

# CSI Library Self-Study Report

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2000-2012

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## INTRODUCTION

This self-study builds on the self-study report that was presented by the *Presidential Task Force on the Future of the Library, September 1999*. Summaries and excerpts from the 1999 report appeared in the 2000 CSI Middle States Report. This self-study documents the documents changes, issues, and achievements since 2000 as well as responds to the issues identified by the Middle States Evaluation team (Spring 2000) in the following ways: (i) expands and elaborates on activities and developments that have taken place over the past 12 years, (ii) updates the data included in the report since 1998/1999, (iii) identifies areas of strengths; and (iv) identifies challenging areas that deserve ongoing attention.

Information for this study was written and compiled the Chief Librarian, Dr. Wilma Jones, with the assistance of Dr. Linda Roccas. All data regarding library usage of resources and services by faculty, students, and the curriculum were taken from the CSI Institutional Research Reports, the CSI Library Annual Reports, the 2009 CSI Library Satisfaction Survey, and the 2010 CSI Library Reference Survey.

### The College of Staten Island Environment

#### Students

The student body in Fall 2011 was 14,200 (11,100 FTE), representing an increase of almost 25% in the number of enrolled students since Fall 1999 (11,370). This number includes a mix of doctoral, masters, full-time, part-time, and non-matriculated students. Currently, undergraduate students make up the vast majority (9,780 FTE) with 69% being full-time. More than 75% of the entire student body is between the ages of 25 and under, which shows a younger student population since 1999. Although most are full-time students, a majority are known to balance work and family responsibilities along with their classes, studies, and research. A small number work on campus as college assistants, graduate assistants, and as adjunct lecturers. In addition, 76% of the current student body are residents of Staten Island, a slight increase since 1999 (72.6%).

#### Faculty

The CSI faculty has expanded in response to the increase in enrollment as well as a commitment from the Chancellor to increase full-time lines and decrease adjunct lines. In Fall 2010, CSI had 376 full-time faculty, 22% higher than in 1999 (n=305). The adjunct faculty in 2010 was 548, 15% higher than in 1999 (n=475). Due to two NY State retirement incentives since the last Middle States Accreditation visit, CSI lost a huge number of faculty lines, many of which have been difficult to replace. On the other hand, this growing body of young faculty has expanded and changed the curriculum, infusing it with new and innovative instructional technologies. Thus, since 1999, CSI has established two (2) new doctoral programs (i.e. Nursing, and Physical Therapy), five (5) new master's programs (i.e. Accounting, Education, History, Mental Health Counseling, and Cinema and Media Studies), and several new baccalaureate programs including Information Systems, and Italian Studies.

The **CSI Library** has had to provide the appropriate resources and services to meet the needs of the above described increasing body of full-time students, the expanding curricula at all levels, from associates to doctoral, and the diverse specialties of a growing full-time faculty's research and teaching.

## Stats-At-A-Glance – 12 Years

<b>INFORMATION BASE</b>	<b>1998/1999</b>	<b>2010/2011</b>
Print Books (volumes)	203,368	244,484
Electronic Books (volumes)	0	154,706
Print Journals (titles)	1,400	215
Electronic Journals (titles)	6,100	53,158
Microforms (titles)	1,651	1,658
Databases (titles)	27	140
Audio-visual materials (titles)	2,273	8,506
Archival Material (linear sq ft)	24	1,312
Digital Images (local/subscription)	0	1,895/150,000
Library Faculty (FT/PT)	12/6	13/14
Library Professional Staff (FT/PT)	2/0	5/1
Library Clerical Staff (FT/PT)	8/26	6/39

<b>INFORMATION USE</b>	<b>1998/1999</b>	<b>2010/2011</b>
General Circulation	29,877	27,347
Reserve Circulation	14,938	78,883
# of downloaded full-text	n/a	459,217
Resource Sharing – What we borrowed	1,152	2,450
Resource Sharing – What we loaned	948	3,623
Instructional Sessions/Participants	99/2,750	283/7,003
Group study room reservations – average/month	n/a	832

<b>OTHER VITAL STATISTICS</b>	<b>1998/1999</b>	<b>2010/2011</b>
Year End Expenditures (materials)	\$529,681	\$866,604
Seats	550	740
Computers	56	175
Laptops	n/a	51
Hours open during regular semesters	86.5	112

<b>DEMOGRAPHICS</b>	<b>1998/1999</b>	<b>2010/2011</b>
Student (FTE/Headcount)	8,397/ 10,607	10,389/14,300
Faculty (FT/PT)	308/215	376/584
Faculty (FT) : Students (FTE)	1 : 27.2	1 : 27.6
Librarians (FT) : Students (FTE)	1 : 645.9	1 : 865.7

## I. LIBRARY MISSION

The College of Staten Island (CSI) Library supports the educational mission of the College of Staten Island and the research needs of its students, faculty, and staff by collecting, preserving, and providing access to scholarly materials in a variety of formats. Consistent with the teaching mission of the College, the Library assists students in becoming information competent, critical thinkers, and life-long learners. Toward this end, the CSI Library provides quality information resources and research facilities which foster curriculum-based student-centered teaching and learning.

The growth and development of the CSI Library are assessed through strategic goals set in the annual academic agenda set by the Chief Librarian. These goals, which form the basis of the annual report<sup>1</sup>, have expanded from four strategic goals in 2002/2003 to eight strategic goals in 2011/2012. They include:

- Improve and strengthen the collections;
- Improve access to the various collections available in and out of the Library;
- Support learning and research by providing group and individual instruction to students and faculty;
- Promote use of the services and resources of the library;
- Create a comfortable and welcoming environment that inspires individual and collaborative learning;
- Review and develop policies for use of resources and the facility;
- Create an environment in support of professional growth of all library faculty and staff; and
- Further the overall development of the Library.

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<sup>1</sup> CSI Library Annual Report <<http://www.library.csi.cuny.edu/annualreports>>

## II. *Library Collections*

The CSI Library is committed to providing a balanced collection of select materials that support the College's instructional, curricular, and research goals. **Collection development** activities, which are done by every librarian, aim to identify, evaluate, and select materials in every format in anticipation of the curricula needs of the College community. The Library's Collection Development guidelines (Appendix A), developed in 2003, define the scope and standards of the various collections, given budgetary and space limitations. At the end of the 2010/2011 academic year, the Library's total collection consisted of approximately:

- 244,500 print books
- 154,700 electronic books
- 53,200 print and electronic periodicals
- 190 databases and electronic subscriptions
- 1658 microform titles
- 3,500 films and videos
- 5,000 sound recordings
- 1,300 linear sq ft of archival/manuscript material
- 1,100 musical scores

Resource sharing through Inter-Library Loan and the CUNY Libraries Intra-borrowing programs has enabled the CSI Library to meet these needs in the meantime. A Collection Analysis Survey that was conducted in 2006/2007 provided the CSI Library with detailed information of gaps in the collection that matched the curriculum. Through purposeful collection development over the past four years, librarians have devoted time to close the gap with regards to established core program as well as the new academic initiatives. During the past decade, these new programs include the **Doctoral programs** in Nursing and Physical Therapy; **Master's programs** in Business, History, and Mental Health Counseling; **Baccalaureate programs** in Information Systems, Italian Studies, and Social Work; and **Interdisciplinary Certificate programs** for the Modern China Studies and Latin American, Caribbean, and Latina/o Studies.

Below are descriptions of the various collections at the CSI Library:

### ***MONOGRAPH COLLECTION***

The Monograph Collection are located in several areas of the library. It includes the course reserves collection, reference collections, and special collections on the first floor (all of which are non-circulating), K-12 Texts collection on the second floor, the general circulating collection on the third floor, and electronic books (e-books) which are available online. Together, the print collection holdings are at 244,484 volumes, a growth of 16% since 1998/1999 (210,043 volumes), and the e-book collection which started in 2004 is at 154,706 volumes.

A brief description of the various collections that make up the book collection are listed in alphabetical order below:



- **Archives & Special Collections:** The Archives & Special Collections of the CSI Library collects, preserves, and makes available primary and secondary materials that document the history of Staten Island and the College of Staten Island. The collection includes more than 1,300 linear feet of unpublished manuscripts and 1,400 volumes. The **Archives'** focuses on the history of the College and records the activities of the administration, academic departments, faculty, staff, students, and related organizations of the College of Staten Island and its predecessor institutions. The **Special Collections** concentrates on the history of Staten Island political culture and public policy discourse, especially in the period since consolidation with New York City in 1898. Noteworthy holdings include: *The John J. Marchi Papers*, *the Assemblyman Eric N. Vitaliano Papers*, *The Assemblywoman Elizabeth A. Connelly Papers*, *The Willowbrook State School News Clippings Collections*, and *The Protectors of Pine Oak Woods Records*.
- **Circulation Collection:** The circulating collection, situated on the third floor, is spread over three-quarters of the third floor space. Over **240,000** volumes are available in an open stacks environment. Color-coded aisles and shelf ranges are available to users to easily locate the books on the shelves.
- **Course Reserves Collection:** The course reserve collection is located on the first floor and currently contains **1,970** volumes. The Reserves collection is updated and weeded every semester. One-fifth of the titles of textbooks and course packet readings are placed on reserve by faculty for their students. Other heavily used titles are purchased in multiple copies with the annual donation from Student Government.
- **E-Book collection:** The e-book collection was established in 2004 with the consortial efforts of several CUNY libraries. The first purchase included 3,000 titles from **netLibrary** which provided access to academic and scholarly works. To date the e-book collection has expanded to over **154,000** titles and includes e-book packages from Cambridge University Press, Duke University Press, Oxford University Press, and Springer/Verlag Publications. The latest acquisitions include the **Early American Imprints: 1639-1800** to support English, History, and Philosophy curricula and the **Lippincott, William, & Wilkins Publications** to support the Social Work, Nursing, and Physical Therapy curricula. Links to free e-books are also included, such as the Textbook revolution and Project Gutenberg. Access to the eBook collection is available from the library homepage by clicking on "eBook Collections" <[http://srms.library.csi.cuny.edu/resources/subject.jsp?sub\\_id=60](http://srms.library.csi.cuny.edu/resources/subject.jsp?sub_id=60)>.
- **K-12 Text Collection:** The Library collaborated with the Department of Education in 2008/2009 to develop a K-12 Text collection to support the Teacher's Education curriculum. Space was identified in the west wing of the second floor to host this collection. To date, over **600** monograph titles have been acquired and over 400 titles are available through the e-book collections.
- **Reference Collection:** Situated in the Reading Room of the first floor is the reference collection that is updated regularly for currency through acquisitions of new titles by each library liaison in consultation with the Head of Reference and at the request of the teaching faculty in the various disciplines. The Library currently holds approximately **18,200** reference

titles including atlases, specialized encyclopedias, dictionaries, handbooks, and manuals. In recent years, the reference collection has decreased in size as many of the print titles are accessible via online subscriptions. Some of these titles that remain in the reference stacks have been marked with an “e” to alert users of their availability online.

### **PERIODICAL & MICROFORM COLLECTIONS**

The CSI Library currently holds approximately 215 periodicals in print (i.e., journals, newspapers, and trade publications), 1,658 microform titles, and 53,158 electronic journal titles. Titles that are available in print are located on the third floor, and take up one-quarter of the third floor space. The periodicals are arranged in alphabetical order (unlike other academic libraries that arrange theirs by the Library of Congress classification). Those that are available in print on the shelves are either titles that have back-files that are not online, titles with color photographs that are not readily available online (i.e., *National Geographic*, *American Heritage*, *Life*, etc.), and foreign titles that have not been purchased in electronic format, due to cost.

Periodical titles that are available online are accessible through subscription databases and will be discussed further in the section under “Electronic Resources.” Many of these titles overlap the print and microform titles.

The microform collection contains 1658 active and inactive titles; however, due to the increase in electronic journals, only one (1) title at this time is currently being purchased (i.e., *The Staten Island Advance*). While the other titles are not considered “active,” back-files are frequently used by certain disciplines (e.g., Education, English, and Nursing) and heavily utilized by the Inter-Library Loan department. In summer 2011, the collection was moved to an off-site location on campus and the vacated space is to be re-purposed into an open computer laboratory space under the auspices of the Office of Technology Systems.

### **ELECTRONIC RESOURCES COLLECTIONS**

In fall 1999, the CSI Library subscribed to 27 databases, which were primarily CD-ROM or online indexes and abstract resources, with the exception of Lexis-Nexis and a few biographical reference resources that provided full-text articles. To date, the CSI Library is host to approximately **140** subscription databases and electronic subscriptions (e-resources), and includes another 47 websites of scholarly database that are available for free online. These 140 e-resources provide access to indexes, abstracts, and/or full text of books and periodicals in a variety of subject areas that match the College’s curriculum. All of these resources are primarily web-based full-text databases, all of which are remotely accessible via the library’s proxy server. In addition, these resources are available through research web guides arranged by discipline or through the A-Z list on the homepage. The Electronic Information Services Librarian, who was hired in 1997, continues to coordinate the acquisition, maintenance, and promotion of new and current e-subscriptions and other e-resources.

The CSI Library participates in three different consortial purchasing plans for the purchasing of licensed electronic resources. The first consortial plan includes databases that all CUNY Colleges (community, senior, graduate colleges) agree to purchase. This plan includes databases such as:

- American Chemical Society

- EconLit
- MathSciNet

The second consortial plan includes purchasing databases with eight to ten other CUNY libraries, mostly with senior college libraries and/or the Graduate Center Library. This plan includes databases such as:

- American Institute of Physics Journals
- Center for Research Libraries
- SciFinder Scholar
- Wiley/Blackwell Journals

The third consortial plan includes databases that all CUNY Colleges (community, senior, graduate colleges) agree to purchase, where a **partial** part of the cost is subsidized by the CUNY Office of Library Services. These databases include:

- E-brary (e-books)
- New York Times Historical
- Science Direct (Elsevier)

One of the advantage of being a part of an integrated university is that the Central Office at CUNY financially supports databases that are commonly used by all libraries. Several databases are **exclusively** funded by the Office of Library Services (OLS). Annually, these resources are evaluated and vetted to be acquired or withdrawn by a group that consists of a representative from every CUNY library, known as the Electronic Resources Advisory Committee (ERAC).

Examples of these resources include:

- Academic Search Complete
- Chronicle of Higher Education
- Eighteenth Century Collections Online
- Ethnic NewsWatch
- Gartner
- JSTOR General
- Lexis-Nexis Academic Universe
- MLA Bibliography
- Oxford English Dictionary
- Project Muse
- High priced e-journals such as *JAMA*, *Nature*, *New England Journal of Medicine*, and *Science*.

There are **49** other databases and e-resources that the CSI Library subscribes to and purchases at full price. A selected sample includes:

- ACM Digital Library (subscription since 2002)
- Access World News (subscription since 2009)
- American History & Life (subscription since 2004)
- ARTStor (subscription since 2008)
- Brill's New Pauly – Encyclopedia of the Ancient World (subscription since 2008)
- Early American Imprints: 1683-1800 (subscription since 2009)

- Health & Psychosocial Instruments (HAPI) (subscription since 2004)
- Historical Abstracts (subscription since 2004)
- IEEE Xplore (subscription since 2009)
- JStor Life Sciences (subscription since 2007)
- NetLibrary E-books (subscription since 2003)
- SAGE Premiere Full-Text collection (subscription since 2008)
- Taylor & Francis Journals (subscription since 2009)
- ValueLine (subscription since 2005, further expanded in 2008)
- Web of Knowledge (subscription since 2009)

Freely available databases (47) that are deemed scholarly by the librarians are also made accessible via the e-resources homepage. These include Census data websites from the U.S. Government, UN data, open access e-journals, dictionaries, and scholarly websites and wikis. Appendix B provides a current listing of all e-resources currently available at the College of Staten Island. These resources are accessible on campus and remotely via the Library’s proxy server at <http://www.library.csi.cuny.edu/resources/database.jsp>

The following chart [from p. 20 annual report 2010-2011] shows the numbers for some of the most used databases in 2010/2011:

Most Accessed Databases		Sessions	Most Downloaded Databases		Full-Text
1	<b>Academic Search Premier</b>	<b>72,580</b>	1	<b>Academic Search Premier</b>	<b>81,799</b>
2	<b>Education Full-text</b>	<b>57,341</b>	2	<b>JSTOR</b>	<b>47,990</b>
3	<b>Project Muse</b>	<b>28,906</b>	3	<b>ScienceDirect (Elsevier)</b>	<b>23,289</b>
4	<b>CQ Researcher Online</b>	<b>22,201</b>	4	<b>Access World News</b>	<b>14,426</b>
5	<b>Opposing Viewpoint</b>	<b>22,135</b>	5	<b>New York Times Historical</b>	<b>10,318</b>
6	<b>NetLibrary (e-books)</b>	<b>20,136</b>	6	<b>American Chemical Society Jrls</b>	<b>9,289</b>
7	<b>JSTOR</b>	<b>19,799</b>	7	<b>Wiley e-Journals</b>	<b>8,702</b>
8	<b>Gale virtual Reference Library</b>	<b>19,677</b>	8	<b>Wall Street Journal</b>	<b>8,217</b>
9	<b>Oxford Reference Online</b>	<b>19,430</b>	9	<b>PsycARTICLES</b>	<b>8,180</b>
10	<b>ERIC</b>	<b>17,443</b>	10	<b>Literature Resource Center</b>	<b>7,771</b>
11	<b>Social Sciences Full-Text</b>	<b>14,876</b>	11	<b>MasterFILE Premier</b>	<b>5,465</b>
12	<b>Humanities Full-Text</b>	<b>14,367</b>	12	<b>CINAHL Plus with Full-Text</b>	<b>4,541</b>
13	<b>Literature Resource Center</b>	<b>13,081</b>	13	<b>Education Full-Text</b>	<b>4,374</b>
14	<b>Columbia Int’l Affairs Online</b>	<b>12,734</b>	14	<b>eBrary (e-books)</b>	<b>3,399</b>
15	<b>MasterFILE Premier</b>	<b>11,825</b>	15	<b>Business &amp; Co Resource Ctr</b>	<b>3,396</b>
16	<b>Lexis-Nexis</b>	<b>11,591</b>	16	<b>Science Magazine</b>	<b>3,354</b>
17	<b>ScienceDirect (Elsevier)</b>	<b>11,544</b>	17	<b>SocIndex with Full-Text</b>	<b>3,262</b>
18	<b>PubMed</b>	<b>11,431</b>	18	<b>MedLine with Full-Text</b>	<b>2,997</b>

Figure I: Most Accessed Databases

**AUDIO-VISUAL COLLECTION:**

The audiovisual collection is made up of record albums, audiocassettes, videocassettes, music compact discs, digital video discs, and film recordings. The collection is held in the Media Services unit which is also host to the A/V equipment needed for classroom use, as well as technical support, when needed. Students may access the collections during limited service hours to watch or listen to A/V materials in the “Sight and Sound” lab. Faculty and Staff may do the same as students, but also have the option or borrowing any of the materials or equipment for pre-view or classroom use. To date, the collection consists of 5,000 sound recording albums; 1050 DVD titles, 1950 VHS titles, 1,100 musical scores, and 500 16mm film recordings.

**OPPORTUNITIES AND IMPROVEMENTS**

Given special allocations of over \$200,000 annually since fall 2007 to boost the library’s base budget, the core collection for undergraduate programs has been strengthened and efforts to improve the collections for graduate programs are underway. With regards to acquiring electronic resources, the ability to enter into consortial plans gives the CSI Library significantly more buying power to purchase e-resources with 6 to 17 other CUNY libraries, not to mention the additional financial support received from the CUNY Office of Library Services (over \$3 million in FY11). This has greatly enabled a mid-sized library like the CSI Library to acquire a more expansive electronic resource collection than it would ever have been able to afford, given the budget allocations over the past decade. The DVD collection to enhance classroom instruction has also expanded due to recent special allocations. Thus, our faculty and students enjoy a plethora of resources in a wide variety of subjects.

During the past four years, specific attention has been focused on targeting gaps in the collection and looking at new initiatives in each of the departments. Library faculty liaisons consulted with the teaching faculty in the various disciplines to develop the various deficient areas. The Chief Librarian meets once a semester with the Library/Faculty Committee which consists of a representative from every academic department. This committee has been a strong conduit in communicating to and from the library regarding collection development needs, amongst other topics. The integration of special collection materials that focused on Staten Island’s history, people, and environment has been a wonderful addition. With concerted efforts to promote the new collections, these materials are frequently used by history and political science classes as well as individual scholars at the College. They also have attracted national and international researchers and more importantly local residents from the Staten Island community. More e-books are being purchased in the various subjects, and there is statistical data that shows that usage in this format is gradually increasing.

As a result of concerted effort made to develop the collection to match the curriculum, there has been a significant increase in the circulation usage of the print collection. At the end of 2010/2011, there were 27,347 books that circulated within and outside of CSI in contrast to 2007/2008 when 17,854 books circulated, thus showing an increase of 53%. Likewise, the reserve collection of textbooks and required reading materials has seen an increase in usage from 34,127 in 2007/2008 to 47,977 in 2010/2011, an increase of 40% in usage. Both increases are attributed mostly due to the expansion of the monograph collection to match the curriculum (and in part by the expanded library hours of services). Figure II below illustrates the annual increase in usage of print monographs and textbooks in print.

<b>Circulation Statistics for FY</b>	Print Monographs	Print Textbooks
--	------------------	-----------------

2007/2008	17,854	34,127
2008/2009	21,025	32,100
2009/2010	26,919	41,117
2010/2011	27,347	47,977

Figure II: Circulation Statistics for 2007/08 – 2010/11

Indeed, with a better book collection, data for CUNY Libraries Intra-borrowing Consortial System (CLICS) has shown the following changes over the past four years: (i) CSI patrons are requesting fewer books from other CUNY libraries, and (ii) requests from other CUNY libraries is on the rise, annually. Figure III below illustrates the usage of CSI's lending and borrowing activities to and from other CUNY libraries.

<b>CLICS</b>	# of books borrowed for CSI Patrons	# of books loaned to other CUNY libraries
2007/2008	863	272
2008/2009	2458	1058
2009/2010	858	2361
2010/2011 <sup>2</sup>	862	2302

Figure III: Statistics for CUNY Libraries Intra-borrowing Consortial System (CLICS) for 2007/08 – 2010/11

## CHALLENGES

Maintaining and updating the print, e-resources, and media collections has been very challenging given budgetary constraints over the past decade. The library's base budget, (to be further discussed in Section vii "Budget and Resource Allocation"), has experienced a reduction each year since 2002. As such, it has been difficult to plan ahead for new programs, especially graduate programs. In the years where there was no special allocation, priority for collection development was given to the renewal of all electronic resources and purchasing new materials for programs preparing for accreditation and the remaining funds were spent on supporting the basic core undergraduate collection.

In addition, while consortial purchasing maximizes the buying power for smaller libraries such as the College of Staten Island Library, our reliance on the fiscal viability of consortial partners can sometimes result in a negative impact on our budget. For example, if a particular database that is heavily used by the CSI community is voted down by the CUNY ERAC group, then the CSI Library is likely to pick up this database and absorb the cost to ensure its continuity. This has already occurred with Duke University Press Journals and SAGE Journals.

## RECOMMENDATIONS:

- Increase the base-budget to support expanding curricula needs.
- Develop library collections appropriately, in multiple formats, materials, and languages.
- Continue to acquire print, electronic, and special collections materials appropriate to support faculty and student research.

<sup>2</sup> Last quarter (April – June 2011) data unavailable for all CUNY Libraries.

- Continue to collaborate with CUNY libraries in consortial arrangements to maximize the return on investment
- Continue to pursue the digitization of important and/or heavily used materials such as photographs, college publications, etc.
- Establish protocols for development of digital image collection, including protocols for born-digital materials.
- Work to improve seamless access to information resources available in and beyond the CSI Library.
- Partner with teaching faculty to develop the collection for new undergraduate and graduate programs.
- Acquire and promote library materials which would encourage and promote curiosity, individual interests, and lifelong learning.

### III. LIBRARY STAFFING

The CSI Library has a dedicated group of faculty and staff who take pride in fostering user-centered services as well as creating a welcoming environment for all patrons. At the beginning of the 2011/2012 academic year, faculty and staff in the Library consisted of 12 full-time library faculty, including the Chief librarian, 10 part-time adjunct library faculty, 5 professional technical support staff, 6 full-time clerical support staff, and 37 support personnel, a total of 72 individuals, in 2011/2012.

	1998/1999	2011/2012	(+/-)
<b>Professional Staff (Full-time faculty)</b>	12.0	12.0	0
<b>Professional Staff (Part-time faculty)</b>	6.0	12.0	+6
<b>Professional Staff (HEO/CLT/Civil Service)</b>	5.0	5.0	0
<b>Classified Full Time Staff</b>	8.0	6.0	-2
<b>Classified Part-Time Staff</b>	26.0	37.0	+12
<b>TOTAL</b>	57.0	72.0	

Figure IV: Library Staffing: 1998/99 vs. 2011/12

All library faculty members hold master's degrees in library and information science from ALA-accredited schools and/or a second master's degree in an additional subject area. All librarians perform reference services, which is often the first point of contact with any student or faculty. All but two (2) librarians teach in the library instruction program in which they introduce students to research methods and information resources. Each librarian is appointed as the liaison to one or two academic department(s) and this individual is responsible for working closely with the faculty to support teaching, learning, and research through the provision of library services and resources. Toward this end, the liaison selects library materials which support the department's various programs and the research needs of its students and faculty; creates and maintains online research guides within the department's fields of study; and provides research consultations and reference services to its students and faculty.

In addition to supporting the research needs of students and faculty, library faculty members also actively pursue their own research interests through scholarly publication and conference presentations. Since 2000, the library faculty has published three books and over 30 articles in refereed journals or chapters in books. The scholarly records of the current library faculty are highlighted in Appendix D. Furthermore, CSI librarians, in comparison with other CUNY librarians, have continued to lead with the highest yield in attaining PSC CUNY grants where CSI faculty members have, among other CUNY Librarians, received a total of 13 PSC-CUNY grants to support their research and publications.

Since 2000, six librarians have gained tenure, three were promoted to the rank of associate professor, and three to the rank of professor. Of those tenured during this time, only one faculty member has separated from the library for other professional opportunities. In addition, since 2000, four librarians who were recruited as Instructors have since completed their second graduate degree enabling them to move into the assistant professor rank. For staff in the HEO series, one Assistant to HEO was reclassified to HEO Assistant, and an HEO Associate was reclassified to HEO. For staff in the classified series, two (2) Office Assistants were promoted to the rank of CUNY Administrative Assistant.

All faculty and staff members attend and/or participate regularly at regional, national, and international library conferences. Over the years, librarians have presented papers and posters at conferences such



as the American Library Association, American Political Science Association, Association of College and Research Libraries, Charleston Conference, Computers in Libraries, Library Association of CUNY Institute, Midwest Jewish Studies Association, New York Archives Conference, and SUNY Library Association. Limited travel funds have been provided for junior faculty to attend these conferences for professional development, as well as for those who present papers or poster sessions. Librarians have also participated in international conferences in Canada, China, Poland, and Spain.

Consistent with the mission of the institution, the full-time faculty and professional staff members of the Library have a voice in policy development and decision-making as elected members to committees within the institution's system of governance or as appointed members of task-force or strategic planning committees. Librarians are on committees that require a representative from every academic department and they include the Undergraduate Curriculum, General Education, Graduate Studies, College Council, and Faculty Senate. Members are elected by their peers in the Library and reports are brought back to our monthly department's meeting. Librarians, HEOs, and CLTs also serve on committees appointed by the President, Provost, or the Deans, such as search committees, Middle States, and Strategic Planning committees. Librarians and professional technical staff members have been recognized by peers college-wide as they continue to be elected to College-wide committees. These committees include the Admissions Committee, Course & Standing Committee, Facilities Committee, Faculty Research Committee, Institutional Planning Committee, and as members-at-large of the College Council or Faculty Senate.

In addition, the Library/Faculty committee, a body of the faculty senate provides a vehicle for the Chief Librarian to meet and report to faculty members, bi-annually. The group, which comprises of members from each department and interdisciplinary programs, also serves as an advisory body to the Chief Librarian.

As Chair of the Department of the Library, the Chief Librarian serves on the College Promotion and Budget Committee, College Council, and Faculty Senate. Within the department, four library faculty members, elected by their peers, serve on the Executive Committee of the Library along with the Chief Librarian. This committee serves as the library's appointments committee and deliberates on library budget and personnel matters.

#### **OPPORTUNITIES AND IMPROVEMENTS**

Over the past twelve years, the Library has had a significant turnover in faculty and staff primarily due to retirements, and secondarily due to separations to seek other professional opportunities. While retirements and resignations are hard on colleagues, the opportunity of recruiting new members who are predominantly adept at new and emerging technologies has helped move the organization forward in giant steps. Four new positions at the CSI library include the Archivist, the Coordinator of Library Instruction, the Coordinator of CELT (2003 – 2008), and the Web Services Librarian (2009 – 2011). In addition, the replacement of all personnel in the Office of Inter-Library Loan has greatly improved services and fulfillments.

All professional staff members (untentured and tentured librarians, HEOs and CLTs) are evaluated annually by the Chief Librarian. Goals are set for each member with regards to their individual professional growth as well as for their area of responsibilities. Major improvements in the growth and development of the Library have been accomplished as a result of members achieving some or all of the

goals set each year. Untenured members receive an additional memorandum after every reappointment that includes areas of concerns and friendly advice from the library's appointment committee.

Annually, since 2002, the professional faculty and staff have participated in an in-service professional development program sharing and educating each other about new and emerging technologies, resources, and services. Over one or two days during the winter intersession, each librarian presents one or two topics of interest to colleagues. Themes evolve around the introduction of new e-resources, new technologies and equipment, new or modified services, and collaborative activities. Examples of the in-service workshops include: demonstrating the changes in the latest upgrade of the assistive technology workstation for students with disabilities; presentation of recent collections acquired by the Archives and Special Collections; learning from vendor representatives how to use *RefWorks* bibliographic citation tool and *TurnItIn* plagiarism prevention tool; evaluation of the newly implemented roving reference service that offers reference services in four strategic locations on campus; sharing experiences in use and advances of Google, and other emerging social media (MySpace, Google, Wikis, Blogs, etc); or policies (e.g. Greener Library Policy, Access Policy, Disaster Preparedness Policy), etc. Each librarian participates at least once a year and every year librarians are grateful for having the opportunity to be inspired and re-energized about the changes in their field--without the cost of travel or conference fee. More importantly, many librarians have said that the in-service training provides them the opportunity to sharpen and improve their presentation skills as they observe new techniques utilized by their peers.

In-service training for the adjunct reference librarians was begun in 2006 in order to better convey information about new services, resources, and policies. In most cases, the adjunct reference librarians are the sole professionals in the library during evenings and weekends and require current knowledge of organizational changes. On a daily basis, new information is passed on to adjuncts via email, reference wiki, and most recently, a reference blog. However, for the adjunct in-service training, full-time librarians are encouraged to present information that were relatively new in their area of responsibilities. Topics include many of the same mentioned in the above paragraph. This program takes place on a weekend day in February. The institutionalization of the in-service training for adjuncts appears to have greatly reduced isolation not only between adjunct librarians themselves, but also between the full-time librarians and adjunct librarians. This in-service program offers a unique professional development opportunity for members, which, no doubt, adds to an increased quality of services provided to the community of scholars at CSI.

Supervisors of clerical and technical staff are encouraged to hold trainings at meetings with their support staff members (namely, college assistants) throughout the academic year. Trainings include upgrades of aleph modules, the integrated library system, and cross-training of newly recruited support staff in other service units. Written performance evaluations are also done annually.

## CHALLENGES

Figure IV (page12) illustrates the slight change in faculty and staff numbers over the past twelve years. It clearly shows that there has been no growth in fulltime professional staff given the expansion of services which will be mentioned in section IV and V. Since, 1998/1999, these include expanded hours of operation (36%), increase in library instruction sessions (185%), and additional services to supplement reference services (e-mail, chat, telephone), along with a dramatic increase in computer workstations, laptops, and printers (an increase of 200%).

For a college with an enrollment of 14,200 students, the CSI Library should have 18 full-time librarians according to the 1995 ACRL standards for Academic Libraries; however, the current staffing falls short by 33%, which is at 12 full-time librarians including the Chief Librarian. Lines for library faculty have not been forthcoming to replace those who have retired or separated from the Library due to non-reappointments or other professional opportunities. More importantly, lines to replace the librarian who held the Coordinator of CELT position and the critical position of Web Services Librarian have yet to be given, in over 2 years. Needless to say, the current faculty is stretched thin to provide daily high quality services for our students, staff, and students, while supervising a growing number of support staff and keeping an eye on the ever changing technological landscape.

Recent budget cuts to the adjunct and college assistant allocation in FY2012 have also had a severe impact on the quality of library services with little or no overlap in shifts. As a result, queues are longer and some services have had to be curtailed or revamped to accommodate the manpower available. These services include a restructuring of the library instruction program; the elimination of reference service at the 2<sup>nd</sup> floor desk; and in spring 2012, the elimination of reference and circulation services during the last two hours of library hours.

Though the individuals who filled the positions of the Coordinator of CELT and the Web Services Librarian were at the CSI Library for less than four years, they were innovative and proactive individuals who creatively used library technologies to enhance and integrate library services, resources, programs, and events into academic hemispheres on- and off-campus. Their impact promoted many areas of the library that had been less visible.

**RECOMMENDATIONS:**

- Increase the number of faculty and professional staff to the appropriate staffing levels to support expanding services and programs.
- Restore/replace two lines (Faculty and CLT) that were taken away from the Department of the Library to fill a vacuum one of the institutions new academic priority, i.e., staff for the Faculty Center for Professional Development.
- Support library faculty and staff at all ranks in their scholarly activities by increasing support for travel to professional development programs so that they may gain new knowledge and innovative ideas to create or augment existing services and program.
- Continue to encourage faculty to assist and mentor each other in research projects.

#### IV. LIBRARY INSTRUCTION PROGRAM

The primary goal of the **Library Instruction Program** is to partner with teaching faculty throughout the disciplines to provide course-specific sessions and workshops that introduce students to **information literacy** concepts, research methods, and using appropriate library resources for their undergraduate and graduate level assignments.

Library instruction is offered in two state-of-the-art multimedia labs—the ComWeb Lab that was created in 1996 and the Digital Library Learning Lab that was constructed in 2004. The ComWeb Lab is equipped with 24 seats and computer workstation while the Digital Library Learning Lab is equipped with 40 computer workstations to support the average number of students in a class, and also includes a SmartBoard, and SynchronEyes classroom management software. Instructional sessions are generally 90-120 minutes in length and provide students with information literacy skills, from a basic to an advanced level, including defining a research topic, identifying appropriate information sources, constructing effective search strategies, and evaluating and citing sources.

Following the recommendations of the 2000 Middle States Team to integrate information literacy into general education and the majors, the Library developed the following goals: (i) to add a new line to hire a Coordinator of Library Instruction, one with experience to develop and improve upon the existing program; (ii) to develop a strategic plan to ensure that information literacy was integrated into General Education courses; and (iii) to promote information literacy across the disciplines, in particular in the introductory courses in the majors and/or methodology courses.

The above goals have led the Library Instruction Program to expand and evolve from offering 99 instructional sessions in 1998/1999 to 283 instructional sessions of varied formats in 2011/2012. A Coordinator of Library Instruction was hired in 2001/2002 and was instrumental in accomplishing the goals set. In May 2003, after several meetings with the Writing/Composition team of professors in the Department of English, we developed an articulation with the English Department that would mandate all ENG 111 and 151 courses to schedule a class session for information literacy. A pamphlet was created to promote the benefits and learning outcomes of Information literacy and this pamphlet is issued to every instructor who requests library instruction, is one of the informational materials discussed at the New Faculty Orientation program, and is prominently promoted at several service points in the library.

As such, a gradual increase in library instruction session has resulted, as shown in the chart on page 20 (Figure V). In addition, since the time of the initial articulation with the Department of English, 88 sessions were provided for ENG 111 and ENG 151 in 2005/06, in contrast to 143 sessions in 2010/11. A significant increase in information literacy sessions for the majors has also occurred, having offered 50 sessions to courses in the majors in 2005/06, and, in contrast, 73 sessions in 2010/11.

In addition, in working with some of the same faculty, research guides were created for these and other courses and some of these guides have been mounted on the Research Guide website at <http://www.library.csi.cuny.edu/courseguides>. A sample includes: CMC 705: Film and Media Research Analysis; ENG 151: Reading Popular Culture; HST 401: War and Society in the 20th Century; and SLS 301: Ancient Cultures.

## Library Instruction, 1998/1999 - 2010/2011

	Total enrollment	# of teaching librarians	# of sessions	Undergraduate	Graduate	# of students in attendance	% of total enrollment reached	Coordinator of Library Instruction
1998/1999	11,980	7	99	90	9	2750	22.9%	Rebecca Adler
1999/2000	11,370	9	104	93	11	2784	24.40%	Rebecca Adler
2000/2001	11,115	9	126	116	10	3332	29.90%	Rebecca Adler
2001/2002	11,325	9	123	106	17	3352	29.50%	Edward Owusu-Ansah
2002/2003	12,089	10	170	259	17	4615	38.10%	Edward Owusu-Ansah
2003/2004	12,422	11	210	192	18	5779	46.50%	Edward Owusu-Ansah
2004/2005	12,442	12	219	199	20	6154	49.40%	Edward Owusu-Ansah
2005/2006	12,083	11	240	215	25	6665	55.10%	Edward Owusu-Ansah
2006/2007	12,313	11	273	258	15	6484	52.60%	Catherine Perkins
2007/2008	12,517	9	248	230	10	6209	49.50%	Linda Roccas
2008/2009	13,092	11	263	235	18	6575	50.20%	Robert Nelson
2009/2010	13,800	10	283	246	23	7150	51.80%	Allen Natowitz
2010/2011	14,300	9	283	268	15	7003	48.90%	Amy Stempler

Figure V

**MODELS OF INFORMATION LITERACY SESSIONS**

The various models of information literacy sessions currently provided by the CSI library faculty include: (i) orientation tours for freshmen, transfers, and guests; (ii) information literacy sessions introductory courses; (iii) information literacy sessions for upper level courses and the majors; (iv) course-embedded library instruction; (v) instruction for student with a disability; (vi) CLUE workshops; and (vii) library workshops for faculty.

- i. **Orientation tours** (45 mins) are provided for freshmen, transfers, foreign students, and guests. While orientation tours were always provided upon request by an ESL faculty or the Office of Admissions and Recruitment, the orientation tours were institutionalized in summer 2011 as an integral part of the college-wide new student orientation two-day program. In addition, a 7-minute Web-based video has been created as a substitute when needed during the semesters.
- ii. A **workshop**, entitled "Introduction to the Library's Resources and Services" were recently designed and implemented in September 2011 to replace information literacy sessions that were previously offered to introductory level courses, e.g. ENG 111 (Introduction to College Writing), SKO 100, SPD 101 (Issues in College Life), PSY 100 (Introduction to Psychology), and remedial courses. This workshop is offered three times a week at designated times. An assessment instrument is

incorporated into each workshop. The workshop schedule is listed on the Library Instruction Website: <http://www.library.csi.cuny.edu/lib-instruction>.

- iii. **Information literacy sessions for upper level courses** in the major that include a research assignment as well as methodology courses make up two-thirds of our library instruction program. These sessions enable students to effectively search, evaluate, and retrieve the appropriate information needed (among the plethora of subscribed databases) and to use the selected information ethically. They are also tailored to the research assignment provided so that assessment can be done. Regular courses that are offered these sessions include ENG 151 (College Writing), NRS 110 (Medical Surgical Nursing); SOC 201 (Sociology Research), HST 200 (Historical Research), ENL 427 (Sociology of Language), BUS 200 (Introduction to Business), PSY 200 (Psychology Research) and COM 332 (History in Advertising & Public Relations).
- iv. **Course-Embedded** library instruction, though rare, occurs when teaching faculty collaborate with librarians to incorporate library instruction into credit courses. HST 751 (Introduction to Archival Studies), SLS 301 (Ancient Cultures), NRS 110 (Transcultural Nursing Research), MGT 410 (Business Policy), and NRS 730 (Evidenced-Based Nursing Research) are five courses that have librarians fully participate in for a couple of weeks of co-teaching students how to effectively and efficiently locate and retrieve the appropriate sources for their assignments. Assessment of the course includes how well students have utilized print and e- sources available at the CSI Library and those that were retrieved through Inter-Library Loan.
- v. In our commitment to provide equal access to all resources and services, the Library, in collaboration with the Office of Information Technology (OIT) and the Office of Accessibility Services, has set up two workstations equipped with assistive technology software (JAWs, ZoomText, Kurzweil 1000); a flatbed scanner; automatic height adjustable table; and a CCTV for the use of **students with a disability**. These specialized facilities allow for one-on-one instruction and reference services to be provided to students who may be blind, legally blind, have a learning disability, or make use of a wheelchair. In addition, students with a disability can also request a 60-90 minute in-depth research consultation by appointment.
- vi. The Library participates in **CLUE (College Life Undergraduate Experience)** programs, inaugurated in 2002, by providing library workshops for its co-curricular credits. Librarians are encouraged to provide workshops of interest to them and four to eight workshops are provided annually. Examples of these workshops include *“Get Connected to Good Health Information!”* *“Government Information Online,”* *“News You Can Use,”* and *“How to Avoid Plagiarism,”* *Workshop for Science Majors,”* *“Writing Term Papers: From Title to Bibliography,”* and *“Google vs. Online Databases for Your Research.”*
- vii. **Library Workshops for Faculty** are conducted during January and June intersession periods, in January or June. The structure for offering library workshops for faculty was expanded in January 2010 into a three-day session of repeated workshops to enable faculty to participate in as many as they can. Workshops include topics on *TurnItIn*, *RefWorks*, *ArtStor*, *Journal Citation Reports*, *Digital Collections in the Social Sciences*, *Web of Knowledge*, *Creating Research Alerts*, and *Locating Statistical Information*. *Journal Citation Reports*, *RefWorks*, and *TurnItIn* consistently have had the highest participation.



**OPPORTUNITIES AND IMPROVEMENTS**

The Department of the Library has made great strides in penetrating major sections of the college curriculum with library instruction. By offering library instruction to a majority of the sections of ENG 111 and ENG 151 (general education courses), we aim to succeed in getting information literacy to every student who enters CSI, transfer students included. While we have also succeeded in working with teaching faculty to bring in classes in the major that have a research component attached to it, we have been more successful with courses in the Humanities and Social Sciences, and less so with those in the Division of Science and Technology, with the exception of the Department of Nursing. In addition to the general education program, tailor-made library instruction have been provided to other academic program initiatives such as the Honors Program, Verrazano School, PASS Program, CLIP program, and the CSI International High School.

A concerted effort was made to connect with faculty teaching courses in the majors in the Division of Science and Technology in 2010/2011. This was being done by library liaisons being more assertive with the faculty in these disciplines and through brief visits to departments by the Chief Librarian, liaison meetings with librarians and teaching faculty, promoting information literacy at New Faculty Orientation, and distributing the information literacy pamphlet at every opportunity possible. Minor success was attained in that Biology, Chemistry, Computer Science, and Physical Therapy brought in one class each.

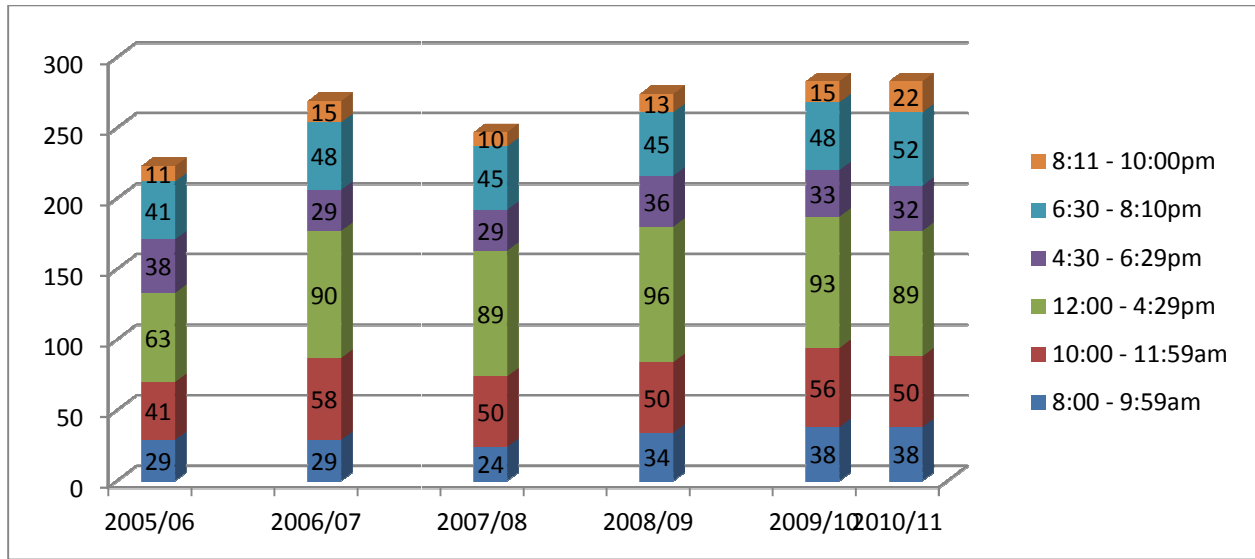
The Library Instruction Program was redesigned to better meet the current staffing and developing needs. As such, all 100 level courses that do not have a research component will be encouraged to attend the "Introduction to the Library's Resources and Services" workshops. This has greatly increased the availability of the small staff of library faculty. In addition, several librarians have written a grant proposal to support the creation of online tutorials.

This academic year's request for library faculty is for three (3) lines: Web Services Librarian; Evening/Weekend Instruction Librarian; and First Year Experience Librarian. In October 2011, the requests for the Evening/Weekend Instruction Librarian and First Year Experience Librarian were granted and the positions are to start in September 2012. The searches are in progress.

**CHALLENGES**

A major challenge in offering the full services of library instruction concerns the level of staffing of library faculty in the library instruction program. While the program continues to expand every year, staffing has decreased due to retirement, non-reappointments, and/or separations from the Library for other professional opportunities. Since 2008, requests for additional lines have not been made available to the Department of the Library. As such, the library faculty has been overwhelmed with library instruction requests and has had to turn down a small amount of requests for classes that occur during late evenings and weekends, mainly due to shortage of staff. The bar chart below (Figure VI) shows increase in classes over the past six years, and in particular, the significant increase in classes offered during evenings from 6:30pm onwards. It is hoped that an Evening/Weekend Instruction librarian will be recruited in 2012/2013 to assist with the ever growing evening classes.





**Figure VI:** Increasing Library Instruction during evenings: 2005/06 -2010/11

**RECOMMENDATIONS**

The following recommendations were identified as opportunities to continue to maintain and strengthen the Library Instruction Program:

- Achieve appropriate levels of staffing (professional) to strengthen the library instruction program;
- Continue to develop a comprehensive program that addresses information literacy goals at all levels, freshman to graduate students, and at all the entry points into the curriculum;
- Create online tutorials specific to the library on the multifaceted topics of Information Literacy; and
- Implement formal procedures for in-depth research consultations for students, in particular for graduate students.

## V. SERVICES

The CSI Library provides outstanding quality services designed to assist students and faculty in locating the informational resources they need for research, study, and teaching. These services include: Public Services, Access Services, Outreach Services, and Technical Services.

### ***PUBLIC SERVICES***

Public Services involves a variety of service points in the Library that interact directly with patrons in providing access to information. These service points include: Reference Services, Media Services, and Outreach Services.

#### **Reference Services**

Reference Services support the diverse information and research needs of the college students, faculty, and staff by maintaining authoritative, up-to-date reference resources in all formats, including emerging technologies, freely accessible at point of need, and at the same time providing user assistance in identifying, evaluating, locating, and using such resources. Library users can obtain on-site research assistance at the reference desk or remotely via telephone, email, or online chat, all of which are accessible via the Ask-A-Librarian URL: <http://www.library.csi.cuny.edu/help>. Users requiring more in-depth assistance are welcome to schedule a research consultation with a librarian subject specialist in their area of study.

The Reference Desk is staffed by eleven (11) full-time librarians from 8am to 7pm, during weekdays, along with the support of two (2) adjunct librarians who substitute for faculty members who are teaching library instruction, or on reassignment and sabbatical leaves. Eight (8) adjunct librarians staff the reference desk during evenings and weekends until 10:00pm. Access to reference librarians is also available through the "Ask-a-librarian" service which includes e-mail reference, chat, and telephone reference.

As of 2003, Reference Services meetings have been held to assess the quality and changing nature of reference service and to communicate new and old procedures and policies. This meeting has since been held for full-time librarians during summer intersession and for part-time librarians in early February. Issues dealing with reference services in all formats during weekdays, evenings, and weekends are addressed. Unique characteristics of recently purchased databases are demonstrated by Head of Reference, as well as the interested faculty. In addition, new services are introduced or evaluated for improvements or cessation. Some of these include the Question Point E-mail Reference Service (2000- 2005), Ask-A-Librarian Email Service (2005-present), Roving Reference Librarian (2007-2009), and Chat Reference (2009-present).

#### **Media Services**

Media Services provides a wide range of reliable and professional services for our user community, including Audio-Visual support, Smart Classroom support, digital production services, technical assistance for special events, and video/web conferencing. It currently provides storage and access to the Library's collection of audio, video, music, and film recordings, as well as equipment to enhance classroom instruction from low technology equipment such as overhead slide projectors to high technology equipment such as LCD

projectors. The following chart shows thirteen-year period of deliveries and set-ups of audiovisual materials and equipments in classrooms across campus seven days/week, from 8am through 10pm.

### Classroom Deliveries from 1998/1999 through 2010/2011

	FALL	WINTER	SPRING	SUMMER	TOTAL
2010-2011	1649	41	1251	207	3,148
2009-2010	2430	49	1800	230	4,509
2008-2009	2094	75	1920	293	4,382
2007-2008	2215	39	1919	255	4,428
2006-2007	2520	62	2145	278	5,005
2005-2006	2369	36	2097	295	4,797
2004-2005	2549		2295	253	5,097
2003-2004	2516		2427	345	5,288
2002-2003	2266		2098	291	4,655
2001-2002	1914		1847	268	4,029
2000-2001	2052		1941	224	4,217
1999-2000	2166		2008	287	4,461
1998-1999	2051		2252	247	4,550

<b>GRAND TOTAL</b>	<b>55,566</b>
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The decrease in demand for the delivery of a/v materials and equipment during the last four years can be attributed to the increase in support for 160 SMART rooms on campus. During 2010/2011, there were 952 calls recorded for repair and/or assistance in SMART classrooms (an increase of 170% over last academic year).

Further, with the increase in use of SMART classrooms, the need for faculty loans of laptops and projectors also decreased significantly. Data for the past two years shows that laptop loans in 2010/2011 decrease 7% since 2009/2010 and projector loans in 2010/2011 have decreased 21% since 2009/2010.

In addition, Media Services in support of non-classroom events throughout the campus for deliveries and set-ups have been on the increase over the past five years. These requests have increased 58% from 261 deliveries in 2006/07 to 636 in 2010/11, while staffing has remained flat.

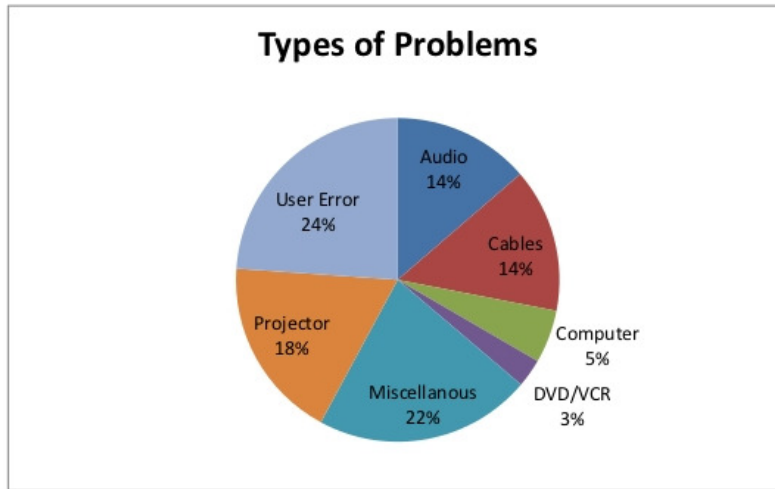
**Smart Classroom Support and Repair Report  
Fiscal Year 2010-2011**

Type of Problem	Number of Occurances	Percentage of Total Calls
Audio	111	13.7%
Cables	117	14.4%
Computer	43	5.3%
DVD/VCR	23	2.8%
Miscellaneous	176	21.7%
Projector	148	18.2%
User Error	194	23.9%

<b>Grand Total</b>	<b>812</b>
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<b>Proactive repairs as percentage of total (812)</b>	<b>74%</b>
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<b>Reactive repairs as percentage of total (812)</b>	<b>26%</b>
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Media Services is coordinated by a Higher Education Office whose title is Director of Library Media and Technologies. The director is supported by three other full-time professional staff (two employed by the Library and one by the Office of Technology Systems). A full-time Administrative Assistant supports the clerical needs of the office. Annually, deliveries of audio-visual materials and equipment are made by twelve (12) work-study students and ten (10) part-time staff who are all students at the College of Staten Island.

**Outreach Services**

Outreach services offers new and traditional ways of promoting the resources and services of the CSI Library to students, faculty, and staff. This includes communications to the college community via print and electronic means namely brochures, flyers, e-mails, newsletters, instant-messaging, and other new and emerging social networking tools. We have also taken

the opportunity to utilize the physical space of the Volpe Rotunda to promote programs and collections through exhibits.

Brochures promoting the Inter-Library Loan services, Library Instruction program, and the Special Collections have been created and updated twice over the past eight years. In 2009, an online newsletter replaced the print version of *CSI Library News* to be named *CSI Library Newswire*. New social networking tools such as FaceBook and Twitter were introduced in spring 2010 to promote e-resources, programs, and library services.

In addition, in fall 2009, two digital screens were installed in Reference Desk and at the Circulation/ Reserves Desk to promote services and resources offered at the CSI Library. While patrons are on queue, they encounter these screens that feature services such as the Office of Inter-Library Loan, Laptop Loan Program, remote access to databases, library hours of services, and new electronic resources.

The Volpe Rotunda offers an exclusive space to proudly present events and exhibits that quickly educate and enlighten the college community, as well as visitors, about the various aspects of our collections and upcoming programs. Two alcoves in the Volpe Rotunda have been renovated and transformed into the following: the first is a permanent exhibit space to commemorate the history of the College of Staten Island and its predecessors; and the second is a gallery space to exhibit photographs, art work, and other artifacts.

## **ACCESS SERVICES**

Access Services encompasses all the areas that support access to resources and services in the Library. These areas include, among the Hours of Services, Circulation/Reserves Services, Electronic Information Services, and Inter-Library Loan and Document Delivery Services.

### **Library Hours of Services**

The CSI Library is the focal point of the campus' South Academic Quadrangle. Presently, it is open seven days a week from 8am to midnight, for a total of 112 hours weekly during the semester. During winter and summer intersessions, the library is open until 10pm for a total of 85 hours per week.

### **Circulation/Reserves Services**

Circulation/Reserves Service is committed to facilitating access to the materials and equipment for all individuals who possess a valid CUNY ID card, which may include circulating books, and reserve items (i.e. textbooks, calculators, laptops, DVDs, geological stones, theses, microform, group study rooms, CDs, and other special collection materials.). Loan periods for circulating books are 3 weeks for undergraduate and master's students; 6 weeks for doctoral students; and 8 weeks for faculty. All library users can manage their account online to check the status of their loans, renew items, and request materials from other CUNY libraries. Course reserves materials are available for 2hr periods, with a few titles that have multiple copies being made available for seven days. Loan periods for calculators are for 2hr periods, with 20 available for 3-day loans. Group study rooms are available for 2hr periods and can be renewed only once. All are available on a first-come first-serve basis.

Circulation/Reserves services is coordinated by a librarian and staffed with two Gittlesons and 12 College Assistants. The Circulation/Reserves Desk is currently staffed 14 hours of the 16-hour day schedule of opening hours, from 8:00am to 10:00pm, everyday of the week during the regular semesters; during intersession, the library is open for 13 hours during weekdays, from 9:00am – 10:00pm and on weekends for 10 hours, from 12:00pm to 10:00pm.

**Electronic Information Services**

Coordinated by the EIS Librarian, but supported by input from all other librarians, the service has grown significantly during the past decade utilizing a very small budget of the Library’s allocation in 2000/2001 to nearly three-quarters of the library's overall budget in 2010/2011. This, however, includes the shift from print to e-journals, as well as the many more e-reference subscriptions (standing orders) via databases. Over the past year, the periodicals unit was subsumed by the Electronic Information Services given the trend to online access for most of our periodicals. As we acquire access to back issues from JSTOR or publishers, we have been able to eliminate older print journals, freeing up space that has been converted to highly needed study areas due to increased enrollment in recent years.

All librarians provide suggestions for new electronic resources, both reference sources, subject databases, or e-books. Acquiring items takes into account the new programs at the College as well as the need to maintain and improve the electronic collections of a senior college. Consortial pricing due to agreements with other CUNY colleges and local programs enable us to maximize our holdings in this area.

	2007/2008	2008/2009	2009/2010	2010/2011
E-Resources (ejrpls, ebks)	310,720.96	472,579.00	559,567.00	576,746.41
Total Library Materials	786,223.95	838,366.59	1,031,272.85	866,042.75
<b>% of library materials</b>	<b>39.5%</b>	<b>56.8%</b>	<b>54.2%</b>	<b>66.5%</b>

FigureVII: Expenditures on Periodicals and E-Resources: 2007/08 -2010/11

**Inter-Library loan & Document Delivery Services**

Interlibrary Loan & Document Delivery Services seeks to support the research needs of our patrons by providing access to materials available at other libraries which are not available at the College of Staten Island or any other CUNY Library to all Faculty, Students and Staff in an efficient manner.

Inter-Library Loan & Document Delivery services are available to all students, faculty, and staff who require materials that are not available at any of the 23 CUNY libraries. Library users can manage their inter-library loan account online to request materials available at non-CUNY libraries, check the status of outstanding requests, and renew their loans. Most loan requests are fulfilled within 5-10 business days. Articles are delivered electronically and generally arrive within one week.

The Office of Inter-Library Loan is coordinated by a librarian, one full-time clerical support, and one part-time support staff. The office is open on Mondays through Fridays from 9:00am to

5:00pm. Inter-Library Loan items can be picked-up and dropped off at the Circulation/Reserves Desk at all times that the library is open.

## **TECHNICAL SERVICES**

The technical services unit subsumes resource management of all materials equipment, and furniture in the Library. This includes acquiring, cataloging, processing, accessing, and, to some extent, maintaining a variety of library resources.

The **Acquisitions Services** unit obtains library materials in print, electronic, and media formats, as well as subscriptions, service contracts, and memberships in professional organizations, and supplies and equipment for all units in order to maintain essential library services. The unit is coordinated by the Acquisitions Librarian, who is supported by one full-time clerical staff.

The **Cataloguing Services'** overall goal is to enable all users to find, identify, and select sought after items from all types of materials acquired and housed in the library or virtually by constantly updating and maintaining the library online catalog for accuracy and conformation to national cataloguing standards. As such, the unit works in close cooperation with Acquisitions and Circulation/Reserves units to prioritize and prepare acquired items in a timely manner, creating bibliographic and holdings records, processing them for circulation and/or various closed collections (i.e. Special Collections, K-12 Texts, and media materials). The online Reserve catalog is also maintained by Cataloguing Services, a separate module of general library catalog updated every semester to conform to the current teaching schedule.

The unit keeps up with rapidly changing technology by updating software when new versions are introduced. The cataloguing services librarian has created a Cataloguing manual to document local cataloging practices. The manual is updated on a regular basis and serves as teaching and training tool.

The unit cooperates with cataloging services of other CUNY Colleges to make CSI library catalog entries consistent throughout the whole CUNY in the shared library information system environment. The unit is coordinated by the Cataloguing Services Librarian and is supported by three part-time clerical staff members who perform copy-cataloguing and prepare the materials for the various collections.

### ***Computing Services***

The CSI Library offers 175 public computer workstations and 50 laptop computers to provide access to its growing number of electronic research resources and services. While the computers on the first floor are reserved for online research, those on the 2<sup>nd</sup> and 3<sup>rd</sup> floor workstations are fully equipped with academic software such as MATLAB, SPSS, Minitab, and AutoCAD. In addition, the Library also offers wireless network access, laptops for loan, network printing, digital scanning, photocopying services for a fee, and fax services to the tri-state area.

Technology related equipment are supported by a College Laboratory Technician (CLT) who supervises three part-time technical support staff members. The CLT coordinates the maintenance, installation, and configuration of all technology-related equipment in the Library.

In addition, the CLT is responsible for inventory of all technology related hardware and software used in the library, including organizing the salvaging of these items.

While the CLT is available on Mondays through Fridays from 9:00am – 5:00pm, the part-time support staff may overlap during most of this time, but are also available during evenings and weekends. Given the increasing number of students in Library, with most utilizing the computer workstations, the tech support staff is in high demand, daily, to refill printers and photocopiers, repair minor laptop and computer problems, and attend to other minor technology related issues. Any major technology problem is usually handled by members of the Office of Information Technology (OIT), in consultation with the CLT who is the liaison between the Library and OIT.

The strength of this service lies in the competent and capable staff who have been recruited to work in this unit. While the CLT is on a tenure track-bearing line and we have been fortunate to have the current individual for the past four years, retaining the part-time support staff has been very difficult to find with the needed skills to work in this area. Hence challenging times have continually arisen most semesters with a shortage of complete technical support staff.

#### **OPPORTUNITIES & IMPROVEMENTS**

The services available in the Library continue to be improved as each area is assessed annually by the Chief Librarian. Coordinators responsible for service areas within the Library are charged with setting one or two goals to improve upon services they provide. Polls and surveys have also been created, implemented, and analyzed. Outcomes of some of the short-comings identified that could be easily accomplished were addressed immediately, while others were placed on annual agenda to be addressed as a long-term goal. Among the many new developments include:

- Installation of two co-browsing work-stations at the reference desk.
- Creation and redesign of brochures that promote the services and resources of the Archives & Special Collections, Inter-Library Loan, Library Instruction, and the Library .
- Design and installation of color-coded directional signage for the third floor stacks.
- Development and redesign of the homepage using open source software with the hiring of a Web Services Librarian.
- Implementation of polls via the homepage to gather quick results about new service or resources, e.g. furniture poll, hours' poll, newsletter name poll, etc.
- Acquisition and installation of two display cases to exhibit and promote faculty publications in the Volpe Rotunda.
- Creation of a virtual tour video to promote the Library, now on YouTube.
- Creation of request forms for the acquisition of books and videos.
- Acquisition of self-check out system for circulating books.
- Reconfigured proxy server to utilize CSI email address rather than barcode to reduce unauthorized use of licensed e-resources.
- Migration from ARIEL to ILLIAD, a web-based self-help system, to better support inter-library loan services.
- Integration of the operations of Periodicals Services into three service areas: Acquisitions, Circulation/Reserves, and Electronic Information Services.



- Merged two service areas (Document Center and Circulation/Reserves) to absorb reduction in part-time staff.

Other goals achieved can be found listed in the CSI Library Annual Reports within each service area.

## **CHALLENGES**

Over the past two years, supporting all the various service points at all times that the library is open has been very difficult due to a significant reduction in part-time staff and loss of full-time faculty lines. Efficiency and quality of service have been significantly impacted.

With regards to electronic-resource services the primary challenge for the CSI Library is keeping up with the price increases every year, from 5-6%, against recent budget cuts. For example, the 2010/2011 expenditures on e-resources amounted to \$586,945, approximately 5% higher than the previous year's expenditures (\$559,567). These expenditures consist largely of e-journals, \$455,661 (78%), with the remaining being aggregated databases, \$100,384 (17%), and e-books, \$30,901 (5%).

## **RECOMMENDATIONS**

- Achieve appropriate levels of professional staff to maintain and strengthen the quality of services in the Library; in particular the replacement of the Web Services Librarian to maintain and develop the Library's portal and additional Instruction Reference Librarians to support the increase in library instruction sessions.
- Achieve appropriate levels of para-professional staffing to support the extended hours of the Library within the various units, in particular Media Services and Circulation/Reserves services.
- Add full-time clerical support staff to support Cataloguing Services and the Archives & Special Collections.
- Increase outreach programs that supports faculty research, scholarship, and creative activities.
- Identify and create additional physical spaces to be used to highlight the academic research and scholarly activities of faculty and students.

## VI. LIBRARY FACILITIES

While the square footage of the Library has not changed over the past twelve years, several renovations have taken place within the building to accommodate new and emerging styles of learning as well as to adjust to the increasing number of full-time students present in the Library that is now open 16 hours a day.

On the first floor are located Circulation/Reserves Services, Reference Services, the Library's print reference collection, and the Reading Room that contains **90** ergonomically designed study chairs, **44** straight back study chairs, and **12** comfortable chairs along with **16** rectangular, square, and round study tables. Silver lamps accent many of the study tables. Twelve modern chandeliers span the large space and provide a well-lighted reading room conducive for study.

The second floor leads to the CSI Archives & Special Collections, Document Center, Media Services, **5** group study rooms, and a study area that holds **110** ergonomically designed chairs, **10** round study tables, and **6** study carrels. The study group rooms provide a space for collaborative learning styles and they are equipped with a whiteboard, six (6) chairs and a table.

The circulating book collection and print journal holdings are housed on the third floor. This floor has been designated the "Silent Zone" where primarily individual studying is expected to take place. The third floor holds **250** ergonomically designed study chairs at individual study carrels, **25** straight back study chairs in certain areas, along with **24** comfortable chairs stashed between the stacks. In keeping with the "Silent Zone" policy, there are no printers available on this floor even though it holds **42** computer workstations.

One hundred and seventy-five (175) computer workstations, eight (8) networked printers, 1 digital scanner, and two (2) adaptive technology workstation are available throughout the Library to provide access to electronic resources and services. Electrical outlets are available not only on walls, but also on tables for easy access to power cables for laptops. Currently the Library provides 50 laptops to students for a 4hr-loan period.

In addition to providing a central study space for the campus community, the Library also offers a number of state-of-the-art instructional facilities including:

- *Digital Library Learning Lab (DL3)* – A multimedia classroom for library instruction equipped with 42 computer workstations, a SmartBoard, and SynchronEyes classroom management software.
- *ComWeb Lab* – A 24-seat multimedia classroom located in Media Services and used for library instruction, presentations, and workshops.
- *The Videoconference Center* – A videoconferencing facility which combines state-of-the-art audio, video, and data technologies to facilitate multi-site meetings and classroom collaborations.
- *The Electronic Theater* – A 30-seat theater equipped with a projection booth and SmartBoard for multi-media presentations and lectures.

Ancillary to the Library are facilities within the 1L building that support student success at the college of Staten Island. These facilities include two (2) Open Computer Labs, the Faculty Center for Professional Development, Academic Support Services (that provides Tutoring), Office of Information Technology's Academic Support services, the Cyber Café, and three (3) public restrooms, each for male and female.

The continued maintenance of the Library is of utmost importance to ensure that the Library retains a welcoming and comfortable facility for its patrons. With due diligence, the facility continues to remain one of the most attractive ones on campus. Over the past five years, the Library has hosted many events, including the annual New Faculty Orientation, the Friends Literary Brunch, Memorial Services for faculty, Faculty/Staff Recognition Ceremony, and the President's Reception for Dolphin Award Winners on Commencement Day.

### **OPPORTUNITIES AND IMPROVEMENTS**

Since 2000, several spaces in the Library have been transformed into new and highly functional spaces, which have subsequently improved/increased use of the facility, thus enabling more students to be present in the library. These facilities, made possible by external funding, include the Archives and Special Collections unit, the Digital Library Learning Lab, the Group Study Rooms, and an expanded study area on the 2<sup>nd</sup> and third floor equipped with computer workstations.

The Archives and Special Collections unit was established in 2001 with funding from Senator John Marchi. The space for this unit was carved out of the second floor east wing study area to install an office, a reading room for the researchers to review materials, and a programming room for events and exhibits. Carrels, study tables, chairs, and periodical display shelves that were displaced in this area were relocated to the third floor, hence all seating and study tables were retained. High density shelving storage was acquired in anticipation of a growing archival and special collection and this was installed in what was a general library storage space directly below the Archives on the first floor. The programming room is an attractive space that has not only been used for library related events and exhibits, but has served as a delightful space for functions such as a presidential breakfast with Staten Island community members, an Internet commercial shoot, faculty book talk lectures, and faculty recognition ceremonies. More information about Archives and Special Collections' events and programs will be described in the Services section.

In 2001, a donation from the Friends of CSI to the Library was utilized to enclose one of the open alcoves on the 2<sup>nd</sup> floor, transforming it into a group study room for a maximum of six students. The room was equipped with a whiteboard and a LCD screen. Given the demand for use of this room as well as the increasing number of collaborative groups studying in the library, funds were sought to enclose the remaining four alcoves. In spring 2006, the outgoing President identified funds to be allocated to renovate the spaces. To date, these five rooms are heavily used and this academic year averaged 832 students per month using the rooms.

In 2004, the microform reading room which held 20 microform reader/printers was transformed into the Digital Library Learning Lab, a 40-seat facility for hands-on learning during library instruction session. Use of microform material by this time had decreased immensely due to the increasing availability of back-files via electronic format. Funding from the Office of the Borough President made the renovation of this room possible. The Digital Library Learning Lab was designed by a team of librarians, IT professionals, B&G personnel, and campus planners who collaborated to produce the results of a high-

quality functional space that continues to be the envy of every instructor who brings in a class for library instruction. (We are indeed flattered by the frequent requests of this space from non-library faculty). Nevertheless, this well-designed space provides students with the appropriate stimulation needed to foster learning. With 40 seats and computer workstation, it easily accommodates most class sizes, and it is served by two networked printers, a teacher workstation, and a large plasma screen. The walls, which are brightly painted, are sprinkled with framed citation of facts about CSI. Tall windows add to a well-lighted space and their sills are host to potted plants nurtured by student workers in the library.

In March 2007, the rotunda of the Library was named The Edmond L. Volpe Rotunda after the first president of CSI. Dr. Volpe had always been a strong supporter of the Library during his presidency, and when he stepped down in 1993, he established the Volpe Endowment, which was the first endowment for the Library. The rotunda is graced with a portrait of Dr. Volpe.

In 2007, an alcove space in the rotunda on the first floor was renovated into an exhibit space to commemorate the history of the college, graciously funded by Borough President Molinari. Individual display cases proudly feature the history of Richmond College, Staten Island Community College, and the College of Staten Island. In the Spring of 2011, another alcove space in the rotunda on the first floor was renovated into a gallery space, with grant funding to the institution from Con Edision. This space has since been used for major exhibits, including community exhibits of the si350 anniversary celebration.

Lastly, it should be noted that the CSI Master Plan includes an annex to the 1L building which will add about one-third square footage to what already exists. While the new age of libraries calls for collaborating more with other departments and offices, as is demonstrated by learning commons environment, it is hoped that the Library would be allocated more space in this new annex over other offices/units.

## CHALLENGES

The 1L building was originally built in 1992 to house all the facilities of a Library with a foot print of **83,592 ASF**; however towards the opening of the new campus, two critical offices were found with no space and the Library was approached to give up space. About 11% (9,151 sq ft) of the Library's space was given up to the offices of Academic Support services that currently supports tutoring and the Immersion Program and to Academic Computing which supports open computer labs, wireless network services and other services. In the meantime, the Library has been advocating ever-since to recover spaces in the Library with every new and emerging needs.

While the total space of the 1L building was constructed in 1992 to host future growth in enrollment that capped at **8,500 FTE**, CSI has experienced a 14% growth since fall 2007 and currently has an **FTE of 11,100** and a headcount of 14,200. As such from mid-terms onward, for the past two years, the CSI Library is filled to capacity with students for nine hours of the 16 opening hours of services during the weekday, with the exception of Fridays. With only a total of 740 seats, this count is less than 10% of the student FTE, which is the standard number for a commuter college student body. Given the present space where **50,719sq. ft** is designated as the Library stacks, open study areas, and group study rooms (other than offices, labs, and conference room space), there is hardly any room for additional seating and study tables.

Moreover, given the volume of students who physically visit the library everyday, the facilities, furniture and equipment are over-used and abused on a daily basis. Graffiti is at an all time high, along with overflowing trash cans with food and beverage containers. The latter has caused a reappearance of vermin, which is sighted on a weekly basis.

Within the Library proper, there is only one restroom for each gender located on the second floor. Given the number of students in the building at all times, both restrooms are obviously inadequate and are always in poor hygienic conditions. Regrettably, this is the only one that serves the Archives and Special Collections unit, to which members from the Staten Island community are often visiting to attend the weekly programs that are held in this space.

The noise level continues to increase and efforts to combat this problem includes a peace officer on the second floor and library security assistants (work study students) to patrol to third floor to maintain a silent floor which is a designated "Silent Zone."

At present, the Library is also at capacity for work space and storage space. In accommodating new units such as the Archives and Special Collections, work space and storage space for the collections had to be created, however these areas have taken away spaces from the general library area which is now sorely needed with the impact of increase enrollment and increased activities in Technical Services.

Major facility repairs and maintenance with regards to electrical problems, roof leaks, and regular painting of the facility are re-submitted on a bi-annual basis, that have not been attended to properly in over 10 years. The neglect of these issues continues to be a hindrance to the preservation of the print and microform materials, especially the manuscript and special collections material which are unique.

## RECOMMENDATIONS

The Library is in dire need for work space, storage space, and study areas for students. While the annex to the Library in the CSI Master Plan (an additional **39,500 ASF**) will eventually relieve the space issue, the following solutions are recommended for the short-term:

- Hire an external consultant to evaluate the facility.
- Seek additional presence of public safety officers within the building to enforce noise level and other disruptive behaviors, and vandalism to the facility.
- Create additional group study rooms in already identified spaces to support individual and collaborative learning, especially to support graduate students.
- Resolve preservation issues with the Willowbrook School architectural plans and seek external funding for conservation.
- Seek suitable off-site storage space for low use material, i.e., microform and film reels.

**VII. BUDGET AND RESOURCE ALLOCATIONS**

The mission of the CSI Library has always been to provide high quality of services and ease of access to materials and resources that will best facilitate curriculum-based student-centered learning. Sufficient funds are needed to meet the current and growing demands of the college community. As such, each year the Library continues to request, annually, an increase in its annual base budget allocation in order to enable the Library to:

- (i) meet the current demands of relevant resources needed to support the current curriculum;
- (ii) acquire materials for new and forthcoming academic initiatives;
- (iii) expand and improve the collection to meet benchmarks or established standards of Phi Beta Kappa, Association of College and Research Libraries, and a Tier #1 college library; and
- (iv) acquire the appropriate furniture and equipment needed to accommodate individual and collaborative learning styles.

While the number of students has increased and the masters and doctoral programs have also increased since 2000 to date, the base budget allocation to acquire library resources and strengthen services has, on the contrary, decreased significantly. The table below illustrates expenditures per FTE during three identified periods in the history of the CSI Library. Appendix E provides annual total expenditures from 2000/01 to 2010/11.

YEAR	Student Headcount	FTE	# of Degree Programs	Base Budget Allocation	Student Technology Fee	Year End Expenditures	Expenditures per FTE
1998/99	11,980	8,397	97	\$420,000	n/a	\$529,681	\$44.21
2006/07	12,313	9,273	114	\$298,650	\$105,000	\$507,685	\$54.75
2010/11	14,300	10,389	130	\$289,650	\$250,000	\$866,042	\$62.33

An article entitled “How Much Do the ‘Best’ Colleges Spend on Libraries?” by Yvonne D. Jones (2007) reports the following mean and median total library expenditures/FTE (on materials) for academic libraries nationwide:

Top Third Liberal Arts College Libraries USN&WR (N=15)	\$452.00 (median \$421.00)
Middle Third Liberal Arts College Libraries USN&WR (N=15)	\$350.00 (median \$342.00)
Bottom Third Liberal Arts College Libraries USN&WR (N=16)	\$226.00 (median \$226.00)
NCES – Liberal Arts College Libraries (N=216)	\$187.00 (median \$152.00)
NCES -- All Academic Libraries (N=3,700)	\$70.00 (median \$20.00)

The CSI Library’s expenditures/FTE was (in 2006) and continues to be below the median for ‘All Academic Libraries,’ and the median for all the ‘Liberal Arts College Libraries.’

**OPPORTUNITIES AND IMPROVEMENTS**

In the meantime, supplemental funding to support and boost the CSI Library's budget has been sought from cooperative efforts with other CUNY libraries, allocation from the Student Technology Fee Fund, the Chancellor's Compact fund, CSI Foundation, and our efforts to seek grants. The following describes

benefits due to supplemental funding, however their annual allocations are on the decline due to the down turn in the economy:

#### ***Cooperation with CUNY Libraries***

Efforts to acquire new electronic, audio-visual, and digital resources, as well as maintain relevant print journals to meet accreditation requirements, have been achieved at the expense of purchasing fewer circulating and reference books. While CUNY libraries have all suffered similar budget constraints, efforts to collaborate on acquiring particular electronic resources and services have supported some of our academic programs. In addition, expensive databases which are heavily used by CSI students and faculty such as *JSTOR*, *Lexis-Nexis*, *Literature Resource Center*, and *Project Muse* are subsidized or fully paid for by the CUNY Office of Library Services.

#### ***Student Technology Fee Allocation***

The Student Technology Fee (STF) has been an additional source since 2002/2003; however the Library's base budget was substantially decreased because of the STF funding. Nevertheless, the STF has allowed the CSI Library to add several electronic databases at a time when electronic resources were beginning to become the predominant access for certain academic resources.

#### ***Chancellor's Compact/Special Allocation***

Allocation from the Chancellor's Compact funding or the President's or Provost's Special Allocation have been a welcome source of support. These allocations, while gratefully received often arrive very late in the year which makes it extremely difficult to acquire materials by year end. With additional support from the Vice President of Academic Affairs/Provost and the Vice President of Technology Systems, the CSI Library has been able to secure external funding through legislative funding and other discretionary fund renovations projects that yielded the construction of the Archives & Special Collections Unit, the Digital Library Learning Lab, and the renovation of the Entrance.

#### ***External Funding***

Supplements to the budget through other resources, such as grants, have always been sought and successfully secured to strengthen the collection over the years. A Collection Development grant for books only from NYSED New York State Department of Education (NYSED) is secured annually to support new initiatives of academic priorities. The CSI Library has obtained about \$12,000 to \$14,000 annually during the past decade and has contributed to new programs in areas such as Education, Information Systems, Italian Studies, Nursing, Physical Therapy, and Social Work. A matching grant from CUNY in support of graduate programs of \$10,500 to \$12,000 is secured annually. However, the total allocation is based on a formula that considers the library's budget allocation and FTE graduate students. Since both factors have been decreasing each year, so has the amount received from the City University of New York. Also, to support of the Archives and Special Collections unit, grants of approximately \$10,000 each from NYSED for documentation planning and preservation activities have been applied for and successfully awarded.

## **CHALLENGES**

In fall 2009, CSI's FTE enrollment surpassed the 10,000 benchmark. This has now put the CSI Library in a higher purchasing bracket that is based on FTE for all licensed materials. As such, the CSI Library is experiencing an increase of 6% -11% to renew e-resources (Appendix C); however with a decreasing base budget some of these e-resource packages may have to be cancelled.

## **RECOMMENDATIONS**

- Advocate for a significant increase of base budget allocation to 6% of institution's operating budget in order to better support new graduate programs and expanding undergraduate programs and certificates.
- Advocate for additional funding to acquire appropriate furnishings and equipment for various spaces to support individual and collaborative learning.



## VIII. ASSESSMENT

Assessment is an ongoing activity with regards to resources and services provided by the library. Annually, the collections are assessed through interaction with faculty developing new programs and the analysis of usage statistics. Below are some examples of resources and services that have been evaluated along with actions taken to respond to the results.

### **Library Hours**

Since the last Middle States visit, Library hours have increased significantly (36%) from 82.5 hours/week in 1998/1999 to 112 hours/week in 2010/2011. In spring 2011, a poll regarding the extended hours was installed on the library's homepage. The poll was open from March to May, 2011. Four hundred and thirty-two (432) people responded to the three questions as follow:

- Thirty-six percent (n=155) responded that the library hours were "fine as is," however 26% (n=112) responded that the library "should be open 24 hours a day during midterm and final exams."
- When asked what college services did they expect to be available after 10pm,
  - 67.8% (n=293) ranked Security/Public Safety as #1,
  - 53.7% (n=232) ranked Food Services as #2,
  - 52.5% (n=227) ranked Technical Support (computer/email logins, wireless networking, BlackBoard) as #3, and
  - 46.3% (n=200) ranked Transportation Services (loop bus, ferry shuttle) as #4.
- Lastly, 63.7% (n=275) of the respondents ranked "To find a quiet place to study or read" as the #1 reason for frequently visiting the library after 10pm.

This poll and the 2009/2010 CSI Library Satisfaction Survey<sup>3</sup> revealed that reference assistance and circulation services are rarely needed beyond 10:0pm as the facility is mainly being utilized as a place of study during the last two hours that the Library is open. Given the recent reduction in adjunct librarians and clerical staff, the CSI Library has been staffed up to 10:00pm due as of spring 2012. As expected, many students have complained about access to laptop loans between the hours of 10pm and midnight.

### **Reference Services**

During fall 2010, two (2) reference surveys were conducted to assess: (i) the quality of service provided to patrons (from patrons' perspective); and (ii) nature of services requested of librarians by patrons. As a result of student suggestions emanating from the references services survey introduced the first in a continuing series of citation workshops which will take place during mid-terms and final exam weeks. As a result of analyzing the data collected from the survey regarding the nature of services requested of librarians by patrons, the reference desk schedule was restructured to better meet the needs of students at various times, and different types of workstations (i.e., e-mail kiosk, catalog kiosk, printer stations) were installed on the first and second floors.

### **Library Instruction**

The CSI Library Satisfaction Survey (2009) included four questions (out of 21) that were devoted to Library Instruction services, as this service is integral to student success at CSI. Of the faculty

<sup>3</sup> 2009/2010 CSI Library Satisfaction Survey - <http://www.library.csi.cuny.edu/reports/SatisfactionSurvey09.pdf>

respondents who indicated that they had brought their students to the Library for Library Instruction (21% of the sample), all indicated that the session did provide students with what was needed to begin/complete their assignment or research. The few negative statements were all similar in scope, leading to an enforcement of our guidelines regarding consultation between library faculty and with teaching faculty prior to the library instruction session to establish an assignment for the course and the time needed to cover additional requests.

Of the 83 student respondents who reported attending a library instruction session, 76 (89.4%) identified something that was useful to them in the instruction session or otherwise expressed a positive view of their library instruction experience. Seven of the responses were outright negative and two were impossible to interpret. Of the 69 positive responses, 37 students indicated that they found instruction on the use of the library's databases the most useful. Examples of positive responses included:

- *"How to use the databases that the library has to offer,"*
- *"How to find newspaper articles online for my research paper."*
- *"How to access the databases and how to get the best out of my research (which database best served my needs and how to accurately get all the information I needed and more),"*
- *"How to better your search in various databases was the most useful."*

Respondents also mentioned citation styles and finding books as the most useful aspect of their instruction sessions. The pilot of a Citation Clinic was offered at the end of the spring 2011 semester in response to this demand.

Although the total of negative responses was small (8.9%), the common theme indicated a direction for CSI Library Instruction program which was to establish ways to make distinct content being taught in upper level courses and that being taught in the required English composition courses in order to minimize the repetition of content. Discussions regarding this matter were utilized to restructure the Library Instruction Program, and were implemented as of September 2011.

### **Collection Development for Print and E- Resources**

Feedback from CSI faculty and students also helps to make decisions for acquisitions of new materials in various ways (i.e. directly through requests to reference librarians at the desk, department liaisons, and indirectly through acquisitions request form). Librarians also participate in collection development for print, media, and e-resources by reviewing gaps in their liaison subject areas that match the current curriculum and forwarding their requests to the Acquisitions Librarian. Librarians are guided by the Collection Development Policy (Appendix A) which was developed and ratified in 2003.

Moreover, a major part of collection development includes the weeding and de-accessioning out-dated materials; withdrawing materials in poor condition, converting print journals to online format, purchasing heavily used VHS to DVD format. Since FY 2006, while **21,714** new books and gifts have been acquired, **14,634** volumes have been withdrawn from the various book collections during this same time. Despite the withdrawal of this large amount, data usage of circulating material have only increased, annually.

Online subscription database usage statistics are also reviewed every year to understand trends of usage and need. In particular, this data is used to make informed decisions on whether to maintain or

eliminate certain subscription packages. As such, while **40** e-resources have been added since 2007/2008, **12** e-resources have been dropped and de-accessioned.

## **IX. CONCLUSION**

The College of Staten Island Library has experienced dramatic growth and development over past twelve years. Much of this development has come with vision of planned changes that occurred with strategic planning and other changes occurred through unplanned changes that needed immediate responses to external forces and national trends. Web-based technologies, has without a doubt, transformed and enhanced access to research resources and services offered by the CSI Library; and the level of funding from year to year has also has a significant impact on the amount of resources acquired annually.

Indeed the recruitment and retention of dynamic and competent faculty and professional staff has enabled the CSI Library to meet the demands of an expanding faculty with diverse research needs, as well as an expanding student body with research needs and learning styles. Furthermore, much has been celebrated with regards to the scholarly achievements of the library faculty and staff, the transformation of underutilized space into newly designed spaces and facilities, the seamless integration of new technologies to enhance services and speed of delivery, and the variety of programs held in the library to promote and enhance faculty and student achievements.

As we embark on a five-year strategic plan which follows this section, entitled "CSI Library Institutional Effectiveness Assessment Plan, 2012-2017," the following recommendations remain as priorities that need to be addressed:

- Advocate for a significant increase of base budget allocation to 6% of institution's operating budget in order to better support new graduate programs and expanding undergraduate programs and certificates.
- Achieve appropriate levels of professional staff to maintain and strengthen the quality of services in the Library.
- Continue to acquire print, electronic, and special collections materials appropriate to support faculty research and student research.
- Continue to create a comfortable and welcoming environment that inspires individual and collective learning
- Hire an external consultant to evaluate the facility.



College of Staten Island / CUNY  
 Institutional Effectiveness Assessment Plan  
 Department of the Library  
 2012-2017

### **Brief Description and Structure**

The Department of the Library is committed to providing a balanced collection of select materials that support the College's instructional, curricular, and research goals. At present, the Library's collection consists of approximately: 245,000 books; 155,000 e-books; 215 print journal subscriptions; 53,000 electronic journals; 190 electronic resources; 3,500 films and videos; 5,000 sound recordings; 1,300 linear feet of archival materials plus about 1600 volumes. It also houses 175 public computer workstations, 70 laptops, 8 network printers, 2 microform/scanning workstations, 8 copy machines, 1 scanning workstation, and 30 calculators. The Library is presently staffed by 12 full-time and 10 part-time librarians with faculty status, 5 professional technical support staff, 6 full-time gittlesons, and 37 part-time clerical support staff.

### **Mission, Goals, and Objectives**

The CSI Library supports the educational mission of the College of Staten Island and the research needs of its students, faculty, and staff by collecting, preserving, and providing access to scholarly resources in a variety of formats. Consistent with the teaching mission of the College, the Library assists students in becoming information competent, critical thinkers, and life-long learners. Toward this end, the Library provides quality information resources, instructional services, and research facilities which foster curriculum-based student-centered teaching and learning.

- Goal 1 – Continue to develop a comprehensive program to address Information Literacy
  - Objective 1.1 – Continue to strengthen library instruction in the majors and General Education
  - Objective 1.2 – Create online tutorials to assist with access to services and research resources
- Goal 2 – Improve Library Collections
  - Objective 2.1 – Develop the collections to support new CSI programs and initiatives
  - Objective 2.2 – Pursue the digitization of materials in the college collections
  - Objective 2.3 -- Develop Archives and Special Collections through documentation planning projects.
- Goal 3 – Continue to expand Electronic Resources

- Objective 3.1 – Work to improve seamless access to information resources
- Objective 3.2 – Expand access to electronic information resources via new and emerging technologies
- Goal 4 – Expand and Support Faculty and Staff
  - Objective 4.1 – Achieve the appropriate level of faculty and professional staff for a comprehensive college
  - Objective 4.2 – Support library faculty and staff in their scholarly activities
  - Objective 4.3 – Evaluate library faculty and staff
- Goal 5 – Manage Facilities and Equipment
  - Objective 5.1 – Create a comfortable and welcoming environment that inspires individual and collective learning
  - Objective 5.2 – Acquire appropriate furnishings and equipment for the various spaces in the Library

3. Timetable and Demonstration of Coverage of Goals by Methods

Goals and Objectives		Steps to be taken...	Evaluation Method(s)	Responsibility
<b>GOAL I - Continue to develop a comprehensive program to address Information Literacy</b>				
Objective 1.1	Continue to strengthen library instruction in the majors and General Education.		Annual review of patterns of classes ; Pre- and post-tests	Coordinator
		<i>Create weekly workshops to meet the needs of 100 level programs.</i>		
		<i>Implement formal procedures for in-depth research consultations.</i>		
		<i>Increase participation as embedded librarians, especially in hybrid courses.</i>		
Objective 1.2	Create online instructional materials to assist with access to research resources and services.		Review usage data; post-quiz results	Coordinator
		<i>Develop mobile applications to access CSI Library resources and services.</i>		
		<i>Create 3-min online tutorials modules to introduce location of research resources and services.</i>		
		<i>Create online tutorial for using archives and special collections.</i>		
<b>Goal II – Improve Library Collections</b>				
Objective 2.1	Develop the collections to support new CSI programs and initiatives, in addition to the current 130+ degree programs.		Benchmark with peer and aspiring institutions; Review usage data	Chief Librarian

Goals and Objectives		Steps to be taken...	Evaluation Method(s)	Responsibility
		<i>Advocate for a significant increase of base budget allocation to 6% of institution's operating budget in order to better support new graduate programs and expanding undergraduate programs and certificates.</i>		Chief Librarian
		<i>Continue to acquire a variety of materials to support student assignments and research projects at all levels of this comprehensive institution.</i>		
		<i>Continue to acquire scholarly resources to support faculty research.</i>		
		<i>Continue 3-yr collection development plan to support new programs.</i>		
Objective 2.2	Pursue the digitization of materials in the collections.		Annual review of usage statistics	Archivist
		<i>Identify and prioritize materials for digitization, e.g. student newspapers, magazines, and yearbooks.</i>		
Objective 2.3	Develop Archives and Special Collections through documentation planning projects.			Archivist
		<i>Apply for documentation planning grants from the Documentary Heritage Program.</i>		
<b>GOAL III - Continue to expand Electronic Resources</b>				
Objective 3.1	Improve seamless access to information resources and services.		Annual review of usage statistics	Coordinator

Goals and Objectives		Steps to be taken...	Evaluation Method(s)	Responsibility
		<i>Institute systematic review of URL links to maintain seamless access to information resources.</i>		
		<i>Promote new and current resources via all formats and avenues to ensure access to information resources.</i>		
		<i>Improve Inter-Library Loan services with upgrades, participation in new resources sharing projects, and exploring contracts with fee-based institution.</i>		
		<i>Explore new archival management system.</i>		
Objective 3.2	Expand access to electronic information resources via new and emerging technologies.		Benchmark with peer and aspiring institutions	Coordinator
		<i>Develop and ensure access to e-information via mobile apps and other new technologies.</i>		
		<i>Integrate new e-tools to support various learning styles.</i>		
<b>Goal IV – Expand and Support Faculty and Staff</b>				
Objective 4.1	Achieve the appropriate level of faculty and professional staff for a comprehensive college library.		Benchmark with peer and aspiring institutions	Chief Librarian
		<i>Restore level of library faculty and professional staff.</i>		
		<i>Hire expertise in emerging areas to support and maintain access to the expanding e-resources and new services.</i>		
		<i>Increase hours for adjuncts to reflect open hours.</i>		



Goals and Objectives		Steps to be taken...	Evaluation Method(s)	Responsibility
Objective 4.2	Support library faculty and staff in their scholarly activities.		Compare number of presentations, innovations, and publications over a five-year period	Chief Librarian
		<i>Advocate for additional funding to support faculty and staff to attend conference and seminars in support of professional development.</i>		
		<i>Encourage faculty and staff to seek external grants to fund professional development opportunities.</i>		
		<i>Provide in-service training for faculty and staff.</i>		
Objective 4.3	Evaluate Library Faculty and staff.	<i>Perform annual performance evaluation of all faculty and staff.</i>	Review goals set during prior year	Chief Librarian/ Coordinators
<b>Goal V – Improve Facilities, Furnishings, and Equipment</b>				
Objective 5.1	Create a comfortable and welcoming environment.		Student/Faculty Surveys; Polls	Chief Librarian
		<i>Re-examine existing plans and pursue the maintenance, expansion, and renovation of spaces in the Library.</i>		
		<i>Redesign the Reference Services Area to accommodate emerging user needs.</i>		

		<i>Pursue the creation of additional group study rooms for graduate students.</i>		
		<i>Create an alternate entrance/exit for Library faculty and staff.</i>		
<b>Goals and Objectives</b>		<b>Steps to be taken...</b>	<b>Evaluation Method(s)</b>	<b>Responsibility</b>
Objective 5.2	Acquire appropriate furnishings and equipment.		Student/Faculty surveys; polls	Chief Librarian
		<i>Repair and replace worn and/or broken furnishings and equipment.</i>		
		<i>Develop infrastructure to integrate new technologies into the facility to inspire and support learning.</i>		
		<i>Identify space and funding for shelving to expand archival storage to accommodate current collection and anticipated growth.</i>		
		<i>Acquire a public announcement system for the 1L building.</i>		

## APPENDIX A

### CSI Library Collection Development Policy

The goal of collection development at the College of Staten Island (CSI) Library is to create and maintain a collection of information resources to support and enhance the college's curriculum and mission.

The curriculum of the college provides the main guidelines for the selection of library materials. Materials are primarily collected in subject areas in which students are expected to conduct research. The college supports research from the associate to the doctoral level; therefore, the CSI Library collects and maintains a balance of resources to meet these curricular needs.

The CSI Library collects materials in numerous formats based on the availability, cost, disciplinary requirements, and the professional discretion of library faculty. The library will collect resources in various electronic forms while acknowledging that print resources will remain of critical importance to collect and preserve.

The CSI Library acquires materials to serve faculty needs if the materials support the college's curriculum. Interlibrary loan, document delivery, and other types of resource sharing—both within and outside of CUNY—are available to faculty as well as students to facilitate scholarship in instances when the CSI Library does not hold the desired resources. On occasion the library may decide to develop specialty collections that support college's curriculum and community (e.g., children's books, nonfiction bestsellers).

Specific evaluative criteria to be applied when choosing individual items include some or all of the following:

- The relevance of the information resource to the curriculum.
- The lasting value (e.g., expected frequency of use over time) of the content to the academic and research needs of the college's students.
- The quality, authoritativeness, and accuracy as determined by review sources, bibliographic aids, and the professional judgment of library faculty.
- The level of appropriateness as related to the college's curriculum (e.g., "undergraduate," "upper-division undergrad" or "graduate").
- The strength of present holdings in the same or similar subject areas.
- The authority of the author or the reputation of the publisher.
- The likelihood that interest in the subject and resources will endure.
- The cost of the item and the format (e.g., print vs. electronic, DVD vs. streaming).
- Media that is closed captioned will be selected when it is available.
- Textbooks and multiple copies are primarily purchased for the Reserves collection based on budgetary availability.
- The library acquires primarily English language reference and research information sources, with the exception of obtaining information to support foreign language programs (e.g., French, Italian, and Spanish programs; Modern China Certificate, etc.).
- Within the criteria suggested by the college's mission, curriculum, the academic merit of the resource, and the evaluative criteria above, the library will attempt to collect resources that reflect a multiplicity of experiences, perspectives, and ideas as articulated in the American Library Association's Library Bill of Rights.

Faculty and student requests are welcome. However, the CSI Library will only acquire materials that are in accord with the Collection Development Policy as stated above.

Additionally, in support of strengthening and augmenting the collection the CSI Library welcomes gifts. Please refer to the CSI Library gift policy <<http://www.library.csi.cuny.edu/policies#gifts>>.

Created/updated by Allen Natowitz, 2003/2005

Revised by Jonathan Cope, 2011

**APPENDIX B****Electronic Resources Available at the CSI Library, 2011/2012**

Academic Search Complete	Chemical & Engineering News Online
Access World News	Chicago Manual of Style Online
ACM Digital Library	Child Welfare Information Gateway
ACS Chemical Journals	Chronicle of Higher Education
America: History and Life	Chronicle of Philanthropy
American Civil War Research Database	CIAO: Columbia International Affairs Online
American Memory	CINAHL Plus with Full Text
American Society for Microbiology Journals	Cinema Image Gallery
Anthropological Index Online	Civil Engineering Database
Applied Science and Technology Abstracts	Cochrane Library
Applied Science and Technology Full Text	Communications and Mass Media Complete
Applied Science and Technology Index Retrospective	Community of Science
APS: Journals of the American Physical Society	Computers and Applied Sciences Complete
Art Abstracts	Conference Proceedings Citation Index – Science
Art Images for College Teaching (AICT)	Conference Proceedings Citation Index – Social Science & Humanities
Art Museum Image Gallery	Country Studies
Arts & Humanities Citation Index	County and City Data Books (GEOSTAT)
ARTstor	CQ Press Political Reference Suite
Associations Unlimited	CQ Researcher
Bartlett's Familiar Quotations	CUNY+
Bibliography of the History of Art / International Bibliography of Art	Custom Newspapers now Gale Newstand Data for Research (JSTOR)
Biography Index Retrospective	Directory of Open Access Journals
Biography Reference Bank	Duke University Press Journals
Biography Reference Center	Early American Imprints, Series I: Evans 1639-1800
Biological Abstracts	ebook help
Biological and Agricultural Index Plus	ebrary
BIOSIS Previews	EBSCO eBook Collection
Black Thought and Culture	EconLit
Book Review Digest Plus	Economist Historical Archive 1843-2006
Books In Print	Education Full Text
Brill's New Pauly - Encyclopedia Of The Ancient World	Education Index Retrospective
Business & Company Resource Center	Education Research Complete
Business and Company ASAP	Education: A SAGE Full-Text Collection
Business Source Complete	eHRAF World Cultures
Cabell's Directories of Publishing Opportunities	Eighteenth Century Collections Online
Cambridge Collections Online	Encyclopedia Americana
Cambridge Histories Online	EndNote Web
Cambridge Journals Online	ERIC (EBSCO)
Caribbean studies	ERIC (U.S. Department of Education)
Center for Research Libraries (CRL)	

Essay and General Literature Index	Journal Citation Reports
Essay and General Literature Retrospective	Journal of the Optical Society of America A: Optics, Image Science & Vision
Ethnic Newswatch	Journal of the Optical Society of America B: Optical Physics
Facts on International Relations and Security Trends (FIRST)	JSTOR
FedStats	JSTOR Data for Research
Film Literature Index	Legal Periodicals and Books Full Text
FindLaw	Legal Periodicals Retrospective
Funk & Wagnalls New World Encyclopedia	LexisNexis Academic
Gale Academic One-File	Library Literature & Information Science Full Text
Gale For Students Online	Library Literature & Information Science Retrospective
Gale General One-File	LIFE Photo Archive
Gale Newstand	Literary Index
Gale Virtual Reference Library	Literature Resource Center
GARTNER	Literature Resources from Gale
General Science Full Text	LLMC Digital Law Library
Google Art Project	LWW Nursing Book Collection
Google Books	Making of America
Google Scholar	Making of the Modern World
GreenFILE	MAS Ultra - School Edition
Grolier Online	MasterFile Premier
Grove Music Online (now Oxford Music Online)	MathSciNet
Health & Psychosocial Instruments (HaPI)	Medline (Web of Knowledge)
Health Reference Center Academic	MEDLINE with Full Text (EBSCOhost)
Health Sciences: A SAGE Full-Text Collection	MedlinePlus
Health Source: Nursing/Academic Edition	Mental Measurements Yearbook
HighWire Press	Merck Manual of Diagnosis and Therapy
Hispanic Reading Room--Library of Congress	Merck Manual of Medical Information
Historical Abstracts	Military and Government Collection
Historical Statistics of the United States	MLA International Bibliography
History Cooperative	Multiple Database Search
Humanities Full Text	MyiLibrary
Humanities Index Retrospective	National Newspaper Index
Humanities International Complete	National Science Digital Library
ICPSR: Inter-University Consortium for Political and Social Research	Nature Magazine
IEEE Xplore (ASPP=All Society Periodical Package)	NetLibrary = now EBSCO eBook Collection
Image Gallery from Art Museums	New England Journal of Medicine (NEJM)
In the First Person	New York City Community District Profiles
Index to Legal Periodicals and Books Full Text	New York Public Library Digital Gallery
Index to Legal Periodicals Retrospective	New York State Newspapers
Infoshare	New York Times Historical
IOPScience	New York Times Online
JAMA: Journal of the American Medical Association	NewsBank's Special Reports
	NOAH: New York Online Access to Health Nursing Resource Center

Occupational Outlook Handbook  
 Online Books Page  
 Opposing Viewpoints in Context  
 Optics InfoBase  
 Oxford Art Online  
 Oxford English Dictionary  
 Oxford Journals  
 Oxford Music Online  
 Oxford Reference Online  
 Perseus Digital Library  
 Pew Hispanic Center  
 Philosophers' Index  
 Physics Journals from AIP, APS, etc.  
 Physics Journals from IOP  
 PLOS Biology  
 PLOS Medicine  
 Population Index  
 Primary Search for Elementary Schools  
 Professional Development Collection  
 Project MUSE  
 PsycArticles  
 Psychology: A SAGE Full-Text Collection  
 PsycINFO  
 Public Library of Law  
 PubMed (MEDLINE)  
 Readers' Guide Full Text Mega  
 Readers' Guide Retrospective  
 RefWorks  
 Regional Business News  
 SAGE Premier Full Text Collections  
 Salem Health: Psychology & Mental Health  
 Salem History  
 Salem Literature: Critical Survey of Long  
 Fiction  
 Salem Science  
 Science Citation Index Expanded  
 Science Magazine  
 ScienceDirect  
 SciFinder  
 Scitation  
 Serials Directory  
 Social Explorer  
 Social Science Citation Index  
 Social Sciences Full Text  
 Social Sciences Index Retrospective: 1929-  
 1983  
 SocIndex FT  
 SpringerLink  
 SpringerLink eBooks  
 Staten Island Advance  
 Taylor & Francis Library  
 Teacher Reference Center  
 Testing & Education Reference Center  
 The Hispanic Society of America Museum  
 and Library  
 THOMAS: Congressional Information  
 Twayne's Author Series  
 U.S. Bureau of Labor Statistics  
 U.S. Census Bureau  
 U.S. Congressional Directory  
 U.S. Department of State  
 U.S. Government Catalog of Publications  
 U.S. Government Manual  
 U.S. Government's Official Web Portal:  
 FirstGov  
 U.S. House of Representatives  
 U.S. Patent Database  
 U.S. Senate  
 U.S. Statistical Abstract  
 UlrichsWeb Periodical Database  
 UNdata  
 United Nations  
 ValueLine Investment Survey  
 Victorian Studies Bibliography  
 Wall Street Journal  
 Web of Knowledge  
 Web of Science  
 Wiley Online Library  
 Wolfram|Alpha  
 Women and Social Movements  
 World Factbook

**APPENDIX C : Cost of Databases Subscription, 2007/08 – 2010/11**

Database	2007/2008	2008/2009	2009/2010	2010/2011
	<b>\$272,954.00</b>	<b>\$296,860.00</b>	<b>\$671,343.16</b>	<b>\$540,378.20</b>
ACM Digital Library	\$2,914	\$3,521.55	\$3,676.50	\$3,827.07
Access World News	0	0	\$19,959.00	\$20,560.00
Advances in Polymer Science	0	0	0	\$2,110.00
America: History and Life/Historical Abstracts	\$13,242	\$14,042.92	\$14,017.19	\$14,787.58
American Acoustical Society Journal	\$83	\$87.00	\$85.00	\$90.00
American Chemical Society Archives	\$7,515	\$7,891.00	\$8,285.55	\$8,285.55
American Chemical Society Journals	\$24,701	\$26,832.45	\$28,368.93	\$31,929.86
American Civil War Database	\$4,600	\$125.00	\$125.00	\$125.00
American Inst. of Physics Journals (9 titles)	\$1,616	\$1,892.97	\$1,908.05	\$1,989.60
American Society for Microbiology Journals	0	0	0	\$3,980.08
ARTStor	\$0	\$0.00	\$8,800.00	\$9,245.00
Brill's New Pauly Encyclopedia	\$0	\$0.00	\$7,576.00	\$105.00
Cambridge Companions/Histories	0	0	\$17,439.00	\$3242.13
Cambridge Journals Online	\$7,291	\$7,728.00	\$8,114.40	\$9,948.00
Center for Research Libraries	0	0	0	\$1,200.00
Chicago Manual of Style	0	0	\$650.00	\$650.00
Choice Online	\$320	\$366.00	\$402.00	\$402.00
Chronicle of Higher Education	\$3,950	\$4,148.00	\$4,355.00	CUNY
CINAHL PLUS Fulltext	\$2,939	\$3,086.00	\$2,160.00	\$3,402.00
Cochrane Nursing Library	\$2,395	\$2,525.00	\$2,514.75	\$2,734.39
Critical Inquiry	-	\$406.93	\$406.93	\$427.28
Duke e-journals	0	0	\$3071.00	\$3,393.78
Early American Imprint			\$40,000	\$550.00
E-brary Academic collection (e-books)	0	0	\$9,975.00	\$0
eHRAF World Cultures	0	0	\$1795.00	\$1,902.70
EconLit	\$1,208	\$1,267.89	\$1,331.00	\$1,512.00
Gale Virtual Reference "for Students"	0	0	\$5,052.00	\$520.00
HAPI - Health & Psychosocial Instruments	\$1,110	\$1,145.00	\$1,202.25	\$1,235.19
Health Reference Center/Nursing Research	0	3,352.00	3,352.00	\$619.50
IEEE (New Pkg)	\$7,850	\$8,200.00	\$8,570.00	\$18,280.00
Institute of Physics--Pkg APS	-	\$10,905.00	\$11,020.00	\$11,135.00
Institute of Physics--Pkg Z	\$1,473	\$1,617.04	\$1,657.20	\$1,636.11
JSTOR Health, Life Sciences, & General Sciences	\$3,000	\$6,000.00	\$6,000.00	\$6,000.00
LWW Nursing E-book collection	0	0	12,380.55	\$9,478.88
MathSciNet	\$4,963	\$5,194.00	\$5,082.00	\$5,479.39
Mental Measurements Yearbook	\$910	\$992.63	\$1,231.10	\$1,329.63
Methods in Enzymology	0	0	0	\$2,377.84
MyiLibrary (e-books)				\$5,000.00
New Palgrave Dictionary of Economics	0	0	\$607.00	Cancelled
New York Times Historical	-	\$3,895.00	\$3,926.74	\$3,926.98
NetLibrary (e-books)	0	0	\$23,000.00	\$0



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Optics Infobase	\$2,834	\$3,193.90	\$3,139.90	\$3,637.02
Oxford Digital Reference Shelf	\$6,175	\$0.00	\$1,680.00	\$0
Oxford Journals	0	0	\$7,297.50	7,635.00
Oxford English Dictionary Online	\$2,317	\$2,463.24	\$2,593.50	\$2,593.50
Philosopher's Index	\$2,013	\$1,500.00	\$1,575.00	\$1,989.60
Resources for College Libraries (RCL)	\$1,325	\$1,476.00	\$1,626.00	Cancelled
SAGE Journals	\$0	\$0	\$27,442.53	\$28,540.22
Salem Press Reference	0	0	0	\$3,239.35
ScienceDirect (Elsevier)	\$80,491	\$87,093.35	\$67,058.00	\$70,772.00
SciFinder Scholar	\$13,740	\$14,222.00	\$16,355.00	\$16,825.00
Serials Solutions	\$3,741	\$3,976.88	\$4,367.00	\$4,585.15
Springer E-Books	-	-	\$60,000.00	\$10,000.00
SpringerLink Journals	\$11,509	\$12,177.59	\$12,786.47	\$14,343.44
Taylor & Francis	0	0	\$18,650.00	\$26,762.00
Thieme Journals	0	\$2,049.00	\$2,292.00	\$2,315.00
UlrichsWeb	\$1,728	\$1,814.40	\$1,905.12	\$2,000.00
Valueline	0	\$2,300.00	\$2,415.00	\$2,921.25
Wall Street Journal	\$7,392	\$7,760.00	\$7,760.00	\$7,995.00
Web of Knowledge	0	0	\$82,368.00	\$49,857.98
Wiley Blackwell Journals	\$47,110	\$50,013.72	\$81,936.00	\$87,231.26
Web LTR (print jrnls converted to online format)				\$7,998.43

**APPENDIX D****Library Faculty Publications: 2000 - 2012****Rebecca Adler Schiff, Associate Professor**

Joined the CSI Library in 1985 as Assistant Professor; promoted to Associate Professor in 1999.

Adler Schiff, Rebecca. 2009. "Information Literacy and Blind and Visually Impaired Students." *Urban Library Journal*, 15.2 (Spring): 62-72. <http://lacuny.org/ulj/index.php/past-issues/45-issue-152-2009>.

Adler, Rebecca. 2003. "The Librarian in the Trench: The Workaday Impact of Information Literacy." *Portal: Libraries and the Academy* 3 (3): 447- 458.

**Jonathan Cope, Assistant Professor**

Joined the CSI Library in 2006 as Instructor.

Cope, J. Information literacy and social power. In Drabinski, E., Kumbier, A., & Accardi M. (Eds.), *Critical Pedagogy and Library Instruction: An Edited Collection*, 2010 (pp. 13-27). Library Juice Press. Duluth, MN: Library Juice Press.

**Ewa Dzurak, Assistant Professor**

Joined the CSI Library in 1985 as Assistant Professor.

Dzurak, Ewa. "Antecedents of Warsaw Public Library." *Library and Information History* 27, no.1 (2011): 17-31.

Dzurak Ewa. "Sula Benet." In *Etnografowie i ludoznawcy polscy : sylwetki, szkice biograficzne. t III [Polish ethnographers and folklorists, v. 3]*. Wroclaw: Polskie Towarzystwo Ludoznawcze, 2010

Dzurak, Ewa, and Agnieszka Kasprzyk. "Metamorphosis of academic libraries in post-communist Poland: focusing on access." *Journal of Academic Librarianship* 36, no.4 (2010): 354-358.

Dzurak, Ewa. "Academic libraries in Poland. University of Warsaw Library as an example of library transformation in post – communist Poland." *LIBRI* 59, no.3 (2009): 135-144.

Dzurak, Ewa. "The role of NUKAT union catalog in shaping the society of knowledge in Poland, January 2008 conference report." *Slavic & East European Information Resources (SEEIR)* 9, no.3 (2008): 234-238.

**Wilma L. Jones, Professor**

Joined the CSI Library in 1992 as Assistant Professor; promoted to Associate Professor in 1999, to Professor in 2011.

Jones, Wilma L. "Re-Engaging/Engaging Part-time Librarians." *College & Undergraduate Libraries*, v. 18: no. 1 (Spring 2011), p37-43.

Akinsulture-Smith, Adeyinka and Wilma L. Jones. "Nah We Yone – A grassroots Community-Based Organization in New York City: Successes, Challenges, and Lessons Learned." *International Journal of Migration, Health, and Social Care*, v.7:no.1 (2011), p44-57.

Jones, Wilma L. "Learning Resources and Library Administration." In *Academic Administration: A Quest for Better Management and Leadership in Higher Education*. Edited by Sheying Chen. NY: Nova Science Publishers, Inc, 2009. (pp. 243-258).

Jones, Wilma L. "Academic Libraries in the Digital Era." In *Shaping the 21st Century: The Role of Higher Education in Economic, Technological and Cultural Development : Proceedings of the Tenth Sino-American Conference on Education, June 8-12, 2004*. Jamaica, New York: York College, City University of New York, c2006, pp 187-192.

**James Kaser, Professor**

Joined the CSI Library in 2002 as Associate Professor; promoted to Professor in 2009.

Kaser, James, A. *Chicago in Fiction: A Research Guide*. Lanham, Md.: The Scarecrow Press, 2011.

Kaser, James, A. *The Washington, D.C. of Fiction: A Research Guide*. Lanham, Md.: The Scarecrow Press, 2006.

**Andrew Leykam, Assistant Professor**

Joined the CSI Library in 2006 as Assistant Professor.

Leykam, Andrew. "Collateral Damage: Interlibrary Loan Lending Denials." *Journal of Access Services* 6.4 (2009): 446-458.

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**Mark Aaron, Assistant Professor**

Joined the CSI Library in 2008 as Assistant Professor.

Polger, Mark Aaron. (2011) Student Preference in Library Web Site Vocabulary. *Library Philosophy and Practice*, 2011 annual issue [ in press].

Polger, Mark Aaron. (2010) The Informationist: Ten Years Later. *Journal of Hospital Librarianship*, Vol. 10 Issue 4, 363 – 379.

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Polger, Mark Aaron, & Okamoto, Karen (2010) Can't Anyone Be a Teacher Anyway?": Student Perceptions of Academic Librarians as Teachers. *Library Philosophy and Practice*. March 2010, p. 1-16.

**Linda J. Roccas, Professor**

Joined the CSI Library in 1997 as Assistant Professor.

Roccas, Linda J. (2006). *Ancient Greek Costume: An Annotated Bibliography 1784-2005*. Jefferson NC, McFarland Publishers.

Roccas, Linda J. (2003). "The New Information Professional: Not Your Father's Librarian," Guest column for *Journal of Education for Library and Information Science*, Vol. 44:2, pp. 188-193.

Roccas, Linda J. (2001). "Distance libraries: Where are they now?" *Online Journal of Distance Learning Administration*, vol. 4:3, October 1, (10 pages).

**Amy Stempler, Assistant Professor**

Joined the CSI Library in 2008 as Assistant Professor

Stempler, Amy. "Isaac Edward Kiev: Early Leader in American Judaica Librarianship," *Judaica Librarianship*, v.16 (Forthcoming) [16 manuscript pages].

Stempler, Amy. "Fuld, Caroline Bamberger," *Encyclopedia of American Women's History*. Editor Hasia R. Diner, (July 2011).

**Judy Xiao, Assistant Professor**

Joined the CSI Library in 2002 as Instructor; promoted to Assistant professor in 2004, to Associate Professor in 2012.

Xiao, Judy. "Integrating Information Literacy into Blackboard: Librarian-Faculty Collaboration for Successful Student Learning." *Library Management* 31.8/9 (2010): 654-668.

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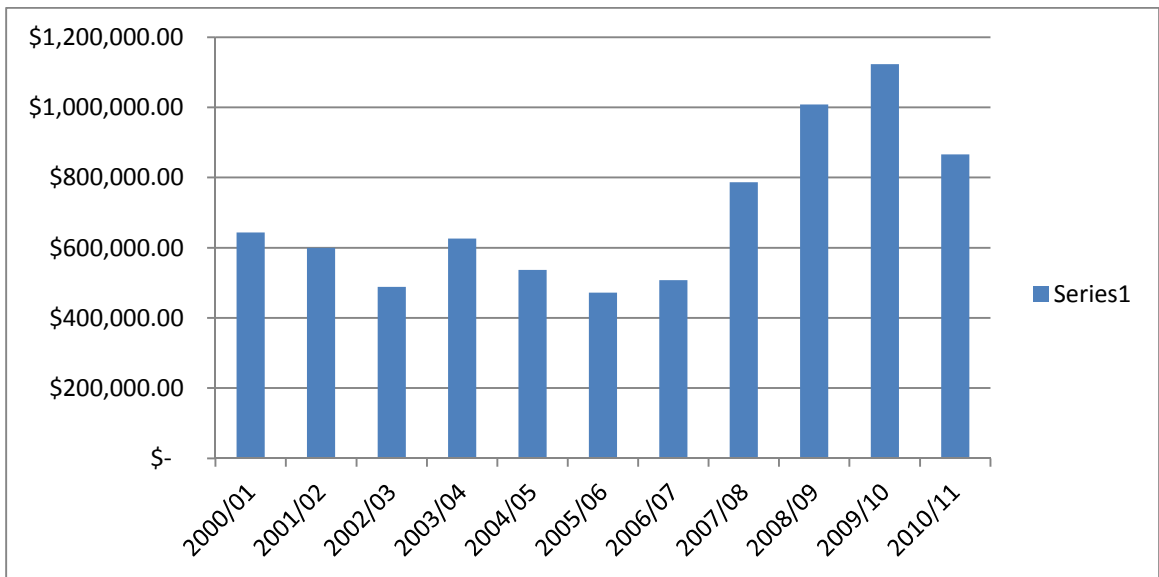
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**APPENDIX E**

**LIBRARY EXPENDITURES – 2000/01 – 2010/2011**

YEAR	EXPENDITURES	STUDENT HEADCOUNT	\$ EXPENDED/STUDENT
2000/01	\$ 643,761.00	11,115	\$ 57.92
2001/02	\$ 599,266.00	11,325	\$ 52.92
2002/03	\$ 488,750.00	12,089	\$ 40.43
2003/04	\$ 625,892.00	12,422	\$ 50.39
2004/05	\$ 536,485.00	12,442	\$ 43.12
2005/06	\$ 472,025.00	12,083	\$ 39.07
2006/07	\$ 507,685.00	12,313	\$ 41.23
2007/08	\$ 786,223.95	12,517	\$ 62.81
2008/09	\$ 1,008,366.59	13,092	\$ 77.02
2009/10	\$ 1,122,526.85	13,858	\$ 81.00
2010/11	\$ 866,042.75	13,894	\$ 62.33



## APPENDIX F – PROFESSIONAL STAFF AND CLERICAL STAFF 2011/2012

### Professional Staff – Full-time

Wilma Jones, Professor, Chief Librarian

Rebecca Adler Schiff, Associate Professor, Head of Reference

Jonathan Cope, Instructor, Instruction/Reference Librarian

Alex Dudek, Information Technology Specialist

Ewa Dzurak, Assistant Professor, Cataloging Services Librarian

Brian Farr, College Laboratory Technician, System Manager

Antonio Gallego, HEO Assistant, Assistant Director of Media Services

Timothy Hasin, Assistant Professor, Acquisitions Librarian

Rachel Jirka, Lecturer, Assistant to the Archivist

James Kaser, Professor, Archivist

Mark Lewental, HEO, Director of Media & Library Technologies

Andrew Leykam, Assistant Professor, Coordinator of Inter-Library Loan

Mark Aaron Polger, Assistant Professor, Instruction/Reference Librarian

Linda Roccas, Professor, Electronic Information Services Librarian

Amy Stempler, Assistant Professor, Coordinator of Library Instruction

Judy Xiao, Associate Professor, Periodicals Librarian

Stanley Zimmerman, Senior College Laboratory Technician, Media Specialist

### Professional Staff – Part-time

Bruce Abrams, Adjunct Assistant Professor

Izabela Bozek, Adjunct Assistant Professor

Lois Cherepon, Adjunct Assistant Professor

RoseAnn Delli Paoli, Adjunct Assistant Professor

Catherine Healey, Adjunct Assistant Professor

Lisa Holland, Adjunct Assistant Professor

Ziv Karmi, Adjunct College Laboratory Technician

Phillip Klinge, Adjunct Assistant Professor

Rebecca Lossin, Adjunct Instructor

Edith Schmeiser, Adjunct Assistant Professor

Michael Smith, Adjunct Assistant Professor

### Clerical Support Staff – Full-time

Elaine Beurrier, Administrative Assistant, Circulation/Reserves

Paula Drakontis, Office Assistant, Acquisitions

Barbara DuVal, Office Assistant, Periodicals

Jamila Vasser, Administrative Assistant, Chief Librarian's Office

Dorothy Walsh, Office Assistant, Inter-Library Loan & Document Delivery

Lillian Werner, Administrative Assistant, Media Services

**Clerical Support Staff – Part-time**

Jaison Abraham, College Assistant, Evening/Weekend Shelver/Counter Clerk  
Grace Buono, College Assistant, Weekday Counter Clerk  
Michael Caravella, College Assistant, Weekend Classroom Delivery Services  
Jeffrey Coogan, College Assistant, Material Processor  
Marie D'Amato, College Assistant, Weekday Counter Clerk  
Noor Daoud, College Assistant, Evening/Weekend Shelver/Counter Clerk  
Michael DeAngelis, College Assistant, Classroom Delivery Services  
Abdourahman Diallo, College Assistant, Technical Support Staff  
Michael Diaz, College Assistant, Evening/Weekend Shelver/Counter Clerk  
Stephanie Fazio, College Assistant, Evenings/Weekend Counter Clerk  
Barbara Forchette, College Assistant, Copy Cataloguer  
Venice Hall, College Assistant, Classroom Delivery Services  
Carl Haynes, College Assistant, Weekday Shelver/Counter Clerk  
Sarah Hennig, College Assistant, Evening /Weekend Counter Clerk  
Daniel Johnson, College Assistant, Classroom Delivery Services  
Pamela Jones, College Assistant, Material Processor  
Mleeka Kahn, College Assistant, Weekday Shelver/Counter Clerk  
Saer Kandji, College Assistant, Classroom Delivery Services  
Jill Lifschitz, College Assistant, Evenings/Weekend Counter Clerk  
Vincent Molini, College Assistant, Copy Cataloguer  
Chuks Okoye, College Assistant, Evenings/Weekends  
Olivia Porch, College Assistant, Evening/Weekend Shelver/Counter Clerk  
Angelina Raffaele, College Assistant, Weekday Shelver/Counter Clerk  
Elaine Rocco, College Assistant, Media Reservations Clerk  
Maria Sinclair, College Assistant, Weekday Shelver/Counter Clerk  
Faisal Sharif, College Assistant, Evenings/Weekend Counter Clerk  
Harold Sicker, III, College Assistant, Evenings/Weekend Counter Clerk  
Denise Trapani, College Assistant, Media Reservations Clerk  
Marsha Turner, College Assistant, Stacks Maintenance/Counter Clerk  
Fletcher Vredenburg, College Assistant, Weekend Classroom Delivery Services  
Paula Yee, College Assistant, Material Processor  
Roman Yurchenkov, College Assistant, Material Processor

