



Stewart Library Biennial Report

2018-2020

I. Introduction

In 2018, the library adopted a new [Strategic Framework and Plan](#). This report highlights the main activities and accomplishments for the first two years of the plan (FY2019 and FY2020), with annual reports scheduled for future years.

The library has implemented significant change since 2018, including staffing reorganization to better address strategic goals and new policies and procedures to reflect changing professional standards and address new user needs. Change can be both rewarding and stressful. I commend my colleagues for their flexibility, creativity, and patience as we have implemented these changes to better align the library to Weber State's core themes of Learning, Access, and Community. The accomplishments described below are a testament to the commitment of my library colleagues to the Weber State University community, particularly students. Each and every one of them has played a role in helping students reach their educational goals.

--Wendy Holliday
Dean of the Library

II. Learning

Strategic Goal:

Empower learners and foster independent, critical thinking through high-impact and personalized educational experiences.

Strategies:

- Partner with faculty throughout the university to integrate information literacy throughout the curriculum.
- Apply assessment results and insights to improve teaching and learning.
- Provide personalized assistance to learners, whoever and wherever they are.

Achievements/Outcomes

The primary achievements in the area of learning relate to the work that the Teaching and Information Services department engaged in to investigate options for integrating LIBS 1704 and ENGL 2010. The

department also made significant progress in reducing the waitlist for LIBS 1704, which has been a barrier to student progression. Specific highlights include:

- Piloted several sections of co-requisite LIBS 1704 and ENGL 2010. Initial feedback from students and ENGL 2010 faculty has been positive. Students value the ability to immediately apply what they learn in LIBS 1704 to a college level research paper in ENGL 2010. Faculty have provided anecdotal feedback that the quality of student research papers is higher in the integrated sections.
- Reduced the waitlist for LIBS 1704 by hiring additional adjuncts and increasing section enrollment caps.
- Implemented a Concurrent Enrollment option for LIBS 1704, which means that some Weber and Davis high schools students can now get a Certificate of Completion for all of their WSU general education courses by the end of high school.
- Hired student reference assistants and peer coaches to provide research help at the library's information desk and virtually, through email and chat. This provided the foundation for a peer learning model and enabled subject librarians to engage in more in-depth research consultations with students.
- Explored new assessment of student learning methods, including a pilot project to score student artifacts (papers, final projects) to assess learning in LIBS 1704 and the integrated LIBS1704-ENGL 2010 courses.
- Improved advising to steer students into the IL course options that will best meet their needs, including getting graduating students into the course rather than the high stakes test option (LIBS 1504).

For more detail:

[2019 Strategic Plan Report \(SPR\)](#)

[2020 Strategic Plan Report \(SPR\)](#)

[2020 Program Review Self Study](#)

Measures and Outputs

1. LIBS 1704 student credit hours increased by 57% between 2018 and 2020. This has enabled more students to complete the LIBS 1704 course and make progress towards graduation.

Course	AY 2018	AY 2019	AY 2020
LIBS 1704 SCH	1,783	2,483	3,118

2. LIBS 1704 waitlist reduced. This suggests that more students are able to take LIBS 1704 when they want to.



3. Number of credit-hours completed by students waitlisted for LIBS 1704 is high. Around 50% of students on the waitlist have accumulated 60 or more credits. This suggests that students are waiting to take the course, or cannot get into the course, until later in their academic careers, when the introductory course has less impact on successful learning transfer to other courses.

LIBS 1704 Waitlist	Waitlisted Students with < 59 credits	Waitlisted students with 60+ credits
Fall 2018	50%	47%
Spring 2019	45%	51%
Fall 2019	46%	51%
Spring 2020	44%	54%

4. Research Help Transactions and Consultations have declined. Part of this can be attributed to changing definitions and to the disruptions caused by COVID-19. We need to explore whether the sharp decline between 2018 and 2019 was the result of inconsistent recordkeeping or other factors.

Research Help	FY2018	FY2019	FY2020
In-Person Research Help Transactions	5,110	3,163	1,393
Virtual Research Help Transactions	803	573	805
In-Depth Research Consultations	656	229	476

Note: FY2020 numbers were affected by the closure of the library and in-person services because of COVID-19.

Areas of Improvement/Future Goals

- Assess pilot LIBS 1704-ENGL 2010 integration, including the use of qualitative assessment of student learning.
- Assess learning and quality of instruction in concurrent enrollment offerings.
- Seek approval for, implement, and pilot a 4-credit ENGL 2010/LIBS 1704 course.
- Evaluate faculty workload models and options for long term sustainability.
- Expand peer learning models with more help integrated into courses (including possible supplementary instruction (SI) models).

III. Access

Strategic Goal:

Promote equitable access to higher education and community learning opportunities.

Strategies:

- Provide access to information resources that our communities need, at no cost to them.
- Reduce barriers to degree completion through inclusive services, technology, and other resources.
- Promote a more sustainable information landscape through our choices and leadership in open access and open educational resource initiatives.

Achievements/Outcomes

Providing access to a well-curated collection of information resources is a longstanding core library function that promotes affordability and access to higher education. Libraries also provide access to technology and a combination of quiet and collaborative study spaces. For the past two years, we have expanded our efforts to help students with more affordable course materials and technology and specialized equipment. The following are highlights of this work:

- **Affordable Course Materials:** The library helped fund an online course redesign project for HTHS 1110 and 1111. This anatomy and physiology course sequence is required for most of the majors in the health professions. Faculty members re-designed the online course materials, including PowerPoint slides and assessments, as well as the faculty authored textbook. The library provided funding for the textbook, which will be free to students in the course. Each student enrolled in the course sequence will save \$275. 1,500 students take these courses each year. Over the next ten years, students will save an estimated \$4 million.
- **Technology lending:** We expanded our laptop and equipment lending program to provide more laptops, cameras, and other specialized equipment that students need to complete digital media projects for their courses. We partnered with the Film Studies/Communications Department to provide three high end camera kits for students in any major. Normally, this equipment is

available only to students registered in specific courses. Now any students can check out this equipment to complete assignments. We also partnered with the Zoology Department to circulate wildlife cameras to students doing field work in their courses. Finally, in response to closure of campus and shift to online classes in March 2020, we partnered with the Computer Labs and various campus departments to procure and circulate more than 160 laptops, 10 wifi hotspots, and several webcams that enabled students to complete the spring 2020 semester. This program continued in summer and fall 2020. We plan to expand all of these programs upon return to regular library operations. Many students require semester-long laptop checkouts and wifi hotspots because relying on physical access to the library remains a challenge with work and care responsibilities.

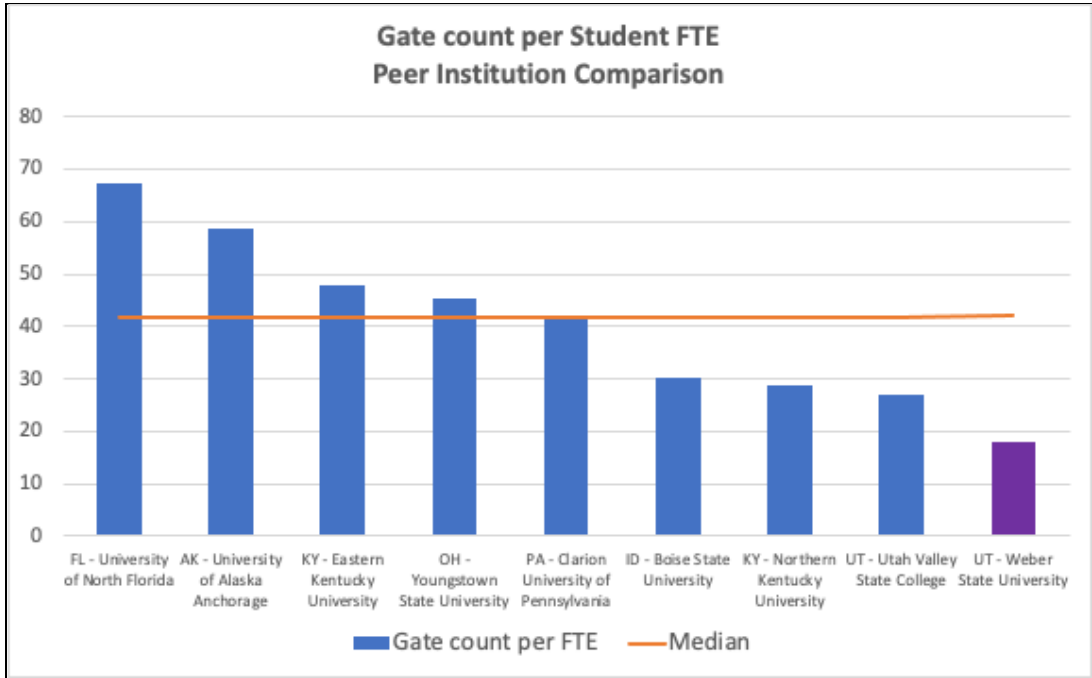
- We added hundreds of **streaming media titles** to our collection to enable faculty to incorporate media into their online classes, especially after the campus closure in March 2020. The addition of new streaming media platforms expanded our non-English language titles in particular.
- We partnered with the Weber Cares Food Pantry to provide temporary curbside food pick up during the campus closure in Spring 2020.

Measures and Outputs

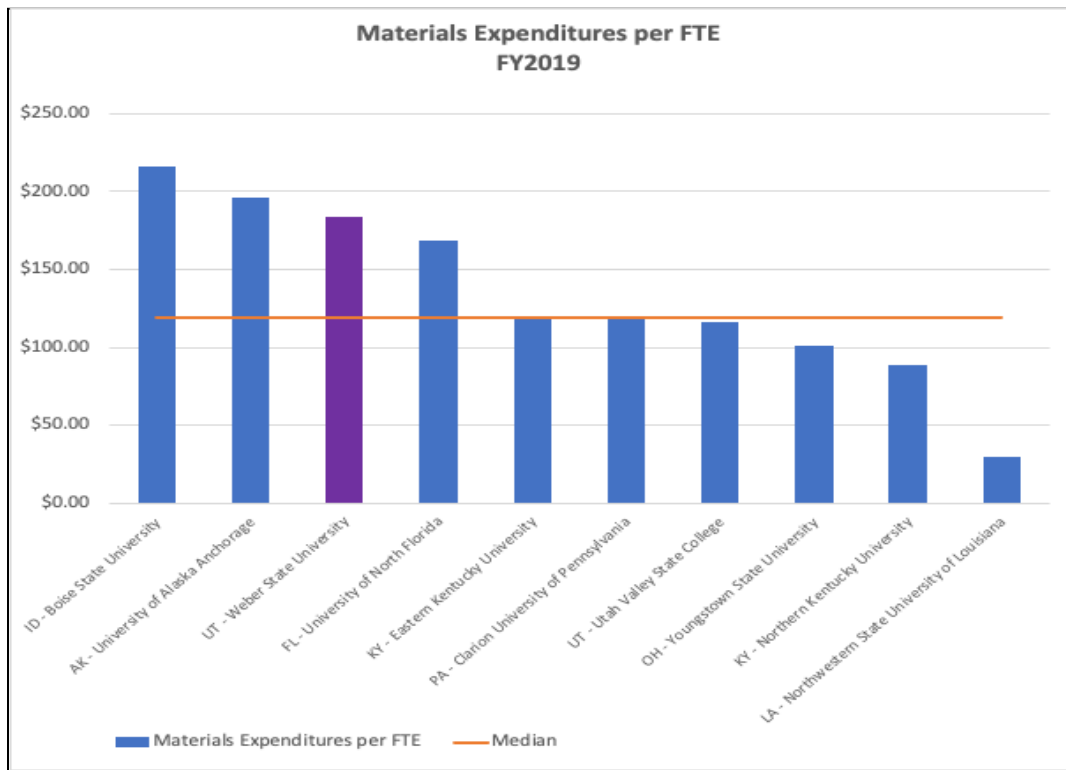
1. Library building traffic increased. Gate counts are the number of people recorded as entering the building at the security gates. There had been dips in library traffic because of construction in 2016 and 2017, but we returned to more typical averages by 2018. The exception is spring semester 2020 with the closure of the library because of COVID-19, but even these were close to FY18 with only 8 months of full library operations.

While the numbers are encouraging, it should be noted that the library is last, and well below the median, when measuring gate count per student FTE against our peer institutions. Some of this is the nature of being a commuter campus, but we share that characteristic with some of our other peers. The library needs to assess issues of accessibility, a sense of welcoming, and campus awareness of in-person library services and spaces as part of the post-pandemic opening plans.

Building Traffic	FY 2017	FY2018	FY2019	FY2020
Annual Gate Count	126,689	269,699	326,848	265,431



2. The collection budget (as of FY2019) is comparable to peer institutions, when expenditures provided by the Utah Academic Library Consortium are included. Weber State ranked third in this metric compared to our Board of Regents designated peer institutions in FY2018 and FY2019 and was above the median in both years as well.



3. **The size of the collection, in terms of books, journal subscriptions, and media, has remained relatively constant** over the past three years, with the exception of a marked increase in streaming media. The increase is partly due to changes in the way that we count titles and because of the addition of two major purchase-on-demand databases for streaming services.

Collection Type	FY2018	FY2019	FY2020
Physical Book Titles	349,812	349,882	350,273
Electronic Book Titles	464,222	422,094	461,480
Print Serial Titles	13,518	13,102	12,842
Electronic Serials	195,650	181,330	188,163
Physical Media	37,919	37,805	36,998
Electronic Media	225,074	355,627	994,608
Databases	344	259	356

In peer comparisons, the total size of our collections (number of print and electronic book, serial, and media titles plus number of databases = 1,360,099) is fourth largest (out of 10) and above the median (1,265,497). Our collection skews higher in the percentage of digital titles, although there is a wide range among our peers which makes comparisons less meaningful.

Institution	Total Physical Collection	Total Digital Collection	Total Collection	Percent electronic
PA - Clarion University of Pennsylvania	1,799,699	494,453	2,294,152	22%
AK - University of Alaska Anchorage	1,025,101	753,401	1,778,502	42%
FL - University of North Florida	630,649	1,106,963	1,737,612	64%
UT - Weber State University	400,789	959,310	1,360,099	71%
UT - Utah Valley State College	235,804	1,096,321	1,332,125	82%
OH - Youngstown State University	676,910	521,959	1,198,869	44%
KY - Eastern Kentucky University	411,273	613,551	1,024,824	60%
KY - Northern Kentucky University	704,375	217,089	921,464	24%
ID - Boise State University	513,381	188,275	701,656	27%

4. **Circulation of print library materials increased** including a sharp increase in FY2019, a year after the library re-opened the stacks after the building renovation. Circulation declined in FY2020 because the library had to close and suspended all circulation for 3 months because of the COVID-19 pandemic.

Usage of electronic library materials has held steady, after a sharp increase between FY2017 and FY2018. The standards used to report electronic usage have changed recently, and publisher compliance is inconsistent. There was a marked increase in electronic media use in FY2019 with the addition of thousands of streaming titles to the library collection.

Circulation/Usage Type	FY2017	FY2018	FY2019	FY2020
Total Physical Circulation	17,125	18,673	24,418	18,587
Total Digital/Electronic Book and Media Usage	18,408	17,274	41,916	47,414
Total Electronic Serial/Journal Usage	339,237	404,179	401,632	397,304

In peer comparisons, we are close to the median of physical books and media checked out per student FTE (Weber State = 1.4 and peer median = 1.7). Electronic/digital book and serial usage is below the median (Weber State - 24 and peer median = 43).

6. **Interlibrary Loan services have remained relatively steady**, with the exception of FY2020, when services were completely closed for several months because of the COVID-19 pandemic. In 2019 and 2020, the library was a net lender of materials.

Interlibrary Loan category	FY2018	FY2019	FY2020
Total interlibrary loans and documents provided to other libraries.	2,264	2,555	1,902
Total Interlibrary Loans and documents received.	2,939	2,067	905

7. **The number of items on print course reserves is down slightly and down significantly for electronic reserves.** Print titles average around 2,317 print items a semester. Electronic reserve items declined significantly between 2019 and 2020, although this could be because more instructors are directly linking to library-licensed articles in Canvas, which provides easier accessibility for students.

Course Reserves	FY2019	FY2020
Items on print reserve	7,025	6,879
Items on eReserve	1,458	730

Areas of Improvement/Future Goals

- Develop a new collection development philosophy and policy to guide decisions about more sustainable subscription models.
- Expand services that support course materials affordability.
- Explore perceptions of the library as a welcoming space to assess the issue of low gate count compared to peers.

IV. Community

Contribute to the well-being and strength of the campus and local communities in which we are embedded.

Strategies:

- Create spaces and services that promote campus-wide collaboration and connection.
- Create physical and online community spaces and programs that bring people together.
- Place diversity, inclusion, and equity at the center of all of our work.

Achievements/Outcomes

- Special Collections and University Archives produced a range of programming and exhibits on the history of Northern Utah and Weber State University. Highlights include:
 - August 2018: Exhibited at the Oregon California Trails Association annual meeting about early Ogden's history (Special Collections, attendance, 150).
 - October 24, 2018: Reading by Utah Poet Laureate Paisley Rekdal (Sponsored by the Carl Andra Memorial Fund, attendance: 30 people).
 - January 2019: Weber Presidential Inaugurations Exhibit (University Archives).
 - February 2019: Chinese New Year Exhibit (University Archives and Special Collections).
 - February 2019: The Signpost by Decade Exhibit, including a ribbon cutting ceremony (University Archives).

- February-May, 2019: Seven Whistlestop Tour lectures on the history of the Transcontinental Railroad (Special Collections, attendance: 389).
- February-March, 2019: Transcontinental Railroad exhibit at the Southwest branch of Weber County Library (Special Collections).
- May 7, 2019: “Chinese Migrants and the Transcontinental Railroad,” lecture by historian Shelley Fishkin lecture (Special Collections, attendance: 130).
- May 9-11, 2019: Ogden Heritage Festival-10 lectures on the transcontinental railroad (attendance: 409). Exhibit on the transcontinental railroad and Ogden (Special Collections, attendance: 10,000 visitors to booth).
- May 10, 2019: Rails and Ales lecture by historian Dick Kreck (Special Collections, attendance: 150).
- October 2019: 100th Anniversary of Weber Football Exhibit (University Archives).
- November 2019: What's In The Vault Event, which included KSL TV News filming and interviewing University Archives staff (University Archives).
- January-February 2020: Three Beyond Suffrage lectures to mark the 100th anniversary of the 19th Amendment by historians Stacy Bernal, Cathleen Cahill, and Naomi Rogers (attendance: 105).
- January 2020: The Women of Weber State exhibit (University Archives).
- The library organized and/or co-sponsored lectures, library exhibits, cultural and artistic performances. Highlights include:
 - [Hispanic Heritage Month programming](#) in September and October 2018. This included lectures, an exhibit of the works of Ayne Velazquez and Warner Rios, a lecture on Frida Kahlo, and performances by the WSU Ballet Folklorico and Ballet Tutulli.
 - Richard Price lecture on banned books for Banned Books Week, September 2019.
 - A student reading on personal stories as part of the Engaged Learning Series, In My Shoes, in February 2020.
- Co-sponsored various campus events, including the WSU Storytelling Festival dinner in 2019, and a Utah Shakespeare Festival “Shakespeare in the Schools” performance in 2018 and 2019.
- Secured permanent endowment funding to help support the National Undergraduate Literature Conference Dinner and Speaker.

Nearly all of these exhibits, events, and programs included traditionally underrepresented voices from black, indigenous, and people of color and the LGBTQIA community and several highlighted social justice issues.

Attendees at several of the Beyond Suffrage programs provided feedback on what they learned, focusing particularly on what they learned about traditionally underrepresented people and perspectives:

- 'A lot of the discussion focused on broadening out understanding of suffrage by including underrepresented people which helped us to be more culturally diverse.'
- "I found the topic and discussion both fascinating and intriguing. I feel like past education on women's suffrage focused on such a narrow cast of characters and made the issue very 1 dimensional. This presentation helped me see a more broad view of a familiar historical narrative."
- "The importance of learning and understanding past historical events in order to constantly improve life now and for the future."
- "One person can make a difference to improve society and that one person can change attitudes."

Follow up thank you notes from patrons demonstrate that engagement with University Archives and Special Collections plays an important role in connecting people to regional history:

"Mahalo nui loa, Thank you so much for sharing all you and the staff at Weber Archives could find about my grandfather William Baker, Wildcat Athlete in 1931-1933 and sports editor of the Weber Herald...Thank you also for the digital photos and link to the Weber digital collection. What a wonderful resource for our continued research. I'm grateful for your time and effort and friendly service."

Measures/Outputs

- Attendance at Transcontinental Sesquicentennial Exhibit and Programming: 10,928.
 - Attendance at Beyond Suffrage Programming: 105.
- Note: The Beyond Suffrage exhibit was postponed to August 2020 because of COVID-19.

Areas of Improvement/Future Goals

- Implement a long-range planning process for exhibits and programming so that there is more coordination and synergy with campus and community partners.
- Engage other departments in the library, in addition to Special Collections and University Archives, in exhibits and program delivery.
- Develop more programming that is tied to the curriculum, including student and faculty curated programs.
- Develop more online exhibits to expand opportunities for learning for those who cannot travel or attend events.

V. Organizational Excellence

Maintain an effective and sustainable organization as the foundation of all of our work.

Strategies:

- Invest in people by creating an environment of support, caring, and opportunity for all library workers.
- Enrich the user experience by placing the user at the center of our work and decision-making.
- Transform work practices to better meet user needs.

Achievements/Outcomes

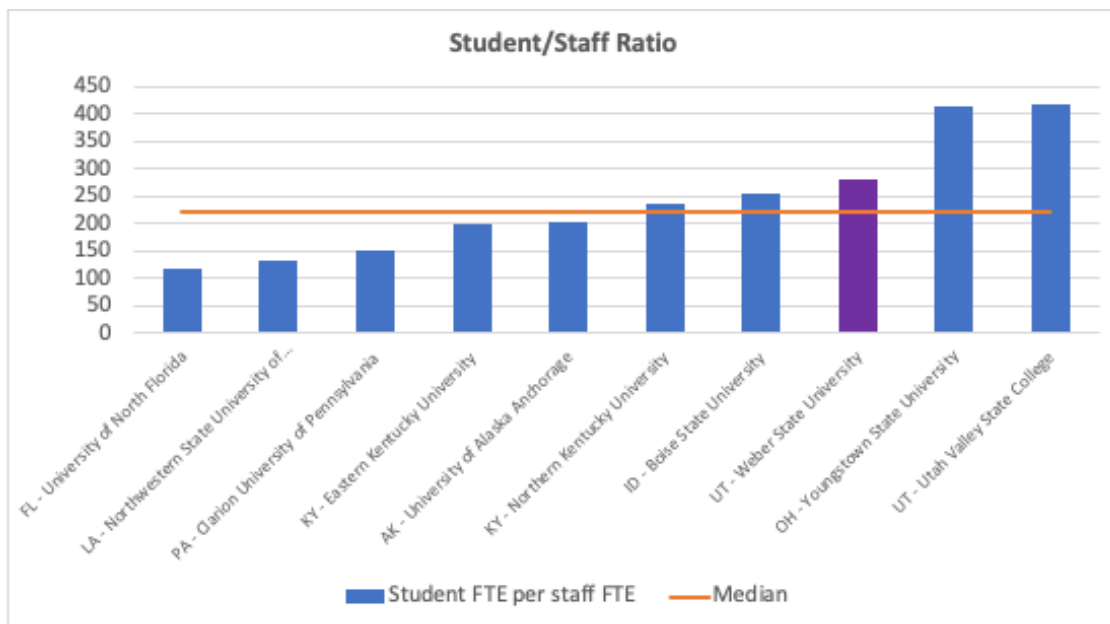
- **Staffing Models:** Beginning in 2017, the library underwent two major reorganizations. When staff and faculty retired or resigned, departments examined their work responsibilities and strategic goals and proposed new positions and departmental structures to better address changing workflows and patrons needs. Through these series of reorganizations the library was able to:
 - Streamline the electronic resources management process that had been divided across two departments. This resulted in collection cost savings and improved control over purchasing processes and access to electronic resources.
 - Hire a dedicated subject librarian for the College of Engineering, Applied Science, and Technology.
 - Move a Special Collections staff member from a soft money account to more stable E&G funding.
 - Streamline levels of hierarchy, providing for more consistent supervision and communication.
 - Increased the number of student employees, which helped departments advance key strategic initiatives and provided meaningful employment to more WSU students. According to one student employee: “I have gained a firm set of foundational skills for my job field, including record organization and maintenance, preservation and conservation practices, metadata development, and standards. I have also learned better research skills and how to research more effectively.”
- **Staff Compensation:** As part of the staff reorganization, Library Council made raising staff pay, particularly in the N24-N26 pay grades, a priority. Low pay and inequities were contributing to morale problems and retention. The new staffing model provided some funds for raises. We worked with HR to develop a pay model that accounts for staff performance and time in position. Equity within pay grades (compression) was also addressed. Outdated position descriptions were reviewed and several positions were re-graded higher. The result was a significant raise (up to 10% in some cases) for nearly a quarter of the library staff. The pay model

will also enable us to check progress on salary across all pay grades and set annual goals for staff compensation that are transparent and consistent.

- **Professional development:** Implemented a consistent employee allowance for professional development. All staff receive \$1,500 for professional development (travel to conferences or online webinar registration) to support their professional development goals. Additional funds can be awarded upon supervisor and dean approval, enabling a wider range of staff members, not just library faculty, to engage in professional development.

Measures and Outputs

1. The size of the library staff (including student assistants) is smaller (based on staff per student FTE) than the median of our peer institutions. The ratio of one employee to 281 students is above the median of 1:221 for our peer institutions.



Areas of Improvement/Future Goals

- Continue to work on the library pay equity model to get all library staff to their target pay by 2024.
- Continue to evaluate our staffing models to create more opportunities for advancement and growth to meet strategic goals. This includes increasing the number of student employees and requesting funding for an additional staff member in the area of affordable course materials.
- Design and implement a new and user-friendly library website by 2023.
- Complete training and an equity audit of library policies and practices.