Library Annual Report FY22

In Fall 2021, the library returned to pre-pandemic hours and in-person services for the first time since spring of 2020. The library also maintained some services and spaces to support patrons who continued to need social distancing and predictable technology and spaces to take a mix of in-person and virtual courses. We maintained a small number of socially distanced and reservable spaces in the second floor Information Commons area, continued to operate curbside delivery service, and maintained a robust laptop and hotspot checkout program. We also developed a contingency staffing plan to maintain in-person services during limited hours if COVID-19 cases spiked and we faced staffing shortages. The Omicron surge in January and February 2022 prompted the implementation of this contingency plan and we were able to maintain full patron help services online, with limited in-person services.

The library also completed the first year of an equity-minded policy and practice audit. Nearly half of the library staff participated in an in-depth education and professional development program and practiced a critical review and revision of key library policies and practices in the areas of operations, human resources, and collection development.

Other highlights detailed below include the implementation of an integrated ENGL 2010 and LIBS 1704 course (ENGL 2015), an expanded textbook lending library designed to address cost barriers that many WSU students face, and the resumption of in-person library programming, including a retrospective exhibit of the work of Utah artist Pilar Pobil.

As always, none of this would have been possible without the work of library staff, faculty, and student employees. The accomplishments outlined below, as well as critical reflection required to deeply engage with WSU's Strategic Plan Equity Framework, are a demonstration of their commitment and hard work.

--Wendy Holliday
Dean of the Library

I. 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.

A. Achievements/Outcomes

- The Teaching and Information Services Department piloted the first ENGL 2015 courses, which combine ENGL 2010 and LIBS 1704 into a single course. Eight sections were offered in Fall 2021 and 14 sections were offered in Spring 2022. The courses require a substantial amount of collaboration, experimentation and risk taking by both library and English faculty. There have been challenges in the early stages of collaboration, with scheduling, last minute course assignments, and the degree of integration. But teaching partners are positive about the direction of the course,especially when they worked together for more than one semester. At the end of spring semester, TIS and the English Department agreed to try to keep teaching partners together as much as possible to continue deepening the integration and to support each pair's creativity and experimentation. We also found ways to reward the work of collaboration through supplemental pay for the first time an instructor teaches the course and an additional incentive when paired with a new teaching partner. It is too early to assess the full impact of ENGL 2015 on student learning and retention, but initial data (provided by Eric Amsel, see below) suggests that students are achieving ENGL 2010/2015 learning outcomes at a higher level than in ENGL 2010 and LIBS 1704 separately.
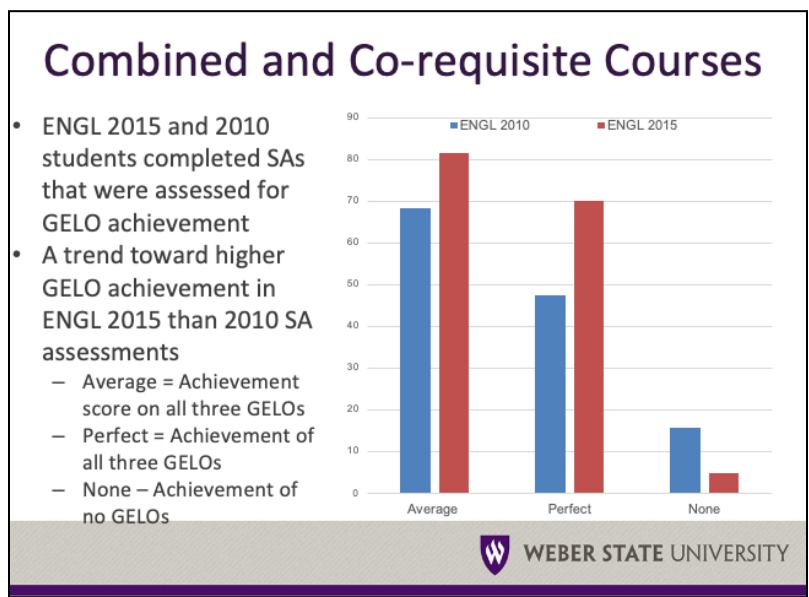
- The waitlist for LIBS 1704 was essentially eliminated through a combination of increased adjunct/overload sections and enrollment declines.
- The Teaching and Information Services Department collaborated on data collection for the outcome-based biennial assessment report. Each library faculty member contributed data from assignments in their courses that demonstrated the learning outcomes for LIBS 1704. The department learned that without a more limited approach to assessment data collection, one that focuses on a smaller range of outcomes and assignments, it was difficult to assess whether students were achieving the information literacy general education outcomes across courses. This was a positive learning experience for the department and they will work with the Office of Institutional Effectiveness to develop a more useful approach to assessment of student learning before the next assessment cycle.

B. Measures and Outputs

1. Student credit hours (SCH) in information literacy courses, including the new ENGL 2015 course, increased slightly.

Course	AY 2019	AY 2020	AY 2021	AY2022
LIBS Courses SCH (Campus)	2,483	3,943	3,658	3,760
LIBS 1704 Concurrent Enrollment	n/a	1,393	1,579	1,608

2. The waitlist for LIBS 1704 continued to remain low and reflects students waiting for specific sections or instructors. There were available seats in LIBS 1704 to accommodate the waitlist in each term.

Term	Waitlist	Seats filled	Needed seats	Percentage gap
Summer 2020	8	853	861	1%
Fall 2020	115	1,141	1,256	9%
Spring 2021	71	1,342	1,413	5%
Summer 2021	0	627	627	0%
Fall 2021	52	1149	1201	4%
Spring 2022	19	1080	1099	2%

4. The **number of research help transactions (in-person and virtual) returned to pre-pandemic levels, but have declined significantly since 2018.** This might be a result of changes in data collection. **The number of in-depth research consultations increased substantially.**

Research Help	FY2018	FY2019	FY2020	FY2021	FY2022
In-Person Research Help Transactions	5,110	3,163	1,393	3	2812
Virtual Research Help Transactions	803	573	805	612	767
In-Depth Research Consultations (Virtual and In-Person)	656	229	476	559	863
Note: FY2020 and FY2021 numbers were affected by the closure of the library and in-person services because of COVID-19.					

C. Areas of Improvement/Future Goals

- The Teaching and Information Services Department will develop a clear programmatic goal for information literacy instruction and a sustainable instruction plan to meet that goal, using the equity framework developed as part of the equity audit workshops.

II. 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.

A. Achievements/Outcomes

- The equipment lending program continues to be very popular with students. In FY22, there were 1,650 laptop checkouts (block/semester long and 7-day) and 427 hotspot checkouts.
- The textbook lending library was established. Instead of waiting for faculty to place textbooks on reserve, the library proactively purchased nearly all general education textbooks as well as additional books for high-enrollment gateway courses (557 items). The library purchased e-books when multi-user licenses were available. Print items were checked out 729 times since Fall 2021. We want to market this collection more heavily to students, including via faculty syllabi and Canvas links, in FY23.
- The library provided nearly $90,000 in HEERF-funded grants to 16 Open Educational Resources projects, with an estimated savings to students of $464,000 per year. Recipients included faculty from nearly every college. Stipends were provided to nearly 100 faculty members who completed an online OER course, which generated interest in future projects. The library also awarded four projects (two to individual faculty and two to departmental projects) with the first Affordable Course Materials Award, presented at the Faculty Symposium in March 2022.
- The Weber Cares Food Pantry opened its new location on the second floor of the library, offering more visible and accessible services to students in need.
- Circulation and Teaching and Information Services began cross-training student employees so that we were able to maintain services during short staffing situations because of the continuing COVID-19 pandemic. This service model also potentially reduces student hand-offs from service desk to service desk, making library services more approachable and accessible.

B. Measures and Outputs

1. Building Traffic: The annual gate count increased from the pandemic-related closures and restrictions in FY21, but remains substantially lower than in FY2019.

Building Traffic	FY2019	FY2020	FY2021	FY2022
Annual Gate Count	326,848	265,431	31,954	173,199
FY2021 gate count was low due to reservation-only policy to address social distancing and priority needs during the COVID-19 pandemic.				

3. Collections: The number of books, journal subscriptions, and databases remains steady, with a slight decrease in print titles available because of regular de-selection of outdated materials. The library purchased or subscribed to more electronic books than in previous years, reflecting efforts to provide multiple formats to address distance learners and for accessibility, as well as a small increase in electronic textbook purchasing, when available, to support our affordability initiative. The library also subscribed to a much larger collection of purchase-on-demand streaming media titles, using support from the CARES Act/HEERF funding to assist with remote learning. Streaming media packages are becoming more expensive, so the library will need to explore different options in the future, including the possibility of mediating access and subscribing to a smaller subset of highly used titles.

Collection Type	FY2020	FY2021	FY22
Physical Book Titles	350,273	351,044	337,303
Electronic Book Titles	461,480	479,065	565,872
Print Serial Titles	12,842	12,808	4,990*
Electronic Serials	188,163	196,446	195,245
Physical Media	36,998	37,898	38,093
Electronic Media	994,608	1,023,166	1,971,666**
Databases	356	379	411
* The new library cataloging system enabled more accurate reporting, resulting in a substantially lower number than in past years. **The substantial increase in the number of electronic media titles reflects the investment of CARES Act/HEERF funds into streaming media subscriptions during the pandemic.			

Peer comparison data are not yet available from IPEDS, but in national comparisons of FY21 numbers, based on data from the Association of College and Research Libraries (ACRL), Stewart Library holds well above the median and close the average number of print materials and well above the median and national average for digital materials. Reporting to ACRL is voluntary and participating institutions

include very small and very large libraries, which explains the large variation in median and average numbers.
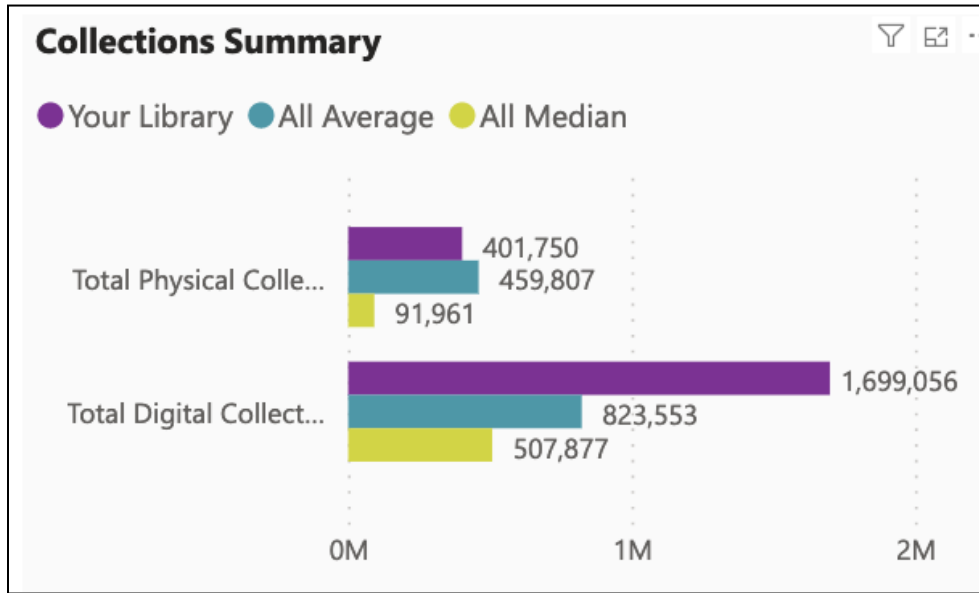
Source: ACRL Academic Library Trends and Statistics Summary

4. Circulation of print library materials rebounded from pandemic lows, but was still substantially lower than in pre-pandemic years**. Usage of electronic journals was also substantially lower** than in previous years, which is a trend to watch. It could reflect changes in publisher reporting standards. **Digital book and media usage was close to FY21 usage.** Peer comparisons from IPEDS are currently not available.

Circulation/Usage Type	FY2019	FY2020	FY2021	FY2022
Total Physical Circulation	24,418	18,587	5,690	10,804
Total Digital/Electronic Book and Media Usage	41,916	47,414	62,831	61,278
Total Electronic Serial/Journal Usage	401,632	397,304	366,449	296,691

5. Interlibrary Loan services also rebounded from pandemic levels, reaching the same number of materials lent to other libraries and nearly the number of materials borrowed in FY19.

Interlibrary Loan category	FY2019	FY2020	FY2021	FY2022
Total interlibrary loans and documents provided to other libraries.	2,555	1,902	1,450	2541
Total Interlibrary Loans and documents received.	2,067	905	1,207	1745

6. The number of items on print and electronic course reserve remained steady.

Course Reserves	FY2020	FY2021	FY2022
Items on print reserve	6,879	7,748	6,542*
Items on eReserve	730	1,093	756
* In FY2202, with the transition to a new cataloging system, all of the circulating equipment (laptops, cameras, etc.) were removed from the Course Reserve category. This was around 1,050 items, so the FY2022 number of items on reserve actually reflects an increase from FY2020 and only a slight decrease from FY2021.			

7. The library technology check-out program remained steady and continued to be a popular service for students, with more than 1,600 laptop checkouts and more than 400 hotspot checkouts.

Item Types	FY2020	FY2021	FY2022	FY2022 Circulations
Laptops (semester)	77	227	281	
Laptops (7-day)	0	16	10	
Total	77	243	291	1,650
Hotspots (semester)	11	141	139	
Hotspots (7-day)	n/a	9	3	

Total	11	150	142	427

C. Areas of Improvement/Future Goals

- Develop a sustainable budget model for course materials, including ongoing (post-HEERF) funding for OER grants. Assess the usage and impact of the textbook lending library and technology lending program to determine future needs.
- Collect and integrate feedback on the draft Collection Management Policy and finalize the policy in spring 2023. Use the new policy to ensure that the collection budget model aligns with the new policy.

III. Community

A. Achievements/Outcomes

- Pilar Pobil Exhibit and Artist Talk: September 2022
  The library hosted a large exhibit of the works of one of Utah's most respected artists, Pilar Pobil. It was the first large-scale art exhibit in the library since the renovation in 2017.
  - 50 attendees the artist talk
  - Favorable review: http://artistsofutah.org/15Bytes/index.php/pilar-pobils-refreshing-passion-for-life-and-art-celebrated-in-mi-vida-my-art/
- Special Collections 50th Anniversary Exhibit and programming
  The department celebrated its 50th anniversary with a retrospective exhibit of key moments in Northern Utah history represented by key materials in the collection.
  - The opening program included: 25 in-person and 15 online attendees.
- University Archives Women of Weber Exhibit
  University Archives continued the planned programming on the history of women in Northern Utah that began and was disrupted by the COVID-19 pandemic in 2020.
- A new digital exhibits site was created (https://exhibits.weber.edu), and there are currently four exhibits online.
- Special Collections podcast "Tales from Weber" launched with 15 episodes.
  - https://specialcollections.podbean.com/

B. Measures and Outputs

- See attendance and engagement figures above.

C. Areas of Improvement/Future Goals

- Re-launch a library-wide programming committee to expand the number of exhibits, speakers, and other events sponsored and cosponsored by the library. Develop a long-term programming

calendar (2-years) or programming so that there are consistent opportunities for community engagement and education throughout the year and expand the focus of programming on a wider range of topics and cultural works.

IV. Organizational Effectiveness

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

A. Achievements/Outcomes

- Equity Audit: The library completed the first year of an ongoing critical deconstruction of library policies and practices that might be contributing to disparate educational outcomes for BIPOC, low income, and other historically marginalized groups. The first year focused on professional development in equity, justice, and anti-racist concepts and frameworks as the foundation for the ongoing process of developing more just and equitable practices. The workshops included an applied element in which we reviewed and revised policies in the area of post-pandemic library operations, collection development, and human resources. See the Year One Report for full details.
- Salary equity: The library continued to work with Human Resources, the Provost's Office, and the Faculty Senate Salary and Benefits Committee to address the gaps in staff and faculty salaries as compared to the market. Through internal library and central university funding, we were able to provide substantial equity and market-based increases for both staff and faculty.
- Flexible work schedules: Each department, following HR policies for alternative work plans, implemented a range of alternative work schedules. We will review them in FY23 and make modifications as needed.
- Library website revision: A committee explored user data on the information architecture and other usability issues for the library website and developed a proposal for a newly organized web committee to revise the library website in the coming year. The new committee structure also clarified final decision-making authority.

B. Measures and Outputs

1. **The number of student employees grew from 6.81 FTE to 14.62 FTE,** reflecting a budgetary and strategic commitment to provide high-quality employment opportunities for students.

2. **Nearly half of the library staff received raises based on the salary equity model,** bringing nearly every library staff up to the library average of 90% of target salary. **Fifty percent of faculty received equity pay increases** based on percentage to CUPA averages.

C. Areas of Improvement/Future Goals

- Continue to review library policies and practices as part of the equity audit, especially in the following areas, and make needed revisions:
    - Information Literacy (IL) education: Review data disaggregated by race and ethnicity to assess how the current instructional model (LIBS 1704, subject-specific classes, LIBS 1504, and ENGL 2015) might produce disparate educational outcomes for BIPOC students. Develop a strategic plan for IL education that addresses potential barriers.
    - Review all formal library policies using the framework developed in the equity audit and compile new policies into a user-friendly LIbrary Policy and Procedure Manual (LPPM).
- Complete library website revision by the end of summer 2023.
- Continue to advocate for higher salaries for all library workers and refine the salary equity model to reflect market conditions.