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The College at Brockport
1. Context

The Drake Memorial Library Mission Statement states:

"With a commitment to the College's Mission Statement and the broader educational experience, and with an emphasis on service, the mission of Drake Memorial Library is to organize and provide easy access to information sources which meet the curricular and research needs of our students and those within the academic community."

On the face of it the above statement appears straightforward and unexceptional, but closer examination makes it more problematic. Which information sources are necessary to meet the curricular and research needs of our students? Do the existing resources, in fact, meet those curricular and research needs? Is the "academic community" we serve limited to the SUNY Brockport community, or does it extend to the other SUNY institutions, other libraries in the area, and area residents?

When the College joined SUNY in 1948, such a mission was fulfilled easily, by acquiring as many text-based resources (e.g., books, journals, and maps) as we could afford. Like its counterparts at other academic institutions today, Drake Library now collects materials in a variety of formats (books, journals, maps, sound recordings, video, CD, DVD, e-books, electronic databases, etc). Some physically reside within the facility. Others are owned "virtually" (i.e., they exist only in electronic form, on a server often thousands of miles away).

The library's increasingly digital nature creates enormous opportunities for our patrons. Our resources are no longer limited to what we own and what resides in our building, but also include almost unlimited amounts of material to which we have access. Users no longer need to visit the library to use such material, being able to access information from their homes or offices.

But with great opportunities come great challenges. Many of the digital formats are expensive and compete with other media for limited library funding, forcing this and other libraries to choose among electronic resources, paper journals, or books. For example, many journals (including e-journals) have raised their costs 8-10% per year or more, meaning that we have to reallocate book budget money just to keep pace with serials inflation. Some of the print journals also are represented in electronic databases, but sometimes due to contractual obligations we simply cannot cancel print subscriptions. Often such journals are duplicated in two or more databases, but canceling one or more of those databases would be difficult since they contain other essential journals.

We must also keep in mind the necessary balance between print and electronic formats. Our patrons expect us to purchase new books on almost every topic, and publishers continue to produce texts that, if not immediately purchased, quickly go out of print. If the information in printed works is needed to support the curriculum, the printed texts must be purchased right away or be forever lost, and yet five straight years of flat budgets have diminished our ability to purchase these necessary resources.
Given the complexity of the environment in which the Library functions, it is difficult to predict with any precision which factors will be most important in shaping our future. The following are those that can be immediately foreseen:

- **Assessment and Strategic Planning:** To address some of the issues raised earlier (e.g., what resources are needed to address the curricular and research needs of our students, and how do we know they are meeting those needs?), the Library has begun a process to assess existing programs and to undertake necessary strategic planning.

The assessment process was undertaken during the Spring semester 2003, with the Library’s participation in LibQual+, a web-based survey produced by the Association of College and Research Libraries. In reviewing the survey results, Drake Library is able to determine what our patrons expect of us and how well we meet those expectations. The LibQual+ form also provided space for free-form comments, and those comments alerted us to additional concerns.

The LibQual+ assessment instrument ties into the Library’s own strategic planning process. Begun at the Library-wide retreat in January 2003, the strategic planning process is envisioned to undertake a "Radical Re-imagining" of the Library. How can we do our job better? What new services or programs do we need? What should be our goals and objectives within the next five years? The expectation is that the Drake Memorial Library will look different, and will certainly function differently, five years from now.

Throughout the Spring semester, the Library staff was broken up into focus groups to address the strengths, challenges and long-term needs of each Library program. Over the summer, a subgroup of the Library staff will meet to prioritize the needs identified and turn them into a coherent strategic plan, that will both feed into the College’s strategic planning process AND set the agenda for Library programming for the next several years.

- **Information Literacy:** The availability of new technology and new resources in electronic form does not mean students have the skills to access it, nor the ability to analyze the information value of any given resource once found. In Fall 2001 the Library tested a new elective, taught in collaboration with Communication Department faculty. The course, CMC 111 (Oral Communication and Information Literacy) was designed to address the State mandate for information literacy. Following the initial test run, Communication and Library faculty together revised the course to better meet the needs of students prior to its debut as a General Education mandate in Fall 2002.

Given the challenge of teaching 1,000 new students in 22 sections by a staff of 6 full-time librarians, the Library received approval to hire a Coordinator of Library Instruction directing all library instruction programs, including CMC 111. Implementation of CMC 111 was still difficult: coverage of the 22 sections by 7 references librarians and 5 adjuncts (including the Access Services Librarian and the Associate Director) could only be handled by “doubling-up” some sections. Some librarians taught classes of 40 students or more, and one adjunct taught over 60 students last Fall.
The cancellation of CMC 111 as a General Education requirement by the Faculty Senate was met with mixed feelings by the Library staff. The lifting of the burden of teaching those sections left more time for other duties (e.g., for reference, bibliographic instruction classes, individual research consultations, etc.), but still left the root concern (i.e., an effective and methodical way of meeting students' information literacy needs) unmet. Throughout the new academic year, the Library staff (led by our new Coordinator of Library Instruction, Ms. Shikha Sharma) will work with English 112 faculty to address this need more effectively. She will also work with the Center for Excellence in Learning and Teaching (CELT) to promote library instruction and information literacy across the curriculum.

- Cost Control: An 8-10% yearly increase in serials costs is not sustainable over the long-term. To pay for needed electronic and print serial resources, we have had to dip into the book budget, eroding monographic purchases beyond that caused by five years of flat budgets. In 2002-2003 the Library Administration initiated a serials cancellation project. In conjunction with College Faculty, the Library will cancel print subscriptions and online databases where duplicate holdings exist. Initial faculty response has been slow, but Library staff will pursue this with them in the coming year.

Library staff continues to do more with less, however. One example is the recent decision to acquire access to the Westlaw databases. The subscription will enable us to cancel our print subscriptions, eliminate tedious filing of paper updates, and provide full-text access to every title (even from off-campus) — all for $11,000 less than we had been paying. Another example: the Library took the funds spent on 21 individual American Psychological Association (APA) subscriptions and used it to subscribe to PsycArticles, an APA-produced database that contains those titles and 22 more besides, all for 20% less than that paid for the individual subscriptions. The final example is BioOne, a database of 66 biology and environmental science journals, to which we already had subscriptions to 14. The other 52 journals would cost an additional $635; therefore we can quadruple our holdings at a cost of slightly more than $12.00 per title. The Library will continue to explore ways of obtaining badly needed resources in the most cost-effective manner possible.

- SUNYConnect and other consortial initiatives: SUNYConnect has selected the Aleph 500 Library Management System produced by Ex Libris, Inc. to be the basis for a joint catalog of all 64 campuses across the state. When fully realized, Aleph will provide the following benefits: 1) access to over 20 million volumes held by SUNY libraries; 2) patron initiated lending from other SUNY campuses without mediation of a librarian; and 3) expedited document delivery.

The original plan was for Drake Library to migrate from the current DYNIX system to Aleph in Spring 2002, but lack of promised functionality led the Library to delay implementation. Due to increased delays bringing aboard other SUNY campuses, OLIS has informed us that Brockport's implementation will not commence before Spring 2005. The Library will continue to monitor the financial and logistical requirements of this system, as well as the ability of Ex Libris to deliver the Aleph functions as promised.
But SUNYConnect provides benefits other than library management systems. Through the combined buying power of 64 campuses, we are able to obtain resources previously unavailable. For example, during the 2000-2001 academic year 99 expensive and little used science journals were dropped with the advice and consent of the departments affected, saving the serials budget $67,000. The following year, by special arrangement with SUNYConnect, we were able to provide access to 740 major science journals in the ScienceDirect database, including seven of the cancelled titles, for less than what we paid previously. SUNYConnect and Elsevier (ScienceDirect’s parent firm) are now in negotiations to renew the contract, which would commence in January 2004.

Still another benefit is JSTOR, an effort to provide complete electronic full-text copies of every published article of over 300 major scholarly journals in areas of interest to the College (arts and sciences, business, ecology and botany, general science, language and literature, and music). Every article in every issue of the journal will be indexed and provided full-text throughout the life of the journal. For some titles this means that there are full-text articles going back 300 years. An additional benefit of JSTOR is the guarantee that these journals will be electronically archived forever. JSTOR promises to keep up with technological change so the database never becomes obsolete or inaccessible.

JSTOR’s pricing structure uses both an “initiation fee” and an annual subscription price. The $45,000 initiation fee to acquire all the JSTOR collections has been beyond our reach. However, SUNYConnect paid the initiation fees for Brockport and the other SUNY colleges, making this incomparable resource available to our academic community.

* Technology infrastructure: With the recent appointment of Library Director Frank Wojcik as Dean for Information Resources and Chief Information Officer, the Library is examining more closely its technological needs and working cooperatively with ITS staff. In the Spring of 2003, Library staff decided to relocate its Computer Lab from the Library’s ground floor to the main floor. An important part of this configuration is providing the Library’s student staff with the same A-level training the ITS student assistants receive, to enable Library students to better to meet the needs of patrons.

A key part of the relocation is the use of the wireless network for these machines, thereby eliminating the need for hard-wired connections to the campus network. The Library infrastructure has been wireless for years, but it has been underutilized to date; this effort allows us to use that capability more effectively. This effort is one step towards moving the Library and the rest of the College to a completely wireless environment by 2006. Wireless technology will free students and faculty from being tied to the Library or even their dorm or office PCs. Using their laptops or PDAs with a wireless network card, they can obtain access to ANGEL, the Library’s catalog, the growing list of databases and hundreds of other resources from anywhere they happen to be within range of the network.
2. Quality

As described above in the Library’s Mission Statement, the Library’s quality is determined by success in providing information resources “which meet the curricular and research needs of our students and those within the academic community.” Moreover, delivery of those information resources must be seen within the context of Drake Library’s “emphasis on service,” which also implies a knowledgeable and well-trained staff. Let us take each of these elements in turn:

a. Information Resources that meet the Curricular and Research Needs of Patrons:

- We continue to improve the quality of the collection by purchasing print and non-print resources, and by providing access to online resources. In 2002-2003 we added 11,541 titles (including 852 electronic texts) to our collection. Through the efforts of the library’s Senior Cataloger and Liaison to the Education Department, the Library acquired $35,000 worth of free textbooks to replace outdated copies currently on the shelves.

- With static budgets for the last four years, and more money being spent for online resources (as well as highly inflated costs for library materials), we are increasingly unable to meet many of the needs of our students. In the recent LibQual+, students complained about not having up-to-date books in various subjects. This clearly demonstrates a need for printed texts that will not fade anytime soon, and yet our ability to purchase them is declining. During the 1997/1998 fiscal year, there were $263,700 available for the purchase of books. This past year that total had declined to $193,700, a 20% decline from the previous fiscal year, and a 27% decline in five-years.

As mentioned previously; Library staff continues to do more with less, however. Subscribing to Westlaw enables us to cancel our print subscriptions and provide full-text access for substantially less than what we had been paying. Westlaw, along with BioOne and PsycArticles, clearly demonstrate that the Library is committed to finding new ways to do more with less, where such economies are possible.

- The back file of many information resources continues to expand. For example, the PsychInfo database provides coverage from 1887 to the present, and with the addition of JSTOR in the Fall, some resources will have coverage several centuries beyond that. Also many standard reference sources, such as directories and dictionaries continue to migrate to electronic form. The library recently added the Oxford English Dictionary and CO Researcher, and will add the aggregated Westlaw databases in the coming year.
To better examine the need for various electronic resources, the Library established an Electronic Resources Group in Spring 2003. As a subcommittee of the Collection Development Committee, the ERG will examine each desired resource according to agreed-upon criteria and make a recommendation to the Committee, which will then be referred to the Library Administration for final action.

- The library continues to subscribe to various indexing and abstracting services that do not provide full-text access. Patrons have consistently asked for a list of full-text journals to which we subscribe, so that with the citation they could then access the article. In 2001-2002 we added Serials Solutions to our offerings, accessible from the library's web page link that says, "What Periodicals are Full Text Online?" Earlier this year, the Library began implementing SFX software, an open-source product that permits patrons to click on a link in any electronic resource to which we subscribe and be taken immediately to the full-text. This is especially useful for such resources as Periodical Abstracts Research II, from which heretofore we had no full-text access. During the coming year Library staff will work on bringing SFX up to full functionality.

b. Emphasis on Service

Arguably our strongest argument for the value the Library places on service is that several staff members over the years have been presented with the Outstanding Service to Students Award (including Barbara White and Robin Catlin). In addition to that accolade, the library’s service program includes:

- Ensuring that students leave the College as information literate men and women. This past year library staff taught 22 lab sections each semester of CMC 111 (Oral Communication and Information Literacy). With the demise of that course as a General Education requirement, the Library will continue to devise new and effective means to address that learning outcome.

- Availability of Electronic Reserves (ERes). In the past year, the total number of faculty accounts and documents on E-Reserve grew by 6%. Also there was a 9% increase in the course page hits for Fall semester 2002 over the same period the year before (although there was some fall off in the Spring semester). The initial increase followed by a drop off seems to be a function of the availability of free printing. As noted by Circulation Coordinator Robin Catlin, “With the benefit of free printing, what we notice with the students that access these course pages from within the library is a tendency to print off all of their required readings at the beginning of the semester in one sitting, as they become available. This is evidenced by large number of course page hits at those times of year, and the seemingly sharp declines afterward.”

A new addition to our E-Res service includes embedded links. In the past year, Library staff has added links from E-Res course pages to the corresponding full-
text articles in ProQuest, EbscoHost and InfoTrac databases. With Drake's recent cancellation of the ProQuest database, Library staff will need to check and update links as needed.

This past year the Library had representation on both the ANGEL Steering Committee and the College Technology Committee. The Steering Committee noted that much of the functionality of E-Res duplicates that of Angel, and recommended that all course reserve materials be mounted on ANGEL. The coming year will witness a broader conversation among the Library staff and the College Technology Committee regarding this issue.

- Implementing email for Library notices. Library patrons now receive notices of overdue item by email, including "pre-overdue" notices that warn them that such items will be due soon. These notices allow patrons to eliminate or minimize the penalty associated with overdue library materials.

- Participated in LAND (Libraries and NYLINK Deliver), a new interlibrary loan delivery system, which commenced in January 2003. LAND enables us to obtain items from any participating library in New York State in two days or less, thus expediting document delivery to the Brockport community.

- At the end of the Fall semester 2002, the Library initiated a "Food for Fines" drive, whereby a patron could donate 1 non-perishable food item for each $1 owed in fines (with some restrictions). The program was well received. Circulation staff waived $365.75 in fines, and 553 items were collected and donated to the Brockport Food Shelf.

- Theses Classification: All theses are now classified together in one call number, subdivided by department, year, and author, so as to facilitate browsing by patrons.

- Installation of two DVD drives in PCs in the Computer Lab in response to patron demand.

- Using AOL Instant Messaging software on Reference Desk PCs, to enable real-time interaction with the reference librarian by remote patrons.

c. Plans to Enhance Service in the Coming Year

- Following the demise of CMC 111, the library will work with English 112 faculty and Shannon Bradford in CELT to devise new means of meeting students' needs for information literacy.

- Move the Computer Lab from the Library's ground floor to the main floor. This will enable the Library to provide more integrated support for its clients. ITSS "A-Team" students will provide in-Library help desk support for the relocated lab.
• A new form has been developed to catalog web pages of interest to our patrons. The form will be implemented in the coming year, allowing greater access to web-based resources.

• Continue to investigate highly requested color options (printing and copying) and fax services in the computer lab.

• Continue and enhance staff development programs for all library staff, through workshops, in-house technology and reference training.

d. Quality of Staff

All librarians have the terminal M.L.S. degree, a large percentage have a second master’s degree, and one has the Ph.D. Many of the library assistants are college educated and one has a master’s degree. Most staff members have been employed at the College for many years and are known for their quality service.

The recent LibQual+ survey of library services revealed general satisfaction with the quality of service given by the librarians. These results are borne out by letters of appreciation, which library staff frequently receives from College faculty and other patrons. In the same survey some dissatisfaction was uncovered concerning the student assistants. Training and on-going monitoring of service performance by student assistants continues to be a priority for Library staff.

All the librarians continue to enhance their knowledge and skills through attendance at various workshops and professional conferences. In addition, several years ago the library established a Staff Development Committee to strengthen staff skills in various areas. This year the Committee encouraged the College to provide supervision-skills workshops, from which many library staff members benefited. They also planned and implemented a series of workshops for library support staff planning to take the Library Clerk II examinations.

e. Notable Achievements of Faculty:

Arguably the greatest achievement during the past year was the teaching of 22 sessions of CMC 111 each semester. To do so required considerable logistical support (including the establishment and furnishing of a satellite lab, and provision of office space for adjunct instructors), and the dedicated efforts of the reference librarians and adjunct instructors. The Library Administration would like to offer particular commendation to Charlie Cowling and Greg Toth for their efforts in getting the course up and running, and for bringing it to a successful conclusion.

Other achievements include: Upgrading all the public printers in Reference and the PC Lab; Upgrading the old 400 Mhz public PCs in Serial, E-Reserves and SMC to 1.6 Ghz; the upgrading of the old Dynix WebPac catalog to iPac; the migration from Eagle to
Banner; planning and administering the LibQual+ web-based survey; the acquisition of $35,000 worth of free textbooks; introduction of the Food for Fines program; devising an effective serials cost containment strategy; collaborating with the Provost to organize the First Annual Celebration of Writing; devising an effective procedure for evaluating new electronic resources; and revising the processing procedures for government documents following the departure of Pat Jewell (the Library Assistant previously responsible for processing government documents). In light of the latter revision, government documents processing will now be handled by Serials staff.

In addition, librarians wrote reviews that were published in professional journals, delivered papers at professional conferences, served on College and professional committees, wrote and edited web pages, applied for and received grants, and attended professional development workshops.

f. Plans to Enhance the Quality of Faculty:

In the coming year, the Library will assess a proposal made by the Staff Development Committee to establish a bipartite curriculum for staff training, emphasizing Technology Skills and Library Skills. If adopted this plan will be implemented in the coming year. In addition, all the librarians continue to enhance their knowledge and skills through attendance at workshops and professional conferences.

g.-h. Quality of Students:

Drake Library employs over 100 students to help us provide library services. Students are an integral part of our operation and we could not function without them. They are trained to provide a wide array of services; however, the recent LibQual+ survey results indicate that our students do not consistently provide the high level of service we have come to expect. In the coming year we will examine how all student workers are utilized, and changes will be made to the training regimen as deficiencies are identified.

i. Learning Attainments:

- The library's collection and services meet the curricular needs of our students and contribute to student learning outcomes. We continue to improve services (e.g., remaining open 105 hours/week, providing research consultations, acquiring up-to-date information sources, and providing access to online full-text information). Through the use of EZ Proxy we provide the same access to online resources for off-campus students as for on-campus students.

- Graduation rates: The availability of curriculum-related print, non-print, and online resources coupled with remote borrowing of materials through interlibrary loan supplement the classroom instruction. The various library bibliographic instruction classes, as well as the online tutorials currently under development by the Coordinator of Library Instruction, Ms. Shikha Sharma, will develop students' research skills. Moreover the quiet study environment and long hours are
conducive to serious study and helps students perform better in their course work, resulting in higher rates of graduation.

- Placement: In order to use the online catalog and other information sources, students have to learn computer skills and information retrieval/research skills—a prerequisite for many jobs today. Moreover, our 100+ student workers are taught a sense of responsibility, punctuality, dependability, and good customer relations; attributes that are essential for any good employee. We do know that many technology companies, school districts, federal, state, and local agencies—even this College—have hired our students. Some of those former students hold high-level positions.

- Admission to Graduate and Professional Schools: Many of our students pursue graduate studies. The information rich environment the library creates engenders in our students a spirit of scholarly inquiry that lends itself to graduate study.

j. Plans to Enhance Learning Attainments:

The addition of an experienced Instruction Librarian will strengthen all library-sponsored education programs and raise the profile of librarians as partners with teaching faculty in the educational enterprise.

k. Improving the Learning Environment:

The addition of new online databases, including the Oxford English Dictionary, CQ Researcher, Philosophers’ Index, and Westlaw.

l. Plans to Improve the Learning Environment:

- With the demise of CMC 111 (Oral Communication and Information Literacy), the Library staff will explore online tutorials and other means to develop the Information Literacy skills, as mandated by the SUNY Trustees.

- Further expansion of our information resources through partnership with the State Library, SUNY, the Rochester Regional Library Council, regional alliances, and other consortial partnerships. The newest such partnership is the New York State Higher Education Initiative (NYSHEI). NYSHEI includes the SUNY libraries represented in SUNYConnect and many private institutions in the State (e.g., Colgate University, Cornell University, Rensselaer Polytechnic Institute, Syracuse University, etc.). Although NYSHEI is still in formation, the vision for full implementation includes: encouraging user-initiated borrowing; developing economies of scale in deploying electronic resources to reduce costs for everyone; building a digital repository to capture, preserve and make accessible the increasing amount of intellectual capital at all colleges and universities unaccounted for in the traditional model for scholarly communications; and
developing cost effective methods of archiving, preserving and storing physical collections.

3. Resources

a. Utilization of resources

• Human Resources

We rank 5th in staffing among SUNY Four-Year Colleges, yet our library hours are the highest (105), and we have the largest collection to maintain. The appointment of the new Associate Director, Christopher Brennan, and the new Coordinator of Library Instruction, Shikha Sharma, does not change this ranking (thus showing how effectively we utilize our human resources).

This year has seen massive turnover among Library staff. Kim Vossler assumed her new duties as Assistant Cataloger in September 2002 (replacing Natalie Sommerville), while Linda Hacker began work as a Reference Librarian in February 2003 (replacing Jennifer Nutefall Quigley). In addition we reassigned two Librarians: Sally Petty (who moved from Bibliographic Control Services Unit Head to become Librarian at the Visual Studies Workshop in June), and Jenny Baker (who moved from Access Service Librarian to Bibliographic Control Services Unit Head). We also hired a new Coordinator of Library Instruction, Ms Shikha Sharma, to assume responsibility for the Library’s instruction programs. And, of course, with the retirement of Raj Madan, in August 2002 we welcomed a new Director of Library Services, Dr. Frank Wojcik.

The Library saw more substantive turnover among the support staff. In December 2002, three library assistants (Patricia Jewell, Paula Stull, and Carol Whalin) took advantage of the incentive for early retirement. Three months later Kathryn Tsoukatos, the library assistant in the Computer Lab/Copy Center, took advantage of another such offer and retired at the end of March. Of these four positions, only Ms Stull’s position will be filled. In addition, in June 2003 it was announced that Robin Glazier, the Library Clerk II in Acquisitions, had accepted an offer as Secretary I in Institutional Advancement. No decision has been made yet as to whether we will be allowed to fill Ms Glazier’s position.

• Physical Resources

With the commencement of CMC 111 (Oral Communication and Information Literacy) in Fall 2002, the existing Kiefer Instruction Lab was deemed inadequate for the large number of lab units such a course would require. With the cooperation of the former Associate Vice President for Information Technology Support Services (Max Ivey), a temporary satellite information literacy lab was established in the former Physical Education Lab (Tuttle South 166), complete with state of the art PCs, a desktop projector, computer tables and ergonomic chairs. With the Faculty Senate’s
decision to eliminate CMC 111 as a General Education requirement, the equipment and furniture have been relocated to the main floor of the Library.

Joining the former Tuttle Lab PCs are the machines from the Library's ground floor Computer Lab. With the departure of Computer Lab/Copy Center head Kat Tsoukatos, we determined that these machines would be better placed on the Library main floor. The PCs in this area are being equipped with wireless network cards to expedite their use for library research and information literacy classes. The relocation of the machines is now in progress, and the work should be complete by the beginning of the Fall 2003 semester.

- Fiscal Resources

We spent $874,500 of Acquisitions Funds on books, journals, online resources and media. Lack of availability of budgetary increases with inflation running at 10% for library materials, the need for developing collections for new programs, and the increasing demand for electronic resources has made it difficult for us to meet the burgeoning needs for our patrons. In the recent LibQual+ survey, respondents complained about the library not having enough up-to-date printed books.

b. External funding

We received $12,847 in collection development monies from the State Omnibus Bill for Coordinated Collection Development in such areas as American History, American and English Literature, Dance, and Education.

c. Fund raising

The Library does not currently have an active fundraising plan. We recognize the importance of this, however, and expect to take a more proactive stance on Library fundraising in the coming year.

4. Outreach

a. The Library’s primary mission is to serve Brockport students, faculty and staff. However, we provide service to anyone who walks in the library and seeks our help or wants to use the collection. We have many community borrowers who are issued a courtesy card upon payment of $25 per year to use library resources. Our alumni are also issued courtesy cards free of charge. Through cooperative arrangements with other area libraries, we issue “access cards” to graduate students and faculty who wish to use area library collections and facilities. All SUNY students can use our services and collections through the SUNY Open Access agreement. Also, through interlibrary loan our collection is available to other local, state and national institutions and businesses—a reciprocal and cost effective arrangement that has enabled libraries to share resources for the use of the research community. We also host high school groups and give them library tours.
We provide financial and advisory support to the SUNY Student Resource Center located in the Rochester Public Library. This facility provides library support to Brockport, Empire State College, and Monroe Community College students in a convenient downtown location.

The Library also supports the Visual Studies Workshop library. That library had closed its doors for several months, but has now reopened because of the support we provide.

In addition, a number Library staff are active in local state, and national organizations. Service includes membership in advisory boards, active service in professional committees, presenting conference papers, serving as panelists and resources at professional meetings.

b. Contact with Alumni: We maintain contact with many of the students who worked in the Library. In addition, one of our Librarians serves on the College's Alumni House Archives Committee, and we frequently present displays of materials from the College Archives that attract alumni to campus. Internal discussion has been initiated as to the focus of next year's Celebration of Writing. One theme that has attracted interest is that of alumni publications.

c. Contribution to Campus Diversity: Our full-time and student staffs come from diverse backgrounds. In public service areas we come in contact with a wide spectrum of the College community, often on a repeat basis. Our contribution is to provide efficient and friendly help to everyone.

5. Physical Environment

a. Previous annual reports included a long list of trouble spots: worn carpets, defective doorways, roof leaks, etc. Our most recent experiences, however, provide hope these longstanding problems are being resolved. In August 2002, some of the ancient carpeting was replaced in the lobby, between the Circulation Desk and the Reference Desk, and up the stairs to the Top Floor. Architectural renderings were reviewed for the Library front doors, and we have been assured that those front doors will be replaced during the Summer of 2003. Additional doorways (West Doors 3 and 4 on the ground floor) were replaced in Fall 2002. Unfortunately, one proposed solution to the perpetual leakage problem (i.e., the enclosure of the new bridge from the Library to Tuttle North) has not resolved the problem. Even so, Drake Memorial Library has been included in the upcoming capital improvements budget, and we have been assured that Drake's "envelope is a top priority." We look forward to working with the College administration to improve the facility for the enjoyment of all.

b. The library space crush has been another recurring issue. At working capacity (with books in circulation), Drake Library shelves are 98% full, whereas the national recommended standard for working capacity (i.e., allowing room for new growth) is 75% full. Conversations were undertaken last year with a consultant appointed by SUNY to examine off-campus storage needs for the SUNY schools across the state. The
expectation is for a plan for such a facility in western New York in the next two to three years. Should SUNY's storage plan not come to fruition, the Library will need to look at other solutions to the recurring space problem, such as finding a useful storage facility on campus or in the immediate area.

6. Morale

a. Staff morale has been volatile this past year. Some decline in morale was exhibited due to stress associated with teaching 22 sections of CMC 111. The poor response to our ads for adjunct instructors meant that the Information Services staff had to bear a disproportionate amount of the teaching. However, the new Coordinator of Library Instruction line has helped morale significantly, as did the willingness of several Librarians outside of Information Services to assist their colleagues. While the Library staff had mixed feelings about the Faculty Senate’s decision to eliminate CMC 111 as a General Education requirement, the need to no longer teach 22 sections of the course (some with 40 or more students) came as a relief to many.

Also stressful was the decision of College officers not to fill College staff positions as they became vacant. While the decision was understandable in light of the State and College’s budget problems, it meant that there was no one to undertake the work formerly done by these employees. For the Library that meant that 3 out of 4 positions vacated this year could not be filled. Fortunately, we were permitted to fill the Library Clerk II (Interlibrary Loan) position formerly held by Ms Paula Stull. Her successor, Ms Kim Myers, began work July 14, 2003.

Arguably the greatest boost to staff morale this year was the decision by Library Administration to hold a staff retreat in January. The retreat enabled the whole staff to meet together, to address longstanding problems and set a new strategic direction. Post-retreat comments were positive, and the desire was expressed to hold such a retreat more regularly.

Another boost to morale was the upgrading of staff PCs. Every staff member now has a computer with at least a 900 Mhz processor. This is due in no small part to improved communication with ITS, a process we expect to continue in the coming year.

Finally, the Library’s Staff Association helped maintain good morale, planning a number of activities that brought the staff together. In an effort to raise funds for BiblioBuild (the Habitat for Humanity project sponsored by the local Library Council), Association member Jenny Baker staged a number of raffles that gave rise to friendly competition among the staff. The Association also sponsored several communal parties, such as the Staff Christmas Party and the post-Commencement hot dog social. Finally, several anonymous members of the staff, under the collective name of “The Butterfly” randomly left small gifts for other staff members (including flowers, candy, etc.). Some of the recipients were so impressed that they returned the favor, leaving small gifts for “The Butterfly.”
b. Morale Plans for the Coming Year

With greater staff voice in Library planning and decision making, the Library Administration expects to set new service and policy directions. As staff expectations and concerns are heard, we expect morale will improve with time.

7. Assessment

a. Assessment Activities

Libraries traditionally have used quantitative data to justify funding for library services, for developing collections, and to meet the standards of various accrediting bodies. Still, questions have been asked as to which statistics may be obsolete, which are still necessary, and which are needed and not yet collected.

To answer these questions, a new task force was initiated to provide a complete review of statistical data collected by the library. The task force was charged to examine such issues as “What statistics need to be collected to fulfill the reporting requirements of various agencies (e.g., IPEDS, ACRL, Middle States, Brockport)?” “What local statistical data have outlived their usefulness?” “Are there discrepancies in how various departments measure certain data, and how can those discrepancies be overcome?” The report of the task force has been received only recently. The Library Administration will need to assess the Committee’s report in the coming year.

Of more immediate import to the Library and the broader College community is LibQual+, the web-based survey that the Library administered in Spring 2003 in conjunction with the New York 3Rs Council and the Association of College and Research Libraries. The survey is designed to help the Library analyze patrons’ expectations in four areas: Affect of Service; Library as Place; Personal Control; and Information Access. The first measures the Library’s responsiveness to patrons’ requests for assistance (e.g., helpful, rude, incompetent, etc.). The second measures the Library as an attractive and hospitable environment (e.g., bright, clean, and comfortable, or dark, dank and miserable). Personal Control measures how patrons interact with Library staff (e.g., Are the electronic resources powerful enough and easy enough to use that patrons can find what they seek with little or no help? Is the staff approachable when patrons seek staff assistance?). And Information Access measures the patrons perception of how comprehensive the Library’s collection is (e.g., Do we have everything you need? Are there sizeable gaps in our collection and resources?).

The complete LibQual+ results were provided only at the end of June. The Library Administration will review the data over the summer and incorporate the results within the strategic planning context over the next year.
APPENDICES

2002-2003 LIBRARY-WIDE CIRCULATION STATISTICS

<table>
<thead>
<tr>
<th>AREA</th>
<th>Outside building total</th>
<th>Inside building total</th>
<th>E-Reserve hits</th>
<th>ANNUAL TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation*</td>
<td>76,348</td>
<td>11,661</td>
<td>69,255</td>
<td>157,264</td>
</tr>
<tr>
<td>Serials current issues</td>
<td>393</td>
<td>2,996</td>
<td></td>
<td>3,389</td>
</tr>
<tr>
<td>Serials bound issues</td>
<td>0</td>
<td>11,040</td>
<td></td>
<td>11,040</td>
</tr>
<tr>
<td>TOTAL ITEMS CIRCULATED</td>
<td>76,741</td>
<td>25,697</td>
<td>69,255</td>
<td>171,693</td>
</tr>
</tbody>
</table>

* Dynix-generated total circulations statistics include all regular, hardbound reserve & SMC circulations
Circulating Books Item-Type Use Counts, July 2000 - June 2003

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Main, JUV, OVR</th>
<th>Pbk Coll</th>
<th>Circ. Subtotal (% Change)</th>
<th>Gov Docs</th>
<th>Totals (% Change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001 FY Totals</td>
<td>53,172</td>
<td>754</td>
<td>168,11 0.20%</td>
<td>417</td>
<td>216,624 (-5.2%)</td>
</tr>
<tr>
<td>2001-2002 FY Totals</td>
<td>52,944 (-0.4%)</td>
<td>902</td>
<td>234,319 (1.4%)</td>
<td>398</td>
<td>277,745 (6.4%)</td>
</tr>
<tr>
<td>2002-2003 FY Totals</td>
<td>57,544 (+8%)</td>
<td>732</td>
<td>216,820 (5.7%)</td>
<td>323</td>
<td>280,639 (+7.3%)</td>
</tr>
</tbody>
</table>
## CIRCULATION DEPARTMENTAL STATISTICS

<table>
<thead>
<tr>
<th></th>
<th>2001-2002</th>
<th>2002-2003</th>
<th>% CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulations *</td>
<td>160,110</td>
<td>157,264</td>
<td>-2%</td>
</tr>
<tr>
<td>E-Reserve hits **</td>
<td>78,621</td>
<td>69,255</td>
<td>-12%</td>
</tr>
<tr>
<td>Turnstile Rotations</td>
<td>264,624</td>
<td>257,332</td>
<td>-3%</td>
</tr>
<tr>
<td>Telephone renewals</td>
<td>550 patrons served</td>
<td>514 patrons served</td>
<td>- 6%</td>
</tr>
<tr>
<td></td>
<td>2761 items renewed</td>
<td>3407 items renewed</td>
<td>+19%</td>
</tr>
<tr>
<td>Traces</td>
<td>264 searched</td>
<td>189 searched</td>
<td>-28%</td>
</tr>
<tr>
<td></td>
<td>176 found (67%)</td>
<td>148 found (78%)</td>
<td></td>
</tr>
<tr>
<td>Notices sent (including Email notices)</td>
<td>4257 overdue notices</td>
<td>4482 overdue notices</td>
<td>+5%</td>
</tr>
<tr>
<td></td>
<td>1780 fines notices</td>
<td>1894 fine notices</td>
<td>+6%</td>
</tr>
<tr>
<td>Recalls</td>
<td>155</td>
<td>110</td>
<td>-29%</td>
</tr>
<tr>
<td>Patron account inquiries</td>
<td>143 processed</td>
<td>147 processed</td>
<td>+3%</td>
</tr>
<tr>
<td></td>
<td>126 resolved (88%)</td>
<td>119 resolved (81%)</td>
<td></td>
</tr>
<tr>
<td>Shelving</td>
<td>90,162</td>
<td>75,135</td>
<td>-17%</td>
</tr>
<tr>
<td>Fine monies</td>
<td>$15,033.52 fines</td>
<td>$13,427.03 fines</td>
<td>-11%</td>
</tr>
<tr>
<td></td>
<td>$7,325.73 lost books</td>
<td>$4,008.90 lost books</td>
<td>-45%</td>
</tr>
<tr>
<td>Temporary badges ***</td>
<td>239</td>
<td>181</td>
<td>-24%</td>
</tr>
<tr>
<td>Book repairs</td>
<td>810</td>
<td>567</td>
<td>-30%</td>
</tr>
<tr>
<td>Photocopiers</td>
<td>168,194 cash copies</td>
<td>122,877 cash copies</td>
<td>-27%</td>
</tr>
<tr>
<td></td>
<td>120,126 library/staff copies</td>
<td>114,906 library/staff copies</td>
<td>-4%</td>
</tr>
<tr>
<td></td>
<td>49,745 department charges</td>
<td>56,958 department charges</td>
<td>+13%</td>
</tr>
</tbody>
</table>

For this fiscal year, there were 332,332 total copies made overall (including Easy Money sales).

Other sales in the copy center/computer lab totaled $1965.40 (as follows):

- We sold 477 disks ($477.00), 9 zip disks ($117.00), and 6 CD-RW disks ($12.00).
- Lamination sales were $74.50, and transparency sales were $1284.90.

* includes inside and outside building circulation and E-reserve (ERes) total

** counted course hits only, since ERes computers were sometimes set to ERes homepage when booted up in the morning.

*** includes courtesy cards issued
Information Services Statistical Appendix

Bibliographic Instruction Sessions
- 1997-98 = 88
- 1998-99 = 109
- 1999-00 = 132
- 2000-01 = 153
- 2001-02 = 125
- 2002-03 = 114

Please note: Other instruction sessions include 1 high school class, 20 APS tours, and 22 sections of CMC111 each semester, for a total of 186 sessions involving 887 freshmen. The standard bibliographic instruction sessions taught 2,153 students (both graduate and undergraduate) for 23 different departments. Among the top five were English (22), APS (11), History (10), Social Work (10), and Criminal Justice (8).

Staff & Student Research Consultations
- Spring 2000 = 17 (The service was revived in the spring semester after being dormant for several years.)
- 2000-01 = 61
- 2001-02 = 83
- 2002-03 = 81

The consultations are primarily taken advantage of by our students, although some faculty do make use of them. All reference librarians help with these.

Reference desk question count
- 1993-94 = 26,721 (beginning days of electronic resources - 2 CDs!)
- 1994-95 = 27,393
- 1995-96 = 22,744 (first 2 Internet workstations went up summer '95)
- 1996-97 = 20,738
- 1997-98 = 19,743 (added the PCs from CIT '97, going from 2 to 20 PCs.)
- 1998-99 = 14,801 (by here remote access was possible for several databases through vendor supplied passwords.)
- 1999-00 = 15,816 (spring '00 started authentication - more off campus use.)
- 2000-01 = 14,183
- 2001-02 = 15,338
- 2002-03 = 12,819
AskDrake (e-mail reference service – checked daily, reply to within 24 hours. Lori Lampert is responsible.)

• 1996-97 = 323
• 1997-98 = 206
• 1998-99 = 255
• 1999-00 = 137
• 2000-01 = 92
• 2001-02 = 127
• 2002-03 = 130

The growth of the Internet contributed to a decline in AskDrake, but it seems to be reviving this last couple of years.

Database searches (librarian conducted online searches):

• 1996-97 = 12
• 1997-98 = 9
• 1998-99 = 30
• 1999-00 = 34
• 2000-01 = 40
• 2001-02 = 44
• 2002-03 = 27

53% of the searches were citation searches for faculty, and 22% were in Dissertation Abstracts – these last will not be needed once we have access in FirstSearch, which we will acquire sometime this summer. Average cost per search increased $6 this year – $57 for the average search. DAI is now available in FirstSearch, and if we upgraded to Ebsco Academic Premier which has a citation linking service, we might be able to eliminate this area, on which was spent $1553 this past year.

Reference Print Materials

• 1999-00 = 4,645
• 2000-01 = 2,514
• 2001-02 = 2,071
• 2002-03 = 1,413

Special Collections (total visitors, phone & e-mail requests:)

• 1996-97 = 119
• 1997-98 = 140
• 1998-99 = 246 (Two faculty are working on a new history of the college, and several seminars have been conducted in relation to this, thus the high count.)
• 1999-00 = 143
• 2000-01 = 190 (The History Seminars taught by Professors Leslie and O'Brien contributed to the higher use.)
• 2001-02 = 156
• 2002-03 = 101 (The history seminar users of the last couple of years were not present this year,
having moved on to other topics.)

**Government Documents (total publications received)**

**Federal**
- 1996-97 = 16,210
- 1997-98 = 17,188
- 1998-99 = 14,271
- 1999-00 = 7,719
- 2000-01 = 8,419
- 2001-02 = 5,930
- 2002-03 = 5,526

We select approximately 25% of documents available to us. The amount of federal information on the Internet continues to increase, and many documents are only available online.

**New York State**
- 1996-97 = 3,764
- 1997-98 = 1,924
- 1998-99 = 3,387
- 1999-00 = 1,032
- 2000-01 = 166
- 2001-02 = 0
- 2002-03 = 123

NYS no longer supplies documents in fiche; instead, they are available online via Excelsior, the state library catalog. We do receive a small number in paper.
<table>
<thead>
<tr>
<th>Year</th>
<th>Borrowing (filled/unfilled)</th>
<th>Lending (filled/unfilled)</th>
<th>Total transactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>5334/2411</td>
<td>9523/3177</td>
<td>20,445</td>
</tr>
<tr>
<td>2000-2001</td>
<td>5455/2069</td>
<td>8964/3124</td>
<td>19,612</td>
</tr>
<tr>
<td>2001-2002</td>
<td>4656/1854</td>
<td>8940/3176</td>
<td>18,626</td>
</tr>
<tr>
<td>2002-2003</td>
<td>3759/2064</td>
<td>8597/3220</td>
<td>17,640</td>
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# Cataloging Statistics

## 2002/2003

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<tr>
<th>Month</th>
<th>#Total</th>
<th>#Old</th>
<th>#New</th>
<th>#Gifts</th>
<th>#NYS Docs</th>
<th>#US Docs</th>
<th>#CRR</th>
<th>#EOC</th>
<th>#SRC</th>
<th>#VSW</th>
<th>#ETexts</th>
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<tr>
<td>Jul-03</td>
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<td>4</td>
<td>5</td>
<td>78</td>
<td>53</td>
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<td>Aug-03</td>
<td>433</td>
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<td>163</td>
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<td>Sep-03</td>
<td>1080</td>
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<td>70</td>
<td>109</td>
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<td>15</td>
<td>57</td>
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<td>Oct-03</td>
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<td>Nov-03</td>
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<td>84</td>
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<td>93</td>
<td>26</td>
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<td>Dec-03</td>
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<td>289</td>
<td>61</td>
<td>6</td>
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<tr>
<td>Jan-03</td>
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<td>9</td>
<td>130</td>
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<tr>
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<td>14</td>
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<td>199</td>
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<td></td>
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<tr>
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<td>28</td>
<td>120</td>
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<td>6</td>
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<td>May-03</td>
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<td>60</td>
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<td>186</td>
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<td>Jun-03</td>
<td>1633</td>
<td>8</td>
<td>18</td>
<td>65</td>
<td>4</td>
<td>169</td>
<td>11</td>
<td>4</td>
<td>41</td>
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<td>619</td>
<td>1748</td>
<td>74</td>
<td>1378</td>
<td>87</td>
<td>42</td>
<td>22</td>
<td>164</td>
<td>852</td>
</tr>
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</table>
SERIALS CIRCULATION STATISTICS
2002/2003

<table>
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<th>Item</th>
<th>Interior Use</th>
<th>Exterior Use</th>
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</tr>
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<td>393</td>
<td>3389</td>
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<td>Bound Volumes</td>
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<tr>
<td>Totals</td>
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SPECIAL MATERIAL CENTER STATISTICS
2002/2003

<table>
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<tr>
<th>Items</th>
<th>Previous Cumulative Total</th>
<th>Added</th>
<th>Discarded</th>
<th>Remaining Cumulative Total</th>
<th>Change</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>12558</td>
<td>2246</td>
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<td>Cassettes</td>
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<td>24</td>
<td>0</td>
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<tr>
<td>CDs</td>
<td>219</td>
<td>63</td>
<td>0</td>
<td>282</td>
<td>63</td>
<td>22%</td>
</tr>
<tr>
<td>CD-ROMs</td>
<td>221</td>
<td>20</td>
<td>0</td>
<td>241</td>
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<td>Games</td>
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<td>0</td>
<td>77</td>
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<td>89</td>
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<tr>
<td>Prints</td>
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<td>1</td>
<td>0</td>
<td>72</td>
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<td>25978</td>
<td>3109</td>
<td>12%</td>
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</table>