Standardizing Metrics and Measurements: Connecting Statistical Trends in Art Libraries

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Stephen Patton, Chair of Library Systems, Indiana State University
Website Changes

What is happening?
The Library has transitioned from a decentralized organization with discipline-based branch libraries to one that is more centralized, streamlined, and operationally cohesive in serving the needs of the campus community. The former discipline-based library websites have now been absorbed into the main Library website. This includes the Arts, Biomedical, Science & Engineering, Scripps Institution of Oceanography and Social Sciences & Humanities Library "home" web pages. (The Special Collections and Archives page will remain, and can now be found directly under the Collections tab in the top menu).

How do I find resources, journals, etc. in my subject area?
Journal article databases, encyclopedias, and many other specialized resources can be found in each of the following listed subject areas pages. Here are the top-level subject categories:

- Arts & Humanities
- Biological Sciences
- Business & Economics
- Data, GIS, & Government Information
- Engineering & Computer Science
- Health Sciences
- Oceanography, Earth & Marine Sciences
- Physical Sciences
- Social Sciences
Art Library discussion stresses ire over dean’s decision to close

Roughly 50 students and faculty meet with libraries Dean Patricia Steele to express disagreement with the future consolidation of Art Library material into McKeldin

By Senior staff writer Talia Richman is a sophomore journalism major currently covering the University System of Maryland and higher education.

Updated October 15, 2014
The Branch Art Library in ARL Institutions:

A Longitudinal Study and Environmental Scan

Stephen A. Patton, Indiana State University
Kristina M. Keogh, Indiana University

Abstract—Prompted by discussions about recent and potential closings of art and architecture branch libraries, the authors investigated the history of the foundation and the mergers, consolidations, and/or closings of academic art libraries in ARL institutions. Using historical directories of art libraries and data obtained through an environmental scan, this article presents statistical evidence of an increase in closings and mergers of art branch libraries in recent decades. Art librarians may use the data and recommendations to aid in the assessment of future opportunities and challenges faced by these libraries.

INTRODUCTION

In 2013, the Arts Library, along with several other subject collections at the University of California at San Diego, ceased to exist as a separate entity. The arts collection and the specialized services associated with the Arts Library were centralized as part of an overall organizational restructuring of the UCSD Library. This increasingly familiar news of a potential closing of an academic art library was repeated in the summer of 2014. At this time, a statement was issued about the planned closing of both the Art Library and the Architecture Library at the University of Maryland, College Park. Throughout the fall 2014 semester, discussions were ongoing about the future of
FIGURE 1-A. LONGITUDINAL VISUALIZATION 1978-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Art Decentralized</th>
<th>Art Centralized</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>55</td>
<td>43</td>
</tr>
<tr>
<td>2015</td>
<td>54</td>
<td>61</td>
</tr>
</tbody>
</table>
FIGURE 1-B. 9% CHANGE 1978-2015

- Art Decentralized
- Art Centralized

2015 - ARL
- 47.0%
- 53.0%

1978 - ARL
- 56.0%
- 44.0%
Example of benchmarking comparison within the Ivy Plus Group, from “Cornell University Library 2013-14 Annual Report to the Provost”
This survey is the first attempt at a more comprehensive and systematic survey of the demographic makeup of the art information profession in North America by ARLIS/NA. The survey should take approximately 15-20 minutes to complete.

Your participation in this survey is completely optional. Your decision to participate – or not participate – in the survey will have no impact on your membership or participation in ARLIS/NA or in other organizations. You may choose to answer any/all of the questions. You are free to skip any questions you do not wish to answer, and you may withdraw from the survey at any time.

No identifiable information will be attached to your answers, and every measure will be taken to protect your privacy. IP addresses will not be investigated and data will be removed from the server once collected. Data will be collected by members of the Census Task Force (Stacy Brinkman, Jon Evans, Billy Kwan, and Lily Pregill), and will be stored on a secure local drive during analysis. All results of the survey will be presented in aggregate form. However, you should be aware that although every effort will be made to ensure confidentiality of your responses, all Internet-based communication is subject to the remote likelihood of tampering from an outside source.
Demonstrating Library Value: Examples and Applications for Arts Libraries

Jeanne M. Brown

Demonstrating library value is of critical importance to all libraries, both to protect services and to serve patrons effectively. This paper presents suggestions for art and architecture libraries as they engage in determining what patrons value and documenting that value for library and campus administrators. Methods for calculating worth and for presenting a case are provided, as are ways of using strategic thinking and the assessment process to ensure the continuance of valuable services should budget reductions be unavoidable.

[The following article is based on a paper presented at the “Confronting the Future: Articulating Purpose, Documenting Value” session at the ARLIS/NA Annual Conference held in Boston in April 2010.]

Introduction

Assessment has been of growing interest to libraries during the past few years. Many are faced with the challenge of justifying services to university administrators and campus community members. Various resources have been made available to help with this process: the American Library Association’s (ALA) 2007 report “Value and Impact" and its 2010 follow-up report “Portraying Value: Independent Assessment of Libraries in Higher Education," the 2010 ALA Library Snapshot Day to visually document value, ARL “Value and Impact Workshop,” June 28, 2010.

Although each of these is aimed at the broad library community, the lessons and methods they present can be invaluable for any library, including arts libraries and branch libraries that are often overlooked when assessing the overall library value.
The Library and the Accreditation Process in Design Disciplines: Best Practices

(Occasional Paper No. 14)

By Jeanne M. Brown, Paul Glassman & Janine J. Henri.

A practical guide for any professional participating in self-studies for accreditation applications. Topics addressed include standards, the role of the librarian in the accreditation visit, and approaches to reporting on areas such as governance, collections, and finance. Selected complete self-studies are included.

The Library and the Accreditation Process in Design Disciplines: Best Practices

Jeanne M. Brown
Paul Glassman
Janine J. Henri

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I.2.4 Information Resources:
The APR must include the following

- A description of the institutional context for library and information resources.
- A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:
  - A brief description of the content, extent, and formats represented in the current collection including subject areas represented.
  - A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resources facilities. Include in the accredited program and plans for addressing.

G. Library and Learning Resources

1. Overall Requirements

a. Standards

  1. The art/design unit shall have library, learning, and information resources necessary to fulfill its purposes and appropriate for the size and scope of its operations.

  2. The institution shall place importance on the development and maintenance of library, learning, and information resources to support its curricula in art and design.

  3. The institution shall have policies concerned with, but not limited to, the following aspects of library operation: