

MAIN LIBRARY FIVE YEAR REVIEW 2008-2013

**Prepared by Main Library Administration
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1. THE MAIN LIBRARY: STATUS OF THE FIELD

The Transformation of Libraries and Subsequent Impact on the Main Library

Technology has transformed academic libraries. Globalization and shifts in higher education have also had an impact in terms of expectations for the development of collections, and for the delivery of collections and services. These changes, whether in technology, research, teaching or learning, have revolutionized the roles of libraries and how they function.

For many academic libraries, this has effectively shifted the focus from physical space to an online presence. “Academic libraries are rising to the challenge, working to transform services by minimizing physical collection space, moving to collaborative and patron-driven collections, setting up virtual reference and automated circulation services, and embedding library staff in online courses and discussions...” (The State of America’s Libraries: A Report from the American Library Association 2013). As a specialized regional institution, however, the Main Library continues to balance adequate facilities and virtual access, and has thus endeavored to keep pace with technological and global trends in librarianship.

The Main Library’s accomplishments can be verified when comparing its collections and services with the “ACRL 2012 Top Ten Trends in Academic Libraries” and with the “ACRL 2011 Standards for Libraries in Higher Education.” In each of the top trends in academic libraries and the current standards, the importance of a robust technological infrastructure is emphasized. The IT infrastructure at AUC provides a virtual environment for study and research, thus facilitating new initiatives. At the same time the Main Library serves as a physical space for users and programs.

We have moved from purchasing journals to licensing databases, and have acquired a discovery service, “Library One Search,” which has added to the Main Library’s role as a gateway to knowledge that has facilitated research both on and off campus. We are gradually acquiring e-books and e-resources, and now provide the AUC community with access to virtually all of the important online scholarly journals in relevant disciplines, as well as continually expanding e-book collections. Due to rising costs we have formed partnerships and collaborations with consortia such as the Egyptian Universities Library Consortium (EULC) and others. We are also implementing patron driven e-book acquisitions (PDA) as an attempt to provide students and researchers with what they actually need, and to effectively reduce costs.

We have also joined a global cooperative that provides 24/7 library reference service 365 days a year through sophisticated online chat software. Through this program, libraries from academic institutions around the world work together online to answer student and faculty research questions. Our high-priority document delivery service is a successful cost-effective service which facilitates access to materials we do not own. We are promoting and supporting open access publishing by hosting open journal system software, which will aid in positioning the Main Library as a regional center for scholarly

research and communication. Developing and mentoring our staff as a result of changing users' needs remains a big challenge and we are making every effort to ensure progress and quality in this regard.

The re-conceptualization of the Main Library building is also of high priority. Our focus has shifted from housing books to providing collaborative physical spaces for users, such as our very heavily used Learning Commons area that provides comprehensive reference and technical services. Carrels for quiet study as well as reservable rooms for groups that are often booked days in advance are also available, as will be a soon-to-be-implemented tutoring center. Additionally, we offer special needs space and equipment as defined by the Americans with Disabilities Act, with librarians available for additional onsite personal assistance for patrons with disabilities. Main Library classrooms are the focal point for a variety of information literacy courses that teach research and critical thinking skills, from freshman to graduate levels.

Finally, the Main Library has become a leader and a trend-setter in the area of Middle Eastern scholarship and librarianship. We are committed to the inclusion of new scholarly media and the technology that supports them, as well as maintaining and improving important functions in the context of collecting, documenting and preserving Arabic language and other important print and manuscript materials that provide unique scholarly resources. It is our mission to carry out these functions to a standard that is exemplary in this region, and to offer a commensurate high standard of services to patrons using these materials, whether remotely or within our building.

N.B. References for the material used above, as well as the "ACRL 2012 top ten trends in academic libraries" and "ACRL 2011 Standards for Libraries in Higher Education" are found in Appendices 1.1, 1.2 and 1.3.

2. OVERVIEW AND HISTORY OF THE MAIN LIBRARY

Mission, Goals, Activities and Chronology, 1922-2013

The mission of the Main Library is to support the instructional and research needs of the AUC community, thereby facilitating the transformation of information into knowledge by providing personalized services and a robust online environment. In doing so, the Main Library plays an active and integral part of the University's pursuit of excellence in all academic and scholarly programs.

The Main Library has a long and distinguished history. By 1922, three years after its founding, AUC had a small reading room as part of the School of Oriental Studies at the Tahrir Campus. By 1962, the Main Library was located in Hill House and managed by fully qualified and experienced faculty librarians and staff. The collection was primarily comprised of English and Arabic titles. A full range of library services was provided and the collection was reclassified from the Dewey Decimal system to the Library of Congress system. In 1982, the Main Library moved into a spacious new facility on the Greek Campus, coinciding with the implementation of one of the first dual-language (English/Arabic) catalogs in the Middle East. In 1995, the Main Library was the first in the region to create a department of Information Literacy, and more faculty members were added as services were expanded to meet the specialized needs of new academic departments and developing technologies.

The five years under review (2008-2013) in this report coincide with our move and establishment at the New Cairo Campus. The Main Library had spent the previous three years (originally the move was scheduled for 2007) planning, inventorying and weeding, in preparation for the transfer of more than 448,425 monographs and 76,000 periodicals. This careful planning resulted in a smooth move throughout the summer of 2008, and the availability of all Main Library services on day one of the fall semester. As a fully equipped and staffed facility, the Main Library quickly became the hub of the new campus with an average 4,000 patron visits per day.

The move was not without problems, however. Some tables meant to be wired were not, there were fewer offices than faculty, and graduate carrels were in some cases not user-friendly, to name a few. Library Automated Systems (LAS) installed new PCs, laptops and scanners in the Learning Commons as well as the three study rooms on the Plaza Level. It would not be until the end of the next year that all construction was completed and the Rare Books and Special Collections Library (RBSCCL) moved into their third floor space.

The university was settling into the new campus when it had to deal with a number of unusual issues, including a nationwide outbreak of the virus H1N1 in the fall of 2009. The Ministry of Health closed all schools and universities, but the Main Library enabled classroom activities via e-books, database access and electronic reserves, and chat reference services. Responding to the historical sense of the event, the Main Library along with the RBSCCL created a digital collection of interviews, memories, regalia,

archived websites and digital media exchanges, and other narratives -- a first of its kind for the Middle East and searchable worldwide for a firsthand account of events. The following academic year, 2010-2011, was challenging as well due to student discontent, campus disruptions, and continued faculty vacancies in key positions throughout the Main Library. Nevertheless, librarians in all areas successfully maintained a key role in the delivery, management, and coordination of Main Library services and activities. As has been the recent history of Egypt, the next semester, February 2011, saw disruption in the political climate of the country. Again, however, AUC and the Main Library responded in all cases with creative means, adapting to the fluctuating crises.

With access to upgraded bandwidth, new technologies and services were evaluated and implemented, such as a revolutionary new online catalog search tool -- Library One Search. Expanded service was also implemented at the Learning Commons, along with new office hours for graduate students that were coordinated with the office hours of the Writing Center. Also implemented were self-printing services in the Learning Commons, the replacement of printed circulation notices with email notices, increased document delivery efficiency, and a Main Library Facebook page. New vendors such as Yankee Book Peddler and GOB13 that offered shelf-ready books made cataloging turn-around times faster. Other services, such as computer stations with scanning capabilities, a series of LibGuides for subject specialties, and the opening of the Downtown Campus Library in August of 2010 were also implemented. Serving the students of the School of Continuing Education, the Management Center, Engineering and Science Services and the Graduate School of Education added vital new service points for the Main Library.

Circulation proved steady with slightly more than 47,500 items from the general collection and 40,000 items from Reserves circulated over the next four years. With two fully equipped instruction classrooms, the teaching capacity of the Main Library was able to expand. The Core Curriculum course, *LALT 101: Information Literacy*, was taught by Main Library faculty with up to 14 sessions per semester. By 2009, the course was also being offered during summer and winter breaks. In addition to the students in these classes, hundreds more took workshops or "library instruction by request" sessions each semester. Having the two teaching classrooms allowed the Main Library to expand these classes/sessions and to experiment with new methodologies for teaching library and research skills.

The Main Library and campus committees generated a great deal of activity and regional organizations. Brown Bag lunches on "hot topics" were instituted to give time to discuss professional issues. In 2009, faculty and staff members planned and hosted a Middle East/North Africa conference for users of the Millennium integrated library system software (<http://www.menaiug.org/conference2009.html>). In addition, a number of faculty and staff participated in UNESCO's Regional *Training the Trainers* held at Biblioteca Alexandrina in 2010. In the Spring 2011 semester, the third round of a LibQUAL+ Survey was carried out and compared with the previous two (2004 and 2007) surveys. Some members of the faculty participated in a regional ethnographic pilot survey of student research behavior under the direction of Nancy Fried Foster and American International Consortium of Academic Libraries (AMICAL). The Global Library Leadership Workshop, a regional conference on information literacy sponsored by the Main Library and the University of North Carolina-Chapel Hill's ELIME (Educating Librarians in the

Middle East) took place in May of 2013 (<https://global.unc.edu/news/the-global-library-leadership-workshop/>). In addition, faculty and staff have attended conferences in the region and the United States. The Middle East-North Africa Innovative Users Group (MENA-IUG) and the AMICAL are two regional academic library organizations in which a number of faculty and staff are quite active.

Additionally, there were ongoing projects throughout these five years to improve our assessment process with an eye toward more effective long range planning. Early in 2010, a peer analysis program enabling the Main Library to benchmark resources against schools of similar size and mission in the United States was established and the Main Library began reporting statistics to the Association of College and Research Libraries (ACRL). The Main Library security plan was also revised by an external consultant resulting in the implementation of new regulations. Matching building spaces to changing services and demands led to a paring down of the number of departments, resulting in the streamlining of responsibilities. Technical Services was renamed Collections to reflect the changing nature of acquisitions, cataloging and serials, and a number of departments merged to become Public Services. The result has been a leaner, more efficient system of service in all areas.

These five years have been hectic and challenging, but definitely productive. To paraphrase from one of the Main Library's recent planning documents, we strive to insure that Main Library facilities can meet and exceed our user needs in an environment now characterized by continual and rapid change. With the largest English language collection in the Middle East and thousands more titles available digitally, the Main Library, supplemented by subscriptions to more than 130 databases, is likely the most comprehensive research institution in the region. As AUC has implemented new academic programs, we have continued to acquire appropriate monographs, serials and databases that have boosted usage of the Main Library's collections, and added depth and dimension to AUC research requirements and capabilities.

Library Automation Systems

Library Automation Systems (LAS) played an essential role in the move to the new campus by having all Main Library technology equipment, applications and services up and running within a very tight time frame, and on opening day. The move plan started early in the fall of 2007, when LAS implemented the new Information Technology Infrastructure Library (ITIL) concept of configuration management that tracked all equipment and software usage. This new concept in inventory management enabled LAS to keep only essential equipment and software needed for the move to the new campus; installing approximately 250 devices on time. In addition, LAS ensured that the new campus network was tested and aligned with the Main Library technology infrastructure before the move began.

The 2008 move budget opened new opportunities for LAS to better serve the AUC community by appropriately managing approximately LE 3 million to order new PCs, laptops, servers and printers, including installations in the Learning Commons, instruction classrooms, and student study rooms. Approximately 250 new pieces of equipment were installed in less than three weeks. Moving and installing new equipment was very challenging, but LAS was ready on day one of the 2008 fall semester.

Not all AUC units were up and running; thus, LAS played an important additional role in hosting the technology needs of other departments, so that they could carry on the beginning of their semester activities.

In the summer of 2009, LAS upgraded the centralized printing services to provide self-printing capabilities. The upgraded system tracks user account balances and provides smooth and efficient printing services, thus solving the problem of long print station queues. Also in the summer of 2009, the Main Library implemented a new discovery tool that allows users to find all search materials in one interface. LAS helped in the selection and implementation of the new tool known as Library One Search. The photocopy unit became part of LAS in September of 2009, effectively grouping all reprographic functions.

In the summer of 2010, LAS implemented a new desktop management system (Numara) which effectively manages the growing number of PCs in the Main Library. Numara provides fast implementation of new software, system upgrades, and the monitoring of PC usage, in addition to controlling the automatic shutdown of all equipment at predetermined closure times. This feature made LAS a pioneer by implementing AUC "Green IT" that enables energy savings. Additionally, by the end of 2010, LAS had shifted off-campus access to online resources from Web Access Management (WAM) to Ezproxy to enable better service. The reservation system for the Main Library's very popular student study rooms was also upgraded by LAS to provide more manageability and user options.

Supporting our role in the Middle East/North Africa (MENA) region, LAS joined the first MENA-IUG (Innovative Users Group that supports the Main Library's Millennium software systems package) regional conference in 2006 and has continued this participation to date. In late 2013, LAS assisted with the implementation of the new 24/7 QuestionPoint chat reference system by managing the project for the Reference and Information Services department.

Public Services

When the timeframe for this review begins (2008), Public Services consisted of Circulation and Reserve Services, Collection Development, Document Delivery and Interlibrary Loan, External User Services, Law Library, Media Services, and Research and Information Services. Within the next year another area was designated as a Public Services responsibility: External Users Services. At the end of the review time in 2014 much restructuring had taken place: (1) Instruction Services has been folded into Research and Information Services for greater efficiency, (2) Media Services has been disbanded and its materials integrated into the Main Library collections, (3) the Law Library has also been disbanded and its materials integrated into the Main Library collections, (4) Collection Development has been transferred to Collections. Some of these decisions reflect the need to redistribute functions in order to provide better service; the requirement for staffing changes was an issue in others. Overarching aims were for greater coverage and efficiency. These restructured or disbanded departments are listed below and briefly described along with existing departments.

Circulation and Reserve Services

This department was pivotal regarding the smooth transition to the new campus in 2008, and had begun careful planning two years earlier. During the summer of 2008, staff worked tirelessly with others to pack the boxes that had been designed and built to carry out the move of library materials. By the time the university term began in the fall of that year, more than 350,000 print books, 150,000 print periodicals, and thousands of audio-visual materials (microform, VHS and DVDs) were ready for use. Over the past five years, circulation statistics show a slight decrease in print materials going out, but a steady rise in reserves, especially with regard to electronic reserves. The staff time saved due to the drop in print circulation has enabled the circulation staff to provide new services such as the in-library lending of laptops and headphones, and lending keys for day lockers. The circulation staff was also cross-trained to work in the ID unit that is housed in the Main Library building, which has improved this service as well.

In 2013, the head of Circulation and Reserve Services assumed the responsibility for the operation of the newly opened Tahrir Library in the Falaki campus, participating in the formation of policy and procedures for this small electronic library at the downtown campus. A favorite of many faculty and students is the policy which allows the pick-up and return at the Tahrir Library for print materials from the New Cairo Main Library. Unfortunately, this library has been unable to provide all desired services given the disruptions at Tahrir. Alternately, in a reversal of roles, the Tahrir and Falaki campuses were used for emergency classes during the student strikes in 2012. The Libraries and Learning Technologies (LALT) 101 class was taught in the Tahrir Library as were other university classes.

Collection Development

During the period 2008 – 2011, the Main Library made several changes to the fund allocations for monograph spending. These changes were based on a formula that aimed at enabling the equitable distribution of funds, and the formula was monitored and revised as necessary. The Main Library assigned Liaison Librarians to each university department. These Liaisons discussed the information needs of the various departments and centers of the university and provided valuable lines of communication between the Main Library and university faculty. In addition, the School of Sciences and Engineering acquired a substantial grant for research and it was agreed between the Dean of the School and the Main Library that a proportion of the research grant would be used to assist the Main Library in providing access to essential and expensive scholarly databases related to science and engineering. An ongoing project to evaluate and replace outdated audio-visual formats was also undertaken. Despite the launch of this project, only a small number of items were actually replaced during the next few years. Another project to provide streaming video service from the Main Library was delayed by an issue with bandwidth as well as circumstances resulting from the revolution in early 2011.

In 2011, Patron Driven Acquisition (PDA) of e-books was introduced and the allocated budget for this endeavor proved adequate. In the fall of 2011, a new head of Collection Development was hired. He worked closely with the Electronic Resources Committee to plan and evaluate the Main Library's electronic resource needs and, as a member of the Budget Committee, worked on improving the process of tracking our spending. A program to evaluate damaged books was also designed in

cooperation with Circulation. This department was also responsible for the distribution of withdrawn materials that are distributed to other institutions in Egypt (from 2008-2010, over 3,000 discarded titles were donated to other Egyptian universities).

In 2013, the position was revised and the title was changed to Collection Development Coordinator to adequately reflect additional job responsibilities. In addition, the previous designation for librarians as “Library Liaisons” was changed to “Subject Specialists” in order to make clear the difference between AUC faculty liaisons from the various schools and their counterparts in the Main Library.

Document Delivery and Interlibrary Loan

Over the last five years, Document Delivery has handled approximately 17,200 requests for materials not owned by the Main Library. Requests have slowly declined through the review years mainly due to expanding online database subscriptions. In 2013, document delivery request costs were cut 25% by choosing institutions with reciprocal agreements such as AMICAL and LVIS (Libraries Very Interested in Sharing).

External User Services

External Users Services was re-established in 2009 and focused on offering Main Library services for eligible non-AUC students and scholars, after a two year hiatus resulting from the move to the New Cairo campus. A new membership form was created and announcements were posted in newspapers, with the “Supreme Council of Universities – Egyptian Universities Libraries Consortium” [<http://www.eulc.edu.eg/eulc/libraries/start.aspx>], and on the Main Library webpage. With well-established opening dates, a solid announcement system and tested registration procedures, the process was highly successful for the majority of the Egyptian university applicants. In 2013, the application process was made easier with the introduction of an online form which can be printed and completed before coming to the Main Library. This form can be used by both overseas researchers and researchers in Egypt through the “External Users” webpage on the Main Library website.

Instruction Services

The Instruction Services department was in charge of all Main Library-based curriculum, focusing on the LALT 101 course, which is a required, no-credit hour course in the Core Curriculum for freshmen. Beyond this course, numerous subject-specific sessions were taught upon request every semester as well as workshops and tutorials. The department was tasked with developing course materials for these specialized sessions and for giving guidance to the development of advanced levels of the basic LALT 101. These included subject-specific sessions, Capstone participation, graduate-level sessions and workshops, and introducing new technologies including blogs and LibGuides. The librarians taught record numbers of students in LALT 101 at this time, as well as separate subject-specific sessions or workshops.

The Instructional Services Librarians also served weekly shifts on the Main Library’s reference desk and served as subject liaisons to assigned academic departments for collection development purposes. The weekly Graduate Research and Writing Open Labs (GRWOL) were discontinued as the Writing Center

now operated from within the Learning Commons. Before the end of the 2010 spring term the IS librarians and the director of Public Services participated in an ethnographic study sponsored by AMICAL under the direction of Nancy Fried Foster, Director of Anthropological Research at the River Campus Libraries at the University of Rochester. The results were presented the following year at the AMICAL conference. Some of the observations made were incorporated into the long range planning sessions the next year.

Throughout the years 2008-2013, there was a continuous drop in attendance in LALT courses. There are two main reasons for this. First of all, the method of data collection was inconsistent. The librarian who collected and reported on attendance during the academic years 2008-2009 and 2009-2010 included students who enrolled in LALT regardless of their actual physical presence in the classroom. For the three remaining academic years, only those students who regularly attended the course were included in the statistics. A second major reason for the decline in attendance statistics is a University policy regarding LALT attendance. During the academic years 2008-2009 and 2009-2010, students were not allowed to drop LALT 101. Then, in 2011, the Senate passed a policy allowing students to drop LALT 101, like any other University course. With this change in policy, students became aware that they could enroll, take the exemption exam, fail it, and then retake it the following semester. Therefore, large numbers of students who were enrolled in LALT and who failed the exemption exam either dropped the course, or simply did not attend it in the hope of passing the exemption exam in the following semester.

LALT Learning outcomes were measured by pre- and post-tests for most of the years between 2008 and 2013. The pretest was the exemption exam and the post-test was the final exam. These two tests were identical in content and format, lending reliability to the results. However, one limitation to this method of assessing student performance is that the test was a multiple choice test with inadequate piloting procedures to ensure its validity. A concern emerged that the multiple choice exam was not testing whether or not students could actually perform a search of library resources, retrieve relevant materials, evaluate them, and use them in a research paper. In other words, students could pass the exemption exam, but not know how to compile a working bibliography that is relevant to an assigned topic using correct and consistent format. Therefore, during the winter semester of 2013 a practical exam was piloted and then implemented in the spring semester of 2014, coinciding with a passed senate motion requiring the LALT course to be taken no later than the sophomore year. It is not expected that this shift to a practical exam will affect the goals or learning outcomes of the course. However, there is an expectation that the course will expose the student to a more practical, hands-on learning experience.

Law Library

The Law Library, established in 2002, was an integral part of the Law Department – sharing premises with the Law Department in the Cairo Capital Club in Garden City until November 2008. At that time, the Provost decided it should be moved the New Cairo Main Library building. In its new location, the Law Library quickly integrated its operations with Main Library operations as part of the Public Services area. Only one librarian was retained for service as the Law Librarian (in the downtown library there had been catalogers as well as acquisitions staff). The Law Librarian joined the Main Library's Public

Services department, and the Law Library space on the 2nd Floor of the Main Library evolved to a service point for students seeking information on library services in the law field.

The Law Library functioned well for the next three years while funded with a significant grant. However, with the end of this funding, the Law Library struggled with only one full time person and a handful of graduate work/study students until it was disbanded in late 2011. After lengthy discussions with the Law Department and other stakeholders on campus, the books and periodicals were inter-shelved with the main collections and the room re-purposed to become a Graduate Commons. The Director of the Center of Excellence for the Middle East and Arab Cultures now functions as a reference librarian for graduate students, including law students, in this space.

Media Services

In 2008 the Media Services department spent much of the summer preparing the space on the Garden Level of the new Main Library for the smooth transition of materials ranging from DVDs to microforms (microfiche and microfilm), including the equipment needed to view the items. The collection of microfiche and microfilm consisted mostly of runs of newspapers, theses and some runs of journals. Reader/printers were provided for each type and before being merged with other areas, a computer reader with printer was purchased.

The room was adequate for the amount of material but not very spacious in terms of using all the required machines. The department, staffed by one full time Main Library assistant and 2 part-time employees, struggled with a 6 day, 8:30pm-10pm (and expanded hours during exam times) coverage requirement until 2012 when a number of part-time staff were hired into full-time positions. A great deal of the collection was in old formats that were not easily supported and required constant attention. A project to identify and weed or convert those materials resulted in better service and a small amount of increased space. In addition, the addition of a PC that could print from a microform reader enhanced the use of the collection.

Due to the astounding growth and availability of digital sources that severely reduced the need for these traditional formats, it was decided in late 2013 to disband this collection and incorporate it into the general Main Library collection. In addition, the space was needed for an e-learning lab and the functions of the Media Services could be redistributed without too much trouble. The actual materials were partially weeded before being disbursed. Microform moved to an area near the Circulation Department with the readers for both microfiche and microfilm in a carrel on the same floor. The DVD/VHS collection moved to the Plaza Level open shelving that had formerly housed the Reference Collection. It was decided to allow the DVD/VHS materials to freely circulate, thus removing the necessity for someone to administer the collection's use.

Research and Information Services

The Research and Information Services Department (RIS) played a vital role in the 2008 transition of Main Library resources and services from the old campus to the new, leading a larger Help Desk Team that was, and remains, the "face" of the Main Library in many respects --- from the first time freshman

Main Library user to the experienced faculty member working on a publication or conducting original research. In addition, the establishment and successful launch of the Learning Commons area in the new Main Library building was accomplished under challenging circumstances in the fall of 2008.

The years 2009-2010 saw a dramatic expansion of RIS faculty and responsibilities. A new faculty member was added to support the expanding AUC Engineering departments, Instruction Services was merged into RIS, the RIS reference manager became responsible for External User Services, and a Public Services senior secretary working primarily with LALT course administration was hired. In addition, several new faculty librarians were hired as a result of attrition.

In the fall of 2010, RIS had a full complement of reference and instruction faculty positions filled for the first time since 2005. The number of instruction sessions delivered was increased by 26% over the previous academic year. To support the *Web of Science* online scientific citation service added that year, RIS staff produced a faculty focused LibGuide detailing the citation analysis capabilities of the tool and gave workshops on *Web of Science* for faculty via the Center for Learning and Teaching. Unfortunately, the fall of 2011 and spring of 2012 saw several unexpected resignations, leaving the department understaffed.

It must be noted that the academic year 2011-2012 witnessed a dramatic drop in reference desk usage statistics and an even greater drop in the year 2012-2013. A combination of several factors may have contributed to this decline. Firstly, the introduction of Library OneSearch, a federated search engine, made searching library resources easier and more efficient. This discovery tool was implemented in September 2010, and it is possible that by September 2011 awareness of Library OneSearch began to impact Reference Desk statistics as more and more students needed less and less help in finding articles and books for their papers. Secondly, data collection methods were not reliable. Statistics were gathered over a two-week period twice a year and the numbers for the reports were extrapolated from these samples. Thirdly, Help Desk staff may not have been trained thoroughly enough to remember to record statistics in a consistent way. Finally, for complex reference questions, students were scheduling special sessions with librarians whom they had met during in-class library presentations and workshops. In this way, students were by-passing the reference desk altogether. A final reason is that the reference desk was staffed fewer hours than in previous years. It should be noted that statistics also indicated a dramatic drop in Learning Commons use between spring and fall of 2013. The reasons for this are not clear, and it may likely be the result of inaccurate headcount numbers. All visual indications are that the Learning Commons remains as popular as ever.

Overall, the 2012-2013 academic year was one of maintenance of current programs and services. There many times, however, when the department was stretched to capacity. This resulted in limited progress on the update and redesign of the Main Library website and negatively impacted instruction and research efforts. RIS members formed the core of the library professionals who participated in faculty governance, and represented the Main Library internally and externally at AUC and/or international meetings or conferences respectively.

Credit must be given to the instruction team for the enthusiastic and effective way in which the problem of the fall 2012 campus closure was addressed. LALT 101 sessions were quickly organized and effectively presented at the Tahrir Library. Finally, it is important to note that in late 2013, a 24/7 online research help service that is comprised of participating accredited academic libraries around the world was implemented, and was at once highly successful.

Collections (formerly Technical Services)

Acquisitions

Early in the spring of 2008, the Acquisitions department began planning the move to New Cairo, while continuing to effectively manage normal workloads. We requested that vendors postpone shipments until after relocation and send us pro-forma invoices related to shipments to ensure timely payments. Acquisitions also went through old files in order to discard out-of-retention records. Newly received books were quickly processed through the Cataloging department and then repacked in their cartons in order to facilitate a smooth move to the new campus.

Over the past five years Acquisitions has analyzed and sometimes changed primary vendors through a methodology that evaluates price and performance over time. In this manner, Acquisitions has ensured the best quality service to AUC faculty and librarians by providing them with all required information regarding their orders and current budget. From the end of the 2008-2009 fiscal year to date, Acquisitions has also undertaken the reconciliation of SAP finance department records with our own accounts, thereby identifying various discrepancies and correcting them. These efforts have enabled the department to attain all of our objectives on time, and at the same time develop new strategies to better monitor our funds and effectively manage vendor relationships.

In 2010 Acquisitions introduced new order fund codes for all subjects in our Millennium software system in order to move to the use of single basic currency in dollars. This enabled a simplification of accounting procedures. Heavily used but outdated VHS format materials were also selectively replaced with DVD format. Supporting new social science and business programs introduced in the curriculum without a corresponding increase in funds has been a challenge, as has supporting the enlargement of the School of Science and Engineering.

Over the last five years, Acquisitions has seen a steady decrease in requests for paper monographs and an increase in volume of e-books. In June 2011, a new option for purchasing e-books was begun using the Patron Driven Acquisitions (PDA) model, whereby e-books can be “loaned” to the patron until maximum loan usage triggers the automatic purchase of the e-book. We also began downloading e-book monographs using the OCLC World Catalog tool. This was in response to the steady decrease in requests for paper monographs and a corresponding increase in the availability of e-books, a trend that is expected to continue in the future.

In September 2011 the Acquisitions department was made responsible for the donation of books and other materials, including the processes and procedures for their disposition. In 2013, the idea of a

Main Library Book Sale was also revived, and the sale of weeded reference books was scheduled for the following year.

Cataloging

In 2008, the Cataloging department accomplished its goal of having all books cataloged online before the move to the New Cairo campus. The hard-copy reference collection, no longer needed in a 21st century library, was judiciously down-sized to half its former count, a considerable but necessary weeding process.

In the past five years and ongoing, we have been responsible for cataloging all materials in both the Main Library and Rare Books and Special Collections Library. We cataloged 60,544 titles (69,430 volumes) of materials in 97 languages, with 247,019 titles in English, 13,936 titles in Arabic, 3,467 titles in French, 2,624 titles in Italian and 1,533 titles in German. These included two major donated collections to the RBSC: 1) the Anis Mansour Collection with an approximate total of 15,000 volumes and 2) the Father Pierre Riches Collection with an approximate total of 13,000 volumes.

In addition, the past five years naturally saw an increase in electronic resources, especially e-books from various vendors including EBL and Ebrary. We processed 226,027 electronic cataloging records for these e-resource titles, including 216,199 e-books, and 6,433 e-music files and 2,350 e-video files from Alexander Street Press. An additional 1,045 electronic cataloging records for e-maps from MAPS.COM via Ebrary were also processed.

Through the WorldCat Connexion Client, we contributed our holding information and catalog records in English, Arabic and other languages to the WorldCat Libraries. As a member of the Library of Congress (LC) Name Authority Cooperative, we also contributed Arabic names, series, and corporate bodies to the LC Name Authority File, and added non-Latin scripts to LC authority records. To increase efficiency, we began to use vendors' electronic cataloging records and batch loads for print monographs, e-books and e-media, and outsourced some of our authority works to MARCIVE, Inc., for record updates. We also participated in the patron-driven-acquisition (PDA) model also supported by Acquisitions. For updates to the Main Library catalog, we continued to use "Millennium" cataloging software and we participated in the implementation of the "Summon" web application that provides full-text article retrieval. In 2013 we began to implement Resource Description and Access (RDA), the new standard for cataloging and metadata, in order to prepare us for future webscale metadata management and the semantic web.

The new media and batch loads of electronic cataloging records for e-books and e-media had an impact on the department's staffing levels. From 2009 to 2013, as the need for original cataloging decreased, the number of catalogers decreased accordingly through attrition, with the FTE count decreasing from 12.5 in 2009 to 8.5 in 2013. In September 2013, the term 'metadata' was added to the department's title to indicate the shift to a more electronic workflow as the Main Library continues to adjust to an increasingly digital environment.

During 2009 to 2013 titles in 97 languages, including dialects, were added to the collections, from Achinese to Zulu. These additions were across all formats including electronic books and electronic media (online videos, online music, and etc.). The top 10 languages are English (91.19%), Arabic (5.14%), French (1.28%), Italian (0.97%), German (0.57%), Latin (0.14%), Spanish (0.14%), Modern Persian (0.03%), Dutch (0.03%), and Portuguese (0.02%). The 87 additional languages cover the geographic regions of the world, including those of indigenous peoples.

Serials and Continuing Resources

Beginning in 2008, the Serials department was heavily involved in the initial move to the New Campus, including the design of moving containers for materials, the establishment of time schedules, and the physical transfer of the library collection to the new Main Library building. From 2008-2013, it has been a challenge to maintain high performance levels with increased responsibilities and a corresponding decrease in staff from six to four members, including the department head. Also, in 2013 the department name was changed to Serials and Continuing Resources to more accurately reflect its overall role in managing print and electronic serials and databases.

Over the past five years, the Serials department has been responsible for print periodicals in all formats, including periodicals from the Rare Books and Special Collections Library (RBSC). We have processed 68,073 periodicals and bound 7,847 volumes. Aligned with the goal of the Main Library to replace duplicated hard copy periodical issues with an electronic resource, we have discarded 4,636 volumes and cancelled 455 titles as they have become available online. Upon closure of the Law Library, law serials were also weeded and merged with the Main Library serials collection. In 2013, the department was assigned to manage the Migration Refugee Studies grey files, a process that entailed adding Oxford scheme classification in coordination with the cataloging department and the Center of Migration and Refugee Studies.

Along with the management of print periodicals, the Serials department assumed the responsibility for the complete integration of electronic database resources in 2011. This involved a number of complicated aspects ranging from vendor relations to systems training, maintenance and oversight. This has dictated new responsibilities, including facilitating the access and management of databases and individual electronic periodicals subscriptions by ensuring the validity of URL links. The department has also completed a major project of scanning all database license agreements and making them available online as a highly useful administrative tool.

Merging electronic resources with the Serials department has also increased the budget of the department to an annual average of \$1.2 million. In addition, the considerable experience gained by the Serials Department with subscribed content discovery issues was showcased during the AMICAL-OCLC Forum on Discovery Services. A presentation regarding our experiences with the maintenance of the Serials Solutions knowledge base reflected our implementation difficulties and shed light on the importance of sustaining an accurate knowledge base for the electronic resources subscribed collections.

Center of Excellence for the Middle East and Arab Cultures

The Center of Excellence for the Middle East and Arabic Cultures was conceived and proposed in 1998. The original vision was to build on strengths of the outstanding existing collections in Arabic and Middle Eastern studies, in a concerted effort to support advanced scholarly research. The proposal for the creation of the Center was accepted by the Faculty Senate in 2002.

The Center was given a dedicated budget and the mission to build a comprehensive research collection in Middle Eastern studies within both the Main Library and the Rare Books and Special Collections Library (RBSCL). For the latter this was a mandate to acquire special and rare materials, and in particular to acquire primary source materials, in order to complement existing collections. These collections distinguish the Main Library from its peers; for example, through the Director's efforts, the Rare Books and Special Collections Library was able to acquire the collections of Egyptian diplomat and social activist Aziza Hussein, and former United Nations Secretary General Boutros Boutros-Ghali. The Center therefore acts as a focal point for attracting private collections and inspiring original research.

In 2013, the Main Library and the Rare Books and Special Collections Library created two positions for staff with backgrounds in Middle Eastern studies. These staff members have assisted the Director in offering research help and expertise as well as continuing to select and acquire scholarly materials. With its collections and staff, the Center has served a global audience of scholars and researchers.

3. FINDINGS AND RECOMMENDATIONS FROM PREVIOUS REVIEW

The Main Library has not undergone any previous external reviews to date. However, the Main Library has completed internal evaluations utilizing a number of review and analysis tools as described in Section 8 (Assessment) of this report.

4. DESCRIPTION OF MAIN LIBRARY DEPARTMENTS AND SERVICES

Library Automation Systems

Library Automation Systems (LAS) has several primary responsibilities. One of the most important is to support and manage the Main Library's highly specialized Library Integrated System (LIS) Millennium software, and ensure its seamless operation with the university's web technology. This unique system integrates all Main Library departments and/or functions including Acquisitions, Cataloging, Serials, Electronic Resources, Circulation, and the Online Public Access Catalog (OPAC) used by patrons to access library materials. As a related measure, LAS participates in Innovative User Group (IUG) conferences, which serve as a sounding board for Millennium software related issues. This is especially important as we prepare to migrate to Millennium's successor, the new "Sierra" platform.

As Main Library services are critical to the mission of the University, and as technology becomes an increasingly important part of student and faculty daily life, it is the role of LAS to provide state of the art library-related technologies. Therefore, LAS ensures that Main Library technical services are running smoothly and efficiently, and are fully aligned to meet current and future business needs. As such, LAS is responsible for the Main Library's Information Infrastructure and associated budget, which supports the design, implementation and maintenance of all Main Library IT requirements. This includes providing IT solutions and technical support, managing IT changes, managing IT security and protection, the development of all in-house programs/applications, and cooperating with different IT departments within AUC. It is important to note that these responsibilities carry over to greater Libraries and Learning Technologies (LLT) that is comprised of the Main Library, the Rare Books and Special Collections Library (RBSCL), Tahrir Library, and the Center for Learning and Teaching (CLT).

Other daily LAS activities include providing support to the Serials and Continuing Resources department by identifying and repairing root causes of inaccessible online resources. These problems, often the result of vendor-related technical difficulties, may occur suddenly and require immediate attention. The Main Library web page is also continually monitored and updated to ensure enhanced functionality and operation. Finally, LAS also supports ILLiad, the document delivery service that is the main portal for University patrons to place requests for chapters of books and periodical articles that cannot be

acquired locally. ILLiad is continually upgraded with all new enhancements in order to be up to date with ever-changing requirements regarding document acquisition and exchange.

Public Services

The mission of Public Services is to provide an integrated, comprehensive program of user-centered services in an environment supportive of the institutional and research needs of the AUC community as stated in the overall Main Library Mission Statement. The Public Services Unit is comprised of 4 departments: Circulation and Reserve Services, Document Delivery & Interlibrary Loan, External Users Services and Research and Information Services.

Circulation and Reserve Services

The Circulation Department serves as the place where students may borrow or return books, audio-visual materials, microform materials, laptops, day-locker keys and headphones. A convenient self-checkout service is also available. The department also processes and circulates all reserve materials, and investigates lost or misplaced materials, manages holds on requested materials, clears patron records and liaises with the Registration system. Shelving and collection maintenance is also part of Circulation responsibilities.

At present, the department oversees the management of the Tahrir Library, and assists with guidance in issues related to the ID Unit. The Tahrir Library is wired as if it were on the New Campus so that access to all databases and electronic books is easily available. The Tahrir Library provides academic support primarily for eligible students of the School of Continuing Education, Engineering & Science Services, the Management Center and the Graduate School of Education. In addition to the head of the department and the Tahrir Library staff employee, there are five staff servicing the reserve and main check-out desk in the Main Library along with two reserve specialists and five stack maintenance specialists.

Document Delivery and External Resources

The Document Delivery & External Resources department provides materials not available through library collections to the AUC community in order to meet their needs for research material. The department provides delivery, free of charge, journal articles and chapters in books from libraries and document suppliers on a national and international basis.

Over the last five years, a total number of 17,200 requests were handled. A slight decrease over the last few years is primarily due to the increase of our online database subscriptions that have provided previously unavailable content. In addition, current political instability has disrupted normal levels of academic research at AUC, therefore reducing the demand for this service. The operation has reciprocal agreements with both AMICAL and LVIS (Libraries Very Interested in Sharing).

The average cost to the library for AUC requests to other institutions ranges from \$11 to \$13 per article, with an average of 90% of articles successfully acquired for patron use. As a lender, the Main Library's

fill rate for requests to AUC from other institutions is 23%. This lower percentage rate is due to the fact that most requests received are for hard copy materials which library policy is unable to allow. Turnaround time ranges from approximately 4 days as borrowers and approximately 2 days as lenders.

A newsletter, "On Request," is posted on the regularly updated Document Delivery & External Resources webpage of the Main Library website in order to spread awareness of this vital service. Statistics of all departmental requests are included in the newsletter. Timely information about document delivery services is also announced in News@AUC. The department regularly conducts a survey that targets document delivery users -- results of the survey are used to continually readjust the departmental action plan.

The department also sets up and implements external collaborative cooperative agreements between AUC and other local institutions in order to provide access to the materials in the libraries of these institutions. We have extended our collaborations through national and international means, which are discussed in section 7.

External User Services

External Users Services (EUS) is responsible for the granting of Main Library privileges beyond the AUC community, and oversees the development of policies and procedures for assigning these privileges. Twice a year, local applications are accepted and evaluated, with orientations conducted for new members. Non-Egyptian applicants may be accepted throughout the year based upon individual need and/or availability. EUS handles all phone and email inquiries, VIP visits to the campus, overseas applicants, and visits from friends of faculty, students and staff. These requests come from both national and non-Egyptian institutions of higher learning. Library faculty and staff participate in tailored orientations that address specific audiences. The department also handles permission issues for filming and/or photographing inside the Main Library.

Research and Information Services

The Research and Information Services (RIS) department is responsible for creating an environment in the library that is conducive to study and research. For this purpose, there are study areas throughout the Main Library and on every floor. One area is equipped with accessibility technology to assist the visually impaired. In addition, there are several group-study rooms on each floor. For graduate students, there are study carrels on the ground floor.

Learning Commons: The most bustling area of the Main Library is the Learning Commons (LC). The LC resides in the physical space that is the main feature of the Plaza Level upon entry to the Main Library, and was designed to accommodate small to medium-sized groups in order to foster a culture of collaborative learning. It is distinctive in its feature of round "pods" of computing stations that create a comfortable, relaxed environment allowing for the blending of social interaction and at the same time, intellectual exchange and discovery. The mission of the LC is to provide a seamless work environment, thus giving users the tools and assistance to

effectively access, manage, and produce information, from idea formation to knowledge production.

In support of this mission, the LC is equipped not only with the necessary computers, scanners, and printers, but with highly-skilled personnel. Primarily the responsibility of the RIS department due to its physical location in the Main Library, the LC is staffed by faculty reference librarians in order to provide research assistance at all times and at all levels. In addition, the Center for Learning and Teaching (CLT) collaboratively assists RIS with the daily operation of the LC. Student Technology Assistants (STAs), who are graduate students trained as educational technology specialists reporting to CLT, are available to work one-on-one with students to help them develop the skills needed to complete assignments, especially in-class presentations. In addition, UACT may provide other technology-related assistance as needed. Both CLT and UACT contribute levels of high expertise that greatly enhance the student experience in the LC.

The RIS Department offers robust programs on information literacy for both undergraduate and graduate students. The undergraduate information literacy program has two models of delivery. The first is a required noncredit course in information literacy, titled Library and Learning Technology (LALT) 1010. To complete this course, students are required to attend fifty-minute sessions once a week for a full semester. In the second model, instructors invite librarians to present to their classes on a specific research-related topic. These sessions, held in one of two Main Library classrooms or in the requesting instructor's own classroom, help students successfully complete a specific class assignment for subject-specific course. Because librarians usually deliver these presentations and/or demonstrations during one class period, librarians often refer to these sessions as "one shots," but they may be better defined as "library instruction by request" sessions. For the graduate students, RIS has an information literacy program that focuses on the specific needs of this group. Librarians demonstrate how to use different research tools, and facilitate workshops on different concepts and skills associated with the research process. Particularly popular are the workshops in research management tools, such as RefWorks and Zotero.

RIS faculty has three major responsibilities. These are reference services, instruction services, and collection development services as subject specialists that coordinate with the various AUC schools and programs. Balancing these three tasks has always been a major challenge. As well, faculty and staff have always been active on Main Library and campus-wide committees.

Collections

Acquisitions

The Acquisitions Department is responsible for monograph purchases in paper and electronic (e-book) formats, the handling of requests from the national censorship office, the processing of book donations, and the receipt and handling of AUC hard-copy theses. Monographs, after an analysis that eliminates duplicates, are purchased through consultation with faculty, either directly or through Main Library subject specialists that work closely with faculty to support AUC curriculum.

Turnaround time is minimized by placement of orders with vendors within two days of receipt of request, or in special cases by the placement of rush orders. Upon receipt, hard-copy monographs are processed and delivered to the Cataloging department within five business days. E-books are ordered with accompanying cataloging records, so that they are normally immediately available upon purchase. All pending orders are regularly monitored for any issues that might delay their completion, and alternate vendors are considered as needed. Acquisitions is also responsible for several approval plans, whereby standing orders to vendors for both Arabic and English are automatically purchased.

Cataloging and Metadata

The Cataloging and Metadata Department provides intellectual infrastructure and access to the knowledge contained in our diverse Main Library collections. We contribute to the Main Library's mission, vision, and values by providing effective and accurate tools to assist our users to locate our information resources on and off campus and via the Internet, and in a timely manner. We continue to stay current regarding trends in cataloging and metadata, the increasingly digital information environment, and evolving patron behavior in academic libraries and higher education.

The department is composed of one head, two workflow managers, and five catalogers, with an additional half-time cataloger reserved for specialized Arabic cataloging. One additional cataloger funded through the Rare Books and Special Collections Library budget uses the Main Library cataloging space for her desk. Catalogers have specialized duties with regard to language and format expertise, and may be called upon to perform original cataloging of rare or specialized materials as needed. As such, the Cataloging and Metadata department supports both the Main Library and the Rare Books and Special Collections Library.

Collection Development

The Main Library maintains close relationships with AUC departments, including the various schools and centers of the university at large. To facilitate communication, the Main Library assigns faculty librarians with the responsibility to liaise with particular departments. These Subject Specialist librarians (previously called Main Library Liaisons) provide the following services to AUC departments: direct channel for Main Library-faculty communication, assistance in promoting Main Library resources to faculty and students, support for information literacy needs of both faculty and students, and support for acquiring desired information resources. In addition, the Subject Specialists assist in collection development through the monitoring and the purchasing of relevant scholarly resources and the maintenance of the current collection.

The involvement of the Subject Specialists with AUC departments has been somewhat uneven over the last five years. This is believed to be due primarily to two factors. Firstly, the high turnover of staff (both within the Main Library and external faculty) has had a detrimental effect upon this service, creating continuity issues. The second factor, partly impacted by the first, is the lack of strong leadership in the liaison process and, therefore, inconsistent enthusiasm by the Subject Specialists toward this duty within their individual job descriptions. Correction of this unsatisfactory situation was

initiated in 2013, however, with the re-evaluation of the Subject Specialist role. New and existing responsibilities were clearly identified and initiated with the intent of improving Main Library-AUC department communication. Future plans that will also positively impact the Subject Specialist role include an analysis of trends in monograph purchasing and their impact for years to come, the consideration of any gaps in our collection and subsequent target purchasing over the next five years.

Serials and Continuing Resources

The Serials and Continuing Resources department consists of a department head and four staff members who manage the full operation of print periodicals and electronic database resources. Responsibilities include the processing of invoices, binding, cancellation and/or discard projects, ordering of new periodicals, generating review lists, monitoring usage statistics, and communicating with local and international vendors. In addition, two members of the department take shifts in covering the reference help desk and sharing in visitor orientation sessions. The head of the department is the first responder to almost all electronic database related queries that are submitted by students and faculty through a link on the Main Library website.

Responsibility for electronic database resources has required the department to take on new tasks including data collection, software maintenance techniques and procedures, troubleshooting e-resource access problems, managing the Main Library webpage database list, and acting as primary contributor to Electronic Resource Committee meetings and issues. The department also facilitates access to individual electronic periodicals subscriptions by ensuring the validity of URL links. Although certain database subscriptions are required as part of university accreditation, all others are continually evaluated via a proven and stringent methodology that utilizes usage statistics versus cost.

Center of Excellence for the Middle East and Arab Cultures

The Center of Excellence for the Middle East and Arab Cultures (CEMEAC) at AUC Libraries is not conceived as a physical space, but as a network of dedicated staff with expertise in Middle Eastern studies.

In terms of organizational structure, the Center bridges the Main Library and the Rare Books and Special Collections Library (RBSC). The Center's staff builds collections for both libraries and promotes the use of existing collections. Its activities go beyond the Main Library's core mission of supporting academic programs at the university by assembling outstanding resources on the society and culture of Egypt and the region that will be of value to researchers from around the world. Beyond collecting such resources, striving for a level of excellence also involves promoting access to, and creative engagement with, the Main Library's rich holdings, particularly through the use of online tools.

A Director of the Center was appointed in August of 2013. A staff member of RBSC was re-assigned as Collections Manager to the Center, and one additional staff member was hired in December of 2013. The first task of the Center staff was to assess, revise, and improve current collections and collection profiles. This process will be completed with the activation of new materials purchase approval plans with various vendors.

The Center staff has also begun to reach out to faculty and students within the framework of the Main Library's research and instruction program. Finally, plans are also being made to extend the Center's activity to the realm of scholarly communication: the Director of the Center is leading an initiative to promote Open Access to local research, in cooperation with other bodies on campus, and beyond. He is also leading an effort to transition AUC-based journals to the Open Journal System (OJS) platform, and to create an editorial board for a new Main Library-based journal.

5. FACULTY & MANAGEMENT QUALIFICATIONS AND ACTIVITY

The Main Library is administered by a highly qualified and experienced team of faculty and staff. Please see Section 5 appendices for details regarding qualifications and activities.

6. THE MAIN LIBRARY AND STUDENT INTERACTION

The Main Library serves undergraduate and graduate students alike. Professors in over 27 different disciplines invite librarians into their classrooms to deliver in-class Main Library instruction to their students. To the extent that all students are required to take LALT 1010, a course in information literacy, the Main Library impacts the academic careers of all AUC students. Currently, students may be exempt from the LALT 1010 course if they pass an exemption exam that tests fundamental research and library skills. This test is regularly reviewed and evaluated to maintain current relevance regarding changing technologies and AUC teaching and research requirements.

In collaboration with the Center for Learning and Teaching (CLT), the Main Library created a Learning Commons for students that was envisioned from the start to serve as a vibrant, bustling, public space for students to study and/or socialize, promoting both recreational and academic pursuits. The Commons area was given the name of “Learning Commons: Your Space,” and was incorporated into the design of the new library for the New Cairo campus. This effort clarified both the functionality and student ownership of the area that promoted heavy use of the library, in order to mediate the schism between traditionally “quiet” library culture and that of the Internet generation of students that tend to combine computer-related and social activities.

To accommodate the requirement for quiet study space, however, a special “silent” area on the second floor and a Graduate Student Learning Commons has been created. The Main Library also employs work study students to assist staff and faculty in doing various tasks. The program gives the Main Library the opportunity to engage students in its work during the academic year. It also gives enrolled students an active role in contributing to the Main Library’s projects and programs. Utilizing students’ free time on campus assists us in handling our workload while contributing to the students’ professional development. Students in the program can dedicate up to 120 hours during the semester.

7. MAIN LIBRARY RESOURCES AND COLLABORATIONS

Facilities and Equipment

Main Library hardware and software resources are referenced in Section 4 appendices pertaining to Library Automation Systems (LAS).

Administrative and Technical Resources

Administration of the Main Library is overseen by Dean Shahira El Sawy and is executed by her management and administrative staff. Detailed information on Main Library staff can be found in Section 5 of this report. Technical support is provided by the LAS department, more information on which can be found in Section 4 of this report. Additional technical support is provided by University Academic Computing Technologies (UACT).

Budget

The Main Library budget is an annual appropriation. Until fiscal year 2012, the annual budget cycle began in September 1st and ended August 31st of the following calendar year. Due to the budget deficit and as an attempt to close the budget gap, the University switched its fiscal year in 2013 from September 1 to July 1, making fiscal year 2013 in effect a 10-month transitional year. Starting fiscal year 2014, the University fiscal year starts in July 1st to June 30th.

The Main Library operational budget is comprised of four categories:

- Salaries, Wages and Allowances with Fringe Benefits (pooled by category of employment)
- Operational Supplies & Services
- Capital Equipment
- Main Library Materials

Since fiscal year 2011, the Main Library budget has faced several cuts which have had significant implications on the supplies, services, equipment, and Main Library materials fund allocations. The impact of these cuts is clearly reflected in the Main Library materials fund allocations, which decreased from 39.7% of the total Main Library budget in fiscal year 2009, to 27.13% in 2012. In fiscal year 2013, the percentage increased to 39.22%; however, it is crucial to take into consideration that fiscal 2013 consisted of ten months only.

Fortunately, since fiscal year 2011, the Main Library has been granted restricted fund allocations for database resources from two AUC graduate programs. These are from the School of Sciences and Engineering and the Graduate School of Education. The Main Library premises generate revenue from lost book fines, late fees, External Services, and additionally, copy center profits. However, these monies do not return to the Main Library budget and instead are transferred to a general university fund or Copy Center operations respectively.

Collaboration within AUC

The Libraries and Learning Technologies Advisory Committee (LLTAC) has been of great assistance to us and is comprised of faculty from both the greater Libraries and Learning Technologies (including the Main Library) and departments and schools across the university. It addresses current Main Library issues that originate from either students or faculty, and assigns sub-committees to make solution recommendations. In 2013, these issues have included expanding the role of the library in assistance of scholarly research for faculty and students, the evaluation of noise levels in the library and the development of a set of recommendations to mitigate the problem, assessment of the user experience, i.e. food in the library and the utilization of library services, and developing outreach and marketing strategies on and off campus. Additionally, the LLTAC receives reports from the Dean of Libraries and Learning Technologies on the general operation of LLT, and considers matters of policy, planning and budget allocation.

The Research and Information Services (RIS) department also collaborates with departments within and outside of the Main Library. Within the Main Library, RIS staff serve on the Electronic Resources Committee, assisting in the selection implementation of a federated search tool, an A-Z e-journal listing service and a link resolver. RIS staff also serve on the Main Library Collections Committee, the Communications Committee and the Main Library Materials Budget Review Committee. As for University-wide committees, RIS is very active in serving on such committees as the Faculty Senate, the Graduate Advisory Council, the Faculty Services Committee, the Transportation Committee and the President's Task Force for Blended Learning. RIS staff partner with staff in other Main Library departments to form a network of liaisons that reach out to all the disciplines in the University in order to foster relationships that support collection development, promote instructional services, and further the mission of the Main Library.

The RIS department collaborates with departments outside the Main Library within the broader AUC community. One of these collaborative relationships is that which exists between the instructional librarians and the Rhetoric Department instructors. These two groups share many of the same concerns as instructors of required freshman courses regarding research skills, plagiarism, and academic integrity. Since their target student population is the same, it was a logical fit for RIS faculty to serve on the Freshman Program Steering Committee and the First-Year Experience Program, as well as the Provost's Task Force for the Freshman Program and Academic Bridge Program.

Over the past five years, the RIS collaboration with the Center for Learning and Teaching (CLT) has grown stronger. The RIS department and the CLT jointly shared responsibility for the Learning Commons. Through a collaborative effort, CLT and RIS jointly trained Student Technology Assistants (STAs) to staff the Help Desk. Their role is to assist students with learning technologies, including scheduled workshops that address specific applications or other technology related topics. RIS established a good partnership with the Writing Center by allocating a tutoring space within the Learning Commons for their tutoring

program. The Office of Information Technology established a presence in the Learning Commons for the purpose of assisting students with e-mail problems. Relationships with UACT were strengthened especially in the area of assisting and training instructional librarians, as well as students, in the use of BlackBoard.

LAS department internal AUC collaborations include the communication and marketing of the Main Library website, Classroom and Technologies and Media Services (CTMS) events, library webpage banner maintenance, equipment supply chain, UACT software and licensing, University Information Systems (UIS) and financial accounting software, and cooperation with University Technology Infrastructure (UTI) network and servers.

Finally, since 2009, the Main Library has periodically hosted numerous exhibits in the Foyer. These exhibits, created by students, staff and faculty, are aimed at either displaying art works and/or promoting issues and ideas. Examples of these exhibits include Aya's Exhibit (Anti-Cancer team), the Green Hands Art Exhibit (Green Hands Student Club), the Interfaith exhibit (CARAVAN), and the AUC Staff Art Exhibition (AUC Human Resources).

External Collaborations

Collaboration Within Egypt - The Main Library has cooperative arrangements with the following organizations in Egypt:

- Egyptian Universities Libraries Consortium (EULC). EULC is the first library consortium of Academic and Research Libraries in Egypt and allows for significant price reductions on selected high-use database subscriptions.
- American Research Center in Egypt ([ARCE](#)). The collection is particularly strong in Egyptology and Islamic studies, and includes all the standard scholarly reference works in these fields.
- Netherlands-Flemish Institute ([NVIC](#)). The library of the NVIC is an academic reference library. Its goal is to support academic research in general and the teaching programs of the NVIC in the fields of Arabic studies and Egyptology. The agreement permits AUC graduate students and AUC faculty onsite use of the NVIC library. It also provides free access to materials for NVIC designated representatives to the AUC Main and Rare Books and Special Collections Libraries during normal Main Library opening hours.
- Various software/hardware vendors that support Main Library technology.

Collaboration Outside of Egypt - The Main Library has cooperative arrangements with the following organizations outside Egypt:

- OCLC/SHARES . The purpose of this organization is to improve access to the information held in libraries around the globe and to find ways to reduce costs for libraries through collaboration.
- Libraries Very Interested in Sharing (LVIS). LVIS represents the first global OCLC no-charge Resource Sharing Group agreement and is meant to encourage and provide greater opportunities for no charge resource sharing.
- American International Consortium of Academic Libraries (AMICAL). This is an international consortium of American-model, liberal arts institutions of higher learning outside the U.S.).
- Middle East-North Africa Innovative Users Group (MENA-IUG). MENA-IUG is a users group for Millennium Software, which runs Main Library systems.
- University of North Carolina at Chapel Hill (UNC) – School of Information and Library Science. UNC solicited Main Library assistance in developing projects to be financed by their Federal grant dedicated to Educating Librarians in the Middle East (ELIME). A "Global Library Leadership Workshop" took place at AUC in May, 2013. Subsequent to this workshop, one PhD candidate interned in the Main Library. A memorandum of agreement remains in place with UNC.

8. ASSESSMENT

The Main Library carries out several assessment activities through user surveys, focus groups, yearly activity reports, and annual professional organization data collection surveys. Data derived from these various methods is used to identify Main Library weaknesses as well as evaluate the effectiveness of its programs and services, their contribution to student learning and research, and to the mission of the University, as well as evaluating its location within the field of academic librarianship. The data collected from these various instruments enables the Main Library to customize its services and learning spaces to better serve the campus community. The AUC Main Library also utilizes this data to provide annual assessment reports to the Dean of Libraries and Learning Technologies with a copy to the Office of Data Analytics and Institutional Research.

Internal self-assessment

The Main Library has been carrying out a variety of self-assessment activities for the purposes of evaluating current services and future planning. These assessment activities include, but are not limited to, participation in the annual Association of College and Research Libraries (ACRL) Academic Library Trends and Statistics Survey, which collects data from approximately 1,500 academic libraries relating to collections, staffing, expenditures, and service activities. This survey provides metrics that enable the Main Library to compare its services and collections to peer institutions.

The Main Library also participates in LibQUAL surveys, created by the Association of Research Libraries (ARL), which assists in assessing and improving Main Library services based on the results of a questionnaire administered to students, faculty, and Main Library staff. These focus on categories of Main Library services, including the effects of services, information control, and Main Library space. LALT teaching evaluations are also analyzed each semester, as well as annual staff satisfaction surveys and other instruments aimed at identifying strengths and areas of improvement in Main Library services. In addition, the Main Library conducts annual internal self-assessment evaluations required by the Office of Data Analytics and Institutional Research, which include annual faculty and staff evaluations and end of year reviews.

In order to facilitate an effective strategy for analyzing library services, a comprehensive assessment plan was created in 2007 to identify expected outcomes, assessment methods, and targets/benchmarks based on the mission and goals of the Main Library, consistent with the American Library Association's Standards for Libraries in Higher Education. This assessment plan provided a framework for strategic initiatives aimed at maintaining effective Main Library services and identifying and addressing areas for improvement.

The Main Library has responded to a variety of points identified through these assessment activities. For example, the results from the 2010 AUC LibQUAL survey resulted in the creation of an AUC LibQUAL Action Plan. The action plan identified numerous LibQUAL dimension issues, planned actions meant to

address those issues, and identified needs consistent with supporting those actions. As a result, many of the areas identified as requiring action were addressed, including lack of quiet spaces in the Main Library, more comprehensive programs addressing graduate student needs, the creation of a brochure advertising Main Library services, a better group study room reservation system, and a complete redesign of the Main Library's website.

Annual Assessment Reports to the Dean

The Main Library submits annual assessment reports to the Dean that include information on all major areas of administration, including public services, collections, automation, and building administration.

Benchmarking

The Main Library has benchmarked itself against similar university libraries identified as peer institutions. Participation in the Association of College and Research Libraries (ACRL) annual Academic Library Trends and Statistics Survey assists in providing the necessary metrics for comparative analysis. There are limitations to this methodology, however. For example, AUC's list of identified current peers includes The American University of Beirut, Clark University, Villanova University, Santa Clara University, and Creighton University. However, only AUC, Creighton, and Santa Clara University have participated in ACRL's annual survey.

Furthermore, the data from the survey focuses only on particular aspects of Main Library services and collections, while neglecting more compelling data, such as the scope and range of collections and services. Despite these limitations, the comparative analysis with the Main Library's peer institutions provides a useful framework for analyzing areas where we compare favorably with our identified peer institutions, and areas that require further review.

Because of AUC's location in the Middle East/ Northern Africa region it would be beneficial to also identify and evaluate other leading institutions within the region, such as the University of Capetown, The American University of Sharjah, and the American University of Beirut, focusing specifically on the unique services and collections applicable to the region, such as the scope of Middle Eastern Studies and Arabic Language collections.

Results

During the past five years, the Main Library has collected data through varying assessment instruments and used that data to identify weaknesses. This has enabled the Main Library to continue maintaining effective services and collections, while implementing changes in areas where there is an acknowledged need for improvement.

The Main Library Assessment Plan identified six areas of desired outcomes that would be used for planning, improvement and decision making. These involved the selection of variables to measure success, and the setting of targets/benchmarks to document achievements. The six desired outcomes were:

1. Patrons will have access to reliable academic resources to support their curriculum and information needs and know how to use them effectively:

The first identified outcome encompasses usage of Main Library materials and services geared toward assisting patrons with accessing and using those materials. The targets/benchmarks include, but are not limited to, an increase in the usage of the libraries collections, including reserves and electronic resources, number of instruction sessions provided and/or users attending those sessions, and reference questions answered. An increase in user satisfaction with the Main Library's collections and services was also an identified target.

Circulation statistics showed a slight decrease in the number of checkouts of items and renewals held in the Main Library, but a significant increase in e-book usage statistics. Furthermore, electronic database usage statistics also showed a significant increase.

The LibQUAL survey, which was administered to students, faculty, and Main Library staff in 2010, measured perceptions of Main Library services through a series of questions. Participants were asked to rate on a scale of 1-9 their minimum service level, desired service level, and perceived service performance. Respondents were also given an opportunity to provide narrative comments. Results showed an overall increase of Main Library usage in 2010 (compared to the survey administered in 2007).

Narrative comments suggested that students had a difficult time accessing the Main Library's resources, including one stating that "The library's online resources (including journals and articles) are all over the place and it gets a bit confusing at times when searching for something." Another user commented, "Searching for items is too time-consuming and scattered. I am never sure if I can access online things or not...This definitely affects my research negatively."

In order to provide better assistance to students accessing online Main Library materials, based on the survey results and narrative comments provided in the LibQUAL survey, it was determined that a complete redesign of the Main Library's webpage was necessary to better facilitate access to the Main Library's resources. A website committee was created in late 2013 and the redesigned website is set to be released in the Fall Semester of 2014.

Main Library instruction sessions remained fairly consistent, appropriate to the demand, while the number of users attending those sessions showed a slight increase. A significant weakness identified through the LibQUAL survey was graduate student dissatisfaction with Main Library services. The consistency in the perceived mean between the survey administered in 2007 and the survey administered in 2010 raised questions about the effectiveness of the new outreach program designed for graduate students. It was determined that there was a need for a better orientation program and increased library hours. To facilitate this, it was decided that the Main Library would continue providing support to Graduate Research and Refworks workshops, that subject specialist librarians would offer more subject specific instruction sessions, and a librarian would work with the graduate student

advisory committee to identify areas of need related to graduate student orientation and workshops. Building hours were also adjusted accordingly to better fit graduate student needs.

2. Provide a well maintained, safe, and functional environment conducive to learning and productivity:

The second identified outcome targets the overall Main Library environment. This outcome was the area most in need of thorough analysis and corrective action.

The Main Library moved into the new building in August of 2008. The LibQUAL survey administered in 2010 was the first opportunity to adequately assess the effect of the new facility on the learning environment. The responses from the survey indicated that one of the main issues identified was the level of noise in the Main Library. In the comments section of the survey, users regularly identified noise as the most problematic aspect of the new building environment.

The “Quiet space for individual activities” continued to be the LibQUAL question that received the lowest perceived mean score, and in the 2010 survey three of the lowest perceived mean scores continued to be from the dimension of “Main Library as Place” category even after the move to the new campus. In essence, more space did not equal a better study environment. To address the issue of noise in the Main Library, and to better understand how patrons were using the Main Library facilities, the Main Library conducted a survey of Main Library patrons and an observational study of the 1st and 2nd floors in April and May of 2012. The survey and observation study provided a means of better understanding patrons’ perceptions of facilities in the Main Library. It also provided quantitative data of space usage in key areas and informed budgeting decisions and other aspects of strategic planning. A 12-question survey was administered and received 183 responses. Most of the complaints received about particular spaces included the desire for more seating, more group study rooms, and more quiet areas. Additionally, there was a desire for less noise in the areas that were designated as quiet. Interestingly, the areas that were rated quieter were also rated as more relaxing, more likeable, and more conducive to getting work done.

The results from the LibQUAL Survey, and an additional follow-up survey and observational study, prompted the Main Library to rectify areas identified as problematic. A new LLT Space committee was formed and a plan was created to enhance the Main Library’s building environment. It was identified that more signage was necessary to ensure that students were aware of the policy regarding the “Quiet Study Areas” and that graduate study carrels would be relocated to one of the areas designated as quiet. The Main Library also relocated various seating options in a manner more conducive to creating quiet study spaces.

3. Library will manage its financial resources in an effective and efficient manner:

The third identified outcome targets the use of the Main Library’s fiscal resources. The targets/benchmarks included maintaining an annual budget that is neither over nor under spent in all

areas, including library equipment resources and materials. It was determined that while overall budget was allocated correctly in most areas, the need for internal transfers to cover continually increasing e-resources requests prompted a reexamination of the allocation formula for e-resources. This budget allocation was altered to reflect subject category and format needs in order to make it easier to track expenditures. Furthermore, new e-resource codes were created to match new programs and initiatives, making the database budget easier to analyze. Furthermore, subject specialists were sent lists of print journals for review, which enabled the cancellation and replacement of a number of hard copy serials with e-counterparts.

4. Patrons will have access to required and needed resources quickly by reducing the time from request to accessibility:

The fourth identified outcome targets patron accessibility of resources in a timely manner. The targets/benchmarks include new materials being cataloged and processed within two months of receipt, orders placed for new serials within three days of receipt of approval, and claims for missing periodical issues made within two weeks. It was determined that orders should be processed within one month of receipt and a review of outstanding order for claims or cancelations should occur every two months.

While orders for e-books have been fairly straightforward due to procedures that normally allow for fast turnaround, there has been continual refinement to the acquisition and cataloging workflow process that has resulted in increased productivity for print materials. By analyzing cataloging, end processing, order records, vendor performance, and acquisition statistics, it was determined that the turnaround time for the overall acquisitions process for print materials had been decreased by several weeks. Books and other hard-copy materials were cataloged within one month of receipt, exceeding the goal of a two-month time frame.

5. AUC's national and international presence is enhanced:

The fifth identified outcome targets the Main Library's contribution to AUC's overall national and international reputation as a superior academic institution. The targets/benchmarks include one grant, endowment, or important gift per year, as well as participation in at least two conferences per year.

Analysis of the number and value of grants, as well as active participation by AUC librarians and staff in international and regional activities showed that the Main Library had been the recipient of several book collections from donors, but unfortunately no significant gift collections, grants, or endowments. Librarians and staff continued to participate in international and regional conferences, including conferences in England, California, Germany, Washington D.C., Sharjah, Bahrain, Qatar, Morocco, and Lebanon. The conferences ranged from local Egyptian Library Association conferences to regional conferences, such as the American International Consortium of Academic Libraries (AMICAL), the Library of Congress Name Authority Cooperative (LC NACO), and the Innovative Users Group (IUG) that supports Main Library operations software. There was also participation in international conferences, such as the

American Library Association (ALA), EDUCAUSE, and London Online. During this time, eight or more Main Library faculty members gave presentations at these conferences.

6. Workforce is informed and motivated:

The sixth identified outcome targets staff professional development opportunities, as well as staff motivation and job satisfaction. The targets/benchmarks include annual evaluations for all faculty and staff, one departmental meeting per semester, staff attendance in at least training and development session per year, and a motivation and/or satisfaction rate for work performed at 75% or higher. Main Library administration reviewed all evaluations and identified needs in terms of training and motivation through written self-assessments and/or an internal survey.

All faculty and staff received annual evaluations by the appropriate body. Each of the four units (Library Automation Services, Public Services, Collections, and the Center of Excellence for the Middle East and Arab Cultures) held several meetings during each semester, exceeding the targets/benchmarks. Public Services held at least one meeting per month. Not all staff members attended a training and development session, although many did attend training sessions given by CLT and UACT, in addition to many webinars focused on library issues. Unfortunately, no anonymous internal surveys were distributed during this time to assess motivation and/or satisfaction rates of employees.

9. STRENGTHS, OPPORTUNITIES, ASPIRATIONS, RESULTS (SOAR) ANALYSIS

Strengths: “What are our greatest assets?”

The Main Library has the largest collection of English language materials in the Middle East. We also have a fine Arabic language collection that continues to grow in quality and scope. We serve as a premier research center in Egypt that supports all AUC fields of study, including the specialized Center of Excellence for the Middle East and Arab Cultures.

The Main Library adheres to best practice international library standards and provides subject cataloging expertise in English, Arabic and other languages. We provide information literacy instruction that fully prepares AUC students for successful research methodology practices, thus providing every opportunity for academic success. The Main Library also employs state-of-the-art technology that provides access to all information formats, both on and off campus.

The Learning Commons and Graduate Commons areas provide on-site space for any assistance, whether scholarly or technical, that students may need. Additional quiet areas enable on-site study. Offsite services, including 24/7 reference capability that enables access to professional research librarians at all times, have continued uninterrupted despite political disturbances.

The Main Library is managed by a highly qualified and experienced team of faculty and staff that strives to serve patrons (faculty, students and researchers) in a cooperative, productive and professional manner.

Opportunities: “What are our best possible opportunities?”

Strengthen internal procedures and processes to enable continuity between staff changes and invite newcomers to share ideas with new perspectives. Develop better coordination of tasks through work flow analysis and encourage communication and collaboration between departments that will result in enhanced cooperation and improved team spirit. Further develop beneficial relationships with our current vendors to ensure the best possible service and pricing. Examine potentially beneficial alternatives such as Open Access sources and reciprocal agreements with other institutions. Empower and motivate Main Library staff by means of appropriate conferences, workshops and webinars. Plan in-house training programs that may offset budget constraints.

Further educate our users about all available Main Library services through improved outreach initiatives. These may include the creation of Main Library support groups, local and/or international partnerships and fundraising, and will promote information-literacy, discovery, access to knowledge, promotion of graduate research, the utilization of RBSC digitized photographs for teaching, the effective use of information, and the encouragement of lifelong learning that leads to the advancement of society. In addition, the Senate resolution to move toward e-textbooks will enable increased interaction and collaboration between the Main Library, faculty and AUC Press.

As budget allows, move forward with progressive Main Library space planning that addresses changing physical space needs related to technology and scholarly innovation. This includes the strengthening of the technology infrastructure of the Learning Commons and the Main Library computer learning labs, as well as the upgrade of the online catalog and discovery tool. Expand Open Access storage for AUC scholarly publications as well as meaningful assessment criteria in order to appropriately conduct ongoing planning, improve resource allocation, and accurately measure preferred results. Work closely with Finance in order to plan accordingly and minimize the adverse effects of shrinking university budgets.

Aspirations: “What do we want to be and what is our preferred future?”

Become a world-class library and leader in the field of library science throughout the Middle East and Africa, including providing training to regional librarians in both library science and administration through collaborative internships. Broaden the scope of our patronage and international recognition by advancing AUC contributions to the worldwide community of scholars, serving the community at large and becoming a leader in the advancement of knowledge and research in the Middle East and Africa. Become one of the leading entities on cataloging and metadata in the Middle East and Africa.

Results: “What are the measureable results we want to achieve?”

Track specific patron types and uses of the Main Library, including satisfaction levels both in terms of onsite and offsite services. Expand current usage statistics for e-resources and circulation/PDA (patron driven acquisition) statistics for monographs in order to evaluate the current collection and its perceived future use. Regularly participate in ACRL & LibQUAL™ surveys as a measure against peer institutions. Track Main Library staff development and accomplishments, including professional memberships, online training, webinars, workshops, committee assignments, attended conferences, and publications.

10. PLANS FOR THE FUTURE

Priorities:

As evidenced by the narrative that is supported by qualitative and quantitative data presented in this report, the Main Library is currently offering a diverse array of efficient and exemplary best practice services to the AUC community. Still, we have not reached our entire constituency and potential for even better service despite increasing austerity measures. The Main Library continues to develop its strategic plan that is based upon its mission statement supporting organizational values, goals and aspirations, as they correspond to university priorities. The following are ongoing and planned initiatives:

- 1. Provide optimal facilities, collections and services to support research, teaching, learning, and scholarly communication across disciplines:** In an environment now characterized by continual change, ensure that Main Library facilities are as efficient as possible, and can meet and exceed our user needs by evaluating and adjusting space accordingly. Provide a well-planned physical space that fosters learning by means of open student interaction and group study, and additional separate quiet space for individual study. In addition, develop new targeted Main Library services to graduate students with the establishment of a Graduate Commons area and provide state of the art information services that will transform the library's ability to provide web-scale access to previously unavailable materials. Expand our Arabic Language holdings with selected purchases of databases, monographs and special collections that are subject to a rigorous selection methodology, and foster the development of the Center of Excellence for the Middle East and Arabic Cultures (CEMEAC) as a world-renowned research center for regional studies. Continue to maintain the highest quality faculty and staff through recruitment, retention and continuing education, thereby enabling the Main Library to continue to operate economically and efficiently in order to maximize limited resources.
- 2. Enable discovery, research and innovation through online Main Library services:** Facilitate knowledge generation on campus through the continuous enhancement of our online discovery environment by the allocation of appropriate resources. Ensure that our tools are readily accessible, portable, and increasingly personalized, thereby allowing for the seamless integration of Main Library resources into the teaching, research, and learning environments. In addition, provide instruction and support for Main Library related applications, identify and meet needs for increased instruction and promotion for underutilized resources and develop a needs assessment plan for the curriculum and the research agenda of the faculty. Continue to develop a series of Main Library sponsored workshops and partnership with relevant community groups and organizations and maintain and build relationships with library consortia to maximize the Main Library's purchasing power. The possibility of a new Discovery tool, should it prove efficient and of good value, should improve searching capabilities of our electronic resources through the Library's online catalog. In addition, the Cataloging and Metadata department continues to investigate new metadata initiatives that will heavily contribute to improved description of digital objects as well as create metadata formats appropriate to Library discovery platforms. This will result in continually improved catalog search results.

3. Exploit the digital and networked environment through improved web services: Working with the Office of Communications and UACT, the Library Automation Systems (LAS) department, continues to bring vision and expertise to planning, developing, implementing and maintaining robust web technology by supporting web development, productivity tools and enhanced student and staff computing capabilities. To address future web-based needs we will: Prepare for Main Library network management replacement and/or upgrade and continually improve and update the Main Library web presence and impact in social media. Continually refine our online presence with enhanced information gathering tools that render our increasingly large suite of resources transparent to our users. Improve access to resources through enhanced bibliographic data and increased use of metadata in all Main Library systems and improve user experience of Main Library website and resources. Use cataloging/metadata subject matter expertise for the Middle East/North Africa (MENA) region. Maintain cutting edge technology, upgrade the Main Library's online catalog and seamlessly integrate it with archival storage records in the Rare Books/Special Collections division, and expand collaborative efforts with other MENA Universities.

4. Instill life-long learning attributes that foster "smart for life" people: The Research and Information Services (RIS) department continues to build a highly competent team that is responsible for designing, creating, coordinating, teaching, and assessing instruction programs for undergraduate students, ultimately leading to effective and high-quality student research skills. The RIS team is currently looking into expanding their teaching activities and expertise through the development and implementation of technology-rich blended learning initiatives, including classroom, online e-learning, and mobile research techniques.

Technology enhances learning and information access, but as a means, and not the end. It facilitates, speeds up delivery, and can make the learning experience more enjoyable, but cannot think nor create. Enabling our users to make good information choices and to be self-sufficient in information gathering will allow them to become effective and innovative in knowledge creation, establish effective study habits, and build academic relationships that will ultimately lead to the betterment of society. Main Library liaisons in their assigned areas will actively engage with faculty, students, and staff and develop strong working partnerships utilizing new technologies with creative instructional pedagogies.

5. Promote our position and impact on and off the campus through a robust outreach program: Collaborate with various members of the AUC community to create, plan, and market activities and events that raise the profile of the Main Library. Promote Main Library presence, services and resources as the primary and preferred access point for authoritative information for faculty, students, and other researchers. Ensure that all Main Library policies and procedures are current and easily accessible to all relevant internal and external constituencies that are regularly updated. Explore other opportunities including fundraising, the use of the Main Library for student activities, and literacy programs for the greater Cairo community.

6. Refine and develop a comprehensive and ongoing assessment program: The Main Library currently engages in an annual self-assessment in addition to limited peer evaluation. In order to

broaden the collection of qualitative and quantitative data, the library will investigate alternate methods of assessment. The establishment of a robust and comprehensive assessment program that establishes a means of collecting regular and highly meaningful metrics will allow the Main Library to effectively and accurately measure results regarding literacy programs, collection development, staff and faculty professional development, patron accessibility to reliable academic resources, accessibility to safe and functional online and physical environments, the effective management of financial resources, and the enhancement of AUC's national and international presence. A variety of tools to collect metrics, including the reestablishment of focus groups, will be considered. In addition, the Main Library will complete another LibQUAL survey through the Association of Research Libraries (ARL), during the academic year 2014-2015.

7. Implement Digital Assets and Scholarship initiatives that strengthen AUC's position in the Middle East:

The Main Library has taken the lead in effectively responding to changing digital modes of scholarly communications, including open access and associated copyright issues, digital publishing, and archiving. Open Access, which allows the dissemination of knowledge by means of free availability of scholarly works on the public Internet, can be of great use to researchers by increasing the visibility, readership and impact of an author's works, enhancing interdisciplinary research and accelerating the pace of research, discovery and innovation. Educational institutions may also benefit by contributing to core missions of advancing knowledge and enriching the quality of education, democratizing access across institutions regardless of size or budget, and enabling a better educated public workforce (from: <http://www.sparc.arl.org/resources/open-access/why-oa>).

The Main Library, headed by the director of the Center of Excellence for the Middle East and Arab Cultures (CEMEAC), is currently analyzing the possibility of creating an actual Open Access journal or journals at AUC that may support peer-reviewed research both within and outside of AUC. Logical topics pertaining to the Main Library include invaluable primary source materials held in the Rare Books and Special Collections (RBSC). These unique holdings pertaining to Regional Architecture, Coptic Studies, Egyptology and Islamic Art and Architecture as well as contemporary Egyptian and regional history, sociology and political science, continue to enhance our special collections and attract interest from both local and overseas researchers. An "Open Access Days" symposium that garnered support across the campus has already taken place with very positive results. The logical extension of Open Access is the possibility of electronic publishing by the Main Library. These publishing activities could include the creation of AUC's own academic journal(s) that promote the university through digitally-based knowledge sharing.

In addition, RBSC developed, and currently maintains, the Digital Archives & Research Repository (DARR). DARR enables AUC to digitally acquire, preserve, and manage AUC's scholarly communications, including theses, faculty publications, student projects, and departmental records and publications. We are currently looking into adding DARR records to the Main Library online catalog in order to actively expand support for campus-wide research in a collaborative environment, and intuitively deliver digital collections, resources and services.

8. Continue Ongoing Planning Initiative to Make Best Use of Physical Space: The Main Library continues to initiate and coordinate student engagement efforts in order to increase awareness of library services and the appropriate use of its physical space. This has included collaboration with other campus academic support services such as the Writing Center, in order to create a physical environment in which students can thrive. In late 2013, the Main Library created a Space Planning Report that addressed several pressing issues. Accordingly, changes have already been made to the Main Library's public physical space this academic year including the transfer of the DVD/VHS and microform collections to the Plaza Level, and we will continue to adapt to meet the ongoing needs of our student and faculty patrons. A more effective research help desk is planned for the Main Library Commons area, as are additional changes to the current Help Desk, the creation of new tutoring stations, designated eating areas, and an instructional display area with a flat screen. Plans that were also in place in late 2013 to meet current administrative space needs, including new office space for Reference and Information Services, and the relocation of the Cataloging and Metadata department, have been completed at the time of the printing of this report. In addition, the Main Library will continue to lobby for an official Student Union where students may go to eat and talk freely, leaving the Main Library as primarily a study area.

9. Staff Training and Continuing Education: Faculty and staff will continue to find creative ways through grants or other means to keep up to date with cutting edge librarianship initiatives. In 2013 the Rare Books and Special Collections Library (RBSC), as part of greater LLT that includes the Main Library, secured special funding that permitted staff to take online courses – in many cases for credit towards MLS accredited degrees. Over twenty such sessions were subsequently arranged. Furthermore, the RBSC benefitted from the University of North Carolina's (UNC) "Educating Librarians in the Middle East" (ELIME) program that produced a leadership workshop for staff that resulted in research assistance in our digital and Coptic collections via a UNC intern program staffed by UNC School of Library and Information Science PhD candidate interns. These kinds of creative "financing" that will enable continued faculty and staff development with little or no impact on general operational budget will continue to be explored. In addition, the Main Library will continue to maximize the effectiveness of staff by using technology and innovation to reduce positions in traditionally staff-heavy areas such as technical services. This adaptive process will allow for the replacement of obsolete skill sets and the reassignment of staff to departments such as Research and Information Services, which will require increased support for expanding student and faculty services.

Required Resources:

The Main Library remains cognizant of the current budget crisis and its ramifications. However, budget increases will be required in order to support cutting edge initiatives and librarianship as outlined above, in order to maintain the Main Library's premier status in the Middle East. In addition, funds will be required to implement physical space changes as outlined in the 2013 Space Planning report. Main Library faculty and staff will continue to apply for appropriate grants that allow for continued personnel development, training and satisfaction, and at the same time ensure minimal impact on overall operational budget.