



Annual Report FY 2009

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**LANGSDALE LIBRARY
PROFILE
FY2009**

Resources

Total Volumes	173,053
Reference Volumes	3,086
Print Subscriptions	541
Current Online Subscriptions*	11,673
Database Subscriptions	76
Archival Collections	134
Linear Feet**	3,007,222
Digital documents (by linear feet)	188
Public computing stations	61

Usage

Visitors	90,891
Public Service Transactions ***	30,893
Circulation (includes print reserves)	21,850
Reserves (electronic documents accessed)	51,465
Interlibrary/Intercampus items processed	21,749
Items retrieved from online databases	1,103,295
Library Web pages viewed	262,184
Archives pages viewed	95,931
Instruction sessions (excluding IDIS 110)	216
Instruction participants (excluding IDIS 110)	2,497

Staff

Professional/Faculty	12
Full-time staff	9
Part-time	3

* May include some duplication of titles held in multiple databases

** Includes 3 million feet of television footage from WMAR and WJZ

*** Includes Reference, Access Services and Special Collections

EXECUTIVE SUMMARY

- Implemented patron loader system to automate registration of enrolled students, faculty and staff from PeopleSoft to USMAI integrated library system.
- Adopted UB Policy on Promotion and Permanent Status of Librarians with approval from President and USM Chancellor.
- Created marketing committee to promote resources & services and to implement library programs
- Completed online student and faculty surveys of collections and services; conducted faculty and student focus groups.
- Implemented World Cat Local, a service which provides an interface for the library catalog that makes finding items from Langsdale and the Law Library easier. World Cat Local first displays search results for books, videos and journals available on campus and then displays items that are available in other Maryland libraries.
- Special Collections, as part of the *Baltimore '68 Riots and Rebirth* project, received the National *Outstanding Public History Project Award*. Students and staff began a number of projects organizing and digitizing small collections.
- Observed increases in a number of areas of campus usage and library service including: reserves use, intercampus borrowing, interlibrary loans, database use, reference transactions, library instruction and use of special collections.
- Noted increases in revenues from the sale of surplus books, Langsdale's annual book sale, and Amazon commissions.
- Wrote five grant proposals to Middendorf Foundation, National Historic Publications & Records Commission, National Endowment of the Humanities, and National Park Service to digitize WMAR Television Collection.
- Revised and developed user policies for noise, food and computer use.
- Hired new reference librarian April Duncan, and digital imaging technician Aiden Faust.
- Completed storefront and elevator renovations and moved Technical Services and Access Services staff from temporary locations and Circulation area to 202.
- Continued to experience sewage backups/floods in basement during summer 2008, which required removal of toilets in basement until pump was installed Spring 09. Experienced series of water leaks on 4th floor from roof and on 3rd floor from bathroom pipes – no serious damage to collection

INTRODUCTION

Langsdale Library had significant accomplishments and challenges in FY 2009. Librarians were increasingly active in the First and Second-year Program (FSP), teaching eight sections of IDIS 110, *Introduction to Information Literacy*, both in learning communities and as stand-alone courses. Langsdale implemented or upgraded several major library systems and expanded services in several areas. Librarians received faculty status and adopted a campus policy for permanent status and promotion. Staff conducted student and faculty surveys and focus groups with very useful results for the future direction of the library. A new marketing committee implemented a number of programs for students and Langsdale sponsored two art exhibitions. Finally, several building issues were resolved, although Langsdale still hopes for continued improvements in the basement.

PROGRAMMING AND MARKETING

Langsdale's Strategic Plan for FY2009-12 includes a goal to develop a marketing plan to increase the UB community's awareness of its services so that students, staff, and faculty may make use of library resources for greater student success and faculty research. In order to achieve this goal, staff reestablished a marketing committee to assess the needs of University library users, to market current and new services to the community, and to plan and implement academic and social programs. Chaired by reference librarian April Duncan, this committee successfully completed a number of programs during the year, including an ice cream social to welcome first-year students, two end-of semester coffee breaks for students studying for exams, and a film discussion and campus lecture as part of National Library Week in April. The group also designed a number of promotional items and materials for students and faculty orientations.

Langsdale also collaborated with the Office of University Engagement to sponsor an exhibit of *One Mosaic: Many Voices*, a project commissioned by the Baltimore '68 commemoration, with an opening reception in January. The library joined with MICA and Johns Hopkins University to host the *Art4Hope* charity art exhibit for Johns Hopkins Children's Hospital in April.

STUDENT AND FACULTY SURVEYS AND FOCUS GROUPS

April Duncan and members of the Marketing committee, with the help of Dr. Laura Wilson-Gentry in the School of Public Affairs, conducted online student and faculty surveys in February 2009. Sixty faculty and 183 students responded to their respective surveys (see Appendix C for additional survey information).

The faculty respondents were fairly evenly distributed by rank, but most (71%) were either tenured or tenure-track, and a majority (74%) were CLA faculty. Half (50%) had been at UB at least 9 years; 29% started between 2001 and 2006, and 21% had come to UB within the last two years. The majority of faculty (88%) indicated that they use library resources for their own scholarship; of those who said that they did not, indicated through comments that they personally subscribe to professional journals or they are

not required to conduct research in their positions. Of those faculty who do use resources, most indicated that they check out books (86%), use the library portal, Research Port for access to journals (83%), and request materials through Interlibrary Loan (88%). On a five-point Likert scale with 5 representing "excellent," book checkout ranked the highest with a score 4.5, followed by ILL service with 4.5 and Research Port with 4.2. All library services/resources received at least a 4.2 score. Faculty commented on the helpful and friendly nature of public services staff and suggested improvements such as a more user-friendly interface for Research Port, more electronic subscriptions, and better notification of overdue books. They also suggested a means to request new books for the collection. As the library already has several methods for faculty to request new items, including an online book request form under "Faculty services" on the library's website, staff saw this as a need to better market our existing services to faculty. In their role as teachers, 80% of faculty said that they use library resources. Of those who do not, most (73%) stated that they use their own materials for class. Others stated that they do not teach research-oriented courses or were unaware of Langsdale's resources and services. Almost all (93%) said that they require students to conduct research for assignments at least once per semester. Interestingly, only 61% had scheduled a library instruction session in the past, and for many they had not scheduled in recent semesters/years. Respondents (who could select as many reasons as applied) indicated that they did not know the library offered instruction (38%), they did not see a need for instruction (33%), they teach students to use resources (19%), they did not have time to include a library session (38%) and they teach online (24%). Those who had requested library sessions commented favorably on the sessions, and suggested that information literacy be better integrated in the curriculum and for librarians to work individually with faculty to integrate resources into coursework.

The 183 students who responded to the student survey were equally undergraduate and graduate students; most (59%) were full-time students and primarily attend classes in the evenings. More than half (54%) had attended UB for at least three semesters and most (64%) were enrolled in YGCLA. Almost 10% indicated they were enrolled in an online degree program. Although 70% of students stated that they used Google or another Internet search engine, staff were pleased to hear that 46% said that they do use Langsdale's databases for their information (this is above average of many national surveys). When asked how often they used library resources, 85% indicated that they used them at least sometimes. Frequency of online use responses indicated that there are three tiers of student users: those who are frequent users (35.6% had visited within the last week), occasional users (23.4% had visited the website within the last six months), and those who do not use the library online resources (12.8%).

A key element to the student survey was to solicit feedback about the physical space and students' use of the building itself. Building use was slightly less than online use – 26.2% of students had visited the library within the last week, 19.8% had visited within the last three months, and 19.4% had never visited the library. Students used Langsdale for a number of reasons – to study individually and in groups, to use library computers for projects and printing, to read periodicals and check out books and to ask librarians for research assistance. Students rated all services with at least a 3.9 (out of 5), with reference assistance receiving the highest rating of 4.4.

The survey also asked students for their thought on how the library could improve its services and facilities. The overwhelming number of comments concerned the physical space with suggestions for more group study, more comfortable and attractive spaces to study, more computers and printers and better monitoring/enforcement of quiet areas.

To gain deeper understanding of issues mentioned in the surveys, Langsdale also conducted student and faculty focus groups. Following the surveys, April Duncan and Lauren Sellmayer contacted students and faculty who expressed a willingness to discuss library issues and set up two focus groups, one for faculty and one for students, facilitated by Laura Wilson-Gentry in April 2009. Langsdale staff did not attend either focus group so that participants would feel free to openly discuss issues of concern.

The students discussed ways in which the library could market to students and what physical changes to the building would be most beneficial based on the students' study habits and needs. Students suggested that the library should partner more with faculty as a way to reach students. Students cited lack of parking opportunities as well as the building's location and physical space as deterrents to use.

The faculty session focused on ways in which Langsdale could better inform faculty of existing services and how librarians could work with faculty on information literacy and course-integrated instruction. Faculty indicated communication is difficult as several mentioned that they do not read the daily digest and often miss emails. Personal communication seemed to be the preferred method. Several faculty also requested individual assistance with research.

Summaries of both focus groups are available upon request for further review.

STAFFING

In the spring of 2009, the University Faculty Senate, President Bogomolny, and USM Chancellor Kirwin approved the *UB Policy on Promotion and Permanent Status of Librarians*. Librarians have been working on policy approval for nine years; this was a major accomplishment for both Langsdale and Law libraries. Now librarians have faculty status. In July 2009 Provost Joseph Wood, with recommendations from library directors Lucy Holman and Will Tress, assigned rank to all librarians. Promotion and permanent status reviews will begin in September for the FY2010 year.

Langsdale hired or promoted several new librarians and staff during the fiscal year including:

- April Duncan, who joined the Reference Department in July 2008 as a reference/instruction librarian.
- Aiden Faust, hired in as a contractual project archivist for the Clan Gregor collection and then hired in May 2009 as a digital imaging technician.

In March 2009, the Provost also approved a full-time position for the Reference Department; a search committee was formed and invited two candidates to campus in June. Unfortunately, the selected applicant did not accept Langsdale's offer, and the library reopened the search.

Valerie Yaffo in Technical Services resigned in August 2008. Based on changes in staffing and projected staffing needs, the library converted her position to a digital imaging technician in Special Collections. This technician will digitize and catalog archival materials. Although originally posted in October 2008, the position was frozen until April 2009. Langsdale offered the position to Aiden Faust in May 2009, and he started on July 1, 2009.

PUBLIC SERVICES – REFERENCE & ACCESS SERVICES

After years of waiting and the patient steady work of a number of people, OTS, Langsdale & Law library staff and ITD implemented a patron loader program in May 2009. This software program allows for an automatic load of student (and faculty and staff) records from PeopleSoft into the library's integrated library system (ILS), Aleph. Although there were a number of glitches in the first few weeks, staff is already seeing the benefits it provides with registering new students. The library looks forward to registering new students in Fall 2009 with the system.

To coordinate services with other libraries within the University System of Maryland and Affiliated Institutions (USMAI) consortium, Langsdale agreed to a fixed due date for non-UB faculty and staff and a one-year (renewable) expiration date for alumni. The department established a new policy for borrowing privileges for UB *emeritus* faculty.

Carole Mason and Tammy Taylor continue to work with the UB Bursar's office to refine billing procedures; some changes were made for a more timely and efficient workflow. Records of fines dating back five years from the previous library system, CARL, were deleted system-wide.

During the year, there were a number of projects involving staff from both access services and reference. Access UB required staff for assembling and distributing welcome bags for freshmen, staffing tables for both days, registering/renewing students, and serving on FAQademic panels. Both semesters found public services staff promoting Langsdale's resources at the UB resource fair. And each month a representative from the staff gave a presentation at the new employee orientation.

Additionally, public services staff updated and implemented computer use, food, and noise policies.

Reference questions in FY2009 increased for the third consecutive year. Total reference transactions increased by 12% to 9999 (compared with 8966 in FY2008). Weekday transactions increased by 10%, while Saturday transactions increased by 3%, and Sunday transactions increased by a barely noticeable 1%. Weekday transactions accounted for 85% of all transactions.

FY2009 was Langsdale's fourth year of offering chat reference, and transactions increased by 46%. This service continues to experience growth as UB increases its population of traditional age college students. In June 2009 librarians began to use Twitter to announce interesting or popular reference questions and answers.

During FY2009 reference librarians began an "instruction share" at one reference meeting each month where the group can share and explore new tools and technologies; librarians created a new journal finder tutorial and uploaded it to YouTube. Reference librarians also sent personalized welcome e-mails to all first-year students.

INFORMATION LITERACY

FY2009 was the most successful year on record for library instruction at Langsdale. Under the coordination of Thomas Arendall-Salvetti, librarians taught 216 instruction sessions for 2497 students. This is an increase of 11% from FY2008 (195 sessions) and an increase of 25% in attendance. Faculty in the Yale Gordon College of Liberal Arts continue to schedule far more course-integrated library instruction sessions (77 sessions) than faculty in the Merrick School of Business (8 sessions). Workshops accounted for 61% of the library instruction sessions (131 out of 216), but course-integrated instruction accounted for 67% of instruction attendance (1669 out of 2497).

The library also offered a wide variety of workshops this year. Internet workshops continued to be popular (9 sessions for 43 attendees). Librarians offered several new government information workshops, but attendance was sparse (7 sessions for 1 attendee). Several librarians offered subject-specific workshops (36 workshops for 87 attendees); but only workshops offered in partnership with other groups on campus had strong attendance. More general, drop-in, subject workshops struggled for attendance.

Tours and orientations continued to draw in more students than other types of workshops (28 sessions offered, for 642 attendees). The vast majority of this attendance came from orientation sessions and campus fairs (such as Access UB or new faculty orientation). Drop-in library tours offered in Fall 2009 had very few attendees and thus were discontinued in the spring.

A number of faculty members who attended library instruction sessions for their courses completed online surveys after the instruction session:

http://langsdale.ubalt.edu/howto/course_websites/faculty_evaluation.htm

Faculty responses were overwhelmingly positive. No instruction session received a score on *any* question below 4 out of 5. The average score for each question was at least 4.9. Faculty comments included compliments for librarians and course materials and suggested that students had indicated a great benefit from the sessions.

In Spring 2009, reference librarians collaborated with instructors in the online sections of the required writing course, WRIT300. This took the form of an open question discussion thread, "Ask a Librarian," in the course management system of each of the 19 sections of WRIT300 for a three week period. The number of questions asked by students was modest, but the director of the WRIT300 program is eager to continue this

collaboration; librarians agreed and will embed themselves in the online sections of WRIT300 for the entire Fall semester.

IDIS 110

In the second year of FSP, librarians taught six of the eight sections of IDIS 110, *Introduction to Information Literacy*, along with a MICA librarian and an adjunct UB professor. With the exception of the Winterim course, one spring semester course, and the Summer 2009 course, all sections were situated within a learning community and shared a common group of students with a humanities and social science course. The opportunity to teach the course in a learning community helped the IDIS 110 instructors to keep the material relevant to the students and to give students an opportunity to apply what they had learned directly to assignments for other classes.

Students took great interest in topics not traditionally covered in great detail during library instruction. These topics include plagiarism, copyright, evaluation and presentation skills. IDIS 110 instructors found a number of successful techniques to reach their students. For example, one instructor discussed a news article where bad information was used in a study leading to erroneous results. Almost all instructors commented on the success of using competitive games in the classroom to teach information literacy concepts. Even when no prize is on the line, students are extremely motivated to show off their knowledge to other classmates in Jeopardy and other quiz show format games.

Instructors noticed individual students learning the material in their own ways, sometimes the hard way. For example, one student had a problem with plagiarizing on his annotated bibliography. The instructor met with him and discussed plagiarism with him and he resubmitted the assignment. For their final project, students had to make a tutorial for an imaginary "online only" version of the class to be given in the future. The student in question created a tutorial on plagiarism stating he chose that topic because of his previous problems with plagiarism. He wanted others to avoid the same mistake.

RESERVES

Under the direction of reserves coordinator Brian Chetelat, electronic reserves continued to flourish. The total number of documents retrieved (51,765), grew 32% compared to the previous year (39,106). February 2009 saw the highest numbers of retrievals in one month in the history of the system with 10,268 retrievals. These increases were due, in part, to the extremely large e-reserve page for the 16 disciplines of WRIT300. This is in juxtaposition to a 17% decline in reserves processed (1756 compared with 2108). There may be several reasons for this drop. First, staff processed a number of documents for the Fall 2008 semester just prior to FY2009. Secondly, documents from archived courses may not need additional processing and are not included in the total count. Changes in the way reserves circulations (hard copy) are counted also contributed to the 23% decline in hard-copy reserves. Media reserves continue to increase significantly and the Slingbox system is an invaluable tool for accessing DVDs. Langsdale purchased a new high speed scanner and an upgrade of Adobe Acrobat during the year to support reserves digitization efforts.

INTERCAMPUS (USMAI) BORROWING AND INTERLIBRARY LOAN

Under the direction of intercampus coordinator Delores Redman, intercampus borrowing and lending between other USMAI libraries rose. Borrowing increased 17% to 3,833 requests from 3288 last year. Lending rose 14% (from 8954 in FY2008 to 10,250). These increases continue a trend of the last few years which directly impacts UPS shipping costs, which will be addressed in the coming fiscal year.

During FY2009, under the direction of Interlibrary Loan (ILL) coordinator Carol Vaeth, Interlibrary loan lending increased 11% to 3441 (from 3051 in FY2008) and borrowing decreased 3% to 3277 (from 3363) for the second consecutive year.

Graduate students remained the largest borrower group at 34%, undergraduates the second largest group at 30%, CLA faculty the third largest group at 15%, and MSB faculty the fourth largest group at 12%. Institutes and Centers staff accounted for 1%, Student Services staff accounted for 3%, and Distance Education students accounted for 5% of total borrowing. The top five borrowers by department have remained the same for the last four years: Of the 3277 borrowing requests by department, Applied Behavioral Science requests 1087 (33%), Criminal Justice 440 (13%), Legal, Ethical, Historical Studies 281 (9%) and Public Affairs (7%). All MSB departments account for 534 requests (16%)

Although the average turnaround for borrowing articles was 4.66 days, approximately 70% of article requests were filled within 36 hours. International requests and requests requiring additional information or troubleshooting generally took more time, and the small number of those requests skewed the overall average turnaround. The average turnaround for book loans was 10.75 days.

On the lending side of Interlibrary Loan, the average turnaround (internal) time for articles was 18.24 hours and 20.4 hours for loans. USMAI activity accounted for most of the volume, with UMUC the largest borrower. Additionally, staff filled 13 requests from international libraries.

For the first full year of document delivery 374 requests were filled with an average turnaround time of 15.72 hours. Again, graduate students received the most deliveries (186 or 50%), followed by undergrads (91 or 24%), faculty (82 or 22%) and staff (15 or 4%). YGCLA received 81% (304) of the deliveries; MSB received 9% (35).

During FY2009, ILL staff initiated a pilot "purchase on demand" process to study the book titles being requested. Seven ILL book requests were cancelled and purchased for addition to the library's own collection. Staff notified the requesting user of the purchase and placed the book on hold for the patron as soon as staff cataloged and processed the book. This process has proved successful and the acquisitions staff have created a new budget account for additional purchases in FY2010.

TECHNICAL SERVICES

In October 2008, after being separated into several temporary offices for nine months following basement flooding, Technical Services staff permanently relocated to Room 202. Shared space made many acquisition and cataloging processes more efficient.

In addition to the withdrawal of microfilm/fiche, government documents and circulating books mentioned later in this report, staff began cataloging the Conrad Shafer Jazz Collection. Staff cataloged 433 albums, including all the 10-inch records. Technical Services and Special Collections staff devised a special call number scheme in order to maintain the original order of the collection. Cataloging phonograph records was new to everyone in Technical Services, and there was a learning curve. With more than 6,000 records in the collection, this cataloging effort will be a multi-year project.

Several collections are not organized collectively in Langsdale's catalog. Staff recataloged all of the American Clan Gregor and Conrad Schafran Jazz books so that the "Named Collection" feature of the catalog could be used. Staff also set up the Maryland Society of Colonial Wars and General Society of Colonial Wars as named collections. Unfortunately, this feature is not available in OCLC WorldCat Local, the new catalog interface.

Staff completed the final cleanup of the circulating collection with dummy barcodes for select serials that don't circulate and with short bibliographic catalog records. All books in the circulating collection now should have a barcode and a full catalog record.

Staff completed implementation of an electronic data interface (EDI) with our primary periodicals vendor, EBSCO, to process invoicing, receiving, and claims with other serials vendors. This involved much more setup than expected, and as a result took longer than anticipated to implement.

In FY2009 staff started the process of verifying periodical holdings records in the catalog with the periodicals actually on the shelf and checking for bindery errors. Summary holdings should be accurate when technical staff at UM College Park implements certain catalog upgrades for the USMAI system.

SPECIAL COLLECTIONS

The Special Collections Department is the repository of the University of Baltimore Educational Foundation's archival collections that document the making of the modern city of Baltimore. These holdings are comprised of 134 distinct archival collections such as civic organizations, the built environment, and public and non-profit agencies. Added to these are scores of oral histories, photographs, architectural plans, papers of prominent Baltimore citizens, and the records of lineage societies. Many of these are endowed collections. Two of the lineage organizations, General Society of Colonial Wars (GSCW) and the American Clan Gregor Society (ACGS), each funded a staff position in FY2009

This fiscal year the department undertook three major initiatives – the continuation of the electronic archives program; work on several WMAR-TV News grant proposals; and the creation of a more comprehensive Location Register (after the relocation of archival materials from the second to the fourth floor).

With a focus on those collections with high usage, this year staff began digitizing the unprocessed holdings (comprising approximately 200 boxes of the [Greater Baltimore Committee](#) (GBC)). In deciding to digitize an unprocessed collection, the archivists used an accepted archival standard of arranging the material chronologically within folders before scanning. By the end of the fiscal year, staff had digitized eighty-four boxes and their corresponding PDF files put online.

In tandem with focusing on the GBC Collection, staff also has continued the “Documents on Demand” program, where staff will digitize specific material from collections requested by researchers unable to visit the archives due to the constraints of geography or time. Over the course of the fiscal year, there were thirteen requests to digitize folders, as well as for the Citizens Housing Council Collection.

Student interns and work study students expanded the digitization program. Intern Steve Barrett scanned the entire [Movement Against Destruction \(MAD\) collection](#), with the exception of oversize material (due to a lack a large scale scanner). Recently, personal scrapbooks from Rosemont, one of the MAD communities, were donated to the University; staff plan to scan these with the collection and make them available online.

Intern Paul Gonzales digitized the [Thomas "Telfair" Shupe Wetter Papers](#), part of the American Civil Liberties Collection. Once Paul completed this collection, he undertook scanning the minutes of the [Druid Hill Branch of the YMCA, 1923-1975](#). As the only historically African American branch of the YMCA in Baltimore City, there is considerable interest in and demand for use of these documents.

Student Benjamin Hicks scanned photographic images from the [Greater Baltimore Collection](#) and the [MASH Glass Negative Collection](#); the latter contains almost 600 glass plate negatives dating from 1903 to 1908.

During the summer of 2009, Siobhan Hagan, a graduate student in Moving Image Archiving and Preservation at NYU; Steven Gentry, a student volunteer; and Matt Wellins, a VISTA volunteer from MICA, also joined the Special Collections staff. Siobhan received a grant through IMLS this summer to enable more intellectual control and access to the University of Baltimore’s moving images in Special Collections. Steven worked on The *Sun* Annapolis Bureau - Research Collection (SUN); he finished compiling container listings of the 27 boxes. Matt scanned two boxes of the Center for Poverty Solutions Collection (CPS). Because of Matt’s background in digital media, he also digitized a number of oral history tapes in the Baltimore Neighborhood Heritage Project Collection (BNHP), starting with the East Baltimore site where only one tape had been transcribed. After digitizing the tapes, he cleaned-up the audio and transcribed

the recordings. When the transcriptions are complete, PDF files of those texts will be created and put online.

Volunteer Carolyn Boynton, a former Board member of Citizens' Planning and Housing Association (CPHA), is helping to integrate the older holdings of this collection with newer material that the organization has sent over the last couple of years. Ruth Thompson worked on several projects related to the WMAR-TV News Collection and WJZ-TV. She also typed an inventory of the Palmer & Lambdin Collection from a card file. Joan Harris, a retired social worker, continues working on organizing the Maryland Chapter of the National Association of Social Workers (NASW) School Division.

The increased volume of digitized online content created a server space problem for the University. Langsdale purchased a dedicated server for the digital archives with Special Collection Foundation.

After moving the archival collections from the second to the fourth floor, staff identified the need to create a new Location Register that could provide the specific location for all of the holdings in the Special Collections Department. The move to the fourth floor the prior fiscal year not only allowed staff to consolidate the majority of archival holdings in one location, but provided the opportunity to create a new location register using an Access database. With the exception of film, tape, and oversized drawings, the Register now lists each of 6,176 boxes separately and also lists the linear feet of records in each box, whether the contents have been processed and/or they have been digitized.

With a more comprehensive inventory of departmental holdings, staff identified 134 distinct archival collections. The database also allows staff to locate materials thought missing and to recalculate the total number of boxes in some collections, such as the Greater Baltimore Committee. The new Location Register also allows staff to calculate the department's total holdings (3,804 linear feet of analog records in standard sizes), as well as the volume of processed holdings (1,817 linear feet or 48% of the total), and the volume of digitized material (188 linear feet or 5% of the total).

The [Baltimore '68: Riots and Rebirth](#) project continued to expand with primary and secondary source material. A UB Vista volunteer and community artist, Christina Ralls, designed a new website in early September 2008. Tom Hollowak and his staff, along with history faculty Betsy Nix, gave presentations on the site and the project as a whole at three national and regional conferences. At the National Council on Public History conference held in Providence, RI in April, the organization awarded the University their *Outstanding Public History Project Award* for Baltimore '68.

In November 2008, the department received another donation of almost 1,000 three-quarter videos to the WJZ-TV Collection. There were also several significant additions to the department's holdings: Baltimore Heritage (BH), Citizens Planning & Housing Association (CPHA), Morris Goldseker Foundation (MGF), and University of Baltimore Collection (UB).

The Special Collections Department continues to work with UB and other local students. The department hosted three sections of IDIS 110 and a group of JHU students in an African American history course. Collection use by the academic community remains quite solid and has included undergraduates, master thesis students, doctoral students, and faculty scholars from UB and University of Maryland (at Baltimore, Baltimore County, and College Park), and Johns Hopkins University. We also had researchers from universities outside of Maryland: Howard University, Northeastern University, Ohio University, Union College (NY), and the University of Texas, San Antonio.

Researchers and documentarians continue to heavily use collections, including the YMCA collection for a new book and WMAR-TV and WJZ-TV footage for a MPT production, *Moving Maryland Forward: A Century of Modern Highways*. The Jewish Historical Society of Maryland used material on St. John's Lithuania Catholic Church in the Archives of Maryland Polonia Collection. The congregation bought the Lloyd Street synagogue to use as their first church in the 1890s.

LIBRARY COLLECTION

Beginning in August and ending in October, under the direction of stacks coordinator Erin Toepfner, access services staff shifted the H-Z call number sections of the circulating collection on the 3rd floor. Shifting of the periodicals began in FY2009 and will continue into the new fiscal year 2010. Staff devised a new plan for shelf-reading, dividing the collection into specific areas and assigning a reader to the area; with some minor adjustments this design has been successful.

During the fall semester, reference librarians recommended withdrawing 15 abstract/index titles from the collection; none were current subscriptions. Additionally, 12 print journal titles were recommended for cancellation due to online access from multiple vendors.

In Spring 2009 selectors and Technical Services staff designed a three-year maintenance deselection cycle to regularly and systematically weed the circulating collection, withdrawing superseded and rarely circulated volumes. Immediately after the end of spring semester, reference librarians began identifying titles in call number sections included in the first year of the cycle. Technical Services staff withdrew 3,374 books, 1,032 bound periodicals and 300 print government documents.

Several microfilm/fiche cabinets were flooded in the basement in FY2008 and 2009, damaging hundreds of reels and sheets. In early spring 2009 reference librarians reviewed the library's microform collection and recommended withdrawing 7,680 reels of microfilm and 3819 microfiche, due to damage and availability of material in electronic format. Technical Services staff withdrew these reel and microfiche sheets from the collection by the end of the year. The remaining microfilm/fiche cabinets will be moved to the second floor in FY2010.

General circulation decreased by 15% from FY2008 with 13,051 initial circulations and 7,942 renewals (24,755 in FY2008). In-house use of materials rose drastically, however, from 424 last year to 1,129, an increase of 166%.

Staff added 870 new gift books to the collection in FY2009. The numbers decreased (compared to 1216 in FY 08) when staff imposed tighter selection criteria on gift books. However, gift book counts probably will increase next fiscal year as Langsdale develops a new leisure reading collection; staff add popular gift books that are outside the general collection guidelines.

April Duncan became liaison for Accounting, Economics, Finance, Management Science; Susan Wheeler took over liaison duties for Legal, Ethical and Historical Studies and Lucy Holman resumed liaisonship with Applied Behavioral Sciences. See Appendix B for full liaison list.

GOVERNMENT DOCUMENTS

Coordinated by librarian Tami Smith, Langsdale's participation in the Federal Depository Library Program (FDLP) is currently at 27% of the documents the Government Printing Office (GPO) distributes every year. The library added 324 tangible titles to the collection in FY2008; to date, in FY 2009, 158 tangible titles have been added (Federal fiscal year ends September 30). All depository libraries in the USM receive all new GPO electronic titles. As a result of the USM's decision to batch purchase of MARC catalog records, 18,147 permanent URLs or PURLS were added to the catalog during FY2009.

Homeland Security Digital Library (<http://purl.access.gpo.gov/GPO/LPS93521>) was added to the library's database list and included in Research Port, and GPO issued new logins for its trade database, STAT-USA, which is still restricted to two machines.

Librarians used workshops to draw attention to the collection with minimal success. Topics offered last fall included Election Information and Consumer Information. More successful was embedding government document instruction into library instruction sessions as part of an overall discussion of resources. Students of HIST 300 used census data as part of their final portfolios, and MKTG 450 and 762 students receive government statistical sources as part of their library instruction sessions.

Despite low turnout to the election workshop (where voter registration was offered), Langsdale's first voter registration drive was very successful. Trained by the Board of Elections for Registration, librarian Tami Smith then trained and registered the reference staff with the Board of Elections. In six weeks, reference staff distributed 90 forms and signed up 58 people at the library.

ELECTRONIC RESOURCES

Each year, under the direction of electronic resources librarian, Susan Wheeler, librarians evaluate new databases for addition to the collection and review current databases for continuation/cancellation. Based on usage statistics and alignment with curriculum, librarians cancelled two databases, *Facts on File* and *Project Muse* in FY2009. The library added five databases: *ACM Digital Library*, *Gale Virtual Reference Library*, *JSTOR Arts & Sciences I* (Langsdale already subscribes to *A& S II*), *Mental*

Measurements Yearbook, and *Science Resource Center*. The library ended the year with 76 database subscriptions as well as online access to 261 individual journal titles.

The total number of direct database searches increased by 42% to 435,203 from 305,961 in FY2008. For every search made, users retrieved 2.5 items, for a total of 1,103,295 individual items. Use of Langsdale link resolver system (SFX), which links citations found in one database to full-text articles in other databases, increased 4% to 62,443 from the previous year.

The top 20 databases for FY2009 by number of searches remained almost identical to that of FY2008. For FY2009 *Criminology* replaced *JSTOR* in the group. Top 20 databases for FY2009:

	Database Name	FY2009	FY2008
1	<i>Academic Search Premier</i>	53,934	37,524
2	<i>Business Source Premier</i>	31,961	22,852
3	<i>PsycInfo</i>	31,927	23,552
4	<i>ABI Inform</i>	22,577	16,567
5	<i>Criminal Justice Periodicals</i>	18,861	15,253
6	<i>WorldCat</i>	16,088	16,034
7	<i>Proquest Newspapers</i>	12,108	9,954
8	<i>Wall Street Journal</i>	11,914	8,676
9	<i>LexisNexis Academic</i>	11,657	18,169
10	<i>Baltimore Sun</i>	11,465	8,284
11	<i>ArticleFirst</i>	11,239	11,219
12	<i>PsycArticles</i>	11,169	7,250
13	<i>New York Times</i>	10,797	7,629
14	<i>Criminal Justice Abstracts</i>	10,750	6,035
15	<i>ProQuest Dissertations and Theses</i>	10,509	7,639
16	<i>Washington Post</i>	10,507	7,495
17	<i>Christian Science Monitor</i>	10,313	7,199
18	<i>Business and Company Resource Center</i>	10,188	7,796
19	<i>Hoover's Company Records</i>	9,420	6,236
20	<i>Criminology</i>	7,245	4,430

TECHNOLOGY

Systems Librarian Michael Shochet made a number of upgrades to Langsdale's website during FY2009. He created a number of widgets to allow people to embed a search box of the Langsdale/USMAI catalog and/or ResearchPort on their own pages within Facebook. Langsdale and Law libraries consulted with OTS staff to include a direct catalog search box on the University's portal.

Langsdale acquired WorldCat Local, a service which provides an interface for the library catalog that makes it easier to find relevant items at Langsdale and the Law libraries.

WorldCat Local first displays search results for books, videos and journals available on campus and then displays items that are available in other Maryland libraries. Michael Shochet with the help of the vendor, OCLC, and IT staff from UMCP, began work on customizing the WorldCat Local system so that it integrates with Langsdale's other automated library systems.

Initial work to migrate the Interlibrary Loan automated system, ILLiad, to a hosted environment began with the vendor, OCLC, in June; full migration should be completed by the beginning of Fall 2009.

Michael installed upgraded Dreamweaver software on reference librarians' computers. OTS staff installed Smartboards and accompanying software in instruction rooms 200 and 401.

Staff also revised online library floor plans, which Langsdale will also use as new floor signage.

Staff installed new computers in instruction room 401 and Michael set up two computers for student and staff use on the third floor. He also configured four computers for the general public on the first floor. The library procured two Apple Macs for use on digitization projects. Langsdale currently maintains 65 public workstations (59 fully networked, 4 limited access, and 2 catalog only), 4 networked printer, 3 DVD/video players with flat screen monitors, and one scanner. All networked stations have SPSS; 24 computers have Inspiration concept mapping software and one computer designated for use by students with disabilities has voice recognition and screen reading software. Additionally, there is an electronic classroom with 24 network PCs and a networked printer on the 4th floor for instruction only and not open as a lab.

FINANCES

Revenue from the sale of surplus books and other activities achieved a record high of \$61,678, an increase of almost 72% from \$35,935 in FY2008. More than half of the revenue (\$32,420) was from books auctioned last fiscal year and paid in this fiscal year. Amazon linking fees grew slightly from \$4500 to \$4700. Half.com sales also rose, but sales fell by nearly 50% in June 2009, perhaps indicating the effects of the recession on book sales. Langsdale's feedback score on half.com topped 3000 in May 2009. The library anticipates revenue in the \$20,000-\$25,000 range in FY2010. The revenue from the annual November book sale totaled \$1,609.

The Archives of Maryland Polonia (AMP), Goldseker Foundation, Maryland Seniors Citizens Hall of Fame, and the Maryland Society of Colonial Wars continued to provide financial support for housing their collections.

Several library staff (Lucy Holman, Tom Hollowak, Ted Kruse, and Michael Shochet) worked as a committee on several federal and private grants to digitize parts of the WMAR Television collection, including a second proposal to the National Endowment for the Humanities (NEH) and to the Middendorf Foundation to digitize the film collection related to the civil rights movement, and one to the National Park Service's "Save

America's Treasures" to digitize the 2" quadraplex video tape portion of the collection. The group also submitted two draft proposals to the National Historical Publications and Records Commission (NHPRC); a reviewer of the first suggested that we apply instead for a different grant within the organization. These included conversion and digitization of both film and video and for the creation of extensive descriptive data for the collection. Middendorf did not award grant funding; Langsdale awaits review of the two proposals and will submit the full proposal to the NHPRC grant in October 2009.

Ted Kruse also made requests for three smaller grants – one to the Brinker Corporation for environmental materials to support new curricula in sustainability and environment science, one to the John Ben Snow Foundation to support the WMAR digitization effort, and one to Dreyer's Ice Cream to sponsor library programming. These requests were not funded.

LIBRARY BUILDING

The library completed a number of planned upgrades and renovations during FY2009 including a new storefront, signage, and tiled entrance with new book drop off, a renovated elevator, and upgrades to the fire alarm system (to be finished in August 2009).

A series of sewage backups in the basement in the spring and summer of 2008 forced Technical Services and Access Services staff to relocate to temporary space in other areas of the building. In October 2009, Physical Plant staff converted a large space on the second floor that had previously housed archival materials that had recently transferred to the fourth floor. This created a large office, almost identical in size to their office space in the basement. The move into this space not only allowed them to return to a centralized space that offered efficiencies in processing within each staff, but its proximity to the Reference Office (connected by a long hallway used for supply storage) offered additional efficiencies. A new copier, purchased in January, can now be shared conveniently by three staffs, and supplies, once held in multiple locations, can be centrally located.

Despite the loss of the UB Bolton Hill parking and changes in student traffic patterns, patrons' use of the building rose this year; the library's gate count increased 8% with 90,891 people visiting the library. Anecdotally, staff also observed more students remaining in the library for longer periods of time; the library plans to monitor building use in FY2010.

LANGSDALE SERVICE

Librarians and staff all serve on a variety of library committees designed to develop and implement new services or to monitor and improve existing efforts.

- Instruction/Reference Librarian Search Committee (Jeffrey Hutson (chair), Thomas Arendall-Salvetti, April Duncan, Tammy Taylor)

- Marketing Committee (April Duncan, chair), Laura Melamed, Robert Shindle, Adrian Korz, Lauren Sellmayer, Michael Shochet, Tami Smith, Erin Toepfner)
- Langsdale *Link* (Michael Shochet (Fall editor), Tom Hollowak (Spring editor), Delores Redman, Robert Shindle)

STAFF UNIVERSITY & SYSTEM SERVICE

The Library continues to expand its participation in University and USM committees, working group and taskforces.

- UB Center for Excellence Teaching and Learning Committee (Thomas Arendall-Salvetti)
- UB Community of Learners (Catherine Johnson)
- UB Conflict Management Advisory Board (Carol Vaeth)
- UB Data Policy Advisory Group (Robert Shindle)
- UB FSP Advisory Board (Thomas Arendall-Salvetti)
- UB Neighbors in Need Committee (Delores Redman)
- UB PeopleSoft 9-Oh! Task Force (Michael Shochet)
- UB Sustainability Task Force (Jeffrey Hutson, Carol Vaeth)
- UB University Council, Secretary (Tami Smith)
- UB University Council (Carol Vaeth)
- UB University Council Facilities Subcommittee (Carol Vaeth)
- UB University Council Budget Committee (Ted Kruse)
- USMAI Campus Contacts (Susan Wheeler, Catherine Johnson (alternate))
- USMAI Council of Library Directors (Lucy Holman)
- USMAI E-Collections Task Group (ECTG) (Susan Wheeler)
- USMAI Electronic Resources in the Catalog (ERIC) II Task Force (Ted Kruse)
- USMAI Resource Sharing Task Group (RSTG) (Tammy Taylor)
- USMAI RSTG ILL Subcommittee (Carol Vaeth)
- USMAI Serials Acquisitions Task force (Ted Kruse)
- USMAI User Interface Task Group (Susan Wheeler)
- USMAI WorldCat Local Review Group (Jeffrey Hutson)

PROFESSIONAL SERVICE

- American Library Association (ALA) Library Instruction Round Table (LIRT) Conference Program Committee (Catherine Johnson)
- Association of College and Research Libraries (ACRL) Instruction Section Research and Scholarship Committee, Intern (Catherine Johnson)
- Baltimore City Historical Society Historians Council (Tom Hollowak)
- Congress of Academic Library Directors (CALD) Executive Board (Lucy Holman)
- Eastern European Section of the Baltimore County Genealogical Society (Tom Hollowak)
- Maryland Information Literacy Exchange (MILEX) (Thomas Arendall-Salvetti)
- Maryland Library Association (MLA) Academic and Research Library Division (ARLD), Vice-President (Michael Shochet)

- MLA Association of Paraprofessionals (APLSS), President (Tammy Taylor)
- MLA Author Award Endowment Committee (Tami Smith)
- MLA Awards Committee Chair (Lucy Holman)
- MLA Conference Committee (Michael Shochet)
- MLA Executive Board (Lucy Holman, Tammy Taylor)
- Polish Heritage Association of Maryland (Tom Hollowak)
- Polish Nobility Association Foundation (Tom Hollowak)
- University in the Maryland History and Culture Collaborative (Robert Shindle)

STAFF PUBLICATIONS & PRESENTATIONS

Langsdale staff is active in regional and national professional organizations, presenting at programs or annual conferences; several librarians have published in established journals in library and information science and archival publications during the year.

Hollowak, T. (2008, October). *Baltimore '68 digital archives*. Poster session presented at Oral History Association conference, Pittsburgh, PA.

Hollowak, T. (2008, November). *Documenting civil unrest*. Presentation at the Mid-Atlantic Regional Archives Conference (MARAC), Silver Spring, MD.

Hollowak, T. (2009, April). *Community perspectives: Commemorating riots & rebirth in Baltimore & Newark*. Panel presentation at the National Council on Public History conference, Providence, RI.

Holman, L. (2008, October). *Comparison of Wikipedia and other encyclopedias*. Presentation for Academic & Research Libraries Division (ARLD), Maryland Library Association (MLA), Baltimore, MD.

Holman, L. (2008, November). *Leadership toolkit: Teambuilding*. Presentation for Library Management Division (LMD), Maryland Library Association (MLA), Elkridge, MD.

Holman, L. (2009, March). *Millennial students' mental models of search tools*. Poster presentation at the Association of College & Research Libraries (ACRL) conference, Seattle, WA.

Holman, L. (2009, May). *The case of the Millennials mysterious searching habits*. Presentation at the Maryland Library Association conference, Ocean City, MD.

Holman, L. (2009, June). Recipient of an Outstanding Paper Award at the Emerald Literati Network Awards for Excellence 2009 for her 2008 article, *Comparison of Wikipedia and other encyclopedias for accuracy, breadth, and depth in historical articles in Reference Services Review*.

Johnson, C. (July 2009). Citation station deluxe. In *The Library Instruction Cookbook*. Chicago: Association of College and Research Libraries.

Kruse, T. (2008, October). *Aleph and binding*. Presentation at the USMAI forum, UMBC, Baltimore, Md.

Kruse, T. (2008, October). *Using router information as source of selection information*. Presentation at the USMAI forum, UMBC, Baltimore, Md.

Kruse, T. (in press). Long term care and maintenance of book carts. *Bottom Line*.

Shindle, R. (2008, November). *Broadcast news archives*. Moderated session at the Mid-Atlantic Regional Archives Conference, Silver Spring, Md.

Smith, T. (2008, October). *HIST 300: Exploring the Past, Preparing for the Future*. Presentation at the Maryland Information Literacy Exchange (MILEX) Conference, Timonium, MD.

LANGSDALE GOALS FOR FY2010

The Library hopes to continue progress on several FY2009 initiatives and begin to plan or implement a number of new projects, including:

- Renovation of basement for student reading and group study space
- In-building usage study by time of day and type of use (computer, group study, individual study, etc) for assessment of user needs and building hours
- Instruction Librarian hire, continuation of 5-year hiring plan
- Implementation and assessment of new Leisure Reading collection
- Implementation and assessment of Student Liaison program (student hired to market directly to undergraduate and graduate students and student organizations)
- Pursuit of grants in two programming areas
- Review of langsdale.ubalt.edu and archives.ubalt.edu websites; possible redesign of both websites
- Model Urban Neighborhood Demonstration (MUND) (1967-75) Collection digitization project. This collection includes historical records of Central Baltimore and the organizations involved in the Central Baltimore Collaborative. Project would include document digitization, comprehensive collection guide and online digital archive with cataloging for collections' photographic images.
- Review and evaluation of Langsdale's participation in the Federal Depository Library Program (FLDP) for U.S. documents.
- Expansion of gift book program, including review/development of gift book collection policies and procedures
- Tutorial(s) for identifying and using archival collections
- Greater communication and transparency of Langsdale information on website, including display of public policies and procedures, library facts and statistics, strategic planning, library surveys and needs assessment and response to identified needs
- Expansion of faculty outreaching, including collaboration in faculty orientations, faculty development workshops and liaison efforts
- Expansion of Information literacy program at the upper-division level, including WRIT300 collaboration with faculty.

Appendix A Supplemental Statistics

Circulation

	FY2009	← % →	FY2008
Charges	13,052	-23%	16,868
Renewals	7,942	+1%	7,887
In-house Use	1,129	+166%	424
Ereserves Pages	27,639	+33%	20,748
Ereserves Documents	51,465	+32%	39,106
Reserves Circulation	857	-23%	1,113
Reserves Processed	1,756	-17%	2,108

Intercampus borrowing / Interlibrary loan

	FY2009	← % →	FY 2008
Intercampus Loans	10,250	+14%	8,954
Intercampus Borrowers	3,833	+17%	3,288
Interlibrary lending requests	3,441	+11%	3,051
Interlibrary borrowing requests	3,277	-3%	3,363
Graduate student borrowers	1,116	-30%	1,599
Undergraduate student borrowers	999	+21%	828
MSB Faculty	379	+46%	260
CLA Faculty	485	+58%	306
Institutes and Centers Staff	35	-61%	89
Student Services Staff	99	-46%	182
Distance Education Students	149	+51%	99
Applied Behavioral Sciences	1,087	+29%	842
School of Business Departments	534	+63%	327
Criminal Justice	440	-36%	685
Legal, Ethical & Historical Studies	281	+34%	209
Public Affairs	235	0%	235

Access Services

	FY2009	← % →	FY2008
Gate Count	181,781	+8%	169,078
Directional Questions	6,446	+9%	5,891
Informational Questions	6,257	+38%	4,534
Instructional Questions	4,430	+16%	3,829
Headphone Use	1,134	+143%	467
AV Equipment Use	267	+13%	237
Guest Computer Sign In	728	+18%	617

Reference Services

	FY2009	← % →	FY2008
Total Reference Transactions	9,999	+12%	8,966
Weekday transactions	8,510	+10%	7,718
Saturday transactions	769	+3%	748
Sunday transactions	507	+1%	500
Chat Reference	213	+46%	146

Instruction

	FY2009	← % →	FY2008
Course Integrated Sessions	85	+18%	72
Workshops	131	+7%	123
Total Instruction Sessions	216	+11%	195
Total Attendance	2,497	+25%	2,001
<i>IDIS 110</i>			Fall 07
Total students			89
Total students with passing grade			69
Average prep hours per librarian			168
Total classroom hours			126

Database / Website usage

	FY2009	← % →	FY2008
Total direct database searches	435,203	+42%	319,748
Total number of items retrieved	1,103,295	+33%	831,526
Total number of links to SFX	62,443	+4%	60,040
Total visits to library site	102,840	+6%	96,836
Average visits/day	282	+7%	264
Total page views	262,184	+16%	226,486
Most Active Day	Monday		Monday
Least Active Day	Saturday		Saturday

Most accessed web pages

	FY2009	← % →	FY2008
Home page	132,068	+6%	124,613
Database page (also databases by subject)	17,114	+52%	11,234
Journal Finder page	12,198	n/a	n/a
Course Websites	9,272	-15%	10,949
Databases by Title	9,155	+10%	8,340

Most accessed databases

	FY2009	FY2008
Academic Search Premier	53,934	37,524
Business Source Premier	31,961	22,852
PsycInfo	31,927	23,552
ABI Inform	22,577	16,567
Criminal Justice Periodicals	18,861	15,253
WorldCat	16,088	16,034
Proquest Newspapers	12,108	9,954
Wall Street Journal	11,914	8,676
LexisNexis Academic	11,657	18,169
Baltimore Sun	11,465	8,284
ArticleFirst	11,239	11,219
PsycArticles	11,169	7,250
New York Times	10,797	7,629
Criminal Justice Abstracts	10,750	6,035
ProQuest Dissertations and Theses	10,509	7,639
Washington Post	10,507	7,495
Christian Science Monitor	10,313	7,199
Business & Company Resource Center	10,188	7,796
Hoover's Company Records	9,420	6,236
Criminology	7,245	4,430

Technical Services

	FY2009	← % →	FY2008
Orders placed	2,071	-30%	2,960
Gift books added	870	-28%	1,216
Periodicals received	3,320	-22%	4,230
Bindery volumes	500	-18%	609
Non bindery volumes	3,585	34%	5,447
Total volumes	4,031	-35%	6,156
Video titles	309	+21%	255
Video cassettes	412	-10%	458
US Docs Total	274	0%	277
US Docs weeded	300	+154%	118
Weeded titles	2,306	-14%	2,685
Weeded volumes	3,374	-8%	3,671
Weeded periodical volumes	433	+42%	304

Special Collections

	FY2008	← % →	FY2007
Phone/Email/Letter Research Requests	5,676	+16%	4,894
In-person Researchers	597	+80%	331
Collections Used by Researchers	90	+8%	83

Website Visits	28,990	+27%	22,848
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Appendix B
Collection Development – Liaison Librarians

Department	Librarian
YGCLA	
Applied Behavior Sciences	Lucy Holman
Applied Information Technology	Thomas Arendall-Salvetti
Communications Design	Tamara Smith
Criminology, Criminal Justice & Soc. Policy	Susan Wheeler
General Education	Catherine Johnson
Legal, Ethical & Historical Studies	Susan Wheeler
Liberal Studies	Catherine Johnson
Public Affairs (Health Systems Management)	Thomas Arendall-Salvetti
Reference	Jeffrey Hutson
MSB	
Accounting	April Duncan
Economics, Finance, Management Science	Susan Wheeler
Management	Ted Kruse
Marketing	Tamara Smith
Management Information Systems	Thomas Arendall-Salvetti

Appendix C Faculty and Student Survey Results Summary

Introduction

Langsdale Library conducted separate student and faculty surveys during Spring 2009. The library is in the process of creating a multi-year, comprehensive marketing plan to identify existing and new user needs and to reach out to students, staff and faculty. The survey results are the first step in learning more about our population. As our primary user groups, the Library seeks to learn more about how faculty and students use Langsdale's resources and services.

The survey was available electronically from February 11th through February 25th, using Ultimate Survey software. The survey was advertised in several ways, including postings to the Daily Digest and postings to Langsdale's website and blog. Faculty received additional notification, including two e-mails distributed from the Provost's office, and individual e-mails to faculty members from library liaisons. As an incentive to complete the survey, Langsdale offered participants a chance to win one of four \$25 gift cards to Barnes and Noble—two for faculty, and two for students. The majority of responses arrived at the very beginning and the very end of the survey's activation. The responses from the survey informed focus group sessions, conducted in April 2009.

Faculty Survey (n=60)

31.6% Professor	49.1% Tenured
26.3% Associate Professor	21.8% Tenure-track
19.3% Assistant Professor	29.1% Adjunct
22.8% Lecturer	

50% Started at UB before 2000
29% Started between 2001-2006
21% started in 2007 or 2008

74.1% of respondents are from the Yale Gordon College of Liberal Arts

Division of Applied Behavioral Psychology	11.6%
Division of Criminology, Criminal Justice, and Social Policy	11.6%
Division of Legal, Ethical, and Historical Studies	20.9%
Division of Liberal Arts	4.7%
School of Communications Design	20.9%
School of Information Arts and Technologies	9.3%
School of Public Affairs	20.9%

25.9% of respondents are from the Merrick School of Business

Accounting and Management Information Systems	20%
Economics, Finance, and Management Science	26.7%
Management and Marketing	53.3%

The faculty survey includes 2 primary themes: faculty teaching, and faculty research.

Faculty Research

The large majority of respondents—88%--said they use library resources for their research. Resources include online resources (such as Research Port databases and e-books) and print resources (such as books and print periodicals, and Interlibrary Loan). When asked how faculty complete research without accessing library materials, open-ended responses explained how they either a) used personal resources, including professional memberships and journal subscriptions, to keep up-to-date on the field's research, or b) how research is not required for their specific position at UB.

The 88% of faculty members who use Langsdale's resources were asked how frequently they use the resources, along with their overall satisfaction of the resources. Satisfaction is rated on a scale of 1-5, where 1 is "poor" and 5 is "excellent".

Research Port

I don't use this specific service	17%
Daily	1.9%
Weekly	40.4%
Monthly	25%
A few times a semester	15.4%

Overall Satisfaction: 4.2

Checking Out Books

I don't use this specific service	13%
Daily	0%
Weekly	13.7%
Monthly	25.5%
A few times a semester	47.1%

Overall Satisfaction: 4.6

Interlibrary Loan (ILL)

I don't use this specific service	11%
Daily	0%
Weekly	15.4%
Monthly	19.2%
A few times a semester	53.8%

Overall Satisfaction: 4.5

Suggesting a resources through a library staff member

I don't use this specific service	46%
Daily	0%
Weekly	8.2%
Monthly	6.1%
A few times a semester	38.8%

Overall Satisfaction: 4.4**E-books**

I don't use this specific service	82%
Daily	0%
Weekly	0%
Monthly	4%
A few times a semester	14%

Overall Satisfaction: 4.2

Faculty were asked "What do you like about the services Langsdale Library offers?" The responses emphasized the friendly and helpful nature of the public services staff, including circulation, reference, instruction, and Interlibrary Loan. The survey then asked faculty "What can be improved about the services Langsdale offers?" The 35 comments focused on expanding electronic access to journal subscriptions, an easier interface for Research Port, and frustration with USMAI's current method of communicating with patrons (messages regarding Intercampus Loan are currently sent to campus addresses for faculty). Several faculty expressed interest in an easier way to request books to add to the collection, illustrating a need to better inform faculty on our services as Langsdale already offers this service through our "Online Book/Video Purchase Request Form" ¹. When asked "What new services can be offered at Langsdale to support faculty research?" many faculty suggested adding more databases, and improving electronic portals. A few faculty mentioned their apprehension with transition from print to electronic materials.

Faculty Teaching

79.7% of faculty indicated they use Langsdale's resources, including assignments, lectures, and class readings. The faculty using materials to support their teaching were then asked to rate several services on a scale of 1-5, where 1 is "poor" and 5 is "excellent":

E-Reserves (Electronic Reserves): 4.9

Print Reserves 4.6

Non-print resources (such as DVDs and videos): 4.4

Suggesting resources to add to library's collection: 4.6

For faculty members who do not use Langsdale's resources to support their teaching, most (72.7%) indicated that they own materials used in class, whereas other faculty member were divided between 1) not teaching research focuses courses 2) an unawareness of resources, and 3) other.

Faculty members were also asked to which resources they refer their students, and faculty members were encouraged to select all resources that apply:

Databases in Research Port	68%
Print periodicals	405
Library's catalog for books	51%

Library's catalog for e-books (electronic books)	11%
Interlibrary Loan	54%
Conferring with librarian liaison for research assistance	68%
Ask-a-Librarian (e-mail, chat, IM)	25%
I typically do not refer my students in library resources	14%

Because of Langsdale's interest in integrating information literacy throughout the curriculum, the survey asked faculty members how often their courses require students to do research for a class assignment; class assignments include papers, presentations, and other projects.

3x a semester	17.2%
2x a semester	39.7%
1x a semester	36.2%
More than a semester ago	0%
I do not teach courses that require research	6.9%

In addition to knowing how many professors require research within the courses they teach, librarians were interested in learning about the types of resources faculty allow students to use. With a wealth of information available via the Internet, library science research shows that many students are unable to evaluate resource. The survey questioned the use of citations from books and periodicals as an indication of the quality of resources faculty allow. Almost 73% of faculty indicated that at least 25% of resources must be from books/periodicals, including 24% who require students to use books/periodicals exclusively in their research.

Library Instruction

Library instruction activities are one of the primary responsibilities of Langsdale's reference librarians—library instruction helps students and faculty alike understand how to fully utilize our resources. To learn more about Langsdale's instruction program, please visit: http://langsdale.ubalt.edu/info_services/instruction/index.htm

Within our survey, 61% of respondents said they participated in a library instruction session in the past. Respondents who do not participate in library instruction session were asked why, and were encouraged to select all reasons that apply:

I did not know the library offered instruction classes until now	38%
I do not see a need to have a library instruction session for my class	33%
I show students who to use resources on my own	19%
I do not have room in my syllabus to include a library instruction session	38%
I teach a web class, and therefore meet with students asynchronously	24%

Faculty were then asked for feedback, and nearly all responses spoke positively of library instruction classes. Constructive feedback focused on library instructor pedagogical methods, and the depth of discussion.

When asked how Langsdale could be more supportive of classroom teaching, most faculty had few suggestions for improvement, explaining that current services are great. Several suggestions included ways to better integrate library instruction into the curriculum, including increasing librarian knowledge of academic disciplines, and having librarians work individually with faculty to integrate resources in coursework.

Special Collections

The University of Baltimore's Special Collections document the making of the modern Baltimore. Archival collections include the papers of civic organizations, public and nonprofit agencies, along with oral histories, photographs, architectural plans, and the papers of prominent Baltimore citizens.

Because Langsdale's Special Collections support nearly all academic disciplines at UB, the survey asked faculty about their familiarity with our materials. Only 32.2% indicated they are familiar with Special Collections, whereas 54% are not familiar with Special Collections and 17% have never heard of UB's Special Collections. Clearly, Langsdale needs to do more to promote and explain the relevance of archival materials to faculty members.

For faculty members familiar with Special Collections, the survey asked how they use the collection. A good percentage—47%-- are familiar with the Collection, but never actually used the collection. The other faculty were encouraged to select all the ways they use Special Collections:

I was directed to Special collections after doing a search in Catalog USMAI	21%
I have visited Special Collections for research	42%
I have used UB's online Special Collections for research	32%
I have suggested my students visit UB's Special Collections for a class assignment	21%
I have suggested my students use UB's online Special Collections for a class assignment	21%

Faculty Learning

Considering Langsdale's coordination with UB's Center for Excellence in Learning and Teaching, Langsdale is interested in learning how we can best support faculty development. Within the survey, staff included several options and asked faculty to include other workshops of interest. Workshops that garnered the most interest include Zotero: Citation Management Software, Web Tools of Efficient Research, and Web 2.0 in the Classroom.

Student Survey (n=183)

50.3% Undergraduate Students
 49.2% Graduate Students
 0.5% in a UB Certificate Program

59.4% Full-time
 40.6% Part-time

Students attend classes...

73 during the day
 144 in the evening
 17 over the weekend
 32 online

53.7% of students have attended UB for 3 semesters or more
 22.9% of students have attended UB for 2 semesters
 13.8% of students have attended UB for 1 semester
 9.6% have attended UB for less than a semester

64.4% are enrolled in programs within the Yale Gordon College of Liberal Arts

Division of Applied Behavioral Psychology	19.1%
Division of Criminology, Criminal Justice and Social Policy	10.4%
Division of Legal, Ethical, and Historical Studies	7.8%
Division of Liberal Studies	20.9%
School of Communications Design	23.5%
School of Information Arts and Technologies	6.1%
School of Public Affairs	12.2%

30.6% are enrolled in programs within the Merrick School of Business

Accounting and Management Information Systems	44.2%
Economics, Finance, and Management Science	25%
Management and Marketing	30.8%

5% are within UB's First and Second Year Program

9.4% of students are enrolled in one of UB's web Degrees.

In the interest of learning how UB students learn about Langsdale and our resources, the survey began with a question on how students initially learned about the resources at Langsdale. The largest percentage of students—28%—learned of the library's resources by making a visit to Langsdale, with another 20% learning about the library by visiting our homepage. Considering most students learn the library through self-discovery, the fact that 7% of students stated they are unaware UB has a library illustrates the need for Langsdale to be more visible during recruitment events so students will be encouraged to learn more about the library when they enroll at UB.

The survey asked students how they typically find information for their research projects and assignments; unsurprisingly, 70% of all students said they used Google or another Internet search engine to locate information. However, 46% of students said they use Langsdale's databases via Research Port to locate information. Both of these responses show the increasing reliance on electronic materials with student populations. Additionally, students were asked to rate, on a scale of 1-5 where 1 is "never" and 5 is "always", how often they use Langsdale resources for research assignments. 85% of students responded they used our resources at least "sometimes" (3).ⁱⁱ Of the 15 students indicating they never or rarely use the Library, 8 mentioned their professor does not require library research for their assignment, and 6 said that everything they need is on the internet. Students were also given the opportunity to include other comments; most commented that they use other libraries for their research, and one student commented "and the library smells strangely like the 70's", indicating students may not be comfortable with the physical space within the library.

Most of Langsdale's resources are available remotely through our webpage. When asked "When was the last time you used Langsdale Library's website?" the largest percentage of students stated that they had visited the website within the past week (35.6%), followed by between 1-6 months ago (23.4%), and finally by students who indicated they have never visited the Library's website (12.8%). The results of this question are telling, as it shows how there are 3 groups of library users among students—1) students who use the library very frequently, 2) students who only visit the library's website when there is a specific need, and 3) students who never use the library's website and resources. Amongst students who use the website, the vast majority (95%) think the website is at least moderately easy to use (3 or higher on a scale of 1-5, where 1 is "very difficult" and 5 is "very easy"). For students who believe the website was difficult to use, comments were solicited—most mentioned difficulty finding relevant materials related to their search, and a few others mentioned the navigation was difficult, particularly with the e-reserves website.

The survey also gauged student attitudes and perceptions of our physical space. "Library as place" is a popular concept throughout library literature—despite libraries increasing their digital collections and resources, many patrons still use the library as a study space, alongside using our computers, printers, copy machines, and scanner. The biggest largest percentage of respondents indicated they used the library within the past week (26.2%), followed by students who have used the library between 1-3 months ago (19.8%), and finally students who have never made an in-person visit to the library (19.4%). Again, these responses mirror responses to questions about Langsdale's website usage-- 1) students who use the library very frequently, 2) students who only visit the library's website when there is a specific need, and 3) students who never use the library's resources. We then probed students on how they complete academic assignments without visiting the library—the most popular responses were 1) My professor provides access to readings for class readings and assignments and 2) I use the Internet. Interestingly, it appears that students who aren't using the physical library space are also avoiding Research Port—only 8 of the 36 respondents indicated they use Research Port instead of physically visiting the library. This may mean that there are a group of students that don't use the library—either in-person or remotely—for any of their class projects and assignments. Students were also asked, in an open-ended

format, “Why don't you visit the library in-person?” A good number of responses indicate they are new to UB, but a good number of respondents also state that they can find all of their information online.

The survey then asked students who visit the library their satisfaction with a number of our services. Students were asked to rate each on a scale of 1-5, where 1 is “poor”, 3 is “average”, and 5 is “excellent”:

A quiet place to study: 4.2
 Group study space: 3.8
 Use computers for printing: 3.9
 Use computers for school assignments and projects: 4.1
 Check out books: 4.2
 Use Research Port to find journal, newspaper, and magazine articles: 4
 Use Langsdale’s catalog to find books: 4
 Ask a librarian for research assistance: 4.4
 Read newspapers: 4
 Read journals: 3.9

Langsdale offers reference assistance to students in-person, and via chat/IM, e-mail, and telephone. The survey asked students to rate their experience with these services on a scale of 1-5, with 1 being “poor”, 3 being “average”, and 5 being “excellent”:

E-mail: 4.2
 Chat/IM: 3.9
 Telephone: 4.1
 In-person: 4.5

It is likely in-person reference assistance was the best rated because of librarians’ ability to show students how to use resources step-by-step.

In addition to one-on-one instruction during research meetings, students are able to learn more about research skills and techniques through integrated library instruction. The survey asked students if they visited Langsdale for a course integrated instruction session, and only 35.8% indicated they had; we also asked students if a librarian had come to visit their classroom, since librarians also offer the option of hosting instruction session in the classroom—only 22.5% indicate they received this instruction. The survey also asked students if they have ever attended at workshop at Langsdale Library—workshops are offered independent of coursework, and cover general topics like databases searching, HTML and CSS, and finding government information. Learning HTML and Zotero were the most popular workshops listed, and students are very satisfied with the workshops offered. When asked how they found out about the workshop, most explain how they found out from a professor or from the Daily Digest. The small number of students who have participated in course integrated library instruction and library workshops may explain why many students avoid using library resources altogether. Additionally, when asked for suggestions on workshop topics, many students mentioned how to use Research Port and using the library’s catalog.

Regarding UB's Special Collections, only a small percentage of students are familiar with the collection—only 16% have used the collection previously. For students who have used the collection, most noted their professor suggested they use Special Collections for an assignment (both our in-print collection and our online collection). Very few students discovered the collection on their own, which underscores how faculty knowledge of library resources is important as they lead their students to Langsdale's resources.

The last section of the survey was open for comments, and asked students "Where do you see places for improvements in the services the library currently offers?" and "What services would you like the library to add?" Most of the comments centered around one of three themes:

1. Better monitoring/enforcing of study space (including more group study space but more monitoring of quiet areas)
2. More computers and printers
3. A more comfortable and attractive space within the library.

Conclusion

The surveys' results helped guide focus groups conducted in April 2009. The overarching themes of the survey include:

Faculty Survey:

1. Many faculty members already use library resources to support their teaching and research, including accessing databases, course reserves and Interlibrary Loan.
2. While only 9% of faculty teach courses where research is not required, only 61% of respondents had partnered with a librarian for instruction in the past
3. Lack of awareness of existing library resources.
4. Overall, faculty were very satisfied with library services and library staff.

Student Survey:

1. Desiring a more attractive space for Langsdale
2. An interest in multifunctional spaces, as many students request more quiet study areas while others desire more group study areas.
3. Satisfaction with many of our services, including ILL, reference assistance, and circulation.

These surveys also highlighted the importance of educating faculty on the use of library resources, as they inform their students of our resources. The conclusions drawn from the surveys are invaluable. Langsdale plans to continuing survey students and faculty so the library can best meet our users' needs.

ⁱ http://langsdale.ubalt.edu/info_services/book_request_form.cfm

ⁱⁱ Please note that only 106 were responses were reported for this questions, likely meaning those who never or do not often use the library resources did not answer this question.