

2021 Library Annual Report to the Provost

I. Progress in 2020-2021

A. Institutional Strategic Goals

1. Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

Expansion of Reference Services

The research appointment is a staple service of all college libraries' reference departments, and the Elihu Burritt Library is no exception to this rule. Students, however, were not always aware of this service, which was particularly necessary in the virtual environment of the pandemic. The Book a Librarian program, initiated through the Student Retention Grant program in March 2020, was offered as an online service to all students for the 2020-2021 academic year and has been used at an increased rate in comparison to previous years as seen in this table:

<u>Year</u>	<u>Reference Appointments</u>	<u>Book a Librarian</u>
2020-2021	6	88
2019-2020	22	23
2018-2019	2	N/A
2017-2018	6	N/A
2016-2017	6	N/A

In the urgent transition to a completely virtual educational environment, the reference and instruction department also updated its video tutorials and other instructional materials for use by faculty members in their lesson plans for asynchronous learning/teaching. Additionally, instruction librarians presented synchronous information literacy workshops and lectures throughout the academic year upon faculty members' requests. An overhaul of the library's virtual services throughout the website addressed many issues, marketing being one of them. The Library Services Guide, Faculty Service Guide and the virtual instruction request forms served the community in multiple and productive manners. The reference and instruction department met its goal of refreshing its library research guides by creating a template for subject-oriented library guides (LibGuides) in order to present a consistent, branded approach to its asynchronous instruction models and incorporate universal design for learning principles. Those guides with the most usage statistics were updated first with new information and aligned to the template. These updates allowed students to navigate the research guides more easily and therefore conduct their research more effectively and efficiently; and the updates allowed librarians to create more guides and update them more effectively and easily. In the urgent transition to a completely virtual educational environment, the reference and instruction department also updated its video tutorials and other

instructional materials for use by faculty members in their lesson plans for asynchronous learning/teaching. Additionally, instruction librarians presented synchronous information literacy workshops and lectures throughout the academic year upon faculty members' requests. There were many other examples of transitioning our physical/in-person services to virtual reality, including assisting faculty in the migration to virtual classroom environments by answering faculty questions on a hotline to the IDTRC/CTI department.

2. Increasing Access to Higher Education and Ensuring Student Success

Expand and Evolve the Information Literacy Program

The faculty and staff of the library's Reference and Instruction department is always seeking new ways in which to engage students in the information literacy process to help them succeed in college. Among the many modalities of engagement addressed this past year were the FYE Program and the General Education Assessment initiatives.

The First Year Experience program has, once again, included the reference and instruction librarians throughout its planning process. When the FYE course rolls out as a small pilot in the Fall 2021 semester, all librarians in the Reference and Instruction department will be paired with at least one pilot FYE section for embedding information literacy elements into each course content at the request of each faculty member and in concert with his or her course design. The department has created a new set of video tutorials, a LibGuide, a set of assessment instruments and is ready to present information synchronously online or in-person or as asynchronous lesson plans. This goal aligns with the CCSU Strategic Plan Goal 1 and 2, focusing on maintaining and expanding academic excellence and increasing access to higher education and ensuring student success.

Please refer to the Information Literacy Assessment Annual Report, appended to the library's Annual Report to the Provost for an extended discussion about the assessment of the library's information literacy instruction program.

The Information literacy assessment program continued this year from dual approaches. The first approach involved the Assessment Librarian working with the Office of Institutional Research and Assessment and two faculty members from the Academic Assessment Committee on a proposal to the Davis Educational Foundation for a grant to fund the expansion of CCSU's General Education program assessment process. The University was granted \$150,000 to increase the number of faculty members participating in the assessment program, increase the number of general education outcomes assessed in the program, and increase the number of student artifacts scored and analyzed for improvement to the general education program. Information Literacy was one of the learning outcomes included in the grant to expand the number of assignments aligned to the scoring rubric, thereby increasing the number of student artifacts from across the academic curriculum in the effort to improve students' information literacy competencies. The second approach included the instruction librarians and the Library Director scoring a

random selection of student artifacts from LSC-150 sections as well as from WRT105/110 sections in which a faculty member had invited an instruction librarian to embed information literacy workshops into the content throughout a semester. This second method of assessment informed the library instructors not only about how the assessment process works but also how students are or are not applying research methods and skills toward their academic work early in their college careers.

3. Foster and Inclusive and Safe Campus Culture That Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas

Diversity Grant

In collaboration with the CCSU Education Department, the Reference and Instruction department are in the process of updating and expanding the Curriculum Lab collection of professional and children's literature titles for a Diversity in Learning collection to be shelved in the Stanley A. Lotko Curriculum Laboratory. This initiative was proposed by Dr.'s Jones and Turner as an internal grant to expand on the university's Diversity, Equity and Inclusion goals and was set in motion well before the George Floyd murder in May 2020. The new titles have already been purchased and are being processed for an introductory event to be held early in the fall 2021 semester (either virtual or in person, depending upon the new health protocols).

Connecticut Digital Archives Initiative

The digitized collection of archives and special collections had previously been accessed via the Content DM platform until June 2020, at which time the entire collection was migrated to the Connecticut Digital Archives (CTDA) platform that is hosted by the University of Connecticut's library system. This major undertaking by the faculty librarians at CCSU will ensure easier access to the University's digitized resources by students, faculty and members of the community and the general public. Examples of such resources include the CCSU yearbooks, Polish Archives, LGBTQArchives and Gender Equity Collections.

Diversity, Equity, and Inclusion eBooks

Due to the low demand for monographs this year, as well as a serials package that was temporarily cancelled for 2021 due to licensing issues, there were unencumbered funds left over toward the end of the year. We were able to direct this funding to the large purchase of a curated collection of Diversity, Equity and Inclusion eBooks covering the following areas: Black History, Decolonizing the Curriculum, Disability Studies, LATINX Voices, LGBTQIA Studies, LGTBQIA Voices, Poverty Studies, Race, Class & Gender, Women in STEM and Women's History. There are 478 eBooks included in this collection. This collection aligns with part of our strategic plan: to Integrate diversity into the curriculum, pedagogical methods, professional development, and co-curricular activities that contribute to cultural competency, and to support innovative and inclusive teaching, scholarship, and creative activities.

B. Other Significant Accomplishments

1. Creative Activity

Please see the attached Excel spreadsheet

2. Community Engagement

As a result of the pandemic, the library's community engagement activities were severely curbed.

The Special Collections Department worked with the CCSU Marketing Department to prepare materials from the GLBTQ Archives which were included in an interview with Professor William Mann for PRIDE Month. The interview was broadcast on NBC Connecticut on June 24, 2021.

The Special Collections department has been working with the Polish Studies Program director and chairman of the Advisory Board and with the New England Air Museum (NEAM) to create a permanent exhibit about the Kosciuszko Squadron, whose pilots excelled in bravery and heroism during the Battle of Britain in 1940. This department assisted with retrieving historical material for the exhibit content, preparing informational brochures and posters, and translating into Polish all published materials.

The Library Director and University Archivist have been working with the Institutional Advancement on fundraising for the Library Textbook Fund during the National Library Week, April 4-10, 2021. It has also promoted fundraising for the Friends of the Library during the Devil Double Dare campaign, June 9, 2021.

The Reference and Instruction department worked with the Veterans History Project when the VHP librarians interviewed two veterans remotely over video conferences. Conducting these interviews remotely involved supplying the interview subjects with the necessary recording equipment (a microphone and an external hard drive), providing guidance over the phone on how to set up the recording, testing the audio and video quality in advance, and being present during the interview itself. After the interviews, librarians collected the equipment as well as the completed release forms, upload the videos to YouTube and MediaSpace, create records in the database, file the forms, and prepare copies of all materials to be sent to the Library of Congress.

3. Other Notable Accomplishments

Reference and Instruction/Information Literacy Department

The Reference and Instruction Department librarians' responses to the challenges presented throughout this unprecedented year of virtual learning and teaching – due to the pandemic health protocols – could be best defined as one of teamwork and flexibility. The librarians used every virtual communication platform available to

communicate with each other (e.g., Microsoft Teams, with faculty members (e.g., WebEx), and students (e.g., Zoom software that was built into our chat system so that students could share their screens with librarians in order to learn how to navigate the library's website and use the resources more effectively). As this department was working solely in the virtual environment from home offices, the librarians kept very flexible work hours to assist students and faculty with their learning, teaching and research needs. This includes the collaborative approach that the librarians took in onboarding the Center for Teaching and Innovation members with our chat platforms to assist faculty members with transitioning to teaching online. These responses to our challenges throughout the year align with almost every goal of CCSU's Strategic Plan from ensuring academic excellence, to serving our entire student population with a focus on the university's culture, internal and external communities, and sustainability.

This department met the challenge of teaching the information literacy thresholds (with students discussing concepts like scholarship as conversation), which are highly abstract concepts, in the online environment by creating new LibGuides, updating and standardizing current LibGuide interfaces and meeting virtually with our students through our reference platforms for instant messaging/chat and Book a Librarian (Microsoft Bookings) platforms.

The department also continued to assist students and faculty members in finding resources under the extraordinary budget cuts to library resources by teaching students how to find open access databases and journals and how to evaluate different types of sources found online for accuracy and effectiveness in coordination with scholarly resources, although there really is not a reliable replacement for scholarly databases preferred by teaching faculty members at any institution of higher education.

Access Services Department

The academic year of 2020-2021 was a year of challenges created by the Covid Pandemic and social distancing for the Access Services department, especially because the department is primarily responsible for access to and maintenance of the physical materials in the library building. To make everyone feel safer, the decision was made to keep the book stacks closed. This would limit the number of hands touching materials, back when it was unclear if Covid could be transmitted by touching surfaces. Staff pulled requested materials for patrons, checking them out and packaging them for "curbside pickup." Returning materials were disinfected and quarantined for 72 hours upon return. During COVID we have processed over 611 student requests for physical materials. The total number of "curbside pickup" requests was 1,355.

Short term loan materials and course reserves were problematic. If the normal procedures of checking them out to students were continued, the quarantine would restrict access of the material if more than one student needed it within a 72-hour period. Another access problem was getting materials to online students who were

not on campus. The answer was to use the library's existing interlibrary loan management system to digitize chapters of course reserves, textbooks and other materials within the collection as needed, safely sending them to the students, faculty, and staff. In keeping with fair use of copyrighted materials, only do one chapter was scanned per request per student. During COVID over 300 of these requests for students were processed.

One of the many challenges that the Access Services department faced was the fact that many academic libraries were closed longer than CCSU's library. This limited our students access to resources of all types (e.g., books, articles, films) and formats (physical and virtual). Even when physical materials were available from other libraries worldwide, mail was delivered only once a week, thereby slowing down the interlibrary process. COVID showed us that we needed faster access to articles. This challenge allowed us to identify Rapid ILL as a tool to help. Rapid ILL was developed several decades ago and has become a dynamic and community-oriented resource sharing system that is designed for quick and efficient transactions. Its primary goal is to save staff time, with automation that leverages our collections for library to library sharing.

Additionally, we were contacted early this past year by OCLC, who is the primary resource sharing system that we use, to join OCLC Express. The Elihu Burritt Library was invited to join this program, because we had shown that we had been sharing our electronic content quickly and efficiently through the pandemic. This system will continue to provide faster and more efficient access to electronic content from other libraries for our students, faculty, and staff.

Acquisitions/Serials Department

Even during a time of extreme budget reductions, the library worked to identify new ways of expanding access to scholarly resources collections and improving the means of access to these collections. Some examples include:

The electronic collection review committee, while focused on areas of reducing subscription commitments for cost savings, also helped to identify and secure more cost-effective replacement products. One such product is Heinonline, which provides content for criminal justice, history and legal studies and helped to alleviate some of the impact of losing the NexisUni database. The American Chemical Society Style Guide had been purchased as a physical book in the past and was purchased in its newer electronic version this year to facilitate remote access.

This department worked with the CCSU administration to secure supplementary funding for needs that arose during the pandemic, such as remote access to books and films, as well as lab resources. This enabled the library to maintain the Kanopy Films platform and absorb the increased demand for these films. It also allowed the library to provide access to JoVE Science Education, a video library that provides lab materials for biology, chemistry, and environmental sciences. Additionally, the library was able to secure approval for funding in FY22 for ClinicalKey, a vital collection that supports the Doctor of Nurse Anesthesia Practice Program.

This department worked with the CCSU Libraries' Acquisitions & E-resources Expert Team that serves the CCSU libraries that was tasked in 2020-2021 with selecting and acquiring an electronic collection(s) that would benefit the CCSU community, using end of year funding from the systems office. The collections selected were the Gale Primary Source Collection ("Ralph J. Bunche Oral Histories Collection on the Civil Rights Movement") and De Gruyter University Press e-book collections (2021 copyright year e-books published by University of Chicago Press, Harvard University Press, and Yale University Press).

The department researched and moved forward with a plan to transition to a new serials subscription agent, EBSCO Information Services. The new agent also provides many of the library's databases and offers smart-linking technology that allows the abstract and index databases to recognize when the library has a paid subscription for a journal and then makes the full text available from within the database instead of linking out to the publisher's platform. This technology should allow for more seamless journal access for CCSU students and faculty and reduce the number of linking errors encountered in some of the library's most popular databases.

The Acquisitions/Serials department worked especially hard toward strengthening sustainability of the library's collections by working directly with publishers to renegotiate large serials package deals several times in response to budget reductions; these negotiations resulted in lower inflation rates and discounts which helped make up a portion of the gap between our commitments and our budget. The savings from renegotiated packages in FY21 was approximately \$37,772. Future renewals will be based off of the lowered rates so not only did we keep our packages at lower rates this year, but the savings will carry forward as well.

Information Systems and Resources (ISAR)

The Open Access and Open Educational Resources team, including librarians from the Reference & Instruction department continued to make learning and research more financially sustainable. Additionally, the deployment of Open-Source Software (and development of the prerequisite skills for OSS) allows for a more financially sustainable set of workflows. The CCSU Library's OER Team worked with the Statewide OER Council to support Open Educational Resources discovery, usage/conversion, and creation of OER.

During FY2020/21, the department worked on the migration of library-hosted websites to an affordable, secure, cloud-based web platform. In order to provide a more financially sustainable digital repository solution, the library terminated its contract with CONTENTdm on June 30, 2020, and migrated digital collections to Alma Digital or the Connecticut Digital Archive (CTDA). Throughout FY2020/21, the department prepared metadata and object files for CTDA ingest. This year, the CCSU Yearbooks and Polish Posters collections were fully migrated to and made accessible in the CTDA.

Archives and Special Collections

This department considers its greatest achievement to be the continued research support to our students, faculty, and outside researchers during the 2020-2021 academic year. Due to the restrictions and masking protocols, scholars were prevented for travelling to conduct in-depth research in archives and libraries. More often than before, it involved not just directing patrons to resources, but often doing part of the research ourselves because we had access to physical items, stacks, and to some limited online resources. This assistance also meant frequent and extensive scanning-on-demand of our archival materials.

In 2020 we made significant contributions to the creation of the revised Connecticut LGBTQ Timeline, locating and digitizing materials for Richard Nelson and Jerimarie Liesegang - the most prominent transgender activist in Connecticut for several decades - who were also creating a documentary on this subject. The emphasis was on the inclusion of previously neglected transgender aspect of this movement history. One result of this cooperation was a valuable donation of 10 boxes of Ms. Liesegang archival collection that the department is now processing.

Processing the collection included taking a preliminary inventory and preparing a finding aid for the Jerimarie Liesegang collection, GLBTQ 2012-07. Materials had to be arranged and described according to DACs. This collection was used for a documentary about Jerimarie, a transgender woman, who will be posthumously inducted into the Connecticut Women's Hall of Fame in September 2021.

Another big archival collection undergoing processing now is Al Koproski Papers. Mr. Koproski is a long-time Polish American leader, active in many organizations, successful businessman and strong supporter of CCSU's Polish Studies.

In view of the unusually high demand for materials related to Elihu Burritt from all over the world and the existence of Burritt Family Scholarship available to our students, the entire CCSU Burritt Collection has been reprocessed. Some publications included in the collection have been cataloged, and other major collections in other American institutions have been identified. Many letters, his journals (New Britain Public Library) and most of his publications are now available online. In order to facilitate student research, the department created a chronologically arranged copy of transcripts of Burritt's correspondence from many sources. We plan to introduce history faculty and history majors to this interesting set of archival materials related to both international and local history.

II. Planning for 2021-2022

A. Ongoing Challenges

The two biggest challenges that faced the library in the academic year 2020-2021 were budget challenges and trying to rehire for two key positions.

Staffing Challenges

Dr. Dauwalder did not approve my requests to refill these two positions. The Administrative Assistant went out on FMLA in October 2019, and she officially retired on June 1st, 2020. The Acquisitions Librarian took a position at the University of Connecticut and her last day was January 16, 2020. The Library Director worked with his staff to fill in the gaps, but it has been a very difficult year because the library budget is very complicated, and this caused some staff to divide their time between these new assignments and their primary duties. Throughout this process, the Library Director found that many of the staff that had been asked to fill in do not have the expertise for this very specialized budget work. It was also very difficult for the Library Director to work with staff to come up with new initiatives because he was so busy assisting with some of the duties of the Acquisitions Librarian and also performed many tasks that used to be handled by the Administrative Assistant. The Serials and E-Resources Librarian has worked very hard to fill in and has taken on many of the responsibilities of the Acquisitions Librarian. Many aspects of the position that she was hired for were placed on the back burner because of having to deal with acquisitions work and the many complex budget issues that are a daily occurrence at the library. For example, during the 2020-2021 academic year she has not had the time to do her periodic check to assess if access to all our electronic journals is working, and she has discovered that several vendors have turned off our access. She has also had to neglect many other aspects of her position to take on these extra assignments and has not been able to participate in many professional development activities or creative activities as she is required to do as part of her AAUP contract. She did a great job, and at times throughout the year performed the work of two faculty librarians.

Budgetary Challenges

Throughout all of this we had to redo the library budget and reprioritize purchases several times because of multiple budget cuts while at the same time deal with tasks like resending purchase orders or dealing with invoices that had been paid twice by other staff trying to fill in to help with responsibilities tied to the library budget. All of this has happened at the same time as a world-wide pandemic that caused us to pivot and offer most of our services remotely. The staffing situation took a toll on the entire library staff.

The Reference Department also had challenges for the past year related to cuts to the budget. The cancellation of some electronic scholarly resources presented a challenge that required more time spent finding open access alternatives to the subscription based scholarly resources instead of teaching students the how to find, evaluate and use those scholarly sources. Reference Librarians also spent more time during the pandemic working on more creative approaches to reference and instruction initiatives. There is a need in this department for an additional Reference and Instruction Librarian.

The library had started an RFID tagging project in late 2019. RFID tagging will make the inventory and security of the physical collection easier going forward. The department had hoped that they would have been able to find the time to continue to work on tagging more of the collection over this past academic year. At the start of the fall semester, about 20,000 volumes were tagged. After the Access Services Department got the logistics of reopening organized, tagging commenced through this year. As of last week, about 105,000 volumes, or approximately 25% of the circulating collection have been tagged.

B. Anticipated Challenges in 2021-2022

The three most substantial challenges in the upcoming year are personnel, budget, and licensing

1. Personnel

There are currently two key positions still vacant in the Acquisitions, Serials & E-resources Department: The Acquisitions Librarian and the Library Technician. Without an Acquisitions Librarian in the last year, the Serials and E-resources Librarian has had to learn and perform many aspects of this position, which are vital to the library's ability to function and provide resources. This has meant putting other job responsibilities on the back burner, as well as creative activities and service responsibilities. This is not sustainable in the long term, and the library needs this position filled. The Library Technician for this department retired on July 1st and left another deficit in support for the library's physical serials collections.

In addition, the library technician from the Reference & Instruction department resigned as of the end of June 2021. This vacancy will need to be filled in addition to replacing adjunct librarians, many of whom were released from employment due to the pandemic, to cover the reference desk/chat lines after the full-time librarians leave the library. These adjunct librarians have played a major role in the success of the department in the past by creating video tutorials, assisting in the maintenance of LibGuides and teaching the introductory library instruction workshops. As of November 2021, the library technician in ISAR will retire, leaving a necessary role open for technological support throughout the library.

2. Budget

The library's materials budget took a big hit in FY21 and if it is cut further there will be a loss of more databases and journal packages, as well as a reduction to the book budget. Additionally, receiving budget cuts throughout the year in FY21 did not leave time to obtain faculty feedback or give proper notice for resources that would be removed, if this is also true of FY22 we may face the same problem of potentially interrupting student and faculty research.

3. Licensing

Many of the library's resources require license agreements. As part of a new procedure in working with the Business Services Department on these, in FY21 we began the process of sending licenses over \$25k to the Attorney General's office for approval. There are many challenges inherent in this and one is that the length of time it takes to secure approval is endangering our contracts, which could result in access interruptions and worse, in cancelled deals and the loss of vital scholarly resources for our community.

How we intend to meet the challenges

1. Personnel

We will have to continue to advocate for these positions to be filled. If they are not filled in FY22, it will become necessary to delegate responsibilities and tasks to other librarians and technicians who do not have an acquisitions background/training, and in doing so Kristin D'Amato will have to dedicate significant time to acquisitions education and training, which likely means continuing to do less in the area of serials and e-resources and limiting efforts in creative and service activities.

2. Budget

One step has already been taken: by realigning our subscriptions with the calendar year, we have more time to react to changes in our allocated funds. It was previously aligned with the fiscal year and since most vendors require 30-90 days' notice for non-renewal, we often had committed to spend a significant amount prior to knowing what our budget would be for the year. In anticipation of a potential cut we will have to do another e-subscription review to determine where we can further scale back our commitments. This is typically a year-long project, so condensing it into a few months is a challenge, particularly when we are understaffed. By starting a review over the summer, we can be better prepared in case a budget reduction is necessary.

3. Licensing

Kristin D'Amato is working with Rick Piotrowski to address licensing needs. There are three license renewals that will come due in January that will need to go to the Attorney General's office for review and signature. Kristin will work with Rick on these as soon as the vendors make the 2022 pricing available.

C. OE/DPS Budget

See Attached Budget Spread Sheet for More Detailed Budget Information.

1. *Flat Budget Scenario*

A flat library materials budget would mean we could maintain current electronic subscriptions with anticipated reduced inflation rates, we would need to reduce the book budget to about from \$55k to \$20k, and we could possibly add back a

quarter of the print journal/newspaper collections, all of which were cancelled last FY.

2. *10% Budget Reduction Scenario*

A 10% reduction to the library materials budget would mean that we would not be able to add back any print journals/newspapers, the book budget would be reduced from \$55k to \$20k, and we would still additionally need to reduce ongoing subscription costs for databases and e-journals by \$135,599.

3. *10% Budget Increase Scenario*

A 10% increase to the library materials budget would mean that we could maintain all current subscriptions with the anticipated reduced inflation rates, as well as our current book budget; additionally, we would be able to reinstate most of the cancelled print journals/newspapers, and the NexisUni database. The NexisUni database was cancelled in FY21, and the library received significant feedback that this was negatively impacting curriculum and research.

Budget Comparison FY 2020 and FY 2021

Please note that, because of the pandemic, we did not hire as many student workers on non-teaching lecturers because we were opened less hours. We also saved on office supplies, paper, and toner as a result of working remotely and we did not purchase any new furniture for the library.

FY 2020

DPS - 201,133.00

OE – 1,856,671.00

Total Budget – 2,057,804.00

Expenses

NTL Contracts – 135,337.85

Student Wages – 64,223.37

Office Expenses – Includes OCLC, Bindery and Furniture (53,887.04 – Furniture Costs) – 146,098.68

Books – 20,902.06

E-Subscriptions & Electronic Media – 1,541,268.93

Total Not Spent – 149,973.11

FY 2021 – As of July 2nd, 2021

DPS – 182,611.00

OE – 1,501,651.00

Total Budget – 1,684,262.00

Expenses

NLT Contracts – 91,764.76

Student Wages – 15,095.00

Office Expenses – Includes OCLC and Bindery – 60,313.87

Books – 2353.02 (We spent \$5,425.04 on Books from the Replacement Budget (LIBR14)– we were allowed this year to use this budget for Books and eBooks)

E-Subscriptions & Electronic Media – 1,458,212.57