profiles. The Library does not currently make use of approval plans or PDA/DDA plans for books. Firm order requests are submitted via GOBI or emailed to the Head of Acquisitions and Collection Management in the case of rush or special orders.

Due to the increasing commitments for ongoing subscriptions, new databases and journals are added only after careful consideration and consultation with liaisons and faculty. The Library has instituted a small DDA program for streaming video licenses with Kanopy which has proven very popular, otherwise the majority of online videos are included in subscribed or purchased databases. Large, one-time database and backfile purchases are typically held until the end of the fiscal year and are the primary way that Gleeson has been adding new online content in recent years.

Gleeson Library is also participating in cooperative collection development and archiving initiatives. Among them, the Library has signed on as one of 14 participants in the SCEL Shared Print project. The goals of this project are to create and maintain a distributed, cost-effective shared collection of monographic works. Creating this shared collection will ensure that circulating copies are retained within the group and readily accessible to group

participants as well as other libraries; provide participating libraries the opportunity to make local collection management decisions based on the assured availability of copies; identify unique print items within the collections of participating libraries for potential special attention; and engage SCEL C libraries in a collaborative collection management program that will provide valuable experience against the day when larger-scale regional and national programs may mature to include the copies SCEL C has retained. Upon agreement of retention commitments, the Library will retain those items for 15 years.

Other archiving and preservation organizations to which the Library contributes is WEST, the Western Regional Storage Trust, which archives print journals, and Portico for the preservation of electronic journals. The Head of Acquisitions and Collection Management has also been working on a longitudinal study of Link+ interlibrary loan borrowing versus print monographic purchasing and circulation by subject area for the last 5 years, and measuring the results against those of two peer institutions, Loyola Marymount University and Santa Clara University. The aim is to focus on areas where the Library is borrowing heavily and strengthen the collecting in those subjects, while avoiding duplication with our peers.

The flip side of collection development is weeding or deaccessioning of resources. It has been over a decade since the Gleeson Library last performed a comprehensive weeding of its print collections. A stacks space analysis conducted by Access Services in 2017 determined that the Gleeson Library is approaching the full recommended capacity for its physical collection. Using the data available in GreenGlass, the Library plans to generate reports including age, circulation, and holdings in other libraries to develop lists of weeding candidates. Once the appropriate deselection criteria is established as outlined in the Collection Development Policy, these standards may be used in developing a systematic, ongoing process to keep the collections up to date.

13) Library Budget and Resources

Budget Changes with Historical Data Comparison

1. Total LIBRARY EXPENDITURES (all account categories – salaries and benefits, general operating, and capital) increased by 67 percent (FY2007/08 vs. FY2016/17).

FINANCIAL RESOURCES - HISTORICAL DATA COMPARISON

UNRESTRICTED FUNDS (UNIVERSITY BASE BUDGET)

LIBRARY EXPENDITURES			
CATEGORY	FY2007/08	FY2016/17	% Change
SALARIES & BENEFITS	3,360,556	4,908,170	46%

OPERATING	458,913	573,594	25%
CAPITAL	1,395,827	3,205,039	130%
TOTAL	5,215,296	8,686,803	67%

2. Total LIBRARY BASE BUDGET was 2.13 percent in FY2007/08 vs. 1.89 percent in FY2016/17 of the total University E&G or operating budget.

	FY2007/08	FY2016/17
% Total Base Budget of University Total Operating Budget	2.13%	1.89%

3. Total LIBRARY STAFF FTE was 58.15 in FY2007/08 vs. 56.59 in FY2016/17. Note: the librarians FTE is included in the total staff FTE count (excluding student assistants).

GLEESON LIBRARY GESCHKE CENTER	FY2007/08	FY2016/17	% Change
STAFF FTE (excluding student assistants)	39.15	40.59	4%
STUDENT ASSISTANTS FTE	19.00	16.00	-16%
TOTAL LIBRARY STAFF FTE	58.15	56.59	-3%
LIBRARIANS FTE (USFFA & NON-USFFA) *	18.44	21.47	16%

* Main campus library & Branch libraries

Summary of Operational Budget Changes

- Increased spend in electronic library materials by more than 15 percent
- Rising costs of e-Books over print books by more than 50 percent
- Increased spend in technology resources/library systems by more than 40 percent
- Decreased library fees revenue due to the elimination of library fines (Circulation policy changed)
- Increased use of restricted/endowment funds to meet the budget and needs gap in the University's annual budgeting of unrestricted funds
- Increased reallocation of library unrestricted funds to maintain current library operational needs and to meet fiscal year goals and spending plans

- Increased costs in staff salaries and benefits, as the Library keeps up with payroll contractual increases as determined by the collective bargaining agreements, and cost-of-living allowance or CPI cost increase projections
- Increased spend in library space repurposing and facilities renovations with library restricted/endowment funds and university capital funds. Even though the Library's operational budget is only 1.89 percent in FY17 and 1.96 percent in FY16 and in FY15 of the total university operating budget, some of the major library facility improvements and space enhancements were funded with the university supplemental capital budget that are usually approved at the executive administration level.
- Library donations (endowment and one-time gifts included in the totals):

FY2013/14	\$667,718.02	(total 63 donors)
FY2014/15	\$62,659.77	(total 56 donors)
FY2015/16	\$82,144.92	(total 71 donors)
FY2016/17	\$58,351.63	(total 58 donors)
- Utilized library grants support opportunities
- Increased participation in library consortia (e.g., SCELIC, CARL, CRL or Center for Research Libraries, CRRA or Catholic Resources Research Alliance)
- University budget plans that include library support start-up funds for new academic programs
- Reduced operational base budgets year-to-year. In FY17, the Library's budget savings give-back totaled \$200,000, i.e., reduced by \$140,000 permanent budget cut (70 percent of total FY17 budget reduction) and \$60,000 one-time budget cut (30 percent of total FY17 budget reduction). In FY18, the Library's budget cut totaled \$204,000, i.e., reduced by 25 percent from the branch libraries' position budget savings and 75 percent from the Acquisitions capital budget pool. Major budget reallocations were rolled out in both fiscal years, FY17 and FY18.

Challenges and Opportunities

- Budget projections are unpredictable due to the reduction in university funding of library subscriptions contractual obligation. The University started a new fund allocation model, i.e., re-indexing annual increases not to exceed the annual tuition rate increase starting with the FY18 budget. This has a long-term impact on Acquisitions library collection

budgeting year-to-year. The immediate short-term solution is to use the restricted/endowment funds to meet the budget needs gap combined with the elimination of library subscriptions. This is not a good long-term solution as the cost of electronic resources is expected to soar; and both the Library and the University need to address how sustainable it is to maintain current subscriptions and expand library collection simultaneously that would meet the expectations of the current and future students and faculty in achieving academic excellence (in their research, learning, teaching, or educational experiences).

- The Budget Assist is important as it allows units to submit budget requests for new programs, technology, and funding contractual obligations. The Library would like to see the Budget Assist stay in place which is much more needed now in a tight budgetary environment.
- Projected spend on new technology applications to improve or change the delivery of library information resources and services to current and future students.
- Retaining the 24/5 library schedule that has been funded with supplemental budget resources by the Office of the Provost. Current students benefit from the Library's open hours 7 days a week, of which 5 days the library is conveniently open 24 hours from Sunday through Thursday during a regular semester (fall and spring).
- Accelerating USF Development and Gleeson Library/Geschke Center's integrated efforts in fundraising (identifying major donors) for a new library learning commons that will play an important part in advancing the Library's success in the 21st century.
- Updating library strategies and requesting supplemental funding for maintaining, creating, or improving library services, and offering new technology resources.
- Identifying new budget sources (perhaps new endowment, major planned gifts, or more supplemental grants), e.g., to fund library collection digitization and scholarly communications initiatives, and keep the Library optimally operational.
- Identifying annual cost savings as part of the library budget creation process.
- Focusing on a multi-year budget planning model as there is an apparent need for sustainable budgeting in achieving the Library's mission and goals into the future. Note: Gleeson Library/Geschke Center remains the No. 1 service unit on campus for more than 2 decades now. Source: Graduating Student Surveys.

- Advocating for the Library's' services as valuable assets to the university community and to the institution as a whole. Library funding should remain a top institutional priority, a worthwhile investment that can have a positive impact on the University's academic ranking, nationally or regionally.
- Higher educational institutions and academic libraries are dealing with some serious budgetary concerns in keeping up with the rising costs of library information and technology resources, facilities upgrade, service innovations, new programs, etc. The Library continues to struggle in competing for university funds in the current fiscal outlook.

IMPORTANT DETAILS THAT IMPACT BUDGETARY DECISIONS AND LONG-TERM BUDGET PLANNING:

1. Total STUDENT COUNT was 8,722 in FY07/08 vs. 11,018 in FY16/17. This is a 2,296-increase equivalent to 26 percent increase in a decade (includes full-time and part-time students, undergraduate and graduate, degree seeking and non-degree seeking).
2. All Academic Affairs units, including the Gleeson Library/Geschke Center, responded to the call for spending cut in the general operating pool with a giveback target amount each fiscal year that could be expected again in the next fiscal year (FY18/19). In FY16/17, the \$200,000-reduction to the library budget required major reallocations in the unrestricted general operating, student payroll, and capital expenditures pools more than ever before. The Acquisitions budget (unrestricted base budget) has been impacted with a \$140,000 permanent base cut and a \$31,000 one-time cut. The branch libraries general operating and capital budgets have been cut \$29,000 (a one-time base budget reduction in FY16/17, subject to library reallocation in FY17/18). In FY17/18, the total budget cut was \$204,000 that impacted the branch libraries (\$52,449 base budget) and Acquisitions (\$151,551 base budget). Acquisitions restricted/endowment funds will be used more to cover the budget need in meeting the new fiscal year's projected annual materials expenditures, including contractual obligations.
3. Some of the cost-savings measures were: the Library had to cut discretionary spending on departmental supplies; and, the departments will now manage supplies budget allocations giving emphasis on high priority items for patron service or department project completion. More than \$17,000 is spent on office supplies, including instructional, computer, equipment under \$500 and other supplies that are ordered by the departments. New in FY17/18, each department has been assigned its own FOAP with budget allocation, to allow department heads and/or assistants the ability to better monitor and prioritize the supplies needs in Access Services, Acquisitions, Catalog, Special Collections and University Archives, Reference & Research Services, and

Systems. All catering and travel expenditures have been curtailed for more than 3 years. Savings from the departmental student payroll budget pool were reallocated to the general operating expenditures pool, especially when the need is imminent close to year-end. The number of desk printers were reduced three years ago, including the number of MFP equipment reduced by 50% (from 4 units down to 2 units – located in the Technical Services Room and the Access Services Unit). The library systems annual commitments had to be reviewed by line-item (to determine which ones need to be cancelled and counted into the library annual cost savings). More than 30 library systems expenditures are renewed annually. With a static or declining library operating budget, a better budgeting process for ongoing and new library systems expenditures had to be in place in FY17/18. One finding is that not all library systems increases are captured in the Budget Assist contractual increase request process each fiscal year. A new library systems account number (or FOAP – Fund/Organization/Account/Program #) is now in place to better monitor all systems annual renewals and cost increase projections that can be submitted through the Budget Assist process. Effective June 1, 2017, library systems annual renewals were reassigned to this new Systems FOAP and given the correct expense account code (i.e., data services, maintenance contract, or institutional library subscription). But the OCLC and Innovative Interfaces, Inc. systems annual renewals will remain in the OCLC/III FOAP; two OCLC expenditures listed below will be transferred to this FOAP. Transferring eight subscriptions from Acquisitions to the new Systems FOAP necessitated a one-time permanent transfer of \$62,371, further reducing the materials budget but allowing these resources to be included in the budget assist process. A permanent base budget transfer of \$29,000 from the General Operating budget to the new Systems FOAP was done in the beginning of the FY18 (June 1, 2017). Following is a list of the transferred systems:

VENDOR	DESCRIPTION	FORMER FUND TYPE
CROSSREF	PUBLISHERS INT'L ANNUAL MEMBERSHIP - DIGITAL REPOSITORY	Gen Operating/membership
CRRA	CRRA SUSTAINING MEMBERSHIP LEVEL	Gen Operating/membership
NUB GAMES INC.	VIRTUAL REFERENCE	Gen Operating/subscription
SCELC	LIBGUIDES BASE SUBSCRIPTION	Gen Operating/subscription

IMAGE ACCESS INC.	ANNUAL MAINTENANCE RENEWAL SERVICE - BOOKEYE SCANNER	Gen Operating/maintenance contracts
TOTAL IMAGING SOLUTIONS LLC	MAINTENANCE SERVICE AGREEMENT RENEWAL FOR DIGITAL MICROFILM SCANNER SYSTEM	Unrestricted/maintenance contracts
FARONICS TECHNOLOGIES (USA)	INSIGHT MAINTENANCE RENEWAL (classroom screens)	Gen Operating/maintenance software
LYRASIS	ARCHIVES STORAGE SPACE HOSTING	Gen Operating/data services
OCLC	ILLIAD ANNUAL LIC. 1-1500 RENEWAL	Gen Operating/data services
OCLC	OCLC HOSTED SERVER (0-5K) RENEWAL	Gen Operating/data services
SIDECAR PUBLICATIONS LLC	GIMLET SUBSCRIPTIONS - REFERENCE & ACCESS	Gen Operating/data services
SIDECAR PUBLICATIONS LLC	GIMLET SUBSCRIPTIONS - RBR & ARCHIVES	Gen Operating/data services
SIDECAR PUBLICATIONS LLC	GIMLET SUBSCRIPTIONS - BRANCH LIBRS	Gen Operating/data services
ACRL	ACRL METRICS	Acquisitions/electronic resources
ALA	RDA TOOLKIT - CATALOG	Acquisitions/electronic resources
BACKSTAGE	BACKSTAGE LIBRARY WORKS - AUTHORITY CONTROL PROCESSING SERVICES	Acquisitions/electronic resources

BEPRESS	DIGITAL COMMONS - SCHOLARSHIP REPOSITORY	Acquisitions/electronic resources
EBSCO	MARC UPDATE SERVICE - CATALOG	Acquisitions/electronic resources
EBSCO	EBSCO USAGE CONSOLIDATION SERVICE	Acquisitions/electronic resources
PROQUEST	LIBRARY THING - CATALOG ENHANCEMENT	Acquisitions/electronic resources
PROQUEST	REFWORKS	Acquisitions/electronic resources
CHATSTAFF LLC	AJCU 24/7 VIRTUAL REFERENCE	Library Quasi/subscription
DURACLOUD STORAGE & PRESERVATION PLUS	DURASPACE	Library Quasi/subscription
SCELC	LIBCAL	Library Quasi/subscription
BIBLIOTHECA LLC	ANNUAL SUPPORT MAINTENANCE RENEWAL (microfilm reader)	Library Quasi/maintenance

4. A new FOAP with \$3,000 budget allocation was set-up for library outreach and marketing initiatives/events in FY17/18 (with a detailed annual plan).
5. A new FOAP with \$3,000 budget allocation was set-up for scholarly communications initiatives/events in FY17/18 (with a detailed annual plan).
6. The branch libraries budget FOAPs restructuring was implemented in FY17/18 – i.e., the 4 branch libraries' base budgets (San Jose, Pleasanton, Santa Rosa, and Sacramento) were merged with the Distance Learning Services/Off-Campus Libraries budget FOAP (one FOAP). The reason for this change is to improve the spend planning and monitoring of all the branch libraries' budget allocations (a primary responsibility of the head librarian).
7. New technology and equipment requests for the departments will be subject to a new request process in FY17/18, i.e., all requests in this category (hardware or software that sometimes come with annual maintenance costs) will have to be submitted on or before

the beginning of the new fiscal year as part of the annual Budget Assist request process. Requests must be in writing and due to the Library Dean's office at the beginning of each fiscal year (no later than October 1). Budget Assist request submission is due to the CIPE/Office of Planning and Budget in October/November each fiscal year.

8. There is a plan to aggressively use the restricted/endowment funds for Acquisitions and technology enhancements, including possibly space enhancements this current fiscal year and future fiscal years.
9. LLT will need to proactively plan and take action on identifying major library expenditures tied to the library strategic priorities; and, to find new cost-savings or propose changes focused on strengthening Library or department services and/or programs, e.g., new ideas on operating more efficiently in the department level without increasing resources.
10. The Library will continue to use benchmarks in measuring cost effectiveness of library services or collections.

OTHER IMPORTANT FACTORS RELATING TO LIBRARY BUDGET PROCESSES (based on university and library policies and procedures):

1. Any surplus or deficit resulting from over or under expenditure(s) of budget in the operating, capital, and salary operating pools do not result in carryforward, since the university uses an incremental budgeting system, i.e., a base budget is allocated to each division or unit (year-to-year). Each unit was hit with major budget reduction in FY16/17 and FY17/18 which could be rolled out again in FY18/19.
2. Vacant faculty or librarian positions are budgeted at the rank and step determined by the Library Dean.
3. Vacant staff positions are generally budgeted at the ending salary of the most recent incumbent, although the rule of thumb is to post the vacant staff position at the hiring rate posted on the Human Resources union salary scale information page. The Library Dean has the authority to approve the compensation amount/hiring rate.
4. The faculty or librarian salary budget can be moved within the faculty/librarian salary categories, and staff salary budget can be moved within the staff salary categories (with the Library Dean's approval); but can only be moved to another category of the budget pool with the approval of the Vice Provost or Provost.
5. New permanent salaried positions should be submitted through the Budget Assist request process (excludes new positions generated by budget reallocations – in practice, the Library Dean approves any position reclassifications).
6. There are some chargebacks from other campus units, such as facilities management, marketing communications, etc. Some business managers have expressed concern on departmental chargebacks from certain university departments. Units should not recharge other university departments for services rendered, including but not limited to, laborer fee for furniture/equipment move or removal, publication design production (unless outsourced or done by an outside vendor), or for other work orders whether it is use of space, time, or equipment.
7. The Library is able to use Tableau financial online reports now. This keeps the library administration (Dean, Associate Dean, and Business Manager/Assistant to the Dean) informed as the University and all departments on campus are expected to focus more

on data-driven assessment efforts, i.e., in planning for organizational changes/improvements/best practices.

8. The operating budgets are primarily funded through tuition revenue (probably more than 80 percent in FY17/18). Each unit is called upon to spend judiciously as it finds ways to operate more efficiently (sometimes even integrating services with other units, e.g., the reason for cross-training staff which is customary in the Library).
9. The Library does not have any reserve funds, so it considers the university operating reserve as the only resource for any library emergency (e.g., in the event of a disaster).

The following tables/charts are provided for a transparent review of the budget processes and decisions focused on the efficient use of library financial resources aligned with library goals and initiatives:

1. [Self-Study Review Financial Activity Historical Data](#) (multiple reports)
2. [Budget Activity](#)
3. [Gleeson Exp FY Comparison](#)
4. [Non-Salary Financial Spend Activity Tree Map](#)
5. [Restricted Funds only - Fiscal Year Comparison](#)
6. [Unrestricted Funds only - Fiscal Year Comparison](#)
7. [USF Census Dashboard Spreadsheet](#)
8. [USF Census Trends Dashboard](#)

14) Facilities

Background

The Gleeson Library/Geschke Learning Resource Center is a combination of two buildings centrally located on the main USF campus and is the only library on the main campus for all USF programs (except Law). The library is one of the key resources on campus and in past [surveys of undergraduate students](#), it was ranked as the top service point at the University of San Francisco. Being the heart of campus for many and doing this well is due at least in part to the quality of library facilities developed and maintained for the USF community.

The useable net square footage of the combined buildings is just over 92,000 square feet (not including unstaffed off-site storage). The distribution between floors of space and general use of the building ([Gensler 2016 report](#)) prior to 2017 was as follows:

Space Allocation - NSF

Include in NSF? Yes

Level	Sum of SF
LEVEL 01	26,279
LEVEL 02	24,707
LEVEL 03	22,027
LEVEL 04	3,487
LOWER LEVEL 01	15,632
Grand Total	92,133

Space Allocation - Use Type

Include in NSF? Yes

Level	Use Type				Sum of SF
	Administrative	Collection	Other	Public	
LEVEL 01		32%	5%	1%	62%
LEVEL 02		1%	58%	0%	41%
LEVEL 03		8%	69%	0%	23%
LEVEL 04		0%	0%	74%	26%
LOWER LEVEL 01		16%	64%	1%	19%
Grand Total		14%	44%	3%	38%

In summer 2017 the Library moved virtually the entire bound periodicals collection (17,000 linear feet of material) to off-campus storage and subsequently renovated that space as well as a smaller location on the lower level (LL). This project included building 2 new lab/classroom spaces, 17 group-study rooms, and new open area seating spaces. The gross square footage reconfigured in this project was roughly 15,000 (13K 2nd floor and 2K LL). In addition, multiple administrative units (CIT, Speaking Center, and the Learning/Writing Center) were moved into the Library along with their staff and services. The existing ITS helpdesk was relocated to the circulation desk area.

These rapid modifications to the building in 2017 along with prior changes (e.g. Periodicals and Reference remodels mentioned earlier in this document, Atrium Café, Adjunct Faculty on 4th floor, Student Disability Services on the LL etc.) have made for challenging times at Gleason. While the summer 2017 project is in many ways consistent with the Library's overarching vision of developing a Learning Commons, the pace at which these changes occurred and the paucity of coordinated, campus-wide planning that went into them has led to a number of less than optimal outcomes. For example, the addition of classrooms that are in the USF general inventory along with new computer labs and staff spaces have been a logistical challenge for all involved. That said, overall the Library is quite pleased with the outcome and the initial feedback from students and faculty using the space has been positive. A modest qualitative assessment was started 2 weeks after the space opened and results are pending.

In response to the summer project, the library Dean recently formed a coordinating committee that will be made of librarians and staff from other units (ITS, CIT, LWC, etc.) who now work in the Library. While at this time the group has yet to have its first meeting, it is anticipated that this coordinating group will help to address concerns.

USF Mission and Library Learning Outcomes

The Gleeson Library directly supports the [USF mission](#) in many ways. For example, as a highly accessible place on campus for student learning, the Library is a cornerstone of USF's academic and research experience. As such, library facilities foster a "learning community of high quality scholarship" in a central location on campus. In addition, the Library is a central location for student and faculty research ("academic rigor") as well as the place where library services and our collections are located which directly and indirectly support teaching and learning ("knowledge and skills").

With respect to Library Learning Outcomes (LLO), as the Library develops these more fully, facilities could play a number of roles going forward. For example, there are interesting initiatives being built at other academic libraries that look to assess the impacts library resources such as facilities and learning commons' have on [Institutional Learning Outcomes](#) (ILO) and LLOs. The assessment of library spaces and how they are used could be another area worth exploring. For example, are there activities that the Library supports well or others for which support could be improved (see prior [LibQual results](#))? This will become increasingly important as the Library expands from having one classroom used exclusively for bibliographic instruction to multiple classrooms and learning spaces.

Library Facilities Coordinator

Gleeson Library facilities support is housed in the Access Services department. The Library relies primarily on a FT staff member and to a differing degree the Head of Access Services to coordinate all facilities projects. Both of these staff members have significant duties in addition to operational support of library facilities.

Gleeson's primary partner with respect to ongoing building operations is [USFs Facilities Management](#) team. Facilities Management is an on-campus service organization that designs, constructs, renovates, and maintains the buildings and grounds owned by the University of San Francisco. Building maintenance and/or repair requests are submitted either online or by telephone to staff who assign work to USF building engineers and contractors. During the 2016-17 fiscal year Facilities Management completed nearly 600 work orders related to Gleeson Library operations.

An Access Services staff member is the main contact for facilities and in general concentrates on the following high-level building maintenance issues:

- Overseeing the building's daily operations and maintenance,
- Acting as the point person for building supervisors, mechanics, and custodians, as well as independent contractors or vendors.
- Following up and tracking library maintenance tasks in the facilities work order system.
- Monitoring renovation, construction, and maintenance projects.
- Ensuring communication with all stakeholders within the Library on ongoing / upcoming projects.

Given the renovation/addition of new spaces as part of the summer 2017 project, along with new services and partners in the building (e.g. CIT, LWC), it is highly likely that the amount of work the library facilities coordinator is responsible for will increase. If the Library is to maintain its outstanding physical plant and resources in support to the students, faculty, and staff who use the space, then this work should be properly planned for and resourced.

The library also participates in [USF's disaster preparedness program](#). The three building marshals are Bryan Duran, Matthew Collins and Justine Withers. This team leads efforts to coordinate library responses to emergency scenarios/situations, implements campus-wide procedures locally and coordinates their work with other departments such as Facilities Management. One challenge this group faces is coordinating drills so that they have minimal impact on library operations.

24/5 Library Operations and Facilities

Gleeson Library is open 7 days a week, with 5 of those days being 24 hrs., during the regular semester, or a total of 138 operational hours in a regular week during Fall and Spring semesters. Per the gate count, the Library served a total of 433,325 visitors. The data shows a year-over-year increase in the number of building guests and anticipates that the recent renovations will lead to additional strain on our facilities.

Looking Towards the Future

Gleeson Library will continue to see increases in the use of library facilities. In addition to the fact that this work is now one of many job duties assigned a staff member, the Library has no dedicated financial resources (budget) assigned to facilities. Gleeson relies primarily on USF Facilities Management to fund this work on the physical plant. Their process of selecting and funding work is not transparent. Ideally, the Library should consider allocating more staff to ongoing facilities work.

Areas for Improvement – Building Facilities

The Learning Commons (LC) is central to the future of libraries at the University of San Francisco. While the LC project is detailed elsewhere in this document, it is critical to plan for the stress and strain it will have on library facilities and make adjustments as necessary to compensate for the incremental steps taken so far at Gleeson.

In addition to the LC, the Library should address a few specific projects. First, Gleeson Library would benefit from improvements to its operating systems that control building temperature. Library heating and air circulation systems, particularly in the original Gleeson building, are becoming increasingly inefficient. While the scope and resources of such a project are unknown, this is clearly an area where USF should provide appropriate attention.

Second, Gleeson Library and the communities served would benefit from an expansion/repurposing of library space. As the Library continues to provide increased services to its patrons, library staff is gradually running out of office space and general work space for librarians and library staff. There are no firm plans to address these needs for space. However, the upcoming MAGIS project, in particular the “Physical Space Utilization, Management, and Operations” sub-group should address these challenges under their charge.

Finally, the Library has ongoing, significant challenges with respect to physical access to the building. The entrance to Gleeson Library has card-activated gates that are original to the 1997 Geschke addition. These 20-year-old gates are mechanical in design and extremely problematic considering the number of card swipes annually (over 400,000 and growing). Throughout the academic year the gates are in various states of repair. One solution is to replace the existing gates with a more modern physical access control system.

The risks of dysfunctional access control are significant and should be addressed by the University. As stewards of the building, the collections and the spaces provided for students, faculty and staff the university must provide reasonable, reliable access control to the library. Access Services priced the gate replacement project in 2016 at nearly \$200k. This need should be revisited in the very near future.

15) Dean’s Analysis

I chose, rather than attempt to address each strength and weakness identified by library staff in the self-study, to focus on three specific areas that emerge from the complete body of work.

While we fully anticipate the comprehensive assessment of opportunities for improving the library initiatives provided in each section of this document, and fully anticipate a full and balanced review of each from our external reviewers, our careful analysis of the entire document revealed to me a short list of key areas for review at this juncture of the program review.

Reflecting on the content provided in this document, learning outcomes/information literacy instruction, library systems/technology, and the library organization are clearly areas in need of sustained attention and will benefit this program review.

Learning outcomes/Information literacy and instruction are central to all that the library does primarily because our instruction program is one of the fundamental and strategic ways the library directly impacts student learning. Therefore, in addition to building on the work done to define our learning outcomes and their alignment with information literacy instruction, we will also benefit from increasing our focus on assessing our learning outcomes and using the results to strategically and thoughtfully improve our information literacy program.

Systems and technology in many ways define the modern academic library. While Gleeson/Geschke has successfully implemented many projects in recent years, it is clear from this document that there is room for significant improvement. The same is true for how we work with faculty to build our collections.

The authors of this sections recognize the need to carefully consider the ways staff, and the work staff are engaged in, are organized. For example, the Technology section (insert link) clearly makes the case for addressing concerns about how that work is done today. In addition, the library liaison section (insert link) defines number of challenges that can be traced back to organizational issues.

We fully expect that this comprehensive program review process will uncover any number of areas the library should address. However, it is important to recognize that learning outcomes/information literacy instruction, library systems/technology and library organization are places where, pending appropriate institutional support, the Library will make changes (and assess those changes) going forward.

Yet, there are two key points that should be made. First, there is a tendency in self-study documents to focus on opportunities for improvement and the language that surrounds these issues will at times cast a dim light on successes as well. To be clear, from an executive leadership perspective, the Library provides a tremendous number of services to the USF community and does so extremely well. Certainly, like all organizations, there are places to improve, but these opportunities alone do not define Gleeson/Geschke. Holistically, the Library makes wise use of resources and does so with a staff that is absolutely committed to supporting teaching, learning and the University of San Francisco mission, vision and values.

Second, and in closing, the hard work of all who contributed to producing this self-study document must be acknowledged. From library leadership team members to key staff who wrote critical sections of the document, thank you all. To all staff who supported these efforts through collaboration with authors and in the various review and discussion processes that got us to this final document, thank all of you as well.

16) Comprehensive Plan for the Future/Action Plan:

Describe plans for improvement over the next 5 years as they relate to items/issues discussed elsewhere in the current program review document. This section will be developed post-external review.