

# SHU Libraries Program Review 2018

*This report covers the University Libraries during the period 2012 - 2018.  
The last review occurred in 2007*

This report was written in accordance with the Guidelines for Review of Academic Programs (revised in 2007) and Appendix Format and [Guidelines for Program Self-Study at Seton Hall University \(revised 2018\)](#)

This report was prepared by the Library Program Review Committee  
With assistance from the Walsh Library faculty  
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## **Executive Summary**

Academic libraries and the role of librarians have changed dramatically since the University Libraries was last reviewed in 2007. At that time the primary demand was for print resources and traditional “brief questions” reference services. Today our users expect instant availability and electronic resources, which require extensive management and complex new skills and workflows. The introduction and implementation of an impressive list of new technologies has impacted every unit and library service. With a decline in traditional reference, we have greatly expanded our teaching role, including information literacy classes, research appointments and live chat, to better meet the needs and expectations of today’s learning community. The scale of library instruction has expanded tremendously: last year librarians taught 362 classes and almost 7,500 students compared with almost 5,400 in 2012.

Walsh Library has undergone major improvements since the last Program Review. These include an overhaul of the second floor information commons, provision of more collaborative student space, and new carpet and furniture throughout the building. There has been steady progress in improving the University Archives & Special Collections space, and processing and digitizing archival collections. The gallery has offered and promoted many successful exhibits and secured a number of prestigious grants.

University Libraries is at the forefront of implementing new services, such as an online Institutional Repository (a platform that houses and promotes SHU scholarship), an electronic dissertations and theses service for graduate students, a variety of data, digital and preservation services, online research guides for a wide range of subjects, an email “ask a librarian” service and a live chat service. Other plans going forward include growing our instruction program with particular focus on transfer students, advocate for more teaching and study space (especially group study rooms), revise the current reference model, expand services for graduate students, increase outreach and promotion, and create grant writing and fund-writing initiatives.

Key concerns raised in Dean Howard McGinn’s 2008 response to the previous self-study document remain essentially the same: inadequate budget, lack of funding to support new academic

programs, and a pressing need for more faculty and staff to support library services. Although the library received a much needed \$100,000 increase in the materials budget this year, we still lag far behind peer and aspirant institutions. The underlying issue is ongoing inflationary increases in the price of library resources, especially electronic databases and journals. Annual increases to compensate for inflation need to be built in to the library's material budget in order for us to simply maintain the current level of information resources that we provide for the SHU community.

The Access Services Department urgently needs at least one additional staff position. The priority is the busy Interlibrary Loan Department, which consists of only one staff member. The Libraries also need the tenure-track position of reference librarian and liaison to the School of Education & Human Services to be restored in order to better serve our growing SHU community and expanding library instruction program. There is a growing need for additional faculty (along with support staff) to serve new and expanding areas of digital technology, digital preservation and data services. We stress that in addition to the rapid expansion of new services and technologies and the growth of online resources, the library continues to provide traditional services and resources (including print resources) that are vital to our users and must be adequately supported; we cannot simply move resources, including faculty and staff, from these essential areas to support new needs.

A major shift since the last Program Review has been a change in the organizational structure of Walsh Library. An increased proportion of library administrators to faculty has minimized faculty voice and influence, posing challenges to shared governance and faculty participation in planning and decision making. We are working to provide better support for new library faculty and staff to improve retention, to show greater appreciation to our staff, and to ensure that the University Libraries promotes an inclusive, courteous and respectful culture for all.

# 1. Library Overview & Mission

## Overview

Walsh Library opened on the South Orange campus in 1994. The 155,000 square-foot facility includes four floors and houses the University Libraries, the Walsh Gallery, and the Monsignor William Noé Field University Archives and Special Collections Center. The Monsignor Turro Theology Library is located in Lewis Hall as part of Immaculate Conception Seminary School of Theology, and is administered by the Seminary. The Rodino Law Library, located on the School of Law campus in Newark, is also separately administered. Walsh Library faculty and staff provide library services to Seton Hall University students on the South Orange campus. The Inter-professional Health Sciences Library (IHS) opened in summer 2018 on the Nutley/Clifton campus to support the Hackensack Meridian School of Medicine at Seton Hall (SOM) and the Inter-professional Health Sciences. This program review document specifically focuses on Walsh Library on the South Orange Campus and was prepared by the Walsh Library faculty<sup>1</sup>. However, Walsh Library staff and librarians also order and process and materials for the Seminary and IHS Library and package and ship books to the IHS library as requested.

## Mission

The Seton Hall University Libraries support excellence in academic and individual work, enable inquiry, foster intellectual and ethical integrity and respect for diverse points of view through user-focused services and robust collections as the intellectual and cultural heart of the University.

### Core Values

- **Service:** We provide user-centered, prompt, responsive, and friendly services, spaces, and robust collections for Seton Hall and our local and world communities; we value professional growth by study, anticipation, and response to the evolving needs of our communities with flexibility, innovation, and continual reassessment.
- **Access:** We provide unhindered and clear access to all forms of information while respecting individual privacy, autonomy, and free inquiry.
- **Learning:** We educate and assist our users to identify, evaluate, and utilize information and its tools in their coursework, research, careers, and daily lives.
- **Community:** We create community and a welcoming environment conducive to research, dialogue, and work by treating our colleagues and users with dignity, honesty, and good humor, with respect for social and cultural diversity and through our own cooperation and clear communications.
- **Collaboration:** We actively seek partnerships to improve service and increase access to information as we collaborate with all library staff, within Seton Hall and within the broader library community.
- **Preservation:** We share with all libraries the responsibility of preserving the cultural and intellectual legacy of human endeavor and knowledge for current and future use, particularly those materials that speak to the University's Catholic mission and tradition of service.

Source: [Library Mission, Vision, & Value Statements](#)

<sup>1</sup>Since the IHS Library only opened in summer 2018 it is not included in this Program Review. A separate self-study document can be prepared if required.

## 2. Faculty, Staff and Information Resources

Walsh Library employs 13 faculty librarians, 19 staff members and eight administrators, including the library dean, three assistant deans, and the gallery director (Appendix A; the chart incorrectly shows the university archivist position as open, but this has long been filled by Dr. Alan Delozier). A new coordinator of instruction has been hired as of January 2019 to replace Prof. Beth Bloom, who is on phased retirement. A search has recently been completed to replace the processing archivist, who left in fall 2018, as a term lecturer rather than a tenure-track position. In order to oversee the new Inter-professional Health Sciences (IHS) Library, in fall 2017 an associate dean was hired, followed by three non-tenure track librarians hired in spring-summer 2018. Two serve the School of Medicine and one serves the College of Nursing and the School of Health and Medical Sciences, both of which relocated to Nutley from the South Orange campus in summer 2018.

While faculty librarians are the core of the library and its services, the Libraries would be unable to function without our dedicated and skilled library staff, administrators, student workers, volunteers, and interns, whose contributions we gratefully acknowledge. These support staff work at the circulation desk, in technical services and interlibrary loan, in the stacks, archives and the gallery. At any one time the library employs 10-20 work-study students, typically for ten hours per week. Walsh Library and the Archives & Special Collections actively recruit volunteers and student interns from Seton Hall campus and regional library schools to assist with various tasks, special projects and reference coverage.

In the past five years, the library faculty have authored or co-authored a total of 39 articles, six books, five book chapters and eight conference papers, and made 85 presentations. A number of these were co-authored or co-presented with other librarians or faculty (Appendix B). Since the last program review, library faculty have received twelve grants (four Fulbright Scholarships, a Google Research Grant, an American Chemical Society Travel Grant, an American College & University Libraries Travel Grant, and five University Research Council Grants), four distinguished awards (two Woman of the Year Awards, an Albert B. Hakim Faculty Service Medal, and a New Jersey Library Association (NJLA) Service Award) and three visiting scholar appointments (one to Columbia University and two to New York University). Nine library faculty have received competitive course releases sponsored by the Provost's Office some more than once. The twenty days of research time that librarians receive (considered equivalent to a course release) contributed greatly to their scholarly activity and is gratefully acknowledged. However, research time is not accompanied by any meaningful reduction in workload.

The library faculty are known for their service to the university and the community at large. Because there are a limited number of librarians who serve on a multitude of senate and administrative committees, the librarians are known throughout the campus. Librarians participate in Faculty Senate and are on most subcommittees, including the Executive Committee. They were integral to developing the University Core Curriculum, ensuring that Information Literacy (now Research Literacy) became one of the five Core Proficiencies. In addition to participating in faculty governance and university committees, librarians participate in university-wide projects and initiatives such as Digital Humanities, Faculty Development initiatives, the Wiley project, Digital Measures, the TTLR copyright committee, the Praxis Program of the Advanced Seminar on Mission, and most recently the 2018-19 Lovelette Interdisciplinary Lecture Series. Librarians participate in Freshman Move-in, EOP, the MLK Scholarship Association and the Petersheim Academic Exposition, as well as numerous other student-centered groups.

## **Library Faculty**

*Table 1. Walsh Library faculty & IHS term librarians (as of December 2018)*

<b>Name</b>	<b>Degrees</b>	<b>Title</b>	<b>Specialization</b>
Xue-Ming Bao	E.D., M.Ed., M.L.S.	Electronic Resources Librarian/Associate Professor	Asian Studies
Beth Bloom (phased retirement)	M.A., M.L.S.	Instruction Librarian/Associate Professor	Art & Art History, Music, Distance Ed., Nursing through spring 2018
Lisa DeLuca	M.P.A., M.L.I.S	Social Sciences Librarian/Assistant Professor	Criminal Justice, Diplomacy & International Relations, History, Political Science, Public Administration, Data Services
Marta Deyrup	Ph.D., M.L.S.	Co-Head of Technical Services/ Professor	Classical Studies, Digital Humanities, English, Italian Studies, Modern Languages, Russian & East European Studies
Alan Delozier	Ph.D., M.L.S	University Archivist/ Special Collections Education Coordinator/Associate Professor	Archives & Special Collections; Catholic Studies, Irish Studies
Lauren Harrison	Ph.D., M.L.I.S.	P/T Term Librarian (Aug. 2017-May 2018; Sept 2018-May 2019)	Reference and technology
Sharon Ince	M.A., M.L.I.S.	Digital Services Librarian/Associate Professor	Digital Services, Computer Science, Education
Sulekha Kalyan	M.A., M.L.S.	Head of Acquisitions and Collection Development/ Associate Professor	Art & Art History, Music
Kaitlin Kehnemuyi	M.L.I.S.	Access Services Librarian/Assistant Professor	Interlibrary loan, circulation, course reserves, stacks management
Martha Loesch	M.Ed., M.L.S.	Co-Head of Technical Services/Associate Professor	Education, Psychology



Amanda Mita (from spring 2015 to September, 2018; to be replaced by lecturer position)	M.P.A., M.L.S.	Archives & Special Collections Technical Services Head /Assistant Professor	Archives & Special Collections, Museum Studies
Lisa Rose-Wiles	Ph.D., M.L.I.S.	Science Librarian / Associate Professor	Biology, Chemistry, Environmental Studies, Math, Physics; Psychology Anthropology, Sociology & Social Work, Health Sciences through fall 2017
Gerard Shea	M.A., M.L.I.S.	Communication Librarian/Assistant Professor	Communication, Education, English
Kathryn Wissel	M.B.A., M.L.I.S.	Business Librarian	Accounting, Business, Economics, Judeo-Christian Studies, Management, Marketing, Philosophy, Psychology, Religious Studies
<b>IHS Librarians</b>			
Kyle Downey	M.L.I.S	Health Sciences Librarian/Lecturer	Nursing, Health & Medical Sciences
Andrew Hickner	M.S.I	Health Sciences Librarian/Lecturer	Hackensack Meridian School of Medicine
Allison Piazza	M.L.I.S, A.H.I.P.	Health Sciences Librarian/Lecturer	Hackensack Meridian School of Medicine

## **Information Resources**

The University Libraries hold over 530,000 print books and monographs and provide access to over 1.2 million eBooks (Figure 1). During the past decade we have increasingly invested in eBooks, both in response to a widespread trend and in an attempt to compensate for the perpetually declining portion of the budget remaining for books in non-humanities subjects (see Budget section). eBooks also provide valuable access for online and distance students. We purchase some individual eBooks, mostly through a “demand driven acquisition” (DDA) program that makes titles available for browsing (the library only pays for them when a threshold of use is reached). However, the majority of the eBooks are part of subscribed packages provided by vendors such as ProQuest eBook Central (formerly ebrary), EBSCO academic eBooks and JSTOR. Similarly, the majority of current journals are online and part of subscription based packages such Academic Search Complete and ScienceDirect, although the library owns some journal collections and back-files of older journals such as the American Chemical Society Legacy Collection in electronic format. Walsh Library maintains a substantial collection of primarily older print journals, although many have been deselected as older volumes become available online.

Figure 1: Snapshot of library resources and usage (institutional repository downloads are cumulative, other statistics are for FY 2017-18 (source: <https://library.shu.edu/library/fast-facts>)

## Fast Facts June 2018

Total number of titles (all formats)	2,056,726
Total number of journal titles (all formats)	212,404
Total number of print books	535,853
Total number of ebook titles	1,207,471
Number of full-text articles downloaded	426,991
Total downloads from institutional repository	2,451,250+
Total interlibrary loan transactions	20,000+
Total number of library instruction classes	362
Number of students in library instruction classes	7,437
Number of items handled by stacks unit	67,100+
Gate count	537,500+ visits
Group study rooms	13,236 uses
Subject guide views	63,750
Website views	399,298

The library has several microform collections as well as print newspapers and magazines, CDs and DVDs. However, the preferred audiovisual format for most faculty and students is now streaming video, which the Library provides through a subscription to the Kanopy Video streaming on-demand database as well as older collections such as Alexander Street Press. Other notable new subscriptions in recent years include PolicyMap (GIS Mapping and Geographic Information System Data) and the Inter-university Consortium for Political and Social Research database (ICPSR), both of which have been very well received, especially by social scientists. There are other resources and databases that the library would like to acquire or subscribe to, but a flat budget limits our purchasing power. Fortunately the Library offers an efficient and heavily-used interlibrary loan system that allows SHU students, staff and faculty to borrow items from other libraries.

### Valente Italian Library

Walsh Library has several notable collections, including the [Valente Italian Library](#), established in 1997 by Sal Valente. Since then it has grown to more than 29,500 volumes, and continues to expand through a substantial endowment devoted to the acquisition of new and rare books with a concentration from 400 AD to the present. The collection is one of the most comprehensive in the state of New Jersey and is a major resource for scholars in the New York metropolitan area: significant for research and scholarship in Italian Philosophy, Religion, History, Italian Regional History, Italian-American History, Economic History, Law, Music, Art, Italian Literature and Italian-American culture and history. The Valente Library is open to the Seton Hall faculty, students, and outside researchers.

### Asian Studies Collection and Chinese Corner

Located on the 4th floor of Walsh Library, the Asian Studies Collection contains ancient, modern and contemporary Chinese, Japanese and Korean materials in the humanities and social sciences. This collection has over 13,000 titles (approximately 10,000 in Chinese, 2,000 in Japanese and 300 in Korean). Three valuable titles worthy of special mentioning include a collection of 36,381 volumes of Confucian classics, Chinese history, philosophy, and literature, three major collections of 3,900 volumes of Buddhist scriptures, and a collection of 5,485 volumes of Daoist writing. The Asian Studies Collection supports programs in Asian Studies, art history, business and economics, cultural anthropology, history, language, law, literature, philosophy, political science, psychology, public policy, religion and sociology.

The Chinese Corner (located on the 2nd floor of Walsh Library) is a unique collection of books and videos for learning Chinese language, history and culture. The collection is curated by Dr. Xue-Ming Bao, the library's Electronic Resources Librarian & liaison to Asian Studies. It contains 300 donated books from the Confucius Institute Hanban and other added books for a total of 681 items. All of the donated publications are available for reading and borrowing. According to the circulation statistics between September 2014 and February 2018, 353 items were checked out for a total of 1,103 times. Recent events sponsored by the Chinese Corner have included calligraphy and food-tasting during Multicultural Day, a Chinese speech competition, and a Chinese classroom management seminar.

### Use of information resources

The acquisition librarian and staff compile detailed statistics for databases, journals and collections usage and share them with the library faculty. Liaison librarians routinely reach out to their respective departments and alert them to low-use items that may be in danger of cancellation, especially in particularly difficult budget years. However, statistics are not the only measure of value. The library must also consider the size of the group a resource serves and its importance to them. Databases such as Academic Search Complete and ProQuest Central serve a wide swathe of users, but the library also subscribes to some highly specialized resources, especially in the humanities, which are vital for teaching and research in particular disciplines or sub-disciplines. In the case of accredited programs, re-accreditation requires a critical threshold of relevant journals and typically subscriptions to specific journals and resources (e.g., SciFinder for chemistry). These considerations have created difficulties with regard to the recent legal agreement that all online library resources be compliant with accessibility standards, as not all databases are able to follow these standards.

In addition to providing the best resources that our budgets permit, we constantly work to improve resource awareness, access and usage, since some resources remain under-utilized. Presentations by librarians and vendors help, but attendance at events scheduled outside actual class time is often low, as students and faculty have busy schedules and competing commitments. Many vendors offer virtual training materials and webinars, but again, time is a challenge.

## **Budget History and Analysis**

### Budget History

The Library budget is primarily allocated by the Office of the Provost. This includes library personnel costs, the non-personnel budget (which incorporates four areas: Library Dean's office, Walsh Gallery, University Archives & Special Collections and Records Management), and the materials budget (acquisitions). The materials budget covers all tangible information resources such as books, journals, newspapers, databases and DVDs. Hackensack/Meridian Health funds the IHS Library non-personnel expense through a separate allocation to the libraries. SHU Libraries continue to fund resources for SHMS and Nursing as well as provide technical support (including acquisition and cataloging library materials) since their relocation to the IHS campus.

The library receives revenue from several endowments and other restricted funds (Table 3). The most substantial is interest from a National Endowment for the Humanities (NEH) grant obtained in 1990. The NEH grant was initially limited to print books but has increasingly expanded to include electronic resources. We rely on NEH funds to maintain essential library resources. Nearly 25% of library resources were paid for by NEH funds in FY 2017-18. Local businessman Sal Valente provides an endowment for the Valente Italian Collection, although the library is required to contribute matching funds.

*Table 2: University Libraries non-personnel budget history, fiscal years 2013-2019*

Fiscal year	Fund Code	Description	Final Budget
2013-14	135111	University Library Dean's Office	\$116,616
	135212	Acquisitions	\$1,280,000
	135218	Art Gallery	\$8,500
	135311	University Archives	\$2,000
	135312	Records Management	\$1,500
		<u>Total</u>	<u>\$1,408,616</u>
2014-15	135111	University Library Dean's Office <sup>1</sup>	\$197,616
	135212	Acquisitions	\$1,236,574
	135218	Art Gallery	\$8,500
	135311	University Archives	\$2,000
	135312	Records Management	\$1,500
		<u>Total</u>	<u>\$1,446,190</u>
2015-16	135111	University Library Dean's Office	\$236,630
	135212	Acquisitions	\$1,287,574
	135218	Art Gallery	\$8,500
	135311	University Archives	\$2,000
	135312	Records Management	\$1,500
		<u>Total</u>	<u>\$1,536,204</u>
2016-17	135111	University Library Dean's Office	\$208,673
	135212	Acquisitions	\$1,287,574
	135218	Art Gallery	\$8,500
	135311	University Archives	\$2,000
	135312	Records Management	\$1,500
		<u>Total</u>	<u>\$1,508,247</u>
2017-18	135111	University Library Dean's Office	\$274,480
	135212	Acquisitions	\$1,287,574
	135218	Art Gallery	\$8,500
	135311	University Archives	\$2,000
	135312	Records Management	\$1,500
		<u>Total</u>	<u>\$1,574,054</u>
2018-19	135111	University Library Dean's Office	\$231,673
	135212	Acquisitions	\$1,387,574
	135218	Art Gallery	\$8,500
	135311	University Archives	\$2,000
	135312	Records Management	\$1,500
		<u>Total</u>	<u>\$1,631,247</u>

<sup>1</sup> The increased amount for the Dean's office and reduction for acquisitions in 2014-15 reflects the reassignment of cataloging and computing service costs (see Appendix D)

Table 3: University Libraries endowed funds for library material acquisitions, 2013-2019

Fiscal year	NEH	Valente <sup>1</sup>	Total
2013-14	\$381,434	\$19,391	\$400,825
2015-16	\$330,418	\$12,867	\$343,285
2014-15	\$337,249	\$40,860	\$378,109
2016-17	\$396,025	\$20,013	\$416,038
2017-18	\$417,825	\$13,702	\$431,527
2018-19 <sup>2</sup>	\$500,000	\$13,000	\$513,000

<sup>1</sup> Requires matching funds from University Libraries

<sup>2</sup> Allocated funds

The library occasionally receives small donations of books or money, the latter primarily through the [“Give to the Libraries”](#) tab on the Library website. In 2012, after many requests and recommendations, Seton Hall University allocated the University Libraries a small share of indirect research grant costs although, since this is on a contingency basis (Appendix D), the funds are infrequently received. They are used for special projects such as buying new furniture for the library or to augment the inadequate non-humanities book budget. The library’s ability to provide resources would be improved if we increased our engagement in external fund raising and grant-writing.

The NEH grant continues to fulfill its purpose of supplementing the purchase of excellent library resources for the humanities. However, prior to the \$100,000 increase for the current fiscal year price escalation, the acquisitions budget had been historically flat, remaining close to the 2007-2015 average of \$1,291,871 (see appendices E-G; Table 2; Figure 2). While extremely welcome, the current increase does not address ongoing inflation or the expansion of academic programs and associated need for additional resources. This year almost all of the additional funding has been allocated to book purchases to help remediate years of inadequate financial support for non-humanities resources. Unfortunately, the library has long been suffering from this serious underfunding. In his comments on the University Libraries previous Self Study, Dean Emeritus Howard McGinn (2008) commented that the library budget was “an institutional embarrassment” (Appendix C).

The main driver of increased library costs is the growing number of and demand for electronic journals and databases, and their escalating cost -- typically about 5% annually (Table 4). While this might seem a modest amount, 5% of \$400,000 will mean a \$100,000 increase in the cost of ScienceDirect over a five year period (see Appendix F). With no corresponding increase in the acquisitions budget, databases have consumed a growing proportion of the materials budget, at the expense of books and other resources, including eBooks and streaming video (ebrary, our on-demand eBooks program and Kanopy, an extremely popular on-demand streaming video program, have been respectively suspended and curtailed due to lack of funds). The proportion of the acquisitions budget spent on databases has increased from 31% in FY 2003 to 47% in 2014 and 68% in 2018 (Figure 2). Databases now account for about half of the NEH funds expended annually (Figure 3). The University Libraries rely on NEH funds to cover more than 16% of its databases costs.

Figure 2: Acquisitions budget expenditures by resource type, 2014-18

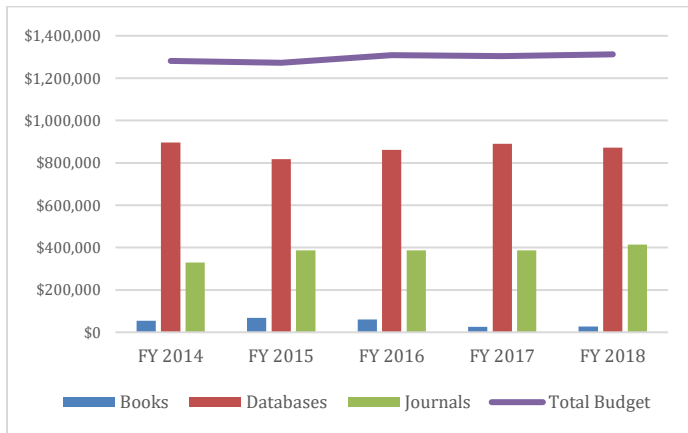


Figure 3: NEH expenditures by resource type, 2014-18

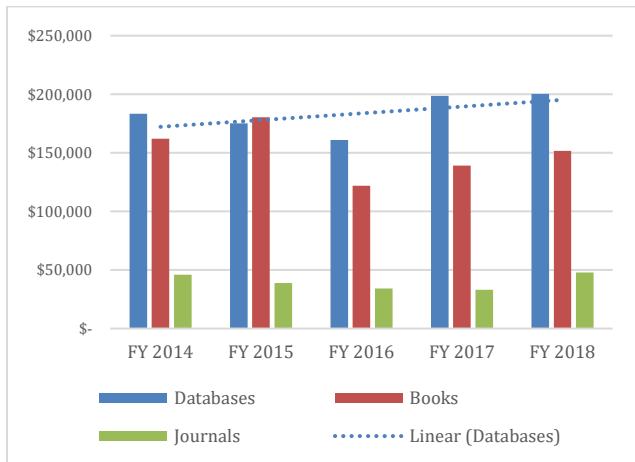


Table 4: Representative database cost increases, FY 2015-18

Database	FY 2015	FY 2016	FY 2017	FY 2019	increase	% increase
ScienceDirect	\$360,714	\$372,125	\$387,010	\$402,183	\$41,469	11.5%
American Chemical Society Journals	\$50,562	\$52,836	\$54,685	\$56,598	\$6,036	11.9%
Scifinder Scholar	\$62,648	\$65,153	\$67,759	\$76,149	\$13,501	21.6%
Scopus	\$24,000	\$30,000	\$31,500	\$33,600	\$9,600	40.0%
Project Muse	\$26,997	\$28,351	\$29,764	\$31,252	\$4,255	15.8%
Oxford Journals	\$20,431	\$20,965	\$21,385	\$22,426	\$1,995	9.8%
Royal Society Chemistry Journals	\$41,008	\$44,019	\$45,937	\$46,538	\$5,530	13.5%
Sage Journals	\$39,192	\$46,390	\$47,318	\$48,280	\$9,088	23.2%
Wiley Journals	\$31,018	\$32,650	\$39,490	\$40,390	\$9,372	30.2%

### Lack of an Adequate Library Budget

In view of the long-standing budget limitations, it is greatly to our collective credit that we have managed not only to provide but significantly expand a high level of resources and services to the SHU community. The increase of \$100,000 for the current fiscal year is a positive and welcome development, but without an ongoing commitment to budget growth at least equal to inflation in resource costs, we will continue to struggle with shortfalls and compromises, and be unable to meet our core value of providing “robust collections” for the SHU community. The pressing need for a budget increase and the ongoing efforts to obtain it are detailed in Appendices E-G. In particular, after justifying an “inflationary increase of \$100,000” in August 2012 (finally received six years later), Dean Buschman recommended “doing this exercise every year in a timely way for planning and budgeting purposes” (Appendix E). In addition, appropriate funding increases should accompany the approval of new academic programs. The library estimates and requests the cost of resources to support new programs, but rarely receives the required funds.

Although this analysis focuses on the materials budget, an additional consequence of shortfalls in the overall budget has been a lack of new faculty positions. Insufficient faculty resulting in heavy workloads and increasing class size is endemic at SHU, especially as the number of programs, courses, and students continues to expand. This is equally true for librarians. There are currently 13 faculty librarians (eight tenured, four tenure track and one term hire), a number which has not increased since 2008. Librarians would like to offer more services for students and faculty, especially more instruction and data services, but time simply does not permit. As noted by Dean Howard McGinn in 2008, “The library as “place” has been tremendously successful [but] the library as “research center” has been severely hampered by historic poor funding. Significant investment in materials and personnel is critical. University Libraries can no longer support major areas of the curriculum of the university” (Appendix C).

### Library Responses to Inadequate Funding

#### a. Increased use of NEH funds and broader definition of humanities subjects

As noted in the overview and Figure 3, the University Libraries increasingly rely on NEH funds to pay for essential database subscriptions. It has become common practice to “split” invoices for databases (e.g., 30% allocated to NEH because the database includes approximately one-third humanities journals, even though humanities journals are typically much cheaper than science or social science journals). NEH has also expanded the definition of “humanities subjects,” which allows greater purchasing power in previously underfunded areas (see Appendix E).

#### b. Diligent assessment of subscribed journals and databases

A library Collection Development Committee assesses online journal and database costs and usage annually, considers requests for new resources, and makes recommendations to the liaison librarians. Over the years there have been many cases of “swapping out” (cutting one resource to pay for another) and in particularly difficult years, cutting subscriptions in consultation with the relevant departments. While such diligence has enabled the library to maintain its most essential resources over the years, the response “what will you drop in order to acquire something new?” is humiliating and contrary to the Libraries’ mission of providing “robust collections” where “faculty find the resources essential for their teaching and research”. As noted by Dean Buschman in 2014, many of SHU’s graduate programs fall within these underfunded “non-NEH” areas (Appendix F). Numerous impact statements, which compare SHU library resources for graduate programs with peer and aspirant institutions, highlight the deficiency of our journal subscriptions (e.g., in the areas of Nursing, Education, Chemistry, Biological Sciences, Psychology, Physical Therapy, and Social Work).

c. Increased eBook Subscriptions

As noted in the resources section, the library has increasingly invested in eBooks, partly as a cost-saving measure. A growing number of publishers charge 25-50% more for an eBook than for the print equivalent, but most of our eBooks are found in subscribed collections, equating to just a few dollars per book. However, many of the books in these subscribed collections are dated or of little interest to the SHU community. Other shortcomings include the tendency of publishers to withdraw titles without notice, cumbersome interfaces, and our students’ general dislike of the eBook format for sustained reading. Nonetheless, the eBook subscriptions disguise the deficits in non-humanities books and yield very favorable book holding counts compared with other institutions.

### 3. Program Assessment

Comparison of SHU with peer and aspirant institutions

In 2015 the Provost’s Office and Library Dean proposed five peer institutions (Villanova, Duquesne, Catholic University of America, University of Rhode Island, and St. John’s) and five “aspirant” institutions (University of New Hampshire, Loyola University of Chicago, St. Louis University, Marquette University and Fordham University). Details of the programs and resources offered by these institutions are summarized in Table 5. St. John’s University (Queens) is not included, as no data for 2017 were reported to the Association of College & Research Libraries (ACRL), the source of the holdings, gate count and library hours data.

Compared with peer institutions, SHU has somewhat low holdings of print books, and the high eBook counts come almost entirely from leased collections rather than owned titles (Table 5). Most significantly, SHU has access to fewer online journals (ejournals) than its peer or aspirant institutions. These shortcomings reflect the budget limitations discussed above. There is a far larger disparity between SHU library holdings and those of its aspirant institutions. However, Walsh Library is second only to Fordham and Marquette in the ratio of students to annual gate count, an indicator of high library use.

Table 5: Comparison of SHU with peer and aspirant institutions

	Peer Institutions					SHU	Aspirant Institutions				
	Villanova	Duquesne	CUA	Rhode Is	New Hampshire		Loyola	St. Louis	Marquette	Fordham	
# Undergraduates	6,917	5,751	3,573	13,017	5,300	11,942	11,760	8,100	8,293	7,547	
# Grad students	2,645	3,620	3,394	2,946	4,500	2,257	4,280	5,100	3,456	5,849	
# master's programs	47	64	57	42	60	72	85	60	49	23	
# doctoral programs	5	23	51	26	17	27	31	38	24	11	
Undergrad majors	83	79	70	89	83	153	71	101	68	82	
Print book titles	670,044	484,407	734,247	928,510	532,477	1,082,072	1,187,837	1,289,100	1,290,331	1,126,626	
eBooks	687,344	355,286	390,119	732,923	932,724	889,664	125,718	339,573	2,472,947	865,211	
Databases	694	277	482	259	440	430	545	448	446	484	
Print journals	10,529	3,956	342,482	34,202	4,006	38,002	2,245	124,266	1,280	14,197	
eJournals	82,169	92,794	135,001	116,988	42,565	84,566	58,400	121,743	52,410	14,331	
Av. Weekly hours open	93	n/a	102	113	110	117	144	141	168	103	
Annual gate count	518,238	506,816	275,673	828,463	630,000	906,254	967,428	662,398	784,765	1,339,638	
Gate count/enrolment	54	54	40	52	64	64	60	50	67	100	



## Comparison of SHU with the top 15 Catholic Universities

Given Seton Hall’s goal to become one of the top ten Catholic Universities and our recent designation as a “research university”, the following tables place SHU, and particularly its library resources, in comparative context. Based on the US News Rankings, SHU has risen from the 13<sup>th</sup> ranked Catholic university in 2012 to the 11<sup>th</sup> ranked in 2017, overtaking several peers during this time (Table 6). DePaul and St. John’s University reported data for satellite campuses only and are not included. Notre Dame’s figure for librarians plus professional staff is reported for 2016, since no figure was reported for 2017.

*Table 6: Comparison with 13 highly ranked Catholic Universities, based on 2017 Association of College & Research Libraries (ACRL) data.*

Institution	Student enrolment	Total library expenditures	Total materials expenditures	Librarians and professional staff <sup>a</sup>	Library \$ per student	Library resources per student	Libs/staff per 1,000 students	students per lib/staff
University of Notre Dame	12,567	\$33,693,770	\$14,834,253	114	\$2,681	\$1,180	9.07	110
Georgetown University	19,005	\$33,299,506	\$12,412,709	99	\$1,752	\$653	5.21	192
Boston College	13,996	\$28,935,436	\$13,517,213	85	\$2,067	\$966	6.07	165
Villanova University	10,983	\$9,905,179	\$4,582,776	40	\$902	\$417	3.64	275
Fordham University	16,037	\$16,231,552	\$5,947,763	47	\$1,012	\$371	2.93	341
University of San Diego	8,905	\$5,802,531	\$2,652,507	17	\$652	\$298	1.91	524
Loyola University of Chicago	16,673	\$10,616,079	\$5,431,562	33	\$637	\$326	1.98	505
Marquette University	11,426	\$14,219,157	\$8,777,838	42	\$1,244	\$768	3.63	275
University of San Francisco	11,080	\$8,373,823	\$3,077,866	24	\$756	\$278	2.21	453
Saint Louis University	12,098	\$11,554,306	\$5,510,975	36	\$955	\$456	3.02	332
Duquesne University	9,190	\$6,824,377	\$2,725,048	29	\$743	\$297	3.16	317
Seton Hall University	9,801	\$3,253,644	\$1,676,050	20	\$332	\$171	2.04	490
University of Dayton	10,882	\$9,092,590	\$2,797,690	41	\$836	\$257	3.77	265
Catholic University of America	6,023	\$4,710,434	\$1,838,637	20	\$782	\$305	3.32	301

a. Includes administrators and faculty librarians

## Significant underfunding compared with leading Catholic Universities and national average.

SHU libraries remain significantly underfunded and understaffed compared with most other leading Catholic Universities. The need for additional budget and library faculty were major points in Dean McGinn’s response to the University Libraries’ self-study for Program Review in 2007 (Appendix C). The median data for doctoral institutions are: total library expenditures \$6,196,600; materials expenditures \$2,612,410, number of librarians and professional staff, 26. [Inside Higher Ed recently reported](#) that based on 124 US universities, the average library materials budget was \$3.61M, compared with our 2017-18 budget of \$1.67 M (Table 6). The University Libraries budget and materials budget is the lowest among all of the institutions included here. The deficiencies are most apparent in the average library expenditure per student (Figure 4) and the library resources expended per student (Figure 5). Despite rising in the US rankings, the SHU Library budget per student and information resources per student decreased from \$401 and \$183 respectively in 2011 to \$322 and \$171. We are the lowest ranked among the top 15 Catholic Universities that reported their statistics to ACRL, as well as our peer institution, the Catholic University of America.

Figure 4: Comparative library expenditures per student

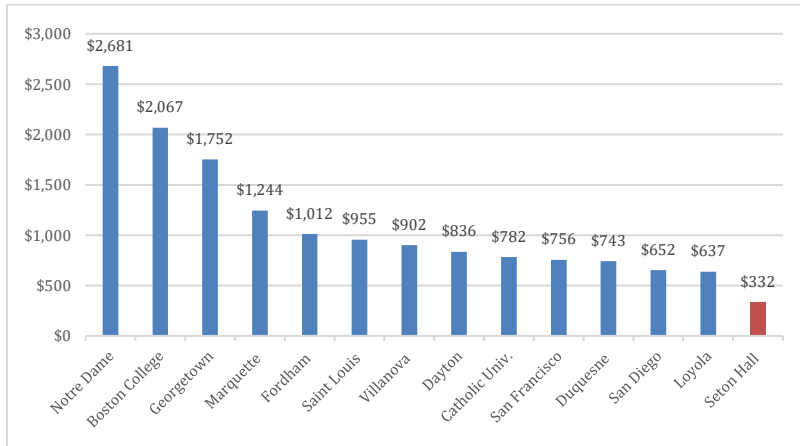
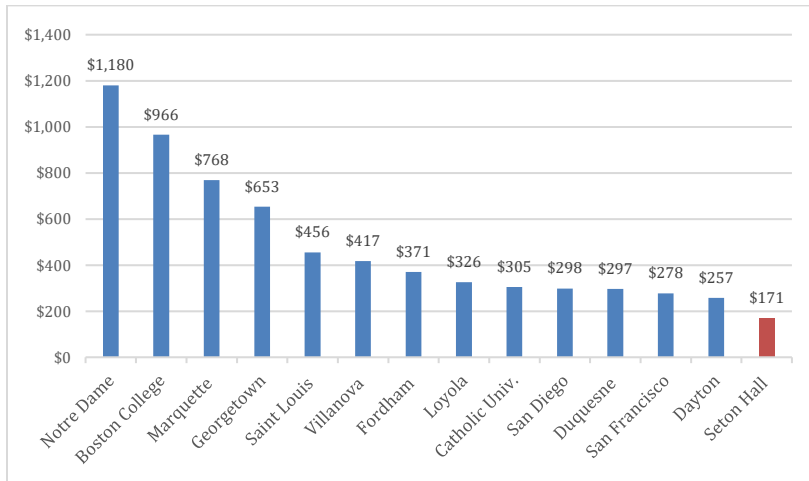


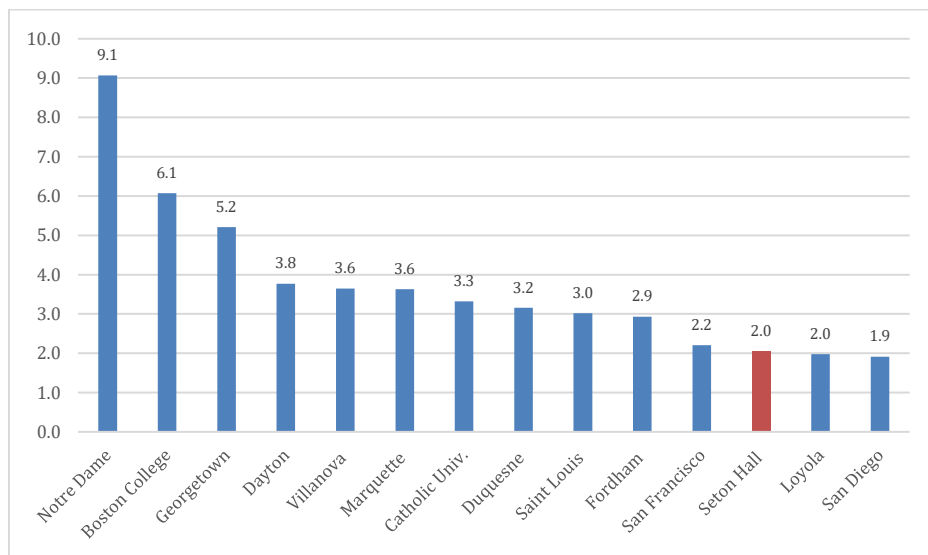
Figure 5: Comparative expenditure on information resources per student



Inadequate Faculty and Staff Support for Students

The number of enrolled students per librarian or professional staff member has improved slightly since 2011, from 579 to 490. The number of librarians/professional staff per 1,000 students increased from 1.7 to 2.0. However, SHU Libraries still does not compare well with other institutions, slipping from #11 to #12 among the 14 institutions that reported these values (Figure 6). The total number of librarians and professional staff increased from 17 in 2012 to 20 in 2018 due to the addition new administrative positions. There are still only 13 faculty librarians, a number that has fluctuated between 12 and 14, but has not effectively increased since 2008. In 2018 a new associate dean and three librarians were hired to serve the IHS campus. However, only one of the three librarians on the IHS campus serves SHU students (Nursing & Health Sciences); the other two serve the School of Medicine.

Figure 6: Comparison of faculty librarians and professional staff per 1,000 students



## 4. Space

Walsh Library has undergone major improvements over the past five years. In 2013 the original reference desk on the 2<sup>nd</sup> floor was removed, along with its surrounding glass walls and cabinets, to make more space for student use. A much smaller reference desk was incorporated into the circulation area. In 2014 an extensive upgrade of the Information Commons on the 2<sup>nd</sup> floor included new ergonomic seating and additional collaborative study areas, upgraded computer work stations, and new carpeting and paint throughout the library. Recent upgrades followed the reduction of the print reference collection, including several new collaborative work stations, a soon to be opened 24 hour student lounge in what was previously the Curriculum Resource Center, additional desktop computers and networked printers, 36 portable charging bricks which can be checked out from the circulation desk, and two multiple-device charging stations. Walsh library provides 27 group study rooms, which can be booked by any group of two or more students during library hours, subject to availability. In 2012, Dunkin Donuts was incorporated into Walsh Library, taking over a reading room which afforded the only windows in the second floor public areas. A small silent study room was created within existing space on the second floor in to help accommodate user needs.

### Limited Space for Collections and Instruction

According to a 2012 space audit, 16% of the usable space in Walsh Library is assigned to non-Library functions. About two-thirds of the non-Library-assigned space (more than half the first floor) is occupied by IT/TLTC (Information Technology/Teaching and Learning Technology Center). Catholic Studies and the Chesterton and Lonergan Institutes are long-term occupants of four group study rooms on the fourth floor. In 2016 the Writing Center took over four group study rooms and adjoining space on the third floor on a temporary basis. The rotunda, originally designated as a graduate study room, is primarily used for reserved special events and has never been available for regular library use. Any further re-purposing of library space for non-library functions would be a grave disservice to our faculty and students.

The Archives & Special Collections, housed on the first floor of the library, is at more than 80% capacity after intensive investments in space-efficient equipment over the past two years. Space dedicated to the

Archives & Special Collections needs to grow in order to accommodate both our research ambitions as a University and our commitment as the repository for the Archdiocese of Newark. The Walsh Gallery is a custom designed space that is fully utilized for exhibitions, with storage space used up to and often beyond capacity. The regular stacks (main collection) on the third and fourth floors are at least 85% capacity and the collection continues to grow. The main collection and the reference collection have both been subject to several rounds of de-selection, de-duplication and shifting in recent years in order to address chronic overcrowding in the shelves and provide more student space.

The Library has one dedicated teaching space near the Dean’s suite. Additional spaces (the Dean’s conference room, Archives conference room, silent study room) often have to be used during heavy teaching periods. The Dean’s conference room, in particular, is heavily booked for meetings by numerous groups, many coming from outside the library. The library and its instruction program would greatly benefit from additional teaching space, particularly since the ITV and CTV room (Space 154) on the first floor are no longer available for classes and the former second-floor Curriculum Resource Center is being transformed into a 24-hour study space. There is also a need for more collaborative and quiet study space in the library to address student needs. With the completion of Bethany Hall, we strongly recommend that the rotunda be made available for library and student use, as was originally intended.

## 5. Library Use and Services

### Library Use

Walsh Library is open 18 hours a day (8 am to 2 am) four days a week, eight hours on Saturdays (11 am to 7 pm) and 15 hours on Sundays (11 am to 2 am). [Library hours](#) can be accessed through the library website. Our operating hours are well within the range of our peers (Table 5). Walsh Library is also open 24/7 for the three weeks leading up to and during final exams. Because the library is an essential service, it is open even when there are no classes are in session or the University is closed due to bad weather.

Three measures of how the library is being used are gate count (how many individuals enter the building), circulation, and use of group study rooms. The gate count for 2017-18 indicates a 12.5% increase since 2011-12 figures (Table 7). There was only a 1.5% increase in student enrolment during the same period. Despite a general trend for book circulation to decline in academic libraries, circulation increased by 4.5% during the same period. This does not include in-house book use (books that are used but not checked out), which according to a recent study ([Rose-Wiles & Irwin, 2016](#)) accounted for an additional 30% of usage.

*Table 7: Walsh Library gate counts, circulation and study room use 2011-2018*

Fiscal Year	Attendance	Circulation	Group Study Room Use
2017-2018	537,594	44,032	13,236
2016-2017	628,283	42,144	13,213
2015-2016	598,349	39,693	13,671
2014-2015	620,239	40,846	11,706
2013-2014	631,011	39,387	11,565
2012-2013	570,273	38,737	10,135
2011-2012	477,834	40,425	10,035

Walsh Library has 27 group study rooms, which (subject to availability) can be used by two or more students upon completion of a form and presentation of SHU identification. Demand for group-study rooms is heavy, especially during midterm and final exams. Study room usage has increased by over 30% since 2011 (Table 7), despite the loss of several study rooms to the Writing Center on the third floor in 2016. When all group study rooms are in use, students may choose to sign a wait list and be notified by text when a room becomes available. In spring 2017 the checkout period for group study rooms was limited to six hours in an attempt to increase availability. However, there are frequently no study rooms available and long waiting lists are common. Students often complain that there are not enough group study rooms to accommodate their needs. Expanding or at least restoring the number of group study rooms dedicated to student use should be a high priority for the library.

## **Library Services**

### **Collection Services**

Collection services consists of Acquisitions & Serials, Technical Services, Electronic Resources, and Information Technology & Digital Services (new since last review).

#### **Acquisitions & Serials**

Acquisitions & Serials is comprised of three full time staff (Acquisitions Supervisor, Acquisitions Clerk and Serials Supervisor), under the supervision of Acquisitions Librarian Professor Sulekha Kalyan. The Department is responsible for purchasing all materials for the library collections (including the seminary and the Health Sciences Library), keeping appraised of new resources, negotiating prices and conditions for databases, journals and collections, maintaining subscriptions, processing invoices for payment and keeping records of all related activities, such as updating information in the License Management software program and the library's management system, WorldShare Management (WMS) and calculating and disseminating usage statistics for databases, journals and other resources. A major project for the Serials Department over the past five years has been the transfer of print journal subscriptions to online subscriptions and reconciling the print journal holdings in WMS with holdings on the shelves. The unit works with four major library consortia to negotiate library databases and terms, as well as numerous individual publishers and vendors that we deal with regularly. In FY 2018 it renewed or acquired subscriptions to 159 databases and 4,291 unique journal titles. Despite the exponential increase in online materials and the complex work involved in maintaining and assessing them, the traditional task of ordering and receiving books remains a substantial part of the unit's work. Last year 3,970 books were ordered (primarily in print format), and 2,137 deaccessioned books were sent to Better World Books. The responsibility for ordering and maintaining resources for the IHS library has added significantly to the workload of the unit, with no addition to the staff.

#### **Technical Services**

Technical Services (cataloging) consists of two full-time staff (the third was recently reassigned to Information Technology & Digital Services) and one part-time contract cataloger. It is co-headed by librarians Marta Deyrup and Martha Loesch. Technical Services is responsible for maintaining the University Libraries' online catalog, which displays all materials housed in their various collections. In addition to processing new materials, it handles gifts, donations, and deaccessioning of older, dated material (a very large job in regard to two major book deaccessioning projects and a de-duplication project). The unit conducts inventory and special projects to preserve the integrity of the University Libraries' holdings, both in the catalog and on the shelves. In addition to providing and maintaining records for our vital book collections, the Technical Services Department reviews and clears all electronic

theses and dissertations (ETDs) submitted through the library's Institutional Repository and maintains detailed records of all ETD transactions. A complete inventory of print theses and dissertations from the third floor and from Archives was undertaken in 2018.

### Electronic Resources

Electronic Resources consists of one faculty librarian Xue-Ming Bao, who is responsible for troubleshooting and solving problems related to access of online materials. He generates and shares database usage statistics with the library faculty and administration. He runs a link checking protocol in SpringShare (the platform that hosts our research guides) and sends reports of broken links to guide owners for remediation each semester. He downloads files with several million bibliographic records from WMS (OCLC's WorldShare Management Systems), queries and selects about a million full text ejournal records, and uploads them to RAPID (our interlibrary loan program) and EDS (EBSCO Discovery Services) on a quarterly basis. He maintains the alphabetical list of databases that is reflected on the library home page, including removing "trial" or "new" tags after 6 months, and makes sure databases are correctly tagged. He performs weekly download of circulation item inventories from WMS and uploads them to SHU SharePoint for archival and access purposes. On a daily basis, he interfaces with vendors via email and telephone to set up, repair, or update links. He works with SHU Central IT to request new EZproxy authentications to allow off-campus log-ins to access library resource, and to update or fix EZproxy errors. He responds to librarians' and administration requests for various types of electronic resource data for reports and projects. Electronic services is a central and vital "behind-the-scenes" service in the library.

### Information Technology & Digital Services (new since last review)

Library information technology and digital services is comprised of the Assistant Dean of Information Technology & Collection Services, the Digital Services Librarian (faculty), Digital Collections Infrastructure Developer (administrator) and an Information Technology Coordinator (staff). Key library functions handled through this unit include management of the library information commons with University IT, handling computing, printing and other internal library technology needs. Examples include working with IT asset management for the coordination of new laptops for faculty and administrators, imaging computers, computing, technology, and software fixes, installation and evaluation of software, implementation and running of open source software on IT server, implementation of preservation software, website, repository services, and internal library tracking systems, and training.

### Public Services

Public Services include Access Services, Instruction and Reference.

#### Access Services

Access Services is comprised of four units: interlibrary loan, circulation, course reserves, and stacks management. The unit includes six full time staff and two part-time staff under the supervision of Prof. Kaitlin Kehnemuyi, who was hired in May 2018 to replace Prof. John Irwin.

Interlibrary Loan (ILL) consists solely of interlibrary coordinator Emily Smith, hired in fall 2018 to replace the previous coordinator who retired. The Department is responsible for filling interlibrary requests for materials (physical and electronic) from other libraries and obtaining materials that SHU users request from other libraries.

Circulation consists of four full-time and two-part time staff, and typically about ten student workers. Circulation staff are responsible for the checkout, return and renewal of materials, course reserves, group study rooms and responding to general inquiries, under the direction of the circulation supervisor. They also assist with packaging and receiving books for the interlibrary loan service. The Circulation Department relies heavily on part-time student workers to keep the desk staffed.

Course Reserves is handled by circulation staff as there are no dedicated support staff for this unit.

The position of Stacks Manager has been open since the incumbent left in December 2017, and stacks Management has since consisted of only one full-time staff member. The assistant dean for Public Services has assumed part of the resulting work overload. Stacks Management is responsible for the maintenance of the physical material collections on the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> floors of Walsh Library, including re-shelving returned items. Stacks Management played a key role in the library’s de-accessioning and de-duplicating projects as well as a major shift in the circulating collection in 2017 and the introduction of Stack-Map, which helps users navigate the library collections and locate items on the shelves.

There is an urgent need for more staffing in Access Services, especially the Interlibrary Loan unit. This is a high volume, rapid-turnaround service that coordinates thousands of book and article requests each year. Most articles are electronically delivered to the requester within 24 hours. Although demand has more than doubled since 2012, when there were two staff members in this position, ILL consists of only one person – a “coordinator” with no support staff. If the ILL coordinator is sick, on vacation or attending training, there is no one to cover this area, negatively impacting our ability to serve our users. This also hinders the department from growing or changing to improve services as the vast majority of time is spent simply managing requests (commonly known as Red Queen Syndrome). As a partial stop-gap solution, the library administration recently assigned the serials supervisor from Collection Services to ILL one day a week, but this is not sustainable. Stacks Management (one staff member) and Circulation/Reserves also need additional staff during busy periods. At least one full-time staff member is urgently needed for Access Services with at least half of her/his time devoted to ILL.

Borrowing and lending of library materials (Interlibrary Loan).

Since no library can own everything, interlibrary loan is a vital service through which cooperating libraries share their resources. University Libraries subscribe to three interlibrary loan organizations and services: E-Z borrow (print books), Rapid (electronic articles) and OCLC (books and articles). We use the program RELAIS for EZ-Borrow and the program ILLiad for RAPID and OCLC. In an average year, we borrow and lend about 3,000 books respectively through E-Z Borrow (Table 8). In most years we borrow slightly more than we lend, which suggests some inadequacies in our collections.

*Table 8. E-Z Borrow book borrowing and loaning summaries, 2011- 2018*

**E-Z BORROW: BORROWING SUMMARY 2011-2018**

	2018		2017		2016		2015		2014		2013		2012		2011	
	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate
Seton Hall University	3,033	0.97	3,014	0.95	2,830	0.95	3,178	0.96	2,555	0.95	2,710	0.95	3,695	0.96	523	0.96

**E-Z BORROW: LENDING SUMMARY 2011-2018**

	2018		2017		2016		2015		2014		2013		2012		2011	
	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate	Items	Fill Rate
Seton Hall University	2,814	--	2,814	--	2,998	--	2,937	--	3,146	--	3,102	--	2,820	--	516	--

Our other two interlibrary loan services, Rapid and OCLC, are equally vital and heavily used. The number of books and articles that we lent to other libraries has increased by over 54% since 2012, although requests are down from the peak years of 2014-16 (Table 9). Requests that we filled for articles decreased slightly, but there was a slight increase in the number of lending requests filled for books. The number of books and articles that we borrowed from other libraries through the three ILL services has increased by 188% since 2012, although the annual increases have been modest since 2013. Prior to 2016-17, we loaned more materials than we borrowed. However, in the past few years the pattern has reversed, and we now borrow more than we lend. In short, we are increasingly borrowing more items from other libraries than they borrow from us, suggesting that there are shortfalls in our collections, most likely resulting from budget constraints on collection development. An analysis of the most frequently requested items (including textbooks) is underway.

*Table 9: Interlibrary loan requests filled through ILLiad (Rapid and OCLC combined)*

Fiscal Year	Total lending requests filled	Total borrowing requests filled	Ratio of borrowing to lending
2017-2018	4,365	9,301	2.13
2016-2017	4,361	8,638	1.92
2015-2016	6,074	6,556	1.08
2014-2015	5,101	6,600	1.29
2013-2014	4,328	6,720	1.55
2012-2013	2,925	3,116	1.07

This past summer we began to look at how to improve our fill rates (the proportion of borrowing requests that we are able to fulfill) within Interlibrary Loan. One issue we have had with low fill rates with articles requested through RAPID was due to errors in their listing of our library holdings. We are working with RAPID to update the records of our holdings and IP addresses. This summer we also focused on eliminating incorrect records and outdated interlibrary loan requests. We also examined our interlibrary loan policies to make sure they matched those of other libraries. As a result, we extended our interlibrary loan period from 39 days to 84 days.

We recently examined workflows and policies across all areas within Access Services (Circulation, Reserves, Stack Maintenance, and Interlibrary Loan). We updated the reserves policy and form for faculty and moved towards only accepting electronic requests for reserves. We also added laptop chargers that can be checked out by library users and an extra workstation by the circulation desk so that patrons have access to the library catalog at the point of need.



## Course Reserves Service

The library's course reserves service allows faculty to place physical or electronic material on reserve for students enrolled in their classes. The library actively encourages and promotes this service, particularly in view of the increasing number of online students and the escalating cost of text books. Physical books and DVDs are frequently placed on reserve for face-to-face classes. In recent years there has been a notable rise in requests for streaming video, an expensive medium that often involves complex digital rights management. The use of electronic reserves shows a 365% (more than three-fold) increase since 2012-13. (Table 10). The most notable increases followed the replacement of a print request form with an online process in 2013 and some refinements to the system in 2016. As SHU continues to expand its course offerings, particularly in the realm of online learning, which relies on the Course Management System (Blackboard) for delivering course content (i.e., readings), we expect to see this number continue to increase.

*Table 10: E-Reserve items scanned and processed, 2012-18*

Fiscal Year	# of items	% +/-
2017-2018	712	5.63%
2016-2017	674	62.80%
2015-2016	414	-21.14
2014-2015	525	41.50%
2013-2014	371	142.00%
2012-2013	153	--

## **Instruction and Reference**

### Instruction

University Libraries takes pride in having developed a very strong instruction program. The high volume of instruction that the library faculty undertake (and the associated preparation time) make this a very substantial part of their duties.

Library instruction is organized into four segments: 1. University Life (introduction to the library), 2. English 1201 (basic library research), 3. English 1202 (research in literature) and 4. All other undergraduate and graduate courses that require library instruction.

University Life library sessions are carried out over the course of five days and involve all incoming first year students. Based on a list of all freshman studies classes, sections and times, we create an online calendar where library faculty sign up for classes that match their availability. The librarians collectively teach 65-70 University Life sections (approximately 1500 students) in the fall and 3-5 sections of transfer students in the spring (approximately 100).

First year English library instruction takes place over the course of both semesters. The proportion of English 1201 to 1202 classes is greater in fall semesters, and the inverse is true during the spring semesters. With the assistance of the TLTC, we have created an online calendar database that both English and library faculty may access. English faculty place library instruction requests into the calendar based on their class meeting times; and the librarians respond in turn, choosing an assigned number of classes. The library faculty customarily teach 70 to 75 English sections each semester. The following

charts indicate a substantial increase in demand for library instruction, with a record of 362 classes (Figure 7) and almost 7,500 students taught this year (Figure 8). About 80% of the students taught are undergraduates (Figure 9), and by far the greatest increase has been in the number of undergraduate students and classes taught. The number of students taught has increased by 69% in the past ten years, but the number of faculty librarians has not increased; in fact one tenure track position has been lost.

Figure 7: Library instruction: classes taught, 2012-18

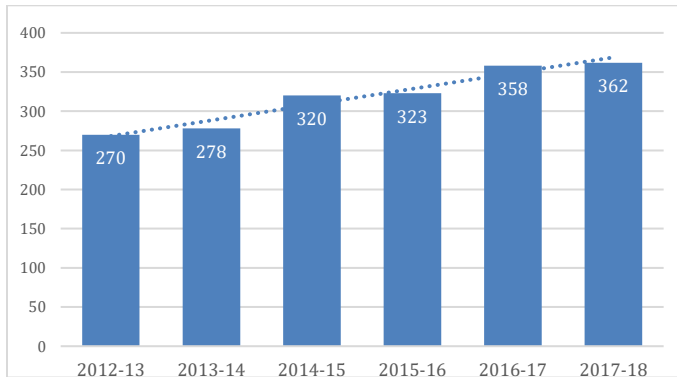


Figure 8: Library instruction: students taught, 2012-18

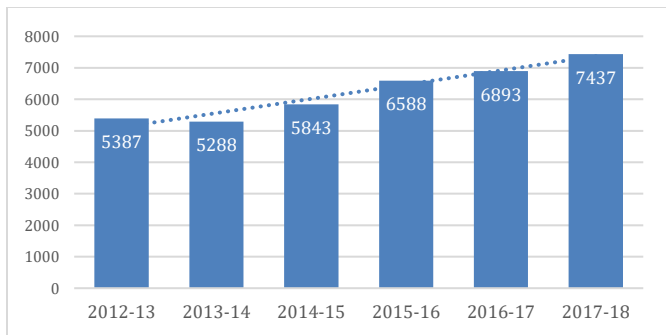
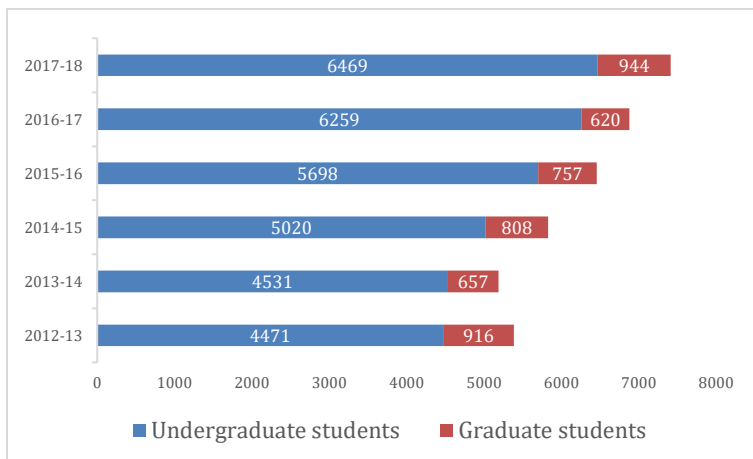


Figure 9: Graduate vs. undergraduate students taught, 2012-18



Numerous studies acknowledge the value of information literacy instruction and the direct involvement of librarians in classes and laboratories. A multi-year study based on recordings of Seton Hall students doing online research ([Deyrup & Bloom, 2013; 2015](#)) clearly showed that students would benefit from scaffolded instruction and guidance in conducting research. Two smaller research projects conducted by SHU anthropology students as part of qualitative methods classes confirm that many students do not use library resources, and struggle to locate and download articles. The take-home message is that while many of our students believe they are efficient researchers based on their success with Google and social media, in fact they struggle (and frequently give up) with scholarly research.

The practice of having an embedded librarian working in partnership with teaching faculty has gained traction with the rapid expansion of digital information resources. Instead of waiting for requests for research assistance or library instruction sessions, embedded librarians participate in the designing and teaching of information literacy components delivered in online, face-to-face and hybrid courses in their areas of subject expertise, and/or take part in regular class teaching. Library faculty have been embedded in various courses, including undergraduate English, anthropology, nursing and health-care management, biology ([Rose-Wiles, Glen & Stiskal, 2018](#)), and graduate courses in communication. Their participation ranges from being embedded in Blackboard and available through chat, email, and scheduled appointments through regular class attendance to shared teaching and grading responsibilities. However, the one-shot, 50 or 75 minute library instruction model persists on campus. We expect that the information literacy assessment currently underway, will demonstrate that our students would significantly benefit from more protracted library instruction.

In summer 2017, library faculty taught scaffolded research instruction to EOP students across four evening sessions twice a week during the six week summer program. Having met with Majid Whitney, Associate Dean/Director EOF (Educational Opportunity Fund) and Maurice Ene, Associate Director of Academic Services, Educational Opportunity Program, Martha Loesch piloted for the high school students transitioning to college in the EOP program. It proved successful; however, due to time constraints within the EOP program, the separate research instruction sessions were not approved for summer 2018. Instead, library faculty taught 4 sessions in the CAPS program and were embedded within the English EOP course shells in Blackboard so students could contact them directly. It is expected that library research instruction will remain a component of the EOP summer program.

This past year has proved to be exciting for the library teaching faculty. As we have begun programmatic assessment, we anticipate learning much about our teaching. We also hope to attain a greater presence in online courses at the university. Ideally, teaching librarians will become involved in credit-bearing online instructional services. Graduate and undergraduate students, particularly in the University Life program, give the library high marks when asked about library service.

Going forward, there are several ways in which the instruction program could be improved and grown:

1. Identify redundancies and underserved students (especially transfer students)

We have found often that some students experience introductory library orientations more than once. However, other students, by no fault of their own, may miss an opportunity for an introduction to the library and how it contributes to their research process. They may be transfer students, or members of the honors cohort, which is not required to take first year English, where the lion's share of library instruction takes place. A recent in-house study by a group of Anthropology students found that about 25% of students claimed not have received any library instruction sessions. Presently, we have no practical means of tracking individual students' attendance at such orientations, be it introductory or advanced. We

at the library would like to acquire software to do such tracking, so that we can reach all students who need to develop their research skills.

### 2. Increase our instruction activity with upper classmen

We find that many students do not retain the lessons of their first year library instruction sessions, particularly when they reach their junior or senior year and have to write their senior thesis. We propose to partner with programs that serve upperclassmen and women and develop more advanced library research instruction for them.

### 3. Reassess our current, one-time instruction model<sup>1</sup>

Several library faculty members are embedded into various courses. Faculty and students would benefit from expansion of this model, although given the time-intensive nature of embedded librarianship, this would be challenging without additional library faculty. We also suggest creating online, for-credit library instruction required for all students. Further assessment should compare our instruction program with those at our peer and aspirant institutions.

### 4. For-credit information literacy courses

The best way to include all students in our instruction program is for the library faculty to develop a required online self-guided course in library research. While we would much prefer to offer in person instruction, the library does have enough faculty to support such a program at this time.

### 5. One coordinated class scheduling database

For several years, our partnership with Freshman English, in coordination with the TLTC, has yielded a sophisticated class scheduling database where English 1201 and 1202 classes may all be scheduled in one place that includes information on the class instructor, assignment, time and place. At present, other instruction and University Life orientations are scheduled in other places. We would like to include information on all library instruction in one place, perhaps adjusting the scheduling database to do this.

## Reference

There has been a widespread trend of a decline in reference questions across academic libraries during the past decade, and Walsh Library is no exception. However, the decline in “ready reference” (relatively straightforward questions that typically can be answered in ten minutes or less) has been accompanied by a steady increase in complicated research questions that often require an hour or more of a librarian’s time. In response to this trend, Walsh Library has gradually reduced the hours that librarians are present at the physical reference desk (we also reduced the size of the desk itself), although we still offer in-person reference 9 am – 7 pm Monday-Thursday, 9 -5 on Fridays and 12-8 pm on Sundays. We developed an online “[research appointment](#)” request form, which is actively promoted on the library website and by librarians during instruction sessions and at the reference desk. The majority of research appointments are students, but some faculty avail themselves of this service as well. Scheduling research appointments makes it easier for librarians to manage the heavy and multiple demands on their time, although inevitably they provide some sessions without prior appointments.

<sup>1</sup>Since this report was prepared, we have hired a new Coordinator of Instruction, Brooke Duffy, to replace the long-serving Beth Bloom, who is on phased retirement. Prof. Duffy brings a wealth of experience and many innovative ideas to move our instruction program forward.

## Archives, Special Collections & Walsh Gallery

The Special Collections and the Gallery Department, merged as a single unit this year, consists of the following professionals (listed in alphabetical order by function) currently on staff: Jeanne Brasile (Gallery Director), Alan Delozier (University Archivist/Education Coordinator) [currently the sole faculty member in the department], Jacquelyn Deppe (Archival Assistant), Brianna LoSardo (Records Manager), Dr. Sarah Ponichtera (Assistant Dean; a newly created position, which was filled in 2018), and Romana Schaeffer (Collections Manager). A search has concluded for a term replacement for the position of Technical Services Head, which has been changed to Processing/Technical Services Archivist with the hire of Sheridan Sayles who comes to us from the Trinity Church Archives, New York City. Ms. Sayles will hold the rank of Lecturer (this will no longer be a tenure-track position) once she starts work in April of 2019. The death of Monsignor Francis Seymour (Archdiocesan Archivist) in December of 2018 will lead to the naming of a replacement for this position through the Archdiocese of Newark later this year.

The Monsignor William Noé Field Archives & Special Collections Center serves as the official repository for materials of enduring historical value documenting Seton Hall University and our parent organization, the Roman Catholic Archdiocese of Newark. The Center exists to identify, collect, and preserve pertinent and unique materials, including rare books, manuscripts, photographs, audio and video recordings, works of art, and other materials of historical and educational significance that support the Catholic educational mission of Seton Hall University, and to offer access and research aid to the community.

In regard to their most popular collections, the Center owns many unique primary source holdings including the sacramental records for many of the closed parishes in the Archdiocese of Newark. Consequently, several researchers visit the archives to do genealogical research, or request sacramental records. They are assisted mainly by Pat Woolley (a part-time family history researcher employed by the Archdiocese of Newark) or Ms. Jacquelyn Deppe. Other popular subject areas requested include all aspects of University History such as older curriculum and course descriptions, alumni, athletics, student life, and media including the campus radio station (WSOU-FM) and various publications including the student newspaper (*The Setonian*), *Seton Hall University Magazine*, and many other periodicals to name a few. Additional queries are received that focus on a wide-range of topics connected to our collecting mission and specialized topics.

The Center has a number of diverse manuscript collections and the holdings are particularly strong in the subject areas of African-American Studies, Diplomacy and International Affairs, Ecumenism, Italian American Studies, New Jersey Politics, and Women in the Catholic Church. The Center also holds a number of rare book collections documenting the American Civil War, Irish History as well as various aspects of Catholic doctrine and practice. Individual collections such as the Monsignor John Oesterreicher Papers (Judaean-Christian Studies), United Nations Association of the United States of America Papers (Diplomacy), Donald Payne Papers (Congressional Actions), and several other resources have been requested and well utilized over the past few years.

The Archives & Special Collections attract local and international attention from resident faculty, students, visiting scholars, and the general-public. During the period from 2014 – 2018 over 2,500 researchers have visited the Center, and this number continues to grow. In addition, nearly 1,000 email, phone, or postal research requests on average are made annually from all over the United States and countries that include Australia, Austria, Brazil, Britain, Canada, Czech Republic, England, France, Germany, Hungary, India, Ireland, Israel, Italy, Japan, New Zealand, Nigeria, Poland, Portugal, Saudi Arabia, South Korea and Spain.

A majority of research queries are handled by University Archivist and Education Coordinator, Dr. Alan Delozier. He is especially active in the community on and off campus, assisting with varied history-related requests, consulting on various educational and religious-centered projects, giving presentations on a wide variety of topics, and promoting Archives & Special Collections on campus and within the wider community. Dr. Delozier also teaches an online core curriculum elective course entitled: “New Jersey Catholic Experience” sponsored through the Department of Catholic Studies and cross-listed with the Department of Religious Studies and the School of Theology. He also works with a number of different faculty members and teaches special topic classes that require students to use primary source materials as part of their respective assignment requirements.

A great deal of the work in Archives & Special Collections focuses on processing and/or digitizing collections, painstaking work that requires both skill and time. Valuable artifacts and papers need careful handling and specialized storage in a climate-controlled environment as well as secure space. Recent advances in technology such as the deployment of ArchivesSpace and Preservica (see section seven) have facilitated both digitization and public access to digital collections. For example, last year there were a record 8,634 views of the Archives pages and 1,341 views of Special Collections. Rare book cataloging, another key function, has been on hold with the departure of staff member Ms. Kim Reamer, but Ms. Jacquelyn Deppe is being trained in cataloging so this function has recently resumed.

The Archives & Special Collections Center operates 12-months per year and is open during normal business hours, Monday-Friday, 9:00 a.m. – 5:00 p.m. to serve the needs of our institution and those in need of specialized information.

[The Walsh Gallery](#), located on the first floor of Walsh Library, enhances the intellectual life of Seton Hall University and the greater community through dynamic, interdisciplinary exhibitions of exemplary artistic and cultural value. Essentially a place of learning, the Walsh Gallery promotes Seton Hall’s Catholic mission by fostering the development of students into servant leaders through diverse programming in a collaborative environment. In addition to exhibitions by local and regional artists such as Kiki and Seton Smith and Tom McGlynn, the Gallery features thematic exhibits such as *Learning to Fly: A Celebration of Flight and Exploration*. The Gallery presents an annual exhibit of SHU student art in conjunction with the Petersheim Academic Expo in April, celebrating the artistic accomplishments of Seton Hall students working in a variety of media and subject matter, and is open to student groups and classes by appointment. Catalogs and descriptions of past exhibits have recently been digitized and are [available to the public](#). There has been a consistent increase in the number of visitors over the past few years, with a particularly notable increase in the year 2015, due to a robust calendar of programs and events, which include exhibit openings, scholarly talks, class tours, and commemorative events which bring in the off-campus as well as on-campus community.

The gallery has a strong record of obtaining grants to support exhibitions and programs. Among the more notable are a \$3,000 grant from New Jersey Council for the Humanities supporting the book exhibit *Strangers in a Strange Land*, and a \$10,000 grant from The Robert Lehman Foundation in support of the upcoming exhibition titled *Strange Attractors*. Most recently, the Gallery received a \$3000 grant from the Classical Association of the Atlantic States to catalogue and digitize the D’Argenio Roman Coin Collection, a project that has been underway for many years.

In 2014, the Kraft Archeology collection, a valuable collection primarily consisting of Native American art and artifacts, was transferred to Special Collections & the Gallery, to catalogue, preserve, and make available the collection to the Seton Hall community. Moving this collection from Fahy Hall to the Walsh Library, while carefully cataloguing the condition of the materials, retaining their organization and creating appropriate housing in the Walsh Library Vault was an enormous task which took just over a year, requiring collaboration between faculty, staff, administrators and vendors to bring it to a successful

conclusion. Intensive efforts to catalog this collection at a professionally acceptable standard have begun, and we anticipate digitizing parts of this collection and creating a digital exhibit as a way of opening it to the broader public as well as creating a teaching collection for hands-on use by Seton Hall students.

## **6. New Services since Last Review**

### Information Technology and Digital Services (see p. 22)

This vital new service is now designated as a unit within Collection Services.

#### Research Guides (LibGuides)

In 2009, SHU Libraries were an early adopter of LibGuides, a cloud-based platform provided by SpringShare that hosts online research guides ([Favaro, Rose-Wiles & Sweeper, 2009](#)). The guides, prepared by individual librarians, provide an entry point and compendium of resources for specific disciplines, subjects or courses (for examples, the [library's research guide listing](#)). In 2014 SpringShare launched LibGuides 2.0, a major upgrade, which involved re-working most of our existing guides after migration to the new interface. Since then the number of library research guides has increased from 52 to 128, and from a total of 28,927 views to a total of 56,959 views. The guides are publicly accessible, providing good publicity for Seton Hall University.

#### Sale and donation of unwanted books service

In fall 2011, the University Libraries partnered with [Better World Books](#), a company that collects and sells or donates unwanted books to support literacy initiatives worldwide. Unwanted or duplicate books from our library collections are boxed and labeled by Acquisitions & Serials staff for collection by the company (there are no shipping costs). University Libraries earn a 12.5% commission on books that are sold through the Better World Books online site. Unsold books are donated or recycled. We have earned almost \$5,000 in commission on over \$32,000 in “unwanted” book sales since 2012, with between 55% and 75% of the books we sent being sold or donated. Our commission is used to help supplement the book budget in under-funded areas.

#### Institutional Repository (eRepository)

Seton Hall University's Institutional Repository (<http://scholarship.shu.edu/>) is a publishing service offered by the Seton Hall University Libraries and Seton Hall Law School for the preservation and dissemination of SHU scholarly works. Its content includes Faculty Profiles, in-house journals, electronic theses and dissertations (ETDs), and internal reports, including reports from faculty senate. There have been nearly 3 million downloads internationally since it was launched in 2011, with nearly 600,000 downloads last year. The repository was initiated as a way to improve workflows for ETD deposit and provide broader access to them, as well as preserve and disseminate faculty scholarship, house in-house open-access journals, and safely deposit important reports and committee meeting minutes. The IR is managed by the Digital Services Librarian and Social Sciences librarian with one staff member and a student assistant.

#### EBSCO Discovery Services

In early 2012, funding initially allocated by IT allowed the library to subscribe to EBSCO Discovery Service (EDS), a system which searches and presents records for the library's resources, including print books and eBooks, ejournals, databases, and the eRepository, in one interface. This was a very positive improvement for the library, although the implementation involved a great deal of detailed back-end work (especially by systems librarian Xue-Ming Bao) and user instruction (see [Rose-Wiles & Hoffmann, 2013](#) for a detailed discussion of discovery services and their implementation)



### Electronic Dissertation and Theses Service

As of spring 2013, all graduate students are required to submit their thesis, dissertation or final Doctor of Nursing Practice (DNP project) through the university institutional repository ([eRepository](#)). Previously, students had to hand deliver a dissertation or thesis to the library. In spring 2015, primary responsibility for ETD processing was transitioned to the Technical Services Department under the directions of Profs. Loesch and Ince, who are responsible for reviewing each submission to ensure accuracy, standardization, copyright conformity, and completeness of the processing procedures. They maintain detailed data on each student submission and the various steps through which they must progress, and share these data with the Registrar’s Office. As of February 2016, a graduate student is not eligible for graduation until cleared by the library. We now process over 100 ETDs per year (Table 11).

*Table 11: Electronic dissertations, theses and DNP projects processed, 2013-18.*

Year	Dissertations	Theses	DNP Final Projects	Total Processed
Fall 2013	14	7		21
2014	58	31	2	91
2015	73	36	7	116
2016	67	41	7	115
2017	83	24	5	112
2018	79	40	7	126

### Ask a Librarian and Chat Reference

A response to the changing reference landscape has been the growth of online reference, initially through an Ask a Librarian email service and more recently through live chat reference service (introduced in fall 2016 after a pilot during the summer). Both are housed on the SpringShare platform that also hosts the library website and research guides. Chat reference is offered during the hours librarians are scheduled on the reference desk. Librarians respond to an average of 112 chats per month (Figure 10). Chat reference transactions exceed 150 per month during mid to late semester. The busiest days of the week for chat are Monday through Thursday, and the busiest hours during the day are from 11am to 2pm and again at 4pm. Chat reference has largely replaced the older Ask a Librarian email service, but the former is still used an average 15 times a month (Figure 11). Some Ask a Librarian transactions involve multiple email exchanges and/or result in research appointments. In addition, librarians often answer questions via email when working additional hours at home.

*Figure 10. Chat reference questions answered, Sept 2016-Dec 2018*

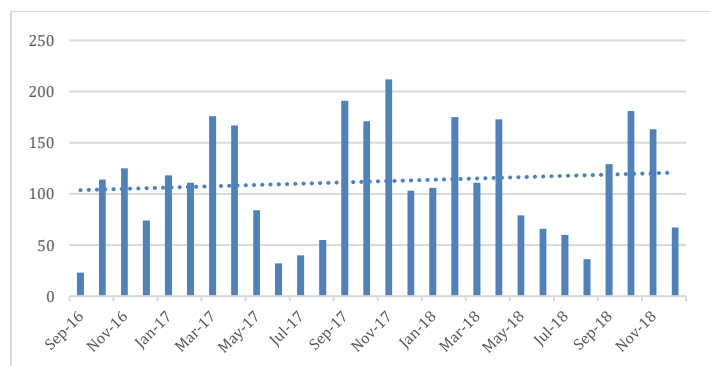
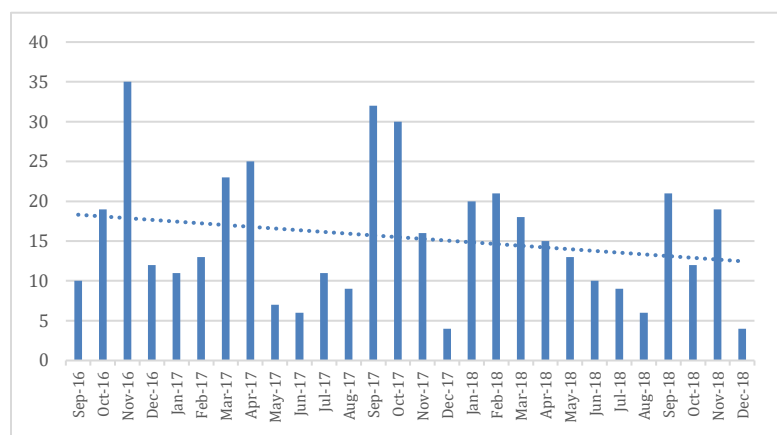




Figure 11: Ask a Librarian (email), Sept. 2016-Dec. 2018



### Data Services

Data services include assisting with the management of quantitative and qualitative data, promoting and assisting with such data visualization programs as Geographic Information System (GIS mapping technology) and PolicyMap, and data management. There is an increasing trend for University Libraries to offer Data Services, particularly for graduate students and faculty. Data management services in particular have expanded rapidly as various funding agencies require that research data be made publicly available. There is a growing need to support data management. This includes locating, creating, managing, and preserving data across all disciplines. A data management committee of six faculty librarians coordinates data management services and events such as [Love Data Week](#). Librarian faculty members currently carry out this work in addition to their regular duties, whereas universities such as NYU are increasingly staffing this area with librarians, IT professionals and graduate students, along with a dedicated space and workstations with data software and virtual software. We need a qualified faculty librarian (for example, the [current posting by Boston College](#)) and support staff to undertake these duties, along with a budget for the necessary software and upgrades.

### Digital Preservation Services (in collaboration with University Archives & Gallery)

We share with all libraries the responsibility of preserving the cultural and intellectual legacy of human endeavor and knowledge for current and future use, particularly those materials that speak to the University's Catholic mission and tradition of service. [Digital preservation](#) is the term often used in libraries and archives to refer to saving these materials. Currently, the primary focus for preservation is the Walsh Gallery and Special Collections material. We are also preserving emails from the Office of the President, Office of the Provost, Office of Ministry, and various university websites. This service will continue to grow and may require an additional position with the primary focus of digital preservation. Digital preservation is a new service of the University Libraries the primary focus right now is gallery and special collections material. We are also ingesting emails from the Office of the President, Office of the Provost, Office of Ministry, and archiving university websites. This will continue to grow and will soon require an additional faculty librarian position specialized in digital preservation, as well as additional staff support.

### New Outreach & Promotion Services

In 2017, University Libraries began its Speaker's Series: Critical Issues in Information and Education. The [University Libraries' Speaker's Series](#) focuses on the intersection of educational and informational issues. The first event featured John Berry III, former editor-in-chief of *Library Journal*, and Dr.

Christopher Tienken, associate professor of education administration at the University. The second program, *Discursive and Demographic Dysfunction, Or, Why It Is So Hard to Decide What the Facts Are*, included Rutgers University Professors Marie Radford on narratives of information seeking and Julia Sass Rubin on legal challenges to academic inquiry. The third installment combined Monsignor Dennis Mahon, Ph.D., Professor Emeritus of communication, and Dr. Ki Joo (KC) Choi, committee member for the Institute for Communication and Religion and chair of the Department of Religion at the University, discussing remarks made by Pope Francis about fake news and the importance of truth. The fourth and latest event in the series: *Threats to Democracy: Common Core, and the Challenge of Discussing Educational Policy in a Democracy* featured Jonathan Cope, Reference Librarian at the College of Staten Island, and Dr. Nicolas Tampio, Associate Professor of Political Science at Fordham University, on how democracies should foster the right kind of discussions about education policy.

To recognize the generosity of our donors we produced a [Thank You](#) video in 2017. We also relaunched our newsletter, *The Whipstitch*, to promote library services and collections. Creating a stand-alone [library blog](#) has made it easier to promote our services, spaces, hours and collections. In fall 2018, we bought therapy dogs to the library to help students deal with the stress of final exams (library faculty appreciated the visiting dogs as well). We introduced both an [online](#) and paper feedback form to allow members of the Seton Hall community to give us their comments about our services and facilities.

## 7. New Technology Initiatives

University Libraries systems and services are increasingly driven by technology, and keeping up with technological change and the changing needs of our users is a constant challenge. In 2012, the Libraries' technology infrastructure posed multiple technological issues. Staff computers were recycled student laptops, almost 40% of which failed; we did not have administrative rights to them, and software could not be updated, fixed or removed. Archivists' Toolkit, (archival collection management software) and PastPerfect (museum collection management software) were installed locally and not on IT servers. The interlibrary loan (ILL) software was antiquated and unsupported, and RapidILL (an express article service) had been purchased but not implemented. The scanners did not function properly. Our library catalog, Voyager, did function quite well, but was being phased out by the vendor.

To address some of these issues, we were able to establish a budget line for updated, better-performing staff computers revised to better equip staff to do their work, as well as library specific computer images with administrative access. Most significantly, in 2013, we were able to establish an independent library website on the cloud-based SpringShare platform that housed the research guides that we had implemented as very early adopters in 2009 ([Favaro et al. 2009](#)). The new website freed the library from the CommonSpot content management platform used by the university, which could not be adapted to suit the library's needs. The new website was administered in-house and allowed greatly improved functionality and flexibility, including the ability to immediately post events and announcements on the website and the [library blog](#). Library Information technology support and hardware and software was largely administered by the library by late 2013. Also in 2013 we hired the library's first technology coordinator, a new staff position, to undertake IT support for library faculty and staff.

New interlibrary loan software (ILLiad) and a new high tech scanner were implemented in fall 2012 ([Irwin & Favaro, 2015](#)). Two major pieces of software used in the archives, Archivists' Toolkit and PastPerfect were moved to IT servers in 2013. (In 2016, Archivists' Toolkit was subsequently migrated to ArchivesSpace, a cloud based collection management system that is the first publicly accessible catalog for our archival collections). The new technology has allowed a great many of the Archives & Special Collections' valuable resources to be digitized and made available beyond the SHU community. Also in

2013, we initiated an online submission process for [Electronic Theses & Dissertations](#). This has since been through several iterations to simplify and streamline the process, along with presentations to faculty and graduate students.

In 2013, we migrated to a cloud-based catalog, OCLC's [WorldShare Management System](#) (WMS). The library faculty had strongly recommended against WMS as it was not sufficiently developed, but there was no viable alternative that the library could afford due to budget limitations. WMS was marketed as a total library system that incorporated a discovery service and acquisitions, circulation, cataloging and license management functions as well as providing a catalog. However, since WMS was not fully developed, some modules, including acquisitions, had not yet been built or were not functional. Also, as SHU was the first large academic library to adopt WMS, the implementation involved a staggering amount of work and frustration at all levels, which persisted over multiple years, and continues to the present time. However, as early adopters we were able to produce several significant innovations. For example, the Pennsylvania Academic Library Consortium Inc. (PALCI), one of the primary consortia of libraries to which we belong, relied on a communication protocol known as Z39.50 for catalog searching and requesting. This did not work with the WMS standard protocol, NCIP. Over a number of years, Relais (PALCI's software vendor) and OCLC both tried individually but failed to solve this problem. SHU did an analysis of the problem points and what had already been done, and made the business argument for both companies to coordinate and share coding and proprietary features so that the systems could work together. The problem was then solved in three months.

One of the attractions of WMS was that it included a Discovery Service that could not only replace EBSCO Discovery Service (EDS) but do so without vendor bias (i.e. returning results for EBSCO products above those from competing vendors). However, many databases are not included in WMS Discovery, and, and because it uses outdated federated search technology, only a limited number can be searched without serious slowdowns. As a result we continue to subscribe to EDS as well as WMS, an unanticipated cost. On the plus side, we were able to bring EBSCO and OCLC together to integrate the patron management functions of WMS into EDS. This was a first of its kind, and the result leveraged APIs and allowed patrons to have real-time access within EDS to view items in the catalog, place holds on physical materials, view and renew checked out items, and review fines in the same location as saved articles and eBooks.

Issues with incorrect holdings shown in WMS (a combination of legacy issues, erroneous migration of previously deleted, suppressed and temporary records, and persistent issues with OCLC handling of metadata) and notoriously inaccurate WMS reports led to a major inventory project, identification of missing books (some of which were replaced) and cleaning up thousands of inaccurate records. This ultimately led to a greatly improved representation of library holdings in the catalog. In 2013, we also moved many of our book acquisitions to a shelf-ready system that streamlined the workflow of copy-cataloging. However, the WMS acquisitions and cataloging modules still took several years to mature to functional status. OCLC provides a reporting and analysis tool that we cannot afford, so we are limited to the reporting functions in WMS which are cumbersome and not always reliable.

In 2013 our eReserves module was updated and linked with Blackboard to allow easier access for faculty and students ([Ince & Irwin, 2015](#)).

In 2014, a Bloomberg terminal was installed in Walsh Library adjacent to the reference desk, an innovation that is very popular with business students. In 2016, we implemented the online live chat reference service after upgrading our subscription to SpringShare, the platform that supports our research guides, course reserves, and Ask a Librarian email service (see Section 6).

In 2016, Ince, Leonard, and Mita wrote a [Comprehensive Technology Strategic Plan](#). This set the goal of moving from National Digital Stewardship Alliance (NDSA) Level 1 (basically no preservation at all) to increase digital preservation to Levels 3 or 4. We utilized our cost savings on an earlier digital collections software to deploy the far superior Secure Digital Preservation, Archiving & Storage Software [Preservica](#). Implementation of the technology plan required a full-time programming position within the University Libraries, a position that was created and filled in 2016.

After review, we decided to streamline our digital collections platforms and migrate our collections to Digital Commons, a system not traditionally used by archives (Mita et al., in press). Exporting the collections from the old software proved to be challenging because batch export of metadata and digital objects is not possible without significant expenditure. Our new programmer followed the outline of [Patrick Wallace of Middlebury College](#) with some additional cleanup to retrieve and migrate 3696 images across 7 collections in CDM. [Our scripts can be found here.](#)

In 2017, we launched our digital preservation program. We are one of a very few institutions working on the integration of Preservica with ArchivesSpace. That is, digitized objects housed and preserved in Preservica can now be linked to the finding aids in ArchivesSpace. Digital preservation is a new service of the University Libraries. Currently the primary focus is the Walsh Gallery and Special Collections material. We are also preserving emails from the Office of the President, Office of the Provost, Office of Ministry, and various university websites. This service will continue to grow and may require an additional positional with the primary focus of digital preservation.

In 2017 we imported a large collection of MARC records into WMS with custom local holding records (previously held on an historic microfiche collection that was hard to search). We were able to avoid considerable expense as our programmer was able to devise a procedure to do this locally, and we have shared that coding process. [A more detailed account with screenshots can be found here.](#) Also in 2017, as part of the Provost's Thrust initiative, we were able to purchase distributed electrical power to Library carrels and other spaces not near power outlets with the new Omnicore power "bricks" and charging stations for phones and laptops (<https://blogs.shu.edu/libraries/2017/10/oomf-charging-bricks-are-here/>).

University Libraries are campus leaders in meeting American Disabilities Act (ADA) web accessibility standards, and pioneered efforts in the field (see Leonard, 2018 "Dream the impossible dream: a case study of U.S. Federal website accessibility standards compliance at Seton Hall University Libraries." *International Information & Library Review*, 50.1.)

After a number of years of looking for a solution, in 2018 we have a secure [Alumni Library Resources page](#) that did not require a \$20K per year identity management contract. This page directs and/or connects alumni to the library resources that are available to them, including some open access resources.

Also in 2018, planning and preparation for the opening of the Interprofessional Health Sciences Library involved a considerable amount of work for Walsh Library (Appendix J).

The Libraries' most recent initiative is to roll out OpenAthens, a next generation form of access management which will ensure "Single Sign On" to all electronic resources. OpenAthens also allows resource access to specific groups and provides highly granular statistics.

## 8. Current goals and achievements

The goals under the current Strategic Plan (2012-2020), displayed on the “Mission, Vision and goals” page <https://library.shu.edu/library/mission>, are:

- Goal 1) Provide expert assistance, instruction, and an innovative suite of user services which are responsive to the needs of our community and changing circumstances.
- Goal 2) Build up and preserve print, digital, and other materials using selection criteria that reflect the academic priorities of the University, current collection strengths and significant research in all areas of study pursued at the University.
- Goal 3) Provide effective organization and presentation of information and collections and access to information located elsewhere.
- Goal 4) Create and maintain a physical environment that fosters learning and research and encourages use and interaction.
- Goal 5) Communicate the library’s services and resources effectively, expand outreach and develop opportunities for our users to communicate about and shape those services and resources.
- Goal 6) Develop strategic alliances and cooperate with other organizations for the advancement of scholarship, efficiency, and University goals and objectives.
- Goal 7) Contribute to the academic, ethical, and cultural growth of the University community.
- Goal 8) Foster an organizational culture and work structures that are agile, communicative, transparent, resilient and flexible, embrace change and encourage teamwork.
- Goal 9) Secure the resources to meet Seton Hall University Libraries’ goals and objectives.

The library strategic plan, objectives, and progress on objectives to date are detailed in the library dean’s document “Progress on Library Strategic Plan Objectives round 4: Going forward to 2020” (Appendix I), which was included in the 2017-18 annual report, available at [https://scholarship.shu.edu/lib\\_reports/](https://scholarship.shu.edu/lib_reports/).

The full Strategic Plan can found at the bottom of the Dean’s page, <https://library.shu.edu/library/dean>.

## 9. Assessment and Recommendations for Future Improvement and Growth

The University Libraries has made notable progress since the last program review in 2007, especially in the areas of technology and service. We have managed to maintain and expand information resources in many academic areas despite a budget that has remained essentially flat since that time, largely through broader use of the National Endowment for the Humanities (NEH) grant, careful stewardship and strategic swapping out (cancelling one thing to pay for another) of existing resources.

Following Dean Howard McGinn's retirement in 2010, Chrysanthy Grieco was appointed as acting dean until current Dean John Buschman was hired in summer 2012. Subsequently, the organizational structure, which consisted of a dean, associate dean, and library faculty, was changed to a model in which faculty report to three assistant deans (Appendix A). This has resulted in some challenges to shared governance and faculty involvement in planning and decision making, which needs to be addressed collaboratively.

In 2008-2009, Walsh Library had three administrators (the Dean, Associate Dean, and Gallery Director), 14 faculty librarians and 26 staff. In 2018 there were eight administrators, 13 faculty librarians and 19 staff (Appendix J). One faculty position, a reference/instruction/liaison librarian specializing in Education, was lost when the incumbent was reassigned as Access Service Librarian (responsibility for the School of Education & Human Resources has since been divided among three faculty librarians). The reductions in staff have primarily impacted traditional but still essential services such as cataloging, acquisitions, serials, stacks management and circulation. Several new positions have been created in Information Technology & Digital Services and the Archives as technology needs continually increase. Additional positions in these areas will be needed as they continue to expand.

The key issues identified in the previous self-study and summarized by past dean Howard McGinn (Appendix C) remain largely unresolved. These were (and are):

1. **UNEQUAL LIBRARY FACULTY STATUS** (Librarian 12 month contracts). This has been discussed in Faculty Senate but remains unresolved.
2. **BUDGET**. After years of stagnation there was a significant improvement with the \$100,000 budget increase this year. However, under-funding remains a pressing issue, especially with ongoing inflation in the cost of information resources. The University Libraries need built-in annual inflationary increases in order to keep the resources that we currently offer. We will need further budget increases from the Provost's Office and/or grants and fund raising if we are to expand our resources and level of staff and faculty to the level of our peer institutions.
3. (need for) **INCREASED NUMBER OF LIBRARY FACULTY**. This is also an unresolved issue that has become increasingly pressing. Since the previous program review the number of library faculty has remained more or less constant at 13, even as services, students, requests for instruction and technological complexities have increased. The University Libraries requires at least one additional full-time faculty specializing in data management, information technology and/or digital services to support our growing commitment to those areas. Also, the position of reference/Education & Human Services Librarian needs to be restored in order support this important unit and our expanded instruction services. Finally there is an extremely urgent need for at least one additional staff member for Access Services, most pressingly for interlibrary loan which currently has only one staff member.

The overarching consideration here is that the Libraries need new positions to support new services. We cannot simply move our human resources from traditional services that are important to our users. For example, it is widely believed that print resources have been replaced by electronic resources which require little processing or management. This is simply not the case; online resources typically require more management than print and, as noted by Dean Buschman, "new devices and formats do not supersede existing ones" (Appendix F, p. 56).

4. **LINKAGE OF CURRICULUM WITH LIBRARY DEVELOPMENT.** Although there is now a more rigorous process for examining the ability of the library to support new programs and no “automatic sign-off” on the library’s part, the library rarely receives funds to cover the resources that are identified as necessary for new programs, even when such funds are promised. There needs to be a mechanism for funds needed to support new programs to be promptly and reliably transferred to the library budget.

### **Recommendations for Future Improvement and Growth: Summary points**

1. Grow our instruction program, with particular focus on transfer students
2. Expand services for graduate students and upper level undergraduate students
3. Advocate for additional student work spaces, especially group study rooms
4. Revisit the current reference model in view of changing user needs
5. Expand user experience studies to improve the usability of library resources
6. Increase outreach and promotion initiatives
7. Invest in skilled faculty and staff to support new technical initiatives
8. Provide better support for new library faculty and staff to improve retention
9. Demonstrate to our library staff that they are appreciated and valued
10. Develop grant writing and fund-raising initiatives
11. Foster shared governance, a core value of Seton Hall University
12. Promote a culture of inclusiveness and mutual courtesy

### **Moving forward: Plans to implement recommendations**

1. Grow our instruction program, specifically:

- a. Identify underserved students

Library instruction would be improved if there were a way to track student attendance at library instruction sessions, allowing us to identify students who have participated in our instruction program and those who have not yet benefited from instruction, especially transfer students.

- b. Increase instruction activity with upper classmen

We propose to partner with programs that serve upperclassmen and women and develop more advanced library research instruction for them

- c. Reassess our current instruction model.

This is currently being spearheaded by the newly hired coordinator of instruction.

- d. Develop for-credit information literacy courses

The best way to include all students in our instruction program is for the library faculty to develop a required online self-guided course in library research. While we would much prefer to offer in person instruction, the library does have enough faculty to support such a program.

- e. Create one coordinated class scheduling database:

We plan to include information on all library instruction in one place, perhaps adjusting the English 1201/1202 scheduling database to accomplish this.



## 2. Expand services for graduate students and upper level undergraduate students

SHU graduate programs are growing and University Libraries would like to increase our contact with graduate students. Graduate students often work full-time and have many responsibilities outside the classroom. Additionally, some graduate programs are fully online. Online students rarely visit campus or come only for specific classes. For many graduate students, the library website is the primary entry point to library services. We plan to improve our graduate services web presence to better serve our graduate students. Some ways we can do this are by creating customized research guides and online video tutorials. Also, adding a graduate research skills workshop (to be required) for credit or not, vendor training sessions, and other areas for outreach

## 3. Advocate for more student workspace, especially group study rooms

The need for additional group study rooms is clearly demonstrated by usage statistics, the long waits that many students experience, and the complaints that we receive about the shortage of group study rooms. We advocate that the group study rooms temporarily being used by the writing center be returned to their original purpose as soon as possible. We also strongly recommend that the library have access to the rotunda, which was originally designed as a graduate reading room, when not in use for official functions.

## 4. Revisit the current reference model to meet changing user needs

Decreasing requests for service at the reference desk indicate a need to revisit our current reference model. One possibility that is in use at other libraries would be to establish an information desk staffed by student workers or library interns to handle simpler reference queries. We are currently analyzing evening and weekend reference statistics to determine the need for full weekday evening and Sunday reference, or whether a system of appointments would be more efficient.

## 5. Expand user experience studies to improve the usability of library resources

Going forward, we plan to conduct more usability studies and student and/or faculty focus groups to help identify where barriers to research occur and how access to library resources can be improved. Although Gen-Z (most of the students entering college) seem at home with constant change, faculty and graduate students often complain that “things” on the library website have been moved or changed without warning or that they no longer know how to find something they have used for years. The library needs to accommodate both acceptance of and resistance to change through careful planning and consultation with user groups.

## 6. Increase outreach and promotion initiatives

The library does a great deal of outreach and promotion, and library faculty are involved in many events and projects across campus. However, we have resources and services that remain under-used because the SHU community is unaware of them. Also, because linking is often seamless from Google or Google Scholar, students and even faculty may not be aware that the articles they access full-text are provided by the library. We plan to develop a cohesive outreach strategy that builds on and expands previous successful events such as the Speakers’ Series, Love Data Week and therapy dog visits as well as clear branding of events and services. A simple social media plan can be used to confirm priorities for promotion, such as library sponsored events, research resources, library operations and faculty scholarship. A budget should be established for promotional items for students.



7. Invest in skilled faculty and staff to support new technical initiatives.

New and constantly changing technology is increasingly central to the library processes and the many services that it offers to the SHU community. It is essential that we invest not only in new forms of technology itself, including improved electronic resource management software, but in additional personnel (faculty and support staff) with appropriate technology skills. Data services and digital services are examples of the need to invest in both technology and people. However, we cannot keep cannibalizing central library services such as acquisitions, cataloging, and circulation to meet these new demands; additional hires are essential for the library to continue offering excellent service to our users.

8. Provide better support for new faculty and staff to improve retention

Walsh Library currently employs 40 people: 12 tenured or tenure-track library faculty, one term librarian, eight administrators, and 19 staff members. During the past five years, 28 (five faculty, five administrators and 18 staff members) have retired or left the library. This level of turnover is disruptive, costly and impedes team-building. Going forward, we need to provide a better support system for incoming faculty and staff. The faculty plan to look at successful practices across campus with the goal of improving support and retention for faculty and staff, especially untenured faculty. To date, suggestions from our library faculty include: providing advance access to a shared document with information about our faculty and describing important onboarding procedures such as obtaining parking permits and email, contacting Human Resources, faculty rights, University Mission, and FAQ's (this is already underway); descriptions of the new hire's areas of responsibility, existing workflows, key contact information, and known issues (especially where the previous incumbent has already left); formal or informal mentoring; clear explanations of procedures for promptly reporting problems or issues and providing support for resolving them; and a recommendation for new faculty to participate in the University Seminar on Mission.

9. Demonstrate to our library staff that they are appreciated and valued

Going forward, the library faculty resolve to explicitly show our staff, who are the core of library operations, that they are appreciated and valued. We will plan a "staff appreciation day" with special events to recognize our staff and their contributions.

10. Develop grant writing and fund-raising initiatives

Given the historic difficulty of obtaining increased funding for the University Libraries and Interim President Meehan's emphasis on the need for top administrators to prioritize fund-raising (University Address, September 7, 2018), we will suggest that the Office of the Dean of University Libraries spearhead an active program of grant-writing and fund-raising in order to help maintain and grow the University Libraries for future generations.

11. Foster shared governance, a core value of Seton Hall University

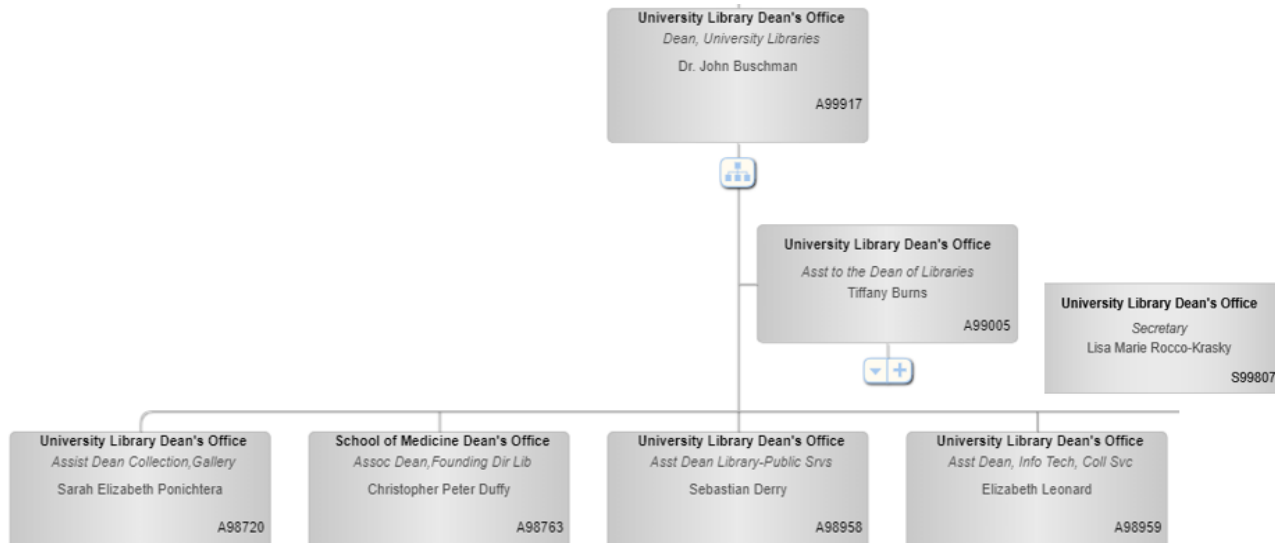
A major shift since the last Program Review has been a change in the organizational structure of the library. An increased proportion of library administrators to faculty has minimized faculty voice and influence, posing challenges to shared governance and faculty participation in planning and decision

making. Library faculty, especially department heads, should be involved in discussing, designing and implementing major projects, and have direct responsibility for the day to day running of their units.

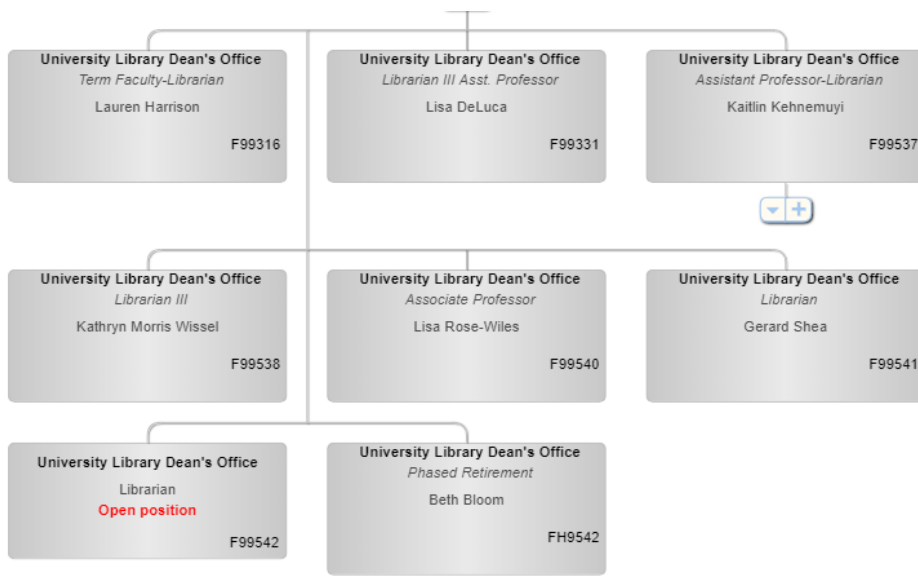
12. Promote a culture of inclusiveness and mutual courtesy

In accordance with interim President Meehan's exhortation to "ensure that everything we do in our SHU community advances dignity and eliminates bias" (message from the president, 7 January, 2019), the faculty envision an environment for the University Libraries that is supportive, cohesive, compassionate and communicative; one where no one is inhibited from honest and open discussion for fear of reprisal. It will be abundantly clear that bullying, harassment, discrimination or rudeness will not be tolerated from anyone at any level.

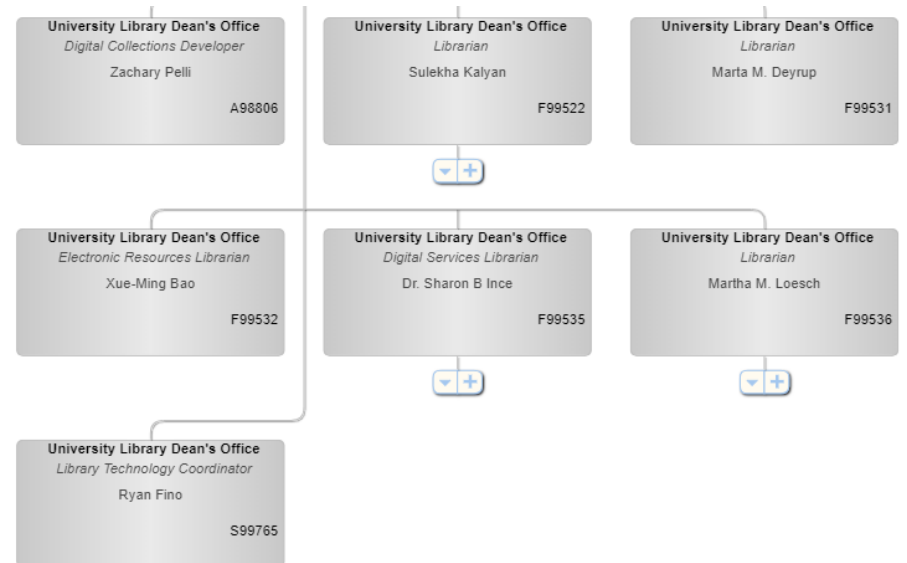
Appendix A: University Library Dean's Office organizational chart @ December 2018 (Walsh Library)



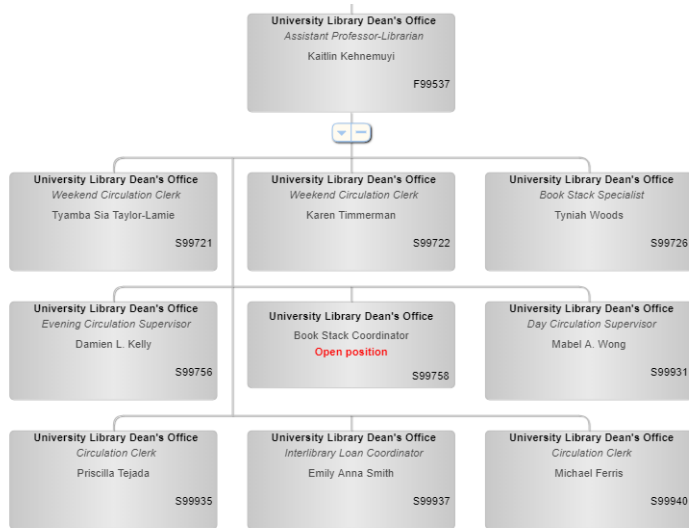
Public Services



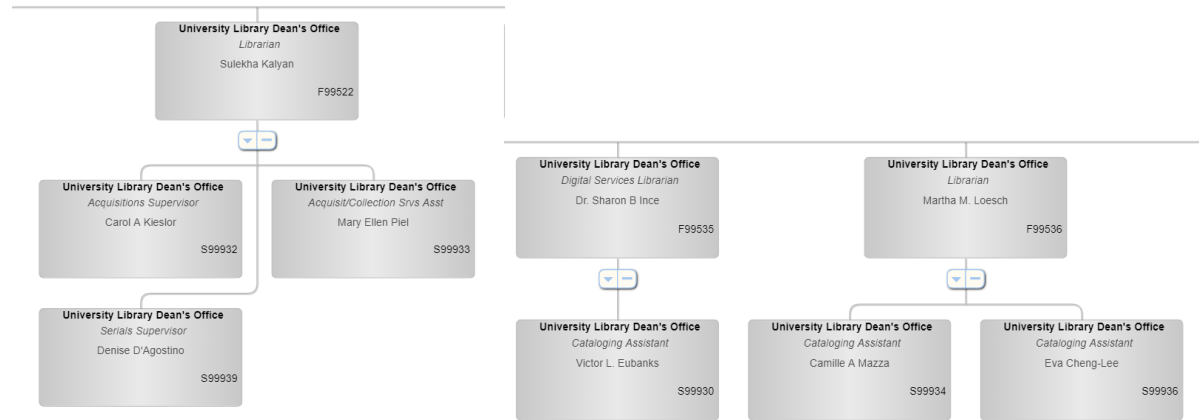
Collection Services



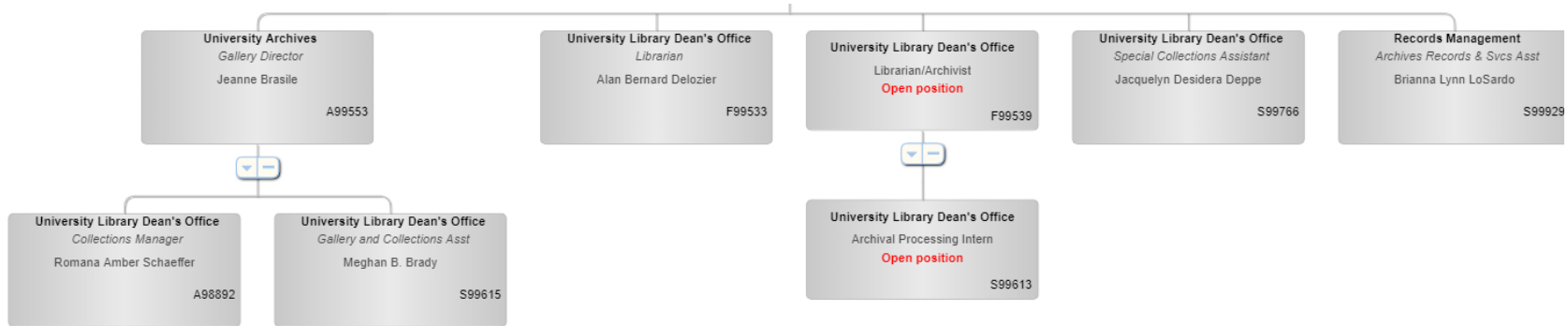
## Public Services (Circulation, Stacks & ILL)



## Collections Services (Acquisitions, Technical Services)



## Archives, Special Collections, Gallery



## Medical School

## Appendix B: Library faculty scholarship (books, book chapters and articles), 2014-18

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## Appendix C: Dean McGinn's response to previous (2007) self-study for Program Review

February 12, 2008

### MEMORANDUM

TO: Marta Deyrup, Ph.D.  
Chair, University Libraries Self Study Committee

FROM: Howard F. McGinn, Ph.D.  
Dean of University Libraries

SUBJECT: Dean's Evaluation

Please accept my gratitude for the excellent work done by your committee and the library faculty. The self-study is comprehensive and identifies the important strengths and weaknesses of the University Library operations. I also offer my gratitude to Dr. Mary Balkun, internal consultant and Dr. Jennifer Younger, Dean of Libraries at the University of Notre Dame who served as external consultant. I concur with the findings of the library faculty. I concur with recommendations made by Drs. Balkun and Younger. I would like to emphasize several of these findings because of the impact they are having on the library's development and, by extension, the development of the university's curriculum.

#### Critical Findings

##### 1. LIBRARY FACULTY STATUS

It is imperative that the library faculty attain equality with other faculty on campus. The *Faculty Guide* must be amended to grant library faculty the same contract terms as other faculty governed by the *Guide*. It is unreasonable to expect library faculty to conduct research and publish with acceptable professional rigor and at the same rate as other faculty when library faculty work a 12 month contract. At the present time library faculty must meet the same requirements as non-library faculty for consideration for sabbaticals, promotion and tenure. When the library faculty achieve equal status they will be required to increase significantly their research and publishing in library and information science and/or in their subject field.

##### 2. BUDGET FOR DATABASES, BOOKS, PERIODICALS AND OTHER MEDIA

The library's budget profile is a serious issue. Little more can be said than has been said over the past several months. Simply put, the budget is an institutional embarrassment. The budget is not sufficient to support major areas of the undergraduate curriculum let alone graduate, especially doctoral programs. Cutbacks in databases, especially in the sciences, health sciences and business, will continue unless the library's budget becomes a top priority for the university.

##### 3. INCREASED NUMBER OF LIBRARY FACULTY

As the university develops it will be important for the library faculty to develop its ability to address the curricular complexity of the university. The role of librarians in academia and at Seton Hall is changing. In the next five years the library faculty should be expanded to include faculty with expertise in distance learning, bibliography (including electronic "bibliography"), serials management, grants administration, digital librarianship, and rare book librarianship. It will be important to recruit librarians who are fluent in Spanish and other languages. The university and library faculty must be open to opportunities to recruit, hire and retain qualified professionals who may not have a master's degree in Library Science (MLS) but who may hold a doctorate in a field of study outside of Library Science or offer significant experience in various areas of information



technology. A program should be established to help these individuals obtain an MLS at a program accredited by the American Library Association. Major research libraries have begun to build faculty expertise in this manner to meet curricular and research needs. The current organizational structure of the library will not be sufficient to operate a library at a more sophisticated research level. At the present time reorganization is not possible because of the low staffing level.

#### 4. LINKAGE OF CURRICULUM WITH LIBRARY DEVELOPMENT

There is a disconnect between course and degree program development and the ability of the library to support proposed courses and programs. The recent difficulties with proposals by the College of Nursing are symbolic of a campus-wide issue. I suggest, historically, each College has not wanted the library to impede its program development but if a proposed program is to have pedagogical substance, attainment of information resources in the library to support the program must be an important component of the approval process. Submission of a proposal to the dean of libraries for approval must be done in good professional faith and not simply be the quest for a “rubber stamp” signature of approval by the dean. The library will continue to work with the Faculty Senate and appropriate Senate committees to enforce the integrity of each proposal vis-à-vis library print and electronic resources.

Several of the recommendations made in the self study have been completed. For example, the library and TLTC completed construction of a new Information Commons on the library’s main floor. Student use of the library continues to grow rapidly. In January 2008 the daily electronic door count was 40,000. This is an increase of 10,000 over January of 2007.

#### Concluding Remarks

It should be noted that a separate self study of the Walsh Gallery will be submitted to the provost by April. The library as “place” has been tremendously successful. The library as “research center” has been severely hampered by historic poor funding. Significant investment in materials and personnel is critical. University Libraries can no longer support major areas of the curriculum of the university.

**Appendix D: Addition of some indirect costs to the Library's budget, 2012.**

**From:** Gregory A Burton  
**Sent:** Wednesday, August 01, 2012 10:54 AM  
**To:** John Buschman  
**Subject:** Indirect funds account

Dear Dean Buschman:

I don't think we have met yet – I'm one of Provost Robinson's Associate Provosts and also serve as Dean of Research and Graduate Services. I have some good news for you – I'm happy to say I have \$10,000 to add to your budget.

For many years, faculty researchers at Seton Hall have argued for an update of Seton Hall's internal policy for allocating indirect funds from research grants. For over 25 years, we have had a policy that 70% of indirect funds go to the general University budget, with 10% going to the Principal Investigator, 10% going to the Chair of the PI's department, and 10% going to the PI's Dean. Among other proposals for modernizing this system, faculty had frequently argued that the Library, in funding research materials, also bore a share of the University's indirect support for research. During the 2011-12 fiscal year, we succeeded at authorizing and implementing the proposed change; it's on a contingency basis so far, that as long as the indirect yield exceeds \$120,000, more of the funds will go to academic budgets that more directly participate in Seton Hall's research operation. So please continue to encourage your faculty to apply for grants, budget for indirect funds if appropriate, and spend the funding they are awarded, so we have a great chance of meeting the threshold again in FY 2013.

The \$10,000 represents the intended share for the Library from the 2011-12 indirect revenues from research grants. If you will indicate the appropriate restricted account for the Library, the Provost's Office will transfer in the funds. As I'm sure you know, the funds need to be spent on items that contribute to research, which is not much of a restriction for a University Library.

Thanks,

Greg Burton  
Associate Provost and Dean for Research and Graduate Services

## Appendix E: Dean Buschman's report on Libraries' material budget, 2012

To: Nick Snow, Associate Provost for Finance and Administration  
Stephen Graham, Chief Financial Officer

From: John Buschman, Dean of University Libraries

Date: August 27, 2012

Re: Key Expenses report on recent costs for the University Libraries' materials budget

### Introduction

As I spoke to the two of you in prior weeks, I think some specific measurement and analysis of the impact of inflation on key areas of the Libraries' materials budget has been in order for a while. Below are listed breakdowns of major categories of ongoing purchases the Libraries have used internally to track spending by type of material/type of purchase. Also listed are the latest available price indexes (with citations) for the type of material or titles long held with a price history for that item as a stand-in for an index the field is still developing. The history of a large annual renewal invoice (Science Direct) has been particularly influential in one of the categories. These indices give an overall view of cost increases within the Libraries' materials budget for ongoing, necessary resources. The baseline budget comparison is FY 2007-2008: five years prior to the last completed FY, and the second in a row with both volatility and significant overspending by the Libraries in the materials budget. In the interests of accuracy and full disclosure, these figures represent the allocated monies of the University, and not the expenditures from our largest endowment: the NEH fund. The overall budget picture and the bracketing of NEH monies will be discussed at the end.

<u>FY</u>	<u>Materials budget</u>
2007-2008	\$1,224,000 (represents an overspend of \$142K)
2008-2009	\$1,556,000 (reported \$150,000 cut during the FY)
2009-2010	\$1,403,000
2010-2011	\$1,265,400
2011-2012	\$1,268,500
2012-2013	\$1,269,500

Inflationary index for North American Academic Books (*Library & Book Trade Almanac*)

<u>Year</u>	<u>Inflation Rate</u>
2007	+ 1.1%
2008	+ 3.8%
2009	- 1%
2010	+ 12% (last year of available data)

Average of 4 year's inflation: 3.975% per year

Inflationary index for North American E-Books (*Library and Book Trade Almanac*)

<u>Year</u>	<u>Inflation Rate</u>
2008	+ 12%
2009	- 18.45%
2010	+ 13.7% (last year of available data)

Average of 3 year's inflation: 2.4% per year

Cumulative Average Price of Serials in Selected Serials Indexes – includes both print and electronic formats (*Library and Book Trade Almanac*)

<u>Year</u>	<u>Inflation Rate</u>
2008	+ 7.7%
2009	+ 8.3%
2010	+ 3.8%
2011	+ 7.1%
2012	+ 9.2%

Average of 5 year's inflation: 7.2% per year

Cumulative average increase over 5 years of selected core databases held for 10 years or more: ABI Global, Psych. Info., LexisNexis, CINHAL, MLA, America: History and Life, Science Direct, Dissertation Abstracts: 2.82% per year.

### Discussion

Averaging the averages, Seton Hall does not look to be doing terribly, but it is the *relative* weight of the inflation rates (where the University Libraries actually spend most of their monies) and the inflation in those areas, combined with prior and future growth/accretions of formats, along with prior budgetary volatility that gives a clearer picture. Simply put, the highest inflation rates strike at the core of the continuing expenditures within the budget:

Databases: Currently representing 58% of the budget, with growth from 75 to 107 databases in the last 5 years (this figure includes cancellations based on reviews of use in the interim), accounting for 2.82 % inflation over the last 5 years on a large base of subscriptions.

Journals: 7.2% inflation, currently representing 29% of the budget, with substantial cuts to print journals (if allowed) and growth in e-journals in the last 5 years.

The other notable area of future growth is E-Books, which cost on average 25-75% more per title for permanent access to the affordances they bring to students and researchers.

The result is that the Libraries severely squeeze new and discretionary purchases where they can, primarily in books. Though prepared a year ago and with somewhat different data, this chart by Lisa Rose-Wiles illustrates this clearly: the Libraries were down to purchasing almost no books ten years ago, recovered some, and then with stasis and instability, these materials have begun to shrink again significantly:

The news is not all gloom, however. Databases still provide us robust access to thousands of titles at an affordable cost (with one or two notable exceptions), and E-Book packages to lease (not purchase) titles provide upwards of 70,000 titles in a package at a modest cost per year per title while scholarly publishers continue to endlessly sort out their business models for purchase. This is not quite the end of the fiscal picture, however. The existence and underpinning of the NEH grant means that these austerities tend to fall extensively on the non-humanities portions of our resources (and therefore, our curriculum). In other words, our doctoral programs are concentrated outside of the most robust area of financial support the Libraries can provide. I believe we have historically been far too conservative with these funds, focusing solely on books as a format primarily in only the most traditional of the humanities areas. The breadth of the impact of this endowment can and should be widened for a variety of reasons:

- 1) The NEH grant application itself speaks of “purchasing selected earlier publications from antiquarian booksellers” and “acquiring—by purchase or gift—entire collections that focus on the humanities.” Utilizing these monies to bring richer older resources to our Special Collections is well within the purview of the purpose of the fund – and such collections are invariably strongly rooted in the humanities and the disciplines that study such materials.
- 2) The NEH grant application itself speaks of purchasing “library resources” – that is, the grant contemplated formats beyond books proper. There are so many relevant research and primary resources available in electronic formats in the humanities; we have not explored these purchases in any meaningful way.
- 3) Finally, the NEH itself has expanded the scope of “the humanities” in which they fund research in the humanities or the humanistic branches of the social sciences. These monies can have more impact, including on the margins of some of the underfunded areas.

### Budget proposal

Given the budget instability over this period, it would be prudent to round up a modest amount from the 4 most representative years where the Libraries materials budget hovered in the \$1.2m range: I will pick \$1,285,000 as a baseline. Given this rough average and the averages of inflation in the areas noted, I would recommend the following inflation-based adjustments:

Books (print and electronic formats combined) – this has been the most volatile segment of the budget and one with the newest resources. Frankly the below \$100K amount we currently spend represents less than the amount I spent on books at Rider University Library before I left in 2007 (an institution with no doctoral programs). Inflation is not the culprit here, but rather these expenditures were sacrificed to fund ongoing costs, and as noted, disproportionately hurt the non-humanities. Recommendation: increase our 2011-2012 spend of \$91K to \$125K total, or an additional allocation of \$34K.

Databases: 3 years of inflation at 2.82% per year would mean an addition of \$65K to the \$745K the Libraries spent on these materials last year. Given that we have absorbed inflation from other sectors of the budget and are asking for remediation there, I recommend \$38K to account for inflation and to protect other budget areas to begin.

Journals: 3 years of inflation at 7.2% per year would mean an addition of \$84K to the \$363K the Libraries spent on these materials last year. Given that we have absorbed inflation from other sectors of the budget and are asking for remediation there, I recommend \$28K to account for inflation and to protect other budget areas to begin.

Total inflationary adjustment: \$100K. I would also recommend doing this exercise every year in a timely way for planning and budgeting purposes for both offices.

Final note: the Libraries materials budget is not the sole source of Library funding which provides access to information for our researchers. For instance, out of operating funds our payment to OCLC – our bibliographic utility which provides and shares globally our catalog records – has hovered around \$61-\$62K per year for 5 years. In my experience, when we expose more scholarship to our community – whether we own or lease it or merely point it out – this generates more use, and more such information infrastructure costs such as increased interlibrary loan/copyright charges. Part of this is simply making what we provide more transparent and easier to use – the first steps of which we are undertaking now. I make no request here, but rather note that success for our community will mean some marginal increase in operating costs make these resources accessible. This request is for basic cost-of-doing business that has increased in the last 3-5 years in an essentially flat budget environment. Separately, and in sequence in future months/years I am in the process of identifying areas of the collections to study and compare against peer and aspirational institutions (Top 10 Catholic Universities, etc.) in areas where we may – or may not – need to grow to meet our academic aspirations as part of the Libraries' strategic plan.

**Appendix F: Dean Buschman's report on the University Libraries' materials budget, 2014**

To: Dr. Larry Robinson, Provost  
Ms. Mary Ann Hart, Associate Provost for Finance

From: Dr. John Buschman, Dean of University Libraries

Date: June 18, 2014 /

Re: Key Expenses report on inflationary impact on the University Libraries' materials budget

The context and shaping of this report was provided in my 8-27-12 original report to Dr. Snow, and will not be repeated here. As noted previously, keeping the time series up to date going forward is important and provides some of the basis for the University's stated goals to "invest in identified key support areas such as the library" and "support academic excellence, scholarly activities, and research efforts."

FY	Materials budget (allocated)
2007-2008	\$1,224,000 (represents an overspend of \$142K)
2008-2009	\$1,406,000
2009-2010	\$1,403,000
2010-2011	\$1,265,400
2011-2012	\$1,268,500
2012-2013	\$1,269,500
2013-2014	\$1,280,000 (internal cost-savings and reallocations)
2014-2015	\$12,185,741

8 year average Materials budget allocation: \$1,291,871.

An average of \$67,000 per year went to computer and cataloging services out of the materials budget. In the shift to the OCLC system in 2013-2014, these monies were reallocated into the proper account ("Library Web Computing Services"), but, due to captured savings from the shift, less was reallocated. In other words, in real dollar purchasing availability for materials (as opposed to computing services), marginally more is available this year.

- 1) Average of 4 years inflation for books: 4.85% per year.  
Applied to base FY 14-15 allocation for books: \$83,880.
- 2) Average of 5 years inflation for periodicals: 6.86% per year  
Applied to base FY 14-15 allocation for periodicals: \$374,010
- 3) Average of 3 years inflation for databases: 3.9%<sup>4</sup>  
Applied to base FY 14-15 allocation for databases: \$819,328

Total which would be added to the Materials budget allocation if we only accounted for average inflationary increases over the past few years: \$58,644

#### Discussion and Budget Proposal

As noted previously, it is the *relative* weight of the inflation rates (where the University Libraries actually spend most of their monies) and the inflation in those areas, combined with budget stagnation over a relatively long period that gives a clearer picture. In simplest terms, the NEH Endowment (along with some monies for Judeo-Christian Studies) means that the humanities are fairly well supported while graduate programs - like Education and Nursing, and Centers of Excellence - like Chemistry, those in Business, or Communications are underfunded, with inflation eroding purchasing power each year.

Given the \$1,291,871 eight year average baseline and the averages of inflation in the areas noted, the averaged inflationary increases we have not been allocating (4.6% for this year) added to this base Materials budget allocation over those years would be a budget allocation of

This is the basic cost-of-doing business that has increased over the last several years in an essentially flat budget environment. Separately I have identified areas of the collections to compare against peer and aspirational institutions (Top 10 Catholic Universities, direct peers.) in areas we need to support better to meet our academic aspirations as part of the University's strategic plan.



**Appendix G: Dean Buschman’s report on the University Libraries’ materials budget, 2016**

To: Dr. Larry Robinson, Provost  
From: Dr. John Buschman, Dean of University Libraries  
Date: September 6, 2016  
Re: Budget requests

At our August 22<sup>nd</sup> meeting you asked for 3 levels of budget request. I have provided that, with some documentation footnoted below<sup>[3]</sup> on how these figures were arrived at.

1. **Inflation has degraded** our ability to purchase e-books and monographs **down to \$4,350** to cover **91% of our undergraduate population’s** major areas of study.<sup>[4]</sup>

- **Request: \$85,000/year** to restore us (roughly) to 2011-2012 levels adjusting for real \$ inflation.

2. **University Libraries have absorbed web technology costs from IT/Advancement** (\$6,000/year) and Library Management System (**LMS**) **cost increases** while **IT** maintains a **\$ commitment** to the LMS **at 2013 levels** with no server/service responsibilities (\$12,550/year additional contractual costs).

- **Request: \$18,550/year** to cover increased technology costs.

3. **Peg the Library Materials Budget (135212) to salary increases** to prevent this level of degradation to materials purchasing power: e.g. FY 17 budget of \$1,287,574 w/2% increase = FY 18 budget of \$1,313,325 (+ \$25,750).<sup>[5]</sup>

Operating budget contracts:	2017-2018	2016-2017	2015-2016
Bepress (Institutional Repository)	\$39,038.00	\$35,748.00	\$34,209.00
EBSCO Discovery Service		\$18,165.00	\$17,300.00
Interlibrary Loan Services		\$9,924.00	\$9,519.00
NJLA		\$240.00	\$240.00
PALCI		\$23,790.00	\$14,080.00
SpringShare (Web Services)		\$5,220.00	\$4,794.00
WMS (Library System)		\$131,633.62	\$128,628.00
Total Sample Operating Expenses	\$39,038.00	\$224,720.62	\$208,770.00

<b>Big Cost Items:</b>	<b>2016-2017</b>	<b>2015-2016</b>
Vale NJEdge	\$306,456.86	252,092.19
American Chemical Society Journals	\$52,836.00	50,562.00
Scifinder Scholar	\$65,153.00	62,648.00
Scopus	\$30,000.00	24,000.00
Project Muse	\$28,350.81	\$26,996.58
Proquest Dissertations & Thesis	\$15,898.44	\$15,286.96
Oxford Journals	\$20,965.09	\$20,431.48
Royal Society Chemistry Journals	\$44,019.00	41,008.00
Sage Journals	\$46,390.00	39,192.00
Springer Journals	\$50,015.00	46,437.00
Wiley Journals	\$32,650.00	31,018.00
Interdisciplinary	\$204,051.00	213,297.00
Total	\$896,785.20	822,969.21

Notes:

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[1] Contrary to media-driven myth, new devices and formats do not supersede existing ones. Books, proclaimed dead for 40 years now, continue to be produced at the rate of 175,000 to 190,000 titles *per year in the United States alone*. UNESCO reports the UK alone produces about 206,000 titles per year, with a total world output approaching 750,000 titles per year. Most of this content is not and never will

be available electronically, and any university with aspirations to teach and study about regions and cultures and languages of the world – like the Lusophone regions, non-English Europe, China, Japan, the Koreas, the Balkans, Latin America, or the Middle East – cannot simply ignore making some of the more important works of this output available to its research community.

[2] Databases represent a hybrid category that tends to be comprised of two types of resources: 1) those that contain data or reports (such as the CCH Tax – law – service) and those that index and then make available on a lease basis selected journal content right within the index (such as Academic Search Complete). Journals are subscriptions to which, whether in electronic or print formats, we are purchasing perpetual access to the journal itself: we own it.

[3]

[4] Based on the proportion of non-humanities majors from the latest (2012-2013) posted University *Fact Book*. This is so despite the allocation to cover *ScienceDirect* inflationary costs in 2015.

[5] Request #1 and #3 are both predicated upon a) separate allocations for the School of Medicine (SOM); b) coverage for *additional* costs incurred for existing resources extended to the SOM; c) that SOM resources will address some of the current shortfalls for Nursing, SHMS, and the Sciences at Seton Hall.

## **Appendix H:       Precis of the IHS Library development John Buschman and Chris Duffy, September 2018**

The search for an Associate Dean of the HSLIC was conducted during the Summer of 2017. Chris Duffy came on board in November 2017. He has established relationships with the Deans and faculty of the School of Medicine, College of Nursing, and School of Health and Medical Sciences and performed a needs assessment with the School of Medicine to establish what essential resources are needed for their collection. He worked closely with the Head of Collection Development to generate quotes for a robust collection for the school of medicine that came in well under-budget, as well as developing a close working relationship with the Assistant Dean for Information Technology, the Digital Services Librarian and the Digital Collections Developer. Together they built a new website for the HSLIC, which was launched in July 2018, staffed with four individuals: Duffy and three health sciences library faculty members.

### **Timeline:**

- November 2017: Associate Dean Chris Duffy hired to run the Health Sciences Library and Information Commons.
- November 2017: In collaboration with Assistant Dean Leonard, Sharon Ince and Zachary Pelli, the design of a new website for the Health Sciences Library begins in earnest.
- November 2017: Positions are posted for three Health Sciences Librarians.
- December 2017: Meetings with SOM Deans and Faculty begin to assess needs of an opening day collection.
- January/February 2018: Search committee established for Health Sciences Librarian positions and interviews begin.
- March & April 2018: Offers are made to Allison Piazza and Andrew Hickner, and both accepted to be primary liaisons to the School of Medicine. They both start their employment in April 2018.
- April 2018: In collaboration with Associate Dean Miriam Hoffman, planning for library involvement in SOM curriculum begins in earnest. Objectives and session content planning begins for librarians to teach information mastery and evidence-based practice throughout Phase 1 of the curriculum.
- May 2018: HSLIC website is completed and ready to launch. The website is demonstrated to SOM, CON, and SHMS faculty and Deans. Marketing plan for website launch is established.
- May 2018: Offer is made to Kyle Downey to be a primary liaison to the College of Nursing and the School of Health and Medical Sciences. Offer is accepted, and he begins employment in June 4, 2018.

- May 2018: A statistics tracking model is established and rolled out for the new library.
- May 2018: With the help of Assistant Dean Elizabeth Leonard, the Health Sciences Library is created as a branch library in WMS. Book holds can now be shipped from Walsh to IHS.
- May 2018: In collaboration with Assistant Dean Elizabeth Leonard and Assistant Dean Derry and their teams, the reference and reserve collection for SHMS and CON is pinpointed, cataloged, re-labeled, and ready to ship to the IHS campus.
- May 2018: The building project at the IHS campus is completed and the move to the new campus takes place

Since coming on board in April of 2018, Allison Piazza and Andrew Hickner have done extensive work for the School of Medicine. **Some of their projects include:**

- Restructuring of the new IHS website for better usability.
- Creation of social media presence for IHS library to broadcast library information to followers.
- Creation of “Phase I textbook toolkit,” which provides easy-access to eBooks by faculty and students.
- Creation of a “Finding Medical Images toolkit,” which provides resources for finding images to be used in faculty course presentations.
- Creation of a "Staying Current with the Medical Literature" toolkit, which provides ways students and faculty can stay up-to-date with the medical literature using library resources.
- Developed Health Systems-Information Mastery class on literature searching to be held September 17, 2018.
- Meetings as library liaison with all SOM course directors
- Creation of orientation program that will introduce medical students to the library to be held on July 16, 2018.
- Creation of pre-orientation survey of medical students to gauge familiarity with, and interest in, library resources.
- Ongoing work mapping Phase 1 class objectives to Medical Subject Headings (MeSH).
- Creation of a 2-hour library program for high school students on summer internship with HMSOMSHU to be held July 31-August 8, 2018.
- Refinement of library metrics for statistics reporting.

**There have been significant challenges faced since November. The most significant of which is related to the structural change of the School of Medicine that took place in March of 2018** (adapted from the All Staff Meeting of June 26<sup>th</sup>:

“The IHS Library: How we got here ... and where we are now”):

- February 15<sup>th</sup>: LCME Grants Preliminary Accreditation.

- March 20<sup>th</sup>: 3 potential approaches to the upcoming relationship change outlined for the Provost: Co-location, little cooperation; Share Library resources, reimburse for expenses, modest exchange; Pursue full integration: our original design:
- March 26<sup>th</sup>: “Hackensack Meridian School of Medicine at Seton Hall University Now Accepting Applications for Inaugural Class” ( a 5 & ½ week gap between accreditation and admissions starting)
- April 16<sup>th</sup>: President Meehan announces that “we have restructured our agreement so that Hackensack Meridian Health will assume complete financial responsibility for the School of Medicine beginning July 1, 2018. Eventually, the school will be administered solely by Hackensack Meridian Health after a defined transition process. Until the transition is complete, Seton Hall will retain the academic responsibilities for operating the school and will issue the diplomas to medical students upon graduation.” TBD in that agreement was IT and the University Libraries/IHS Library.
- May 1<sup>st</sup>: a full budget model proposal submitted based on a blend of Options 2 & 3 proposed to the Provost: some Sharing, some Integration. This is Seton Hall’s preferred option. The full-content of our collections selections was included in negotiations with HMM. We hear nothing.
- We find that HMM had been contacting the vendors on the resources-selected list to license them separately throughout May and June.
- May 29<sup>th</sup>: We take down the free trials we’ve requested from vendors, because we can no longer assure them that, in return for the access to plan courses and curricula, Seton Hall will be committing to licensing and purchasing.
- June 5<sup>th</sup>: I brief the larger SHU team negotiating with HMM that “HMM-licensed resources will not be managed or made accessible through SHU or SHU Libraries. That means that they must ‘live’ somewhere on a website: links, journal loads and troubleshooting need to be done from that site, not by SHU Libraries. As a result, they’d have to manage the identities for a 2nd SOM-only login. SHU Libraries will wall-off SHU resources.” This is a real concern for SOM’s accreditation. SHU General Counsel is present.
- June 12<sup>th</sup>: Deans’ Retreat – all day meeting. All Deans are to report their “biggest challenge” for the coming year. It is no surprise that ours is the IHS Library and the three points just reviewed for the SHU negotiating team: no website, no management of HMM resources, no access to SHU resources are reprised. SOM leadership is surprised.
- June 14<sup>th</sup>: All the IHS librarians are briefed. SOM leadership reaches out at that time and we discuss the issues again w/SOM leadership. A meeting for Monday the 18th is proposed to iron this out w/VP’s at decision-making levels to be included – cancelled at the last moment. I am asked for new budget figures that day. The Provost and I can give only an estimate. Both SHU and HMM General Counsels are doing the negotiating.

- June 21<sup>st</sup>: HMM makes a counteroffer – the first time ever they have proposed to pay for access to SHU resources and for University Libraries’ time and labor. I submit a final budget figure.
  - June 22<sup>nd</sup>: From SHU’s General Counsel: “I copied and pasted your email to HMM and they have agreed to pay \$200,000 this year with the understanding that we will examine the issue again next year.” We are back to share-and-share alike. We deploy the IHS Library website.
  - July 31<sup>st</sup>: That agreement is finally signed.
  - September 12<sup>th</sup>: the monies are finally transferred.
- Meanwhile the IHS Library has been operating full-bore.

## *Progress on Library Strategic Plan Objectives Round 4: Going forward to 2020<sup>1</sup>*

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### **Objectives July 2017 to 2020.**

Approved by the Library faculty July 19, 2017

**Objective 1:** Design, staff, and build an opening day collection and space for the Integrated Health Sciences campus and the new School of Medicine (1-9)

*Accomplished. See first bulleted item in the Executive Summary and the Duffy and Leonard Annual Reports.*

**Objective 2:** Implement the Libraries' Technology Strategic plan (<http://library.shu.edu/library/DigCollTechPln>) (1-3, 5-9)

*Progress made in deploying Preservica (our digital preservation tool/service) on assets such as Poetry in the Round recordings, e-mail blasts, the digitized Galleon and Catholic Advocate. See the Leonard and Ince Annual Reports and bulleted items in the Executive Summary on Data Management and the Institutional Repository.*

**Objective 3:** Continue to improve library-wide coordination and communication: collections coordination (electronic, print, and repository) across all relevant units, meetings with functional supervisors, occasional staff/area meetings, all-library meetings and with library faculty, library newsletter for better functioning and transparency (2-5, 8)

*Progress made: regular meetings with the Asst./Assoc. Deans and Dean's Library faculty meeting. Strong (but slow) coordination with the LFA on agreed reappointment schedules, R&T guidelines. All-staff meeting on the process and state of HMH-Library negotiations.*

**Objective 4:** Reformulate the liaison model: create and embed learning objects as close to the point of need as possible and deploy alternate service/teaching tools and technologies, document

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<sup>1</sup> Strategic Plan Goals

**Goal 1)** Provide expert assistance, instruction, and an innovative suite of user services which are responsive to the needs of our community and changing circumstances.

**Goal 2)** Build up and preserve print, digital, and other materials using selection criteria that reflect the academic priorities of the University, current collection strengths and significant research in all areas of study pursued at the University.

**Goal 3)** Provide effective organization and presentation of information and collections and access to information located elsewhere.

**Goal 4)** Create and maintain a physical environment that fosters learning and research and encourages use and interaction.

**Goal 5)** Communicate the library's services and resources effectively, expand outreach and develop opportunities for our users to communicate about and shape those services and resources.

**Goal 6)** Develop strategic alliances and cooperate with other organizations for the advancement of scholarship, efficiency, and University goals and objectives.

**Goal 7)** Contribute to the academic, ethical, and cultural growth of the University community.

**Goal 8)** Foster an organizational culture and work structures that are agile, communicative, transparent, resilient and flexible, embrace change and encourage teamwork.

**Goal 9)** Secure the resources to meet Seton Hall University Libraries' goals and objectives.



encounters like embedded Library faculty work, online reference, online course development, assignment development, library faculty and Dean outreach efforts (1, 5, 8)

*Progress made. See bulleted item on the Wiley project in the Executive Summary as well as the Derry Annual Report sections on assessment.*

**Objective 5:** Manage services more effectively: deeper data randomly collected, assessment of services and teaching, develop and/or partner to offer staff Patron Services training/best practices (1, 3, 5, 8)

*Progress made: chat reference data collected and analyzed. See the Derry Annual Report.*

**Objective 6:** Organize, document, expose, and preserve Gallery and Special Collections materials: manage that space efficiently and effectively, produce finding aids, continue developing modern collections handling procedures and implement them, develop a digital preservation program, update skills where needed (1-4, 7-8)

*The Gallery made the most progress in this area. See the Brasile and Schaeffer sections of the combined Special Collections and Gallery Annual Report on work in the Vault. This is significant. After almost four years of work and attempts to integrate the two units, a change in leadership and direction was needed to implement processes and make progress on this Objective. I was Acting dept. head for almost a year, and Asst. Dean Dr. Sarah Ponichtera was hired in March. Rapid progress has ensued.*

**Objective 7:** Continue to configure Walsh Gallery programing for long term sustainability (3, 7-8)

*Much progress here: new storage area, new vitrines (specifically designed for our needs), new signage and semi-permanent displays. See the Brasile section of the combined Special Collections and Gallery Annual Report.*

**Objective 8:** Develop cohesive messaging and outreach: utilize newsletter/digital signage/web page, conduct ongoing surveys on Libraries' web pages, provide feedback channels to the Library administration (1, 4, 5-7)

*Only modest progress here: Asst. Dean Derry did a "feedback to the Asst. Dean" table in the IC that garnered very little response, and no progress on the newsletter.*

**Objective 9:** Maintain and increase Libraries' role in/leadership of campus scholarly activities issues: copyright, fair use, open access, licensing, data visualization, data management plan to support grant proposals (1, 3, 5-7)

*Essentially maintained our progress in prior years here. The Speakers Series highlights this role of the University Libraries.*

**Objective 10:** Continue to deploy more sophisticated mapping, wayfinding, signage and/or digital signage for the stacks and the building (1, 3-5)

*Significant progress here with Stackmap: see the item within the Provost's Thrust Initiative bullet in the Executive Summary.*

**Objective 11:** Deploy the Alumni portal (1, 3, 5-7)

*Significant progress here with the Alumni Portal: see the bullet in the Executive Summary – a four-years-in-the-making accomplishment.*

**Objective 12:** Develop Electronic Resources workflows and collections monitoring (1-3, 5-9)  
*Essentially maintained our progress in prior years here. We could not have accomplished the IHS Library project without this prior work.*

**Objective 13:** Expand access to electrical power for students throughout the building (4, 9)  
*Significant progress here with the power stations and Omnicharge “bricks”: see the item within the Provost’s Thrust Initiative bullet in the Executive Summary. The lack of response from the VP for Administration to an SGA initiative on this and Group Study rooms was disappointing.*

**Objective 14:** Partner w/Security for better evening security coverage (7-8)  
*Only modest progress made on this Objective: contact and response was sporadic and accommodations needed for Security presence and during our elevator outage was non-cooperative.*

**Objective 15:** Address legacy issues with our print collections (2-3, 5, 8)  
*Essentially maintained our pace of progress in prior years here with continuing correction of records and re-doing outdated/outmoded cataloging of materials. See the Technical Services Annual Report.*

**Objective 16:** Grow the budget to address curricular and research needs (2, 9)  
*Good progress made on this Objective (thanks to the support of the Provost): budget augmentation of \$120K plus some personnel funds that will allow much more flexibility to our next faculty hire(s).*

## 2018-2019-2020 Re-focus on Library Strategic Plan Objectives

I engaged in an exercise April and May of 2018 with my leadership team. The University Libraries had reached the end of how far we could push our existing structure (Assistant Deans and Committees) to manage services, but there are still things we want to do, and should do. How do we organize ourselves to do them? We needed to both deepen and broaden our thinking about our current Objectives and to think a little more creatively about the best use of our time until 2020. We discussed three questions:

1. What are the types and levels of the most effective librarian services we should be offering?
2. What should the mix between Public Services and Collections Services look like to best offer those services?

3. What are the drivers of work in Collections Services over the next 2-3 years?

The result was two clear groupings of top priorities, a clarity of purpose, and a manifest realization that, to make progress, assignment changes would have to be made. Though not comprehensively covering all our Objectives and activities, we realized that we are in the last 2.5 years of our current Strategic Plan with an Interim President. The overriding Goals to be addressed from our plan are:

Clearly at the top of our priorities are **Goal 1)** Provide expert assistance, instruction, and an innovative suite of user services which are responsive to the needs of our community and changing circumstances; and **Goal 5)** Communicate the library's services and resources effectively, expand outreach and develop opportunities for our users to communicate about and shape those services and resources.

We will address these Goals over the next 2.5 – 3 years by:

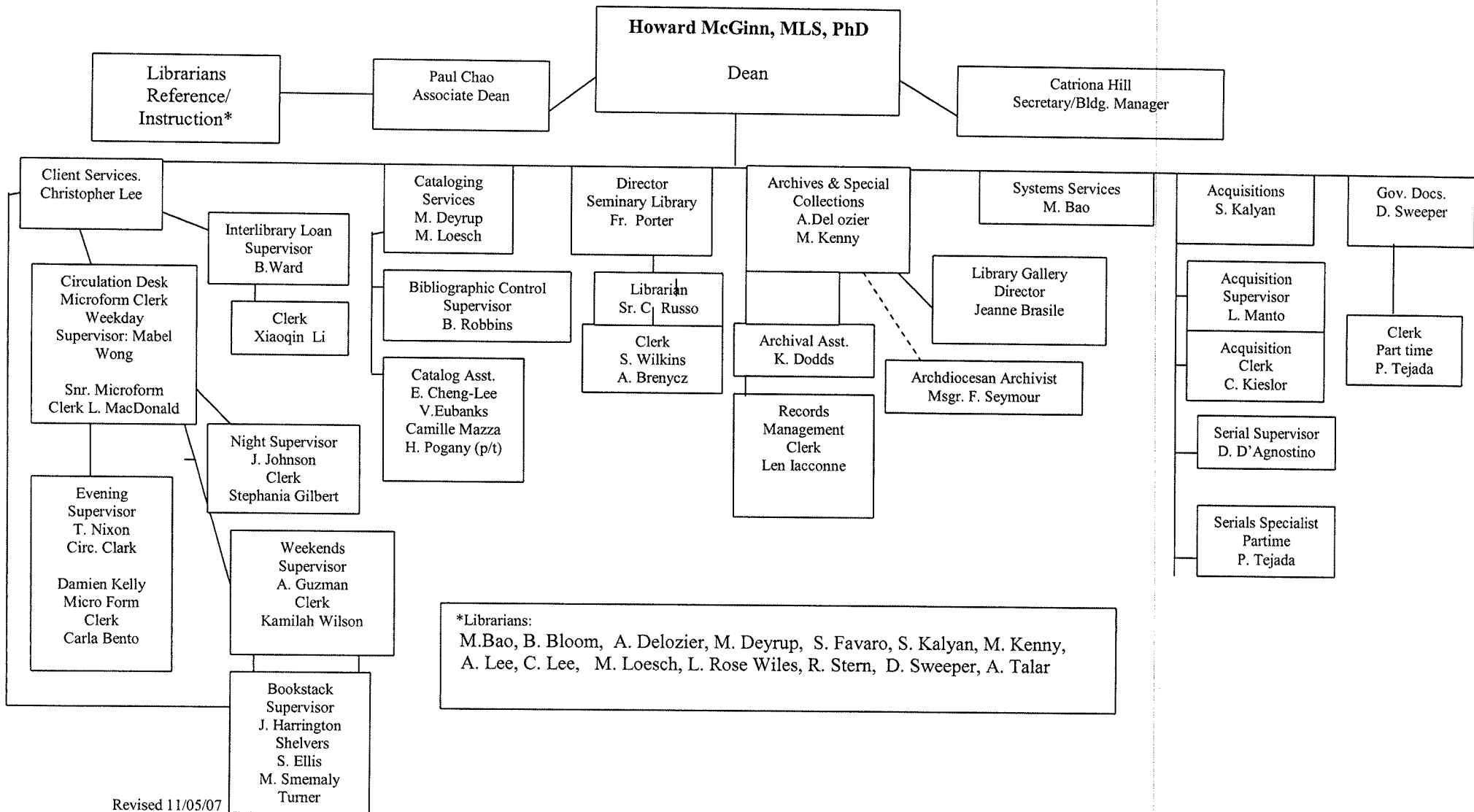
- Developing services and tools for Graduate Students (Data Management, support for the research process, leading the campus in innovation) – current Objectives 4, 9 & 2.
- Developing a cohesive marketing approach within the SHU community – current Objectives 8 & 3.
- Growing online services (tutorials/Bb) – current Objective 4.
- Thinking creatively about the new Head of Instruction position and addressing Reference needs (chat, Ref. co-heads?) – current Objectives 4 & 5.

Coming in after those were: **Goal 2)** Build up and preserve print, digital, and other materials using selection criteria that reflect the academic priorities of the University, current collection strengths and significant research in all areas of study pursued at the University; and **Goal 6)** Develop strategic alliances and cooperate with other organizations for the advancement of scholarship, efficiency, and University goals and objectives.

We will address these Goals over the next 2.5 – 3 years by:

- Supporting Digital Preservation through systematic implementation of our Technology Plan (including integration of tools/systems, the Institutional Repository, and collaboration within and without the University).
- Managing our collections (digital and legacy) and moving Collections Services toward Metadata Services.
- Implementing and supporting the IHS Library.

**SETON HALL UNIVERSITY LIBRARIES**  
**Organizational Chart**  
 2008-2009



Revised 11/05/07