
Folke Bernadotte Memorial Library

Gustavus Adolphus College

Annual Report
2008/2009



Students in the January Term course, Books and Culture, displayed their work in the library

Geologist Alan Gishlick shares his knowledge and appreciation of Charles Darwin on Darwin's 200th birthday



The Building Bridges committee collected over 25,000 books to raise funds for schools in Uganda

In collaboration with The Book Mark, the library celebrates new books published by Gustavus faculty at the annual Author Tea



The second annual Celebration of Creative Inquiry showcased student work

The year in review

In a year when the financial system tottered and ripples were felt throughout the global economy, the library had its own challenges, needing to suspend acquisitions and make significant cuts in our journal subscriptions in order to establish a sustainable budget for the coming years. We also had to scramble to cover the loss of a part-time position in the music library. But it wasn't all bad news: we piloted an innovative instructional approach that demonstrably improved student learning. Library staff and faculty were active in the field, presenting and publishing at regional and national venues. Along with other departments, we developed [a strategic plan](#) and two of the librarians participated on [Commission Gustavus 150](#) task forces. ([Gustavus Library Associates](#) also developed a strategic plan under the guidance of Marlys Johnson, a consultant to non-profit organizations.) We redesigned two positions, created some new public areas that have been much appreciated by students, provided space to the Building Bridges committee to collect around 25,000 books in a [book drive](#), and hosted several events, including [a birthday celebration for Charles Darwin](#) that was mentioned in the St. Paul *Pioneer Press*. Finally, in order to encourage conversations about open access, the library faculty unanimously passed an [open access pledge](#) in May that got some [national attention](#) as being the first liberal arts college department to adopt an open access mandate.

Collections

Because of some large unexpected last-minute invoices that came in toward the end of the 2007-2008 fiscal year, we started this year off with major dip in the budget to pay off a \$25,000 shortfall incurred the previous year. Between the smaller budget, an unexpected jump in the price of one database (amounting to around \$12,000), a number of books coming in that had been postponed from the previous year, and the usual high inflation rate for journals and electronic resources, it became clear by the end of the fall semester that we could not fund the book allocations that we had set aside for departments. Starting in January, we suspended all book and video purchases (other than those promised contractually as new faculty start-up funds), tightened our belts, and prepared spreadsheets on cost and use of databases and journals broken down by department. We then started the time-consuming process of meeting with each department to discuss priorities. With few exceptions, departments opted to preserve their book allocations and cut journal subscriptions instead. (Because we have a very lean selection of electronic databases which are essential for student and faculty research we did not make any significant cuts there.) We were grateful that during a busy and difficult year the faculty rose to the challenge and helped us make significant cuts in our journal subscriptions and some decreases in book allocations so that we can balance our budget in the coming years.

Our interlibrary loan requests have increased, and are likely to increase further as more journal content will have to be obtained from other libraries. This will have an impact on the budget, as we spent more this year on copyright permissions than ever before, a cost that is bound to rise when we need to access content from journals we have cut. Some

of the permission fees for those publications run over \$50 per article, but in those cases the cost of the journal subscription is so high it will still represent a major savings.

This year we also piloted a new approach to weeding the book collection, using reports generated from MnPALS so that we can look at age and circulation patterns as we make decisions about withdrawing outdated books. The system piloted this year worked well, so we will dedicate significant time to weeding next year, as our collection now is larger than the building's 300,000 volume capacity.

Many of the college archives collections were processed, described in [finding aids](#) published on the archive's Web site, and cataloged this year for the first time. Items contributed to [Minnesota Reflections](#) by the archives have also been entered into the catalog, all of which increases the visibility of these unique items. In fact, [one online finding aid](#) led to a call from a History Detectives television producer seeking background material for a future program. The archivist has highlighted interesting material in a highly-visible display case on the main floor.

Staff

At the beginning of the year we redesigned two positions, creating a Document Delivery Specialist position to handle both e-reserves and interlibrary loan, and a Collection Management Specialist position that combines stacks and catalog maintenance, new book processing, coordination of displays to promote use of the collection, collection analysis, and special projects. Sonja Timmerman moved into the Document Delivery Specialist position and we were fortunate to be able to hire Melissa Perron, who had worked at the Traverse des Sioux regional library system, as Collection Management Specialist.

In September we set up a monthly meeting schedule for committees. A new committee, Outreach and Promotion, was created to make regular contributions to the library's blog, coordinate events such as the Darwin Day birthday celebration, and partner with other campus entities to promote the library's contributions to campus events.

Michelle Twait was awarded tenure this year, setting a path for the three other pre-tenure faculty members who had their first and second year reviews. She also had a sabbatical leave proposal accepted for spring 2010.

We had two retirements this year – Jan Jensen, who served for many years as the music library supervisor and Edi Thorstensson who has worn many hats over the years but most recently served as Church Archivist. We requested a replacement for Jan to manage the music library on a half-time basis and a new half-time 12 month position for an Archives Specialist, support needed in part because the College Archivist will be assuming responsibilities previously handled by the Church Archivist. We were notified in late May that we would be able to fill the archives position but would not get a replacement for the music library. Jay Nordstrom picked up the slack for the spring semester, supervising the student employees and spending a few hours a day in the music library while we considered our options. Dan Mollner, the music department liaison, will spearhead the effort to consider new service models for the library and, while a plan is developed, a rotation has been created to supervise students using a two-person team from the main library.

Services, Technology, Facilities

A new librarian's office was built in the technical services area; that, and Barbara Fister's move to the chair's office allowed us to convert two faculty offices to group study rooms. By relocating the print reserves collection and the routing shelves, we were able to move the interlibrary loan operation behind the circulation and reserves desk, allowing for greater opportunities for collaboration between the Document Delivery Specialist and the Circulation Manager; it also freed up space for a popular new study area equipped with a group study table, soft seating, a couple of computer stations, and display shelving. The area also proved to be a good site for public gatherings, as we learned when hosting our Darwin Day celebration there.

Two group rooms, 211 and 206, were each equipped with equipment relocated from the first floor: a large-screen monitor, a mac mini, and two keyboards; 211 also has a phone line to use for Webinars. These rooms are reservable and calendars showing their availability are posted on the library's website. These have proven to be highly popular for students working on projects together.

We migrated to a more robust proxy server to handle off-campus authentication. Though this required creating new links for every mention of databases on our Web site, the change was made somewhat less onerous by having database-driven subject and course guides. All of the librarians are now using LibData to create resource pages.

Our old document repository was retired and documents were reorganized and shifted to the Fargate server, which has become a common filing system for all of the library staff to store documents. We also increased our Web 2.0 presence by refreshing the template and increasing the frequency of posting to our blog, adding to our Flickr account, and creating a Facebook page. A number of staff have been using Google Docs for collaborative work, including creating electronic forms for managing student employee schedules.

We also made some improvements to our website: adding a Meebo chat window to all of the pages that use a two-column template, ensuring there are standard profiles for all of the library staff, and putting the entire Web site under a Creative Commons license.

Support for Student Learning

Though librarians had developed a plan to pilot a new program for integrating information literacy more intentionally into the curriculum through department collaborations, we decided to postpone it for a year while we met with departments to set collection priorities. Meanwhile, Julie Gilbert created an intriguing new approach to instruction: teaching a "lab section" for a required methods course in political science, meeting weekly in the library with the class to delve more deeply into understanding research and evaluating sources than is normally possible, including assigning readings and graded exercises. She gathered data that indicates students did learn significantly more than they did through traditional methods. We would like to see if other departments might be interested in this lab approach. Meanwhile she has described the experiment and her findings in a forthcoming book chapter.

We continued to offer our usual course-related sessions, teaching 170 sessions that reached 2,472 students, the highest number ever. We also offered our usual spring course NDL301: [Information Fluency](#), and contributed both an FTS course, [The Mysterious World](#), and a January Interim Experience course, [Books and Culture](#). The content of these courses has been made available online under a Creative Commons license. Dan Mollner also co-taught the Curriculum II Senior Seminar with Eric Dugdale.

The library had an intern, Cara Evanson, who has been admitted into the graduate program in library and information science at the University of Wisconsin. The two librarians who worked with her as sponsor and supervisor developed a well-thought-out curriculum that will be a useful template for future internships. We already have another intern scheduled for the fall with an emphasis on archives.

We also supported faculty/student research in a number of ways, including helping out with the second annual [Celebration of Creative Inquiry](#), where our academic assistant, Marlene Kvitrud, presented a poster on research she conducted for the department, examining Web sites at Oberlin colleges and making suggestions for improving our Web site. Her work was presented also to the library's Publications Committee and her report will be used in an assessment of our Web site in the coming year. In the fall we judged the entries for the Patricia Lindell Research Paper Award. The winning paper was Katie Jensen's "False Memories: The Effect of Confidence Ratings on Free Recall Tests." We also had two honorable mentions for papers by Taylor Beckering and Anna Tibstra. In the spring Amara Berthelsen worked with Julie Gilbert and Dan Mollner on the Patricia Lindell Scholarship project, a study of [recreational reading practices on college campuses](#). Results of that study will be presented at the American Library Association this summer. Finally, students in the Books and Culture course conducted fieldwork projects on campus and in the community in January; selected findings will also be presented at the ALA Research Roundtable program.

Finally, thanks to support from the [Kendall Center](#), we had the opportunity to present a faculty development program in January, [How Information Works](#), a three-day short course on publishing, libraries and the digital future.

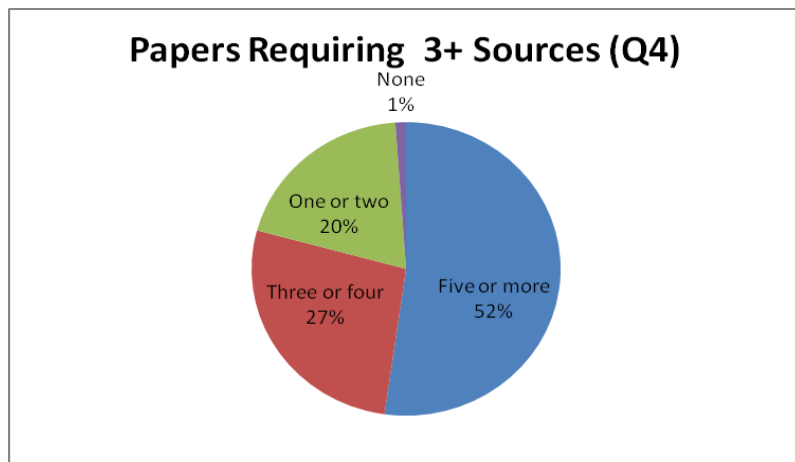
Assessment

This year we gathered student and faculty surveys from all of the course-related sessions as called for in our assessment plan; the results of those haven't been compiled, but preliminary findings indicate that finding books remains a major challenge in spite of our efforts to demystify LC call numbers. Some faculty encouraged the librarians to make the sessions more challenging and advanced; one suggested that faculty could administer a pre-session survey that would establish which content was most needed, and another thought some online tutorials covering the basics of finding books and articles might free up time for more in-depth activities.

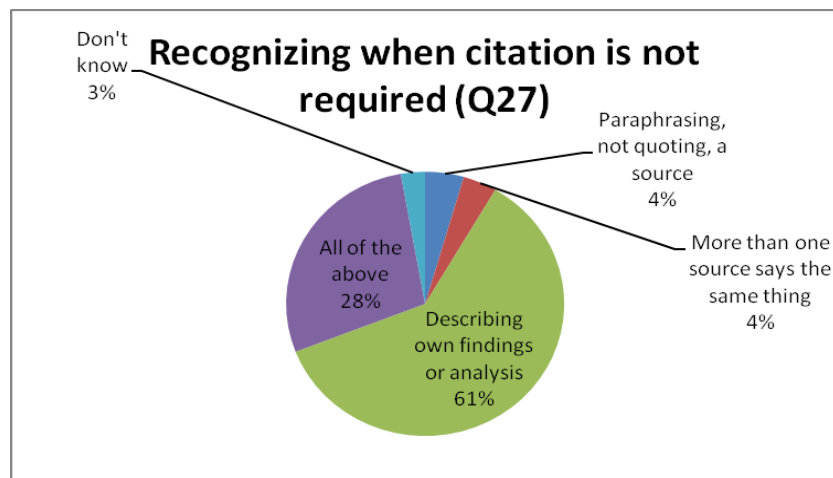
We completed assessment of collections and services for four departments undergoing an external review this year: Chemistry, English, Nursing, and Physics. These reports were provided to the departments to use as they chose in their self study. We also use these assessments to get a clearer picture of how our collection supports the curriculum and how we compare to other institutions.

With financial support from the Provost's office, we were able to participate in [a new national survey](#) sponsored by HEDS and NITLE. Though surveys were conducted among first

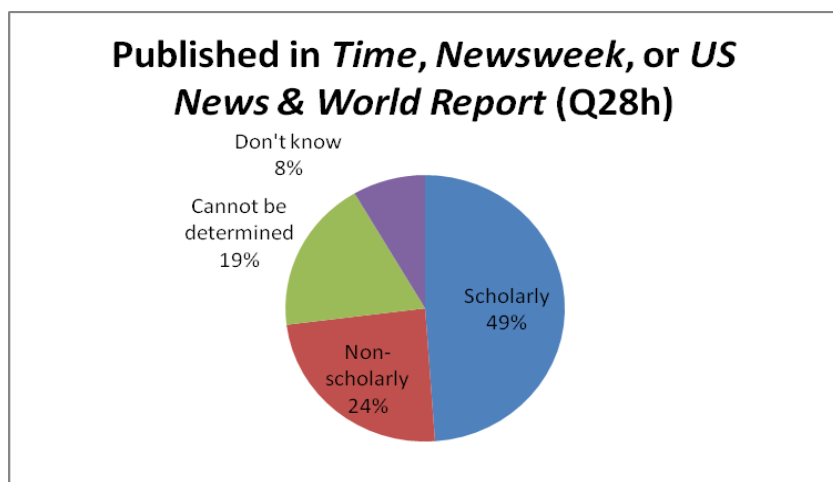
year students in the fall and spring, we only have the fall results as of this writing. Still, they provide interesting baseline information about student knowledge and attitudes as they arrive at college. Nearly 90% of incoming students agreed or strongly agreed it would be useful to have a course on research skills. Perhaps they feel underprepared; nearly half of entering students reported they had written fewer than five papers that required use of three or more sources in high school.



Though a majority of students demonstrated they knew when a source needed to be cited, nearly 30% did not.



Many students (understandably) don't know the difference between a scholarly and a popular source. Less than a quarter of students correctly identified a news magazine as a non-scholarly source.



We are particularly excited about Julie Gilbert's findings that learning information literacy skills in a lab section rather than through traditional and enhanced course-related instruction improves student learning. It provides compelling evidence arguing for a more immersive and integrated exposure to scholarly research. Among the findings:

- Students in the experimental sections were three times more likely to consult a reference librarian (control group 17%, first experimental 42%, lab section students 49%)
- 82% of lab section students used 4 or more sources of assistance for their paper, compared to 37% in the control and first experimental groups
- Lab section students spent more overall time finding sources for bibliographies
- 71% of lab students report they feel very confident in their research abilities at end of semester, compared to 45% of control and first experimental group

A usage map study conducted by Sarah Monson in the fall examined student use of library spaces. Her report concluded that "students tend to congregate around computers; they prefer enclosed study rooms or larger tables for both collaborative and individual purposes; if they use a study carrel, it will likely be one located along the library's perimeter; and students prefer to keep at least ten feet between them and the next student unless they are working at computers or in groups." This information is particularly useful as we rethink our floor layout.

We also conducted a review of the library based on the 2004 [Standards for Libraries in Higher Education](#) established by the Association of College and Research Libraries. The complete analysis can be found in the library's [strategic plan](#) (section 2). It concludes, "we have the imagination, the energy, and the commitment that it takes to have an excellent library. In this rapidly-changing information environment, the kind of learning we promote is needed more than ever. We are pleased that AAC&U recognizes this and includes information literacy in its list of [essential outcomes](#)." We have developed a national profile for doing this well, and are contributing to the professional discourse by engaging in the scholarship of teaching and learning in this area. But we face a grave weakness in funding for staff and collections and face pressing challenges in providing access to information needed to support our programs because of high and constantly increasing costs. Without

increases to our budget that match increasing costs, we are forced to either stop buying books and videos, cut subscriptions to journals and databases, or both.”

Of course, before the year was out, we did, in fact, find it necessary to combine drastic periodicals cancellations and a reduction in book allocations for the coming year. We were pleased to see a number of recommendations coming out of [Commission Gustavus 150](#) process that spoke to improving the library’s staffing, financial support for collections, and additional space, since this pattern of underfunding is not sustainable, particularly as the college increases its emphasis on engaged learning and student/faculty research. We hope that as those recommendations are prioritized, the library’s needs are recognized.

Looking Ahead

Ensuring the library’s budget balances in the coming year will be a major concern, though we are hopeful that the work done with departments will help stem the crisis brought on by years of flat or declining funding in the face of the increasing cost of materials. These are some of our goals for the coming year.

- Implement an [open-source ERMS](#) (electronic resources management system)
- catalog e-resources.
- Investigate the [music digitization program](#) used by Indiana University and Winona State University to see if this process might help us rethink the services we provide to the music department.
- Investigate software and processes for an institutional repository.
- Hire and train an archives specialist.
- Develop collection scope and acquisitions policies for the archives.
- Discuss a more integrated information literacy approach with selected departments in a pilot program; this might include developing labs for interested departments.
- Conduct useability testing on our Web site and on [MnPALS Plus](#) and [WorldCat Local](#) with an eye toward rolling out a better online catalog public interface.
- Withdraw a significant number of books from the collection to free up space and remove outdated books.
- Create an experimental fiction collection, organized as in public libraries by author, and study the results, a follow-up from this spring’s Patricia Lindell research.
- Create more attractive study nooks in the current periodicals collection and see if that positively affects use of the print periodicals collection.
- Continue research and assessment activities that enhance our ability to provide optimal conditions for student learning and to support faculty teaching and research.

Appendix A: Selected Staff Activities

Anna Hulseberg co-presented (with Julie Gilbert), "[Collection Development at the Crossroads: The Intersection of Changing Technologies and Evolving Roles](#)," at the Library Technology Conference, March 2009 and with Sarah Monson had an article accepted for publication in the *Journal of Electronic Resource Librarianship*, "Strategic Planning for Electronic Resources Management: a Case Study at Gustavus Adolphus College." She also joined the First Term Seminar Advisory Board.

Ginny Bakke attended the MnPALS user group meetings in the fall as well as attending several webinars. She co-chaired the Gustavus Library Associates annual St. Lucia luncheon, chaired the membership committee, and served on the Author Committee, Royal Affair planning, and the GLA's strategic planning initiative.

Lynn Burg attended "Creating the capacity for change: transforming library workflows and organization" in the fall, the MnPALS Workdays in the spring, as well as multiple webinars on Aleph, a Minnesota Oberlin Group session on statistics, and a trip to the Minnesota Historical Society to investigate cataloging protocols. She also completed a term of service on the MnPALS Cataloging Steering Committee, representing private colleges.

Diane Christensen attended "Creating the capacity for change: transforming library workflows and organization" in the fall, the MnPALS annual meeting and workdays, a Minnesota Oberlin Group meeting on statistics, and several webinars. She co-presented a session on the topic of Standing Order Review Preparation and Implementation at the spring MnPALS workdays.

Barbara Fister spoke on mass [book digitization projects and copyright implications](#) at the annual retreat of the Office of Information Technology of the ALA Washington Office in November. She also co-authored with Julie Gilbert and Amy Fry "[Aggregated Interdisciplinary Databases and the Needs of Undergraduate Researchers](#)" published in *portal: Libraries and the Academy*, and wrote a [cover story](#) for *Library Journal* on publishers and librarians as well as several short features for various publications.

Julie Gilbert published "Confronting Insecurities: Seeking Professional Success in the First Year" in *Info Career Trends* and (with Amy Fry and Barbara Fister) published "[Aggregated Interdisciplinary Databases and the Needs of Undergraduate Researchers](#)" in *portal: Libraries and the Academy*. She presented "[Collection Development at the Crossroads: The Intersection of Changing Technologies and Evolving Roles](#)" with Anna Hulseberg at the Library Technology Conference and "[Bridging the Divide: Connecting First Year Students to the Library](#)" at the Minnesota Library Association Conference. she was also elected to chair the Program Assessment and Development Committee and served on the First Term Seminar Advisory Board.

Jan Jenson served as the music library manager through January, doing her best to discourage anyone from honoring her on her retirement other than to sponsor a successful fund-raising challenge to support the Browsing Collection. Both the library and the music department managed to thwart her wishes and wish her well in the next chapter of her life.

Jeff Jenson was elected to the executive board of the [Twin Cities Archives Round Table](#) (TCART) and began his service as editor of the organization's newsletter. He served on the Nicollet County Historical Society's Collections Committee and provided volunteer service to the Blue Earth County Historical Society. He also taught two classes at the South Central Genealogy Expo and served as a roundtable panelist at the Treaty Site History Center discussing the organization's newly unveiled permanent display.

Jay Nordstrom stepped in to temporarily manage the music library's circulation services when we were unable to hire a replacement for Jan Jenson. She also attended the fall MnPALS user group meeting and worked with other MnPALS constituents on the development of a consortium-wide circulation policy.

Dan Mollner co-taught the Curriculum II Senior Seminar with Eric Dugdale in the spring semester. He also served on a tenure-track search for the Economics and Management department and on the Stewardship Task Force of Gustavus Commission 150, as well as recuperating after serving for six years as Department Chair.

Sarah Monson attended "Creating the capacity for change: transforming library workflows and organization" in the fall and a Minnesota Oberlin Group meeting on electronic journal collections. She also presented "Staff Development 2.0" with Michelle Twait and Sonja Timmerman at the annual conference of the Minnesota Library Association, presented sessions at the Serials Work Day and the Minnesota Oberlin Group meeting on statistics. She had an article accepted for publication in the Journal of Electronic Resources Librarianship, "Strategic Planning for Electronic Resources Management: a Case Study at Gustavus Adolphus College," co-authored with Anna Hulseberg. She also conducted a year-long project on cultural factors influencing academic success for English Language Learner (ELL) students at Franklin Elementary School.

Melissa Perron joined us in a newly-configured position as Collections Management Specialist. She attended "Creating the capacity for change: transforming library workflows and organization" in the fall, the MnPALS Workdays in the spring, as well as several webinars and training sessions.

Sylvia Straub served as a member of the campus Safety Committee, attending monthly meetings and OSHA training sessions. She also coordinated a staff field trip to Fort Snelling.

Sonja Timmerman started work in a newly redesigned position as Document Delivery Specialist. She presented a session at the annual Minnesota Library Association Conference, "Staff Development 2.0," with Michelle Twait and Sarah Monson. She also attended MnPALS Workdays as well as a number of webinars.

Michelle Twait received tenure this year and was awarded a sabbatical for spring 2010. She chaired the ACRL Instruction Section Professional Education Committee, served on the MnObe Reference and Instruction Steering Committee, presented "Staff Development 2.0" with Sarah Monson and Sonja Timmerman at the annual conference of the Minnesota Library Association, and participated in a campus SoTL group.

Appendix B: Budget

Budget	budgeted		spent		over/under
Salaries, Wages, Benefits					
faculty salaries	\$	346,287.03	\$	346,287.03	\$ -
staff and administrators	\$	299,933.00	\$	294,370.60	\$ 5,562.40
student assistant wages	\$	116,797.12	\$	116,797.12	\$ -
students - summer/holiday	\$	22,500.00	\$	20,507.14	\$ 1,992.86
benefits		n/a	\$	255,675.55	
total salaries, wages, benefits			\$	1,033,637.44	
Unrestricted Budget					
Acquisitions					
Acquisitions--Books	\$	1,000.00	\$	(155,569.51)	\$ (156,569.51)
Acquisitions--Films	\$	-	\$	-	\$ -
Acquisitions--Gov Docs	\$	-	\$	-	\$ -
Acquisitions--Microforms	\$	21,582.00	\$	822.50	\$ 20,759.50
Acquisitions--Recordings	\$	3,435.00	\$	971.59	\$ 2,463.41
Acquisitions--Periodicals	\$	94,118.00	\$	209,139.22	\$ (115,021.22)
Acquisitions--Standing Orders	\$	20,650.00	\$	39,957.05	\$ (19,307.05)
Acquisitions--Electronic Materials	\$	78,785.00	\$	225,703.62	\$ (146,918.62)
unrestricted acquisitions subtotal	\$	219,570.00	\$	321,024.47	\$ (101,454.47)
Operations					
Archives--Office Supplies	\$	4,700.00	\$	1,087.82	\$ 3,612.18
Archives--Mtgs. & Workshops	\$	1,500.00	\$	-	\$ 1,500.00
Student Summer/Holiday Wages	\$	22,500.00	\$	20,507.14	\$ 1,992.86
Media Services	\$	245.00	\$	-	\$ 245.00
Film Rental/Purchase	\$	145.00	\$	-	\$ 145.00
Bibliographic Services	\$	30,000.00	\$	12,991.90	\$ 17,008.10
Book & Periodical Binding	\$	6,500.00	\$	1,675.79	\$ 4,824.21
Computer Equipment	\$	28,680.00	\$	20,706.53	\$ 7,973.47
Computer Supplies	\$	980.00	\$	381.93	\$ 598.07
Computer Software	\$	5,000.00	\$	523.37	\$ 4,476.63
Consultants/Honoraria	\$	50.00	\$	50.00	\$ -
Copying Equipment	\$	12,263.00	\$	-	\$ 12,263.00
Dues & Memberships	\$	830.00	\$	800.00	\$ 30.00
Entertainment	\$	500.00	\$	170.00	\$ 330.00
Equipment Repair	\$	1,470.00	\$	55.00	\$ 1,415.00
Library Equipment	\$	6,000.00	\$	3,133.52	\$ 2,866.48
Library Supplies	\$	6,800.00	\$	6,986.42	\$ (186.42)
Lutheran Church Coll. Supply	\$	-	\$	-	\$ -
Meetings & Workshops	\$	2,650.00	\$	1,167.78	\$ 1,482.22
Office Supplies	\$	2,050.00	\$	1,576.96	\$ 473.04
PALS	\$	45,000.00	\$	35,330.00	\$ 9,670.00

Postage	\$ 900.00	\$ 1,794.84	\$ (894.84)
Printing	\$ 3,900.00	\$ 676.60	\$ 3,223.40
Telephone	\$ 6,288.00	\$ 4,599.01	\$ 1,688.99
Travel	\$ 2,940.00	\$ 1,533.70	\$ 1,406.30
Dept. Chair Fund	\$ 2,600.00	\$ 2,600.00	\$ -
total operations	\$ 194,491.00	\$ 118,348.31	\$ 76,142.69
Total Unrestricted Budget	\$ 414,061.00	\$ 439,372.78	\$ (25,311.78)
Restricted Budget			
Johnson Heritage (C & M)	\$ 3,003.07	\$ -	\$ 3,003.07
Johnson Emeroy & Adeline	\$ 9,036.39	\$ -	\$ 9,036.39
Ford Reuben & Edith (archives)	\$ 1,063.00	\$ -	\$ 1,063.00
Adolphson, George	\$ 4,282.08	\$ 2,721.89	\$ 1,560.19
Alexis, G & I	\$ 1,179.58	\$ 526.62	\$ 652.96
Lund, Natalie	\$ 9,555.00	\$ 9,555.00	\$ -
Bush	\$ 25,500.00	\$ 25,500.00	\$ -
Carlson, E. M.	\$ 4,863.68	\$ 2,499.17	\$ 2,364.51
Carlson, Ebba (Biology)	\$ 1,419.29	\$ 241.63	\$ 1,177.66
Drache History Books	\$ 1,402.50	\$ 404.37	\$ 998.13
Maria Sigurdson Fund	\$ 599.00	\$ 599.00	\$ -
Fredrickson, Florence	\$ 2,135.00	\$ 2,135.00	\$ -
GLA	\$ 125,102.27	\$ 125,047.07	\$ 55.20
GLA Diversity	\$ 5,000.00	\$ 3,002.79	\$ 1,997.21
General EF	\$ 3,802.00	\$ 3,802.00	\$ -
Hasselquist	\$ 160.21	\$ 64.84	\$ 95.37
Misfeldt	\$ 114.00	\$ 114.00	\$ -
Moe MN Statutes	\$ 5,338.96	\$ 2,173.30	\$ 3,165.66
NEH Challenge	\$ 55,771.65	\$ 55,771.65	\$ -
NEH Women's Studies	\$ 5,822.16	\$ 4,447.78	\$ 1,374.38
Paulson, Lolita	\$ 20,976.00	\$ 20,976.00	\$ -
Scandinavian Studies	\$ 29,592.61	\$ 11,230.98	\$ 18,361.63
Special Acquisitions	\$ 2,684.69	\$ 2,694.86	\$ (10.17)
Total Restricted Budget	\$ 318,403.14	\$ 273,507.95	\$ 44,895.19
restricted archives lines	\$ 13,102.46	\$ -	\$ 13,102.46
subject-specific rest. acquisitions	\$ 59,061.07	\$ 27,313.37	\$ 31,747.70
general restricted acquisitions	\$ 246,239.61	\$ 246,194.58	\$ 45.03
rest. and unrestrict. acquisitions	\$ 524,870.68	\$ 594,532.42	\$ (69,661.74)
total acquisitions and operations	\$ 719,361.68	\$ 712,880.73	\$ 6,480.95
total with salaries and benefits		\$ 1,746,518.17	

Appendix C: Statistical Profile

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
collection stats					
books, scores, continuations					
volumes added	6,074	4,082	4,036	5,175	3,491
volumes withdrawn	706	274	47	862	2,326
volumes total	294,053	297,861	301,850	306,163	307,502
microtext					
microfilm added	73	112	-	82	88
microfilm withdrawn	-	-	-	-	-
microfilm total	11,442	11,554	11,554	11,752	11,840
microfiche added	-	-	-	344	-
microfiche withdrawn	-	5	-	-	-
microfiche total	24,571	24,566	24,566	24,910	24,910
audio-visual					
audio-visual added	399	352	280	385	399
audio-visual withdrawn	5	19	27	21	5
videos and DVDs purchased	319	225	254	334	306
audio-visual total	17,026	17,359	17,612	17,976	18,282

government documents					
paper added	1,139	840	813	516	209
maps added	553	947	488	696	244
microfiche added	5,476	2,876	4,226	1,967	323
electronic added	114	42	52	33	6
paper withdrawn	3,447	876	17,345	5,378	6,628
microfiche withdrawn	4,984	11,389	15,474	5,111	2,841
electronic withdrawn	2	24	14	7	-
paper total	101,751	101,705	85,173	80,311	74,925
maps total	81,070	82,017	82,505	83,197	83,441
microfiche total	174,513	165,997	154,749	151,605	150,122
electronic total	1,241	1,259	1,297	1,323	6,494
total documents with maps	385,565	350,978	323,724	317,781	316,315
Periodicals					
current subscriptions / paper	883	847	832	855	912*
*began including gifts in 2008					
Service statistics					
circulation/reserves					
general collection	n.a.	19,588	19,452	16,978	20,483

browsing	n.a.	881	917	648	837
paper reserves	n.a.	1,902	1,799	1,156	886
music av	n.a.	280	413	236	216
music reserves	n.a.	603	426	432	595
government documents	n.a.	23	92	66	80
audio-visual	n.a.	3,762	3,151	3,126	3,766
audio-visual reserves	n.a.	504	860	337	417
periodicals	n.a.	n.a.	518	890	756
circ - Gustavus total	n.a.	26,887	28,985	24,925	25,296
circ - external	n.a.	666	807	660	342
circ - total	n.a.	27,553	29,792	26,426	30,529
electronic reserves - courses	n.a.	n.a.	192	159	104
electronic reserves - items posted	n.a.	n.a.	2,763	2,523	1,780
gate count / visits	n.a.	282,935	255,456	271,821	284,100
interlibrary loan					
request by GAC to other libraries	7,164	5,967	7,507	6,408	7,926
loans filled by GAC for other libraries	3,430	4,783	4,083	4,754	4,655

2008 copyright fees *	n.a.	n.a.	n.a.	n.a.	\$1,111.15
*these are paid by calendar year					
instruction					
course-related sessions					
students	2,249	2,041	2,208	2,228	2,472
sessions	123	110	133	128	170
other tours/sessions - attendees	20	23	n.a.	n.a.	18
reference questions - typical week	134	140	101	101	92
credit courses / enrollment					
FTS	16	16	16	-	16
January Term courses	3	12	-	10	27
Information Fluency	-	10	10	9	10
Curriculum II Senior Seminar					18