

FINAL REPORT

of

The Program Review Team

for

The SUNY Potsdam Crumb and Crane Libraries

Submitted by

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## Foreword

The program review team of Dr. Alice Bahr (Chair), Dr. Terrence Mech, and Dr. Walter J. Conley received copies of the SUNY Potsdam College Libraries 2008-2009 Program Review well in advance of the site visit, which took place on April 2- 4, 2009.

Director of Libraries J. Rebecca Thompson also responded to several information requests prior to the visit.

The team was well hosted by the College, had access to all relevant stakeholders (see Appendix 2), and also had the full assistance of the Director of Libraries throughout the review process.

If there are any questions or areas in this report requiring additional information, please feel free to call or e-mail me (410.543.6133, [ahbahr@salisbury.edu](mailto:ahbahr@salisbury.edu)).

## INTRODUCTION

While the self-study notes many achievements including strong fiscal management, technological innovation, and staff dedication, it repeatedly questions the efficacy and impact of the Libraries.

- “Despite...efforts to engage with Advancement staff, there is little evidence those staff think of the Libraries in conversations they have with donors.” (p.4)
- “Only a portion of our students benefit from our services.” (p.13)
- “While we have a solid core of frequent student users, it may be shrinking.” (p.14)
- While librarians view themselves as partners with faculty and some faculty agree, “fewer actually translate that vision into their teaching....” (p.15)
- “Some of us feel that we are not as effective as we would like to be. Were we truly effective, we would be more highly valued [by faculty] and [the library would be] more heavily used.” (p.16)
- “In sum, we have a solid core of frequent users (students and faculty) who find our services and staff to be adequate and effective. Unfortunately, these users do not represent most of the campus community.” (p.18)
- “Staff time and skills are the [only] limit on [enhancing] virtual learning environments. We could do more, but we don’t have time. We are also potentially at the mercy of outside forces.” (p.23)
- “We have very little direct evidence of our successes or failures.” (p.24)

The results of the site visit indicate the opposite. College administrators perceive the visibility and academic impact of the Libraries and the library faculty and staff, citing a successful liaison program, information literacy workshops, and extensive College committee service. Classroom faculty express overwhelmingly positive support for library faculty, acknowledging their impact on and contribution to student learning, student research, and the classroom faculty’s teaching. Classroom faculty rely on library faculty to stay informed about new technologies and information resources and to keep them abreast of both. For this to continue, they acknowledge that library faculty need sufficient time for professional development. Although it may require a different model for library faculty, classroom faculty strongly endorse including the library faculty in the process of reallocating classroom faculty time.

The Libraries have much about which to be proud and are, in many cases, performing at levels that exceed their peers. For example, among their four peer institutions, they are fourth (five being the highest score) in general circulation and number of presentations (see Appendix 1, Tables 1, 2). They are at the median in several other FTE-based categories such as library use and interlibrary loan service (see Appendix 1, Tables 1, 2). Those data provide ample proof of one of the Libraries’ abiding, persistent strengths: a commitment to excellence.

## Areas of Strength

### 1. Commitment to Students and Student Learning

The Libraries place a clear, central focus on student information needs, student success, and student engagement, a principle component of NSSE and a factor critical to student success and retention. The *Collection Development Policy* places first priority on acquiring student resources. Although students and faculty have access to the Instructional Technology Center's large format printer, the Libraries provide an additional poster printer, underwrite student costs for its use, and train students how to use it for classroom assignments. The Libraries also cover student interlibrary loan costs. Both services directly support undergraduate research.

Through focus groups and a student advisory group, informal student consultations, and observations of student facility use, the Libraries use student feedback to evaluate and inform new services and facilities changes.

Library staff and faculty make a significant investment in training between 60 and 70 student assistants annually, with the result that many express interest in library careers. They also mentor students in graduate library programs, work collegially with the Student Government Association, participate in efforts of the Student Success Center, and allocate staff, library faculty, technical, and other resources to support students at remote sites. By focusing the central question of the self-study on the degree to which library activities "contribute to learning," the Libraries identify a major area for future assessment, in collaboration with faculty, and also demonstrate their support of their own and of the College's mission.

### 2. Leadership in Information Literacy

As institutions of higher education have gauged the impact of student engagement on learning and retention and have moved to more active learning pedagogies, so, too, libraries have partnered with faculty to assure that students become ethical, skilled information searchers and users. In the 1980s, the College incorporated information literacy principles into general education courses. It reaffirmed their ongoing importance in its *Academic Master Plan for 2016*. The leadership level at which the Libraries have contributed to this ongoing effort is impressive. Most recently, the Libraries' Information Literacy Coordinator was instrumental in revising the College's General Education first year program's learning outcomes for critical thinking.

Additionally, the Libraries have designed and administered a thorough assessment to determine first year students' mastery of these concepts in three general education courses. To sustain and build on these efforts, encourage progressive development of information literacy skills, and foster information literacy across the curriculum, the Libraries offer ongoing faculty information literacy workshops. Having included sixteen departments already, the goal is to help faculty map learning outcomes to information literacy principles and develop sequential plans for ensuring that graduates of their programs understand how to expertly navigate and effectively evaluate the vast amount of information accessible to them.

### 3. Engagement with the College Community

Library staff and faculty demonstrate a significant level of service and commitment to the College. Consistently, library faculty serve on one or more Faculty Senate committees, and both library faculty and staff assume leadership roles within various campus groups. They are well represented in numerous college-wide organizations and committees such as TLTR, PACES, Web Design, Honors Council, and LTEC. The Director works assiduously to widen and develop collaborative campus relationships, maintains an effective working relationship with Information Technology, and participates in Middle States reviews, which not only represents the College well but better prepares it for its own accreditation reviews.

Beyond their extensive participation in and leadership on committees, library staff and faculty provide support and service that strengthen the work of other College units. The Archives and Special Collections area provides Advancement with fund-and-friend raising opportunities by preserving and making accessible key historical College documents. The Libraries participate in open houses, conduct book discussions, hold a Library Expo, and catalog materials as well as other support services to the Sheard Literacy Center. In addition to establishing a close connection with faculty through a liaison program, which includes two annual luncheon meetings, the Libraries have experimented with taking that program to non-academic units and departments. As an extension of the College's sense of regional responsibility, the Libraries provide interlibrary loan service not only to students in the Associated Colleges of the St. Lawrence Valley, but also to other schools in the region and to local community members.

### 4. Use of Technology and Technological Innovation

The Libraries were not only early technology adopters, but have continually explored and harnessed new technologies to improve services and expand student learning opportunities. In the late 90s they implemented *Ariel*, which enables electronic transmission of articles and reduces the time users have to wait to receive them. In advance of many other libraries in the state, the SUNY Potsdam Libraries implemented *Iliad*, which allows users to place and track their interlibrary loan requests online. The Libraries were well situated, therefore, to become full partners with the other SUNY institutions, when last year they decided to use *Iliad* as a foundation to support universal borrowing among SUNY Libraries.

There are numerous other instances of the Libraries' use of technologies to enhance student learning, advance scholarship, and cultivate a contemporary library environment. Among these are the use of Meebo chat, RSS feeds, social book marking and other web enhancements, which account, in part, for the library's URL being one of the ten most visited College web sites. Other advances include network-connected microform equipment, *AskUsNow*, a 24x7 online reference service that provides research help to off-campus and distance learning students, *DSpace*, and poster printing services that advance student workplace and presentation skills.

Most impressive, the SUNY Potsdam Libraries are the only libraries among their peers to offer all four e-services that the National Center for Educational Statistics surveys: E-Mail/Web Reference, Theses in E-Format, Technology for Disabled Patrons, and Document Digitization (see Appendix 1, Table 3).

## 5. Transparency in Planning and Budgeting

Transparency in budgeting and planning is at an exceptionally high level. While many organizations aspire to this goal, few achieve it. At annual staff retreats, the Director reviews College goals and the Libraries' mission, values, and vision. During summer months, departments formulate annual plans, which are subsequently discussed at a special meeting of the Libraries' Coordinating Council to ensure plans are integrated across departments. The Director meets every three weeks with coordinators and team leaders to monitor progress, and leaders/coordinators also report progress at monthly Library Council full staff meetings. In late summer or early fall the Director prepares the budget, which is reviewed by the Coordinating Council and shared with the entire staff.

## 6. Commitment to Values

The *College Libraries ByLaws* acknowledge the value of “a governance structure which fully utilizes staff participation in the decision-making process” and highlight the importance of each individual. “Participatory governance derives its special strength from the recognition of the worth of each library staff members.” (General, p.3) The highly reflective self-study process and report was shaped by these values: understanding and meeting community needs, linking values to mission, and ensuring that its processes foster leadership and excellence. One of the Libraries' abiding, persistent strengths is this commitment to values, which are the basis of their striving for excellence. “Overall, we have an extraordinary commitment to excellence, with high expectations that everyone will do a good job.” (p. 29)

## Areas for Future Development

### 1. Identify New Peer Institutions for Peer Comparison Studies

The peer institutions and data about them that this report cites are based on peer institutions identified in a late 1990s *Memorandum of Understanding* with SUNY System Administration. Those institutions should be updated and expanded to include not just performance, but also aspirational peers. While peer comparisons are only one tool for gauging overall strengths and weaknesses, they are an important one and encouraged for self-assessments by The Association for College and Research Libraries in its *Standards for Libraries in Higher Education*. Along with other data, they can help libraries identify goals and set realistic performance benchmarks.

### 2. Set Measurable Outcomes for Key, Ongoing Services

The self-study acknowledges that annual planning processes do not routinely frame “goals in terms of measurable outcomes.” (p.30) Although collecting data in every area and using it to inform decision-making, the Libraries “find the work load of data collection and analysis daunting and have some fear of what it might tell [them]....”(p. 30) For those reasons, one recommendation the Libraries suggest for themselves is to develop “a comprehensive library-wide assessment plan...” (p.33) Rather than plunge into creating such a plan, it would be best to start by establishing realistic measurable outcomes for key, ongoing services.

### 3. Develop Strategic Goals and Objectives with Measurable Outcomes

Use key service benchmark data, results from peer studies, and vital academic documents (*Academic Master Plan for 2016*) to develop comprehensive library goals and objectives with measurable outcomes. Use all available data to create a picture of existing strengths and weaknesses and use those, along with the College's future academic initiatives in its *Academic Master Plan for 2016*, to establish some strategic goals and objectives with benchmarks. Employ ACRL points of comparison and key breakdowns of library and college internal data (e.g. courses taught by discipline, retention and graduation rates, incoming SAT/ACT scores, potential impact of courses taught and database and circulation usage data, etc.).

Forming a strategic vision with key goals and objectives and clearly defined benchmarks will help the Libraries make decisions about where to focus energies in a way that aligns with the College's future directions.

### 4. Use Strategic Goals/Objectives/Measurable Outcomes to Reallocate Workloads

The main value of establishing strategic goals and objectives with benchmarks is to set future directions and use these as a basis for developing meaningful assessments. Their other value is to establish a strategic basis for reviewing work load allocations. All work has value, as does the satisfaction that staff and faculty derive from work they enjoy and excel at doing. Such satisfactions, however, are secondary to identifying those tasks most likely to further strategic goals.

## Concerns

1. The self-study indicates a difference of opinion among staff about whom the Libraries should serve. This conflict undercuts the Libraries' *Mission Statement*, which, in turn, makes it difficult to set clear courses of direction for planning (annual or strategic). The *Mission Statement* should clarify in some way what community means, and the College's *Academic Master Plan for 2016* provides assistance. It acknowledges the current difficulty of affording "to incur expenses outside of [its] core mission of serving tuition-paying students."
2. Among its peer institutions, the SUNY Potsdam Libraries have the lowest overall budget, the lowest serials budget, the lowest number of staff overall, the second smallest print collection, and the lowest number of current serial subscriptions (see Appendix 1, Tables 4 - 6). There has been only one modest budget increase in two decades. The Libraries are making difficult economic decisions by reducing serial subscriptions in favor of increasing e-resources and services and subsidizing interlibrary loans for students and faculty to offset those serial cancellations. They also continue to occupy facilities that limit their effectiveness to support learning. Each of these well-documented needs will be expanded upon in "Recommendations for the College."

## Recommendations for the Libraries

The self-study establishes four recommendations for the Libraries:

1. To see themselves through the eyes of their patrons and use that data as well as information with available resources to set reasonable service priorities and performance expectations;
2. To create a more fluid decision-making, responsive organizational structure that still reflects its values;
3. To develop a library-wide marketing plan; and
4. To develop a comprehensive assessment plan.

Each recommendation is worthy in itself; however, the Libraries acknowledge they are “most hampered in [their] desire for innovation by staff time limitations....” p. 27). Moreover, the results of the site visit suggest a slightly different set of priorities.

### 1. Deepen and Expand Classroom Faculty Collaborations

Expanding on existing partnerships will allow the Libraries to develop targeted, collaborative marketing and assessment initiatives. This would be a more strategic use of time than would be several large stand-alone library projects.

A substantial number of classroom faculty value and rely on the library faculty to enhance their knowledge of new information resources and technologies and to collaborate with them on integrating both into the classroom. This will increase as the College strengthens and expands distance education, undergraduate research, and capstone experiences. Expanding the base of this already strong partnership with classroom faculty will provide the Libraries with opportunities to assess their contribution to student learning as well as to market their services. Consequently, it is a key recommendation, and a means to the both ends: marketing and assessment.

There are several ways in which working collaboratively with faculty, the Libraries can gauge their impact on learning. Some are as simple as asking faculty to contact them after an instructional session to determine its effect or, alternatively, contacting faculty directly after a session. Others include options such as incorporating questions in a quiz or exam, co-designing assignments, and/or adding a few questions to the standard course evaluation forms. The actual ways in which such assessments are done is less important than is the process of partnering with faculty to do them.

Increasing the partnerships with classroom faculty is also the key to marketing library services. In fact, collaborating with faculty should be the marketing plan. Students made it clear that classroom faculty shape their approach to how they use the library and begin their research. Admittedly, many begin assignments the night before, but they start with the Libraries’ databases, not Google. The reason: classroom faculty direct them to. Students underscored that the best way for the Libraries to inform them about services, even basic ones such as interlibrary loan, is through the faculty. This opens doors for library faculty to strategically market key information services in tandem with instructional efforts.



It is important to discuss transformations and new service options, as well as existing policies affecting faculty and student research with classroom faculty, especially when the culture of the classroom and the library faculty differ. Enhancing divides is not in anyone's interest, but conversations about some controversial issues such as de-selection and defining student vs faculty resources, if managed respectfully and discretely, can benefit both cultures, pave the way for greater understanding, and strengthen future collaborations.

Advance conversations provide opportunities to adjust existing operations and co-develop services that will help the Libraries meet the College's needs as effectively as possible. In general, influencing opinion is more important than marketing. For instance, students indicate they most often visit the library in the early evening for reference assistance. Increasingly, faculty depend on the Libraries' web pages and services. If the Libraries consider re-shaping traditional reference to focus on these peak-student demand hours and to meet the classroom faculty's increasing reliance on web services, there are genuine benefits to engaging with faculty partners in advance not only to pave the way to change but to gather valuable input about optimal ways to proceed.

Deepening and expanding the already strong relationship with classroom faculty is an optimal way for the Libraries to assess their impact on learning, market their services, and collaboratively re-establish service priorities.

## 2. Continue to Deepen Collaboration and Communication with Crane Library

The current cross-library circulation group sets a precedent for continuing to make library operations more seamless and uniform at both the Crane and Crumb Libraries. The new group has succeeded because it has established a process for more frequent communication between the Libraries. This should continue, especially given the staffing shortages at both Libraries.

A particular need at Crane is to expand current reference services, now limited to the afternoon hours of 1:00 pm to 3:00 pm. One solution: provide a visible link for Crane students advertising e-reference services at Crumb during those periods when services are limited at Crane.

## 3. Develop a Data-Driven Strategic Vision

The union of key documents that set the College's future academic direction, along with service benchmarks, and peer comparison data will allow the Libraries to set future directions and align annual planning with those directions. The commitment of the Libraries to support student learning, their inroads in cultivating information literacy, and the College's emphasis on setting learning outcomes and benchmarks for academic programs as well as expanding distance learning, capstone courses, and other academic emphases suggest some paths for those future directions:

- build on the existing strong relationship with classroom faculty to develop tools to assess the Libraries' contributions to student learning;
- invest increasing time to develop, maintain, and sustain web services. Train several staff to manage web operations, and continue to look for solutions to integrate web pages with the College's CMS that do not compromise the functionality of the Libraries web pages; and

- work collaboratively with classroom faculty and other partners to enhance support for the College's future academic focuses: undergraduate research, capstone experiences, distance education, alumni relationships, etc.

#### 4. Implement Small Organizational and Operational Changes

While the self-study raised concerns about the organizational structure of the Libraries, this did not surface as a major concern during the site visit. What did surface, however, is some frustration when a lack of consensus impedes moving forward. The organizational structure should enable the leadership to promote discussion and full participation, but also to move forward in line with identified strategic directions without consensus.

Given the overall satisfaction with the organizational structure, smaller, incremental organizational and operational changes that recoup staff time and deepen faculty collaborations are recommended. A few examples might include:

- Reducing the frequency of Library Council meetings , e.g. every other month.
- Developing two- or three- year operating plans rather than annual ones .
- Considering a less rigorous schedule for team leader/coordinator progress reports, e.g. three or four times a year, not monthly; this would free the Director's time as well, since follow-up meetings could be spaced farther apart than every three weeks.
- Using students to compile and organize data.
- Collaborating with faculty to identify a key service that needs to be publicized more fully to the academic community. Consider asking a faculty member to assign it as a marketing class project. Assess the effectiveness of the strategies recommended and evaluate their applicability to promoting other services.
- Looking for opportunities to present key data (results of the general education information literacy assessment test) to large portions of the faculty or the entire faculty.
- Building on existing services, e.g. tap the experience of the faculty in the sixteen departments who have participated in discipline-specific information literacy workshops and have them present and/or build a best practice web site based on their experience of what works most effectively.

#### **Recommendations for the College**

The self-study establishes four recommendations for the College:

1. Develop a rational and incremental annual growth plan for funding for access to information resources - taking into account factors such as inflation, academic program growth and change, changes in information packaging - in order to support the Libraries' Collection Development Policy.
2. Programmatic growth and change in library services that support the academic mission needs to be supported with adequate library staff (e.g. information literacy instruction and assessment, distance learning (online and off site) , management of continuously evolving information resources and emerging technologies, growth in demand for archives and interlibrary loan services, web site management, support for the Sheard Literacy Center.)

3. Implement the proposed Minerva Center with Crumb Library as the hub to support existing collaborative services and foster new ones and with an eye towards improving access for disabled members of the college community.
4. Bring Crane Library into the 21<sup>st</sup> century with a judicious and functional re-design of the entire space, furnishings, and technological capabilities.

The data support all these recommendations and make a compelling case for increased fiscal, facility, and staffing resources. Along with institutions worldwide, however, the College faces significant fiscal challenges. Consequently, while the following recommendations fully endorse the Libraries' needs, they also identify short-term strategies for making some progress now.

#### **Recommendations for the College: Fiscal**

As important as is a "rational and incremental annual growth plan" for the Libraries, classroom faculty express great concern about having cut the print journal collections to dangerously low levels in favor of acquiring electronic resources to now discover these are jeopardized. At a time when the College is preparing to engage students more fully in capstone courses and undergraduate research, this endangers not only the College's future directions, but also student learning and classroom faculty morale and effectiveness. Consequently, as a short-term step toward developing an annual budget plan, there is a need to find funding to retain a resource fundamental to many academic programs and without which classroom faculty question their ability to give meaningful assignments: *Science Direct*.

#### **Recommendations for the College: Facilities**

The Libraries, like most of the campus, was built in the late 1950s to early 1960s to meet the needs of that population. As the role of the Libraries has evolved, the facilities have not. There is clear need for renovation to meet the current needs of the campus community. The Crumb Library sits in the middle of the academic quad providing both a symbolic acknowledgement to the importance of the Libraries in the Mission of the College, as well as proving opportunities for collaborative work among faculty and students. The plan (Minerva Plaza) to expand the Crumb Library to meet the needs of faculty and students that are currently dispersed throughout the campus is enthusiastically embraced by the campus community.

There are several short-term achievable needs that could be met, however, that would benefit all students and maximize staff and facility effectiveness.

- At Crumb Library, students gather near restrooms in areas designated for quiet study because there are too few electrical outlets along the walls or at tables. Since major renovations to the Library are years away, providing wall and then in a second phase table outlets would go a long way to providing students with more effective working spaces between now and then.

- The Crane Library has much underutilized space. A redesign is needed that should include reference desk (planned summer 2009), better use or reclaim of space of graduate student study rooms, overall layout, and access to the MIDI laboratory. Access to the MIDI requires access to the library which requires staffing by the library when it would otherwise not be needed. The College should consider adding a new entrance to the MIDI laboratory space and an expansion into an unused adjacent room.

### **Recommendations for the College: Additional Staffing**

Of all the recommendations for the College, providing additional staffing is the most critical to the Libraries. Current staffing levels, which are the lowest among its peer institutions, strain the Libraries' ability to maintain existing services, preclude opportunities for achieving any of the recommendations in this report, and place a significant burden on a new director, now doubly challenged to suggest change in an environment in which staff are already overburdened and unable to meet existing expectations.

- Make additional library staffing a priority with the recognition that the Libraries will not be able either to sustain current service levels or re-tool to adopt more strategic directions with clear benchmarks without additional staff.
- Include library faculty in the plan to reallocate faculty teaching loads to provide them with the time needed for ongoing professional development

APPENDIX 1:  
National Center for Education Statistics Comparative Data

Table 1: Circulation and Interlibrary Loan

Library Name	Total FTE 12 month Enrollment	Circulation Transactions (General)	Circulation Transactions General Transactions Only Per Person Enrolled (FTE) Column added	Circulation Transactions (Including Reserves) Per Person Enrolled (FTE)	Reserve Circulation Transactions	Total Interlibrary Loans Provided	Total Interlibrary Loans Received
Comparison Group Average	5,539	64,959	12	27	86,453	7,522	10,928
Comparison Group Median	5,537	52,572	12	25	90,614	7,422	7,573
<b>Library Of Interest</b>							
<a href="#">SUNY-Potsdam, NY</a>	4,527	55,766	12	16	17,094	5,963	7,696
<a href="#">SUNY at Fredonia, NY</a>	5,266	51,002	10	14	22,695	5,004	9,554
<a href="#">SUNY at Geneseo, NY</a>	5,380	103,690	19	46	141,890	10,242	24,304
<a href="#">SUNY College at Plattsburgh, NY</a>	5,693	51,285	9	29	111,099	7,116	5,592
<a href="#">SUNY College at Oneonta, NY</a>	5,815	53,859	9	21	70,128	7,727	4,263

Table 2: Use and Presentations (Presentations/per FTE and Gate Count/per FTE Derived)

Library Name	Reference Transactions in a Typical Week +/-per FTE	Gate Count in a Typical Week	Number of Presentations/+ per FTE	Hours Open in a Typical Week	Total FTE 12 month Enrollment
Comparison Group Average	316	16,021	217	101	5,539
Comparison Group Median	299	15,081	222	103	5,537
<b>Library Of Interest</b>					
<a href="#">SUNY-Potsdam, NY</a>	168	11,427 2.52	199 .0439	94	4,527
<a href="#">SUNY at Geneseo, NY</a>	284	21,868 4.06	330 .0613	110	5,380
<a href="#">SUNY College at Plattsburgh, NY</a>	287	17,368 3.05	96 .0168	89	5,693
<a href="#">SUNY at Fredonia, NY</a>	310	12,794/	206 .0389	106	5,266
<a href="#">SUNY College at Oneonta, NY</a>	381	12,054	237 2.07 .0407	100	5,815



Table 3: Technology

Library Name	Total FTE 12 month Enrollment	E-mail/Web Library Reference Service (Y/N)?	Theses in Electronic Format (Y/N)?	Technology to Assist Patrons with Disabilities (Y/N)?	Documents Digitized by Library Staff (Y/N)?
Comparison Group Average	5,539	N/A	N/A	N/A	N/A
Comparison Group Median	5,537	N/A	N/A	N/A	N/A
<b>Library Of Interest</b>					
<a href="#">SUNY-Potsdam, NY</a>	4,527	YES	YES	YES	YES
<a href="#">SUNY at Fredonia, NY</a>	5,266	YES	NO	YES	YES
<a href="#">SUNY at Geneseo, NY</a>	5,380	YES	NO	YES	YES
<a href="#">SUNY College at Plattsburgh, NY</a>	5,693	YES	NO	NO	YES
<a href="#">SUNY College at Oneonta, NY</a>	5,815	YES	NO	YES	NO

Table 4: Expenditures

	Total FTE 12 month Enrollment	Expenditures : Books, Serial Back Files, Other Materials	Expenditures : Current Serial Subscriptions	Total Library Expenditures	Total Library Expenditures Per Person Enrolled (FTE)	Expenditures : Electronic Serials	Expenditures : Audiovisual Materials
Comparison Group Average	5,539	\$116,290	\$476,938	\$2,165,147	\$390.55	\$225,574	\$12,694
Comparison Group Median	5,537	\$119,097	\$495,572	\$2,260,746	\$393.04	\$195,123	\$10,837
<b>Library Of Interest</b>							
<a href="#">SUNY-Potsdam, NY</a>	4,527	\$159,977	\$264,922	\$1,573,768	\$347.64	\$148,560	\$17,627
<a href="#">SUNY at Fredonia, NY</a>	5,266	\$40,392	\$344,122	\$1,680,270	\$319.08	\$183,166	\$5,657
<a href="#">SUNY at Geneseo, NY</a>	5,380	\$90,497	\$521,061	\$2,458,828	\$457.03	\$375,511	\$10,884
<a href="#">SUNY College at Plattsburgh, NY</a>	5,693	\$147,696	\$572,486	\$2,311,908	\$406.10	\$136,537	\$10,789
<a href="#">SUNY College at Oneonta, NY</a>	5,815	\$186,576	\$470,082	\$2,209,583	\$379.98	\$207,080	\$23,445

<a href="#">NY</a>							
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Table 5: Staffing

Library Name	Total FTE 12 month Enrollment	Librarians	Librarians and Other Professional Staff	Student Assistants	Total Staff	Librarians and Other Professional Staff Per 1,000 Enrolled (FTE)	Total Staff Per 1,000 Enrolled (FTE)
Comparison Group Average	5,539	12	15	13	41	2.66	7.32
Comparison Group Median	5,537	13	15	12	42	2.61	7.54
<b>Library Of Interest</b>							
<a href="#">SUNY-Potsdam, NY</a>	4,527	10	13	5	29	2.87	6.40
<a href="#">SUNY at Fredonia, NY</a>	5,266	11	12	9	32	2.28	6.06
<a href="#">SUNY at Geneseo, NY</a>	5,380	13	17	14	44	3.16	8.13
<a href="#">SUNY College at Plattsburgh, NY</a>	5,693	13	15	18	46	2.63	8.03
<a href="#">SUNY College at Oneonta, NY</a>	5,815	12	15	10	41	2.58	7.05

Table 6: Collections

Library Name	Total FTE 12 month Enrollment	Books, Serial Back Files, Other Paper Materials	Current Serial Subscriptions	Books, Serial Back Files, Other Paper Materials Per Person Enrolled (FTE)	Audiovisual Materials	Microforms
Comparison Group Average	5,539	568,687	17,085	102.47	25,896	1,013,660
Comparison Group Median	5,537	608,462	18,524	105.80	25,571	1,025,997
<b>Library Of Interest</b>						
<a href="#">SUNY-Potsdam, NY</a>	4,527	467,382	767	103.24	18,750	771,588
<a href="#">SUNY at Fredonia, NY</a>	5,266	410,725	27,982	78.00	24,310	1,125,843
<a href="#">SUNY at Geneseo, NY</a>	5,380	647,100	9,696	120.28	28,134	833,101
<a href="#">SUNY College at Plattsburgh, NY</a>	5,693	631,411	3,309	110.91	24,317	926,150
<a href="#">SUNY College at Oneonta, NY</a>	5,815	585,512	27,351	100.69	26,824	1,169,545



## APPENDIX 2

### Stakeholders Met

#### Provost and Deans

Margaret Madden, Provost and Vice President for Academic Affairs

Bill Amoriell, Dean of Education and Professional Studies and Graduate  
Education

Galen Pletcher, Dean of Arts and Sciences

Alan Solomon, Dean of the Crane School of Music

#### The Libraries

In addition to meeting with J. Rebecca Thompson, Director of Libraries, the team met with all library faculty and staff with one or two exceptions.

#### Classroom Faculty

Marta Albert, Literacy

Lisa Amati, Geology

Caroline Downing, Art History, General Education

Libbie Freed, History

Brian Huss, Philosophy

Steve Marqusee, Associate Dean Arts & Sciences, Modern Languages  
(Interim chair), Anthropology

Peter McCoy, Music Education

Cheryl Miller, Math, Learning & Teaching Excellence Center

Mary Jo McNamara, Art History

Michael Nuwer, Economics

John Omohundro, Environmental Studies, Anthropology

Mike Rygel, Geology

Ada Santaferra, Community Health

#### Students

The team met with several student, including

Mitchell Bresett

Louis Landry

Leanne Merrill

Matt Young

#### Other Stakeholders

Carl Betz - Physical Plant

Deb Dudley - Public Affairs

Tom Fuhr - Extended Education

Andy Harradine - Computing & Technology Services

Chip Morris - Student Affairs