

AN ALCTS MONOGRAPH



ASSESSMENT STRATEGIES IN TECHNICAL SERVICES

EDITED BY

Kimberley A. Edwards and Michelle Leonard

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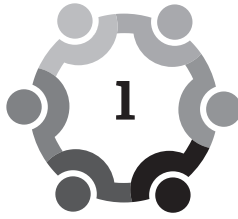
PREFACE

This edited volume delves into the assessment strategies used by the various departments in libraries' technical services. These strategies encompass a variety of options, including approaches, plans, and policies that should be applicable in a department of any size. The sequence of this book's chapters encompasses the technical services life cycle and moves from the selection of materials through their acquisition, their entry into the catalog, and finally to their long-term preservation.

This book commences with an overview of the state of assessment in technical services, in which Botero and Carrico (chapter 1) discuss the growing need for work in that area. A holistic approach to collection management decisions is provided by Kelly and Smith (chapter 2), who provide a framework for creating and maintaining a collections assessment program. This then narrows down to the functionality of the acquisitions unit for placing orders, working with vendors, and tracking statistics in Shelton and Carrico's chapter (chapter 3), and examines the importance of the assessment of serials in Calvert and Jordan's chapter (chapter 4.) Once collections are ordered and maintained, the materials are cataloged. While this is quite an underrepresented field of assessment, Pettitt's expertise (chapter 5) deftly guides the reader through an easy methodological approach to cataloging and metadata assessment. In his chapter on preservation (chapter 6), Durant completes the discussion by outlining the ways in which assessment can enable library personnel to understand their physical collections and to direct their resources toward high-impact areas. Finally, in the concluding chapter (chapter 7), Servizzi promotes a vision for the future of technical services and the role that assessment will play in them.

Overall, these chapters will guide the reader into thinking about which strategy best relates to their own library culture. The book includes suggestions

on which assessment approach is best utilized, the kinds of project management for which staff must be trained, and how to effectively communicate the various types of assessment to the target audience. This book offers guided expertise on developing a varied array of assessment strategies in technical services, as demonstrated by the authors' voices in each chapter.



ASSESSMENT OF TECHNICAL SERVICES

An Overview

Cecilia Botero and Steven Carrico

Technical services in libraries are responsible for acquiring, cataloging, organizing, and preserving all of the materials in library collections, whether print or electronic. Librarians and staff have been assessing their technical services for many decades. Historically, the staff working in technical services annually collected and compiled a wide range of statistics that were focused mainly on budget expenditures, and on the acquisition and cataloging of books and other tangible materials. Librarians used the gathered statistics for grant writing, accreditation reviews, or for surveys such as the Association of Research Libraries' annual statistics.¹ Technical service administrators and unit managers also applied library statistics during staff evaluations, and to monitor and revise the workflows within or between departments. Yet, in the past, these assessment activities in technical services were seldom tied to the larger assessment strategies of the library.

Two influential factors sparked the need to revise traditional assessment and statistical gathering in technical services: (1) the increased importance of

efficiently and wisely allocating and expending the library's material resource budgets; and (2) the need to provide evidence-based information to university administrators and stakeholders regarding the library's evolving mission, user services, and operations. Since the units and staff handling both the materials resource budget and electronic resources (e-resources) are very often found in technical services, their assessment activities are becoming more crucial than ever. Assessing such things as the library's annual expenditures for licensed online resources, the usage of e-journal packages and databases, and users' preferences are all receiving increased attention by library administrators. In addition to employing the data from assessing budget expenditures and online usage to shape new collection development goals and activities, libraries are finding it necessary to develop assessment strategies in technical services that are measurable, not overly labor-intensive, and repeatable for consistent comparisons from year to year. This chapter will survey the past assessment and statistical gathering efforts employed by academic libraries, since many of these are still very useful and pertinent to libraries regardless of their size or type. The chapter also incorporates the highlights and lessons learned from an assessment project launched at a medium-sized academic library, at the University of Mississippi. This case study outlines the discussion, planning, and steps taken to develop a comprehensive, practical, pragmatic, and sustainable assessment program across the library and its technical services areas. Finally, the chapter will offer several topics for future assessment in technical services.

DEFINING TECHNICAL SERVICES

Libraries, whether academic, public, or special, differ in size, scope, and vision, and thus library technical services vary from institution to institution. Granted, in some libraries the designation of *technical services* may differ; for example, smaller libraries may have binding operations performed in the serials unit, or they may have the materials budget overseen by the library's main accounting department. Despite these variances in administrative structure, most technical services are defined by certain core operations and workflows regardless of how units and departments are organized and where the staff reside. In 1954, Tauber recognized acquisitions, cataloging and classification, binding, photographic reproduction, and circulation within the definition and operational parameters of library technical services.² As circulation and gate counts increased in the latter half of the twentieth century, many libraries relocated circulation units

and departments from technical services to public services. The Association for Library Collections & Technical Services (ALCTS), a division of the American Library Association (ALA), does not include circulation in its list of sections.³ With circulation removed from the list, the following areas are considered to be traditional technical services units:

1. **Acquisitions:** includes management of the materials budget
2. **Cataloging:** includes original and enhanced cataloging
3. **Preservation:** includes repair and binding
4. **Serials and continuations:** includes print serial collections and series

With the rise of online resources beginning in the 1990s, the collection-building focus radically shifted in many libraries, particularly those serving academic and research institutions. Users increasingly accessed online resources, and particularly continuing resources such as electronic journals and databases. As libraries scrambled to add additional online resources to keep up with demand, significant changes occurred in collection-building and materials budget management. In the course of this shift from an emphasis on print to online resources, technical services adapted and evolved their areas of operations to include collection management.⁴ In the current environment, with many libraries reducing the role of collection librarians in the daily selection of materials, and with licensing and budgets for online resources given such a high collection priority, acquisitions and collection management are on many levels working together. Absent from the ALCTS's sections is e-resources as a listed unit of operations, although the impact of the online environment can be seen in the organization's group activities, publications, and minutes of meetings across the sections.⁵ It is not a stretch to state that online resources are overwhelmingly the largest current influence on library mission statements, user services, budgets, and staffing. For the purposes of this chapter, technical services will include the following areas of operations:

1. **Acquisitions and collections:** now includes a percentage of collection management
2. **Cataloging and metadata:** now includes creating and organizing metadata
3. **Digital and preservation:** now includes operations for digitizing in-house print resources
4. **E-resources and serials:** now includes licensing and link resolving

ASSESSMENT IN TECHNICAL SERVICES— TRADITIONAL AND CONTEMPORARY

For decades, the data generated from assessment was often incorporated into annual staff appraisals, was used to revise position descriptions, and provided information to administrators for unit, department, or divisional reorganizations. While assessment and the metrics gathered were critical to technical services, the results were seldom incorporated into larger, library-wide assessment strategies. In an Association of Research Libraries (ARL) Spec Kit study conducted in 2007, all but one of the respondent academic libraries reported that they gathered statistics (Q. 1. $N = 74$; 99 percent), and the major impetus for conducting assessment activities was canvassing users (Q. 4. $N = 63$; 91 percent).⁶ Assessment in technical services is no longer insular and conducted in a silo apart from the rest of the library. While academic libraries struggle to measure and demonstrate the value they provide to their university stakeholders, technical services must step up and be part of the process. To this end, an ALCTS e-forum was held for this very purpose with dozens of technical service librarians and administrators from ALA libraries sharing assessment strategies and issues from their institutions.⁷

However, several recent and significant trends have occurred to alter the collecting and service missions of libraries. Webster observes five generations of evolution to operations, service, and staffing in academic libraries, all produced by the online environment and its enormous impact on communication and research.⁸ The emergence of the Web has influenced wholesale changes in library mission statements, user services, and collection-building. Yet, while most libraries continue to incorporate online resources into their collections as a high priority, maintaining and building on print and tangible material collections remains important. Users now want libraries to provide both traditional materials—such as print books—and access to online resources. For technical services units, the addition of online resources to the collections has simply meant an increase in responsibility; besides having to order, process, and maintain traditional print collections, technical services staff have added new workflows and have revised their staffing in order to accommodate the glut of online resources being acquired.

The changing landscape is having a sizable influence on the assessment strategies and activities that are taking place in libraries. Using the four main areas of operations in technical services previously defined—acquisitions and collection development, cataloging and metadata, digital and preservation,

and e-resources and serials—we have provided below a companion list of the metrics gathered and assessment activities undertaken in libraries in each of these areas. Each area is separated into two sections, “Traditional Metrics and Assessment” and “Contemporary Metrics and Assessment.” The transition between what is “traditional” and what is “contemporary” occurred in the 1990s, which saw the emergence of the online environment. Yet the metric-gathering and assessment activities that took place in the previous era are still very relevant today, since most libraries maintain traditional print collections and services. The lists of metrics that are gathered are given in the sections starting below.

Acquisitions and Collection Development

Traditional Metrics and Assessment

Firm order/approval plans: number of orders placed; number of orders received; number of print books purchased; books received on approval plan vs. firm order; circulation of books by firm vs. approval also by subject discipline; number of gift and exchange monographs and other materials received, reviewed, and sent to collections

Media: number of videos, CD-ROMs, CDs, microforms, and so on ordered and processed; this category now also includes individual e-books and stand-alone databases

Materials budget: percentage of budget spent on print monographs, print journals, media, and so on; percentage of budget spent on each subject discipline

Staffing/workflow: number of staff and staff hours (full-time equivalent = FTE) in each area of operations; FTEs spent on ordering, processing, paying invoices, and communicating/partnering with vendors

Acquisitions served collection management and librarians ordering materials; most libraries placed their emphasis on building print collections, so collecting, compiling, and reporting statistics on these materials to university and library organizations was a high priority. Collection managers were given wide authority for subject areas, and they built holdings through the purchase of print books and other materials, including gifts. Larger academic and science libraries having to support in-depth research emphasized the print journal collection, and so subsequently a large percentage of the materials budget was

devoted to purchasing serial subscriptions. In this landscape, most assessment activities focused on vendor comparisons and determining the efficiency of services rendered, particularly vendors supplying monographs through firm or blanket ordering, approval plans, and shelf-ready services. Staff also conducted frequent budget analyses to improve the methods or formulas for library fund allocations.

Contemporary Metrics and Assessment

E-books, streaming video, and other online resources: in addition to collecting numerical metrics on resources that were paid for directly, there are resources received from other streams (i.e., HathiTrust, Open Access, etc.); reviewing online cost, use, and other metrics such as cost-per-use; online usage vs. print circulation statistics; comparison of usage by acquisition type (e.g., e-books acquired by use-driven acquisitions [UDA] vs. package purchase vs. firm order); usage and cost-per-use of e-books by subject discipline; and assisting collection managers or spearheading projects on usability and conducting qualitative studies on online use

Materials budget: percentage of the budget spent on ordering and processing e-books, e-journals (individual and via packages), and databases; percentage subdivided by purchase or subscription; percentage of the e-resources budget spent on each subject discipline

Staffing/workflow: number of staff and FTEs engaged in ordering and processing e-books; developing approval/UDA plans; and communicating/partnering with vendors and publishers, including setting up trials and engaging in consortial sharing

With acquisitions and collection management more intertwined, studies have become more interdepartmental, with librarians and staff analyzing intricate cost, usage, and cost-per-use data. More involved assessments of usability and qualitative user studies and surveys are ongoing in many libraries. As materials budgets have become tighter for libraries, the assessment of vendor-supplied resources such as use-driven acquisitions plans will become indispensable to librarians and administrators who must make tough choices on what online resources are selected or de-selected.

Cataloging and Metadata

Traditional Metrics and Assessment

Original monograph cataloging: number of print book volumes cataloged for different holding locations and by subject discipline

Enhanced monograph cataloging: number of print book volumes cataloged requiring record enhancement, again sorted and counted by holdings location and subject discipline

Serials cataloging: number of serial titles cataloged either originally or enhanced, subdivided by ongoing vs. static, serials cataloged by individual titles, analyzed, or pieces/volumes added to existing holdings

Media and specialized materials: number of VHS videos, CD-ROMs, CDs, microforms, and other media; rare books, maps, charts, music scores, and other items added to library collections

Generally, most catalog departments or units were well-staffed, with workflows designed to catalog large amounts of incoming print and tangible materials. The staff conducted both original and enhanced cataloging and reported title and volume counts. Many of the assessment projects conducted were aimed at studying workflow, particularly the time and costs required to conduct various types and levels of cataloging. Compiling statistics was labor-intensive due to physical counting techniques, although this improved with automation; assessment studies were just as difficult, since most reports offered by the integrated library system (ILS) had limited report functionality.

Contemporary Metrics and Assessment

Original monograph cataloging: in addition to the number of print book volumes and e-resources cataloged for different holding locations and by subject discipline, there are running counts on vendor-supplied full records being purchased at ordering; original e-books cataloged

Enhanced monograph cataloging: in addition to the number of print and e-book volumes cataloged requiring record enhancement, the number of e-book records enhanced after loading

Serials cataloging: in addition to print serial titles cataloged either originally or enhanced, e-journals requiring either original or enhanced cataloging

Media and specialized materials: the number of DVDs and other emerging media, either stand-alone or attached to print materials, that are cataloged for collections

Despite the prevalence of online resources, assessment is rooted in traditional methodologies, since many cataloging departments still devote more time to creating or enhancing catalog records for print materials. Libraries are increasingly adopting vendor discovery tools that provide links to both purchased and native-born online resources which often require review by catalogers, but larger assessment projects are usually routed to vendors, central bibliographic utilities, or consortia. With the emphasis now placed on creating metadata rather than on traditional cataloging functions, assessments to review staff assignments, statistics, and workflows are helping administrators and managers transform, downsize, and reorganize departments and units. Title and volume counts continue to be collected in cataloging with varying degrees of difficulty depending on the ILS, which still offers limited report functionality. An emerging assessment area for study is automated record-loading and the quality control of both the bibliographic utility and vendor records being furnished.

Digital and Preservation

Traditional Metrics and Assessment

Print monographs and serials: the number of serial and monograph volumes bound; the number of monographs and brittle books repaired

Media and specialized materials: the number of volumes with media added to collections; the number of CDs, DVDs, and other materials requiring special processing

Scanning: limited scanning of in-house and native resources to microfilm

Shelf maintenance: the number of serials and monograph volumes withdrawn, subdivided by holdings locations or call number/subject discipline ranges; early collaboration with regional and consortial libraries to consolidate holdings in centralized storage facilities

Preservation operations maintain and bind print collections, and assessment was usually performed on a project basis. As the collection concentration shifted

from print to online resources, assessment projects became larger, more elaborate, and often involved collaboration with collection managers, assessment groups, and stack maintenance staff. Preservation units began photographing out-of-copyright print books and other library materials onto microfilm, and then later, with the emergence of the online environment, the staff began digitizing materials; creating microfilm and digitizing materials required frequent quality reviews and collection assessment.

Contemporary Metrics and Assessment

Monographs and serials: in addition to numerical counts of print serial and monograph volumes bound and repaired, there are metrics for books or bound serial volumes that have been withdrawn and supplied to partner library organizations (e.g., the Center for Research Libraries) or to nonprofit vendors (e.g., the Internet Archive)

Media and specialized materials: in addition to counts for materials requiring special processing, there are numerical figures for unique items including data, reports, publications, webcasts, and other resources generated by the university or library

Scanning: numerical figures for institutional online collections and items scanned and placed on library websites, as well as usage of the collections and items—includes the institutional repository

Shelf maintenance: in addition to the number of serials and monograph volumes withdrawn, there are also counts for items removed to or brought back from off-site and high-density storage facilities

As local digital initiatives have grown in size and importance, librarians and administrators in technical services are assessing the workflows and traditional staffing assignments that were previously dedicated to maintaining print collections. Libraries are increasing their collaboration with regional and consortial libraries in order to consolidate their holdings and collectively share print and digitized resources. To determine the appropriate items for shared holdings, assessing the library's print collections for quality, quantity, and duplication becomes critical. In general, print collection assessment is a collaborative undertaking, since technical services must work with units across the library on these large projects. The results from assessment provide

information for libraries that are making decisions on relocating print materials to off-site or high-density storage facilities. The birth of institutional repositories (IRs) creates a need for staff to assess the online usage and downloads of the resources offered by the library.

E-Resources and Serials

Traditional Metrics and Assessment

Periodicals: periodical issues received, claimed, or missing; number of titles; track subscriptions and holdings updated; expenditures by subscription subdivided by budgets

Annuals: number of volumes and titles; track subscriptions, serial holdings updated and claims; expenditures by subscription subdivided by budgets; number of gift and exchange titles and volumes in collections

Series: number especially divided by call number/subject discipline ranges; series classed together or separately; expenditures by subscription subdivided by budgets

E-resources: number of serial titles by subscription subdivided by budgets or subject areas; number of CD-ROMs, either stand-alone or inserted into print items, subdivided by budgets; e-books purchased individually or by package

Print serials were the cornerstone of academic library collections, but serials management was extremely labor-intensive for staff in technical services, so constant evaluations of daily workflows and assessing vendor services were crucial. Most libraries have inexact methods to monitor print serial use, making assessment difficult. When usage figures for a library's e-resources became available from vendors, the assessment of online journal use became possible. It was now necessary for staff to add statistical counts for e-resources along with print serials, while assessment activities evolved into a two-pronged review of print and online resources. As libraries began to switch their collections' focal point from print to online serials, technical service administrators and managers reassigned staff to manage the growing number of e-resources; but despite the increased emphasis placed on the selection and acquisition of online resources, assessment was in its infancy, and libraries relied heavily on vendor reports.

Contemporary Metrics and Assessment

Periodicals and e-journals: in addition to compiling and reporting statistics for all print journals and continuations, counts now include the number of online journals received directly by subscription, through journal packages from societies, vendors, and other sources; and counts also include titles and series received via databases. The distinction between identifying and counting annuals, series, and periodicals in the online environment is no longer relevant, although tracking and updating holdings and years of coverage remain important for access purposes.

Databases, e-books, streaming videos, and other resources: reports are now required for the usage of e-journals, databases, and other continuing resources, often from vendor-supplied data; cost and cost-per-use for individual packages, titles, and databases are standard metrics.

E-book usage and title count are often compiled by e-resource staff, often via the electronic resource management system (ERM), in-house ILS reports, or from vendor platforms.

With the escalating growth of users who are accessing e-resources, and with more publishers transforming from print to online publications, libraries are increasing the number of licenses for databases and large publisher or society packages of e-journals. It follows that assessment activities have become progressively more important in this area, especially as material budgets are continually reallocated to pay for the expensive licensing of these packages. Most libraries incorporate the statistical gathering for the new online resources into the pool of previously tracked print journal metrics, while new assessment efforts are needed for collecting and assessing COUNTER journal statistics, e-book usage, and other online metrics. Reviews of usage, costs by subject areas, and cost-per-use have all become important areas for assessment. In-house reports generated by electronic resource management systems or the ILS systems are not sophisticated enough to generate the information and assessment sought, so libraries continue to rely exceedingly on vendors' metrics and reports. Library assessment is growing more demanding, with entirely new social metrics to consider (e.g., altmetrics), and new requirements such as conducting overlap analyses of database and e-journal package content.

FUTURE ASSESSMENT

Most academic, public, and special libraries are building collections that are increasingly online-centric. Libraries are adding online resources through various acquisition streams, mainly those purchased or licensed, but also items received by open-source means. While the bulk of resources offered to users are acquired individually, many libraries are seizing opportunities to broker better deals by engaging in group or consortial purchases and license agreements, or by participating in memberships with groups such as HathiTrust. In addition to providing thousands of e-journals, e-books, and other online resources such as citation indexes, many libraries are beginning to offer unpublished reports, papers, or even links to raw data and data sets, often through an institutional repository.

Offering such a myriad of resources poses a stiff challenge for library assessment. Fortunately, online resources do provide the means for collecting usage statistics, whether these are library- or vendor-generated, and this is spurring libraries to launch a variety of more complex assessment studies. Despite the burgeoning online landscape, most libraries still build and maintain traditional print collections. In a new millennium, with libraries developing collections and offering user services for both print and online resources, libraries' assessment groups and staff will have to refocus and prioritize their assessment projects to encompass all formats and methods of acquisitions. Ideally, the assessment activities in technical services will be part of larger assessment strategies developed by the administration and committees. To assist libraries in these endeavors, the sections below are bulleted topics or areas to consider for future assessment strategies and projects.

Acquisitions and Collection Development

Will identify continual assessment for use-driven acquisition plans and combined print/e-book approval plans; such assessment will require a collaboration between libraries and vendors or publishers supplying the resources; more sophisticated reports need to be created and offered by vendors and publishers; eventual next-generation ILS systems should be a boost for assessing cost and usage data.

Assessing the material/resource budget will continue to be a fundamental responsibility of acquisitions and collections; specific reviews of fund expenditures by vendor, publisher, and platform, subdivided by subject discipline, will increase in importance as resources are added or discontinued from the collections.

Acquisitions and collections, often in conjunction with e-resources units or departments, will conduct increased numbers of usability and user studies, surveys, and other qualitative studies; for example, academic libraries will participate in more national group enterprises such as the Charlotte Initiative for e-books.⁹

Cataloging and Metadata

This area of operations might be renamed “Discovery and Access,” as libraries veer from established cataloging conventions to better organizing and improving the discovery and access to online resources; consequently, usability studies on how users discover and access the resources will become an essential factor in developing original catalog records and enhancing them.

Digital and Preservation

Assessment projects will continue to involve the digitization of native resources, including developing parameters and assigning priorities for scanning materials and creating or enhancing collections; developing user surveys and studying the usage of institutional repositories and in-house resources will become more commonplace.

Efforts to reduce print holdings on campus will continue, as will assessing collections for decisions on what is scanned for the institutional repositories, or transferred to off-campus or consortial repositories.

Future assessment studies will concentrate on providing information and options to resolve the problem of the long-term preservation of library-owned digital resources, as well as maintaining long-term access to commercial content that is no longer supported by a publisher or vendor.

E-Resources and Serials

Assessing budgetary allocations and expenditures, particularly by subject disciplines, will continue as libraries communicate to stakeholders.

Libraries and e-resources staff will develop more enhanced and sustainable assessment procedures that will include overlap content analysis in order to avoid or reduce duplication.

Libraries will continue to assess fund and usage data in order to determine value for a host of expensive licenses for online databases, e-journal subscriptions and packages, and e-books; the information from assessment will help administrators negotiate licenses and make more informed decisions on retaining or discontinuing e-journal packages and databases.

Due to the importance and expense of online resources, libraries will see a growing need to track user access and research collaboration in different ways; for example, incorporating data from altmetrics and other advanced citation tools.

Assessing resources that are not directly purchased will also continue to grow in importance as libraries offer more online collections to users, including open access, HathiTrust, and other venues that ultimately challenge the notion of what constitutes a library collection.

Final Thoughts

It is clear that the online environment has had an enormous impact on library assessment in technical services. Libraries have had to add numerous statistical categories for collections, develop new projects that incorporate a variety of data and formats, and completely revitalize their goals and priorities. The challenge of assessing user services, collections, staffing, and workflows that encompass both print and online resources will continue for some time in the future. It is probable that administrators will place emphasis on evaluating the more expensive online resources, such as large e-journal packages licensed from publishers. It is also probable that studies once traditionally conducted by collection management librarians—such as assessing citation analyses or reviewing the feedback gleaned from qualitative surveys—will often be conducted

by technical services in conjunction with librarians and staff from collection management, reference, and assessment committees. The information gathered and compiled from such studies can help libraries make informed decisions on maintaining, acquiring, or weeding online resources. Assessment in technical services and across the library is also an ongoing activity and should focus attention on how library services and operations can be improved.

CASE STUDY

The University of Mississippi Library

Institutional Setting: The University of Mississippi (UM) has a main campus in Oxford with a medical–health sciences branch located in Jackson. In 2016, the university achieved the prestigious R-1 Carnegie Classification. This classification, along with an increased rate of growth over the past few years, is setting an exciting new trajectory for the university, while also intensifying the need for the library to strengthen its resources and user services.

Type of Institution: Public academic

Size/Students: The university is a large research institution; the main campus boasts over 20,000 students and almost 900 faculty.

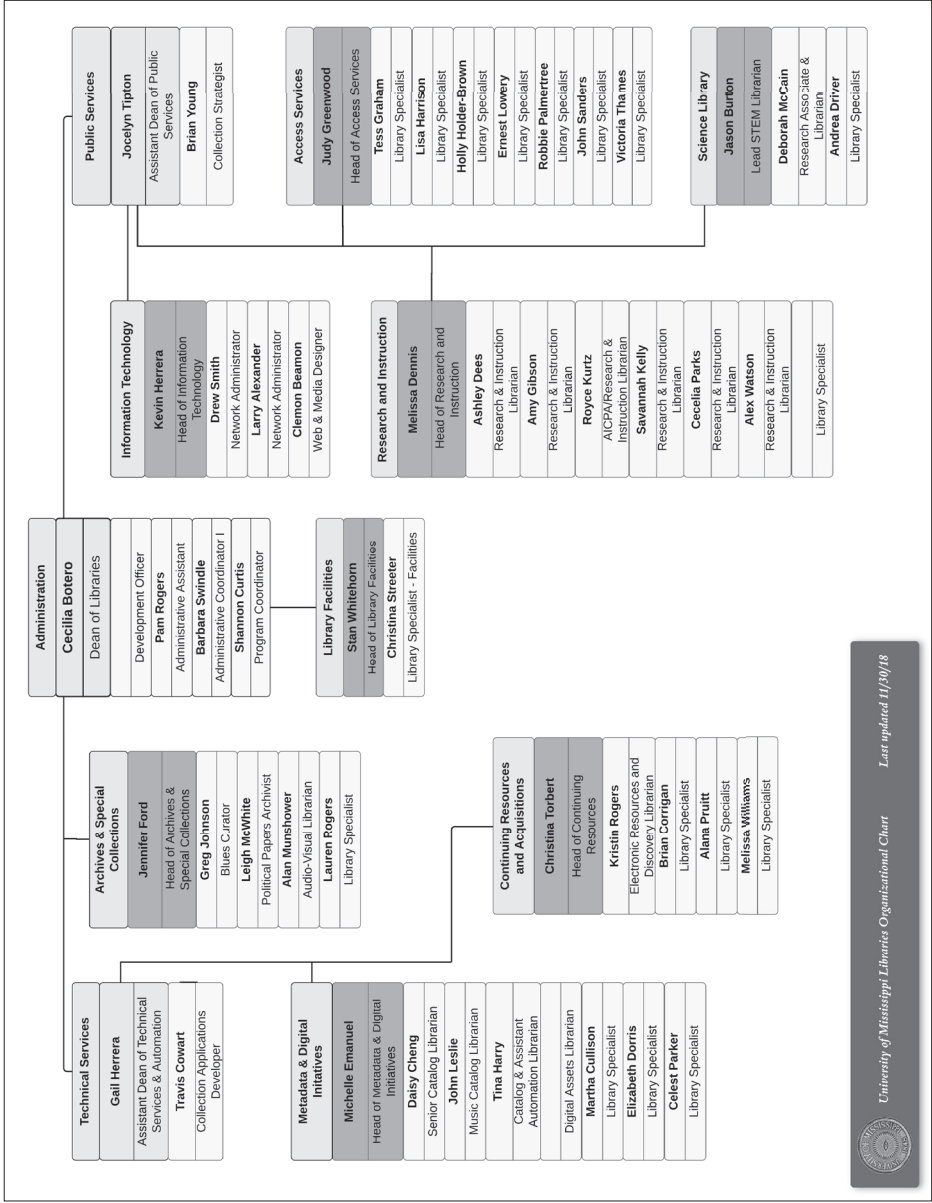
Memberships: ASERL (Association of Southeastern Research Libraries)

Consortia: LYRASIS; Mississippi Academic Library Consortia (MALC); Mississippi Research Library Group

Colleges/Academic Institutes and Programs/Research Centers: 15 academic schools and colleges; 21 academic institutes and programs; 37 research centers

Library Instruction: The library offers classes in basic library use and navigation, as well as research and research consultations. The value and effectiveness of the classes are measured by survey responses that are collected from students at the end of each semester.

History of Library Assessment: Like most academic libraries, the UM Libraries have a long history of collecting metrics and conducting intermittent assessment projects. Most library assessment to date has revolved around determining usage and user satisfaction through classroom surveys or more formal surveys such as ARL's LibQUAL.¹⁰ Quantitative metrics, feedback, and other information gathered by the library from LibQUAL and other survey tools are reported annually to university administrators and faculty as required by the university's strategic plan. Beyond assessing user services, the majority of




 University of Mississippi Libraries Organisational Chart
 Last updated 11/30/18

FIGURE 1.1 • University of Mississippi Libraries organizational chart

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