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Executive Summary

The Self-Study Report identifies strengths, weaknesses, opportunities, challenges, and aspirations across a number of library service and collection areas. This report illustrates the library’s current state with regard to these areas and will be used to inform the drafting of specific strategic directions and objectives.

The report identifies upcoming opportunities that the library will be poised to embrace. Foremost among these opportunities are:

- Opportunities for library staff to become involved in instructional design and information literacy integration.
- The library may be able to increase interactions with the Manager of Instructional Technology and Multimedia Support to assist faculty in designing effective course assignments and to facilitate greater understanding of technology that already exists in the building.
- To help compensate for reduced staffing in certain areas of the library, staff may be able to leverage an increase in students who are interested in pursuing careers in library science. These partnerships have proven to be mutually beneficial in the past and should continue to evolve, perhaps leading to regular student worker or internship positions.
- The library could become the college’s primary educator on issues of ethical use of information, copyright, and publishing. Library staff members are positioned to become advocates of open access publishing. In addition, the library can help both faculty and students understand the importance of information resources’ licensing terms and limitations imposed upon certain types of information use.
- The library could seek to work with the Office of International Education to better understand and support the information needs of students preparing to study abroad and students who have recently finished doing so.
- Stemming from work currently underway to develop a digital preservation framework, the Archives may soon be able to communicate procedures for submission of born-digital records to various campus departments.

The report recommends increased attention to the configuration of the library building and to the types of technology and spaces it contains with an emphasis on modernity. It is also recommended that staff time be reallocated to respond to fluctuating trends in service use and popularity. Certain services, such as information literacy training and consultation-based research support, should be emphasized and promoted to the campus.

To achieve its mission, the library will rely upon many recognized strengths, including positive staff rapport with the campus community, diverse physical and electronic collections, and a well-respected archival program. In addition to these strengths, further support from faculty and the college administration will be of vital importance to the enactment of a finalized strategic plan for the library.
Introduction

The Colonel Robert H. Morse Library and Richard Black Information Center, built in 1961 and renovated in 1991, is Beloit College’s main source of research information. At present, the library holds more than 250,000 physical volumes and provides access to dozens of databases and other electronic resources. In late 2011, it was determined that the library is in need of a new strategic plan to guide local practices and policies over the next several years. In preparation for the writing of this plan, library staff have engaged consultants, planned a staff retreat, held several meetings, completed an environmental scan, and arranged to conduct a self-study.

In late April 2012, the self-study team received its charge. The central purpose of this study is to develop a clear picture of where the library presently stands with regard to physical space, staff, collections, and services. The team was also charged with identifying strengths and weaknesses, opportunities and challenges, and, where appropriate, aspirations. The findings presented in this report will assist in the development of the strategic plan and the goals and objectives that it will contain.

Five members of the library staff joined the self-study team and gathered data to prepare this report. Where possible, this report provides statistical data for the most recent ten fiscal years. The information presented here has been gathered from a variety of sources, including staff annual reports, survey data reported to outside organizations such as the Oberlin Group of libraries, and in-house data gathering projects. The report addresses key areas and services as well as patron satisfaction and the physical layout of the library.

This report is intended to be used as a starting point for the larger library strategic planning initiative. Though opportunities, challenges, strengths, weaknesses, and aspirations are identified in a broad sense, the report is not intended to provide definitive courses of action or lists of goals, nor is it designed to address areas of the Information Services and Resources (ISR) organization outside of the library and those information technology staff members with whom library staff most frequently collaborate.
Physical Space

The library enjoys a central location on the Beloit College campus. Located near the intersection of College Street and Emerson Street, it is conveniently accessible to students as they move between residence halls and classroom buildings. The building’s northern wall offers many windows that look upon landscaping that was updated in 2009. The library’s main entrance is located on the west side of the building. Near this handicapped-accessible entrance are four shaded picnic tables.

The library is a three-level building. The upper level contains a large portion of the regular collection, including government documents and juvenile and oversize books. In addition, this level contains several tables designed for quiet study and a row of study carrels and computers along the balcony.

The campus level contains the library entrance, circulation and reserve desks, reference and tech help desks, the Chief Information Officer’s office, video collection, reference collection, and a portion of the regular collection. It is also home to computers, current periodicals, five group study rooms, and a large reading room area with tables and seating for both group and individual study. The Mediated Technology Space (MeTS) is also located on the campus level. This lab space contains Mac and PC computers with high-end software designed for advanced video and image editing. Scanners are also available in MeTS. Until 2009, ISR’s wide format printer was located in this lab. In an effort to provide better staff support for this printer, the unit was moved to the information technology (IT) branch of ISR in Mayer Hall.

The lower level collections consist of bound periodicals, microfilm, LPs, and maps. Several staff areas are found on the lower level, including: Digital Resources Librarian’s office; Director of Library and Archives office; Technical Services; Interlibrary Loan (ILL); Digitization Lab; and Archives and Special Collections. The lower level is also home to the Faculty Resource Room, which moved from Mayer Hall to the library in 2009. This area, found adjacent to ILL, is staffed by the Manager of Instructional Technology & Multimedia Support. Following its separation from ISR in 2010, Web Services has become a part of the Office of Communications and Marketing. However, Web Services offices are still located on the lower level of the library.

The lower level also contains computers and a number of quiet study tables. The North Lounge provides space for study as well as occasional library-sponsored lectures and events. The Bibliographic Instruction Room, located on the lower level, has computers and seating for 12 students. Lastly, the lower level is home to the Paula Black Seminar Room, which opened in 2009 and is located adjacent to the Archives reading room.

The total number of visitors to the library each year has fluctuated during the last decade. During the last two fiscal years, number of visits as measured by gate counts at the library entrance has decreased dramatically. Figure 1 shows total gate counts each year.
September and April tend to be the months during which the library receives the most visitors. The library also tends to see a high volume of visitors during months that coincide with the beginning of each semester as well as with midterm and final exam periods. Visitors during the first months of semesters often come to the library to use free printing services to obtain documents and materials found in Moodle, the college’s course management software. The summer months during which most students and faculty members are off-campus tend to yield low gate counts.

During the most recent two years, gate counts have decreased dramatically, indicating a reduction in the number of annual library visits. However, during the beginning of the 2010-11 academic year, renovation of the library entrance required visitors to enter through an ungated emergency exit. Although student workers attempted to record visitors, it is likely that data recorded for this year is inaccurate.

During fiscal year 2011-12, library staff tracked use of various spaces within the building at various times on various days of the week. Figure 2 shows the average occupancy rate of different seating areas on each level of the library throughout the Spring 2012 semester and during finals week only. Next to each location name on the horizontal axis, the total occupancy can be found in parentheses. Preceding the location name is an indicator of the library level on which it is found (C indicates campus level, U indicates upper level, and L indicates lower level). Seating areas with computers were heavily used during this time period, as were study carrels and study rooms.
Strengths and Weaknesses

Strengths:
- The building boasts abundant natural lighting as a result of large windows that adorn its northern face. This feature allows for inviting study spaces in the campus level reading room area, the upper level balcony study carrels, and the lower level north lounge and quiet study area.

Weaknesses:
- There are not enough rooms and spaces designated for small group study. Existing group study rooms are frequently observed to be occupied by individuals.
- There are not enough individual study carrels. As shown in Figure 2, existing carrels are heavily used, especially during finals week. More study carrels may deter solo occupancy of group study rooms.
- Drinking fountains are in need of replacement. New drinking fountains should include spouts that allow for easy filling of bottles and containers.
- The carpet installed during the library renovation in the early 1990s needs replacement.
• Exterior lighting is in need of improvement. Some patrons report that it is difficult to tell if the library is open because of poor lighting.

**Opportunities and Challenges**

**Opportunities:**
- The library may wish to consider a reconfiguration of the upper level to include more group study spaces and/or individual study carrels.
- The MeTS computer lab may be remodeled to provide improved access to technology.

**Challenges:**
- During periods of heavy rainfall, the Digitization Lab on the lower level routinely floods, endangering expensive equipment and rare archival material.
- As is the case with many campus buildings, temperatures can become severely uncomfortable during transitional seasons. Especially during the spring, excessive heat can impede users’ ability to study and work. During the spring 2012 semester finals week, for instance, temperatures in the building reached the upper 80s.

**Aspirations**
- The library may wish to explore the possibility of creating a single service desk that combines reserves, circulation, tech help, and reference service. Creating such a desk would likely require significant remodeling, but may yield additional study space and increase use of these services. A combined service would require the presence of a full-time staff member or specially trained student manager to direct questions appropriately.
- The library could include a small beverage cart or machine. It may be possible for library staff to collaborate with student organizations or services such as Coffee On College (located in the French House) to explore this option further.
- The library may wish to leverage the current activities table and similar concepts to engage with patrons.
- The library could feature more student-created artwork.
- The creation of a closed courtyard on the building’s north side could be an attractive way to create more inviting study spaces. When the library’s main entrance was being remodeled in 2010, the emergency exit along the north side was used as a temporary entrance. During this time, a surge in use of patio furniture that was moved to this entrance was noticed.
- A solution to the flooding that occurs in and around the Digitization Lab should be pursued. One possible solution involves moving the lab to another location such as the microfilm viewing area. Seldom-used technology currently in that area, such as the typewriter and turntable, could be moved to the area near the Digitization Lab.
- The library should implement a system by which patrons are charged for printing. Since 2005, paper use within the library has nearly doubled. In the past academic year, the library used 1,920 boxes of paper.
- Compact shelving could be installed on the lower level. This shelving would allow the library to consolidate print collections on one or two levels, creating more space for other purposes.
Staffing

The library employs several professional librarians and support staff members to oversee daily operations. A number of non-professional full-time support staff members are also retained. Figure 3 shows changes in staffing levels over the last ten fiscal years. Some apparent decreases in staffing are explained by adjustments made to existing staff classifications. For instance, since 2010, the Chief Information Officer has been considered a half-time library employee rather than full-time. Also in 2010, one professional full-time position was redesignated as an IT staff member. At present, non-librarian professional full-time staff positions include only the Archivist.

Figure 3: Number of Full-Time Equivalent Positions Per Year

Figure 4 shows the number of full-time employee hours devoted to selected service areas within the library during a typical week in the 2011-12 fiscal year.
In addition to regular professional and support staff, student workers are employed throughout the year to assist in the daily operation of the library. Student workers are vital to the library and often staff certain areas with minimal or no supervision, especially during evening and weekend hours. Figure 5 shows the number of student hours assigned to a variety of service areas annually over the last ten fiscal years. It should be noted that the number of student hours assigned to the Tech Help Desk were not recorded by the library until fiscal year 2008-09. Also, student hours were only recently assigned to digital projects and mail clerk/library support positions. Finally, the decrease in student work hours seen from 2005 to 2006 is partially explained by the library’s consolidation of two service desks (AV/Reserves and Circulation) into a single service point.

Figure 5: Number of Annual Student Worker Hours Devoted to Selected Services Per Year
The library and IT departments combined constitute the Information Services and Resources (ISR) division on campus. Though the two entities exist in two different buildings, there is significant interdependence between them. The Manager of Instructional Technology and Multimedia Support, who oversees the Faculty Resource Room, is located within the library to help provide “one-stop shopping” for faculty members seeking assistance in resource location and instructional design. The Manager of Instructional Technology and Multimedia Support is also the chair of the ISR Learning Committee, which consists of staff members from both IT and the library. This committee offers learning opportunities related to information technology and resources throughout the year. The ISR division is led by the Chief Information Officer, whose office is located on the library’s campus level. Also, the library relies upon IT to perform regular computer upgrades and troubleshoot problems that arise with technology in the building.

Strengths and Weaknesses

Strengths:
- Library staff members are well-liked and appreciated by the campus community. Staff members are regarded as approachable, friendly, and responsive.
- Several staff members have served in their positions for many years, providing an important source of institutional memory.
- Library staff members cooperate with one another to help connect patrons to information and services.

Weaknesses:
- During times of heavy technology use, there is often no IT staff member present in the library.
- Due to a small staff size, it is difficult to extend certain services beyond basic levels.

Opportunities and Challenges

Opportunities:
- The library has the capacity to leverage campus-wide good will toward its staff when considering the implementation of new and existing services.
- Due to the adoption of new services and the termination of old ones, the library may wish to rewrite existing position descriptions more frequently.

Challenges:
- It is difficult to emphasize the library’s partnership with IT and the full extent of the roles that ISR plays on campus when there are few visible connections between the two parts of the division. Especially since the library and IT are in separate buildings, new ways of promoting the existing partnership must be explored.
- The library’s small staff can pose challenges to overseeing student workers.
- Library staff must strive to increase commitment to following recommendations for the adequate support of services, collections, and technology. If particular services cannot be adequately maintained in light of staff size and time restrictions, then their existence or delivery models should be reconsidered.
Aspirations

- The Technical Services workflow should be redesigned to shift focus from the decreasing need to acquire and process physical materials to acquisition and adding non-tangible materials as required to support the curriculum.
Services

Circulation

The library’s Circulation Desk is located just inside the entrance of the building and serves student, faculty, staff, and community users. The Circulation Desk is the focus of communication within the library. Services include: checking library material and reserves in and out; answering general questions about library collections and services; referring patrons to other library staff members who may provide more appropriate and complete service; answering phone calls; addressing patrons when the electronic security system alarm sounds; issuing and adding money to photocopy cards; printing color copies; and collecting fines. Additional Circulation Department duties include shelving books, assisting with stack maintenance, and conducting inventories of the collection.

Library service is available during the following hours in a typical academic semester:

- Monday-Thursday 8:00am-1:00am
- Friday 8:00am-10:00pm
- Saturday 11:00am-10:00pm
- Sunday 11:00am-1:00am

The hours are extended to 2:00am during the final exam period. Summer hours vary to accommodate programs and classes on campus.

Staffing includes two 37.50 hours per week support staff members and 18 to 20 work study student employees. For 25 hours each week, the library is staffed only by student employees. These times include hours after 10:30pm Sunday through Thursday, Friday after 5:00pm, all day Saturday, and Sunday 11:00am to 1:00pm.

Collections housed behind the Circulation Desk include CDs, DVD discs, and Reserves.

Figure 6 illustrates the annual fluctuation in book circulation. There was a large decrease during the 2007-08 year followed by a moderate increase during the 2008-09 and 2009-10 years.

![Figure 6: Number of Book Circulations Per Fiscal Year](image)

Figure 7 shows a considerable drop in CD circulation. This may indicate that more patrons are obtaining music by downloading from the internet. In addition, in 2010-11, the Music Department
moved to the Hendricks Center in downtown Beloit. It is possible that an unofficial departmental library at which music students borrow CDs may exist in this building.

Figure 7: Number of CD Circulations Per Fiscal Year

Figure 8 shows an increase in DVD circulation over the last several years. During the summer of 2009, DVD cases were moved from behind the Circulation Desk into the open stacks. This move could explain increased DVD circulation reported during and after that year.

Figure 8: Number of DVD Circulations Per Fiscal Year

Since 2006, 143,613 item checkouts have been recorded across all circulating collections. An estimated 45% of items in the current circulating collection have been checked out at least one time.

Reference

In a typical week during the academic year, the Reference Desk is staffed for approximately 57 hours. Reference staff is available to assist researchers via walk-up service from 8:00am-5:00pm and 7:00pm-10:00pm Monday through Thursday. The desk is staffed from 8:00am-5:00pm on Friday and from 1:00pm-10:00pm on Sunday. Reference staff is unavailable on Saturday. Walk-up reference assistance is generally available on a more limited basis during breaks and over summer.
Four full-time staff members and one part-time staff member are assigned shifts on the Reference Desk throughout the academic year. During the spring 2012 semester, a student interested in library science was given one three-hour evening shift each week.

In addition to walk-up service, researchers are invited to contact the Reference Desk by telephone, email, and online chat. Appointments for private consultations with reference staff are also accepted.

Figure 9 shows the number of reference transactions recorded each year since fiscal year 2002-03. In general, the number of reference questions received at the desk has decreased over time.

![Figure 9: Number of Annual Reference Transactions Since Fiscal Year 2002-03](image)

**Instruction**

Library staff members regularly lead library instruction sessions. These sessions vary greatly in content and are offered to courses at all levels and across nearly all disciplines. Many basic library introduction sessions occur at the beginning of each academic year at the request of those professors who teach First Year Initiative (FYI) courses. Other more advanced instruction sessions occur throughout the year and are often tied to specific course assignments or learning outcomes. In all cases, basic information literacy concepts are taught.

At present, the Public Services Librarian coordinates most instruction sessions. The Digital Resources Librarian also leads instruction sessions and serves as a backup should the Public Services Librarian be unavailable. Instruction usually occurs during a single session lasting between one and two hours. Some faculty members, though, schedule multiple sessions across the duration of a course.

Figure 10 shows the number of instruction sessions delivered each year from 2002-03 through 2010-11. Figure 11 shows the number of students instructed each year at these sessions. Because class sizes can vary greatly, the number of students instructed annually is an estimate based upon an assumed class size of 12 (the capacity of the Bibliographic Instruction Room).
Interlibrary Loan

Interlibrary loan (ILL) services at the library are managed by one full-time staff member, who is aided by student workers throughout the year. Patrons seeking material via ILL have a variety of ways to access the service. The preferred method for requesting non-serial material is to use WorldCat via OCLC’s FirstSearch platform or the web. Journal articles are most often requested via the library’s link resolver, Ex Libris’s SFX. Request forms for all material types are also available on the library’s webpage.

Over the past several years, the library has borrowed more material via ILL than it has loaned. As shown in Figure 12, borrowing peaked from 2006 through 2009, but has since decreased. In general, the ILL service has remained very popular. ILL is routinely mentioned to students during library instruction sessions. In addition, a general increase in methods by which ILL requests can be made has likely contributed to use of the service.
Beginning in the 2008 fiscal year, Technical Services has been acquiring select items for requested by Beloit students via ILL. These items are added to the collection when the patron is finished with the title. Since 2008, 677 titles have been added to the library collection through patron ILL requests.

**Reserves**

Reserves are special readings or media viewings selected by an instructor for a specific course. Reserves may include library materials or personal copies of books, documentaries, movies and journal articles. Reserves material may enhance learning and discovery by supplementing required texts found at the college bookstore.

Reserve items are processed, tagged, labeled and placed on the shelves of the Reserve Room, a specifically designated area located behind the Circulation Desk. Reserve items remain in the Reserve Room for the duration of the semester, though instructors may remove reserve items at any time. During the 2012 spring semester, 119 instructors placed 592 items on reserves. The size of course reserve collections ranged from a single item to a collection of 88 items.

When submitting reserve requests, instructors can access the user-friendly academic reserve form on the library website. Once filled out, the form is emailed to Reserves staff, who will then gather the requested materials. Instructors have responded well to this process.

Required course textbooks may or may not be designated as reserve items. The library's services and collections are designed to support scholarship, teaching, and learning. The library welcomes the opportunity to contribute to campus conversations seeking to make course reading materials affordable and appropriately available.

Following the college’s adoption of Moodle in 2005, many instructors have begun to include links to online resources there rather than putting articles on reserve. This trend helps to explain the steady decrease in the number of items placed on reserve each year as indicated in Figure 13. By using Moodle instead of physical reserve copies, students are able to print required material free of charge instead of paying to print on photocopiers.
Figure 13: Number of Items on Reserve Each Semester Since Fiscal Year 2001-02

Figure 14 shows the number of reserve item circulations each year since 2001-02. Circulation of reserve items has decreased in conjunction with the decrease in items placed on reserve each year.

Figure 14: Number of Annual Reserves Circulations Since 2001-02

Technical Services

Technical Services, which includes acquisitions, cataloging, and print journal and government document processing, are currently staffed by one 37.50 hours per week support staff member and one full-time professional librarian. Over the past five years, staffing changes include the recent retirement of a long-time cataloger and the elimination of a staff position supporting print journals and government documents. Full-time Technical Services staff members are assisted by a number of student workers.

Figure 15 shows the number of books added to the library collections each year since 2003. To compensate for the shelf space occupied by new additions, older and seldom-used books are
weeded from the collections each year. Items for purchase may be requested by faculty members or library staff.

Figure 15: Number of Books Added to Collections Each Year Since 2003

Figure 16 shows the number of bound periodical volumes, audio items, and films added to the collections each year since 2003. As more periodical subscriptions are available online, the number of bound volumes added to the collections has steadily decreased. Significant discrepancies in the number of audio items such as those seen in 2010 may be the result of the acquisition of single large sets of CDs.

Figure 16: Number of Bound Periodical Volumes, Audio Items, and Films Added to Collections Each Year Since 2003
Technology

The library offers a variety of computers for student and, to a significantly lesser degree, general public use. Most computers in the library are equipped with Microsoft Office, statistical software, and other basic programs. Computers in MeTS offer more specialized, professional software such as Adobe Photoshop, video editing software, and web editing programs. Printing in the library remains free to students, though pay-to-print solutions are currently being explored. Color printing is available, but access to the printer is restricted and printing is limited to a single free copy for academic purposes only. Copies can be made using a copy card obtained at the Circulation Desk at a cost of $.05 per page.

The following technology is available on the campus level of the building:
- 24 PCs (5 of which are in MeTS)
- 3 Macs (in MeTS)
- 5 scanners (in MeTS)
- 2 copiers
- 5 printers (1 of which is in MeTS; 1 color printer at the Circulation Desk)

The following technology is available on the lower level of the building:
- 4 Macs
- 20 PCs (12 of which are in the Bibliographic Instruction Room)
- 4 TVs with DVD players and VCRs
- 3 microfilm readers
- 1 printer
- 1 copier
- 1 scanner

The following technology is available on the upper level of the building:
- 9 PCs
- 1 printer

In addition to the equipment listed above, the Faculty Resource Room is located on the lower level. The technology in this location is available to faculty members only and includes PCs, Macs, flatbed scanners, a slide scanner, a document scanner, and a full range of professional-grade software.

Strengths and Weaknesses

Strengths:
- Library staff members are regarded by the campus community as friendly, reliable, and responsive.
- With regard to information literacy, instruction sessions are routinely included as a part of FYI courses.
- ILL is widely appreciated and used by the campus community.
- Technical Services staff members are responsive to patron needs and can provide most items within two weeks of a request.

Weaknesses:
- Information literacy at the library is almost exclusively limited to “one-shot” sessions in which classes come in for a single brief session with a librarian. It is rare for information
literacy concepts to be embedded more broadly within courses. When courses do incorporate information literacy concepts, faculty members tend to teach them.

- There are a multitude of channels by which users might contact reference staff that go unattended for long periods. For instance, the reference chat service is not consistently available or monitored by staff.
- Users cannot check delivery statuses or renew items requested via ILL without contacting library staff.
- Especially in MeTS, outdated technology has been allowed to remain in place. Throughout the library, computers tend to run slowly and often experience problems such as frequent freezing.

**Opportunities and Challenges**

**Opportunities:**

- As existing faculty relationships grow, there may be increased opportunities for library staff to become involved in instructional design and information literacy integration.
- The library may be able to increase interactions with the Manager of Instructional Technology and Multimedia Support to assist faculty in designing effective course assignments and to facilitate greater understanding of technology that already exists in the building.
- To help compensate for reduced staffing in certain areas of the library, staff may be able to leverage an increase in students who are interested in pursuing careers in library science. These partnerships have proven to be mutually beneficial in the past and should continue to evolve, perhaps leading to regular student worker or internship positions.
- The library could become the college’s primary educator on issues of ethical use of information, copyright, and publishing. Although faculty members regularly work with publishers in the course of disseminating their scholarly output, it is the library that works to make that output available to the campus community. Library staff members are positioned to become advocates of open access publishing. In addition, the library can help both faculty and students understand the importance of information resources’ licensing terms and limitations imposed upon certain types of information use.
- Time spent working with physical items will be reduced in the near future, allowing staff an opportunity to provide access to additional collections or provide more access points to electronic resources.
- The library could seek to work with the Office of International Education to better understand and support the information needs of students preparing to study abroad and students who have recently finished doing so.

**Challenges:**

- Because library staff members do not hold faculty status, they must find ways of working with faculty members that situate themselves as peers rather than simply as providers of services.
- Library staff must understand and embrace the college’s newly-adopted curriculum and explore ways in which the library and its mission are directly connected to that curriculum.
- There has been a reduction in staff trained to provide reference assistance and an overall decline in reference transactions over the past several years. It may become necessary to explore new methods for providing research assistance and of reaching out to members of the campus community in an effort to inform them of available services.
• In Technical Services, emphasis must shift from obtaining and processing single physical items to obtaining and processing record sets for electronic items.

• Rapid changes in the types of technology available within the library may complicate educational and instructional goals. As new software and hardware is added, library staff must become familiar with these additions and rely upon expert training and support from the IT side of ISR.

• As more new technology is added to the library, staff must become familiar with it in order to offer at least some support when no IT or Tech Help staff is available on-site.

Aspirations

• The library must increase awareness of information literacy concepts and integrate them more fully into the curriculum via faculty partnerships and library instruction.

• Reference staff may wish to offer more one-on-one help opportunities for students seeking research assistance. This may be accomplished by instituting a more formalized approach to encouraging reference consultations, perhaps by including a means by which such consultations can be scheduled by students.

• Technical Services workflows should be redesigned to make better use of automated processes offered by vendors. Student employees in Technical Services should be assigned to routine tasks that are currently being completed by full-time staff members.

• The library could create technology spaces dedicated to specific tasks, such as video editing. These spaces could potentially replace MeTS and may be on an appointment-only basis. This model could allow students to access specialized software more simply without waiting for computers to become available.

• The library should invest more resources into keeping technology up-to-date to prevent patrons’ frustration with resources.

• A public fax machine could be made available. Students frequently request fax services. Also, the library could begin to sell common office supplies such as envelopes.
Collections and Budget

Expenditures

Approximately 1.1% of the college endowment is devoted to library expenditures. Figure 17 shows library expenditures by service and material type for the 2011 fiscal year. Over half of the library’s annual expenditures go toward staff salaries. Print and electronic serials subscriptions and one time purchases of books, serial backfiles, and other materials are the next most costly items in the library’s budget. Audiovisual materials, ILL, preservation, and outside services do not represent a large portion of the library’s annual expenditures. The library’s acquisitions budget increases by 3% each year.

Figure 17: 2011 Library Expenditures

Figure 18 shows the percent of the annual expenditure of the four most costly budget items since 2002. Most likely due to staff reduction and reclassification, salaries have accounted for less of the annual expenditure over time. Print serials subscriptions have trended upward, while electronic serials subscriptions and one time purchases have remained relatively stable. The rise in expenditures for print serials subscriptions is related to the rapidly-increasing cost of these subscriptions.
Figure 18: Percent of Total Expenditure of the Four Most Costly Expense Items

![Graph showing percent of total expenditure of the four most costly expense items]

Figure 18: Percent of Total Expenditure of the Four Most Costly Expense Items

Collection Size

At present, the library holds approximately one half million print volumes. In addition, the library is home to a large collection of archival material and government documents. As shown in Figure 19, the number of items in the regular stacks has been steady at just over 209,000 for the last two years. This trend shows that the library’s stacks are near or at capacity.

![Graph showing number of collection items (in stacks only)]

Figure 19: Number of Collection Items (In Stacks Only)

Figure 20 indicates the number of titles in the regular stacks by call number range. The literature and social sciences call number ranges currently contain the most titles, followed by history and geography. It should be noted that this chart indicates number of titles rather than number of items. It is likely that the library holds multiple copies of certain titles, especially with regard to those titles found in the literature section.
Figure 20: Number of Collection Titles in Stacks by Call Number Range in 2012

Figure 21 shows the number of bound periodical volumes. Generally, this chart shows that the library has decreased its bound periodical holdings over time. This trend is likely explained by an increase in the number of titles available in the online JSTOR journal archives to which the library subscribes. As full runs of titles that are held in print by the library are added to JSTOR, these titles are frequently removed from the physical collection.

Figure 21: Number of Collection Items (In Periodicals Only)
Figure 22 shows the number of federal government documents held at the library in both fiche and paper formats. Over the last several years, the library’s collection of these documents has decreased, possibly as a result of a move by the government toward more online-only publications.

Figure 22: Number of Federal Government Document Items

![Bar chart showing the number of federal government document items in both fiche and paper formats from 2002 to 2011.]

Figure 23 shows the number of items in the special collections, audiovisual, reference, and Wisconsin government documents collections over the last several years. Generally, the number of audiovisual items has increased over time. These items include CDs, DVDs, and VHS tapes. The number of items in the reference and audiovisual collections has remained steady, whereas the number of Wisconsin government documents has fluctuated slightly.

Figure 23: Number of Collection Items (In Special Collections, AV, Reference, and Wisconsin Government Documents Only)

![Bar chart showing the number of items in special collections, audiovisual, reference, and Wisconsin government documents collections from 2002 to 2011.]

Number of print serial titles held by the library has remained consistent over the last ten years. At present, there are 1,933 serial titles held in print. The number of video and sound recording titles has steadily increased over this time period. There are currently 3,293 video titles and 4,779 sound recordings held by the library. As courses continue to incorporate multimedia
learning objects, it is expected that these trends may continue. The impact of online videos and sound recordings on these collections remains to be seen.

**Collection Age**

Figure 24 shows the median and average age of the collections in the regular stacks by call number range. In this graph, age is defined as the number of years since a given item’s publication. On average, the technology and applied science call number section has the most recent books, whereas the social sciences and religion sections are the oldest portion of the collection. The literature and history and geography sections are expected to be older since many works in these fields tend to remain unchanged over time.

*Figure 24: Age of Collection in Stacks by Call Number Range*

![Age of Collection in Stacks by Call Number Range](image)

**E-Journals and Databases**

The library subscribes to a number of electronic journals. These e-journals are accessed in a variety of ways. Some e-journals are subscribed to individually, while others are accessed via subscriptions to publisher packages or full-text database or journal aggregator products such as JSTOR and EBSCO’s Academic Search Premier. Still others are tied to print subscriptions as added-value content. Figure 25 shows the number of e-journal titles offered by the Library since 2007-08. Drastic changes from year to year may be due to several factors, including changes in the method by which the figures are calculated and the addition or cancellation of large aggregator or database products.
Use of full-text articles from e-journals is recorded for those e-journals that are included in large publisher packages or databases. In the interest of time and efficiency, full-text use of individual e-journal subscriptions is not currently recorded. At present, there are 87 full-text databases and 39 abstract and index databases offered by the library. Abstract and index databases generally do not provide full-text journal articles. Although the number of databases offered has remained relatively stable over the last several years, the library has slowly begun to increase the number of full-text products and decrease the number of abstract and index products. By following this trend, the library is able to offer more journal content to its users.

Figure 26 shows the use of full-text e-journal articles over the last several years. Here, use is defined as viewing or downloading a full-text article from a database. Because individual e-journal subscriptions are not reflected here, actual full-text use is likely greater than what is shown in Figure 26.

Figure 26: Full-Text Journal Use for Those Journals Found in Databases, Aggregators, and Publisher Packages
E-Books

The library has begun to build a collection of e-books during the last several years. Originally, this collection began with the PsycBOOKS package, which was purchased with departmental funds for psychology. New additions to the PsycBOOKS database are cataloged locally. Since the PsycBOOKS purchase, several additional e-book collections have been added. A small package of 18 e-books from the Gale Virtual Reference Library has been purchased and cataloged, as have e-books published in 2012 from SpringerLink. The library currently subscribes to ebrary, which contains thousands of academic e-books. Plans to add these titles to the local catalog are being pursued. Figure 27 shows the total number of e-books held by the library that have been cataloged locally.

Figure 27: Number of E-Books Held and Cataloged Locally

Figures 28 through 30 show various use statistics for e-book collections. As a whole, e-books have been well-received and well-used by patrons. Because most of the library e-book packages have been acquired recently, comparative use data is limited.
Figure 28: Number of PsycBOOKS Searches

Number of Searches

2007-08  2008-09  2009-10  2010-11  2011-12

Fiscal Year

Figure 29: Sessions, Searches, and Full-Text Use of ebrary

Number of Uses

2007-08  2008-09  2009-10  2010-11  2011-12

Fiscal Year
Organization of Information

The library currently uses SirsiDynix Symphony as its integrated library system. Symphony provides a means of organizing information for the library, including creation of catalog records, serials tracking, circulation, and generation of the library catalog. The library began using SirsiDynix in 2004. In recent years, a number of academic libraries have begun to implement open source integrated library systems. Library staff members have been investigating these options for potential application at Beloit College.

In recent years, the library has adopted an electronic resource management (ERM) application known as ERMes, which was developed by staff at the University of Wisconsin--La Crosse. Built in Microsoft Access, this application is designed to allow libraries to more efficiently track their electronic resources. Information that can be entered into ERMes includes, but is not limited to: payment information; vendor contact information; administrative account management information; reported errors; and license agreement terms. Though commercial ERMs exist, they are reported to be costly and ineffective. At present, only some payment and other basic information has been entered into ERMes, which is primarily managed by the ISR Administrative Assistant.

Archives and Special Collections

The college Archives are located in the lower level of the library. Founded in 1920, the Archives contain a variety of historical documents, photographs, and memorabilia, including student publications, diaries, college records, and faculty writings. The special collections include magazines, pamphlets, books, and other material useful for in-depth research on a particular topic. Present special collections include: Beloit Poetry Journal Collection; Beloitana Collection; Martin Luther King, Jr. Collection (works about non-violence movements); Irving S. Kull Collection (works concerning the Woodrow Wilson era); Joseph C. Rheingold Collection (works concerning Franklin D. Roosevelt and the New Deal era); and the Horace White Collection (works concerning Abraham Lincoln and the American Civil War era).
In 2009, the Archives were renovated to include a new reading room connected to the new Paula Black Seminar Room. The latter contains a document camera and projector to accommodate classroom and Archives sessions. The Seminar Room is frequently used for regular classes, including a course on archives management co-taught by the Archivist and a History Department faculty member. Following these renovations, the former reading room was converted into the Digitization Lab used for digital projects. The space also serves as an auxiliary workroom for the Archivist and his staff.

Since 2009, the library has engaged consultants and a Project Archivist to assist in the development of new policies and procedures and to help improve cataloguing of archival collections. Consultations that have affected the Archives in recent years have included:

- 2005 -- Library space use planning with Anders Dahlgren
- January 2010 -- ILL workflow review by Wisconsin Library Services (WiLS)
- December 2010 -- Archives description with Michael Paulus
- April 2011 -- Archives preservation evaluation by Angelina Altobelis of the Northeast Document Conservation Center (funded by a National Endowment for the Humanities Preservation and Access grant)
- March 2012 -- Technical Services workflow evaluation by WiLS

These efforts are intended to yield better discoverability of archival collections and improve access to the collections. At present, the Project Archivist is also establishing a framework for the preservation of born-digital college records.

The Archives is staffed by one full time Archivist, one temporary Project Archivist, and a number of students and volunteer workers from the community. Until 2012, the Archivist did not work during the summer months.

Figure 31 shows the number of information requests received by the Archives per academic year. Requests received in-person and via email or phone are all reflected in this chart. Though the number of requests has fluctuated over time, a steady increase is expected in the coming years as more archival collections are made discoverable and as faculty members continue to engage the Archivist in course design to reflect curriculum changes as a result of new campus initiatives.

**Figure 31: Number of Archives Information Requests**

![Figure 31: Number of Archives Information Requests](image)

Figure 32 shows the number of class sessions conducted in the Archives per academic year. During the 2006-07, 2007-09, and 2009-10 years, the Archivist co-taught a course on archival
management. Each of these class sessions is reflected in the total numbers, which accounts for the increase in total sessions during these years.

*Figure 32: Number of Archives Class Sessions*

In addition to answering requests for information and leading class sessions, the Archivist occasionally sponsors special projects and honor terms.

**Digital Collections**

The library currently maintains a locally-installed instance of OCLC’s CONTENTdm digital library software. This platform is home to the Beloit College Digital Collections (BCDC), which combine digitized materials from the Archives, museums, and student and faculty creative and scholarly works. Archival collections are created by the Digital Resources Librarian along with the assistance of several student workers. Materials in these collections are digitized according to accepted standards published by organizations such as Wisconsin Heritage Online and the Bibliographical Center for Research.

At present, BCDC contains 6,833 digital objects. The license purchased allows for up to 50,000 items. Some collections, such as the Wright Museum of Art Collection, Asian Studies Collection, Logan Museum of Anthropology Collection, and Student Collections continue to grow each year.

Potential digitization projects are identified primarily by the Archivist and the Digital Resources Librarian. However, following successful collaborations with the campus museums, it is expected that the creation of future digital collections may be recommended by other potential collaborators. To prepare for these collaborative collections, a digital collection development policy is being drafted to help provide guidance to campus community members who may wish to consult with library staff regarding digitization and digital collection projects.

Item-level use of BCDC material is tracked using Google Analytics. Figure 33 shows collection use since fiscal year 2010-11 for all published collections except those contributed by the campus museums. Here, a single use is defined as the viewing of a single object in BCDC. Museum digital collection use since fiscal year 2010-11 is shown in Figure 34.
Figure 33: Digital Collection Pageviews for All Published Collections Except Museum Collections Since Fiscal Year 2010-11
Figure 34: Digital Collection Pageviews for Published Museum Collections Since Fiscal Year 2010-11

Strengths and Weaknesses

Strengths:
● Relative to the size of the campus community, the library maintains a large collection of government documents.
● The book collection contains many seminal works in various disciplines. Many of these books have been donated to the collections by prominent figures from the college’s history.
● The college Archivist is well-regarded by the campus community and is seen as an invaluable source of information about college history.
● CONTENTdm is housed on a local server and is supported by IT, allowing for complete control of the system.
● The digital collections contain a great deal of unique images and manuscripts related to the history of the college.
● Technology meeting digitization standards has been purchased to support creation of the digital collections.

Weaknesses:
● The library’s acquisitions budget contains a number of restricted funds that impede the library’s ability to adapt to changing departmental and disciplinary needs.
● The education curriculum collection is seldom used and not catalogued. It should be removed from the collections.
● Generally, the print collection is old. Though the collection’s age is not a reliable indicator of its quality, certain sections such as the computer science collection may need to be updated.
● Due to their high cost, the library lacks electronic content in the hard sciences.
● The Archives lack a publicly-available development and preservation policy.
● Though adequate, SirsiDynix Symphony has a number of inherent flaws, specifically with regard to the generation of the library catalog and to the creation of custom reports.
● The ERMes ERM system is not being utilized to its fullest extent.
- Library staff members have been largely unable to generate enthusiasm among the campus community for student and faculty contributions to the digital collections.
- Procedures for creating digital collections are only partially documented.

**Opportunities and Challenges**

**Opportunities:**
- Stemming from work currently underway to develop a digital preservation framework, the Archives may soon be able to communicate procedures for submission of born-digital records to various campus departments.
- As more academic libraries begin to implement open source integrated library systems, library staff may be able to learn from these institutions’ successes and failures. Depending on the outcomes these libraries experience, staff may wish to consider adopting one of these systems.
- The library may wish to explore OCLC’s WorldCat Local and other services as a means to manage serials holdings and increase visibility of its collections.
- The library may be able to continue to build upon collaborative digital collections involving the campus museums.
- A complete digital collection development policy could be used to encourage new digital collection partnerships.

**Challenges:**
- The rate of increase to the library’s budget is often outpaced by the increase in cost of materials and electronic subscriptions.
- The library’s shelf space is nearly at capacity. Though weeding of dated material occurs frequently, there is little room to add new material.
- If a digital preservation operation is established, it will be necessary to ensure that appropriate staff time is devoted to its maintenance.
- Digital collection possibilities are constrained by technological and data storage limitations.
- Assuming no new digital collection platforms are investigated, CONTENTdm may need to be used to house collections for which it was not designed to effectively accommodate.
- It is exceedingly difficult to build grassroots support for faculty-generated collaborative projects. For instance, library staff members have been unable to encourage faculty submissions to a potential institutional repository. New approaches to encourage faculty collaborations must be explored.

**Aspirations**

- As work to catalogue archival and special collections continues, the library should attempt to improve accessibility and discoverability of these collections by including records in the library catalog and elsewhere.
- The library could join a cooperative collection development consortium along with other peer institutions.
- A robust ERM solution should be explored and implemented. The system should be simple to maintain and should be kept up-to-date.
- The library should attempt to create a digital repository of open access faculty works and publications. Such a repository would aid in the discoverability of faculty publications and
would draw increased attention by the faculty to the digital collections and the importance of understanding publishers' author agreements.

- New digital collections of learning objects with direct ties to the curriculum should be created.
- The library will be prepared for the potential development of a statewide shared print collection center.
Patron Satisfaction

Patron satisfaction with library services and collections is measured primarily through the college's participation in the Measuring Information Service Outcomes (MISO) annual survey. This survey includes faculty, staff, and students from a variety of Beloit College's peer institutions. Although data for several years is available in some cases, only the most recent 2010 results are presented in this report.

Figures 35 through 37 show faculty, staff, and student satisfaction with various library services. Participants were asked to rate their satisfaction with each service on a scale from 1 to 4 (dissatisfied, somewhat dissatisfied, somewhat satisfied, and satisfied, respectively). In each figure, results from Beloit are compared with those for the cohort average. In general, patrons of all types are at least somewhat satisfied with all library services. However, scores for collections tend to be the lowest of those services measured. In addition, students indicated relatively low satisfaction with research instruction, group study spaces, and public computers.

Figure 35: Faculty Satisfaction with Library Services at Beloit Compared to 2010 MISO Cohort
Figure 36: Staff Satisfaction with Library Services at Beloit Compared to 2010 MISO Cohort

Figure 37: Student Satisfaction with Library Services at Beloit Compared to 2010 MISO Cohort

Figure 38 shows patrons’ satisfaction with their perceived input into library decisions that affect them. Of the three patron types, students were least satisfied with their input into these decisions.
Figures 39 through 41 show patron awareness of library services and copyright and fair use principles. Participants were asked to rate their awareness of these issues on a scale from 1 to 4 (not informed at all, somewhat informed, informed, and very informed, respectively). Although Beloit is similar to the 2010 cohort across these measures, the average for each falls at or below 3.

Figure 39: Faculty Awareness of Library Services and Copyright Issues at Beloit Compared to 2010 MISO Cohort
**Strengths and Weaknesses**

**Strengths:**
- Faculty, staff, and students are at least somewhat satisfied with all library services measured.
- All three patron types are at least somewhat satisfied with their input into library decisions that affect them.

**Weaknesses:**
- Faculty, staff, and students are not well-informed about available library services, copyright and fair use concepts, and who to contact for their library needs.
On many of the measures taken by the MISO survey, the library underperforms compared to the college’s peer institutions.

**Opportunities and Challenges**

**Opportunities:**
- The library may be able to undertake an outreach campaign to improve campus-wide awareness of services.
- Library staff may be able to work with others on campus to help educate patrons on copyright and fair use issues.

**Challenges:**
- Library staff must work to ensure the availability of time and support to begin more effective outreach and education activities.

**Aspirations**
- The library should strive to match or exceed average cohort scores from the MISO survey results.
- Average patron scores for awareness of library services, copyright and fair use concepts, and who to contact for their library needs should be 3 or better.
Conclusion

The staff at Morse Library is well-regarded by the campus community. Overall, the library is a responsive entity that is capable of extending limited resources to accomplish its goals and objectives. In most areas, services rendered are viewed as being at least adequate if not exceptional. Staff members at the library have created good rapport with members of the faculty and have responded to the changing needs of the campus. The physical spaces within the library, though dated in some respects, are used frequently and meet the needs of the library’s patrons. Library collections and services are also heavily used.

A number of challenges face the library as it moves forward. Among these are limited staffing and a somewhat stagnant materials budget. Also, the library must prioritize the upkeep of existing technology and the adoption of new technology to suit the requirements of its users and the college curriculum. Finally, the library needs to devote attention and resources toward reconsideration of its physical spaces, services, and print collection holdings.

Despite these challenges, many opportunities have been presented to library staff. As faculty publishing and copyright concerns become more prevalent in the academic world, the library will increasingly be relied upon as a valuable, professional source of information regarding these issues. The library will also be sought out as a key stakeholder in the success of new curricular initiatives. This new role will necessitate increased engagement with faculty members in order for library staff to become more involved in instructional design. Under this model, library staff may come to be viewed as peers to the faculty rather than as traditional service providers. Changes in the way classes are shaped and delivered on campus also provide an opportunity to reassess library collections. Print collections may be updated to reflect new trends in scholarship, whereas unique collections in the Archives and digital collections may be leveraged to offer new tools that will assist academic research and inquiry.

The current state of the library is strong, though opportunities for improvement will always exist. Library staff must be cognizant of these areas for growth and embrace them in efficient and innovative ways. With its history of adaptability, collaboration, and commitment to staff, faculty, and student excellence, the library is poised to play an indispensable role in Beloit College’s future as a leader in providing liberal arts education of the highest caliber.
Appendix A: Information Services and Resources Division
Mission & Goals Statement

The Beloit College Information Services and Resources (ISR) Division provides access to information resources, supports their use, and serves as a center for engaged learning, with an aim to enhance the mission of the College in providing a learning and living environment dedicated to the cultivation of liberally educated persons. Through partnerships with the students, faculty, and staff of the College, the ISR Division will:

- Provide direction, vision, and stewardship for information services and resources through a continuous, collaborative, and cooperative planning and prioritization process that addresses College programmatic needs and the financial implications.
- Promote the integration of information and technology into the College's teaching and learning initiatives through course-integrated instruction and information services that facilitate the use of resources; foster critical thinking; and enable students, faculty, and staff to creatively and productively enhance their academic, administrative, and co-curricular activities.
- Develop, organize, and maintain information resources that enhance the educational process both in terms of teaching and scholarship, support effective business operations, and document the College's history.
- Create and maintain user-centered environments conducive to intellectual vitality, exploration, contemplation, the exchange of ideas, and connective experiences.
- Enhance and maximize the resources and services available to the College community through partnerships with other organizations and campus departments.
Appendix B: Library Collection Development Policy

Beloit College Information Services and Resources Division
Library Collection Development Policy
April 2006; updated November 2006

INTRODUCTION
This collection development policy guides the overarching processes of selecting, maintaining and managing collections purchased, housed and made available by Col. Robert H. Morse Library and Richard Black Information Center, insuring systematic, balanced, and consistent development of the collection. In accordance with the mission of the College, the Library seeks to acquire and provide access to resources supporting the learning goals of the College and its academic departments and programs.

Questions about this policy and suggestions for change are welcomed and should be directed to the Assistant Director for Library Services, Director of Information Services and Resources (ISR), or any member of the ISR Advisory Committee. The Assistant Director for Library Services and the Director of ISR are ultimately responsible for all collection development decisions; which are informed by close collaboration with individuals, groups, and departments across campus and the ISR Advisory Committee.

INTELLECTUAL FREEDOM
The Information Services and Resource Division supports the American Library Association’s Library Bill of Rights and Freedom to Read Statement. Our support is evident in our ongoing efforts to purchase materials that represent a range of opinions on both common and controversial matters.

SELECTION
Participants
Shaping the intellectual content of the Library’s collections is a responsibility shared by the librarians, faculty, staff, and students of Beloit College. In order to provide access to the materials most relevant to the curriculum as well as the teaching and learning goals of a liberal education, faculty recommendations are critical. As libraries face the continually widening stream of available information and materials, the benefits of a collaborative selection process become more keenly appreciated. Without a doubt, this process trains more eyes on the horizon and results in broader discovery of appropriate resources. More importantly, this collaborative collection approach focuses the subject knowledge of faculty on the content evaluation of materials and this expertise improves the content of the collection – the community’s resource.

To facilitate this collaboration, each department has a designated liaison librarian responsible for receiving and reviewing faculty submissions, applying collection policy, and selecting materials to complement current recommendations and the existing collections. Further, librarians engage in regular communication with departments, keeping abreast of curriculum changes and consult with faculty to identify and develop relevant and appropriately rich resource pools. Faculty considering significant revisions to courses and department curricula are encouraged to contact their liaison or the Assistant Director for Library Services prior to submitting course proposal forms so resource availability may be coordinated with new course inception.
Scope

All Library material accession decisions, regardless of source or format, shall be assessed on the basis of appropriateness to curricular need. As an institution devoted to undergraduate education, our first priority is to acquire materials supporting current and future academic instruction and inquiry. Resources to support special project and independent student research and materials contributing to the development of a liberally educated person, though not currently part of the curriculum, are collected more conservatively. The Library will work within its means to ensure support for faculty research and course preparation can be satisfied, often through a combination of cooperative lending agreements with the University of Wisconsin-Madison and inter-library loan service.

The following criteria should guide any decision to acquire an individual item:

- Appropriateness of content for Beloit College’s academic uses
- Relationship to present holdings in the area
- Authoritativeness of author/creator
- Appropriateness of cost, considering value and need for the item
- Reputation of the publisher
- Sustainability and appropriateness of format

Timeliness or permanence of the material

- Depth and scope of coverage
- Critical reviews and recommendations based on examination of materials

Beyond these general considerations of intellectual or artistic content, additional collection guidelines apply:

- Duplication of resources is discouraged, unless a clear need is demonstrated
- Primary collection language is English, non-English materials are collected as they relate to the academic scope of the College

The following list identifies and defines the major formats represented in the Library’s collection, included in the Library’s catalog, and for which we accept purchase recommendations:

**Books:** Where a choice exists, preference may be given to paper bound publications except where use is expected to be high, the content promises enduring value, and where page and/or height dimensions demand a sturdy case. Publishers textbooks assigned as course texts are generally not collected. Textbooks that serve as the best or only source of information and fulfill self-study and reference needs may be added, as resources allow.

**Serials/Journals/Periodicals:** Subscriptions involve a larger demand on Library resources (e.g. ongoing commitments of funds, binding and other maintenance, shelf space) and are more carefully considered than one time purchases. In addition to the general selection criteria outlined above, serial/journal/periodical decisions also consider inclusion of article content in currently available periodical indexes, availability of complete holdings, and title usage statistics. Requests to add or cancel serial titles, initiated by any member of the academic community, are reviewed annually by the Librarians. Library staff continuously evaluates the most effective means of supplying periodical information to our users and, whenever possible, consults with appropriate campus constituencies during the decision-making process. Where a choice between print and electronic subscription are available, the Library prefers electronic journals when issues of quality, accessibility, completeness, affordability, licensing, and reliability have been answered satisfactorily. Except in special cases, the Library will not maintain duplicate print and electronic subscriptions and will opt to withdraw the corresponding paper back files of...
journals when electronic versions are available that meet the above criteria. Inter-library loan service provides access to articles in publications beyond the Library's current print and electronic periodical holdings.

**Reference collection:** A robust collection of print and electronic resources is maintained to support discovery and interpretation of materials within the Library’s collections. Additional resources facilitate discovery of content and resources outside of Beloit’s collections. The Head of Public Service is primarily responsible for development of this collection.

**Audio:** The Library maintains a large collection of LP and CD recordings but generally restricts current purchase to CD and emerging digital formats. The audio collection extends well beyond the robust holdings for traditional music studies, providing support for any department or program that employs audio for teaching or learning.

**Visual:** Current film collections consist of VHS and DVD formats, though the preferred format for purchase is DVD, when available and not significantly more expensive than VHS format. Whenever possible, educational performance rights are to be procured or claimed during purchase to facilitate appropriate, fair-use on campus. Still image collecting consists of 35mm slide sets, and digital image collections.

**Juvenile Literature:** Serving as a primary resource for the Education and Youth Studies Department, the Library maintains a small collection of award-winning and canonical juvenile and young adult literature.

**Newspapers:** Print newspaper subscriptions to provide local, regional, and national news coverage as well as foreign titles to support language studies are collected on a highly selective basis. Newspapers are retained in paper form for no more than one year and some are retained as briefly as one month. A number of the Library’s electronic database subscriptions complement these print holdings.

**Microforms:** Due to the compact nature and the stability of micro formats, a selective collection of newspapers and journals is maintained. As with print resources, when a reliable and appropriate digital option is available, it is preferred.

**Electronic resources:** are defined as resources that require computer access, including, but not exclusively, serials or collections of serials; bibliographic, visual or numeric databases; reference materials; and monographs. Access formats include but are not limited to online services, compact discs, and DVD’s.

In addition to the selection criteria above, preference is given to web-based resources with access via IP address as opposed to individual password authentication. Other considerations in assessing electronic resource subscriptions include:

- License should provide access to walk-in users, permission to link resources in course management systems, and the ability to respond to ILL requests. Licenses should in no way curtail rights granted through Fair Use or other copyright acts.
- Product interface should be clear, responsive and provide an adequate range of simple to complex search options.
- Products providing access to full-text content are often preferred over those providing only citation and abstract information.
● In general, bundled collection packages are preferred to single title additions, as this increases the volume of content available for minimal added cost.

● We seek products and platforms using COUNTER or other industry standard statistical gathering software to track usage and promote consistency in ongoing evaluation.

● Where possible, we consolidate with a limited number of provider gateways to assist users and improve search results.

● Applicability or usefulness of content to multiple fields of study.

The value added nature of many electronic resources is reflected in higher invoice costs. While funds remain limited, requests for new resources or upgrades to current resources will most often involve the exchange of one service for another. Division Liaison Librarians and the Assistant Director for Library Services will open discussions with academic departments, to evaluate options and create an optimal collection of resources to meet teaching and learning needs.

Electronic resources distributed in a physical format (e.g. compact discs, DVD’s), intended for stand-alone use, also are reviewed for content, platform compatibility and ease of use. They are cataloged, labeled and shelved, and are therefore searchable in the Library catalog. Items in this category include computer programs, datasets, and government publications. Except in limited circumstances, materials are withdrawn when standard campus computing platforms can no longer access the content.

Free electronic resources and websites determined to have direct applicability to academic disciplines and areas are gathered in a series of subject directories on the Library’s web site. A select number of free electronic resources delivering focused and in-depth content aligned with or complimenting existing physical collections may have bibliographic records added to the Library’s catalog.

Finally, though we strive to provide continuity and consistency in our electronic resource offerings, usage patterns and events beyond the Library’s control may result in the termination of a resource and the subsequent re-balancing of our electronic collections. Notification of a change in license terms or pricing for any purchased or cataloged free electronic resource will result in a reassessment of its value and appropriateness for campus need. Significant price increases, change in scope, change in content, and the presentation of inflexible licensing clauses may also result in a subscription cancellation. A resource identified as having low or minimal use over time will also undergo a re-evaluation. In cases where access can not be continued, the Library will notify the original requestor and primary user community of the change and encourage their participation in a replacement decision.

Mechanism
At the start of each fiscal year the Director of ISR and the Assistant Director are responsible for allocating the materials budget. The allocation process reserves a significant proportion of the book and audio-visual budget for academic department requests. Initial allocations are made to funds representing the academic departments of the college ensuring balance in the overall development of the collection. The equation employed in this process incorporates enrollments in introductory and advanced courses (by instructor), average cost of publication (by discipline), and the volume of literature published in a given field. The resulting allocations serve to guide purchases for the annual period in a logical and equitable manner, while maintaining a necessary flexibility.
Special funding accommodations may be possible to develop resources to support new or revised courses, curricular revisions, and other needs. The Library recognizes that new faculty may require special consideration in building the collection in new areas and invites early and ongoing conversations to assess the existing collection and acquire new materials. The Librarians and the Assistant Director welcome the opportunity to discuss unexpected and ongoing needs with faculty and departments.

To assist the process of quality resource discovery the Library provides to departments the individual title reviews published in CHOICE, a publication of the Association of College and Research Libraries. While this resource serves as a primary selection tool, other reviews published in core journals for a discipline are important supporting resources. Discovery and selection of materials by Library staff is further informed by patterns of inquiry at the reference desk, evaluation of ILL borrowing requests, and notable patterns of circulation and other use statistics.

Recommendations for materials are invited in any form. Pre-printed order slips are available from the Library; a web submission form is also available.

In order to minimize costs and leverage our resources, Beloit participates in a number of local, national and global consortia. Group purchases under these agreements reduce initial purchase prices and/or annual maintenance fees; but also reduce demand on our administrative functions through standardized and consolidated billing and assistance with contract review.

**COLLECTION MAINTENANCE**

Reasonable funds and staff time are allocated to care, repair and replacement of damaged or lost collection materials. The review of damaged materials first considers whether the resource is still relevant to the collection scope; if it is not, the item is transferred to the weeding process. If the item remains relevant or has enduring value, the decision will be made to replace or repair the item. Repairs may be made in-house using archival quality glues, papers and backings or outsourced to the Bindery for re-casing or conservation work. The Technical Services Librarian in consultation with at least one liaison librarian shall determine whether an item should be withdrawn.

As with damaged materials, records for lost or missing materials are routinely reviewed and replacements will be sought when the item meets selection criteria as described in this policy. Replacement will be made with an exact, similar, or updated edition, depending on the circumstances. In cases where a similar edition is no longer available, a title of equivalent subject and/or scope will be purchased in its place. To allow Library staff adequate time to search for or recover missing materials, orders for replacement copies may not be generated immediately.

Periodic review of the Library’s holdings is conducted to evaluate the health, purposefulness and overall content of the collection. As shelf space is a finite physical resource, the Library’s annual additions must be balanced with some de-accession. The ongoing removal, repair or replacement decisions made for damaged, lost and missing materials extend to the review and weeding of the collection; a task performed in a targeted, rotating fashion. To maximize growth opportunity and cultivate a collection particularly relevant to the curriculum, librarians pull, for review, materials that meet one or more criteria: Have another copy, duplicate copy no longer needed Have a later edition of the title, earlier edition no longer needed Have more up-to-date sources for this same information
Show infrequent circulation or no circulation for sustained period of time
No longer relevant to the curriculum
Have in electronic format

Librarians carefully select materials to be weeded based on knowledge of the curriculum gained from conversations with departments, review of course proposals, and familiarity with current selections trends and further informed by the criteria above. Next, all faculty are invited to review the selected materials to ensure materials identified for weeding are not needed to support the curriculum. As a final step, materials removed from the Library collections are made available, on a first come first served basis, to campus community members.

MATERIALS ACQUIRED OUTSIDE OF PURCHASE
Beloit College Library collects a limited number of materials not specifically selected through purchase. Accession, housing and maintenance of materials impose indirect costs on the library collections, thus every gift to a library has a price. Addition decisions for materials acquired outside of purchase are therefore subject to the same general considerations for collection appropriateness and overall usefulness to the college.

Gifts
Gifts are accepted only when they add strength to the collection and when the donor places no significant limitations on housing, handling, or disposition of duplicate, damaged, or unwanted items. It is Library policy not to provide appraisals of gift items for donors. Donors wishing to have their gifts appraised should seek further information on valuation of donated property from the Internal Revenue Service and their own tax advisor or attorney. All donated items become Library property and accession decisions will be guided by the same criteria applied to other acquisitions. Donations added to the collection are recognized by the use of bookplates stating the donor's name. Unneeded items are disposed of through established and recognized procedures (see review and weeding of collection, above). Prospective donors, particularly those with collections of more than one hundred titles are encouraged to provide a list of potential gift titles allowing Library staff to evaluate the appropriateness of the acquisition. Copies of the Library's Gift Policy are available to interested donors.

Government Documents
A separate policy exists to define and guide Beloit College Library’s status as a selective depository for Federal and State government documents (see Appendix A).

Archives
The detailed collection policy for the College Archives is published in the College’s Administrative Policy Manual. Briefly, the Archives are the repository for the College’s official business and history and include materials relating to significant people and places associated with the College and a component of local life and culture. The collection is maintained as a resource to the College community and to researchers with an interest in the College, its participants, and the surrounding area. This collection is available for use within the Archives Reading Room, but does not otherwise circulate.

The Archives collection is largely built through transfers of records from campus offices based on established retention schedules. On rare occasions unique or historically valuable materials may be acquired through purchase. Other items and collections are received as gifts. Gifts to the Archives are governed by the Library’s gift policy and also include the transfer of permissions allowing the use and publication of the item in print or digital formats. A directory of
major collections is available on the Archives web pages, and a growing collection of finding aides describe, in greater detail, the content of these collections.

Special Collections
Most materials in these collections are cataloged and therefore searchable through the Library catalog. Many of these items may not be available for loan outside of the Library as the intent is to maintain the collection for posterity as well as to ensure the richness remains available for future scholars. The content comes to us through donations or through purchase. The Library’s general criteria for building the collection also apply to Special Collections materials.

A limited number of named, donated collections are maintained precisely as received. The collections include:

- the *Horace White Collection* of works on the American Civil War and Abraham Lincoln;
- the *Joseph C. Rheingold Collection* of Franklin D. Roosevelt and New Deal works;
- the *Irving S. Kull Collection* of Woodrow Wilson era works.

Active collecting is currently limited to three collection categories:

- *Martin Luther King, Jr. Collection on Non-Violence*: a donation from former Library Director H. Vail Deale at the time of Dr. King’s assassination is maintained by an endowed fund to support its continual growth. Additions to this collection meet careful guidelines; the materials must carry the message of non-violence and works by and about Mahatma Gandhi, Martin Luther King, Jr., and Henry David Thoreau hold prominence in the collection.

- *Beloitana Collection*: includes materials by or about College alumni, faculty, staff, and trustees; about the College; and about the local area. The Library budget supports the continued acquisition of works written or edited by current and retired faculty, and current staff. In addition, selected and notable works by alumni of the College may be added at the discretion of the Archivist. Gifts to this collection are always accepted. Though the works in this collection do not typically circulate, additional copies of most are available for circulation in the general collection.

- *Rare Books*: are collected on a very limited basis. In addition to original, unique, limited edition, and older works, Beloit College’s Rare Books Collection contains a number of reproductions, or facsimiles, of exceedingly rare items. Though not rare in their currently produced form, these items are costly, of artisan quality, and are true enough to the original to be delicate and therefore deserving of additional care in housing.

**EVALUATION OF POLICY**
Regular evaluation and adjustment of this policy is the responsibility of the Director for Library Services, in consultation with the Director of ISR, the Librarians, and the Information Services and Resources Advisory Committee.

Approved May 2006
Updated November 2006
Appendix C: Library Collection Development Policy for U.S. Government Documents

COLLECTION DEVELOPMENT POLICY
FOR
U.S. GOVERNMENT DOCUMENTS
Beloit College Library

PURPOSE
The purpose of this policy is to provide guidance to library staff members about the nature and scope of the U.S. Government Document’s Collection at the Beloit College Library in order to assure that the collections:

1. Are consistent, integrated and balanced;

2. Meet the needs of both existing and potential users for government information to the fullest extent possible under existing constraints of staffing, budget, and space.

In addition, it serves to increase the quality of information resources available to the library’s community and to outline procedures by which the effectiveness of the collections, vis-à-vis the information needs of the community are regularly evaluated.

SELECTION
In general, the Library will select material in various formats to serve the needs of its primary clientele, i.e., students, faculty, and staff of the College. These needs are ascertained by reference to the following indicators:

1. The Federal Depository Library Manual’s “Core Collection for Small and Medium Sized Academic Libraries” should serve as a touchstone for the documents collection;

2. Items closely related to the curriculum should be selected in anticipation of demand generated by courses;

3. Notices of new government documents circulated among library staff members and routed to potentially interested faculty members for their comments and suggestions;

4. Recurring requests for specific documents or particular kinds of information initiated by faculty members or others should be considered for addition to the list of items received;

5. Journals and other sources that review government documents, e.g., Library Journal, DTTP, Documents to the People, etc. should be reviewed on a regular basis by librarians and items appropriate to the collection should be considered for inclusion if not already received on deposit;

6. Reference queries should be systematically monitored for evidence of a significant unmet need for government information and, where such evidence exists, consideration given to acquiring such sources as may be available to satisfy the demand;
7. The annual “List of Item Selections” should be reviewed in the light of demand or lack thereof indicated by the above, and items added or deleted accordingly.

In order to serve the large user community, selectors will consider many of the same factors – with use appropriate changes – but, in addition, will attend to:

1. Items that may be of interest to members of the larger community, even without a particular academic aspect;

2. Requests for information received from (a) individual members of the larger community and (b) other libraries in the local area.

In particular, the Beloit College Library collects materials from the following Departments and Agencies of the U.S. Government as indicated below:

<table>
<thead>
<tr>
<th>Heavily*</th>
<th>Moderately</th>
<th>Light</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>Housing &amp; Urban</td>
<td>Publications of all other</td>
</tr>
<tr>
<td>Congress</td>
<td>Develop</td>
<td>Departments &amp; agencies</td>
</tr>
<tr>
<td>Education</td>
<td>Interior</td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td>Labor</td>
<td></td>
</tr>
<tr>
<td>Health and Human Service</td>
<td>Treasury</td>
<td></td>
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<tr>
<td>State</td>
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</tbody>
</table>

*Relative to amount published by each

Because of the nature of the Library’s parent institution, the Government Documents Collection comprises, in large part, materials that are primary, academic, research-oriented resources rather than those that are strictly practical, derivative, and applied.

The Library does not purchase documents from commercial sources except very selectively when they are either not available through the depository system or can only be obtained via the latter under an item number that would include a large amount of other material not appropriate to our collection. Also, certain documents not available through the depository system are, from time to time, purchased from GPO, or requested from one of the Second Congressional District representatives to Congress. The Library does, however, purchase a number of indices and finding aids for government documents from commercial publishers in order to make materials in the documents collection as accessible as possible to users.

ACCESS

The Beloit College Library, like most libraries, cannot afford the high cost of processing, storage and service to acquire resources merely to meet single or infrequent requests for government information. Therefore, the Library’s collection development policies for government documents are influenced by the availability of documents from other depositories in the area. The nearest Regional is the University of Wisconsin Memorial Library in Madison, WI, to which we most frequently resort when we cannot satisfy a request from our own collection. An excellent
statewide inter-library loan system, good transportation between Beloit and Madison, and a very cooperative staff in the University of Wisconsin Library all serve to facilitate use of the Regional’s collection. Documents held by area libraries can be obtained either via ILL or by directing the patron to a specific library in Madison. In addition, the Rockford, IL Public Library, less than twenty miles from Beloit, and the University of Wisconsin-Whitewater Library, approximately thirty-five miles away, are partial depositories and their collections are also available to patrons in the area. Occasionally users may wish to purchase selected documents and should be directed to the GPO Online Bookstore (http://bookstore.gpo.gov) in Washington, D.C.

DESELECTION

Space constraints and good collection management practice dictate that materials which are superseded, obsolete, extremely dated or clearly not used be withdrawn from the documents collection. The intention of this Library, both in selecting materials for and withdrawing materials from the collection, is to maintain a coherent and vital, but necessarily dynamic collection. While careful selection is essential to the maintenance of a useful and lean collection, deselection is perhaps even more important. In order to maintain collections that are free of extraneous materials, annual review of the document collection and amendment of selection is mandatory. Back runs, if any, of items deleted from the list of items received should be considered for withdrawal consistent with applicable GPO regulations. At the same time, the collection should be surveyed for little used items that can be withdrawn. Superseded items should, of course, be discarded when the superseding item is received, except in special cases, e.g. Weekly Compilation of Presidential Documents.

August 1987
Revised August 1992
Revised March 2006
Appendix D: Information Services and Resources Organizational Chart
Appendix E: Strategic Directions Notes from June 29, 2012 Library Staff Retreat

In attendance: Sam Demas (consultant), Megan Fitch (CIO), Lisa Viezbicke (Director of Library and Archives); Josh Hickman, Chris Nelson, and Joel Paulson (Librarians); Fred Burwell (Archivist); Michelle Tom (Archive Preservationist), Allen (AJ) Haughton (Summer Library Intern); Staff: Pegg Stoddard, Anita Drake, Deb Lynch, Cindy Cooley, Phyllis Olmstead, Robin Hoefer, and Sara LeBeau.

Sam introduced the group to the process:
He recommends a 3-yr Strategic Plan that would include key elements:
- Signature Programs
- External funding
- Public programs

We’ll create a value statement – grown out of personal points and perspectives

Process will unfold over Fall 2012 – we need to get Campus Community involved or at least on board.
Little success if we don’t have Campus Community ownership.

General conversation around the room:
- We have good communication between staff for problem solving; kindness shown towards coworkers
- Find pleasure on others successes
- Use of print books going down, use of electronic going up
- Is the age of the collection important? Vs. usage of the collection
- Donors put restrictions on collection development
- Could/should we build a joint cooperative collection development/management with ACM or other peer institutions
- We have a good weeding program – transfer to Special Collection. [we are in a good position as we move forward with collection development]
- Compact shelving – consolidate print collection on lower level
- Outside lighting needs improvement – when approached from outside it appears we are closed
- Library concierge / on call Reference Librarian
- Promote including reference librarian information in faculty syllabus; encourage students and faculty to set up private one-one conversations with resource librarians
- Bring Special Collections to main level
- Wisconsin will develop a shared print collection center; how do we see ourselves utilizing?

To make the best use of the resources we have:
Do we have a long term vision of IT-Library partnership? The current plan is remain a unified Library/Information Technology division.
ISR planning committee was disbanded. Everyone on campus is very busy with other meeting and committee assignment but we could set up Ad Hoc ISR meetings with campus community that would address specific issues – the group would dissolve when the program is either in place or removed from the project list.

Key [5 – 9] Strategic Directions
Each Key direction would include 2 – 4 goals/objectives
1. How to support students/faculty/staff?
a. Integrated support w/IT staff
b. Curricular integration
c. Develop/Offer a Research course
d. Writing Center in Library/or in partnership
e. Information Literacy

*our ‘partnerships’ built in the Mission Statement is good.

2. Align (make this critical) collocations and spaces with teaching and learning needs
   a. Promote social and professional gatherings
   b. Connect library to academic programs
      i. Library staff member should be included in campus planning, governance

3. Increase visibility and access to local content and Collections
   a. Market and advertise the Library
   b. Enhance visibility of services and resource; visibility of staff is important but should also increase building personal relationships
   c. Advertise our collection
   d. Integrate Lib & IT better to meet needs of student and faculty
   e. Get linked to library via Beloit.edu homepage

*If we are increasing services, what can we let go of considering staff is already on workload max? Would we consider outside vendor services to reduce load?