

Compact for University Libraries FY 2007/2008

Introduction:

The compact between the Provost and Vice President for Academic Affairs and the Dean of University Libraries for fiscal year 2008 includes the following:

A. University Libraries Mission and Key Functions

Vision Statement: **Preserve the Past, Honor the Present, Envision the Future**

The faculty and staff of the University Libraries embrace the academic endeavor, the preservation of our cultures and heritage, and the highest levels of service to our community of users. The University Libraries will anticipate and exceed the needs of our users, foster excitement in the process of discovery, and function as a catalyst and participant to advance learning, scholarship and the creation of new knowledge.

Mission Statement: <http://www.bgsu.edu/colleges/library/strategicplan/mission.html>

The University Libraries promotes Bowling Green State University's mission to develop engaged citizens who are culturally literate, globally aware, and technologically sophisticated. To advance scholarship and critical thinking, the University Libraries engages scholars and the diverse, multicultural communities of northwest Ohio, as well as collaborates with institutions worldwide. As a user-centered institution committed to providing equitable access and services, the University Libraries builds, organizes, and maintains focused collections for the academic and research interests of Bowling Green State University students, faculty, and staff while teaching users to identify, locate, assess, and use appropriately a full range of information resources to create new knowledge.

UL Core Values:

http://www.bgsu.edu/colleges/library/strategicplan/ul_core_values.html

UL Environmental Scan:

http://www.bgsu.edu/colleges/library/strategicplan/environmental_scan.html

Organizational Chart:

<http://www.bgsu.edu/colleges/library/admin/OrgChart2007-08.pdf>

Top three challenges facing the University Libraries:

Challenge #1: Aligning our human and fiscal resources to support priorities (in two particular areas):

- A. To move from print to electronic - Although this is being done very well in the acquisitions budget, in human resources we continue to devote a disproportionate amount of our efforts toward print resources (this includes our management of Ogg Science Library). The information industry and the means of communication evolve continue to evolve. Without increases to the personnel budget and at least some small growth in professional positions, shifting human resources will more slowly be accomplished through retiring & rehiring (about 48% of the UL classified and administrative staff have 18+ years with BGSU), as well as re-training of current employees. See Appendix A for a zero-based budget estimate which would allow for additional positions and quicker adaptations to the growing electronic environment.

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- B. To support student learning - The need continues to tie the acquisition of materials and the focus of the library faculty to the curriculum by close collaboration with teaching faculty. As we continue to define and focus priorities, library faculty will need to work closely with departmental curriculum committees and others across campus to integrate information literacy skills and library resources into courses, assignments, and programs.

Challenge #2: Continuing to create and improve non-classroom student learning spaces in our current facility.

Challenge #3: Creating robust, unique, curriculum-driven digital collections that highlight and enhance our collection strengths.

B. University Libraries Performance Measures

Performance measures have been or will be based upon:

- User Perspective: Meeting the Needs of the User
 - a.) Provide excellent service to users throughout the university community.
 - b.) Educate users in the skills necessary to fulfill their information needs.
 - c.) Select, build, maintain and preserve high quality collections that reflect the needs of the libraries' users and support the university's mission and priorities.
 - d.) Provide convenient and timely access to the libraries' collections.

- Internal Process Perspective: Efficiently Delivering Library Collections, Services, and Programs
 - a.) Acquire, create, organize, preserve and deliver information resources in a timely, efficient, and accurate manner.
 - b.) Utilize resources in the most innovative, efficient, and effective way possible.
 - c.) Continuously identify, review, and improve the processes that have the greatest impact.

- Finance Perspective: Managing the UL Budget for Mission-based Initiatives
 - a.) Increase the financial base through increased institutional support, private donations, and other external support.
 - b.) Provide resources and services that have a high ratio of value to cost.
 - c.) Participate in cooperative collection development through the statewide consortium (OhioLINK).
 - d.) Align UL human and financial resources with BGSU priorities.

- Learning/Growth Perspective: Creating An Environment Supportive Of Continuous Staff Growth And Organizational Development
 - a.) Foster learning among library employees to further encourage creativity, cooperation, and innovation.
 - b.) Continue to recruit, develop and retain productive, highly qualified staff.
 - c.) Encourage campus planning for facilities that promote staff productivity, encourage library use and ensure top quality services.
 - d.) Continue developing an innovative and effective information technology infrastructure to support library services and new initiatives.

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e.) Strengthen the culture of assessment throughout the University Libraries.

The Means for Assessing Performance Measures:

1.) Library use and impact data: facility use, remote use of e-resources, OhioLINK (Electronic Journal Center, databases, media etc.) use, usage of targeted monographs added, and qualitative/quantitative information on collections research use. Comparisons/benchmarking with peer institutions.

Example: See Appendix B for statistical evidence of the shift from print to electronic, see Appendix C for peer comparison information.

2.) User assessment data and commentary: Surveys and focus group input; assessment of student learning outcomes.

Example:

BGSU Graduating Senior Questionnaire % Responding "Very Satisfied" or "Satisfied" with . . .				
	02-03	03-04	04-05	05-06
Library resources	94	96	96	97

Example:

Individual Research Appointments # Responding "Did the session provide the kind of assistance you expected?"						
	Sp 05	F 05	Sp 06	F 06	Sp 07	
Yes	39	22	42	33	48	
Yes, with limits	6	4	7	9	8	
Helpful, but not what I asked for	1	1	2	0	1	
Yes, but not what I really wanted	0	1	0	1	2	
Only partly	0	0	0	1	0	
No	0	0	0	0	0	

3.) Process specific measures: data from planned process improvement projects with benchmarks for efficiency and service enhancements.

Example: Currently benchmarking monograph time to shelf, turnaround time for Access Services email queries.

4.) Evidence of impact in the library profession: information collected from annual data outlines on scholarly contributions (publications and presentations) by the UL faculty and staff and service contributions to the profession (OhioLINK, ALAO, etc.).

Example: 33% of all library employees (FY07) serve on committees for professional associations, 63% of library faculty (FY07), as well as some administrative and classified staff published or presented a paper.

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5.) Appropriate and effective collecting: data focused on the percent of resources that have been collected, cataloged, and used, including materials checked out and or electronic materials accessed; peer comparisons.

6.) Directed financial impact measures: budget data relative to staffing, library operations, collection management and collection maintenance; ratio comparisons with peers.

Example: See Appendix C and D for peer comparisons.

7.) Directed professional development and growth impact measures: surveys, data collected from professional leave forms, service commitments and annual data forms, and annual reports.

Example: Currently developing employee engagement survey; Over 64% of all UL staff participated in at least one professional development activity in FY07.

8.) Direct impact on BGSU mission, priorities, signature programs, etc.: surveys, data from IR, collection analysis, assessment of information literacy learning outcomes, etc.

Example: In Spring 2006, UL compared main campus full-time, first-time '01, '02, '03 and '04 general population cohorts to the corresponding UL student employees. Consistently, in all semesters, with all cohorts, the UL student employees had higher retention rates. The UL student employees averaged nearly 17% higher than the student body at large.

C. Strategic Goals of University Libraries:

http://www.bgsu.edu/colleges/library/strategicplan/strategic_missions/ul_strategic_missions.html

1.) Completed Goals:

Goal 1: Implemented a new organizational structure to create flexibility and leadership opportunities at every level in the organization.

- Created the Management Advisory Group to provide strategic leadership
- Established functional clusters to a) actively participate in decision-making process and b) create work efficiencies across departments
- Developed a human resources plan
- Implemented the UL Staff website to share information
- Recognized staff for taking leadership initiatives

Goal 2: Provided leadership in information literacy

- Developed a plan that provides collaborative opportunities for librarians and faculty to integrate information literacy initiatives into academic disciplines and coursework
- Assessed opportunities to strengthen the library's role in learner-centered instruction
- Tested assessment tools for use in library instruction
- Encouraged broad UL participation through orientation and training

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Goal 3: Created a user-centered learning environment

- Articulated a user-centered service philosophy and research culture
- Maintained the focus on service excellence
- Analyzed user feedback to refine quality of service, programs, equipment/products
- Equipped instructional rooms to facilitate collaborative learning group activities that support teaching and student learning
- Created group study on 7th floor of Jerome and in Ogg and designated quiet study space in Jerome.

Goal 4: Optimized information technology

- Implemented the UL's technology plan
- Took advantage of automated systems and processes to streamline and make workflows more efficient
- Implemented appropriate new user-centered services to add convenience and functionality
- Created effective partnerships with ITS, OhioLINK and vendors

Goal 5: Implemented strategies to manage collections and access

- Enhanced remote access to electronic content through "single point" access to support BGSU's distance education program
- Reviewed formulae for material budget allocations
- Educated the BGSU community about changes in scholarly communication and impact of information policies on libraries

Goal 6: Improved Marketing and Communication with campus and community

- Developed a marketing plan for UL services, programs and products
- Maintained membership in OhioLINK's Marketing Task Force
- Explored various strategies/formats for marketing
- Had an open houses at the Jerome Library to showcase collections, facilities and services
- Added focused public relations responsibilities to new Executive Assistant to the Dean position

Goal 7: Articulated a comprehensive development plan for the University Libraries

- Created Library Advocates Group to promote library strengths and advocate support for the library
- Planned fundraising events to coincide with other campus events
- Invited Development Office/Alumni Staff to learn about library funding possibilities as an integral part of BGSU's development and fundraising campaigns
- Collaborated with Development Office in identifying donors for planned gift opportunities

Goal 8: Fostered an inclusive, multicultural environment that supports the university's academic plan of a complex culturally diverse world.

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- Identified funding support to provide intern or other temporary opportunities for minority and multi-cultural librarians/library school students
- Sponsored programs about the multi-cultural experience

Goal 9: Addressed some inadequacies of the Jerome Library building for housing and preserving collections and providing aesthetically pleasing study/work environment

- Hired a library building consultant to evaluate the feasibility of current facilities
- Reviewed program statements to identify needs and identify short-term and long term strategies to provide functional spaces

Goal 10: Assessed the UL's programs, collections and services to assure on-going alignment with users' expectations, the University's mission and professional benchmarks

- Completed and began implementation of the assessment plan
- Assigned responsibilities for oversight of assessment efforts to Assoc. Dean
- Continued to improve data gathering and dissemination

2.) Carried-Forward Goals

The UL has taken some steps in all of these areas, but these areas in particular need more attention:

Goal 1: Improve the overall condition of the Jerome Library to preserve collections and to create additional comfortable, aesthetically pleasing spaces for enhanced learning outside of the classroom.

Goal 2: Advance issues in scholarly communications so that information and library materials become more accessible and affordable for university scholars.

Goal 3: Strengthen the library liaison program to improve cooperation and collaboration between library and departmental faculty to improve faculty research and student learning in the traditional classroom, online and off-campus.

Goal 4: Improve marketing and communications of UL resources, services, and programs in order to maximize the use of library resources and improve student learning.

Goal 5: Adopt and adapt to new information technology systems to improve workflows.

3.) New Strategic Goals

Goal 1: Pursue the digitization of unique UL collections so that they may be incorporated into the curriculum and shared with the broader scholarly community.

Goal 2: Participate in the Provost's strategic planning initiatives, and evaluate, refine and focus UL resources (human and material) so that they support BGSU's academic mission and signature programs.

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Goal 3: Work within the UL and with the Office of Development to improve the existing library building and/or to further efforts toward a new library facility through donor relations and promotion of special collections, services and programs.

Goal 4: Contribute to and participate in OhioLINK's current statewide strategic planning initiatives, including acquisition of e-books, coordination of book and non-book buying, restructuring of the library depository system, transformation of scholarly publishing, enhancing access to collections, and digitization of library materials.

Goal 5: Develop and offer a general education information literacy course to aid in retention and academic success.

Goal 6: Make connections with researchers and others across campus to foster the UL support of economic development initiatives.

D. University Libraries Space and Facilities

1. Initiative Impacts and Space Management—N/A
2. Major Capital Investment Priorities

The UL Facilities Committee assigned the following two programs highest priority in 2006 if the UL is to stay in this building. The first project received high priority from the BGSU Deans when they ranked and prioritized capital projects related to academic facilities. See complete capital recommendations for 2007-08 in Appendix E.

1. Jerome Library – HVAC, Electrical, Plumbing, Fire Alarm & Smoke Detection System

A cooling tower was installed in Jerome Library in 2003, but the environmental conditions in the building continue to be drastic. Temperatures and humidity fluctuate widely from area to area and even within particular areas of the building. Not only do these conditions present health concerns for employees and library users, they are extremely damaging to our valuable collections. Currently, the only smoke detectors located in the Jerome Library are in or near the elevator core. The only visual evacuation warning in the building is near the front circulation desk on the first floor, although we regularly have hearing-impaired library users throughout the building and have even recently had students express concerns about being unable to hear the fire alarm. In 2001, Mechanical Design Associates, Inc. evaluated the condition of the HVAC, plumbing and electrical systems (including the fire alarm system) and recommended \$15 million in construction repairs. Additionally, if detection and warning systems were installed, we should also take the opportunity to install an internal tornado warning system, as there are a variety of areas in the building that can not hear the external tornado sirens.

2. Jerome Library - Loading Dock

A total redesign of the loading dock is needed. The current dock configuration is a safety concern for both University employees and delivery personnel. This redesign would include improved access for a wider variety of vehicles and a mechanical lift. It would also provide

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for better drainage to prevent water from blowing into the interior of the building and ice forming on the dock. Improvements to the interior area of the dock are needed to facilitate access with improved doorways for deliveries. The poor drainage of the current dock has deteriorated concrete along the base of the exterior wall. Don Esker, of Marsh USA, Inc. submitted an evaluation of the current dock with recommendations in 2003 regarding a mechanical lift. The estimated cost of this project is \$100,000.

E. The University Libraries Diversity Planning and Assessment

Foster an inclusive, multicultural environment which supports the academic plan themes of multiple realities of a complex, culturally diverse world.

Objectives:

- Affirm the UL's commitment to the principles and practice of diversity by recruiting and retaining a culturally diverse staff and by promoting cultural exchanges where possible.
- Continue to collect resources that reflect the values, needs, and opinions of diverse groups.
- Provide professional development opportunities for UL faculty and staff to so that they have a better understanding of the multicultural experience.

F. University Libraries Public Engagement

Locally, the UL showcases examples of public engagement through this website:

<http://www.bgsu.edu/colleges/library/engage.html>. Following are selected examples:

African American History Project: BGSU's Center for Archival Collections is partnering with the Toledo-Lucas County Library, the Ward M. Canaday Center for Special Collections at the University of Toledo and the African-American Legacy Project to gather and preserve materials related to the history of the northwest Ohio African-American community. Founded in 2002, the African American Legacy Project is a repository of information about the region's black history. The agreement calls for the partners to work together to professionally preserve materials donated to the Legacy Project, while making vital documents available to the public.
<http://www.bgsu.edu/offices/mc/news/2006/news22028.html>.

CSCL Book and Reader Conference

The purpose of the annual Book and Reader Conference, sponsored by Cooperative Services for Children's Literature (CSCL) and the Curriculum Resource Center, is to provide an opportunity for K-12 teachers and librarians to experience a wide variety of activities surrounding the integration of literature into standards-based classroom instruction. Since 1992, when the CRC began collaborating with the CSCL Board to sponsor the conference, almost 1000 Northwest Ohio teachers and librarians have attended the annual event. Some of the authors presented over the years include: Pat Cummings, Patricia Polacco, Gerald McDermott, Jean Fritz, Ashley Bryan, Jan Wahl, Will Hillenbrand and Sharon Draper. BGSU faculty, staff and students benefit from the Conference and related CSCL activities that engage Northwest Ohio librarians and educators.

Human Rights Monday Night Film Festival

This festival included showings of eight independently produced videos designed to increase awareness of human rights issues. The festival was a collaboration between the University

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Libraries' Multicultural Affairs Committee and Human Values for Transformation Action (HVTA). HVTA is a local organization that advocates for human rights and emphasizes respect for difference, empowerment, self-determination, collective action, sustainability, and accountability. They cultivate an understanding of the Universal Declaration of Human Rights, the vision and work of UNESCO (United Nations Educational Scientific and Cultural Organization).

G. The University Libraries Staff and Faculty Consultation

The University Libraries is well positioned within its internal structure to communicate and consult with all levels of library employees for strategic planning. Monthly all-staff meetings allow the dean the opportunity to address the group, entertain questions, and to foster an environment of open communication. The Management Advisory Group (MAG), comprised of UL department chairs, meet with the dean twice a month to discuss focused topics, future directions and to brainstorm strategic solutions to operational issues. MAG members gather feedback from and hold discussions within departments to help guide UL initiatives. The library faculty meeting once a month provides the dean with the opportunity to engage the faculty in discussions of strategic importance. The UL Council includes representation from all constituent groups (administration, faculty, classified and administrative staff) and encourages discussion on a broad spectrum of issues related to the organization. Finally, the UL Classified Staff Council meets monthly and invites the dean to discuss initiatives and areas of concern.

The University Libraries also regularly communicates and consults with BGSU faculty via the Library Advisory Committee, a university standing committee with representation from all colleges, the Undergraduate Student Government and the Graduate Student Senate.

H. University Libraries Report Summary and Allocation Summary

N/A

I. University Libraries Addendum: Interdisciplinary Initiatives

The UL collaborates with many areas on campus to improve student learning:

Common Reading Experience:

The UL is the home of the Common Reading Experience (CRE), which is now an integral part of BGeX. The CRE Committee includes a broad representation of BGSU staff from both Academic and Student Affairs, including but not limited to faculty in a variety of disciplines, directors of first-year programs, and advisors. <http://www.bgsu.edu/colleges/library/infosrv/cre/about.html>

The goals of the CRE are to:

- encourage students to read beyond textbooks.
- create a foundation for students to explore values and ethics.
- raise awareness and tolerance of intergenerational and cultural likenesses and differences.
- promote academic discourse and critical thinking.
- provide an introduction to the expectations of higher education.
- create a sense of community by increasing student to student interaction and student to instructor interaction.
- integrate an academic and social experience into the campus community.

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Library Instruction

Librarians and employees throughout the UL provide course-related library instruction for courses at all levels in all programs at the University. The UL has particularly strong connections with many departments in Arts and Sciences, the College of Business Association, the College of Education and Human Development, and the College of Musical Arts. Additionally, one-on-one instruction by librarians, staff and student employees takes place whenever a public service point is open, as well as via email and instant messaging. Students and faculty rely on research instruction at the point of need as students work to complete assignments.

Writers Lab Satellite in the Jerome Library:

The Writers Lab offers drop-in tutoring sessions on the first floor of the Jerome Library. At first, this service was informal, with the tutors setting up their sessions at a table with a couple of chairs for a few hours a week. The Satellite became so successful—353 sessions in the 2006/2007 academic year—that the UL created a dedicated work space on the first floor, and with financial support from a UL Advocate revamped the space to make the Satellite a more permanent and attractive space. The Writers Lab Satellite serves graduate and undergraduate students in a broad spectrum of disciplines. This service underscores the strong connection between conducting research and the writing process.

Math & Stats Center Satellite the Ogg Science Library:

Because the Writers Lab satellite was so successful with students, the UL collaborated with the Math and Stats Tutoring Center (MAST) to provide facilities to enhance student learning. The physical proximity to the Department of Mathematics and Statistics is beneficial to the MAST Center's method of operations as select study sessions and discussions will be scheduled in the resource room. Space provided for MAST use at the Ogg Science Library provides a necessary and convenient environment for these services, to include Math 213, 215, and 216; supplemental instruction (SI) Sessions; common exam review and study sessions for students in Math 112, 122, 126, 128, and 130; First Year Success Series Workshops; and study groups for courses including abstract algebra, linear algebra, and discrete and differential equations.

The University Libraries Top Five Strengths:

- 1) Collaborating with libraries and librarians (OhioLINK, NACO-LC, etc.) and increasingly with campus partners (CTLT, ITS, IDEAL, First Year Experience Programs).
- 2) Customer service, in-person and via email, phone or IM.
- 3) Unique special collections.
- 4) Using technology to make our electronic and print collections more accessible for our users.
- 5) Providing effective course-related library instruction.

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APPENDIX A

UL Allocation Historical Summary	FY03	FY04	FY05	FY06	FY07
Acquisitions	\$2,668,094	\$2,695,594	\$2,728,189	\$2,711,820	\$2,711,820
Non-Acquisitions	\$3,481,155	\$3,545,889	\$3,537,391	\$3,567,765	\$3,692,250
Total	\$6,149,249	\$6,241,483	\$6,265,580	\$6,279,585	\$6,404,070

Acquisitions		
	FY08 Estimated Expenditures	Zero-based Estimate
	\$2,865,421	
Total funds	(includes endowment & FY07 carryover)	\$4,300,000
Books, scores, DVDs, CDs	\$590,037	\$860,000
Local databases, print and electronic journals	\$977,608	\$1,548,000
OhioLINK databases, journals, digital media	\$1,163,776	\$1,634,000
Memberships, document delivery, bindery etc.	\$134,000	\$258,000

Non-Acquisitions		
	FY07 Expenditures	Zero-based Estimate
Total funds	\$4,377,525	\$5,754,000
Personnel	\$3,456,245	\$4,406,536
PT Staff, Student & Temp Employment	\$403,998	\$575,400
Supplies	\$216,079	\$258,930
Travel & Professional Development	\$52,721	\$115,080
Communications	\$54,420	\$61,586
Maintenance & Repairs	\$78,751	\$172,620
Miscellaneous (Computers)	\$56,644	\$115,080
Equipment (Copiers Purchases & Leases)	\$53,667	\$40,278
Marketing	\$5,000	\$11,508

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APPENDIX B

University Libraries 2005-2007 Statistics

Holdings	FY 2005	FY 2006	FY 2007			
Volumes (books, bound serials, gov. docs, circulating AV)	2,283,498	2,250,170	2,289,888			
E-Books	N/A	24,306	28,584			
E-Journals	N/A	28,000	41,282			
Microform pieces*	2,625,750	2,364,607	2,638,546			
Databases & Aggregators (Resource Records)	107	296	299			
Print Periodical Subscriptions	2,618	2,618	2,618			
Borrowing, Lending & Materials Use	FY 2005	FY 2006	FY 2007			
ILL - TOTAL	8,211	7,998	6,707			
OhioLINK Borrowing & Lending - TOTAL	84,586	53,230	85,728			
Reserve Use - TOTAL	97,095	107,155	81,183			
Circulation TOTAL**	403,057	453,935	409,841			
In-house Use TOTAL***	64,829	111,808	93,757			
Database & eJournal Use	FY 2005	FY 2006	FY 2007			
TOTAL Searches^	1,097,527	1,360,624	3,240,560^^			
TOTAL Fulltext Views/Downloads	338,431	875,805	909,295^^			
Web & Local Databases	FY 2005	FY 2006	FY 2007			
UL Home Page Hits (Webalizer)	2,335,523	2,200,112	1,237,740			
% UL Web Site Users Off-campus	50%	85%	80%			
Gate Counts	FY 2005	FY 2006	FY 2007			
TOTAL	557,749	542,238	528,859			
Instruction & Research Assistance	FY 2005	FY 2006	FY 2007			
Individual Research Appointments - TOTAL	371	470	373			
Reference - TOTAL	22,889	28,623	27,725			
	FY 2005		FY 2006		FY 2007	
	Sessions	Patrons	Sessions	Patrons	Sessions	Patrons
Course Integrated Instruction - TOTAL	347	8,462	346	8,508	317	7,833
Tours/Orientations - TOTAL	130	1,447	147	2,315	138	2,416

* Includes Main & Gov Docs, *not* CAC

** Includes renewals, OL, reserves, and CRC materials circled at main desk

*** Does not include Main Periodicals

^Includes catalog in 2007 only, ^^Estimates

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Appendix C

**National Center for Education Statistics
Data from Academic Libraries Survey Fiscal Year: 2004**

Library Name	Total FTE 12 month Enrollment	Librarians and Other Professional Staff	Librarians and Other Professional Staff Per 1,000 Enrolled (FTE)	All Other Paid Staff	Student Assistant hrs = 40 hrs/wk	Total Staff	Total Staff Per 1,000 Enrolled (FTE)
BOWLING GREEN STATE UNIVERSITY-MAIN CAMPUS, OH	17,398	38	2.18	40	40	118	6.78
KENT STATE UNIVERSITY-MAIN CAMPUS, OH	20,613	54	2.63	49	43	146	7.09
MIAMI UNIVERSITY-OXFORD, OH	15,929	53	3.34	54	50	157	9.87
OHIO UNIVERSITY-MAIN CAMPUS, OH	19,133	64	3.34	75	55	194	10.16

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Appendix C continued

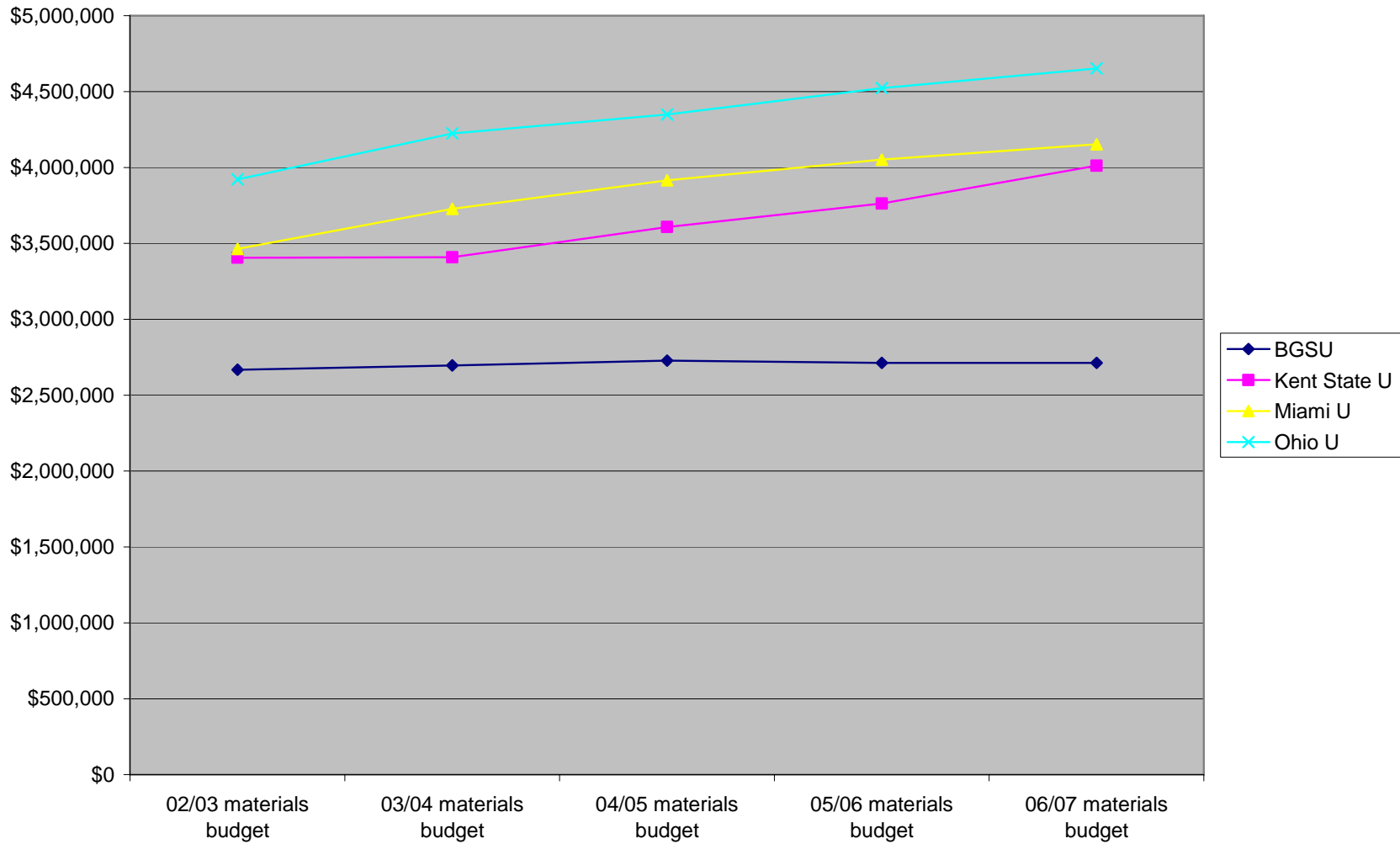
**National Center for Education Statistics
Data from Academic Libraries Survey Fiscal Year: 2004**

Library Name	Books, Serial Back Files, Other Paper Materials Per Person Enrolled (FTE)	Circulation (Including Reserves) Per Person Enrolled (FTE)	Total ILL Received	Hours Open in a Typical Week	Gate Count in a Typical Week	Reference Transactions in a Typical Week
BOWLING GREEN STATE UNIVERSITY-MAIN CAMPUS, OH	129.61	26	36,795	100	13,353	1,240
KENT STATE UNIVERSITY-MAIN CAMPUS, OH	N/A	N/A	N/A	N/A	N/A	N/A
MIAMI UNIVERSITY-OXFORD, OH	169.32	51	27,001	133	24,338	1,801
OHIO UNIVERSITY-MAIN CAMPUS, OH	133.3	26	65,063	132	24,821	2,141

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Appendix D

4 Corners Universities Library Acquisitions Budgets FY 02/03 to FY 06/07

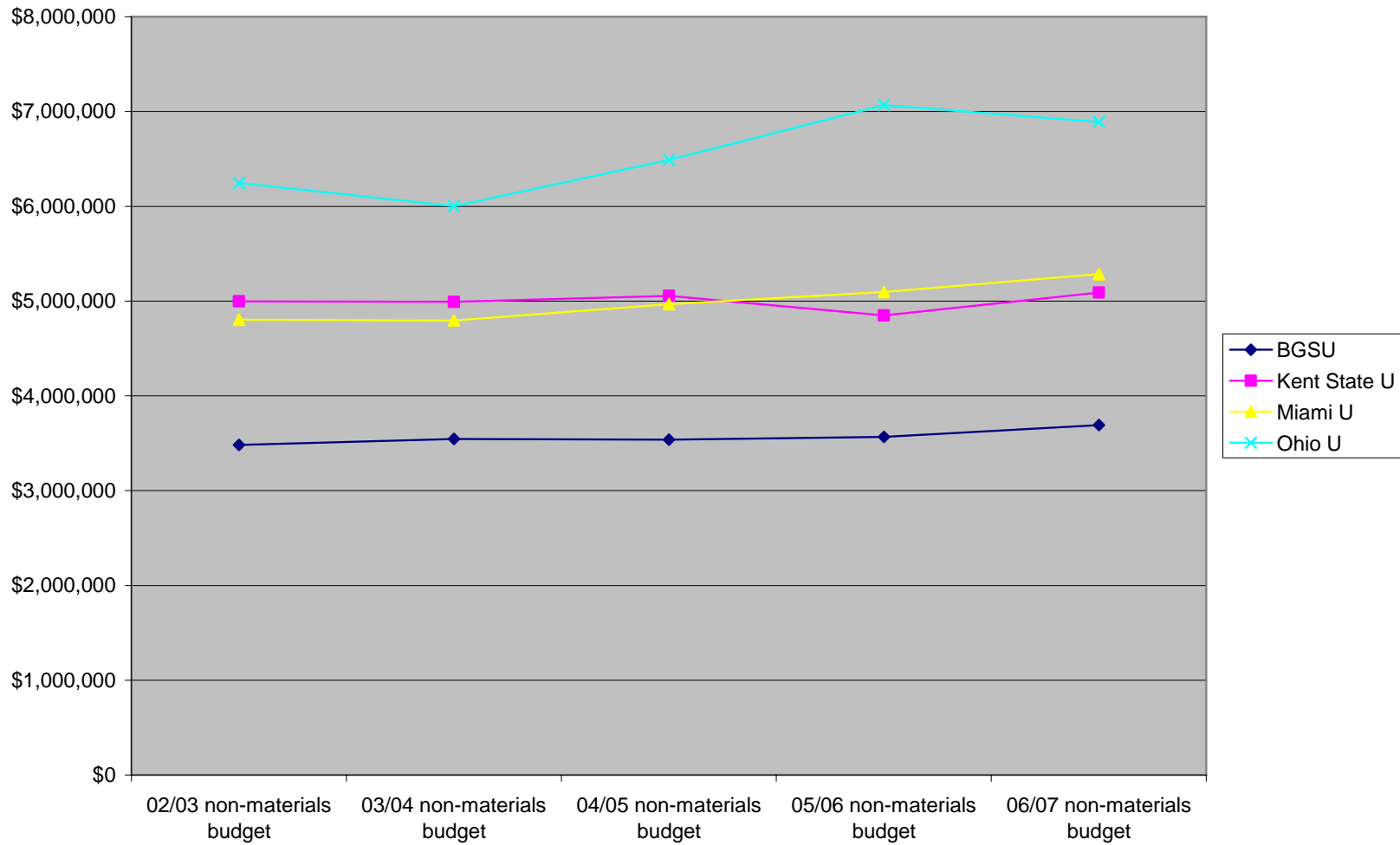


Submitted by Tom Atwood, Dean, September 24, 2007.
Revised by K. Broughton, Associate Dean, November 2, 2007.

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Appendix D continued

4 Corners Universities' Library Non-acquisitions Budget FY 02/03 to FY 06/07



Submitted by Tom Atwood, Dean, September 24, 2007.
Revised by K. Broughton, Associate Dean, November 2, 2007.

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Appendix E

April 30, 2007

TO: Kelly Broughton and Cathi Cardwell, Co-Interim Deans
University Libraries

FROM: UL Facilities Committee
Colleen Boff Linda Rich
Sara Bushong Beverly Stearns, chair
Bob Graham Dave Swartz
Jeanne Langendorfer Mary Beth Zachary
Rudy Ramos

SUBJECT: Capital Project Priorities 2007 – 2008 Recommendation

Below is a list of capital improvement projects that the Facilities Committee is recommending for FY 2007 – 2008 for the exterior and interior of the Wm. T. Jerome Library. The UL Facilities Committee reviewed and modified the list of 2006 Capital Project Priorities recommended to the Executive Vice President last year, and the list of recommended improvements to the grounds and facilities developed by the architectural firm Woollen Molzan and Partners Inc. in 2004. The projects below are listed in priority order within the interior and exterior repair categories based on criteria concerning the health and safety of library users and employees and the protection of our collections. Documentation supporting these items can be found in the Office of Design and Construction and/or the University Libraries Administrative Offices.

Interior Repairs.

1. HVAC, Electrical, Plumbing, Fire Alarm & Smoke Detection System

A cooling tower was installed in Jerome Library in 2003, but the environmental conditions in the building continue to be drastic. Temperatures and humidity fluctuate widely from area to area and even within particular areas of the building. Not only do these conditions present health concerns for employees and library users, they are extremely damaging to our valuable collections. Currently, the only smoke detectors located in the Jerome Library are in or near the elevator core. The only visual evacuation warning in the building is near the front circulation desk on the first floor, although we regularly have hearing-impaired library users throughout the building and have even recently had students express concerns about being unable to hear the fire alarm. In 2001, Mechanical Design Associates, Inc. evaluated the condition of the HVAC, plumbing and electrical systems (including the fire alarm system) and recommended \$15 million in construction repairs. Additionally, if detection and warning systems were installed, we should also take the opportunity to install an internal tornado warning system, as there are a variety of areas in the building that can not hear the external tornado sirens.

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Appendix E continued

2. Grand Staircase Railing

The rail openings for the large staircase from the first to second floors are also wide and present a serious safety risk to children.

3. Light Courts

The seal at the base of the windows needs to be replaced to prevent water leakage into the building.

Exterior Repairs. The items listed below are of particular importance as they directly affect the safety of our users and employees.

1. Second Floor Roof

Serious leaks into the second floor of the building have become increasingly worse from the deterioration and separation of the flashing along the building wall perimeter of the second floor roof. Inspections of the roof were requested in 2003. In September of 2006, Executive Vice President notified the Office of Capital Planning of the critical need for a new roof or funds for extensive patching to get through the winter. Temporary caulking has minimally reduced some of the leakage.

2. Deck Railing and Repairs

The railings surrounding the deck perimeter are a safety hazard, and are not code compliant. The width between the balusters does not prevent people from passing through them, and poses an immediate danger especially to children who are attracted to climb on the railings. Of particular concern are the railings located over the entrance to the building. Because the overpass is high and concrete lies below, risk of serious injury to someone who may fall is imminent.

According to Design & Construction and Jeff Jackson, Facilities Services, faults in the deck membrane, drainage of the planters on the deck, and the gutter system are the cause of a variety of leaks on the first floor of the building damaging materials, equipment, and flooring. Suggestion: cap the planters located on the perimeter and repair the expansion joint on the west wall.

3. West Entrance Retaining Wall

Wooden retaining walls in the west entry plaza area are rotting and have exposed metal spikes that present a serious safety hazard to individuals who enter or exit the building using this route instead of the sidewalk and stairs. (Many students have been observed using this route by University Grounds staff as well as library employees.) Suggestion: re-use pavers from the deck of the Student Services building when the building is demolished.

4. Loading Dock

A total redesign of the loading dock is needed. The current dock configuration is a safety concern for both University employees and delivery personnel. This redesign would include improved access for a wider variety of vehicles and a mechanical lift. It would also provide

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for better drainage to prevent water from blowing into the interior of the building and ice forming on the dock. Improvements to the interior area of the dock are needed to facilitate access with improved doorways for deliveries. The poor drainage of the current dock has deteriorated concrete along the base of the exterior wall. Don Esker, of Marsh USA, Inc. submitted an evaluation of the current dock with recommendations in 2003 regarding a mechanical lift. Additionally, a screen added to the grate over the mechanical area would prevent birds, bird droppings, and other debris from falling into and becoming trapped in the mechanical area.

5. Glass Ceiling

Despite recent attempts at repair, the glass ceiling over the first floor staircase continues to leak onto the marble stairs and tile floor, causing a safety concern and damaging flooring.

6. Waterproofing and Sealing of Tower Windows

Any precipitation and wind drives moisture into the building around the windows in the tower, damaging materials and flooring. This is particularly bad on the north side of building.

7. Light Courts

The bricks located above the north and south light courts are falling into the light court gardens. The falling bricks pose a danger to the Grounds staff and students who have taken on the project to redesign and maintain the gardens.

c: UL Facilities Cmt.

Addendum 12-7-07

North Deck Stairs and Railing

The railing on the east end of the north side of the deck has disconnected/rusted away at the base from the steps (at least five spindles) and the stone slab steps are not anchored and tip as you step on them. As these steps are extremely heavy and precariously loose, they could cause serious injury if stepped on at the tipping point when they fall. The rusted out railings will not support a person's weight, especially if grabbed during a fall. These stairs are frequently used by pedestrians who cross over the deck in a southwest - northeast direction as a shortcut.