Library Services Program Review

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LINDENWOOD
U N I V E R S I T Y

LIBRARY SERVICES

Contents

LIBRARY SERVICES PROGRAM REVIEW

I.   Introduction

This report provides an overview of the range of services, resources, technology, staffing, and spaces provided by the Library Services department at Lindenwood University. Data provided throughout the report from Fall 2017 through Fall 2020 delivers a consistent snapshot of the integral role Library Services has played in the university community prior to and during the uncertain times presented by the COVID-19 pandemic. Further, it informs the ways the department is poised to meet the new demands of university students, faculty, and staff as plans to return to campus emerge.

The library is located in the Library and Academic Resources Center (LARC), which opened August 2017. The department has a variety of spaces and tools throughout the building that offer stakeholders research and study support. While the LARC houses the Library, nine other support departments, and 16 classrooms, spaces overseen by Library Services are found on each of the four floors of the LARC building. Spaces include common study areas, computer labs, instruction rooms, individual and group study rooms, an archive, media lab, A/V editing labs, a game room, and innovative technology that supports curriculum, and increases collaborative learning. The library is open 94 hours per week and has a staff of 10 full-time employees, 10 students, and 2-4 interns per semester.

Library Services department consists of the following staff areas: Access Services, Reference Services, Technical Services, and Archives. Each area supports a specific aspect of library services: Access Services is responsible for all aspects of collections and facilities management; Reference Services is responsible for research, information literacy support, and teaching and learning tools; Technical Services is responsible for maintenance of backend library systems; and Archives is responsible for managing the historical record of the institution and region. Success in each area is guided by the following key performance indicators: I. Planning and Assessment, II. Services and Programming, III. Collections and Resources, IV. Library Space, V. Staffing, and VI. Technology (See Addendum A for a detailed description of KPIs). This report will reflect the many ways Library Services supports the Lindenwood community and strives to support the mission and vision of Lindenwood University while providing the highest quality of service, resources, and support.

SWOT Analysis
Strengths

- Customer service is a core tenant of library staff
- Flexibility of staff
- Outreach and collaboration among both academic and support offices
- Problem solving and innovation is a key characteristic in both pre and post COVID-19 environment

Weaknesses

- Lack of standard messaging about Library Services
- Limited advocacy in senior administration
- Communication among university departments inconsistent
- Staff and budget cuts in Library Services

Opportunities

- Community outreach and partnership opportunities through special collections of regional and national interest
- Changing expectations of college students
- Increased engagement in open access initiatives with implementation of institutional repository and focus on open educational resources
- Focus on experiential and service learning

Threats

- Declining enrollments
- Cost of higher education
- Changing perceptions of the value of library consortia threaten benefits of MOBIUS membership
- Changing vendor landscape, i.e. mergers, acquisitions, streaming services, open source technologies, integrated library systems, and publishers have great impact on costs and service delivery

Mission Statement

Supporting students, faculty, and staff through quality resources, innovative programming, and a commitment to excellence in customer service.

Vision Statement

Lindenwood University Library seeks to inspire users to be intellectually curious, community minded, and globally conscious.

Values

- Intellectual and Academic Freedom
- Lifelong Learning
- Service and civility
- Leadership
- Collaboration
- Diversity, Equity, and Inclusion

Table 4. Goals and Objectives Library Services 2021/2022

Goals and Objectives 2021/2022			
Goals & Objectives	**KPI**	**Status**	**Measurement**
Goal 1. Meet needs of university students, faculty and staff through enhancement and expansion of online Initiatives.			
Objective 1. Promote addition of scholarly output into newly launched institutional repository and create benchmark for number of items added.	Collections and Resources	AY 2021/2022	Create benchmark for uploads and downloads
Objective 2. Increase development and usage of digital learning objects by 10%.	Services and Programs	AY 2021/2022	Measure usage of all departmentally created electronic learning tools
Goal 2. Assessment			
Objective 1. Develop process to measure impact of embed program on student success.	Planning and Assessment	AY 2021/2022	Compare embed course grades earned with non-embed course grades
Objective 2. Implement library analytics program to standardize data collection from internal and external sources (vendors).	Technology	Fall 2021	Implementation of Panorama analytics program
Objective 3. Align departmental goals and objectives with institutional learning outcomes where appropriate.	Planning and Assessment	Fall 2021	Partner with OIE to facilitate alignments and create benchmarks for outcomes
Goal 3. Develop outreach initiatives that support faculty and students			
Objective 1. Develop a minimum of two new workshops per semester and increase participation by 10% from pre COVID levels.	Services and Programs	AY 2021/2022	Measure attendance and number of workshops created
Objective 2. Launch OER certification program	Services and Programming	August 2021	Track attendance and completion

Objective 3. Establish timeline and deliverables for baseball 150th anniversary celebration in partnership with St. Louis Public Library, St. Louis County Library, and Missouri Historical Society.	Services and Programming	In process	Completed document with deliverables to signify milestones
Objective 4. Partner with Immersive Technologies and Digital Humanities programs to coordinate and highlight media lab technologies and services.	Technology	In process	Create benchmark for usage of relocated spaces
Goal 4. Enhance marketing initiatives to promote awareness of library resources and services			
Objective 1. Establish student focus groups to understand user needs and expectations in post-COVID environment.	Planning and Assessment	Fall 2021	Develop interview questions, identify student participants, facilitate discussions
Objective 2. Use information gathered from focus groups to develop standardized messaging for library services.	Planning and Assessment	Spring 2022	Analyze data and identify action items
Objective 3. Use marketing intern team to Identify a minimum of two specific student populations (i.e. honors, athletes, first generation, etc.) and develop targeted marketing initiatives.	Staffing	Fall 2021	Number of interactions with specific populations
Objective 4. Increase social media engagement by 10%	Technology	AY 2021/2022	Number of engagements across platforms
Goal 5. Engage in space planning for changing needs of users			
Objective 1. Assess patterns in space usage as students, faculty and staff return to campus.	Space	Fall 2021	Compare space usage to Fall 2019
Objective 2. Facilitate media and game lab moves and redistribute technology from computer lab to provide expanded access to technology throughout Library Services space.	Technology	In Process	Track usage of redistributed technology throughout space to create benchmarks

II.   Overview of Library Services Department

II a. Planning and Assessment

KPI 1. *Planning and assessment – department engages in continuous planning and assessment to inform decisions that align with both the library and organizational mission. This includes annual planning, annual assessment, budgeting, statistical analysis, measuring student success, staff evaluation, and administrative accountability.*

Library Services engages in annual planning and assessment to support mission and value statements at both the institutional and departmental level. Program Intended Outcomes (PIOs) are developed and implemented to measure effectiveness of library programs, services, resources, and facilities. The assessment process provides data and informs Library Services departments of areas requiring improvements and/or interventions, as well as initiatives that are meeting or exceeding departmental goals. The goal for this process is continuous improvement and accountability of our role in institutional support and student learning.

Assessment Report 2017 – 2018

The assessment cycle for 2017-2018 was a transitionary period when Library Services focused on supporting core resources and services as the department worked to redefine itself in a new physical space. Prior to moving, it was determined that the assessment cycle would focus on electronic resources, as it was unclear how the move would affect delivery of service, workflows, priorities, etc. The inaugural year was spent observing space usage and monitoring foot traffic. The department also engaged in four focus groups to better understand student perceptions of the building. Library Services also closely monitored electronic resource access as the university website was overhauled making discovery of library content less intuitive.

PIOs developed for academic year 2017/2018 included the intent to realize an increase in usage of electronic resources created and supported by Library Services. Specifically, the department monitored resource guides, databases, and EBooks. PIOs were chosen that supported Institutional and departmental missions and sought to improve student usage of core resources. As reflected in Table 1, usage decreased in all three categories: library resource guides decreased by 50%, databases decreased by 5%, and EBooks decreased by 16%. While the numbers were disappointing, Library Services used the data to recalibrate. Library Services increased efforts to provide guidance to students in navigating the university website, as well as library pages on the site. This was done in the context of library instructions. Library staff also made efforts to increase instruction efforts, as numbers of instructions decreased with the move. Additionally, library staff increased visibility of core resources through modifications to departmental marketing plans. This included use of social media platforms, digital signage, events, and increased communication with faculty.

Table 5. Assessment Report 2017 – 2018

Assessment Report 2017-2018				
Program Intended Outcomes	**Means of Assessment**	**Criteria for Success**	**Summary of Data**	**Use of Results**
1. Increase usage of Library Resource Guides	• Assess current usage patterns • Delete or revise low usage guides	10% increase in resources guide usage	• 50% decrease in usage • No guides had 0 usage • EBook resource guide increased by 30%	• Analyze correlation between decrease in usage and navigability of newly designed website. • Analyze library instruction • Adjust marketing plan to focus on resource guides
2. Develop additional online tools and tutorials to increase electronic resource usage	• Task new outreach librarian with measuring current usage of electronic resources and develop appropriate access tools.	10% increase in database usage	5% decrease in database usage	• Analyze correlation between decrease in usage and navigability of newly designed website. • Analyze library instruction • Adjust marketing plan to focus on databases
3. Increase EBook Usage	• Library will add EBook records to OPAC creating an additional access point • Outreach librarian will develop programming to support EBook usage	25% increase in EBook Usage	16% decrease in EBook usage	• Analyze correlation between decrease in usage and navigability of newly designed website. • Analyze library instruction • Adjust marketing plan to focus on EBooks

Assessment Report 2018 – 2019

Library Services engaged in extensive planning to determine initiatives for AY 2018 – 2019. The assessment plan for 2018 – 2019 included the following strategies: continued measurement of core electronic services (video tutorials and library resource guides), a new collaborative effort aimed at supporting transfer students, a refined librarian and writing consultant embed program, and a commitment to bring more students to the building. Overall, the department exceeded its marks with a 297% increase in video tutorial views, a 42% increase in embed courses with a 94% positive rating, and a 66% increase in foot traffic to the building.

The areas that needed further attention were the transfer student project and library resource guide usage. The department chose to continue the transfer student project. While the results were not stellar, it seemed to be worthwhile to continue to target this population. The program is still in place and while student response rates remain low, the impact is high for the students who choose to interact with a librarian.

While library resource guide usage remained consistent, it continues to be an area of focus, as it is considered a core resource. Staff continue to update guides and delete those no longer in use. Efforts were also focused on creating links to guides in Canvas shells.

Table 6. Assessment Report 2018-2019

Assessment Report 2018-2019				
Program Intended Outcomes	**Means of Assessment**	**Criteria for Success**	**Summary of Data**	**Use of Results**
• Production of online content to support online and on ground users	• Add video content to library YouTube channel • Update, produce, and monitor usage of resource guides	• 20% increase of YouTube views • 20% increase in resource guide usage	• Added eight new instructional videos • YouTube channel views increased by 297%	• Continue to produce and assess digital learning objects to support curriculum • Revisit design and marketing strategy for resource guides
• The Library will support the curriculum by targeting underserved and at-risk populations to improve retention and student success	• Collaborate with SASS to develop pilot program to increase communication with transfer students	• Increased interaction between transfer students and Library Services	• Each reference librarian assigned 30 students and contacted them via email 3-4 times throughput semester. One student responded	• Will continue program. Although response rate was low, the interaction with librarian was critical to student success
• Continue Library Services and Writing Center embed program	• Continue to collect post assessment and increase number of embedded courses	• 5% increase in number of embedded classes	• Embed courses increases by 42 % • In post assessment surveys, 94% of students reported better understanding of the research and writing process	• Continue to grow embed program • Determine path to understand impact of embed program to understand impact on student academic success
• Library staff will increase building foot traffic	• Will use 17-18 usage data as benchmark	• 20% increase in building usage	• 66% increase in building usage	• Library Services will continue to monitor usage of the space

Assessment Report 2019 – 2020

The assessment cycle for 2019 – 2020 was primarily focused on electronic resources and services. As the university continues to develop online programming, it is critical for Library Services to align its assessment initiatives to ensure student and faculty needs are met in this environment. Unfortunately, this became even more important as COVID-19 forced the transition to 100% virtual delivery of resources and services in Spring 2020. While the university currently has moved to a hybrid model, the

majority of Library Services activity is delivered electronically. Overall, it does not appear COVID-19 had significant impact on the areas measured.

The assessment plan for 2019 – 2020 included the following areas: Open Educational Resources (OER), Library Services instruction modules in Canvas, the Embed program, and database usage by student population. Overall, the results from this assessment cycle were positive and offered direction moving forward.

OER has been a library priority for several years. The department has engaged with faculty to provide support and education to promote usage of OER. The aim of Library Services has been to promote awareness of the rising cost of textbooks among students and faculty, as well as ways OER can be leveraged to mitigate costs. Additionally, library staff has provided additional resources and workshops that highlight advanced aspects of OER adaptation and creation. As the data in table seven reflects, attendance at OER-related workshops increased by 64%. However, goals for increases in workshop offerings were not realized due to cancellation as a result of COVID-19 closures. Also, there was a 40% decrease in visits to the OER resource guide. The guide has since been revised to enhance navigability.

Library Services created a module that was made available in Canvas Commons. The module includes an assessment to measure student understanding of library resources. Unfortunately, once the module is imported into a course shell, there is no way to access assessment results. However, access to import data showed the module was imported 43 times. Tools such as this have become increasingly important in the online environment when faculty have limited class time to allow for in-class instruction. Additionally, these types of resources became particularly valuable in the COVID-19 environment.

Library Services continues to grow the embed program in collaboration with the Writing Center. Data shows that for 2019 – 2020, the program grew by 25%. Additionally, 100% of post-assessment survey respondents believed that a better understanding of the research process resulted in better writing. The embed program continues to grow and is now implemented in 12 Freshman composition courses. The goal is to provide early intervention before students get to upper-level classes, as well as measure the impact of the program on student academic success.

Library Services utilized data gathered from their single sign on (SSO) tool to track electronic resources and develop usage benchmarks for databases. Data provided by the SSO suggested that seniors and graduate students represented the most logins, and students with junior standing had the lowest numbers. While staff found the information useful, measures are in place to leverage the SSO to make further distinctions in the data.

Table 7. Assessment Report 2019-2020

Assessment Report 2019-2020				
Program Intended Outcomes	**Means of Assessment**	**Criteria for Success**	**Summary of Data**	**Use of Results**
• Promote awareness and implementation of OER Resources	• Development of additional workshops • Measure inquiries about OER resources • Add Faculty Select database	• 5% increase in faculty replacement of textbooks with OER • 10% increase in library sponsored workshops • 20% increase in traffic to library produced OER resource guide	• 64% increase in OER workshop attendance • 40% decrease in views of OER resource guide	• Continued outreach to faculty and students on OER benefits • Redesign OER guide to be more discipline specific
• Create library instruction module for Canvas Commons	• Track imports into canvas shells	• Ability to create benchmark for usage	• Module was imported 43 times since creation Fall 2019	• Will use the information to engage with faculty and encourage continued usage.
• Increase participation of faculty in Library and Writing Center embed program	• Track number of embeds. • Assess post embed survey results	• Increase embeds by 5% • Increase student and faculty perception of research and writing skills by 5%	• Embeds increased by 25% • Student positive perception increased to 100% • Faculty positive perception remained static at 80%	• Align embed program with general education assessment rubric targeting ILO 3.1 • Expand target to include ENG 170 courses
• Understand patron type usage of library resources	• Gather usage data from OpenAthens to determine prevalence of access to online resources	• Create baseline for access by user type	Database Access is as follows: • 38 Early College start • 8,348 Faculty & Staff • 9,409 Fresh • 9,119 Soph • 8,980 Jr • 16,485 Sr • 30,785 Grad	• Will use this information as a baseline and work through Open Athens to break these down further

II b. Services and Programming

KPI 2. Services and programs – *Library Services supports students, faculty, and staff in helping the Lindenwood community in enhancing information literacy skills through assistance with finding, evaluating, and integrating resources into research and writing. This includes instruction, programming (tabling, speakers, Faculty Reads, etc.) workshops, tutorials, Canvas modules, instruction, one on one interactions, email, chat, Embedded program, school liaisons, and LibGuides.*

Embedded Librarians and Writing Consultants

A fundamental aspect of instruction and engagement is the Embed program. The program was piloted Fall 2018 as a collaborative effort between Library Services and the university writing center. The program was a result of a longstanding relationship between the two departments. Anecdotally, the departments had a wealth of evidence supporting student behaviors regarding research and writing. Both staffs found that students regularly moved between librarians and writing consultants to complete research and writing assignments. As a result of these observations, writing center staff distributed a survey to graduate faculty and students to determine how to best meet needs of both populations. The outcome of the survey was a program where both a librarian and writing consultant are embedded in courses and work as a team with faculty and students. In this capacity, librarians and writing consultants not only field research and writing questions, they also create discussion threads, develop specialized workshops, and work closely with each other and faculty to ensure students are getting the most from the experience. The program began with eight courses and as of Spring 2021, librarians and writing consultants were in 32 courses.

Table 8. Growth of Library and Writing Center Embed Program

Semester	F18	SP19	F19	SP20	F20	SP21
Sections	8	5	18	27	23	32
Students	123	37	292	N/A	450	529

Since the program began, post-assessments have been given to both faculty and students to better understand the impact of the program. Data has shown a marked improvement of research and writing perceptions by both students and faculty. Additionally, the success of the program has provided higher level visibility of support areas and has opened the door to greater collaboration with faculty in Lindenwood's first-year composition courses.

Table 9. Embed Impact

Embedded Librarian and Writing Consultant – Impact				
% of Respondents perceived improvement in skills				
TERM	**SP 19**	**F19**	**SP20**	**F20**
Library Respondents	**R=22**	**R=15**	**R=9**	**R=16**
Ability to evaluate quality of research	**81%**	**93%**	**88%**	**87%**
Confidence finding scholarly research	**90%**	**86%**	**77%**	**81%**
Writing Center Respondents	**R=19**	**R=13**	**R=12**	**R=13**
Ability to organize rough draft	**94%**	**92%**	**75%**	**91%**
Ability to revise rough draft	**94%**	**92%**	**75%**	**92%**
Ability to edit rough draft for grammar	**84%**	**92%**	**83%**	**100%**
All Respondents	**R=36**	**N/A**	**R=14**	**R=22**
Did understanding research process positively affect writing process?	**94%**	**N/A**	**100%**	**90%**

***Respondents do not include students that did not interact with a librarian or writing consultant**

Instruction

Traditional library instruction is provided by reference librarians on an as needed basis. While library instruction or library orientations are not university requirements, reference librarians work diligently to build relationships with faculty to ensure students are made aware of library resources and core concepts of information literacy. This has been accomplished through various outreach initiatives, as well as departmental and school level liaison assignments, which provides consistent opportunities for engagement and communication with faculty. Examples of these initiatives include the following:

- Targeting Academic Commitment to Excellence Class (study skills class for first-year students)
- Targeting first-year English Composition classes
- Attending school and department meetings
- Participating in campus events
- Targeted email campaigns

Prior to noticeable decreases in instructions as a result of COVID-19 protocols, efforts to promote instruction services were effective as evidenced by data provided in the table below. As reference staff prepare to return to in-person delivery Fall 2021, strategies are being developed to return instructions to pre-pandemic levels.

Table 10. Instructions

Academic Year	Instructions	Students Attended
2017-2018	53	N/A
2018-2019	111	1695
2019-2020	126	1769
Fall 2020	25	336

Workshops

Librarians develop workshops for both students and faculty. Workshops are held to provide hands-on opportunities with individual tools or broader topics of interest. Examples of workshops developed by librarians include Adobe Illustrator, RefWorks, use of online library resources, OER basics, datasets, and topics such as "Marketing Your Department." Library staff only began tracking statistics for workshops AY 2018/2019. Unfortunately, COVID-19 severely impaired the ability to develop and host hands-on events, which is reflected in the 50% drop from AY 2018/2019 through 2019/2020.

Table 11. Workshops

Academic Year	Workshops	Workshop faculty and student attendance
2018-2019	24	142
2019-2020	11	77
Fall 2020	3	6

Virtual Tools

In addition to in-person instruction, reference librarians create various virtual tools to support student understanding of library resources and services. Examples of tools include YouTube video tutorials (posted on the library's YouTube channel), Libguides, and Canvas modules. These tools allowed Library Services to quickly transition to virtual service provision when campus closed as a result of COVID-19.

Each tool is created with student success in mind. Reference librarians began creating and adding resources to the library YouTube channel in 2014. At that time uploaded content consisted primarily of instructional materials curated from library vendors. However, in 2017 reference staff began an initiative to create content in-house to meet specific needs of LU students and faculty. In addition to videos created for instructional purposes, librarians recorded special events sponsored by the library that have also been added to the channel. There were 13 video tutorials on YouTube with 293 views in AY 2017/2018 growing to 73 video tutorials with 668 views in Fall 2020. See Table 8 below.

Table 12. Virtual Tools

Virtual Tools				
	2017/2018	2018/2019	2019/2020	Fall 2020
Research Guides (LibGuides)	48	66	54	55
Research Guide Views (LibGuides)	21,166	21,568	23,650	10,677
Video Tutorials	13	37	58	73
Video Tutorial Views	293	1,121	1,407	668
Canvas Modules	N/A	N/A	7	8
Canvas Module Uploads	N/A	N/A	62	19

Spring 2017, Library Services partnered with university television studio and local public access channel to produce a show, *Literacy Now*. The intent was to educate viewers about various types of literacy, as well as give Lindenwood students production experience. A total of 10 episodes were produced in the spring and fall of 2017. All episodes are available on the [library YouTube channel](#) and were also run on the LUTV public access channel. In total the series has been viewed 403 times.

LibGuides are developed by reference librarians to support programs, courses, and individual assignments. They also serve as a valuable resource for initiatives that may not be attached to a specific academic program, such as [OER Resources](#) or [Diversity, Equity, and Inclusion](#). All LibGuides are reviewed annually for currency and usage. Those that are not current are updated and those having low usage are either hidden from public view or deleted.

Library Services also provides support via the Canvas learning management system. Reference staff create standalone modules that may be uploaded to any course shell. Modules currently available for upload vary from a full introduction to research with assessments included to more narrow research and course specific topics. As is indicated in Table 8 above, Library Services began tracking creation and usage of modules in Academic Year 2019/2020.

Research Assistance

Reference services are currently offered on call and by appointment approximately 64 hours per week. Reference services are supplemented by a third-party chat service (ChatStaff/Libh3lp) when reference staff are unavailable.

Specialized reference help is available for production software and technologies in the library's media lab. Typical consultations in this space can range from 1 – 2 hours and require hands on interaction. Academic years 2017/2018 and 2018/2019 saw steady usage with over 400 hundred interactions with the Digital Librarian per year. Unfortunately, staff reductions and decreased hours due to the pandemic have reduced numbers to less than 100 per year.

Assistance provided by reference librarians comes in the form of walk-ins, email, chat, phone, virtual drop-in "reference rooms," and one-on-one meetings via tools such as Zoom and Microsoft Teams. One area that experienced a noticeable increase in activity was the Library's chat service. Typically, Lindenwood librarians staff live chat from 8:00 a.m. – 5:00 p.m. At 5:00 p.m., a third-party service is enacted. However, during the pandemic chat became a critical touchpoint between patrons and librarians. As a result, Lindenwood librarians expanded live chat evening hours to extend to 8:00 p.m.

Table 13. Chat Coverage

Chats
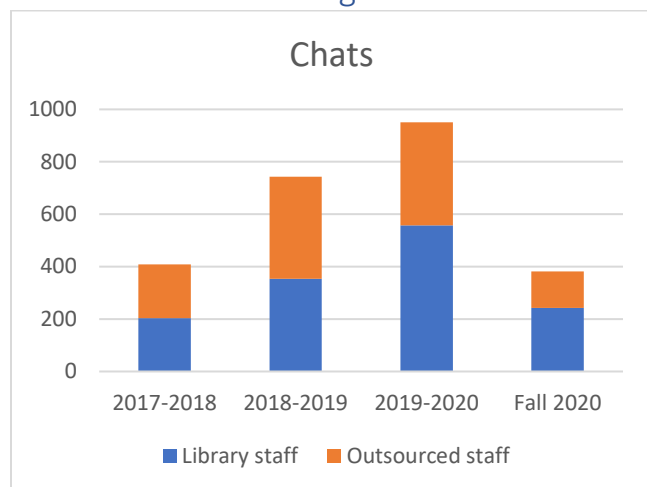
Programming and Outreach

Library Services develops ongoing programming that engages and educates the Lindenwood community. This is achieved by developing interesting and informative events. Two such examples are *Faculty Reads Series* and *Game Day*.

Faculty Reads Series, founded by the Director of Access Services, began in 2013. The series highlights both faculty and administrators who share ways reading has inspired and informed both personal and professional aspects of their life. Speakers' topics have included influential books read in high school, books that guided career choices, and favorite book club reads. The presentations have enjoyed increasing success with the ability to stream and record talks. The series includes one to two events per semester, though due to COVID-19, none have been held since Fall 2019.

Table 14. Faculty Reads Attendance and Views

Faculty Reads Attendance and Views

Legend: ■ Faculty Reads in person ■ Facebook live

X-axis: Apr 18, Sept 18, Nov 18, Feb 19, Apr 19, Sep 19, Nov 19
Y-axis: 0, 20, 40, 60, 80, 100, 120
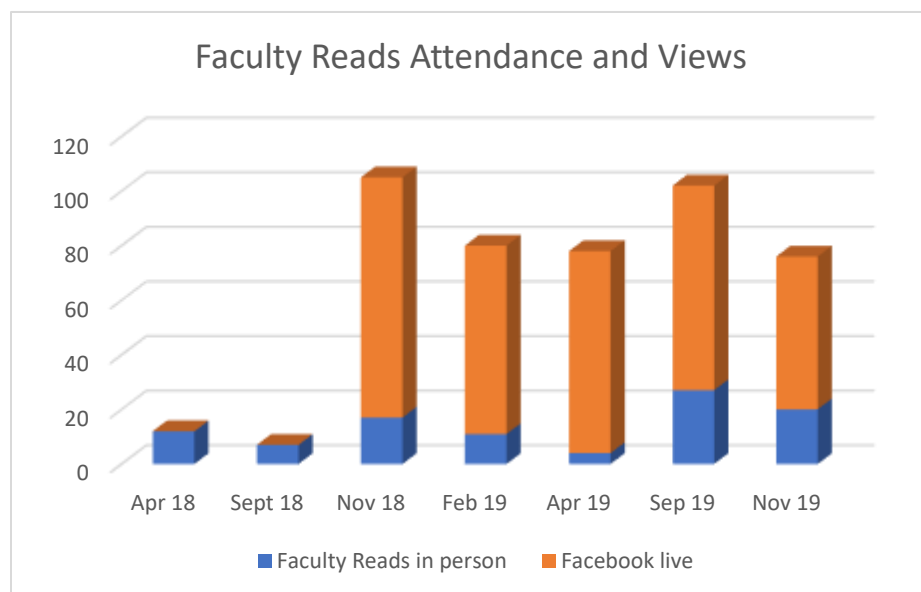
An additional long-standing program developed by library Services is Library Game Day. The event is designed to increase faculty, staff, and student interaction outside the classroom through gaming. It began as a day for promoting board game play. Library Services utilized its board game collection and invited students and faculty to drop in throughout the day to play. In 2018, the event changed to include a role-playing game (RPG) with students and faculty registering in advance. RPG games are unique and must be planned around participants. Unfortunately, COVID-19 forced the cancellation of the Spring 2020 event. However, the RPG event was redesigned in a virtual format for Fall 2020 and enjoyed participation by both students and faculty.

Table 15. Game Day Participation

Game Event Participation

Legend: ■ Board Game ■ RPG

X-axis: 2017-2018, 2018-2019, 2019-2020, Fall 2020
Y-axis: 0, 5, 10, 15, 20, 25
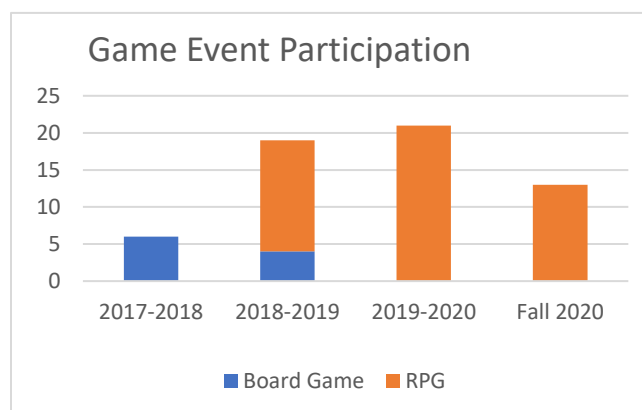
A consistent outreach initiative embraced mid-academic year is one aimed at Transfer Students. Spring 2019, liaison librarians began reaching out to incoming transfer students. There were three points of contact throughout the semester to support transitioning students to Lindenwood and expose them to

library resources. A similar initiative for all new employees has been coordinated as part of Human Resources onboarding processes.

Grant Funded Programming

Library Services has been awarded two grants in 2019 and 2020 that funded community engagement and speaker events. The first event was held Spring 2019 and was titled **A Night with Sam Kean;** it was funded by a $5,000 grant through the Missouri State Library. Sam Kean is a popular science writer and attracted 42 attendees to the on-campus event.

The second grant-funded event was supported by a $14,000 award by National Network of Medical Libraries. The program was originally scheduled to be held as an on-ground event Spring 2020 but was reimagined as a virtual event Fall 2020. The event(s) focused on issues surrounding mental health and included community partners, mental health organizations, building a mental health resource library, a weeklong series of Instagram Live talks, and culminated with a nationally recognized guest speaker, Kevin Breel. There were 48 attendees for Breel's talk, **Confessions of a Depressed Comic** and an additional 51 views of the recording. The Instagram Live talks garnered a total of 216 views.

A Qualtrics survey was sent to those attending the Breel talk. Of the 48 participants, 23 completed the survey. The results of the survey reflected an overall positive response to the event.

- 73% said they somewhat agreed or agreed that they learned something new

- 82% said they somewhat agreed or agreed that they felt inspired by the talk

- 69% said that they somewhat agreed or agreed that they learned something new

- 95% said that they somewhat agreed or agreed that they would like Lindenwood should have more discussions on mental health

- 82% said they somewhat agreed or agreed that they will seek out more library programming and events

- 95% said they somewhat agreed or agreed that they liked the format of the event

Displays and Partnerships

Access Services curates and exhibits a monthly display of themed books. Staff typically tie-in cultural events, national monthly recognitions, or other themes of interest to the Lindenwood community. In 2019-2020, a goal was established to collaborate with other campus departments to develop monthly book displays. As a result, staff collaborated with eight campus departments to successfully achieve the goal. An additional aspect to these initiatives is the appointment of the Director of Access Services and the Outreach and Engagement Librarian as university Diversity, Equity, and Inclusion Fellows. As part of the fellowship appointment, these staff members successfully created a D.E.I. Reading Challenge that was tied to diversity themes and integrated into monthly book displays.

In addition to the book displays mentioned above, Access Services create supplemental standing displays, which include Popular Reading, New Books, and the Contemporary Collection. Popular Reading

and New Books are rotated frequently. However, the Contemporary Collection is a display that runs throughout an academic year and is based on a theme chosen by students.

Additional Library Services partnerships include the following:

- Interdepartmental development of monthly electronic displays on Library Services' video wall
- Enrollment management events
- Career development events
- First year program events
- Transfer student support
- Student scholarship conference
- Adjunct orientation events
- Development of alumni book club

II c. Collections and Resources

PI 3. Collections and resources – *Library services provides access to physical and electronic resources and maintains the systems needed to access them. This includes collection development, online databases, library catalog, circulation, database usage, OER, EBooks, E-journals, games, video, streaming video, archives, digitization, laptops, VR, other miscellaneous technology, MOBIUS, and ILL.*

Library collections consist of a mix of physical items and electronic resources. Maintenance, management, and access to collections and facilities fall under the purview of Access Services staff. In addition to virtual points of contact, Access Services staffs the main service point at the LARC's entrance. Staff are responsible for providing front line assistance for all departments in the building while still engaging in traditional circulation functions. LARC users are most likely to approach the desk when asking questions to seek not only information about library resources, but also directional or general information about the building and campus. A strength of the department is its extensive knowledge of University personnel, support offices, departments, and services. This allows library staff to easily answer most questions. Staff provide responses to patron inquiries using multiple platforms including face-to-face, phone, email, virtual chat service, and queries in Microsoft Teams, which became increasingly valuable communication tool during COVID-19.

Collection/Holdings

Library Services collects and retains materials that directly support curriculum and strategic campus initiatives. In addition to physical items which can be checked out or referenced by users in the building, electronic materials such as online journal articles, EBooks, audiobooks, and videos are also available. The table below reflects both physical circulations and digital collections usage statistics.

Table 16. Physical and Electronic Resources

Physical and Electronic Resources				Fall Semester 2020
Fiscal Year	8/17 - 7/18	8/18 - 7/19	8/19 - 7/20 *	8/20 – 12/20
Total Books	82,506	70,022	70,038	74,268
Total Book Checkouts	11,436	11,930	8,766	780
Total Course Reserves	Incomplete	174	186	244
Course Reserves Checkouts	494	276	335	458
Total EBooks	208,026	268,719	330,141	269,633
EBooks Accessed	17,151	39,870	37,571	3,677
Audiobooks	10,995	10,898	11,582	18,093
Audiobook downloads	1,836	2,611	1,376	1,024
Databases	134	141	141	141
Database Logins	Not Tracked	Not Tracked	48,299	37,566
DVDs	2,424	2,355	2,367	2,353
DVD Checkouts	772	935	811	141
Streaming Videos	31,274	32,502	33,731	43,610
Streaming Video views	13,071	13,194	12,638	9,414
Number of Laptops	10	11	12	13
Laptop and Accessories Checkouts	1,811	1,762	1,413	256
Video Games Owned	64	94	130	133
Board Games Owned	44	74	82	84
Total Game Checkout	3,198	1,120	918	30
Research Guides	48	66	54	55
Research Guide Views	21,166	21,568	23,650	10,677
Video Tutorials	13	37	58	73
Video Tutorial Views	293	1,121	1,407	668

Special Collections

Lindenwood University Archives houses a number of collections representative of both the history of the university, as well as collections of regional historical note such as the Sibley papers and the Historical Records of the St. Charles Presbyterian Church. However, the recent acquisition of *The Sporting News* archival collection has garnered interest at a national level. The collection consists of 3,000 linear feet of primary and secondary source material related to sports and sports history with a heavy emphasis on baseball. The collection in total is rich and reflective of how individuals, businesses, and societies interact with sports. In addition to local partnerships with St. Louis County Library, St. Louis Public Library, and Missouri Historical Society, this acquisition has opened doors for external partnerships with organizations such as the Negro League Baseball Museum, National Baseball Hall of Fame, and Society for American Baseball Research, and St. Louis Cardinals Hall of Fame.

Collections are processed using nationally recognized archival standards and subsequently digitized in accordance with the archive's digitization and preservation plan for inclusion in Lindenwood's institutional repository.

Table 17. Archives Collections

LU Archives Collections
The Sporting News Archive and Research Collection
Current and historical records of Lindenwood University
The personal papers of George and Mary Easton Sibley (c1790-1878)
The historical records (1830s to present day) of the St. Charles Presbyterian Church
U.S. College and University Course Catalog Collection
Lindenwood annual yearbooks (digitized 1905 – 1996)
Student newspapers (digitized 1898 – present)
Lindenwood University alumni publications (digitized 1913 – present)
J. Michael Conoyer Political Button Collection
Mississippian Indian Pottery Collection
Personal library of U.S. Senator James Reed
Lindenwood Theses and Dissertations
Artwork of Brother Mel Meyer, Chu Chen Nan, and Louise Leak

Circulation

As noted earlier, the Circulation Desk serves as the main service point at the LARC. In addition to providing information services, staff at the desk check items in and out. Items available for checkout include DVDs, laptops, Chromebooks, graphing calculators, webcams, headphones, Bluetooth keyboard and mice sets, assistive listening devices that integrate with classroom technology, an iPad, Padcaster kit, and charging cords. Additionally, Fall 2020, Access Services collaborated with IT to check out "extended-use" laptops. Laptops were made available to students who indicated a financial need for a laptop extending throughout the semester.

While recent years of circulation statistics haven't shown a decline (aside from COVID-19 closure of 2020), circulation numbers are expected to decrease as has been the trend in academic libraries nationwide. Tables 18 and 19 reflect total circulation of physical items and circulation by item type, respectively.

Table 18. Total Circulation

Total Circulation	
2017-2018	11,436
2018-2019	11,930
2019-2020	8,766

Table 19. Circulation by item type

Circulation Stats by Item Type

Categories (top to bottom): Monograph, Laptop, Video Game, Calculator, Game, DVD, Reference, Reserve 7 day, Blu-ray

Legend: 2019-2020, 2018-2019
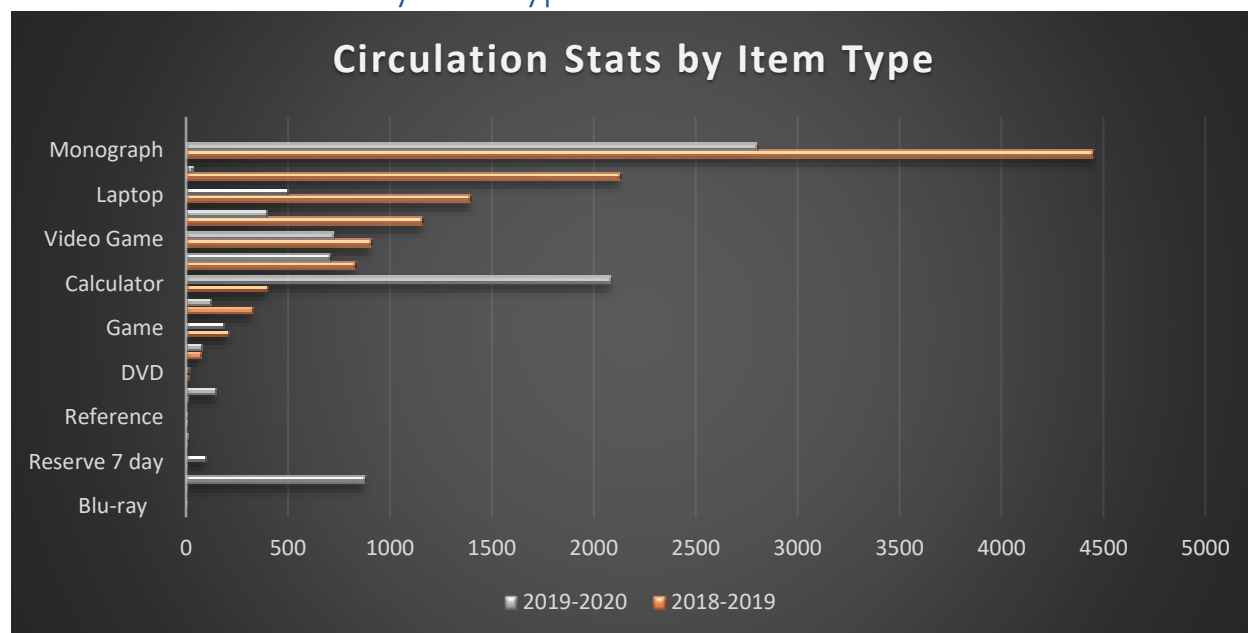
MOBIUS

Library participation in the MOBIUS Consortium allows students and faculty to borrow materials from over 70 academic, public, and special libraries. Most institutions are located in Missouri, but the consortium has grown to include libraries throughout the Midwest region. The MOBIUS Consortium uses a courier to transport items from one library to the next and offers all MOBIUS members the ability to access all libraries in the system.

Access Services staff performs daily processing of both incoming and outgoing materials requested by MOBIUS patrons. The Director of Access Services served as a member of the MOBIUS Circulation and Courier Committee 2017-2019. Much like other universities across the country, Lindenwood lending and borrowing transactions have experienced a steady decline, which was exacerbated by COVID-19 related closures 2019-2020. However, one area that has remained static is Lindenwood's status as a net borrower.

Table 20. MOBIUS Lending and Borrowing 2017-2020

	Lending	Borrowing
2017-2018	1,594	2,887
2018-2019	1,493	2,265
2019-2020	1,064	1,201

Interlibrary Loan

In addition to lending and borrowing items through the MOBIUS Consortium, the library also offers Interlibrary Loan Services (ILL), which significantly expands access to research materials. Using an online submission form, patrons can place a borrow request for books, DVDs, or articles. The Library Services Coordinator utilizes OCLC's Worldshare to borrow books and DVDs as well as articles and book chapters (which can be e-delivered to patrons). Items are also lent via Interlibrary Loan using OCLC's Worldshare in conjunction with the MOBIUS courier system when applicable. Currently, ILL materials are not sent through US mail to remote students, but articles and book chapters are sent electronically. Data reveals ILL lending and borrowing has not fluctuated (aside from the COVID-19 impact of 2020). Lindenwood borrowing outpaces lending by approximately three times through ILL.

Table 21. ILL Lending and Borrowing 2017-2020

	Lending	Borrowing
2017-2018	425	1,066
2018-2019	425	1,168
2019-2020	296	1,197

Course Reserves/E-reserves

Physical course reserves consist of books, DVDs, test prep materials, and testing kits selected by faculty members for both supplemental and assigned material. Materials are typically designated a shorter loan period than the standard 4-week checkout. Just launched in the Fall 2020, the E-reserve collection also consists of permalinks to streaming films, EBooks, and articles. As of January 2021, there were 45 items in the e-reserve collection. E-reserves are accessible to Lindenwood community members with a valid Lindenwood email account.

Table 22. Course Reserves

Physical Course Reserve Items 2017-2020 FY	
2017-2018	No data
2018-2019	174
2019-2020	186

Data Collection

In addition to collections data, Access Services collects data related to purpose of contacts by users, patron types encountered, and method of contact, which is reflected in the tables below. Data gathered informs staff of most common questions, who asks them, and the manner in which they are asked. As reflected in Table 19, outside of the 'other' category, the most common questions are related to where things are located and are most often asked by undergraduates in person. This data is used to support initiatives in training, staffing, marketing, and workflows.

Table 23. Purpose of Contact

2017-2020 Purpose of Contact
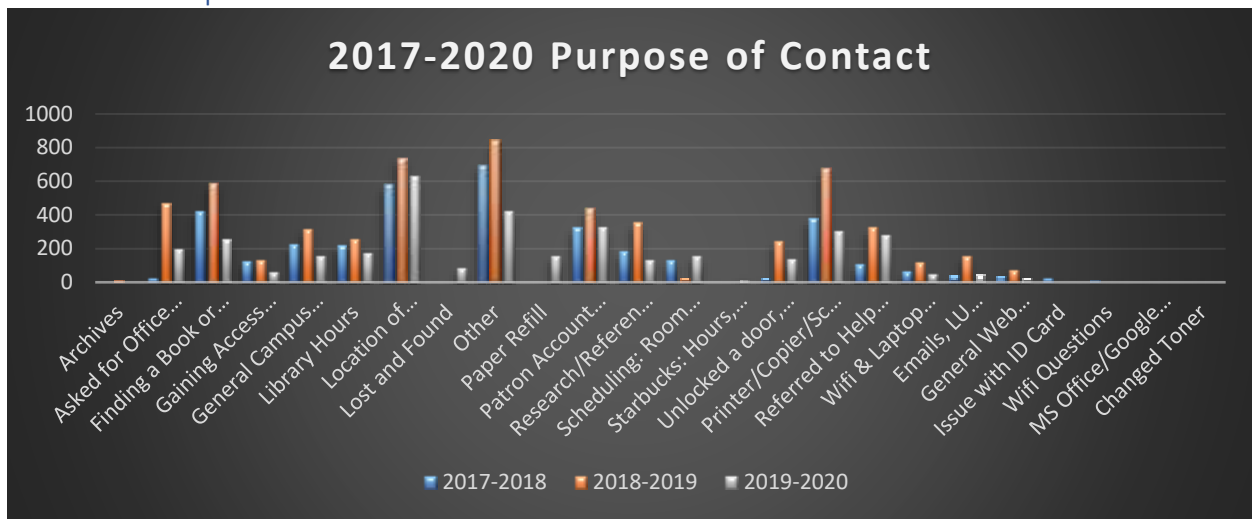
Table 24. Patron Type
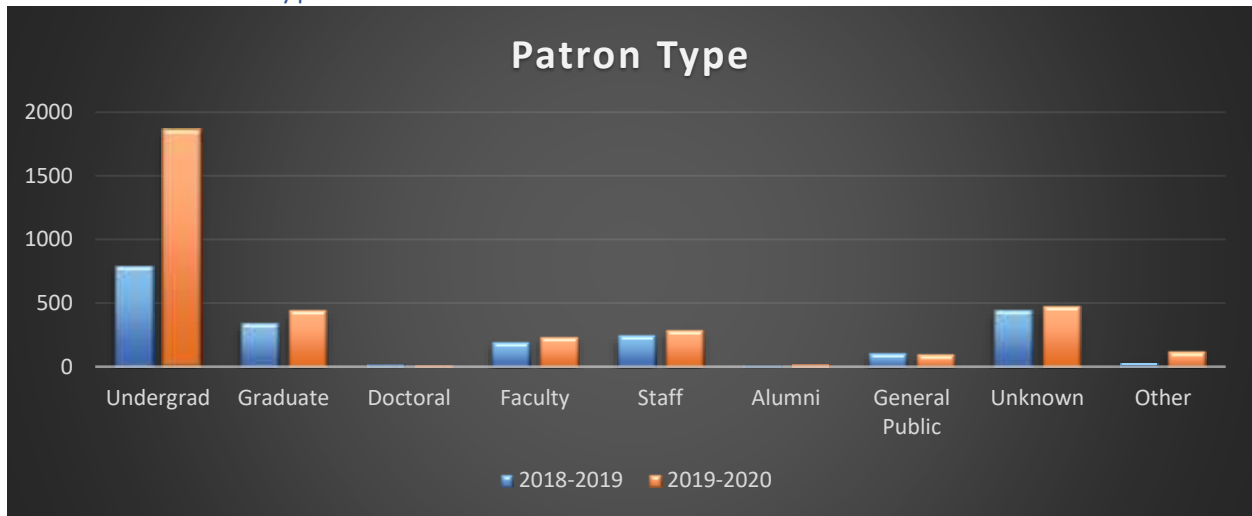
Patron Type

Did not track patron type 2017-2018

Table 25. Contact Type
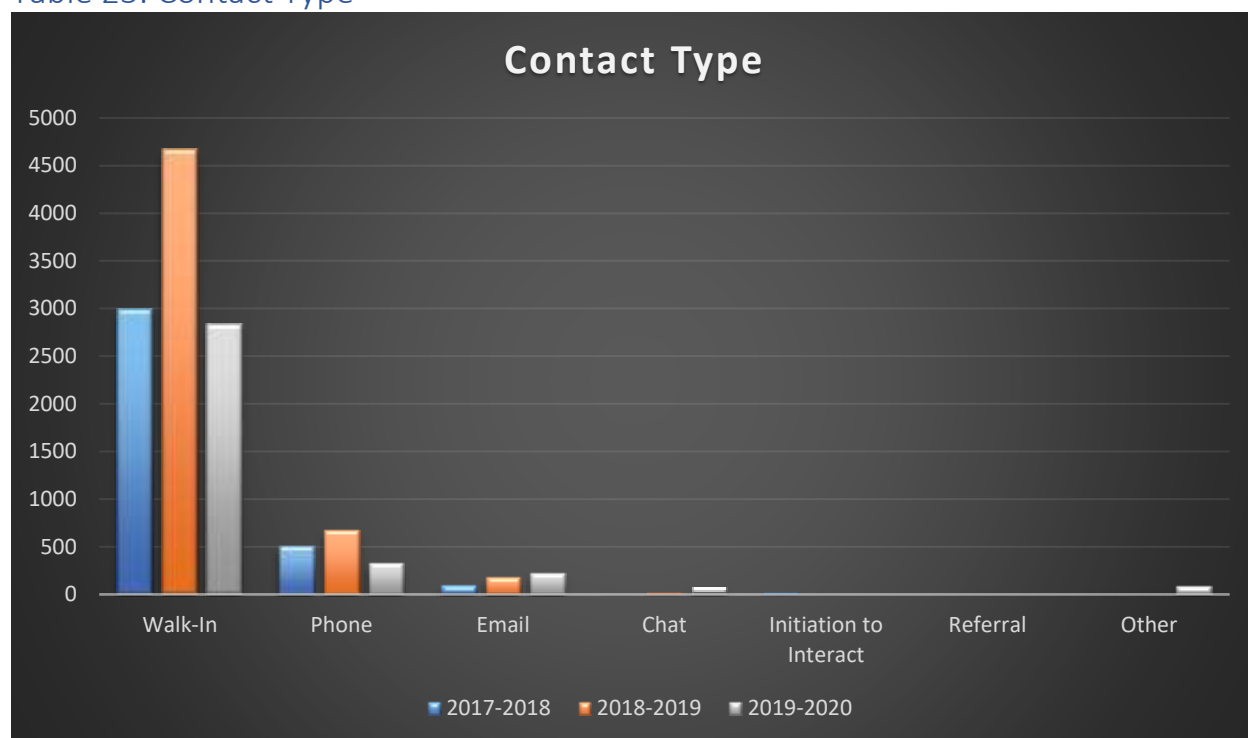
In addition to general informational questions and tier one reference questions, Library Services provides support for the IT Help Desk. These additional services are a function of the direct proximity of the circulation desk to the public facing help desk. The help desk closes at 5:00 p.m. Monday through Friday. This is significant because from 5:00 – 10:00 p.m. and over the weekends when the Help Desk unstaffed, Library Services take on a support role for the IT Help Desk. In this role, staff assist with low level technology issues before referring to IT Help Desk. From August 2017- July 2020, Library staff/Access Services have been asked 4,360 technology related questions during times the IT Help Desk is closed.

II d. Library Space

KPI 4. Space – Library Services provides state-of-the art spaces for the Lindenwood community that supports and enhances teaching and learning. This includes computer labs, individual & group study spaces, community space, classrooms, theatre, Media lab, Gaming lab, A/V editing rooms, and testing spaces.

Before construction of the LARC, Library Services was housed in a standalone library building covering 36,000 sq. ft. It was built in 1929 serving a population of approximately 450 students. Enrollment in 2017 was approximately 9,500 students, making the prior space insufficient to meet community needs.

Prior to 2017, offices servicing student support needs were scattered across campus. The new 100,000 sq. ft. LARC was an intentional and coordinated effort by university stakeholders to concentrate these offices in a single space to provide efficiencies to its community. Library Services takes great pride in its leadership role in planning and development efforts related to the concept and realization of the LARC. In addition to Library Services, the following departments reside in the LARC: Student Academic Support Services, Writing Center, Center for Experiential Learning and Career Development, Veteran's Affairs, Language Learning Lab, employee Learning Academy, information technology help desk, administrative offices, classroom space, and Starbucks.

Usage of physical space in the LARC has seen high demand and spaces managed by Library Services are present on each of the four floors in the building. Table 26 lists the spaces supported and served by Library Services staff and reflects both reservable rooms and those open and available during building operating hours. For a description of library spaces listed in the table below please refer to Addendum C.

Usage
Library Services staff measure building usage via manual floor counts every two hours during hours of operation. Floor counts include all areas deemed library related, thus the data in the table below does not include areas not falling under Library Services purview. For its inaugural year, 2017-2018, the library saw approximately 55,890 patrons using its space. In 2018-2019, library usage nearly doubled to 102,100 patrons. 2019-2020 usage (58,438) is substantially lower as a result of the 4 ½ month closure due to COVID-19. Fall 2020 also saw a significant drop (14,611) in visitors due to continuation of COVID-19 restrictions. However, despite overall reductions in usage, several study spaces such as group study rooms, community seating, and quiet study areas saw positive usage. These positive trends are supported by significant anecdotal evidence that students are looking for environments providing both technology and space to collaborate.

Table 26. Library Spaces and Usage

Library Space Usage				Fall Semester 2020
Fiscal Year:	8/17 - 7/18	8/18 - 7/19	8/19 – 7/20 *	8/20 – 12/20
Headcount	59,520	102,100	61,041	16,189
Grove	9,364	15,828	9,296	1,131
LARC 121	2,089	4,015	2,199	562
Main Floor Outdoor Seating	513	841	640	297
Main Floor Book Perimeter	3,973	6,112	4,684	1,701
Second Floor Hallway	1,657	3,855	2,470	564
Second Floor Computer Lab	5,128	5,453	2,993	600
Second Floor Quiet Study	8,682	13,909	8,752	3,771
Second Floor Seating Overlooking Grove	5,271	8,549	5,099	996
Third Floor Community Seating	5,481	8,734	5,185	1,919
Third Floor Balcony	1,575	2,499	1,305	715
Media Center Headcount	6,478	8,581	3,342	72
Game Room Headcount	1,862	4,407	4,157	184
AV Edit Headcount	1,107	2,403	636	31
AV Room Reservations	60	230	26	2
Group Study Rooms Non-Reserved	Not Tracked	8,549	5,205	2,249
Group Study 244A Reservations	126	436	302	74
Group Study 244A Hours Reserved	477	1,269	855	199.68
Group Study 244B Reservations	129	275	275	61
Group Study 244B Hours Reserved	253	813	745	165.42
Group Study 244C Reservations	128	272	266	29
Group Study 244C Hours Reserved	229	831	730	81.25
LARC 124	Not Tracked	8,577	4,856	1,357
LARC 124 Reservations	113	152	85	9
LARC 124 Hours Reserved	159	298	145.5	41.98
Library Conference Room Reserved	137	209	207	45
Library Conference Room Hours Reserved	176	365	362	57.5

Facilities Management

Access Services staff address users' questions related to the building, submit maintenance requests, co-manage room reservations, and communicate pertinent building information to **all** LARC inhabitants and campus constituents.

Service demands for building management functions that typically do not fall under the purview of Library Services have been absorbed by Access Services and are as follows:

- There are 16 classrooms in the building and Access Services are the first line of assistance for maintenance issues, HVAC issues, sudden furniture needs, etc.
- Since moving into the building, Library staff has submitted 150+ tickets for building issues.
- During COVID-19, staff prepared the LARC for social distancing, rearranged, and stored extra furniture throughout the building, including all classrooms and other departments including hanging signs, taping the floor, and procuring plexiglass shields, hand sanitizers, paper towels, hand sanitizing wipes, and other supplies for departments throughout the building.
- Access Services oversees room reservations for 4-6 high use spaces that are not related to Library Services. This involves staff monitoring the room reservations, posting daily schedules, alerting the University's Facilities Rental Coordinator when issues arise, and communicating to other personnel as needed.
- Access Services staff gather space usage data every 2 hours. These are manual floor counts to determine how many users are in the building and how the various spaces throughout the building are used.
- Access Services staff is responsible for creating and updating directories and way-finding signs for the building.
- Access Services staff receives and sorts mail for all departments in the building.

Library Hours

Access Services' staff manages opening and closing the building seven days a week and determine library operating hours. Generally, Library Services hours inform LARC building hours.

Table 27. Library Hours

Library Hours		
Regular Semester Hours Pre-COVID-19	Extended Hours	Regular Semester During COVID-19
Monday - Thursday: 8:00 AM - 12:00 AM Friday: 8:00 AM - 5:00 PM Saturday: 10:00 AM - 6:00 PM Sunday: 2:00 PM - 12:00 AM	Monday - Thursday: 8:00 AM - 2:00 AM Friday: 8:00 AM - 10:00 PM Saturday: 9:30 AM - 10:00 PM Sunday: 2:00 PM - 2:00 AM	Monday - Thursday: 8:00 AM - 10:00 PM Friday: 8:00 AM - 5:00 PM Saturday: 10:00 AM - 6:00 PM Sunday: 2:00 PM - 10:00 PM

* Prior to the pandemic, the closing hours were extended to midnight.

II e. Staffing

KPI 5. Staffing – *Library Services provides sufficient number and quality of personnel to ensure campus stakeholders are adequately supported. This includes staff levels and responsibilities, Q2 initiatives, internship program, student employee training and responsibilities, professional development, and evaluation process.*

Library Services provides sufficient number and quality of personnel to ensure campus stakeholders are adequately supported. This includes staff levels and responsibilities, internship program, student employee training and responsibilities, professional development, and evaluation processes.

Staffing for Library Services Fall 2020 was comprised of seven and a half professional librarians, two coordinator level positions, seven interns, and 10 student employees. Professional librarians hold master's degrees in library and information science and coordinators hold bachelor's degrees. Library staff provide service to 2,560 undergraduates and 4,820 graduate students and support 104 programs. While staff is small, measures have been initiated that allow for flexibility and multi-tasking. All staff are cross-trained and can be called upon to provide assistance outside their immediate area. For example, the Reference department consists of three full time staff; however, reference responsibilities have been built into both the technical service and archivist positions. Additionally, all coordinator level positions have been trained to assist with low level reference questions and are knowledgeable about access services functions. While each staff member has a well-defined job description, they can provide assistance in any area outside of their core functions. Additionally, AY 2018-2019, Access Services' part-time Library Clerks began assisting Reference staff with chat inquiries providing 25.5 hours of service per week.

Table 28. Library Services Positions and their Functions (Fall 2020)

Position	Description
Dean Library Services	Manages all administrative functions of Library Services including budgets, departmental policy,
Director Access Services	Oversees all aspects of collection(s) access and management, collection development, ensures service points are staffed, tracks and monitors departmental statistics, and provides training to all staff that engages with public. Manages circulation and ILL functions. Develops programming to promote Library Services and engages with campus community.
Coordinator (Access Services)	Manages and schedules 10 student workers. Oversees day to day functions of circulation desk including MOBIUS borrowing and lending, troubleshoots technical issues, manages course reserves, and oversees library spaces.
Library Clerk	Supports day to day functions of Access Services, supports Reference Services with chat coverage.
Student Employees	Student employees provide support with staffing service points and assist technical services librarian with low level functions
Interlibrary Loan Librarian	Responsible for all aspects of Interlibrary loan including lending and borrowing functions, statistics tracking, and supports day to day functions of access services.
Director Reference Services	Manages reference department, oversees development of on ground and virtual instruction, embed program, development of instructional objects, marketing services, tracks and monitors departmental statistics. Develops programming to promote Library Services and engages with campus community.
Outreach Librarian	Provides support to the reference department, contributes to marketing, digital marketing and outreach initiatives, acts as liaison to the School of Education and the School of Sciences, manages the library internship team.
Digital Librarian	Provides library instruction, acts as liaison to school of Arts Communication and Media, manages the media and gaming labs, oversees purchasing of media,

	troubleshoots database access issues, and develops programming to support Media and gaming lab.
Technical Services Librarian	Provides support for all aspects of the Integrated library System, catalogs materials, manages serials collections, processes theses and dissertations and provides support to the reference department.
University Archivist	Maintains and manages historical collections related to the university, as well as newly obtained archival Sporting News archival collection. Also manages university institutional repository and provides support to the reference department.
Coordinator (Library Acquisitions)	Responsible for all aspects of library acquisitions and budget management and provides support for university institutional repository.
Interns	Responsible for library marketing initiatives and archival digitization projects

While adept at skills currently utilized, Library staff are committed to further study with five currently enrolled in advanced degree programs. Professional Development opportunities are embraced year-round as evidenced in annual performance evaluations. In addition to attending an annual statewide Librarian's conference subsidized by the Missouri State Library, staff members contribute to the greater academic library community through conference presentations whenever possible. University initiatives see high participation rates from Library Staff with two staff members named Q2 Champions for their commitments to campus wide goals to provide exemplary communication and service experiences for stakeholders. Since the inauguration of the Lindenwood Employee Fellowship program in 2018, four staff members were awarded and have completed Fellowships directly benefitting the University constituencies and culture. (See Addendum F for presentations and fellowships awarded between 2017 and 2020).

Since 2017 and in response to changing budget realities at the university, staffing levels have seen fluctuation, which is reflected in reduced weekly availability staff in the table below and further described in the subsequent timeline.

Table 29. Library Staffing

Library Staffing				
	2017 – 2018	**2018 – 2019**	**2019 – 2020**	**Fall 2020**
Professional Librarians	8.5	7.5	7.5	7.5
Paraprofessionals	3	3	3	2
Clerks (part-time)	4	3	3	1
Student Workers	17	12	10	10
Weekly Hours Library Services Staff	508	488	500	392

*Student worker hours are not included in weekly hours total.

Library Services Staffing Timeline

- Academic Year 2017-2018 – Dean of Library Services at 40 hours, Director of Reference Services at 40 hours, Reference Librarian at 40 hours, Reference Librarian at 40 hours, Digital Librarian at 40 hours, Technical Services at 40 hours, Archivist/Reference Librarian at 40 hours, Director of Access Services at 40 hours, Acquisitions Coordinator at 40 hours, Media Lab clerk (a paraprofessional position) at 40 hours, part-time Library Clerks (each at 20 hours per week),

Interlibrary Loan Librarian at 28 hours, and Circulation Coordinator at 40 hours = **508 weekly hours of Library Services Staff.**

- Academic Year 2018-2019– Dean of Library Services at 40 hours, Director of Reference Services at 40 hours, Outreach and E-Learning at 40 hours, Digital Librarian at 40 hours, Technical Services at 40 hours, Archivist/Reference Librarian at 40 hours, Director of Access Services at 40 hours, Acquisitions Coordinator at 40 hours, Media Lab clerk (a paraprofessional position) at 40 hours, 1 part-time Library Clerk position was cut when the Library Clerk accepted a promotion as Outreach and E-Learning Librarian; 3 (each at 20 hours per week), Interlibrary Loan Librarian at 28 hours, and Circulation Coordinator at 40 hours **= 488 weekly hours of Library Services Staff**.

- Academic Year 2019-2020 – Dean of Library Services at 40 hours, Director of Reference Services at 40 hours, Outreach and E-Learning at 40 hours, Digital Librarian at 40 hours, Technical Services at 40 hours, Archivist/Reference Librarian at 40 hours, Director of Access Services at 40 hours, Acquisitions Coordinator at 40 hours, Media Lab clerk (a paraprofessional position) at 40 hours, 2 part-time Library Clerk at 20 hours, 1 FT Library Clerk, Interlibrary Loan Librarian at 20 hours, Circulation Coordinator at 40 hours **= 500 weekly hours of Library Services Staff.**

- Changes to Library Staffing based on financial considerations and attrition reduced Fall 2020 Library Services **weekly hours to 392.**

Mentoring and Training

Library Services is committed to mentoring and training both staff and students. This is evidenced by six part-time Library Clerks that have gone on to obtain a master's degrees in Library and Information Science, were promoted within the department, or moved on to career-advancing positions at other libraries. Additionally, in an effort to assess student worker skill building, satisfaction, and wellbeing, Access Services distributed a survey to library student workers Fall 2020. Results indicated that students felt they were gaining relevant career skills and that the library provided a positive space during what proved to be a difficult semester with COVID-19 restrictions in place.

An example of mentoring is Library Services' marketing internship program piloted in 2018. The goal was to assist Library Services with marketing initiatives and create experiential learning opportunities providing students with a team experience in a workplace environment. Academic majors represented on internship teams hired between 2018 and 2020 include Marketing, Advertising and Strategic Communications, Creative Writing, History, Business Administration, Mass Communications, and Graphic Design.

In addition to supporting skill development, the Library Services marketing internship functions as a collaborative team and responsibilities and output are a strategic mix of individual and shared tasks. Interns bring further awareness of programs, events, and resources for the Lindenwood community by coordinating with other departments that offer student support services. Examples of these collaborative projects include the Library Annual Report and the Writing Center Annual Report.

One of the library's interns reflects on his experience as the social media manager and the benefits it provided him as a graduate student majoring in Advertising and Strategic Communications.
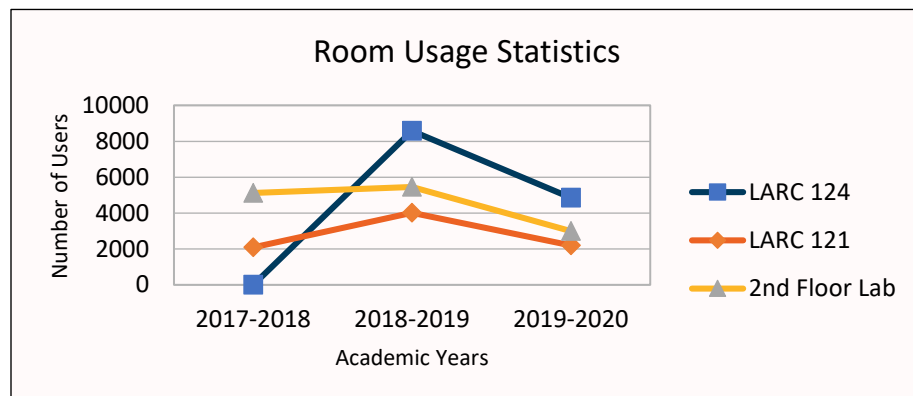
II f. Technology

KPI 6 Technology – *Library Services provides students, faculty, and staff with technology needed for success at Lindenwood. This includes computer labs, hi tech group study rooms, WiFi, digital signage, media lab, gaming lab, Zoom, Teams, OpenAthens, institutional repository, Social media, VR, A/V editing, technology checkouts.*

Lindenwood University Library Services expanded its technology support for students, staff, and faculty with the move to the LARC in 2017. The move to a new building created technology-equipped spaces, as well as added technology and software to the library's offerings. These additional offerings allowed Library Services to serve the Lindenwood community more efficiently while also improving program support. The building includes a dedicated instruction room that doubles as a supplementary computer lab; technology-enhanced group study rooms; an expanded Media and Gaming Lab to support campus audiovisual and technology-based projects; and a state-of-the-art theater.

Library Services has three computer labs. LARC 124, which is dedicated to library instruction saw an upward trend in usage from its opening in 2017. This is a result of increased reservations for library instructions until March 2020 when campus was evacuated for COVID-19. When not in use for instructions, the computer lab is open to students, faculty, and staff. While usage statistics were not tracked in the first year, the second AY 2018-2019, saw 8,577 users. Usage numbers declined AY 2019-2020 year to 4,856. However, increases are evident for Fall 2020 term despite the social restrictions in place. The computer lab in LARC 121 also saw a marked increase, going from 2,089 during the 2017-2018 AY to 4,015 in 2018-2019. Unfortunately, 2019-20120 saw numbers decrease to 2,199. The second-floor computer lab showed a similar trend, averaging over 5,000 users AY 2017-2018 and 2018-2019, while decreasing to 2,993 users AY 2019-2020. However, usage appears to be increasing as more students return to campus.

Table 30. Computer Labs

Three group study rooms are available in the library that are an ideal place for working on projects, particularly if group members are at separate locations. Built-in technology includes a PC and screen with Solstice software for engaging in virtual group projects. Walk-in usage statistics were positive AY 2017-2018 at 5,713 users and 8,734 AY 2018-2019 academic year. However, numbers decreased to 5,205 AY 2019-2020.

Table 31. Group Study Rooms
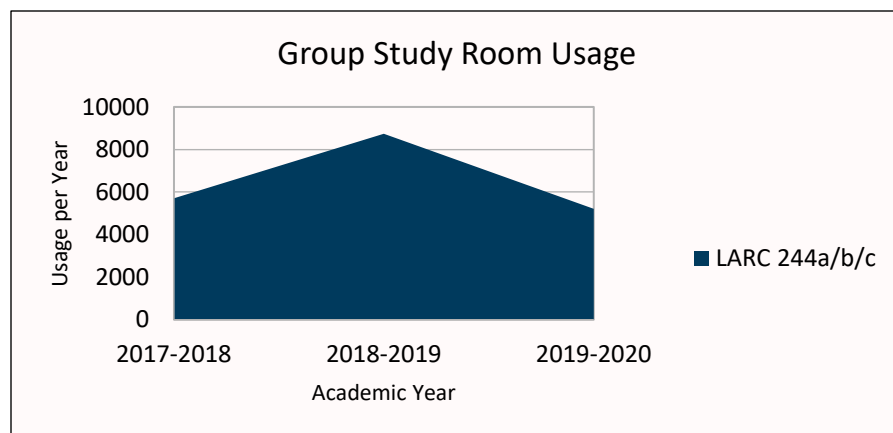
Reservations for group study rooms AY 2017-2018 were 383 at 959 hours of usage. This increased to 983 reservations and 2913 hours AY 2018-2019. Reservations decreased AY 2019-2020 year to 843 reservations and 2,330 hours. This trend mirrors computer labs usage.

Table 32. Group Study Room Reservations

Reservations

Number of Reservations — LARC 244a/b/c

Academic Years: 2017-2018, 2018-2019, 2019-2020
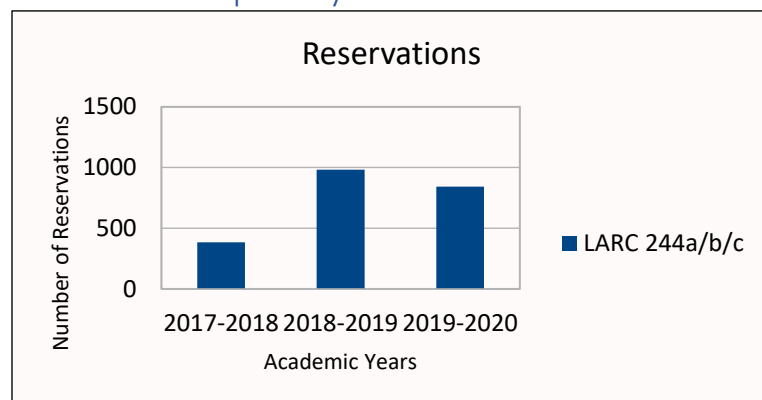
Media and Gaming Lab

The Media room houses a video collection, 10 PCs and 4 MACs, two in the main lab and two additional MACs in individual audiovisual recording and editing studios. A/V Editing rooms are also equipped with preamps, microphones, and color correction monitors to assist in the creation and editing of audiovisual projects. Usage of the rooms increased steadily from AY 2017-2018 AY 2018-2019 as reflected in Table 34.

A Game Lounge and Gaming Collections support the study of gaming across multiple disciplines as well as to support the student community experience at Lindenwood University. The video game portion of the collection included a Playstation 4, Xbox One, and Oculus Rift systems as well as a vintage PC game collection in 2017. The library's early adoption of the Oculus Rift and continued support of these efforts positions it to serve the wider Lindenwood community at the heart of this growing virtual reality movement. all 2018, a Zoom Digital Recorder was added for use with student and faculty podcast recording. Charging cables for Android and Apple phones were also added in response to student requests. In Fall 2019, a Nintendo Switch console system was added to expand game studies options. Additionally, 360 cameras were added to the lab in partnership with AMC. To complement the technology in the space, Library Services added headphones, headphone adapters, SD card readers, Rode microphones, and a GoPro camera.

AY 2017-2018, the lab was equipped with the Adobe suite for student project work. Additional software consisted of AutoDesk 3DS Max, Avid Media Composer, Cinema 4D, Blender, Final Cut Pro, Redcine X Pro, Express Poll, and SPSS Statistics. MACs in the rooms have Adobe Premiere Pro and Auditions, Final Cut Pro, Garageband, and Audacity for use when recording or editing video and audio. As the usage of the lab shifted, additional software was added. Corel Painter and Body Paint were added Fall 2018 to meet the needs of graphic design and web design courses. Movie Magic was added to assist with Cinema Arts courses. In Spring 2019, Blender, Sculptris, ZBrush, Mudbox, Second Life, and Unreal Engine were added to support the game design and graphic design programs on campus. GMetrix software was also added in Spring 2019 to support Adobe certification testing.

Table 33. Media and Gaming Lab Collection Usage
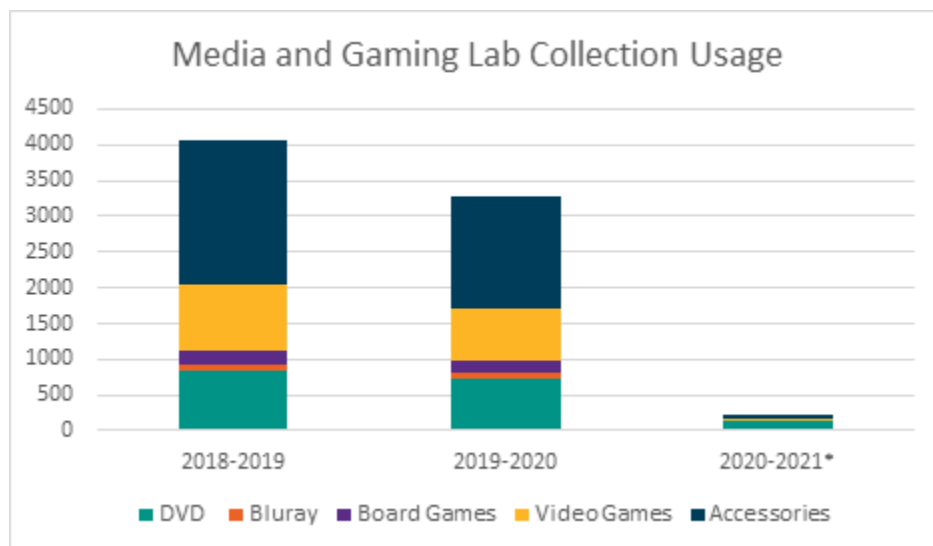
Table 34. Media and Gaming Lab Space Usage
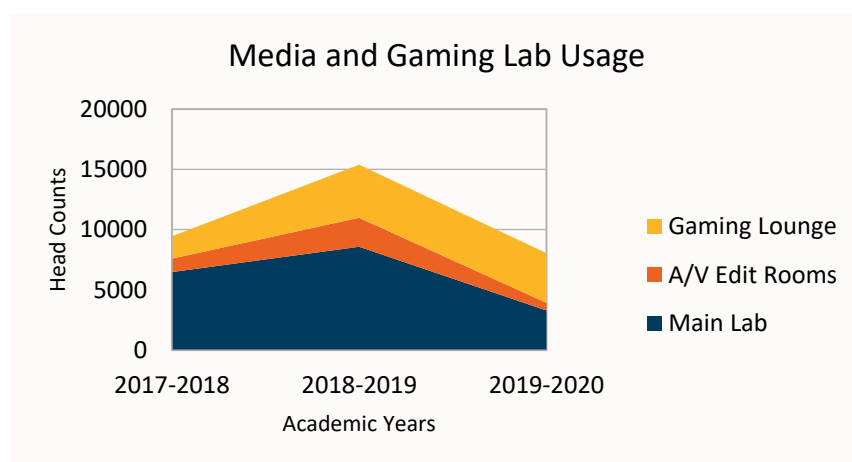
Digital Marketing

The LARC building houses digital displays for promotion of events and other programming at Lindenwood, as well as a digital display wall composed of nine screens that work as one unit. These options allowed the library to begin the creation of digital fliers and slides to promote collections, workshops, and event programming.

While the library had been utilizing social media platforms Facebook (2008), Twitter (2009), and Instagram (2014), new efforts were made to increase the library's presence with the move into the LARC. This is reflected in the sharp increase on Instagram likes. However, due to changes in the feed algorithm

used by Facebook in 2018, the likes realized by the library in the 2018-2019 academic declined sharply. After adjusting the library's approach to posting, likes realized an increased AY 2019-2020.

Table 35. Social Media Engagement
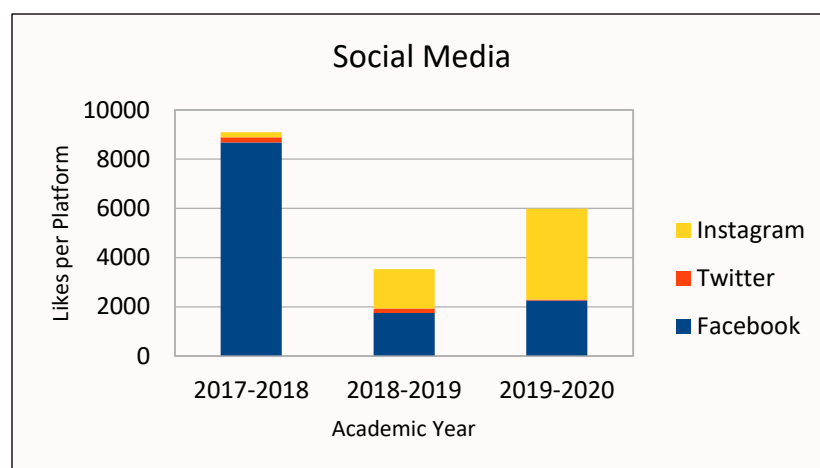
Institutional Repository

Fall 2020, Library Services received approval and subsequently purchased a subscription to Bepress. Planning and implementation of Digital Commons institutional repository is in progress and will be fully launched Fall 2021.

III.   Recommendations

Based on data gathered, the following recommendations have been developed as they relate to departmental mission and KPIs and will guide assessment and planning:

- Leverage internally produced tools, as well as subscription-based resources to encourage increased usage
- Develop initiatives supportive of Open Access initiatives to include OER, scholarly communications, Digital Commons institutional repository, and content platforms related to Lindenwood curriculum
- Assess space usage and needs
- Gather data via surveys and focus groups to understand current user needs and perceptions of resources, services, and space
- Develop standard messaging for library services and develop targeted marketing initiatives to stakeholder groups
- Engage graduate and undergraduate faculty and students in all modalities through creative instruction and development of digital objects and learning tools
- Develop measurement tools to understand library impact on student outcomes

IV.   Future Planning

3-year plan

Plans for the next three years will align with recommendations as stated above and recently announced strategic initiatives at Lindenwood University. Specifically, Library Services will develop resources, services, and programming that support new programs in the sciences, micro-credentialing, expanded online offerings, greater community outreach, and emphasis on Lindenwood University as place. Additionally, staff will continue to curate, produce, and acquire online content that supports students, faculty, and staff, and will also redefine physical space to meet user needs. Open access materials will have greater emphasis as quality and availability continue to expand. Staff will continue to be knowledgeable of library trends through connections with professional communities, literature, professional development, and contributions to the professional body of knowledge. Finally, staff will continue commitment to programming and collection development that supports diversity, equity, and inclusion.

7-year plan

Library Services 7- year planning will focus on understanding the quickly changing higher education landscape. Declining enrollments due to COVID-19 and further declines as a result of forecasted demographic shifts will inform future library strategies. Additionally, evolving online delivery of instruction and user needs will guide resource and service needs. Assessment of physical library spaces and information technology will continue to be a priority as user needs and expectations change.

Vision budget reduction 3-5%

In the case of budget reductions, Library Services would identify subscription cuts. While this is not ideal, the alternative is staff elimination. Staff elimination would be highly detrimental to provision of service, as well as hours of operation.

Vision $2 million increase

A $2 million increase would allow for the addition of staff. Of particular importance would be staff support in the archives. Library Services recently acquired a large nationally recognized collection and is a key resource for building local and community partnerships. Additional staff would expedite processing and further develop external collaboration and allow for adequate coverage of service points. There is also a need for additional reference staff to continue to build the embed program in alignment with expanding online programs. An increase of $2 million would also allow Library Services to ensure existing technologies and spaces are upgraded. Allocations for resources needed to support new programs would be included in an expanded budget.

V. Addenda

Addendum A: Key Performance Indicators

Key Performance Indicators – Library Services

Planning and assessment – Library Services engages in continuous planning and assessment to inform decisions that align with both the library and organizational mission. This includes annual planning, annual assessment, budgeting, statistical analysis, measuring student success, staff evaluation, and administrative accountability.

1. **Collections and resources –** Library Services provides access to physical and electronic resources and maintains the systems needed to access them. This includes Digital Commons institutional repository, collection development, online databases, library catalog, circulation, database usage, OER, EBooks, E-journals, games, video, streaming video, archives, digitization, laptops, VR, other miscellaneous technology, MOBIUS, and ILL.
2. **Services and programs –** Library Services supports students, faculty, and staff in helping the Lindenwood community in enhancing information literacy skills through assistance with finding, evaluating, and integrating resources into research and writing. This includes instruction, programming (tabling, speakers, Faculty Reads, etc.) workshops, tutorials, Canvas modules, instruction, one on one interactions, email, chat, Embedded program, school liaisons, and LibGuides.
3. **Technology –** Library Services provides students, faculty, and staff with technology needed for success at Lindenwood. This includes computer labs, hi tech group study rooms, WiFi, digital signage, media lab, gaming lab, Zoom, Teams, OpenAthens, Social media, VR, A/V editing, technology checkouts.
4. **Staffing –** Library Services provides sufficient number and quality of personnel to ensure campus stakeholders are adequately supported. This includes staff levels and responsibilities, Q2 initiatives, internship program, student employee training and responsibilities, professional development, and evaluation process.
5. **Space –** Library Services provides state-of-the art spaces for the Lindenwood community that supports and enhances teaching and learning. This includes computer labs, individual & group study spaces, community space, classrooms, theatre, Media lab, Gaming lab, A/V editing rooms, and testing spaces.

Addendum B: Budgets

Library Services engages in an annual budget planning. Approved budget and expenditures integrate in an enterprise financial management tool (Workday). Due to internal changes in budget processing, IPEDS spending data as reported by Lindenwood Library Services department is presented below (Table 36) for purposes of consistency. A simple breakdown of categories not delineated in the categories below:

1) Ongoing commitments to subscriptions = serials, periodicals, standing orders
2) Other materials/services expenditures = media purchases, printing costs and copyright fees for Lindenwood University authored dissertations.
3) Preservation services = binding fees for Lindenwood University authored theses.

4) Other operation and maintenance expenditures = membership fees for statewide consortium and courier services for inter-library delivery of materials (MOBIUS)

Table 36. Library Services Budget by Academic Year (AY)

Library Services Budget AY 2017/18 and 2018/19			
	2017-2018	**2018-2019**	**2019-2020**
12-month full-time equivalent enrollment: 2018-19	9243	8768	7380
Salaries and Wages	$757,085.00	$801,983.00	$801,493.00
One-time purchases of books serial backfiles and other materials	$63,600.00	$68,384.00	$62,676.00
Ongoing commitments to subscriptions	$572,516.00	$606,829.00	$606,829.00
Other materials/services expenditures	$8,683.00	$14,075.00	$14,062.00
Total materials/services expenditures	$644,799.00	$689,288.00	$683,567.00
Preservation services	$1,711.00	$847.00	$0.00
Other operation and maintenance expenditures	$61,332.00	$63,832.00	$61,799.00
Total operations and maintenance expenditures	$63,043.00	$64,679.00	$61,799.00
Total expenditures	**$1,464,927.00**	**$1,555,950.00**	**$1,546,859.00**

*green = not included in total expenditure **Light blue = Subtotals included in Total Expenditures*

Table 37. Library Expenditures and Cost Per Student—Peer Comparison

Library Expenditures and Cost Per Student – Peer Comparison						
	2017-2018			2018-2019		
	Cost per Student	FTE	Total expenditures	Cost per Student	FTE	Total expenditures
Bellarmine University	423	3468	$1,467,702.00	396	3393	$1,344,961.00
Drury University	457	1615	$738,647.00	483	1648	$796,234.00
Lewis University	207	5786	$1,198,075.00	207	5732	$1,190,227.00
Lindenwood University	158	9243	$1,464,927.00	177	8768	$1,555,950.00
Maryville University of Saint Louis	201	6581	$1,328,162.00	143	7652	$1,098,039.00
Missouri University of Science and Technology	399	7357	$2,942,621.00	391	7131	
Quincy University	211	1147	$243,012.00	215	1122	$241,625.00
Rockhurst University	360	2247	$809,534.00	401	2181	$875,491.00
Truman State University	532	5484	$2,922,378.00	586	5066	$2,973,449.00
University of Illinois at Springfield	679	3636	$2,472,022.00	659	3578	$2,360,776.00
University of Indianapolis	225	5742	$1,293,900.00	225	5911	$1,330,759.00
University of Missouri-St Louis	585	9654	$5,649,317.00	492	9461	$4,659,710.00
University of Southern Indiana	324	8540	$2,773,477.00	335	8490	$2,851,994.00
William Jewell College	404	976	$394,379.00	436	826	$360,570.00

Peer Institutions are from Lindenwood University's NCAA designation, Great Lakes Valley Conference

**Blue = institutions spending under $300 per student per AY*

***Orange = institutions spending over $300 per student per AY*

Addendum C: Descriptions of Library Spaces

The Grove

The Grove serves as the grand entrance to the library portion of the LARC. Within the Grove, there are couches and additional seating that can accommodate 50 people. Also, within the Grove are themed displays of books, new books, and hard copy academic journals. On the opposite wall of the entrance is the circulation desk that serves as the hub for the library. Patrons can come to the desk and check out materials or ask for help from a reference librarian. It serves as the best place for answers if a person does not know where to go. To compliment this space as an information hub, next to the circulation desk is the Information Technology service center for patrons that need help with computer related questions.

Study/Meeting Spaces

The LARC has four types of spaces that can be used for studying or meeting. All statistics in this section will be pre-COVID-19. While health restrictions remain in place, these statistics have been typically cut in half to allow for proper distancing.

The first type of space consists of open computer labs (LARC 121, 124, and 244) or rooms that require a student to wear headphones (LARC 368, 333). There are 90 total computers with access to the most common software needed among students. In addition to access to black and white printers, two computer labs have color printing available. One of the computer labs (LARC 124) serves a dual purpose as an instructional classroom for librarians to teach best practices in research. The Media Lab (LARC 368), and the Writing Center (LARC 333) also serve a dual purpose, which will be explained later.

Among the other spaces in the library are group study rooms. Library Services has three group study rooms (LARC 244A, 244B, 244C) providing space to as many as eight students at a time. Each room is equipped with a Smartboard used by students to collaborate on projects. An additional group meeting room can be found among the library staff offices. Combined seating capacity for these rooms is 36. Due to the popularity of these rooms, reservations are needed by midnight the previous day. Reservations are made using the university's EMS room scheduling system. If no reservations have been made, the rooms are available on a first come, first-served basis.

Additional space for students include five individual study rooms (individual study rooms need to be reserved), as well as cubicles and tables around the outer edge of the books stacks on the first floor, the expansive first floor Grove, and space in the west wing of the second floor, the second floor hallway. Combined seating in these spaces is approximately 140.

Lastly, there are spaces within the Writing Center, Media Lab, and Archives that are available but are contingent on operating hours. These areas can provide space to an additional 40 students.

Media & Gaming Labs

The Media Lab (LARC 368) gives students the opportunity to work on digital projects stemming from the School of AMC. Due to the limited number of graphic designing computers and access at the Scheidegger building (home of most AMC courses), the library filled the need by opening a media lab

that includes Apple computers and software that is commonly needed for graphic design projects but are too expensive for a typical student to buy. Also, within the media lab are two podcast studios.

For students who want to relax, the media lab has an extensive selection of DVD movies, several gaming systems, and the large selection of games. For those students who don't have a space or equipment to set up a gaming system, the gaming lab (LARC 322) is set up as a comfortable spot for students to hang out and relax.

Library Stacks

In recent years, the library has reduced its hard copy book holdings by more than half. While it has compensated for this in other ways, there are still approximately 80,000 hard copy books for students who prefer to use traditional resources in their research. Since this requires a significant amount of real estate, the library was concerned that it would limit the amount of collaborative space for students. To fix this, when the library moved to the LARC, compact, moveable shelving was put in place. By doing so, the library managed to reduce the amount of real estate used by at least half.

Third Floor Lounge Area and Balcony

The third floor lounge area and balcony serves as a casual meeting area for students. Seating in the area accommodates approximately 60 people. Next to this area is a small food prep area for food services when they cater to special events held in this space.

Archives

 The archives serves as the repository for most of Lindenwood's historic and essential documents. The section is divided into a reading/research room and closed stacks to house the university records. The research room can accommodate 30 people. The closed stacks contain approximately 1,500 linear feet of university records, and an additional 2,500 feet of materials from *The Sporting News* Collection.

Theater

The theater space has been popular with both student and faculty groups. This space seats 78 people and has abundant natural lighting and state of the art audio-visual equipment, with a screen that drops down over the outer window when needed. Many faculty groups use the space as a meeting area. Students use it to show works created from their classes. Pre-COVID-19, a popular movie was shown on a weekly basis as part of a film series.

Writing Center

While it is not technically part of the library, the Writing Center is included because the focus of each group is closely related in student research. During the semester, the Writing Center is open to students who have made appointments with writing specialists that help with improving student papers. Hours for the Center are typically 9:00 a.m. to 5:00 p.m., but are extended during midterm and finals weeks. Approximately 12 students can use this area for quiet study during business hours.

From the opening of the LARC in August 2017, library-managed spaces enjoyed significant increases in usage in every area through fiscal 2018/19. The Library space usage was impacted in fiscal 2019/20 based on the library's closure from March 21- July 31 due to the pandemic. The Fall 2020 space usage was lower than normal due to the online learning model and many students not returning to campus. Even with the decreased number of students on campus, several of the library's study spaces were

frequently used during the Fall 2020 semester. The group study rooms, third-floor community seating, outdoor balcony, and second-floor quiet study area which includes the individual study rooms saw good usage in an altered semester. There is significant anecdotal evidence that students are looking for environments that provide both technology and space to collaborate and will guide planning as library staff identify space needs to accommodate our new generation of students along with an increased focus on the online learning environment.

Addendum D: Student Employee Satisfaction

In November/December of 2020, upon the conclusion of the Fall Semester, Director of Access Services, asked Library Access Services' Student Workers to Reflect on their work during the Fall Semester of 2020. The infographics below depict the positive feedback received.

3. Teamwork, Supervision, and Communication

100% Feel supported in their work at the Library

100% Received enough training

100% Received enough communication from Access Services' Staff

100% Helped others on the team and received help from Library staff and other student workers

100% Enjoyed working with the rest of the team

100% Received enough communication from Access Services' Staff

88% Received enough feedback

100% Prefer verbal feedback

100% Feel "on the same page" with Library staff and student workers

"Every time I have a question, [Library Staff] stop everything [they] are doing to help."

4. Use of Microsoft Teams (new to Library Staff this year)

Read every message. 50.00%

Checked it occasionaly. 25.00%
Never checked Teams. 25.00%

Reflecting to Look Ahead

1. On a scale of 1 to 10, how much did working at the Library help you academically?

8

Avg. Rating.

" It helps me get out of my house, I love the environment, I usually leave the library happier than when I come to work, I LOVE working here and it is the best job I've ever had."

2. Morale

7.6

Students averaged 7.6 when rating their own morale.

9.0

Students averaged 9.0 when rating their teammates' morale.

"Every time I work at the Library, I feel happier."

3. Connecting with Career Goals

What work are you performing at the Library that is most in line with your long-term career goals?

Customer service, communication skills, building empathy, good listening skills

Gaining new information and ideas, finding information

Working as a team, being a people person

100%

Student workers feel challenged working at the Library.

"I want to be a physical therapist that works with disabled athletes. I have learned stronger communication skills, built empathy and good listening skills. I have learned that I have to understand first before jumping into the solution. I have learned to adjust to be the helpful to the unique needs of each user..."

What skills would you like to develop currently or in the near future?

Time Management

Adobe Suite

Graphic Design

Conclusion/ Next Steps

1
Delegate more tasks to student workers: both daily and tasks that can be completed within a week. Student feedback was that long-term projects would be overwhelming right now.

2
Continue to meet with student workers - both a mid-semester check-in and an end-of-semester check-in. The students enjoyed our review meetings.

3
Encourage, support, and seek opportunities, resources, trainings for student workers to improve or pursue academic/professional goals while working at the Library.

Share

Made with Infogram

Moving forward, Library Services will continue to get feedback from student workers to improve practices and implement new approaches. Library Services strives to continue to improve student experiences, follow the Lindenwood mission of *Real Experience. Real Success.*, while cultivating individually strong contributions from each student worker.

Addendum E: Diversity, Equity, and Inclusion

The Access Services team is committed to diversity and inclusion in staffing, services, and collections. The Circulation Coordinator is overtly intentional in hiring a diverse team of students. Opportunities to assist diverse users are embraced by all staff. Diversity, Equity, and Inclusion are paramount to the service work we do. Access Services staff regularly attend diversity trainings so we can grow our cultural consciousness/competencies to always understand and serve our community. We also seek to grow in these areas so we can mentor our student workers and celebrate the diverse gifts they bring to the Library, the Lindenwood community, and the world as a whole.

The chart below indicates the number and percent of Library student workers who either are an international student, a minority, or have openly identified as LGBTQ+.

Diversity in Hiring of Student Workers

Year	Total	I, M, Q+	Other	% IMQ+
2021	10	4	6	40%
2020	16	7	9	43%
2019	17	11	6	65%
2018	20	13	7	65%
2017	28	20	8	71%

The Director of Access Services was named a 2020-21 D.E.I. Employee Fellow alongside the Library's Outreach and Engagement Librarian for their project the D.E.I. Reading Challenge. In this challenge, participants read one book a month from diverse themes, fill out a monthly reflection form, join other readers for a monthly discussion on how they are experiencing what they are reading and how these books are impacting their service at Lindenwood University. The Fellows hosted two events in February 2021 in conjunction with the reading challenge. The heart of the D.E.I. Reading Challenge is that participants will read DEI books to build their cultural competence, to learn from experiences and perspectives that may be outside of their own, and to grow their empathy and compassion for others so that expands into our service culture at Lindenwood University. The Director of Access Services also created a D.E.I. Research guide July 2020.

As a department, we desire to continue to learn and grow in this area and are mindful of this these dynamics when considering opportunities for professional development and trainings for both staff and student workers; specifically, we strive to attend programs facilitated by Lindenwood's Center for Diversity and Inclusion.

Addendum F: Professional Development Presentations and Fellowships between August 2017 and Fall 2020

<u>Conference Presentations</u>

2018 MOBIUS Conference

Creating a Strategic Plan & Keeping on Track by Using Office 365

Susan Edele, Elizabeth MacDonald, Nancy Messina

Kicking into OverDrive! Creating a Shared of Audio and EBooks for Academic Libraries

Paul Huffman

2018 PlakatFest, Chorzow Cultural Center. Chorzow, Poland

Academic presentation on American Interpretations of Polish Poster Design

Chris Smentkowski

2019 MOBIUS Conference

Maximum Overdrive: Growing a Shared Collection of Audio and EBooks for Academic Libraries

Paul Huffman

2019 7th International Writing Analytics Conference

Collaboration between Writing Centers and Libraries to Improve Student Research and Writing

Elizabeth MacDonald and Susan Edele

2019 Association of College and Research Libraries Conference

How Academic Libraries are Engaging Readers with Popular EBooks and Audiobooks

Paul Huffman

2019 Southeastern Writing Conference

Why Can't We Be Friends: Collaboration for Success. Collaboration between Reference Librarians and Writing Centers.

Elizabeth MacDonald and Susan Edele

2020 Midwest Writing Center Association Conference

Collaboration – Starting the Conversation

Elizabeth MacDonald and Susan Edele

2020 MOBIUS Conference

Outreach Unleashed: Serving and Connecting with Your Community Outside of Your Job Description

Lisa Young

Joanna DeYoung

Elizabeth MacDonald

Chris Smentkowski

Promoting Mental Health Conversations Through an NNLM Partnership

Megan Phifer-Davis

Employee Fellowships

2018-2019 Communications Fellowship

Liz MacDonald and Susan Edele

2020-2021 Fellow for Technology Proficiency: Accessibility and Universal Design

Joanna DeYoung

2020-2021 Diversity, Equity, and Inclusion Fellowship, "D.E.I. Reading Challenge"

Lisa Young and Leah Rosenmiller