

Annual Report
2009-2010
of the
University Libraries' Central Library Group

Howard University
Washington, DC

July 31, 2010

HOWARD UNIVERSITY

UNIVERSITY LIBRARIES
OFFICE OF THE DIRECTOR

July 31, 2010

Dr. Sidney A. Ribeau
President
Howard University
Washington, DC 20059

Dear President Ribeau:

It is my honor to submit the Annual Report of the University Libraries' Central Library Group for Fiscal Year 2009-2010. This has been a challenging but successful year for the Founders Library and its branch units.

On behalf of the staff, I should like to express our appreciation and gratitude to you and the Office of the Provost for your strong support of the University Libraries.

Respectfully submitted,



Arthur R. M. Wright
Interim Director



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1. Unit Overview: Executive Summary

The new fiscal year got underway with 29 full-time employees in the Central Library Group, following the voluntary retirement or separation of four managers and ten library technicians and aides. The library director, administrative assistant, and acquisitions manager left their posts in December. In January 2010, the remaining managers adopted the transitional structure proposed by the Associate Director who took responsibility for planning, administering, and overseeing all operations and services in the Founders and Undergraduate Libraries and the affiliated branch units in the Division of Architecture and Planning and in the Schools of Business, Divinity, and Social Work. The intent of the transitional plan was to establish the modus operandi for placing student learners at the center of our policies, procedures, and services. Working as a team, the full-time staff assisted by student and wage employees provided the customary services and facilities without a reduction in hours. Over the last six months we have devoted time and energy to the following:

Reframed Structure to Foster Improved Customer Service

- Reframed, upgraded and re-certified selected supervisory positions
- Adopted a team based, collaborative service model to leverage the staff's skills and expertise in support of teaching, learning and research
- Adjusted the reporting structure and, concomitantly, requested re-alignment of PeopleSoft files to increase accountability
- Reinstated library-wide staff meetings to facilitate communication, improve staff morale, and generate a team spirit
- All managers and 11 of the 22 support staff participated in one or more training events conducted by campus entities, local groups, or national organizations
- Nearly 73% of the 450 library users who completed the Customer Satisfaction Survey between March 29th and April 13th rated the service received as very good.

Provided Services and Systems to Encourage Student Retention

- Conducted information literacy (skills) instructional sessions for 97 classes consisting of 1,781 students
- Conducted customized research consultations for 314 persons
- Made the Digital Classroom available for special end-of-semester class presentations and for administering expository writing and comprehensive exams to 802 students
- Upgraded and provided ongoing maintenance of the proxy server to ensure patrons' access to proprietary resources listed on the library's website.
- Implemented a disaster backup and recovery strategy for library servers and network resources. Provided weekly maintenance of the wireless subnets in Founders and the Undergraduate Libraries
- Obtained unneeded computers from the I-Lab to reduce or eliminate users' annoyance with slow response of the library's hardware

- Obtained contract with a new security service, in collaboration with officers from the Howard University Campus Police Department, in order to maintain an environment conducive to study

Supported Improvements in Academic Quality

- Prepared reports and conducted interpretive tours for panelists on reaccreditation teams for the School of Education (NCATE) and the Departments of Music and Theatre Arts
- Revised the report for the upcoming Review and Affirmation of the M.S.W. program in the School of Social Work
- Provided testimony for the Middle States Reaccreditation Review of Howard University
- Assessed resources available for African Studies and provided data for inclusion in a grant proposal submitted by the chair of the African Studies Department
- Collaborated with ELI Institute on the promotion and hosting of its African American Entrepreneurship Lecture Series
- Served as an interviewer of applicants for the School of Education's Five-Year Teacher Education Master's Degree Program in December 2009 and April 2010
- Converted two meeting rooms in the Undergraduate Library into a computer laboratory for the Language Institute which was displaced from the Silver Spring campus

Supported Efforts to Increase Financial Stability

- Worked closely with the Materials Management staff to research and resolve invoice problems and clear the library's debts
- Provided information about the library acquisitions process and the importance of avoiding interest charges on the costly subscriptions
- Submitted work requests for repairs and corrective maintenance in timely fashion with the hope of avoiding most costly repairs as a result of delayed reporting or response
- Served on the One Card Task Force which hopes to institute a convenient system for charging that would enable the library to recoup the cost of Internet printing which, currently, is free of charge
- Requested and received permission to levy a room use/facilities clean-up fee when persons reserve library space and plan to serve food
- Outlined and began implementation of a cross-training program for support staff to equip them to handle multiple tasks or work in multiple locations
- Secured official position descriptions for new or specialized information and technology positions which can increase efficiency, effectiveness and, eventually, generate revenue
- Initiated conversations with the Moorland-Spingarn Research Center about shared technical services support and collaborative sponsorship of selected programs.

2. Mission, Goals and Objectives

2.1. Mission

The library is dedicated to providing the highest standards in service and resources that support the University's mission for excellence in learning, scholarship and service. It is committed to fostering information empowerment for academic and professional success, and supporting the shaping of new knowledge and research endeavors, with a distinct commitment to preparing persons of color and the economically disadvantaged for leadership and service to our nation and the global community. Thus, the mission of the library is three-fold:

- 2.1.1. To provide cutting-edge information technology to assure improved and continual access to scholarly information materials which meet the needs of our users
- 2.1.2. To cultivate technical and leadership skills in all library staff members in order to ensure first-rate service to our users in obtaining scholarly information and materials
- 2.1.3. To acquire adequate financial resources to enhance the libraries and to maintain a future-oriented system, as a research, teaching, and learning library.

2.2. Goals and Related Objectives:

- 2.2.1. Provide access to information services and resources ensuring
 - a welcoming environment that is secure and accessible to all
 - reliable and efficient access to pertinent scholarly information
 - library collections aligned with current users' research and teaching priorities
 - an approachable staff of librarians, library technicians, and student workers who are forward thinking and technologically skilled
- 2.2.2. Cultivate library staff to ensure first-rate service through
 - well-crafted on-the job training, pertinent webinars, staff development workshops and participation in job-related associations
 - realignment of assignments/tasks with the university's teaching, research and service requirements
 - promotion of a culture of hospitality and strong customer service orientation
 - reference and research assistance tailored to the individual user's needs
 - updated and expanded reference web pages that directly support curricular offerings or research at the University
 - proactive, ongoing maintenance of computers and other equipment
 - preventive building maintenance and timely repairs
 - timely resolution of problems and concerns reported onsite by patrons, identified through the online feedback forms, or recorded during the Library's Customer Service Satisfaction Survey, with notification to University officers when appropriate

- 2.2.3. Enhance the library's financial footing by
- exploring fundraising options, with the assistance of the Friends of the Library
 - investigating alternative revenue sources such as fees for use of space and services (computer printing, computer searches, or research consultations)
 - enhance the library's visibility and accelerate the staff's participation in University, community, and professional activities
 - launching a capital campaign

3. Progress in Fulfillment of University's Mission

3.1. Strengthening Academic Programs and Services

The Founders Library has housed the Department of Afro-American Studies since its inception. At least one Afro American studies class meets weekly in Room 300A and other classes meet there periodically during the academic year. This year, the Language Institute moved into meeting space in the Undergraduate Library bringing the number of special academic programs housed in UGL to two, with TRIO or Upward Bound focusing on pre-college level students.

During much of the academic year the Founders Library Browsing Room was booked daily as a venue for panel discussions, lectures, and forums sponsored by academic departments and student groups. Eighteen faculty members from academic departments in the Graduate School, the College of Arts and Sciences, and the Schools of Education, Social Work, and Communications reserved the Founders Digital Learning Classroom for interactive presentations, test preparation, and comprehensive examinations. Nearly 800 students spent time in the Digital Classroom for these academic programs or faculty-led sessions. Viewing rooms in the Undergraduate Library's Media Center served as classrooms for 172 different classes comprised of 3,431 students. The Founders Digital Classroom and Browsing Room were used for administrative staff training.

Increasing numbers of students are bringing laptops to the library; however, library workstations are still frequently used. Students signed in to use the Media Center's computers 16,139 times, while computers in the Founders Reference Room were used 15,902 times. Although some students complained about limited functionality of the computers in Founders and UGL, it seems that many students still found it more convenient to conduct research in a library setting rather than the I-Lab or dormitory.

The Central Library Group spent \$2.2 million for library materials during the fiscal year, with 98 percent of the money covering periodicals and databases. We received 2,617 serial titles and purchased 6,647 monographs with the funds. The reduction in force (that is, number of professional librarians) coupled with uncertainty about the availability of funds impacted the selection and acquisition of monographs for the collection.

3.2. Promoting Excellence in Teaching and Research

Ms. Alliah Humber, Coordinator of Acquisitions and Electronic Resources, participated in a discussion on “The Future of the Textbook” and provided instruction on “Teaching with Digital Archives” at a faculty workshop organized by CETLA. She also conducted the Information Literacy session for the CETLA Summer Institute. Faculty participants had an opportunity to

- explore new features of online catalogs and databases
- become familiar with knowledge management techniques
- identify interactive web resources to facilitate the integration of information literacy and pedagogy
- revise at least one assignment for a forthcoming class by embedding information resources and strategies into that assignment.
-

During the year, Mrs. Carrie Hackney, Assistant Director and Divinity Librarian, and Ms. Celia Daniel, Interim Coordinator of Reference and Instruction, taught information literacy sessions for graduate students and teaching assistants to ensure that they had an understanding of the information search and retrieval process.

Ms. Shelley Stokes-Hammond, Public Relations Officer, launched the Thirkield Historical Essay Contest which invited HU students to submit an original essay on Pre-1910 African American history, using resources in Founders Library and the Moorland-Spangarn Research Center. Contest guidelines were formulated in collaboration with Drs. Dana Williams and Dr. Greg Carr and the panel of judges consisted of faculty from various departments in the College of Arts and Sciences and the School of Communications.

3.3. Increasing Private Support

Mrs. Shelley Stokes-Hammond, accepted responsibility for the receipt of gift book donations after the retirement of Dr. Steven Yoon, former Curator and Gifts Librarian. Mrs. Stokes-Hammond, as Gifts Liaison, worked with a history professor to receive books from vendors at the end of the Organization of American History conference which met in Washington, DC. She also worked with the Office of the President to resolve a Customs matter related to the donation of books from the Nippon Foundation in Japan. This year’s other donors included The American Institute of Architecture, the YWCA USA National Board, current and former faculty members, as well as residents of the Washington Metropolitan Area. The Howard library continues to select books from the Library of Congress Surplus Books Program.

3.4. Enhancing National and Community Service

The library staff continued to provide information and advisory services to local residents and scholars across the United States and abroad. We served persons without regard to their station in life; therefore, we responded to inquiries from incarcerated persons as well as those from Congressional aides.

The library has also provided facilities, information, and instructional services when Howard University faculty and administrators hosted local, regional or national projects or programs on campus. Again this summer Ms. Celia Daniel provided an overview of library resources and services for Amgen Scholars and the Leadership Alliance Summer Program.

Ms. Stokes-Hammond served as a volunteer judge for National History Day in Montgomery County, MD.

Dr. Arthuree Wright chairs the Board of Higher Education and Campus Ministry for the Baltimore Washington Conference of the United Methodist Church. The Conference Board functions as an advocacy group for campus ministries at Howard, American University, Frostburg State University, and the University of Maryland at College Park.

4. Key Performance Indicators

4.1. Instruction and Reference

	Founders/UGL	Arch & Planning	Business	Divinity	Social Work	Total
Group Presentations	89			7	1	97
Persons in Group Presentations	1,509			142	130	1,781
Library Tours	13			11		24
Persons on Tours	240			70		310
Individual Consultations	253		3	48	10	314
Responses to Mail/Email/Chat Inquiries	3,751		7	38	58	3,854
Responses to In-person Inquiries	1,358	15	520	857	430	3,180
Responses to Telephone Inquiries	668		200	362	220	1,450
Directional Assistance	1,074		350	703	513	2,640
New/Revised Help Guides-- Printed				10		10
New/Revised Help Guides Posted on Web						
Reference Desk Coverage, Hours Weekly	91.5	10	60	40	74.5	

4.2. Circulation Activity, Course Reserves, and Interlibrary Lending & Borrowing

Items checked out – system-wide	30,068
In-house usage	55,592
Reserve articles scanned (Architecture, Divinity, Social Work)	374
Hard copy reserves (UGL, Divinity, Social Work,)	8,144
Interlibrary Lending	2,500
Interlibrary Borrowing	896

4.3. Usage of Equipment and Facilities

Computer Usage in Reference Department	15,902
Media Center Computers & AV resources, usage by individuals	16,139
Media Center Reservations for Classes (by faculty)	172
Students Attending classes in Media Center	3,431
Academic Departments utilizing the Founders Digital Classroom	18
Student participants in the non-library sessions in the Digital Classroom	784
UGL Conference Room Reservations and Roof Events	27
Browsing Room, 300A, and Treasure Room Reservations	259
Entry/Exit Count in Undergraduate Library	162,377

4.4. Database Usage (Selected Databases and Aggregators)

EBSCOhost (30 databases, including Academic Search Premier)	469,199 searches
JSTOR	60,770 searches
ProQuest (5 databases)	46,198 searches
ScienceDirect	27,584 sessions
MathSciNet	17,397 searches
Total distinct sessions across all databases	121,618
Total distinct searches	488,205
Total Full-Text Items Retrieved	220,537

4.5. Gift Items Received

	Donors	Books	Compact Discs	Albums
Individuals*	33	2,668	21	321
Groups or Organizations**	16	3,879		
TOTAL	49	6,547	21	321

*Major donors were Dr. Orlando Taylor, Attorney M.S. Berryman, and Dr. David Woods

**Leading organizational donors were the YWCA USA National Board, The American Institute of Architecture (AIA), the Library of Congress Surplus Books Program, the Organization of the Americas, and The Nippon Foundation

4.6. Acquisitions and Processing (Technical Services)

Volumes added (gross)	7,297
Volumes withdrawn during the year	42
Number of monographic volumes purchased	6,647
Number of serial titles purchased	2,265
Electronic serials purchased	492
Electronic + print serials purchased	556
Print (and other format) serials purchased	1,090
Number of serial titles currently received but not purchased	516
Electronic serials received but not purchased	118
Electronic + print serials received but not purchased	50
Print (and other format) serials received but not purchased	345
Total number of serial titles currently received, including periodicals	2,617
Microform units	336
Total expenditures for library materials	\$2,218,425.74

5. Significant Events

Mrs. Shelley Stokes-Hammond organized three programs that helped promote academic excellence:

- a panel on “Student Activism” for Black History Month
- the premier East Coast showing of the film *Adewelem*, produced by Ethiopia’s first female film producer, for Women’s History Month, and
- a book talk on “The Art of Bookmaking” by HU associate professor Carol A. Beane and artistic collaborator, Renee Stout, also for Women’s History Month.

Ms. Stokes-Hammond also organized the 14th Annual Faculty Authors’ Reception, re-activated the Friends of the Library, and launched the first Thirkield Historical Essay Contest which evolved from the Thirkield Family Library Endowment, established by the granddaughter of HU’s ninth President, Wilbur Patterson Thirkield.

Ms. Celia Daniel collaborated with staff of the ELI Institute on Entrepreneurship in organizing and promoting a Lecture Series on African American Entrepreneurship. The series featured Dr. Gregory Fairchild of the Darden School of Business at the University of Virginia, Dr. Michael Crump of the HU School of Business, and Dr. Sherman Rogers of the HU School of Law.

Mr. Errol Watkis, Head of Multimedia Services and Facilities Coordinator, coordinated and co-hosted the library multimedia presentation for the Fall 2009 New Student Orientation in Cramton Auditorium. He also served on the University wide steering committee for Constitution /Citizenship Week and prepared the multimedia content on “Civil Rights Organizations’ Influence on the US Constitution” which was streamed on the University website.

The Divinity Library was renamed The Lawrence Neale Jones Library as a tribute to Dr. Jones who served as dean from 1975 until 1991. Dr. Jones, who died in December 2009, oversaw the renovation of the library when the school purchased the building. His papers and library collection will be given to the University in the near future.

On June 26th, Founders Library served as the venue for the **Minority Recruitment Fair for Graduate Programs in Library and Information Studies** during the Annual Conference of the American Library Association. The event, conceived by the Information School (iSchool) at the University of Washington, was designed to provide information and encourage library technicians and student assistants to explore opportunities for graduate study on campus or online. Participants included faculty, staff and/or doctoral student representatives from the University of North Texas, Simmons College, Kent State University, the University of Wisconsin at Milwaukee, the University of Wisconsin at Madison, the University of Michigan, the University of North Carolina at Chapel Hill, the University of Buffalo, the University of Maryland, as well as the University of Washington.

6. Significant Achievements

Mr. Errol Watkis received a Certificate of Completion of the Customer Service Program from the Howard University Professional Development and Leadership Academy.

Ms. Carrie Hackney, Assistant Director and Divinity Librarian, was appointed to the Board of Directors of the American Theological Library Association.

Dr. Arthuree Wright was an external review panelist for the re-accreditation of the School of Library and Information Studies at North Carolina Central University. A few months after that tour of duty, she was asked to serve on the [Committee on Accreditation](#) of the American Library Association. She was also appointed to the inaugural [ERIC Library Committee](#) for the U. S. Department of Education.

7. Challenges and Projected Solutions

The ongoing challenge for the Central Library Group is to provide exemplary service for a dynamic, diverse, and ever-changing academic community with limited, severely stretched human and fiscal resources, and inadequate physical facilities. It has not been easy to meet patron needs and expectations for user-focused, professional service when the student body has increased in size and sophistication, while the staff size has dwindled. We have not curtailed hours but each public service unit has been overly dependent upon student workers to provide essential services. While we welcome the opportunity to serve as a training venue for Howard's students, we must have exemplary mentors to model outstanding service and provide the requisite nurturing. It is equally important to avoid any semblance of exploitation of student labor or unrealistic expectations of supervisors who are surprised when the work-study or wage students' availability and level of commitment to the work assignment during critical periods of the semester (e.g., during midterms or finals) does not match that of non-student, full-time

staff. This common phenomenon does not justify the diminished depth and breadth of service provided by the library, however.

An inordinate amount of time has been spent on preparation and follow-up of personnel requisitions. Hopefully, the time spent will soon bear fruit and new employees will join our ranks and help raise the quality and quantity of services offered. A revised organization chart indicates that ten full-time (or at least 9-month) positions are needed to provide optimal service. Two of the positions have been advertised so we anticipate having two new professionals on staff by September. Those positions are Metadata Cataloger (who will work a split shift between the Central Library and Moorland Spingarn), and an associate librarian who will work with the life sciences faculty and students in the COAS. We will not be able to replicate the range of services offered at other local universities unless we also hire an engineering librarian, a world languages/international relations librarian, a research assistant (for special projects and interlibrary borrowing), a computer support technician, an administrative coordinator (for personnel and budget), a digitization/preservation specialist, an Associate Director for Collections and Technical Services, and an Associate Director for Research and Assessment. When positions are filled by talented persons at the appropriate level, it will be easier to hire part-time students and seasonal, temporary workers as apprentices or interns. (See appendix for the proposed organization chart.)

8. Synopsis of Unit Data

During the last academic year students and other library users exited the Undergraduate Library 162,377 times. It is safe to assume that Founders was trafficked at least 90,000 times. The Media Center continues to be frequently used since, unlike other places in the library, it has word processing software. The statistics indicate that more library materials are used on site than are being checked out for use at home or in the dormitory. That phenomenon bears closer study and scrutiny.

The primary recipients of services provided by the Founders Library's Reference and Instructional Services unit are faculty and students in the College of Arts and Sciences (especially English 002 and 003, Afro American Studies, Chemistry, Political Science and Psychology), School of Education, Graduate School of Arts and Sciences, the School of Communications, and our community neighbor, Banneker High School.

Celia Daniel taught 89 classes involving 1,509 students during the academic year. Ms. Daniel says, "...the students all accessed information from Sterling, the Online Catalog. They learned how to move from general to specific / key words to subject searching. They then transferred the knowledge which they had acquired to conduct similar searches of various databases, e.g., Academic Search Premier, Lexis Nexis, and others." The "Citation and Documentation" web guide that she compiled a few years ago continues to provide helpful guidance after the in-library session ends.

Mrs. Carrie Hackney taught library sessions for the Doctor of Ministry Seminar, the Master of Religious Studies Thesis Seminar, as well as basic library research methods for the Ministry and Contextualization classes. Mrs. Hackney has also been privileged to attend regularly scheduled faculty meetings in the Schools of Divinity and Social Work to keep abreast of curricula developments and ensure that appropriate resources are acquired. The close proximity of the branch librarian to his/her primary clientele has facilitated collection development and resource-based instruction.

Mrs. Hackney provides considerable informational support to the organizations and individuals in the Washington community. A total of seventy nine visitors signed the visitors log during the school year.

9. Staff

9.1.1. Staff distribution

The Central Library Group currently consists of

Three (3) administrators/managers – grade 13 or above

Two (2) coordinators /librarians -- grade 12

One (1) supervisor – grade 11

Two (2) associate librarians -- grade 11

Seven (7) library technicians, level 2, grade 8

Eleven (11) library technicians level 1, grade 7

Three (3) library assistants, grade 5

9.1.2. Professional Development and Leadership Academy Classes Attended

Eleven support staff persons took one or more academy classes. Mr. Errol Watkis completed 48 hours of classes in the “Customer Service Essentials” sequence. Mrs. Stokes-Hammond completed 12 credit hours toward her master’s degree in historic preservation at Goucher College. These managers and their colleagues also attended full and half day training events conducted by various professional organizations.

9.1.3. Professional Affiliations

American Library Association (Daniel, Humber, Stokes-Hammond, Wright)

American Theological Library Association (Hackney)

Association of College and Research Libraries (Wright)

Black Caucus of the American Library Association (Wright)

Church and Synagogue Library Association (Wright)

District of Columbia Library Association (Wright)

9.1.4. Retirements

Mohamed Mekkawi, Director (Dec. 31, 2009)

Bobby Player, Head of Acquisitions (Dec. 31, 2009)

Shirley Hill, Administrative Assistant (Dec. 31, 2009)

10. Grants and Contracts --None

11. Status of Outcomes Assessment Initiatives

Assessment of learning continues to be a challenge. Freshmen taking English 002 and students in other classes completed online quizzes in *TILT*, the information literacy tutorial, as a preliminary assessment of their preparedness for bibliographic research. The common approach used in most classes, however, was to create exercises to test students' learning of the appropriate tools to use in various stages of the information cycle, and to review citations/references in the final research paper to assess resources the students used. Ms. Daniel, the English bibliographer, encourages faculty to have students prepare an annotated bibliography as a form of assessment.

12. Evaluation of the Efficiency and Effectiveness of Services and Practices

The Customer Satisfaction Survey is an annual exercise conducted by the seven central library units -- namely, Architecture, Business, Divinity, Founders, Media Center, Social Work and the Undergraduate Library. The primary data collection period for the 2010 Survey began on March 29 and concluded on April 13, 2010. There were 450 respondents consisting of 354 undergraduate students; 79 graduate students; 7 faculty; 5 staff; and 5 visitors who were not affiliated with Howard University. A breakdown of the distribution of the surveys among the clients submitting the form revealed that 82 completed it in Founders, 61 in the Undergraduate Library (UGL), 145 in the Media Center, 56 in Architecture, 13 in Business, 43 in Divinity, and 50 in the Social Work Library (N=450).

Using the questionnaire's five -point Likert Scale, survey respondents expressed the highest satisfaction with the Architecture Library (89.3%), followed by Social Work (88%), Divinity (86%), Business (84.7%), Founders (78%), Media Center (64.8%), and the Undergraduate Library (45.9%). The most frequently used service was word processing (in the Media Center). Circulation (checking out books) was the second most utilized service, and library database searching was the third most frequent activity. Students conducting data base searches were most likely to use computers in Founders. Graduate students used the widest range of services. Although the Media Center is heavily used, at the time of the survey students were very annoyed by the slow computers. Malfunctioning printers also angered some users as did unavailability of needed books, the use of pink paper in printers, and the outdated video equipment. Some users complained about the noisy environment, old furniture and old books. A few respondents expressed the need for longer hours, however, during the survey period all services were most fully utilized between 10 a.m. and noon.

13. Major Plans to Improve Services

Our library users' prior experiences, or lack thereof, shape current expectations. As Howard continues to attract students from elite preparatory schools, higher expectations will lead to greater demands.

Clearly, library administration will need financial support from the University and cooperation from Physical Facilities Management to correct building problems such as heating, cooling, lighting, and plumbing. Founders Library is a grand but confusing building that needs an overhaul. A consultant should be hired to develop a renovation plan. It is imperative that we initiate a capital campaign or seek special funding to begin the process of creating a welcoming environment that is accessible to users with a wide range of physical abilities, and conducive to scholarly reflection. We must improve building maintenance and upgrade security to create a safe environment that fosters serendipitous discovery.

Cross-training of staff should continue as it would circumvent some of the staffing crises that public service units encounter when unexpected absences occur or demands for service increase dramatically in response to a grant or an external event. Institution of a corps of library volunteer workers should be considered.

The library's instructional team needs reinforcement. Most librarians enjoy multitasking; however, their effectiveness will diminish if their workload increases appreciably. We need a team to prepare online modules that will capture the imagination and hold the attention of the NET generation while disseminating vital research tips and search strategies. Librarians need the time and space to determine the best approach to transmitting information while engaging the students' entrepreneurial imagination and promoting critical thinking.

Acquisition of new products, services, and systems that facilitate search, selection and retrieval of pertinent, full-text information would increase the library's value to the University by making the users' time spent on the library web site or inside the library building more efficient and effective. The library will also need to spend more attention on marketing resources to ensure that users are aware of what is available.

14. Strategic Initiatives

14.1. Promote programs that improve academic quality by transforming the library complex into a vibrant center of learning that offers students and faculty panoply of pertinent resources; hosts a variety of significant events; and makes space available for dialogue and debate.

14.2. Encourage student retention and raise programmatic rankings by providing seamless access to library resources and services through the infusion of information literacy into all teaching, learning, research, service projects and entrepreneurial programs.

14.3. Increase the research footprint and promote serendipitous discovery through expanded access to full-text databases, image banks, digital objects, simulations, and other non-bibliographic files.

15. Collaborative Activities

Dr. Lawrence Joseph and Mr. Errol Watkis served on the Bison One Card Task Force for the University community. Mr. Watkis also served on the Search Committee for the Director of the Health Sciences Library.

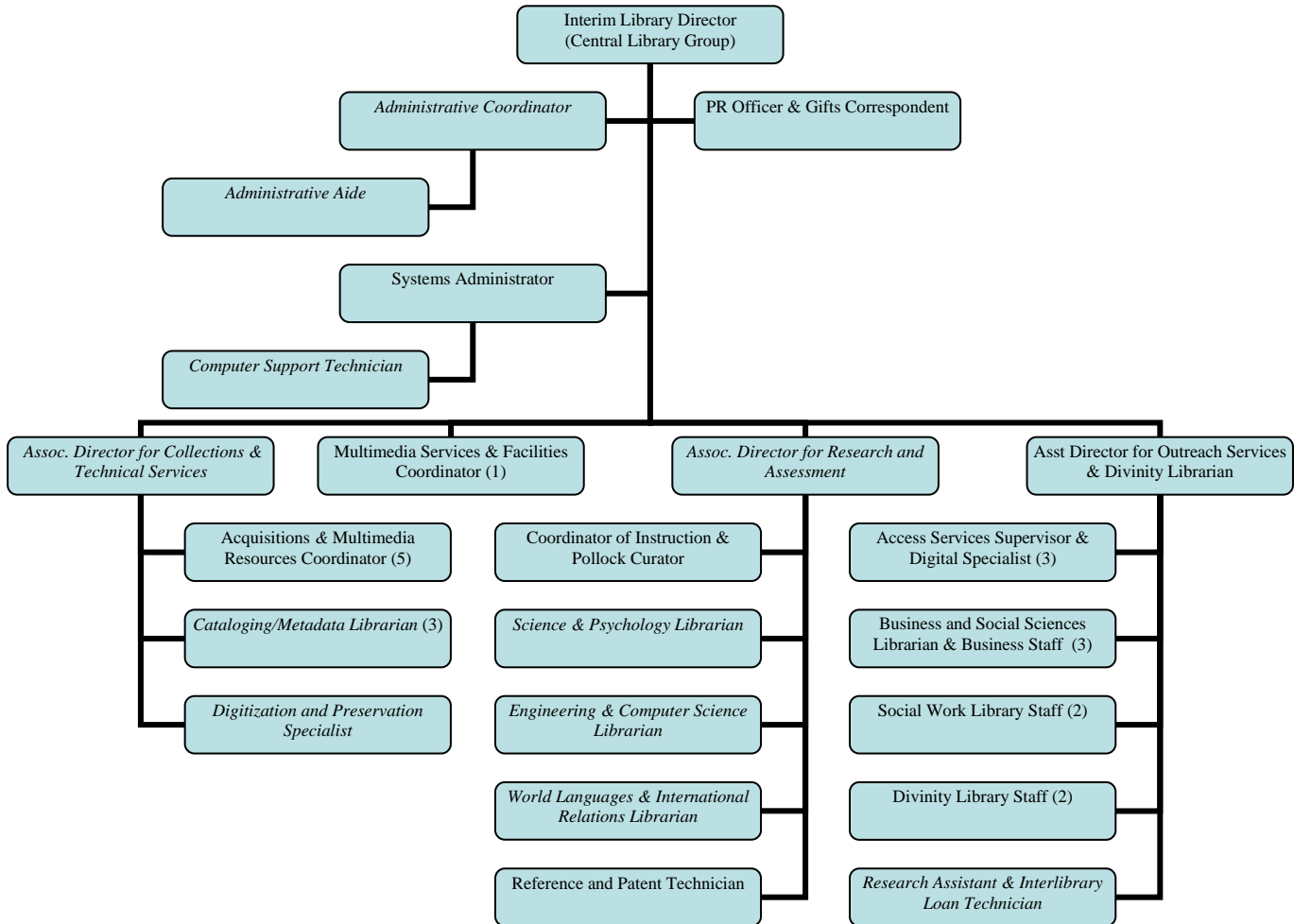
Dr. Wright served on the Teacher Education Advisory Committee (TEAC) for Howard's School of Education, and was a peer reviewer for the *Journal of Negro Education* during the Spring semester. She also serves on the University's Teaching, Learning, and Technology Committee which is chaired by Dr. Teresa Redd of CETLA.

Organizationally, the Central Library Group has an established, long-standing collaboration with CETLA. This year, we began to work more closely with the Moorland Spingarn Research Center on projects of mutual interest and benefit.

Externally, Howard University is counted in the membership of four significant library and information organizations, namely: the Association of Research Libraries (ARL, comprised of 124 large and distinctive libraries in the US and Canada), the Chesapeake Information and Research Library Alliance (CIRLA, comprised of the national libraries and the six largest academic libraries in Delaware, Maryland and the District of Columbia), the NorthEast Research Libraries Consortium (NERL, an alliance of 27 academic research libraries focusing on access, cost containment, and joint licensing), and the HBCU Library Alliance (a consortium that promotes the collaboration of information professionals and excellence in library leadership and service).

Respectfully submitted,
Arthuree McLaughlin Wright
Interim Director

Central Library Group: Proposed Organization*



*Note: The italicized titles in the chart represent positions that are unfilled. The numbers in parentheses in the chart represent the full time support staff positions presently filled. Most units also employ part-time wage workers and student workers who have financial aid awards.

APPENDIX 2: Unit Managers' Annual Reports

- 2.1 Carrie Hackney, Assistant Director for Outreach and Divinity Librarian
- 2.2 Lawrence Joseph, Ph.D., Library Systems Administrator
- 2.3 Errol Watkis, Multimedia Services and Facilities Coordinator
- 2.4 Celia Daniel, Interim Coordinator of Reference and Instruction
- 2.5 Stokes-Hammond, Development and Public Relations Officer
- 2.6 Alliah Humber, Acquisitions Coordinator and Architecture Curator

**Business, Divinity and Social Work Libraries
Annual Report FY 2009-2010**

**by
Carrie M. Hackney**

This was a very challenging year for the Divinity, Business and Social Work Libraries due mainly to the University's Voluntary Separation and Incentive Retirement Program offered in June 2009. Because of the VSIRP, the Librarians responsible for the supervision of the Business and Social Work Libraries retired. As a result of the voluntary separation, the Divinity Librarian assumed the responsibility for the management of the Social Work and Business Libraries in June 2009.

In January 2010, as a result of the retirement of the Director of the University Libraries, Mr. Mod Mekkawi, Dr. Arthuree Wright assumed the position as Acting Interim Director of the University Libraries. The Divinity Librarian assumed the title of Assistant Director & Supervising Librarian. With this title came other supervisory responsibilities to include overseeing the Access Services and Interlibrary Loan Departments.

The goals set for the Business, Divinity, and Social Work Libraries, as in the past, support the mission of the University Libraries and the University. The objectives for FY 2000-2010 were:

Manage Divinity, Business and Social Work Libraries to ensure consistent and convenient access to facilities and resources.

- To solve the staffing situation in the Social Work Library, Mr. Chelton Johnson , Library Technician I, was transferred from the Technical Services Department to the Social Work Library. Also, because of the added responsibilities of the Divinity Librarian, Mrs. Maggie Waddell, Library Technician I, was assigned to the Divinity Library as needed.
- Conducted a general library orientation session for the School of Social Work's new students to introduce the students to the library catalog, STERLING, and to also introduce the library's website.
- Met with Dr. Ayodele O. Mobolurin and Dr. Jin-Gil Jeong, along with Dr. Wright, Acting interim Director of the University Libraries, to discuss library services provided to the Business School and ways to move the library forward.
- Revised the report for the upcoming Review and Affirmation of the M.S. W. program of the School of Social Work.
- Revised the accreditation report for the Department of Music in January 2010. Met with the visiting accreditation team from the National Association of Schools of Music (NASM) on February 25, 2010.

- Attended regularly scheduled monthly faculty meetings in the Social Work and Divinity Schools to keep abreast of the curriculum developments to make certain that the proper resources are obtained.
- Ordered rush reserve books for the Central Library Group.
- Convened Millennium Circulation Team to review workflow and revise procedures used
- Coordinated, coached, or assisted with the following sessions to fulfill the cross-training and contingency staffing plan for the Central Library Group:
 - Circulation/Millennium training (6/3/10)
 - Database Searching (fundamentals) (6/7/10)
 - Interlibrary training (6/9/10)
 - Millennium Circulation Refresher (6/10/10)
 - Entering time and attendance in PeopleSoft (ongoing)

Enhance information literacy plans for D .Min Seminar, M.A. Religious Studies and other courses. Conduct literacy sessions. Continue to implement the Library's Outcomes Assessment by evaluating the learning outcomes for sessions taught.

- Taught basic library research methods for the Fall and Spring 2009-2010 sections of the Ministry and Contextualization classes. For the Fall 2009 sessions, emphasis was placed on strategies to help students with the major assignment for the course: to choose a theological thinker (Dietrich Bonhoeffer, Martin Luther King, Vernon Johns,, James Cone, James Deotis Roberts, C. Eric Lincoln,etc.) and survey the thinking of the selected theological thinker and describe the impact that their work has had on society or the Christian community. The two library databases discussed in these sessions were Sterling: the Online catalog and the ATLA Religion Database with ATLASerials. The Spring 2010 session concentrated on research strategies for finding information for scriptural references in both printed sources and online databases. The class presentations were made using PowerPoint slides to illustrate concepts. Students were given the following handouts:
 - A Guide to Searching Sterling
 - How to Find a Biblical Commentary Using Sterling, the HU Online Catalog
 - How to Search the ATLA Religion Database with ATLASerials via Ebscohost
 - Writing Footnotes or Endnotes
- Taught four library sessions for the Doctor of Ministry Seminar. Three of these sessions were group sessions and one session was with each individual student. The purpose of these sessions was to enable Doctor of Ministry students to better access the kind of information that would help him/her to produce a qualitatively better thesis and to enable the student to independently use research strategies to obtain information for future research projects. Instruction included explanation of the

bibliographic method; explanation of searching techniques for Sterling; explanation and use of LC Subject headings; explanation of accessing and using On-line databases; explanation of the importance of evaluating Internet sources.

- Two sessions were conducted for the students enrolled in the Fall 2009 Master of Religious Studies Thesis Seminar. Instruction included: review of the life cycle of information. An understanding of the life cycle of information helped students to understand the different sources of information and to gauge the validity and reliability of the information. The life cycle of information concept was illustrated with e-clips as well as explanations. With a broad view of information, students were better able to understand their own research needs, and in turn, students were able to select tools, evaluate search results, select and evaluate sources, and use information. Students were able to expand the depth of the research process used for scholarly research with steps toward dissemination of that information.
- Assessment of learning continues to be a challenge. The approach used in most classes was to create exercises to test students' learning of the appropriate tool to use to find information in the entire information cycle and to review resources used in the final research project.

Provide informational support to the community.

- Provided research assistance by phone, e-mail or in person to many local residents, as well as pastors and religious workers from all over the country.
- A total of seventy-nine (89) visitors signed the Visitor-sign-in form in the Divinity Library. Examples of organizations represented were:
 - Capitol Bible Seminary
 - John Leland Center
 - Morehouse College
 - Regent University
 - Union Wesley AME Zion Church
 - Virginia Union
 - Wake Forest University

Participate in related professional organizations. As the Divinity Librarian and:

- As a member of the American Theological Library Association:
 - Attended the ATLA Annual Conference (June 17-20, 2009)
 - Attended the Carver Governance Training for the ATLA Board (9/11-12/09)
 - Attended the mid-winter ATLA Board of Director's meeting (1/14-16/10)
 - Elected to the serve as Secretary of the Board of the American Theological Library Association for a two year term (2010-2012)
- As a member of The Washington Theological Consortium Librarians' group:

- WTC Librarians' meetings:
 - 9/28/09 opening convocation at Dominican House of Studies
 - 11/18/09 at Washington Theological Union
 - 3/24/10 continuing education event at the Museum of African Art
 - 5/5/10 at Lutheran Theological Seminary at Gettysburg, PA.

Other Significant Achievements:

Divinity Library

The Howard University School of Divinity celebrated the life and legacy of Dr. Lawrence Neale Jones during the Opening Convocation on January 20, 2010, at 5:30 p.m. The Divinity Library was dedicated and renamed to The Lawrence Neale Jones Library, as a tribute of its namesake, Dr. Lawrence Neale Jones who served diligently as dean from 1975-1991. Dr. Jones passed away in December 2009. Members of the Jones family were present and the librarian participated in the ribbon cutting held immediately after the service.

Challenges:

Because technology is so important and has forever changed the way librarians serve their patrons, more and more technology is needed to adequately serve our primary clientele—our students. The support of electronic services requires special skills and in many cases, more, not fewer, staff hours. Our library staff is challenged and need computer continuing education classes to keep up with the emerging technology and assist with jobs. As a Librarian, I am challenged to develop and implement new services while maintaining traditional services, with not much increase in staff.

Business Library Statistics
July 2009-June 2010

Group Presentations	0
Persons in Group Presentations	0
Library Tours	0
Persons in Tours	0
Individual Consultations	3
Responses to Mail Inquiries (e-mail)	7
Responses to In-Person Inquiries	520
Responses to Telephone Inquiries	200
Directional Assistance	350
Items Checked out	See circulation statistics to be submitted by Mr. Bright-Abu
Hard copy reserves	See circulation statistics to be submitted by Mr. Bright-Abu

Divinity Library Statistics
July 2009-June 2010

Group Presentations	7
Persons in Group Presentations	142
Library Tours	11
Persons in Tours	70
Individual Consultations	48
Responses to Mail Inquiries (e-mail)	38
Responses to In-Person Inquiries	857
Responses to Telephone Inquiries	362
Directional Assistance	703
New/Revised Help Guides printed/posted on web	Revised help guides printed : 10 Titles: A Guide to Searching Sterling Searching the ATLA Religion Database Finding Biblical Commentaries A Guide to Citing Religious Sources Searching the Internet Web Evaluation Locating Periodicals Database Searching Boolean Operators Using LC Subject Headings
Items Checked out	See circulation statistics to be submitted by Mr. Bright-Abu
Hard copy reserves circulated	See circulation statistics to be submitted by Mr. Bright-Abu
Reserve articles scanned for e-reserves	99
Items placed on print reserves	87

Social Work Library Statistics

July 2009-June 2010

Group Presentations	1
Persons in Group Presentations	130
Library Tours	0
Persons in Tours	0
Individual Consultations	10
Responses to Mail Inquiries (e-mail)	58
Responses to In-Person Inquiries	430
Responses to Telephone Inquiries	220
Directional Assistance	513
New/Revised Help Guides printed/posted on web	0
Items Checked out	See circulation statistics to be submitted by Mr. Bright-Abu
Hard copy reserves	See circulation statistics to be submitted by Mr. Bright-Abu
Reserve articles scanned for e-reserves	250
Items placed on print reserves	30
ILL	2 borrowed

Howard University Libraries

2010 Annual Report

Systems Management Unit

Submitted by:
Lawrence Joseph, Ph.D

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1.0 Unit Overview - Executive Summary

The University Libraries Systems Unit is charged with the responsibility of providing computing support.

The grid below provides an executive summary and tabulation of on going services and support provided by the Library Systems unit.

Item	Verify account	Install or configure	Diagnose	Initiate Fix	Functional help	Provide Information	Escalations	Make Referrals
Email HU Mail SMTP	X	X	X	X	X	X	X	X
Web browser (Netscape, IE)	X	X	X	X	X	X	X	X
Library Network	X	X	X	X	X	X	X	X
Library computing Labs	X	X	X	X	X	X	X	X
Printer Sharing	X	X	X	X	X	X	X	X
File Sharing	X	X	X	X	X	X	X	X
Remote access	X	installed through ISAS	X	X	X	X	X	X
AntiVirus	X	X	X	X	X	X	X	X
Operating Systems	X	X	X	X	X	X	X	X
Library Network Server based applications:								
Webpage design	X	X	X	X	X	X	X	X
Cataloging	X	X	X	X	X	X	X	X
Acquisitions	X	X	X	X	X	X	X	X
Serials	X	X	X	X	X	X	X	X
Circulations	X	X	X	X	X	X	X	X
OCLC	X	X	X	X	X	X	X	X
Library Applications	X	X	X	X	X	X	X	X
Facilities Applications							X	X
Banner Systems	X	X	X	X		X	X	X
Specialty Web applications	X	X	X	X		X	X	X
Productivity software		X	X	X		X	X	X

Support Glossary

1. Verify account: Assure account exists and is active
2. Install & configure: Installing and configuring Information Technology hardware and software
3. Diagnose: Ask a series of organized questions to identify and repair the problem
4. Initiate fix: Troubleshoot and fix problem over the phone, using remote management tools such as Timbuktu, and Desktop Streaming
5. Functional help: Provide basic instruction or referral to other resources. (Example: create address book entry, available classes)
6. Provide Information: Answer general questions on products and services
7. Escalate: If the problem requires support from other University Units, we will escalate to the appropriate unit in a complete and timely manner.
8. Make Referrals: Refer Faculties, Students and staff to appropriate source for information. The source can be a website, or person.

1. Mission, Goals and Objectives

1.1 Mission

The Mission of the University Library Systems Unit is to contribute and support the Howard University Libraries as *a forward-looking organization, dedicated to* providing the highest standards in service and resources that support the University mission for excellence in learning, scholarship and service. In a society increasingly dependent on information technology and life-long learning, we are committed to fostering information empowerment for academic and professional success, with a distinct commitment to preparing people of color and the economically disadvantaged for leadership and service to our nation and the global community.

1.2 Goals and Objectives

Goal 1: Access to Information

Provide prompt, seamless, reliable and flexible access to high quality information to meet the patron's educational, research and service needs through the accomplishment of the following objectives:

- a. Provide resources that adequately support patrons' information needs, regardless of format, time, or location
- b. Maintain high performance technologies that enable patrons to locate the information they need, regardless of format, time, or location
- c. Maintain effective document delivery services that enable patrons to obtain the information they need, promptly and with minimum effort

Goal 2: Information Empowerment

Provide information consultation services and educational opportunities to further the patron's information skills as foundations for life-long learning through the accomplishment of the following objectives:

- a. Provide ready reference and consultation assistance to support patrons learning, research, and service needs (Satisfaction)
- b. First-year students will be able to use finding tools effectively to identify useful resources and locate needed information (learning outcome)
- c. Upper-level undergraduates and graduate students completing research courses will be able to readily identify appropriate finding tools expeditiously, evaluate information sources and their content critically, and document information content accurately (learning outcome)
- d. Faculty will become effective and efficient in information search and retrieval techniques to support research, teaching, and student learning (learning outcome)

Goal 3: Appropriate Environment

Provide physical spaces appropriate for the presentation and exchange of knowledge and ideas through the accomplishment of the following objectives:

- a. Patrons will experience an inviting, safe, secure and resourceful environment that nurtures creative thinking, productivity and intellectual fulfillment (Satisfaction)

Goal 4: Effective Organization

Enhance organizational effectiveness and efficiency through the accomplishment of the following objective:

- a. Maintain an effective informed and motivated workforce through communication and opportunities for self-directed learning, in-service training and leadership

2. Progress in fulfillment of University's mission.

- 2.1 Include significant information related to the implementation of SFA

3. Key Performance Indicators

Performance Indicator	Performance Criterion	2010 Achieved Target
Availability of Computing equipment in the Student Computing Labs in the Library	Availability to students and faculty use throughout core working hours.	98% availability, measured in workstation-hours, measured over 2010 Fall and Spring Semesters
Maintenance of Computing equipment in the Student Labs in the Library	Necessary repair or replacement of a workstation or component thereof undertaken within two working days of the diagnosis and assessment of the fault.	95% of network related jobs completed within the specified time, measured on data aggregated over 2010 Fall and Spring Semesters
Age profile of Computing equipment in the Student Computing Labs in the Library	Obsolete Computing Equipment retired and replaced..	75% of public-domain workstations replaced
Print service readiness in the Student Computing Labs in the Library	Availability of a recognized print service point during its advertised hours of user accessibility.	96% availability for each Print Service point during advertised hours of user accessibility,
University Library Network availability (subnetworks)	subnetwork availability at any time.	98% availability for each subnetwork.
Network server availability	Network Server Availability at any time.	99% availability for every server in the University Library Systems.
University Library Data Communication plant room equipment fault resolution	The resolution of a fault associated with electronic equipment located within a communications plant room managed by Systems Department completed within twelve working hours of the receipt of the initial fault report.	98% of network related jobs completed within the time given by the performance criterion,
University Library Online Systems User problem-tracking: initial response	Users who reports problems contacted with an initial assessment report within two working days of the receipt of the initial problem	99% of jobs were within the time given by the performance criterion.

	notification.	
University Library Online Systems User problem-tracking: identification	The identification of a problem associated with use of the library network, and the identification of the steps required for its resolution, completed within three working days of the initial problem notification.	95% of online resources issues and problems resolved within the time given by the performance criterion.
University Library Online Systems User problem-tracking: closure	Problem solved, or will be agreed with the reporting user to be currently insoluble, within five working days of the receipt of the initial problem notification.	90% of online resources issues and problems resolved within the time given by the performance criterion.
University Library Staff PC/peripheral problem-tracking: initial response	The user who reports a problem will be contacted with an initial assessment report within two working days of the receipt of the initial problem notification.	99% of network related jobs completed within the time given by the performance criterion,
University Library Staff PC/peripheral problem-tracking: identification	The identification of a problem associated with use of the library network, and the identification of the steps required for its resolution, will be completed within three working days of the initial problem notification.	95% of network related jobs completed within the time given by the performance criterion,
University Library Staff PC/peripheral problem-tracking: closure	Problem solved, or will be agreed with the reporting user to be currently insoluble, within five working days of the receipt of the initial problem notification.	90% of network related jobs completed within the time given by the performance criterion,

4. Significant Events

In 2009-2010 academic year, increased number of Howard University academic community heavily used the following tools:

- Web based or internet accessible cataloging system
- Access to comprehensive research databases via the internet using the library Proxy Server.

5. Significant Achievements in 2010

The following items represent significant achievements by the University Library Systems Unit in 2009-2010:

- a. Created and implemented a disaster backup and recovery strategy for Library Servers and network resources
- b. Provided weekly maintenance of the wireless subnets in Founders and Undergraduate Library. The wireless access points ensure that the library patrons – Staff, Students, and faculty members with personal wireless computing devices will have access to library and university network resources.
- c. Upgraded and provided ongoing maintenance of the Proxy Server Servers. This upgrade implementation ensures that University Staff, Students and faculty members can reliably access internet academic materials to enhance and enrich their study of a topic.
- d. Provided weekly maintenance of the Howard University Student banner database interface that provides the University Library Systems the capability to update students records in Millennium..
- e. Provided ongoing maintenance and upgraded Millennium to Release 2010 - University Library Web based cataloging System. This powerful new release provides patrons with more functions and search flexibilities in online cataloging, Circulations, Course Reserves, Inter-Library Loans, acquisitions and Material booking.
- f. Upgraded and provided ongoing maintenance for new and more powerful computing equipment in (i) The Digital Classroom, (ii) University Library Media Center and (iii) University Library Computing Labs.

6. Challenges and Projected Solutions

The immediate challenge for the future is the hardware/software obsolescence of the University Library Network that provides faculties, Students and Staff with web based search engine capability from anywhere in the world. The current infrastructure, although, while still very much suitable and capable for providing services and support,

but, however, most of the equipment have long past their Minimum Time Before Failure - MTBF

The projected solution for this challenge is the purchase of new hardware/software and the necessary preparation for the upgrade.

7. Grants and Contracts

- a. Applications submitted
No applications for grants and contract submitted.
- b. Applications funded
No funding obtained for any grants and contracts

8. Status of Outcome s Assessment Initiatives

2010 Outcome Assessment Initiatives is in progress. Hopefully, by the end of year 2010, data and verifiable data will be made available.

9. Evaluation of efficiency and effectiveness of services and practices

Statistical analysis of the evaluation data is now in progress. Will be able to publish result in graphical output form

10. Major Plans to Improve Services

Plans are underway for the upgrade of to perform the upgrade of the Millennium Server hardware/software in readiness for the powerful web based library cataloging system – Release 2009. The upgrade will represent a significant improvement in services to the University academic community.

11. SFA II Initiatives

In accordance with the SFA II, the University Library Systems Unit provides prompt, seamless, reliable and flexible access to high quality information to meet the patron's educational, research and service needs.

12. Collaborative Activities

Library Systems Unit collaborates with other University departments to assist, foster and empower the University community.

PROGRESS REPORT: (July 2009 – June 2010)

Prepared by:

Errol S. Watkis

Head of Multimedia Services and Libraries Facilities Administrator

- **PLANNED EVENTS**

New Student Orientation (Fall 2009)

- Libraries' representative to university wide planning committee
- Coordinated and co-hosted updated 60 minute multimedia presentation highlighting Libraries' services

Constitution/ Citizenship Week (September 2009)

"Civil Rights Organizations Influence on the US Constitution"

- Libraries' representative to university wide steering committee
<http://www.howard.edu/newsroom/releases/2009/090915HowardObservesConstitutionDay.htm>
- Developed and produced video multimedia content for University website:
<http://138.238.41.179/constitutionday09>

- **COMMITTEE MEMBERSHIPS**

- "Bison One Card" Task Force
 - Research Subcommittee
 - One Card has received funding for FY 2011 from the Independence Fund. In addition, the initiative has received strong University wide support from the Office of the Chief Operating Officer, Mr. Troy Stovall. A new department will be established effective July 1, 2010 that will be incorporated into Auxiliary Enterprises. (May 2010)
- Member Search Committee: Director of Health Sciences Library
 - **Cynthia L. Henderson** was appointed executive director of the Louis Stokes Health Sciences Library. She comes to Howard from the Morehouse School of Medicine, where she was the library director and held a faculty appointment as research instructor in the Medical Education Department. She is a distinguished member of the Medical Library Association's Academy of Health Information Professionals, and is currently serving on the National Institutes of Health PubMed Central National Advisory Committee. She is also a member of the Medical Library Association's board of directors. (May 2010)
- University Libraries Facilities Committee (Convener/Chairperson)
 - Update and establish best practices and uniform procedures for the use of libraries' physical facilities.
 - Explore and implement computer based facilities scheduling/reservation solutions.



Libraries' Facilities
Scheduling Procdduer

- **CONFERENCE ATTENDANCE**

- White House Initiative on Historically Black Colleges and Universities, National HBCU Week Conference
Aug. 30 – Sept. 3, 2009 **(32 hours)**
- Professional Products, Inc. • 19th Annual Technology Fair
7400 Greenway Center Drive, Greenbelt, Maryland, 20770
Oct. 21 -22, 2009 **(16 hours)**
- GOVERNMENT VIDEO & TECHNOLOGY EXPO
Washington DC Convention Center
Dec. 1 – 3, 2009 **(24 hours)**
- DC Community Broadband Summit:
Bringing together the ideas and resources of District residents and the business/non-profit community, to increase digital literacy. That means ensuring all residents have equal access to the Internet, as well as computer training and affordable hardware.
<http://octo.dc.gov/octo/cwp/view.asp?a=1304&q=645032&PM=1>
Feb. 26, 2010 **(4 hours)**

- **H. U. PROFESSIONAL DEVELOPMENT & LEADERSHIP ACADEMY**

- Awarded certificate in “Customer Service Essentials” April 30, 2010 (48 credit hours)

- **Founders/UGL PHYSICAL FACILITIES REHABILITATION PROJECTS**

- Repair Leaking Steam pipe and restore heat service to Founders’ Stack 7
(Emergency Request Submitted - Jan. 4, 2010 - Completed June 7, 2010.)
 - Scope of Work
 - Pipe replaced simultaneous with ceiling asbestos abatement Replace demolished/water damaged ceiling and floor tiles
- UGL Roofing Repairs and Upgrades (Emergency Request Submitted – May 26, 2010)
 - Scope of Work
 - Remove decaying leaves/debris (Grounds Keeping) completed
 - Locate and repair perforations (PFM & Sub-Contractor) in progress
 - Apply aluminum-based sealer to entire roof (Sub-Contractor) in progress
 - Test rain drains for leaks and repair as needed (PFM) pending

- **SUGGESTED OBJECTIVES FOR NEXT REVIEW PERIOD**

- Automation of Libraries Facilities Scheduling & Reservations
 - Research and recommend best practices for use of “Millennium Booking Module” in tandem with MS Outlook Calendar and HUL online calendar.
- Partner with Health Sciences Library and Moorland Spingarn Research Center in exploration and implementation/launching of online solution for presentation of digital multimedia collections. Recommended solutions:
 - Innovative “Media Management” module
http://www.iii.com/products/media_mgmt.shtml
 - Innovative “Content Pro” application
http://www.iii.com/products/content_pro.shtml
- Libraries Staff Customer Service Training Module
 - Partner with Ms. Stokes-Hammond and University Professional Development & Leadership Academy in development and presentation of strategies to promote HUL’s customer satisfaction.
 - Recommend inclusion of Health Sciences and Law Libraries staff

2009 – 2010 Summary of Performance
Shelley Stokes-Hammond
Public Affairs Officer and Gifts Correspondent/Liaison

Achieving Academic Excellence

Organized three programs that helped to promote the Friends of the Library and academic excellence:

- “Student Activism” for Black History Month – February 23, 2010
 - Initiated and coordinated the program and served as Mistress of Ceremonies.
 - With the support of Central Library Staff, Mr. Errol Watkis and Ms. Melanie Harris, produced clips from several notable films on the Civil Rights’ Movement and Student Activism clips and organized a panel discussion on Student Activism nationally and at Howard University during the 1960s and the 1980s.
 - Panelists consisted of Guest Speaker and Howard Alumnus, Anthony Gittens, Executive Producer of the DC International Film Festival, Dr. Greg Carr (Chair of Afro-American Studies Department), Dr. Dana A. Williams (Chair of the English Department), and Bryan Smart (President of Howard University Student Association (HUSA)). Dr. Ida Jones, Curator of Moorland-Spingarn Research Center (MSRC), served as moderator. Student reactors to the panel discussion included Roy Montgomery, Director of Policy/Planning of HUSA, and Crystal J. Allen, editor of The Hilltop who was invited but did not attend.
 - Through research of *Centennial Plus 1*, a 1968 documentary of the 1968 protests at Howard, worked with MSRC to produce a CD with photos of Mr. Gittens as a student at Howard as part of his gift along with gift certificate from the Friends coordinated by supervisor. Thanked all participants immediately following the event as well.
 - Promoted the event via HU Communications. Approximately 100 students filled the Browsing Room for the event.
 - The program supported the year-long emphasis on Student Activism featured by the College of Arts and Sciences.
- *Adewelem* for Women’s History Month—March 28, 2010
 - Organized the premier East Coast showing of the film, *Adewelem*, which was produced by Ethiopia’s first female film producer, Yetnayet Bahru Gessesse, at Cramton Auditorium. The program also included “A Moment with the Producer, Writer, and Director of *Adewelem*.” The film was the winner of the Pan African Film Festival.
 - Raised the \$5,000 needed to sponsor the film at Cramton by canvassing several departments who made donations in cash and in-kind: The Blackburn Center, the Central Library, the Friends of the Library, the Graduate School, the Departments of African Studies, English, World Languages and Cultures in the College of Arts and Sciences, and the Ralph Bunche Center for International Affairs, Women’s Studies. Formally thanked all donors immediately following the event.
 - Worked with HU Communications to publicize the event.
 - Approximately 50-60 persons attended the film.

- “The Art of Bookmaking”—Women’s History Month—April 1, 2010
 - Organized Author/Book Talk featuring Carol A. Beane, Associate Professor of World Languages and Cultures, and artist, Renee Stout, who demonstrated the “Art of Bookmaking” with their award winning book, *the streets that used to be*.
 - Had the book scanned for enhanced viewing at event and promotion on the web once approval secured by the National Museum of the Women and the Arts.
 - Promoted the event via HU Communications and the Department of Fine Arts. Approximately 50-60 persons attended the event.

Becoming a Top 50 research institution

- Organized the 14th Annual Faculty Author’s Reception which recognized the scholarly works published by 500 faculty and student co-authors with some staff authors. Coordinated the involvement of several departments including the Office of the President, the Office of the Provost, the Office of the Faculty Senate, Moorland-Spingarn Research Center, The identification and verification of faculty authors required the acquisition of several databases from the Office of the Provost, the College of Medicine, and the College of Pharmacy and Allied Health Sciences. Collaboration was also necessary with several departments. Worked with Jermaine Ashman, Library Graphic artist to design a poster that supported the theme and included the names of all faculty authors. Designed and published the program. Developed “talking points” for President Ribeau and Dr. Paula Whetsel-Ribeau. Served as Mistress of Ceremonies.
- Formally, re-activated the Friends of the Library at the event. Worked with Dr. Wright and Dr. Clifford L. Muse, Jr., to involve Dr. Paula Whetsel-Ribeau as Honorary Chair of the Friends of the Library.
- Devised the theme--the 100th anniversary of Howard’s first library building—the Carnegie Building, which was based on personal research and writing. Collaborated with three subject matter experts for editorial review. Gave a speech on the significance of the history of the Carnegie Library at the program.
- Launched and incorporated the first Thirkield Historical Essay Contest which evolved from the Thirkield Family Library Endowment. Developed guidelines which were reviewed and edited by Dr. Arthuree Wright, Dr. Dana Williams, and Dr. Greg Carr. Worked with Dr. Williams to have a poster for the contest designed by the College of Arts and Sciences. Formed a panel of judges including Associate Provost, Dr. Joseph Reidy, and professors from four other departments. Designed a grid and scoring sheets for evaluating the essays. Worked with Aliah Humber of Library Staff to put guidelines and poster online. Succeeded in getting 5 contests, 3 winners, and award checks through extensive involvement with Accounts Payable personnel.
- Maintain a relationship with Pamela Thirkield Lavin, the granddaughter of former President Thirkield.
- Recognized and expressed gratitude for all contributors to the program.

Establishing systems that work

- Provided ongoing support and guidance for the Administrative Offices of the Central Library
 - Developed the food policy including the procedures for requiring a \$100 deposit and verification of HU-approved vendors other than Sodexo.
 - Assisted with booking events in the Browsing Room and worked with library staff to formulate policy.
 - Updated the Library and University Calendars with events.
 - Explored the prospects of having volunteers at Central Library facilities to augment the reduction in staff due to recent retirees with the General Counsel's office and Employment.
 - Answered telephones, greeted visitors.
- Central Library Staff Support
 - Attended all but one staff meeting
 - Presented overview of area at 3-17 Staff Meeting
 - Coordinated luncheons for 4 staff meetings
 - Initiated special program for recognizing employee achievements and contributions. Designed and produced individual certificates for employees.
 - Re-activated staff communications by working with other library staff to design and write *The Communique* as a newsletter for Central Library Staff employees.
- Gifts Books Correspondence/Liaison
 - Coordinated several large donations of gift books most notably from the following:
 - Worked with HU colleagues to receive books from vendors at the end of the OAH (Organization of American History).
 - Worked with Office of the President to resolve Customs matter related to the donation of books from the Nippon Foundation in Japan
 - Updated Gift Book database and acknowledged donors on an ongoing basis.
 - Reviewed operation of the gift book process and identified one significant breakdown in the process (due to retirement of former subject matter expert) which can be improved with the assistance of more reference librarians on staff at some point.

Fiscal sustainable operations and programs

- Re-activated the Friends of the Library and the Friends of the Moorland-Spingarn Research Center as fund-raising arms.
- Met with the Vice President of University Advancement to develop concrete fund-raising strategies. Developed strategy for targeting alumni chapters across the country. Also appealed for the incorporation of events for the Friends' groups during Homecoming and/or Charter Day.
- Raised \$5,000 for the screening of *Aldewelem*.

Creating an appealing environment

The creative and consistently high quality programs and related media contribute to a more appealing environment.

Outreach

MSRC/Central Library Staff

- Initiated and drafted correspondence on behalf of the directors to jointly pursue the involvement of Dr. Paula Whetsel-Ribeau as honorary chair of the Friends' groups.
- Initiated a conference call to consult with General Counsel's office to pursue by-laws for the Friends' groups.
- Initiated meeting regarding fundraising issues for MSRC/Central Library with University Advancement's Interim Vice President.

Library Staff - Worked extensively with library personnel to get ideas and assistance for programs and to recognize staff for contributions and achievements.

Afro-American Resource Center—Met with Ethelbert Miller, Chair, several times at length for ideas to identify event topics, consider unique resource material, and make programs more effective.

National History Day Program —Volunteered as a judge for Montgomery County Maryland (March).

Professional Development

- 88 hours in Summer Graduate Seminars in Historic Preservation at Goucher College (July-August, 2009)
- 12 hours completed towards Masters degree at Goucher College in Historic Preservation (September 2009 – May, 2010)

Annual Report
Presented to Dr. A. R. Wright
Associate Director

June 2009 – July 2010

From Celia C. Daniel
Coordinator: Reference & Instructions
Associate Librarian

***Teaching and Learning
Instructional Librarian***

As an instructional librarian I teach Information Literacy in all academic disciplines to Different levels of competencies in the university community. This year I taught 89 classes and too numerous to count one on one tutorials.

English Freshman Three Pronged Individual Approach to Information Literacy:

1. TILT
2. English 002: Introduction to Research and Library Resources 1.
3. English 003: Introduction to Research and Library Resources Topics11

1. TILT

At the beginning of the year, last August, I went to the staff meeting of the English Department. I addressed the staff, basically going over the program that we follow every year and stressing the need for each faculty member to bring their students over to have a library experience. I introduced TILT to the new staff, and gave everyone enough handouts to pass on to their students. The handouts were a TILT “how to” guide, accompanied by a copy of the library’s home page indicating where to find the TILT link on the Home Page. I try to have faculty all agree to have the students take TILT by October 14, six weeks after the beginning of the semester.

At some point during the six weeks, students began complaining that they were unable to send their results to their various professors. The problem was brought to the attention of Dr. Joseph. This year I was made to understand from Dr. Joseph that the problem was corrected and that there would be no such problem with TILT this year.

English 002: Introduction to Library Research 1.

All English 002 students were taught how the library’s Home Page functions. They were guided through the page in a demonstration designed to show them how the Home Page is the access point to any and all of the library’s holdings and to the services which the library provides. In these sessions students could have been looking up examples such as *library hours, General Reference, newspaper holdings, Data bases, CIRLA, search A-Z, other libraries catalogs, subject guides, dictionaries and encyclopedias* and more. All this is done while following a particular topic.

In order to teach them *strategies in searching*, the students were taught *Boolean Logic*.

Using their new found knowledge the students all accessed information from *Sterling the Online Catalog*. *They learned how to move from general to specific / key words to subject searching*. They then transferred the knowledge which they had acquired, to conduct similar searches of various data bases e.g. Academic Search Premier, Lexis Nexis, and others.

English 003: Introduction to library Research 11.

This class is designed for research projects or individual research. Ideally, students should come to this class having done *Introduction to library research 1*, and with a specific topic in mind to research. In many cases it worked that way, the students worked on their own projects with help from me occasionally. On the other hand, so many students had not come in English 002, that they were not prepared and so there was a need to go over the 002 program to bring some students up to the task.

For both these classes I used as my teaching aid, the *Founders Library Home Page* Featuring Sterling, the library's online catalog, various databases, and a web page which I created for the students entitled *Citation and Documentation*. The URL on this page is usually given to the students so that they could have it on their Lap Tops for use as they work. This web page is my contribution to the ongoing endeavor of the English Department to teach students about this very important subject of documentation.

The breakdown of students who came to the digital classroom for tutorials Y 2009/2010 are as follows:

Total Number of students this year	- 1509
Total Number of classes -	89
Number of Freshman English 002/003 students	- 1196
Number of Freshman English classes	60
Number of students from other disciplines	313
Number of classes from non-English disciplines	23
Number of faculty in tutorial interactions	25

Individual Consultations: Approximately 250

These consultations came from a variety of places: email queries from Howard students and faculty, Queries from the *Ask the Librarian* online form, students from other Universities, long distance queries of citizens and professors from DC and around the nation, High School students from around DC.

Collection Development

As ***Bibliographer*** for the departments of English, History, African Studies, African American Studies and sometimes Classics, I worked closely with the liaisons in each department to develop the collection relevant to the courses, and relevant to teaching and learning in the respective disciplines. I used Blackwell online catalog to find materials, which I circulated to the departments. I got lists from the various faculty members and I circulated Publishers Catalogs in the departments for faculty suggestions and approval. I also attended meetings, seminars, and conferences in various departments to find out what books and authors were being studied and are in demand. The liaisons I worked with in these endeavors are as follows:

Dr. L. Ammons: African American Studies

Dr. De Leon: History

Dr. M. Cham: African Studies

Dr. Ann Kelly: English

Reference and Research Services

Recently, I have begun putting myself at the reference desk for the latter part of the day, from 1:00p to 7:00p. The reason for putting myself there is that we have staff and student workers who sometimes call in at odd hours to report an absence from work. I have told the folks at the desk that I am always on duty. I keep in touch with whoever is at the desk and have them call me when there is a reference question which they cannot answer. I frequently go down to the desk to observe.

Assisting faculty in finding resources

Assisting graduate students in their literature search

Assisting undergraduate students search for resources

Answering questions from a variety of audiences

Helping student workers develop their reference skills

Assisting other library workers develop better work habits and library skills.

Supervision

I supervised the student workers. I trained them in the proper use of ***Sterling, World Cat, and the Proprietary Databases***. I teach them Boolean Logic so that they could perform proper searches while at the reference desk. I instructed them in public relations and phone etiquette at the reference desk.

Additionally, I supervised the T&A, Time and Attendance portfolio for the student workers.

AMGEN Program

I welcomed twenty two students from across the country who are here for six weeks in the AMGEN program. I introduced them to the library's resources and gave them tips as to how to become Information Literate. They were introduced to the various Data bases, to Sterling and to Boolean logic, so that they can do online searches when they go back to their own universities.

Special Projects:

Lecture Series in Collaboration with the Howard University Eli Institute of Entrepreneurship

This year, Founders Library and the Eli Institute collaborated in a Lecture Series. It was held in the Browsing Room. The lectures were slated to take place every third Wednesday of the month. The first three lectures were done as planned. They were very well attended. And the feedback from faculty and students was favorable. However, the program came to a rather unceremonious end because of administrative default, in the lack of funding on the part of the Eli Institute.

The three guest speakers who conducted their seminars were as follows:

Dr. Gregory Fairchild
Darden School of Business
University of Virginia

Dr. Michael Crump
Howard University School of Business

Dr. Sherman Rogers
Howard University School of Law

Cross Training

This year I took part in the cross training session. I participated in two workshops;
Inter Library Loans
Millenium

Cross Training (Session 1)

I conducted cross training for persons in the ***Technical unit*** and ***Branch libraries***.

- (1) They were trained on Sterling; the library's home page; World Cat.
They were taken through the basic steps of the research process, using resources on the library's Home Page

Cross Training (Session 2)

I conducted this session on data bases with the same group of people. We looked at EBSCOhost; Lexis Nexis; Proquest; JSTOR.
Mrs. Hackney assisted me with JSTOR

Bibliography on African Studies / Bibliography of the African Diaspora

Dr. Arthuree Wright and I, with the help of one of our past IT student workers, Mr. Oto, compiled a bibliography for the African Studies Department, which Dr. Cham needed in order to make a presentation for a government grant.

Professional Development: Conferences

Seminar on *Millennium updates* etc. facilitated by Dr. Joseph. UGL
Conference Room. 3hrs.

One hour Webinar on *Innovative*. Rm.116.

I will be attending the *American Library Association* conference in Washington DC.
June 25 – June 29, 2010

Attended *Sci. Finder*, a seminar given in the Health Science Library, March, 2010.2hrs.

Attended *Science Direct*, a mini workshop offered in the Health Science Library. March, 2010. 2hrs.

Mini Conference on Language Literature Culture and Film:

The 15th Annual Women's Ambassadors Conference. 2010. 6hrs.

Community Service

Four High Schools and one Middle School came to the Digital Library Classroom. They were taught Sterling and Data Base searching using Boolean logic. The schools that came are as follows.

- 1) Banneker High School
- 2) Kelps Academy
- 3) Cardosa High School
- 4) Friends Christian Academy

Middle school:

- 1) Emery L. Fears Boys Academy

Objectives for Year 2009 – 2010

1. Continue to promote English 002/003 with vigor and resolve. All students were given this assignment which should have been done in their classes or on their own time. These bibliographies were to be handed in to the writing professors to be graded as a library project. Most of the faculty thought it was a great assignment and that they would have their students do it.

(I did see some bibliographies of essays from two professors, they were to have given me copies but I never did get them.)

2. If I could, I would like to correct some of my online web pages and make them current.
3. This year, I would like to do a film series. Once a month, show a film in the Browsing Room or Rm 300A and invite some faculty to lead discussions.

Appendix 1.

Annotated Bibliography

You must produce an annotated bibliography which will be shaped by the specific topic of your choice. Your bibliography must have 12 entries with the following components, or approved substitution.

- At least three books from Sterling or World Cat.
- At least 6 articles from the data bases you have been introduced to. (three of them must be scholarly articles)
- At least 3 web sites or multimedia sources.

In the preface of your bibliography, describe your search statement and the rationale for the particular databases or Internet search engines you chose to use. In your annotations briefly state what each document is about. Say why it was chosen, how it helped to build your thesis or refute a claim, how it contributed to the group discussion about the topic, and, finally, how the essay would be poorer if that particular item was excluded. Follow the MLA or APA style consistently in your bibliography.

Annual Report of the Architecture Library, 2009-2010

1. Unit Overview - Executive Summary

The Architecture Library is one of six units within the central library group of the Howard University Library System. Located on the ground floor of the Howard H. Mackey building, the library's function is to facilitate and support the learning and research activities in the Department of Architecture.

2. Academic Support

2.a. Library and Technology Committees:

- Library Committee
 - Continued role as de facto member of the Architecture Library Committee
 - The Committee did not meet during FY10.
 - Email discussion regarding electing a new chair occurred Fall 2009, with the current Chair, Barbara Laurie's nomination of William Talyor. No confirmation on this action.
 - A packet containing book catalogs was delivered to the Chair for committee members to discuss, review and identify titles for purchase. The packet was not returned and no response from the Committee as pertains to collection development.
 - Course reserve items and reference materials were ordered at the request of individual faculty.
- Technology Committee
 - Continued role as de facto member of the school's Technology Committee
 - Facilitated the installation of scanner/printer for patron use
 - The installation of a second printer in the library was problematic. Excessive printing required the school to purchase and replace cartridges every two-weeks and weekly during the final exam period. Library staff and assistants were obliged to maintain the equipment and provide technical support for patron use.
 - The college and library are discussing how to provide printing services outside the library for Fall 2010. The majority of printing was in support of coursework not research.

2.b. Academic Activity and Public Events

- 2-classes were held in the Architecture Library:
 - Contemporary Issues in Architecture, Angel Clarens (Instructor), Fall 2009
 - Survey of Contemporary Architecture Theory, William Taylor (Instructor), Spring 2010
- Architecture and Design Student Association's "Architecture Week": Game Night was held in the library, March 26, 2010

3. Staffing:

- Staff: 1
- Student Assistants: 3

4. Challenges and Projected Solutions:

The Architecture Library continues to a valued unit within the Mackey building. It is a final destination for tours facilitated by the Dean and Chair of the Department of Architecture. The pilot courses held in the library allowed instructors and students to "pull" titles from the collection, creating and displaying mini collections, which patrons enrolled in other courses discovered new resources, thus deepening their architectural understanding. This kind of activity was not a constant in the library as patron use of the library was primarily to retrieve course reserves or complete coursework via computers and printers.

The library continued to be underutilized most days and especially during the extended hours 5:00 - 8:00 p.m. We observed socialization and heavy computer/printing use in the library, but very little

circulation, studying, research/reference inquires (a chat function is installed on the library's homepage to support research needs during the extended hours and weekends). Several faculty members suggested installing vending machines and sofas to create a create commons for students during long evening studio sessions. A commons is currently located in the student studio space, next to the library.

With the proximity of the library to the studios and its computing facility (provided by the school), the library is evolving into something other than a traditional library. It is becoming a place for discourse, community and production and the school will need to examine and reevaluate the use of space for better support the program.

5. Synopsis of Unit data (please quantify client service data)

Reference transactions involving more than 30-minutes of service = 15

Electronic Reserves = 25

CETLA

Future of the Text Book > March 24, 2010

Teaching with Digital Archives > March 30, 2010

Submitted by

Alliah Humber