

Program Review

Dulany Library

William Woods University

August 2023

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Introduction

In 2022, the Library Director of 25 years retired, and the former Reference & Information Literacy Librarian was promoted to Library Director. At a time with a lot of change, the current library staff is motivated and energized to make positive changes and additions in the library spaces (physical and virtual), services, and resources. We hope doing so will reinvigorate our role on campus.

Standards

Dulany Library follows the [national standards and frameworks](#) listed below in its practices and policies, published by the Association of College & Research Libraries (ACRL).

- Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline (2019)
- Cultural Proficiencies for Racial Equity: A Framework (2022)
- Standards for Distance and Online Learning Library Services (2023)
- ACRL Standards for Faculty Status for Academic Librarians (2021)
- Framework for Information Literacy for Higher Education (2016)
- Standards for Libraries in Higher Education (2018)

- Roles and Strengths of Teaching Librarians (2017)
- Guidelines for Media Resources in Academic Libraries (2018)
- Statement on the Terminal Professional Degree for Academic Librarians (2018)
- ACRL Joint Statement on Faculty Status of College and University Librarians (2018)

This program review is structured upon the [Standards for Libraries in Higher Education](#). “[The standards] are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses.”

1. Institutional Effectiveness

“Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.”

The library defines and measures outcomes in the context of institutional mission.

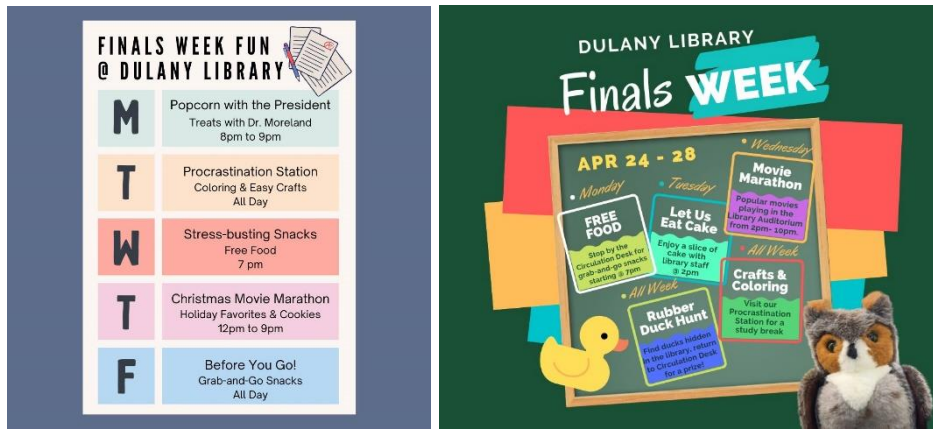
Institutional Mission

William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

Student-Centered Learning Environment

The library staff is dedicated to creating an environment that maximizes the student experience. We achieve this by tailoring our collection, events, and physical space to meet their needs. To improve the study and lounge areas, we are currently undertaking a year-long weeding project to create more space. Another goal is to expand student access to power outlets, an issue that has been raised in past surveys and by staff observation. We have also responded to student feedback by increasing our Popular Fiction collection, which has been a hit with readers. Throughout the year, we organize events designed to help students relax and recharge – from button-making to donut giveaways during midterms, snacks during finals, coloring and crafts tables, and a puzzle that changes regularly and has become a favorite among students.





Inclusion

Promoting diversity and inclusion is a top priority. We work with the Director of Diversity, Equity & Inclusion to find opportunities for collaboration on holidays such as MLK Day and Black History Month. We also create displays throughout the year to celebrate Pride Month, Women’s History Month, Hispanic Heritage Month, Banned Books Week, Native American Heritage Month, and National Deaf History Month. These efforts reinforce our message that the library is a welcoming and inclusive space for all. Additionally, we also strive to have our collection reflect these efforts.



Pride Month display for June 2023 (left), and Black History Month display for February 2023 (right).

Preparation for Success

Dulany Library prepares students for success by promoting and teaching Information Literacy. Information Literacy skills are crucial for lifelong learning and success, as these skills help students make informed decisions, solve problems, and think critically. With the abundance of information available, it can be overwhelming to determine which sources are trustworthy and reliable. Information literacy skills allow students to assess the credibility of sources and make informed decisions based on accurate information.

These skills also set students up for future success in the workplace. In many careers, the ability to find and use information effectively is fundamental. Being able to analyze and synthesize information can lead to better decision-making and problem-solving, which can lead to career advancement.

The library develops outcomes that are aligned with accreditation guidelines for the institution.

William Woods is accredited by the Higher Learning Commission. The following [HLC criteria for accreditation](#) can be aligned with library outcomes:

1.C.1 The institution encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.

- Library faculty teach courses in Information Literacy, which is critical in preparing students for informed citizenship and workplace success.

1.C.2 The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

- The library demonstrates inclusive and equitable treatment of diverse populations through events and displays celebrating holidays such as Black History Month, Pride Month, Native American Heritage Month, and more. We also strive to make our collection as inclusive as possible.
- The library participates in update processes for Library of Congress controlled vocabularies for subject headings and name authorities, emphasizing inclusive and reparative terminology in library metadata for catalog records.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

- It is stated in our [Challenges to Library Materials policy](#) that the "library subscribes to and complies with the American Library Association's Library Bill of Rights and statements on Intellectual Freedom; the Freedom to Read; Freedom to View; and Access to Electronic Information. The library does not withdraw or add, at the request of any individual or group, material that has been chosen for, or excluded from, the collection based on stated selection criteria."

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

- Library faculty assist faculty, staff and students in understanding copyright and Fair Use issues.

2.E.3 The institution provides students guidance in the ethics of research and use of information resources.

- The library offers events each semester on topics such as APA Citations and News Literacy. The IFL 115 course, Introduction to Information Literacy, has a unit on information ethics and how to effectively use and cite information.

3.B. The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

- Information Literacy was added to the General Education program after library faculty efforts in this area for several years. Library faculty designed the rubric to assess this category of the General Education curriculum.

3.D.3 The institution provides academic advising suited to its offerings and the needs of its students.

- Library faculty serve as Academic Advisors for undecided/undeclared students.

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

- The library provides space and both print and electronic resources to support effective teaching and learning.

4.A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

- The library must submit 5-year program reviews. The Library Director also wishes to begin participating in annual assessment, as other academic programs do. This would make the 5-year program review easier for us to compile.

The library develops and maintains a body of evidence that demonstrates its impact in convincing ways.

User Experience Survey

In April 2023, the library conducted a survey (Appendix B) to gain information on library user feelings on the spaces, resources and services offered by the library, and received 139 responses. The responses to this question highlight the impact the library has on campus, with both students and faculty.

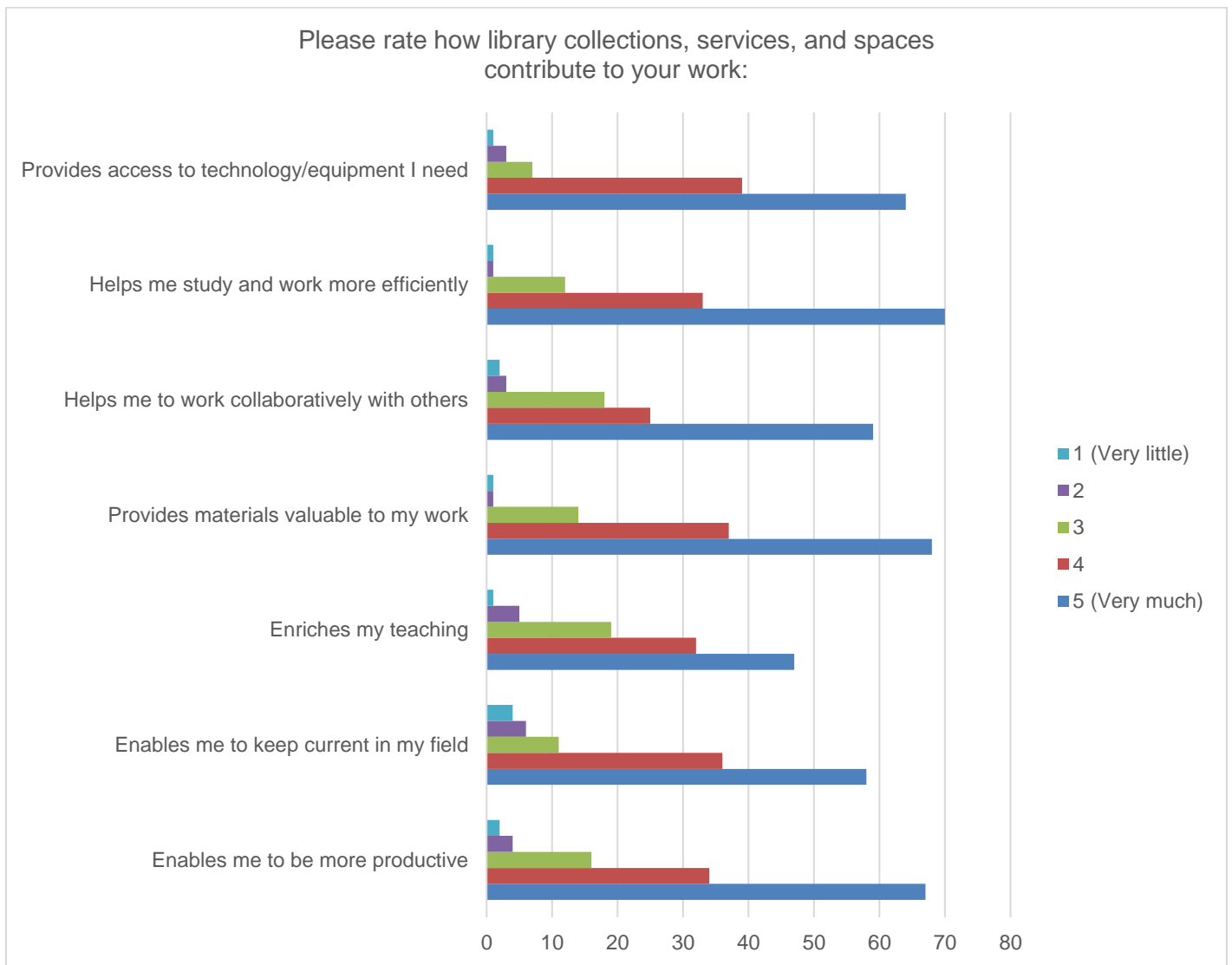


Figure 1. From Library User Experience Survey (2023).

Circulation Evidence

The library uses circulation data as a primary component of its body of evidence. Some initiatives of the 2022-2023 academic year included resource displays for events, social media engagement, remodel of the

Circulation Desk area, and updated popular fiction selections and acquisitions. Impacts of those initiatives included:

- Increased resource checkouts
- Sharp increase in popular fiction checkouts and inquiries
- Highest total patron checkouts in our consortium cluster (Columbia College, Stephens College, Lincoln University, Westminster College, and William Woods University)

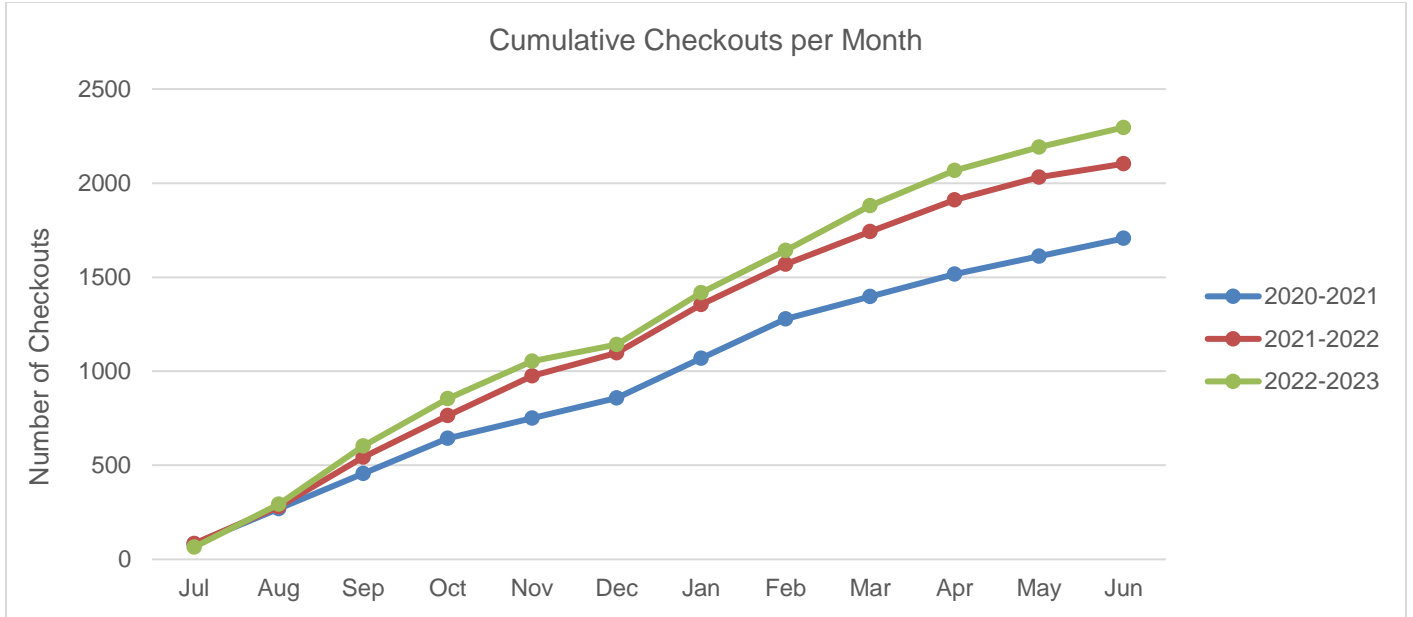


Figure 2. From ILS Web Management Report.

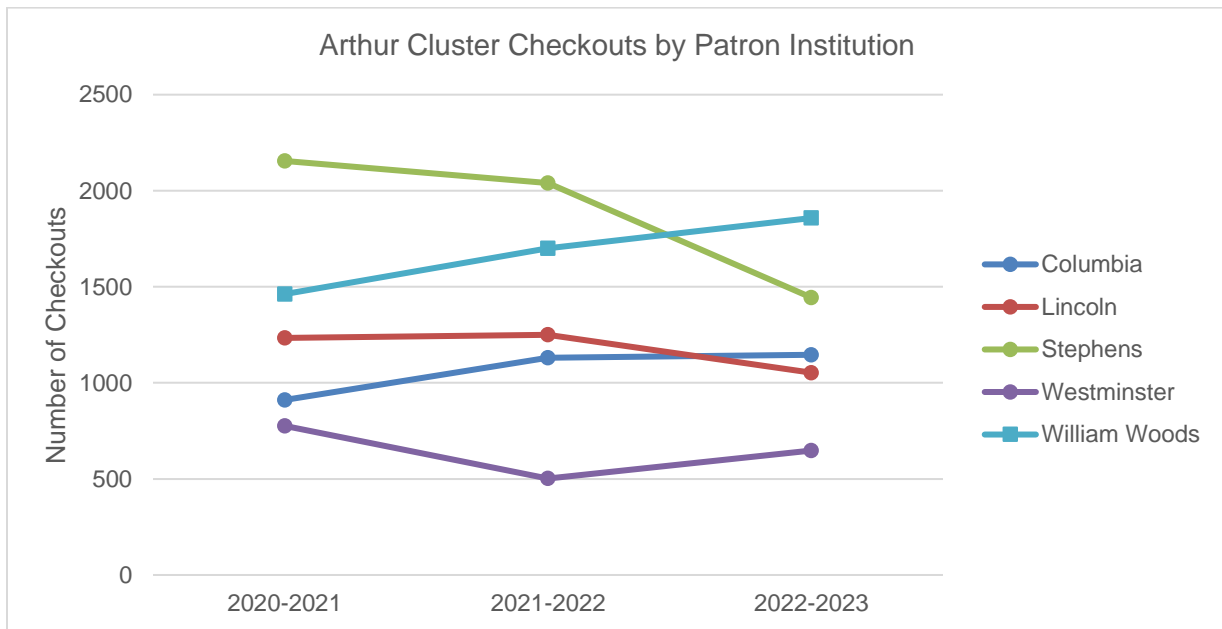


Figure 3. From ILS Web Management Report.

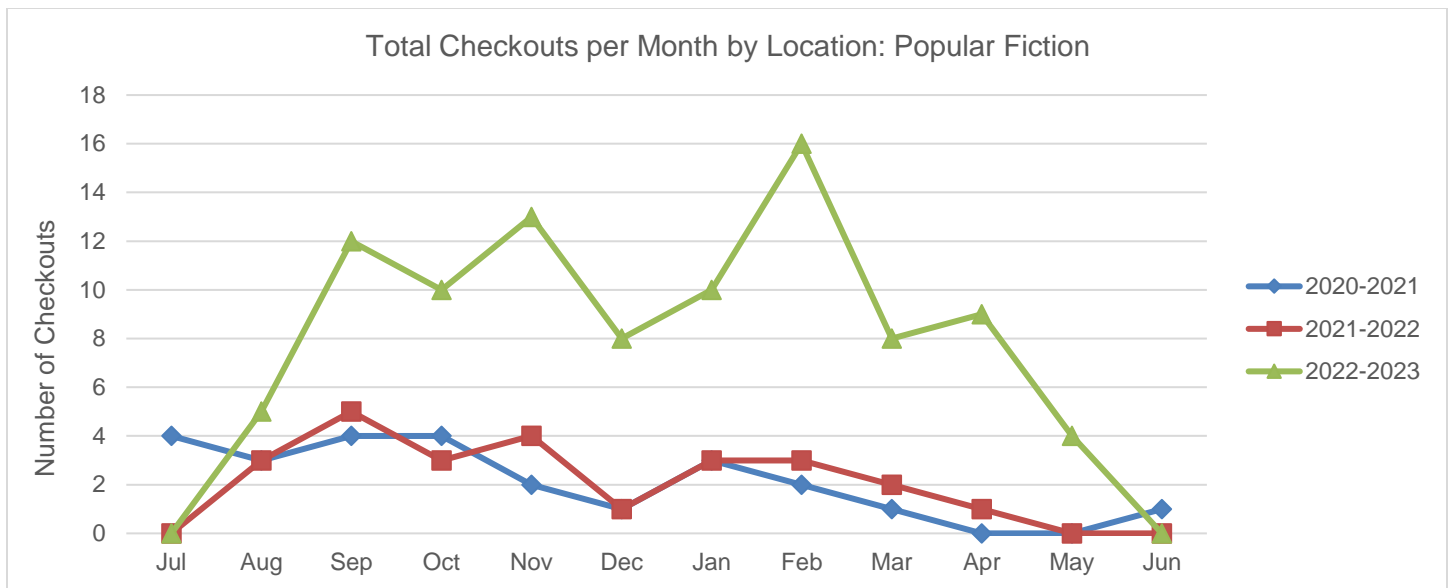


Figure 4. From ILS Web Management Report.

Woods OneSearch (EBSCO Discovery Service)

These numbers do not include searches in ProQuest and Westlaw, or when a user goes directly to a database through the Databases A to Z page, rather than using Woods OneSearch.

	Sessions	Searches	Total Full-Text Requests	Link Out Requests	Abstract Requests
2021-2022	28848	73569	36217	12539	37623
2022-2023	27465	69370	37037	10515	38404

- Sessions: A user visit to an EBSCO interface.
- Searches: When an EBSCO user looks up data, this look-up is registered as a Search.
- Full-Text Requests: The sum of all Full Text requests made while within an EBSCO interface.
- Link Out Requests: Link-outs are logged when a user links from an EBSCO host citation to the full text of the article in another database (SmartLink) or to related information on another website (CustomLink).
- Abstract Requests: Counted when a user views the detailed record of an article, or hovers over the article preview feature of an article in a result list.

The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.

Every year the library submits the annual Association of College & Research Libraries Academic Library Trends and Statistics Survey. This submission provides us with statistics on reference transactions, classroom visits, and collection usage. These help us to identify areas in which we need to improve and make changes.

For instance, we recently made efforts to increase the circulation of our library materials. To achieve this goal, we have taken several measures, such as buying more popular fiction and creating more engaging displays. As a result of these efforts, we have succeeded in increasing our circulation numbers. As seen in Figure 3, our library has the highest circulation numbers among our MOBIUS cluster, which includes WWU, Westminster College, Lincoln University, Stephens College, and Columbia College.

The library also contributes to student learning by teaching courses in Information Literacy and Computer Literacy. These courses are evaluated by students and the results are shared in our yearly faculty self-report.

The library contributes to student recruitment, retention, time to degree, and academic success.

Recruitment

- Advising meetings with prospective students and families, in coordination with Admissions
- Discovery Days, in coordination with Admissions and other departments/offices
- Advising during Woods 101 events

Retention

- OwlsAware (serving as Progress Supervisor)
- Work Study positions
- Library events and activities that increase student engagement, such as button-making events, free snacks during finals week, library celebrations

Academic success

- Reference services
- Information Literacy and Computer Literacy courses
- Advising (faculty librarians serve as advisors to undecided majors)

The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

The library has recently created the role of Engagement Coordinator to enhance communication with the campus community, utilizing social media platforms and library events as channels of outreach.

The Library Director holds a position on Academic Council, a body composed of School Deans, the Associate Dean of Academic Assessment, the Associate Dean of Academic Services, Associate Provosts, and the Provost. This allows the library director to communicate library positions/issues and impact on institutional matters.

Library faculty actively engage in Faculty Assembly and contribute to various faculty standing committees. This proactive involvement enables us to effectively communicate and advocate for the library's interests within the academic community.

2. Professional Values

“Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.”

The library resists all efforts to censor library resources.

The library makes an effort to purchase books that are on the frequently challenged and banned list each year. We celebrate Banned Books Week by hosting events that address censorship and showcase challenged materials in our library displays. Additionally, we collaborate with the Director of Diversity, Equity & Inclusion to create thought-provoking displays. During National Library Week the library also hosts an event discussing recent challenges to library materials and ways that libraries can advocate for intellectual freedom.

Challenges to Library Materials Policy

Last Updated August 2014

Dulany Library acquires information resources based on the criteria established in its Collection Development Policy and recognizes that free access to ideas and full freedom of expression are fundamental to the

educational process. Accordingly, the library acquires materials that represent a wide variety of viewpoints. In so doing, the library subscribes to and complies with the American Library Association's Library Bill of Rights and statements on Academic Freedom and the Freedom to Read. The library does not withdraw or add, at the request of any individual or group, material that has been chosen for, or excluded from, the collection on the basis of stated selection criteria.

The library protects each library user's right to privacy and confidentiality.

The library staff is committed to safeguarding the privacy and confidentiality of library users. We ask about privacy during interviews with potential staff members (including library staff and Graduate Assistants) and incorporate privacy and confidentiality into our student worker training. Including privacy and confidentiality in our hiring and training processes ensures we have a team that understands the importance of the privacy and confidentiality of our users.

Records Confidentiality Policy

Last Updated June 2007

This policy specifically recognizes that all circulation records of Dulany Library, William Woods University, to be confidential in nature.

All librarians and library employees, including student workers, are not to release any information regarding library users, including name, address, or other personal information to anyone other than library employees.

All librarians and library employees, including student workers, are not to release to anyone the name of the person who has a specific library item checked out under their name, nor are they to share what library items a specific person has checked out under their name.

All requests for access to library records or requests for specific information covered under this policy are to be immediately submitted to the Library Director.

No library records shall be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigative power.

It is the policy of this library that the library shall resist the issuance or enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.

The library respects intellectual property rights and advocates for balance between the interests of information users and those of rights holders through policy and educational programming.

Faculty members often have questions on how to use materials in their courses without violating copyright law. Librarians are usually the go-to resource for faculty when these questions arise. Librarians help faculty members understand the principles of fair use and determine whether their proposed use of a copyrighted work falls within those guidelines. In some cases, librarians may suggest alternative resources that are freely available. Librarians can also help faculty members obtain permissions for copyrighted materials when needed.

We have the following policy posted on our website:

Copyright Law Compliance Policy

Notice: Concerning Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use", that use may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order, if, in its judgment, fulfillment of the order would involve violation of copyright law.

The library supports academic integrity and deters plagiarism through policy and education.

- Librarians teaching for-credit courses include a section regarding plagiarism in their syllabus, as well as including a unit dedicated to covering these topics—plagiarism, citations, and the proper use of quotations, summaries, and paraphrasing in academic writing.
- APA citation workshops are offered by library faculty each semester as LEAD events.
- Citation Guide on library website
- Copies of all citation manuals available for use in the Reference Room
- When working with faculty on research assignments for their courses, librarians encourage using scaffolding for research papers to avoid plagiarism.

The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.

- Staff commitment to a user-centered approach through professional development opportunities, such as webinars on customer service, universal design, and diversity & inclusion in libraries
- Year-long weeding project to create space in the library building for more student study areas (individual and group)
- Finals Week Activities, community puzzle and weekly questions on our dry erase "Sounding Board" to encourage student comfort and dialogue
- Plans to improve the delivery of library service in the virtual environment by subscribing to Stacks and creating a much more dynamic and user-friendly library webpage

The library engages in collaborations both on campus and across institutional boundaries.

The library is excited to pursue opportunities for cross-departmental collaboration. Recently, we teamed with the Director of DEI on multiple displays and events. Also, the Circulation and Engagement Coordinator collaborated with the Director of DEI and University Marketing to create a series of videos posted to the main WWU social media pages honoring Women's History Month. We have also fostered relationships with student organizations, such as Peer Educators, with our participation in the campus Sex Fair, and the Art Club, with our LEAD event on making book art pumpkins.

We have participated in and promoted the One Read program hosted by the Daniel Boone Regional Library in Fulton. Additionally, we are active members of MOBIUS and participate in various committees, events, and the annual conference offered by the organization.

3. Educational Role

“Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.”

Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective curricular and co-curricular experiences for students.

Library personnel welcome opportunities to collaborate with faculty and other groups to brainstorm ways to incorporate the library into curricular and co-curricular experiences. Some examples include:

- Worked with faculty member teaching a new course on Queer Theory to find items in our collection, as well as purchase new items for the collection, that could be put on reserve for class use
- Worked with Peer Educators to highlight library materials during the annual Sex & Wellness Fair
- Library tours offered multiple times at the beginning of the academic year to familiarize students with the library space and services
- During National Library Week, library LEAD events are held to highlight library collections and services to students
- News Literacy Week event on Information Literacy skills and the value of library databases

Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

Information Literacy has been embedded into the Freshman Orientation WWU 101 course for many years. Students complete an online module for credit. Other faculty collaborate with the Reference Librarian by request on assignments or LibGuides designed for their courses.

Beginning in Fall 2023, Information Literacy will become a mandatory component in General Education. Previously, the course IFL 115 was an option for fulfilling the Critical Thinking requirement, but with changes to the General Education curriculum, Information Literacy will now have its own category and will be required for all students.

Library personnel provide appropriate and timely instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

- For-credit Information Literacy course (Gen Ed requirement)
- Instruction sessions by faculty request to address discipline-based research needs or course assignment
- Tutorials accessible from Research Guides on how to use library resources, such as Woods OneSearch. This is an area that needs to be expanded upon. When a Research & Instruction Librarian is hired it will be a priority for that position to create more online, self-paced tutorials on a wide range of library topics
- Instruction at point of need—work with students via Zoom, email, or phone

Library personnel collaborate with campus partners to provide opportunities for faculty professional development.

- The Library Director partnered with the Associate Provost to present a faculty workshop on Open Educational Resources, to support the university initiative to move to OER as much as possible.

- The Library Director presented at a monthly Teaching & Learning Forum for faculty on how to utilize all features of research databases and the most effective search strategies to share with their students.
- The Technical Services Librarian presented at the annual university Symposium on Research, Scholarship and Creative Activity– “Library Science Trends”

Abstract: Within the field of library science, metadata is used to facilitate the discovery, identification, and organization of resources. Due to the variety of resources being described, as well as the scope of membership within the global cooperative cataloging community, standardization of elements and formats is critical for data exchange. Increasing demand for resource sharing and visibility has guided library metadata trends toward linked data practices.

The library has the IT infrastructure to keep current with advances in teaching and learning technologies.

The library building prohibits development in this area. The building is old and lacking in basic power outlets, much less IT infrastructure. A lot of spaces are not wired for internet connectivity, so if we want to do something like have a collaboration table, or create a room where students could practice presentations while filming themselves, a lot of effort must be made for installing cables, like drilling through concrete ceilings, etc.

4. Discovery

“Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.”

The library organizes information for effective discovery and access.

The library organizes information according to the Library of Congress classification system for most of the collection. The popular fiction collection is organized alphabetically by author, and the feature film DVD collection is organized alphabetically by title. The DVD collection was recently relocated from cabinet drawers to open shelving to improve access and the browsing experience.

Records also include Library of Congress subject headings. For records that lack subject headings or contents notes, the Technical Services Librarian obtains or contributes record enhancements.

The library subscribes to databases with indexed abstracts and full-text content. Along with holdings in the physical collection, holdings from electronic subscriptions can be discovered and accessed through EBSCO Discovery Service.

The library integrates library resource access into institutional web and other information portals.

A link to the library is on the footer of every WWU web page. Links are also on the informational pages for Students and Faculty/Staff. A library tab is available on OwlNet with links to key resources and services.

The library develops resource guides to provide guidance and multiple points of entry to information.

The library uses LibGuides and LibWizard to create resource guides and tutorials for [academic disciplines](#), [individual courses](#) by faculty request, and specific topics, such as [how to find and use OER](#) and how to use Woods OneSearch.

The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.

The library website is the primary location for users to access resources. The website has links to the library catalog, MOBIUS catalog, WorldCat, as well as the Databases A to Z page. A search box is prominent on the main page that allows users to search Woods OneSearch (EBSCO Discovery).

In the future, the library hopes to purchase a Stacks subscription. [Stacks](#) is a platform for designing and building library websites. It allows library staff to create and update content without having to know how to code or rely on the university IT department. We would like to enrich our website with a more user-friendly layout, engaging displays, and the ability to reserve or book spaces and equipment, such as laptops.

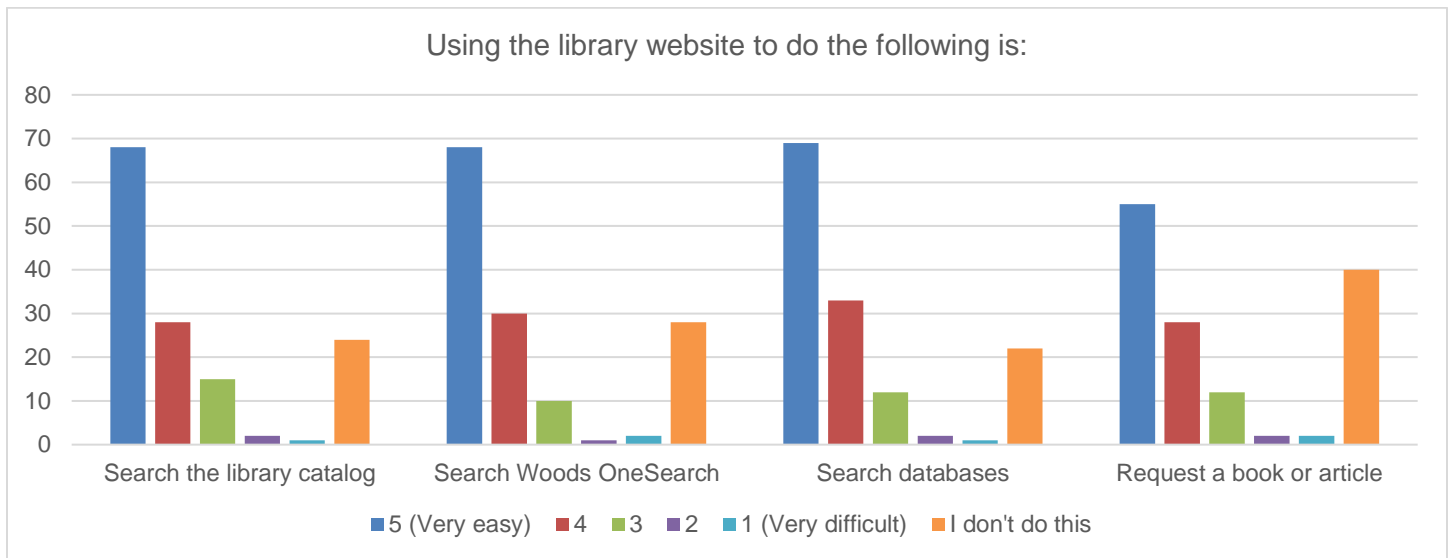


Figure 5. From Library User Experience Survey (2023).

The library provides one-on-one assistance through multiple platforms to help users find information.

- Reference assistance: in person, Zoom, email (we hope to add a chat and/or text feature in the future)
- LibGuides
- LibWizard tutorials

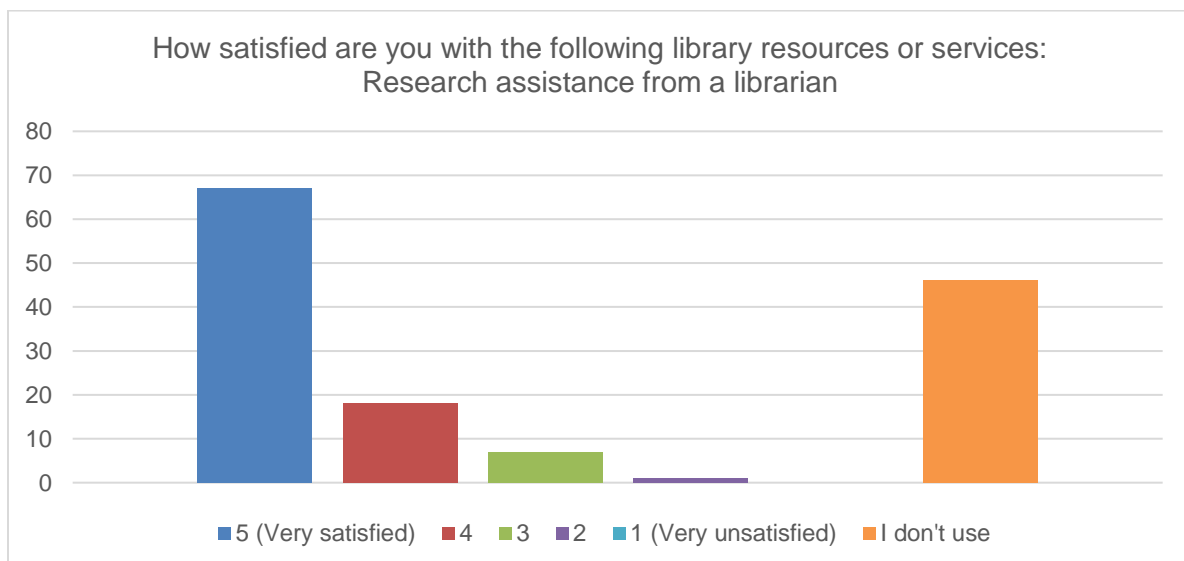


Figure 6. From Library User Experience Survey (2023).

5. Collections

“Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.”

The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

Within our budget, we align our collections to the interests and strengths of the university. Some examples:

- Education Source and ProQuest Dissertations & Theses to support the Education program, especially EdD students
- A multitude of subscriptions to print Equestrian titles because many are not included in electronic databases
- Business Source Premier for undergraduate and graduate Business students, as well as the soon to begin PhD in Organizational Leadership
- Subscriptions to multiple JSTOR collections for access to ASL/Deaf Studies journals
- SPORTDiscus for Exercise Science program

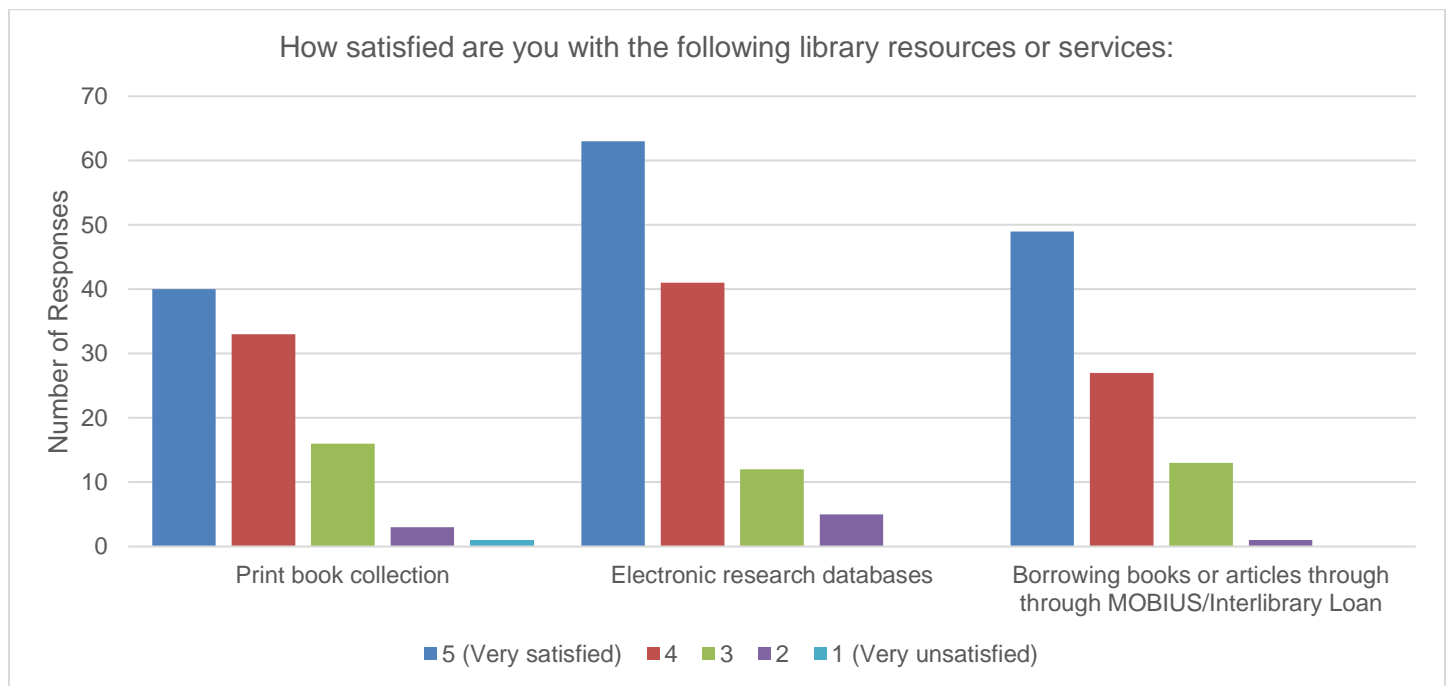


Figure 7. From Library User Experience Survey (2023).

eMO and WorldCat Holdings

eMo is an eBook subscription through the MOBIOUS consortium that gives us access to over 300,000 ebooks. WorldCat shows our print holdings.

Subject	eBooks	Books	Videos	Print Periodicals	Titles
Language, Linguistics & Literature	45397	10571	135	46	56149
History & Auxiliary Sciences	35387	13993	293	165	49838
Business & Economics	25841	2025	49	30	27945
Philosophy & Religion	24394	1744	45	5	26188

Sociology	19580	3846	193	39	23658
Engineering & Technology	19607	877	53	12	20549
Education	11980	3147	64	128	15319
Performing Arts	9877	959	2428	11	13275
Law	10770	749	27	13	11559
Biological Sciences	9776	956	27	2	10761
Medicine By Discipline	9495	656	16	1	10168
Art & Architecture	6282	3560	221	49	10112
Physical Sciences	8552	393	14	5	8964
Physical Education & Recreation	4349	1357	280	38	6024
Psychology	5264	707	48	2	6021
Music	4706	1124	55	4	5889
Computer Science	4932	181	0	6	5119
Agriculture	3367	1385	146	53	4951
Anthropology	3964	607	9	3	4583
Health Professions & Public Health	3734	285	10	100	4129
Mathematics	3722	313	7	9	4051
Library Science, Generalities & Reference	3076	732	2	76	3886
Geography & Earth Sciences	3214	469	25	6	3714
Medicine	2102	768	68	4	2942
Medicine By Body System	2757	72	6	0	2835
Chemistry	1821	73	0	0	1894
Political Science	615	1044	21	13	1693
Health Facilities, Nursing & History	608	182	0	1	791
Government Documents	0	715	36	19	770
Communicable Diseases & Miscellaneous	451	35	7	0	493
Preclinical Sciences	4	179	11	1	195

Databases/Journals

Top 30 subjects (1435 subjects total)

Subject	Titles
Education	1419
Internal Medicine	919
Medicine	862
Law	788
Business and Economics	706
Agriculture	628
Business	591
Health & Medicine (General)	549

Communications and Journalism	478
Biology and Life Sciences	476
Biology (General)	456
General	445
Business (General)	332
Engineering	323
Banking, Finance & Investing	305
Bibliography. Library science. Information resources (General)	297
Communication. Mass media	284
Engineering and Technology	283
Fine Arts and Music	259
Geography. Anthropology. Recreation	259
Language and literature	252
Health & Medicine	249
Christianity	244
Chemistry	237
Science	237
Medical Sciences	227
Social Sciences	213
Biology	201
American Literature	200
Earth Sciences	199

The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

Summer 2023: New subscriptions to Kanopy and Libby for streaming video and audiobooks, not yet included in the data below.

Top 16 material types (23 material types total)

Material Type	Titles
eBook	302419
Book	44638
Database/Journal (Electronic)	33916
Microform	9850
DVD	4128
Periodical/Serial (Print)	631
Sheet Music	506
VHS	222
Vinyl	221
CD (Music)	197
CD (Spoken)	54

Computer File	36
Map	35
Thesis/Dissertation	23
3D Object	22
Blu-ray	22

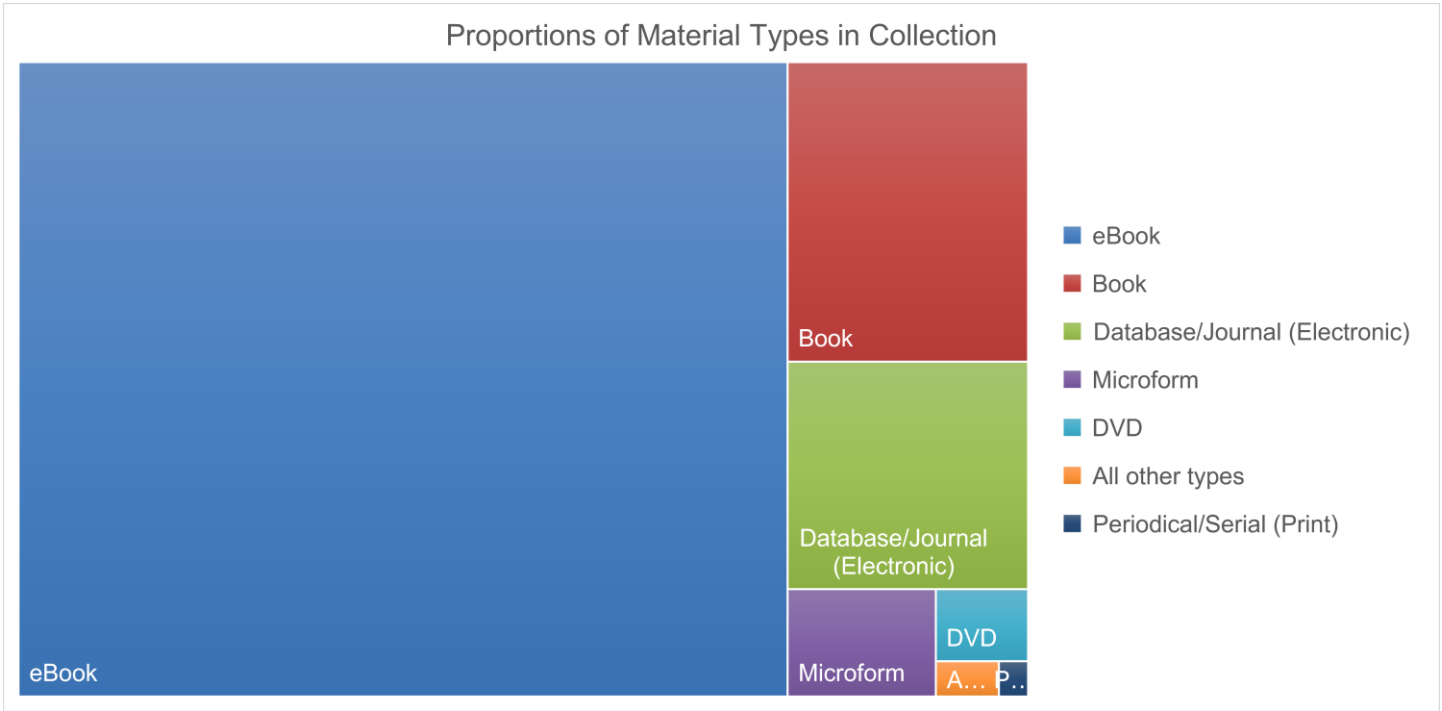


Figure 8. From Sierra ILS and EBSCOadmin.

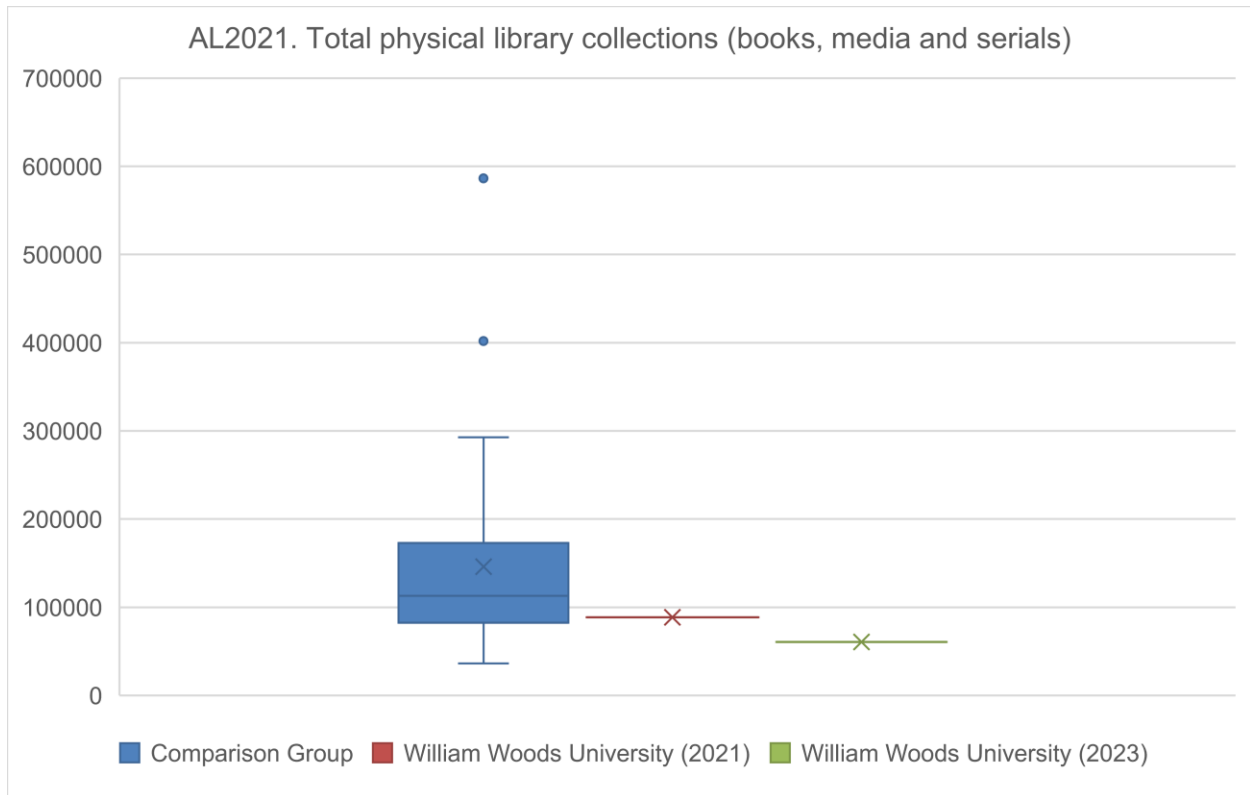


Figure 9. From IPEDS 2021.

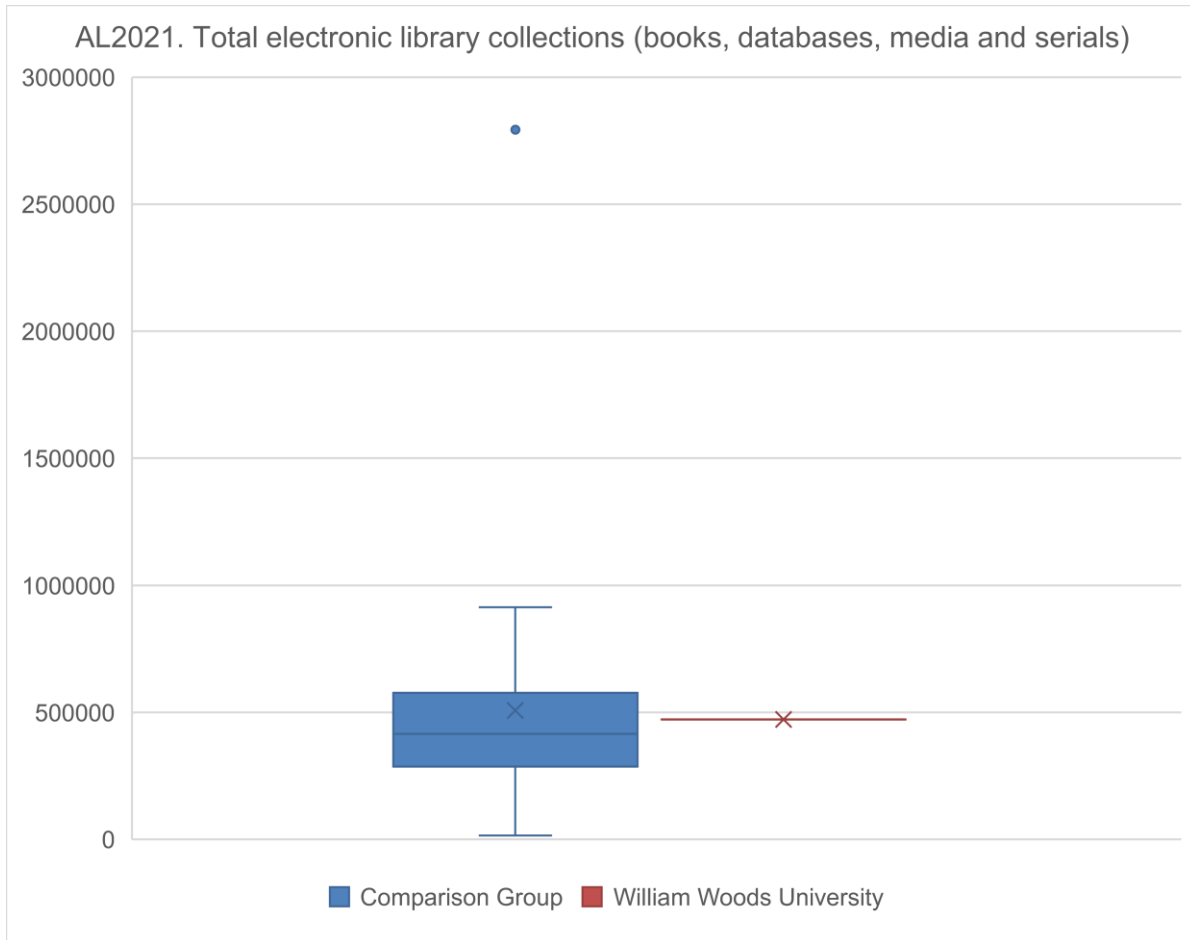


Figure 10. From IPEDS 2021.

Mass Deselection and Relocation

To accommodate the transfer of other programs into library facilities, the library was tasked with a mass deselection and relocation of library resources and offices beginning during Summer 2022, which is still in progress.

Project Phase	Dates	Items Removed (approx.)	Items Relocated (approx.)
Phase 2	May 25, 2022-Jul 18, 2022	5200	
Phase 3	May 25, 2022-Jul 18, 2022	1400	4000
Phase 4	May 25, 2022-Aug 3, 2022	10100	
Offices	Jul 12-13, 2022	600	800
Phase 5	Jul 14, 2022-Aug 3, 2022		16000
Phase 6	Jul 14, 2022-Aug 3, 2022		10800
Phase 7	Aug 3, 2022-Jun 28, 2023	14200	22500
Total		31500	54100

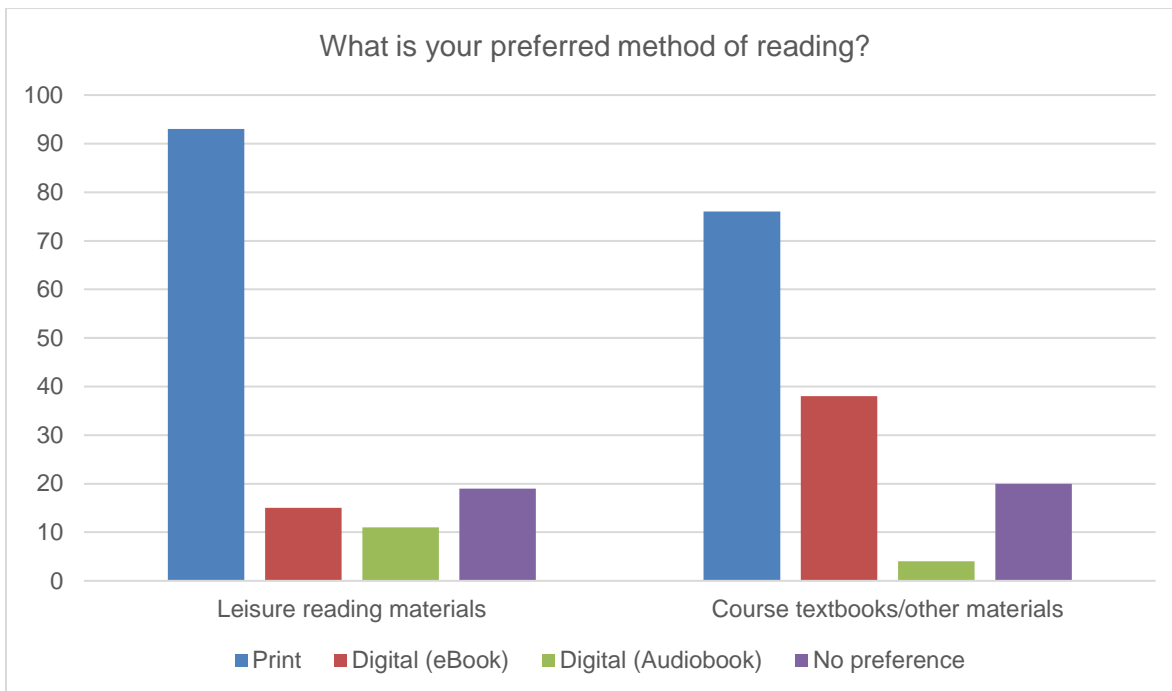


Figure 11. From Library User Experience Survey (2023).

The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.

The library's local catalog, MOBIUS Union catalog, and Sierra integrated library system (ILS) are part of the library's MOBIUS Consortium membership. Additionally, the WorldCat catalog, interlibrary loan portal, and cataloging app are part of the library's OCLC membership. These resources, along with the library personnel who operate them, create the library's infrastructure to collect, organize, provide access to, and disseminate collections needed by users.

The library educates users on issues related to economic and sustainable models of scholarly communication.

IFL 115: Introduction to Information Literacy spends a week discussing the complex issues surrounding the creation, distribution, and use of information, including the social, political, and economic issues related to information creation and use.

The course covers topics such as the commercialization of knowledge, intellectual property, copyright regulations, fair use, the digital divide, and open initiatives, such as open-access journals, open data, and open educational resources.

6. Space

"Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge."

The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.

The library building is oddly configured, but staff have strived to create better signage within the building. If the library implements Stacks, our website will substantially improve. The MOBIUS consortium transition to FOLIO also has the potential to enhance our virtual space.

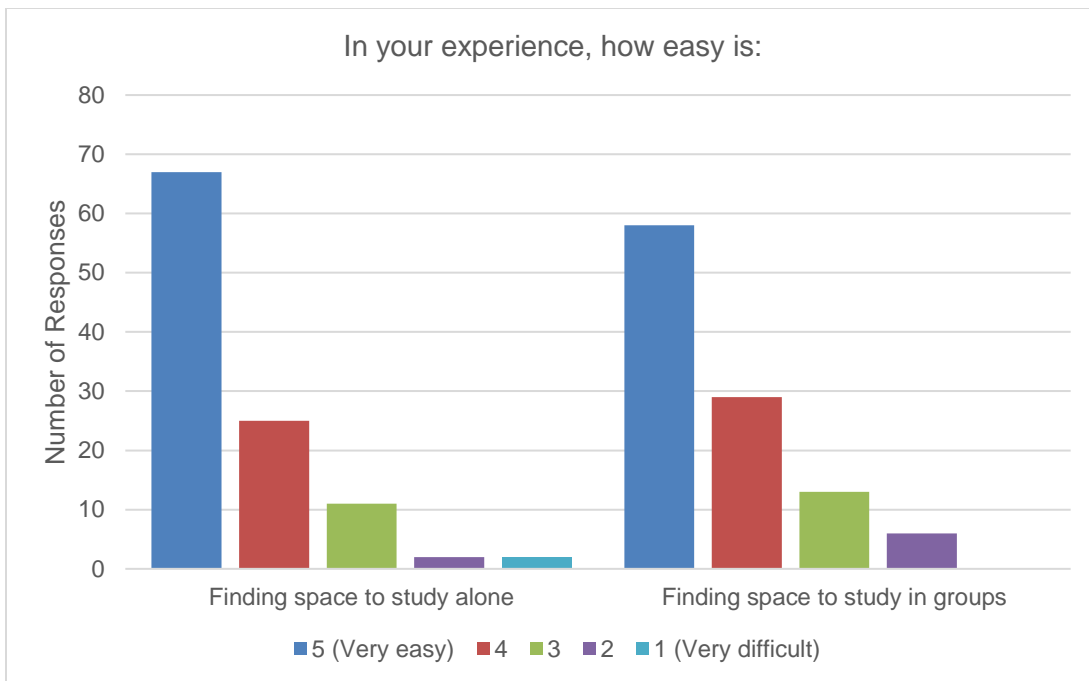


Figure 12. From Library User Experience Survey (2023).



Figure 13. From Library User Experience Survey (2023).

The library provides safe and secure physical and virtual environments conducive to study and research.

Several measures could be taken to ensure a safer environment in the physical library space. The library does not have a fire alarm, and the alarm in the attached Academic Building cannot be heard inside. A panic button could increase the safety of library staff and users and be helpful in case of emergency. Library staff and students are in the building during hours when other campus offices are closed, and the library staff member working evening hours is often the only staff member on duty. The library could also benefit from security cameras due to the many different areas in the lower level, including an unsecured exit.

The library's virtual resources are secured by EZproxy, an authentication solution purchased by the library from OCLC. EZproxy allows the library to deliver e-resources to users securely, by using their existing single sign-on credentials. EZproxy uses a robust set of security rules to detect and disable compromised single sign-on credentials before they can be used to exploit any systems or data.

The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.

In the past there have been issues with the computers and printer in the library computer lab, but these machines were all recently replaced. It is hoped that computer use and printing will be much smoother going forward.

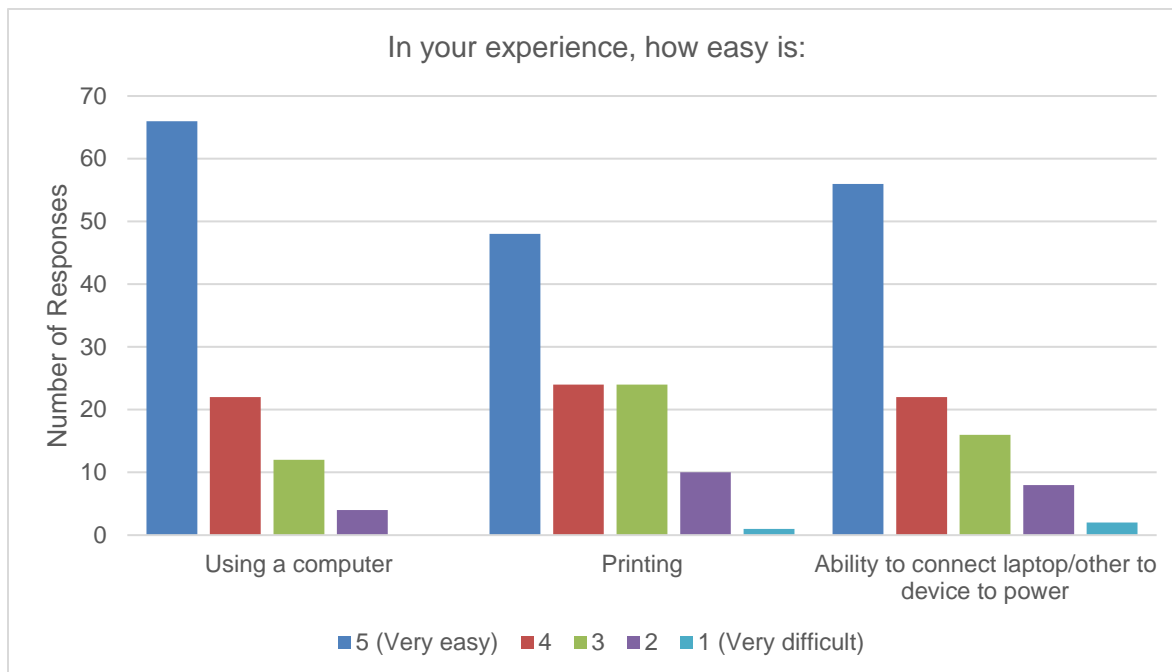


Figure 14. From Library User Experience Survey (2023).

The library designs pedagogical spaces to facilitate learning and the creation of new knowledge.

While the library has limited space and budget, there are plans to enhance our spaces over time. Our recently completed weeding project opened space in multiple areas where we hope to create a better learning environment for library users. We plan to enhance both the individual and group study areas of the library with more space and more comfortable and useful furniture. We would also like to create a study area for neurodiverse students and have been researching this topic.

The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.

This is an area where the library's physical space needs substantial improvements.

Connectivity: The internet connectivity and wireless access in the library building are more than sufficient, we rarely have complaints. However, we are extremely limited by the number and placement of power outlets in our building. We have found students sitting on concrete floors to charge their devices. We plan to purchase some rechargeable power banks that students can check out and take anywhere in the library, to charge their laptop or phone while they are working.

Equipment: The computers in the library computer lab were recently replaced.

Furnishings: The furniture in the library is mostly very old and out of date. Modern furniture would go a long way in improving the look and comfort of the space. There is also a lack of furnishings in some areas that were recently opened by weeding, and there are plans to acquire additional furniture soon.

The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.

Inviting

The library received exceptionally positive feedback on having a welcoming and inclusive environment. Now we just need to match the physical space to that sentiment.

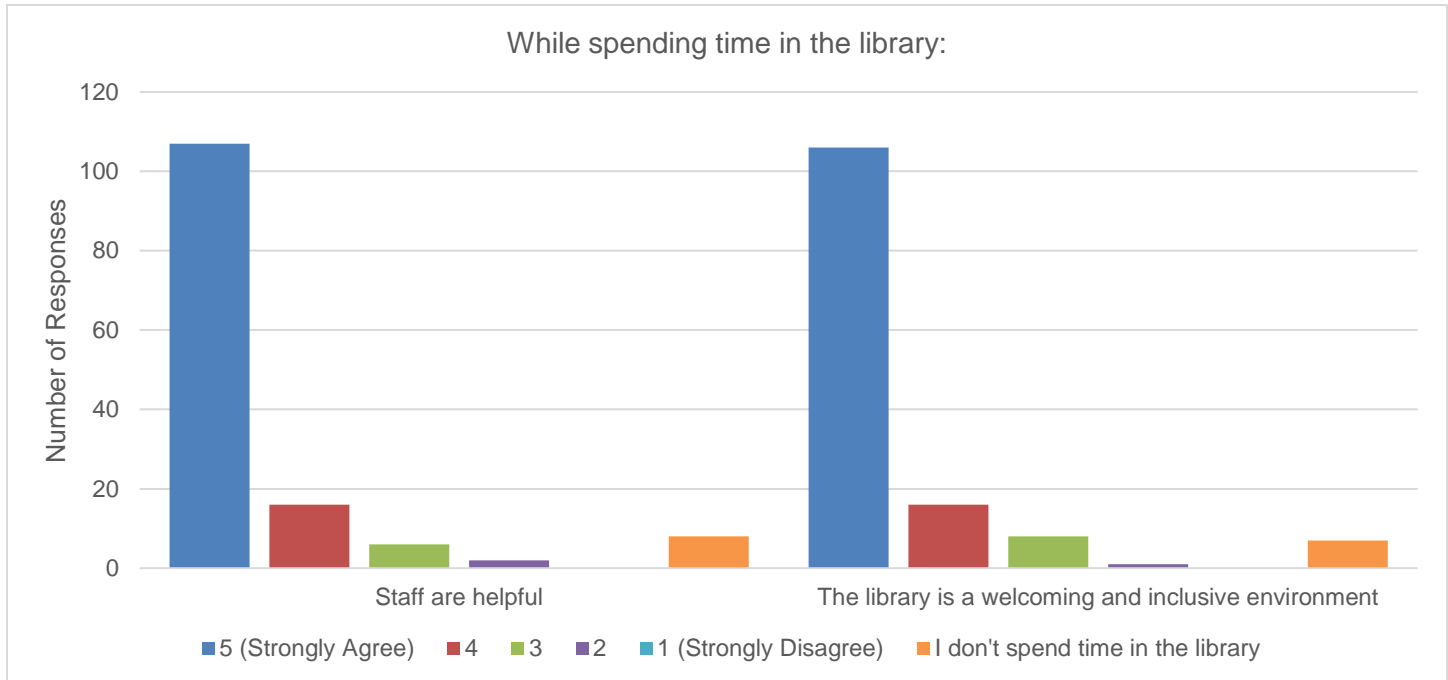


Figure 15. From Library User Experience Survey (2023).

Adequate Space

Prior to the 2021-2022 academic year, the library had 5957 sq. ft. of accessible study and resource space:

- Educational Materials Collection (EMC) and conference/study space: 2017 sq. ft.
- Reference Collection and computer lab: 1380 sq. ft.
- Periodical Collection and quiet study space: 2560 sq. ft.

During Summer 2022, the room housing the EMC and conference/study space was transferred to the Academic Success Center, and all library materials located there were deselected or relocated. This resulted in a reduction of 34% of accessible space for library resources and programming.

As of Summer 2023, the library has 3940 sq. ft. of accessible study and resource space:

- Reference Collection and computer lab: 1380 sq. ft.
- Periodical Collection and quiet study space: 2560 sq. ft.

There has been discussion on housing another campus office within the Reference Room computer lab, but as of this report, we are unsure of the status of that space reallocation.

To accommodate these programs within library space, the physical collection was cut throughout 2022-2023. Based on 2021 IPEDS data, the physical collection was in the lower 35th percentile of the peer institution comparison group. It is projected the physical collection will be in the lower 13th percentile of the peer institution comparison group in 2023.

Item Type	Items 2021	Items 2022	Items 2023	Change
Serial	270	187	165	-38.9%
Monograph	71549	66292	45392	-36.6%
DVD	8135	7481	6007	-26.2%
Periodical (Unbound)	81	77	67	-17.3%
Periodical (Bound)	10928	11002	9706	-11.2%

Conducive to Study and Research

As mentioned previously, there is a major lack of power outlets available in the building, which is not conducive to study and research. Not having power outlets restricts the types of learning spaces we could create or the furniture we could buy. Students have been seen sitting on concrete floors near the wall charging their devices. There is also a lack of useful furniture—students most often request individual study pods, group study rooms, comfortable lounge furniture and more whiteboards. To immediately address the power issue, the library is purchasing multiple portable power banks for charging laptops or phones no matter where you are sitting in the library. We are going to focus our improvement efforts on slowly obtaining the types of furniture the students most request. Students particularly appreciate the Quiet Room, as seen in the survey results. Other popular study areas are the computer lab and the lower-level whiteboard tables.



Clean & Suitable Environmental Conditions

The library building is cleaned by campus maintenance. There are times of the year, such as breaks or summer break, where cleaning and trash emptying happen infrequently, but otherwise the building is kept clean. There are also issues beyond their control, such as consistent water leaks in the lower level and crumbling concrete.

A major issue in the library is the lack of suitable heating and cooling. In the winter, the heat from the boiler system requires us to open windows. The air conditioning quality varies from room to room and is non-existent in others. The library is extremely humid in warm weather due to insufficient air conditioning in the main Circulation area. The main Circulation area is only cooled by a small window unit directly above a staff member's desk. The unit is very loud and prohibits whoever is sitting there from hearing patrons at the desk speaking to them. It also can cause distraction and headaches from the noise. The lower level has no air conditioning, other than window units in staff offices. Students frequently comment on the uncomfortable temperatures in the building.

Lighting is also a major issue. The lighting in the library is very outdated and not comfortable for spending time in. The light bulbs go out frequently all over the building and require campus maintenance to replace. The lighting in the computer lab makes a very loud humming noise that is distracting, and some students say they cannot use the space at all because of the distraction.

Many areas of the library need serious repair, such as wood paneling falling off the walls due to water damage.



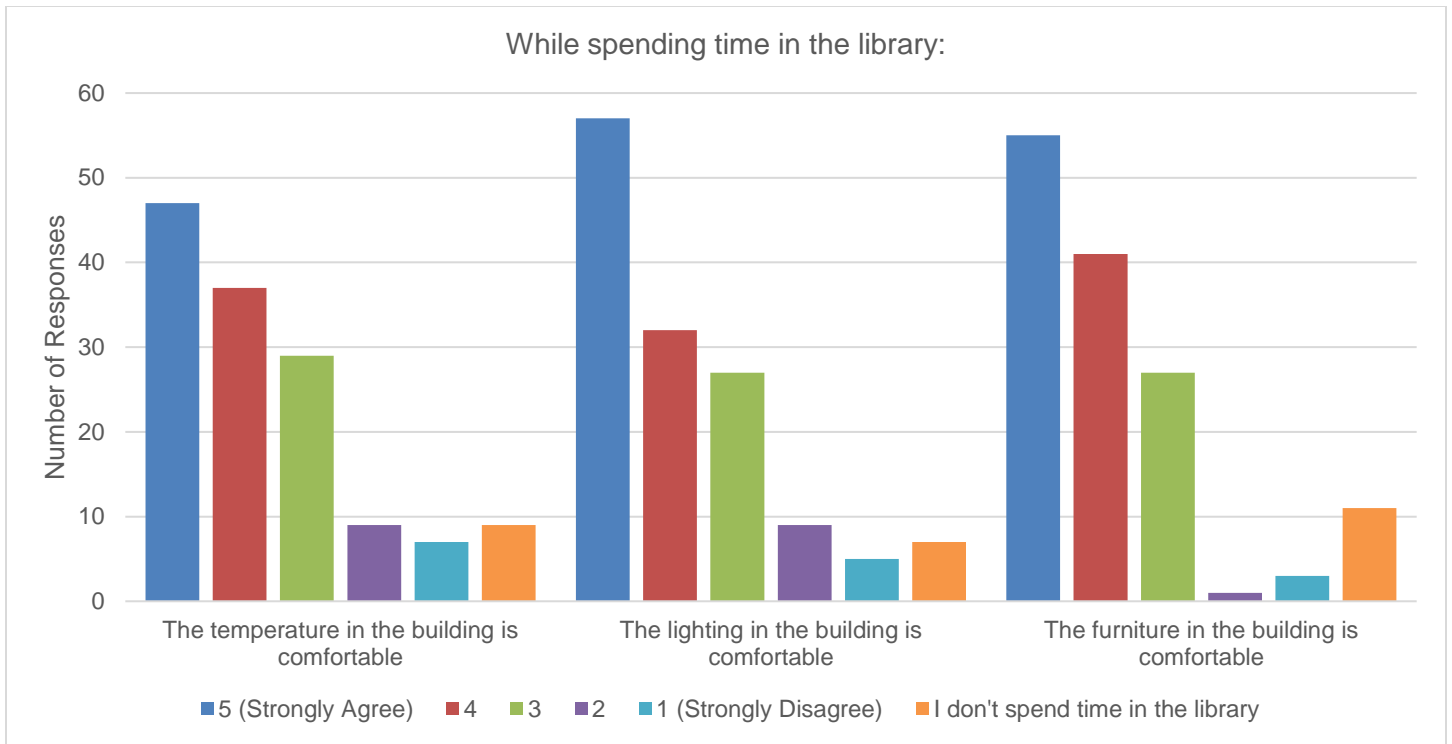


Figure 16. From Library User Experience Survey (2023).

Convenient Hours for Services, Personnel, and Resources

Due to COVID-19 and staffing shortages, the library was closed on Saturday beginning Fall 2020. In response to further staff shortages beginning in Summer 2022, the library also eliminated Sunday hours and reduced weekday evening hours. According to our recent survey, the current library hours are sufficient for most users, but there are some who do not find the current library hours adequate.

The library hired a Graduate Assistant and a part-time Library Assistant and will have expanded hours beginning Fall 2023, including weekend and later weekday evening hours.

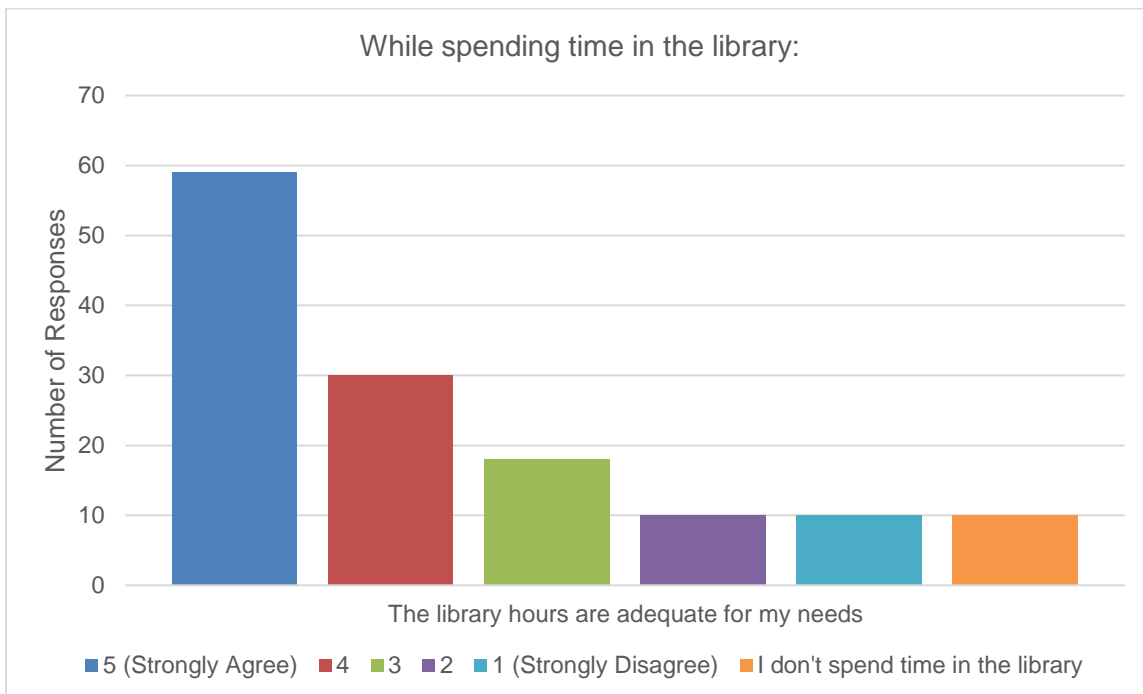


Figure 17. From Library User Experience Survey (2023).





The library's physical and virtual spaces are informed by users.

This was an important part of the survey we conducted in Spring 2023. After reviewing the survey data, as well as feedback given in the comments section, the library plans to focus our efforts on improving the physical space by doing the following:

- Providing easier power access by acquiring portable power banks
- Expanding library hours
- Buy furniture to create new study and learning spaces in space freed by weeding the print collection—will focus on study pods/individual study space, comfortable lounge furniture, mobile whiteboards
- Include lighting improvements, building repair (remove damaged wood paneling) and HVAC improvements in our next facilities request cycle
- Eventually build reservable study rooms

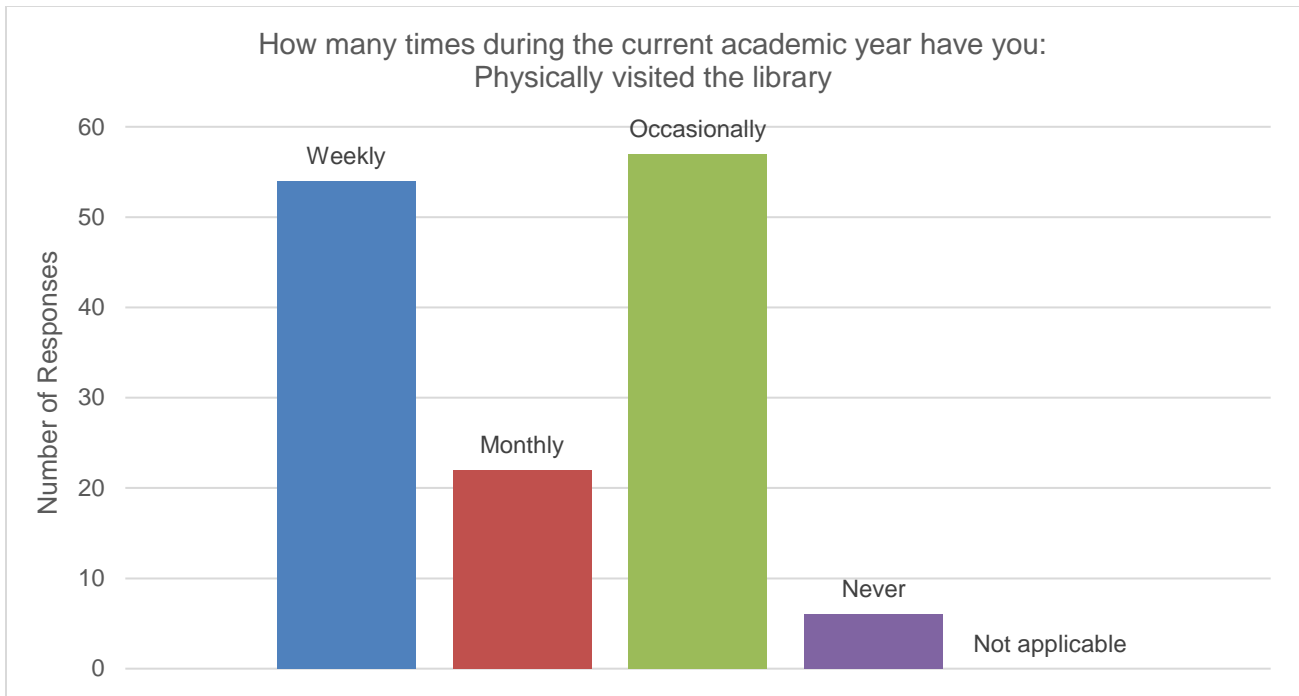


Figure 18. From Library User Experience Survey (2023).

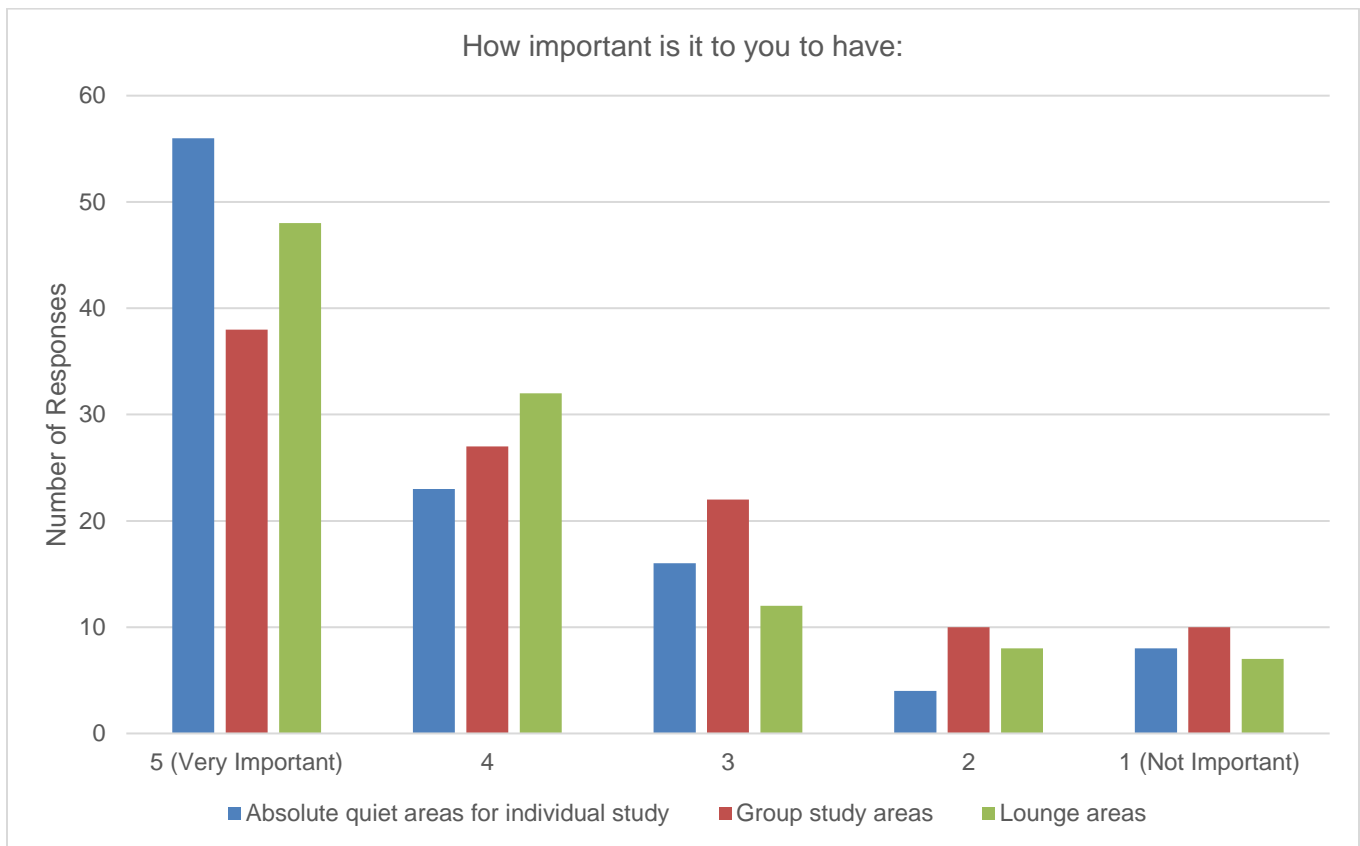


Figure 19. From Library User Experience Survey (2023).

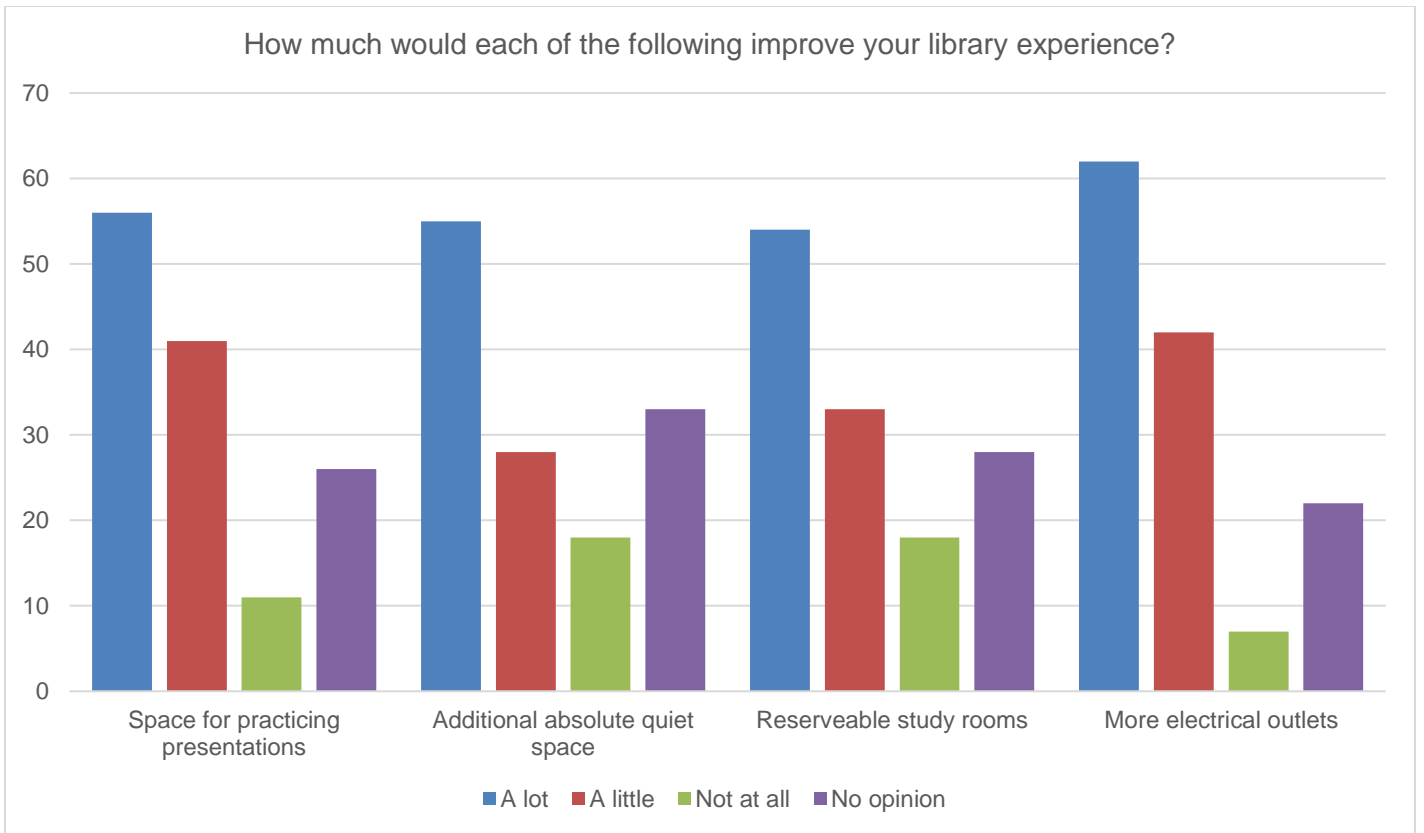


Figure 20. From Library User Experience Survey (2023).

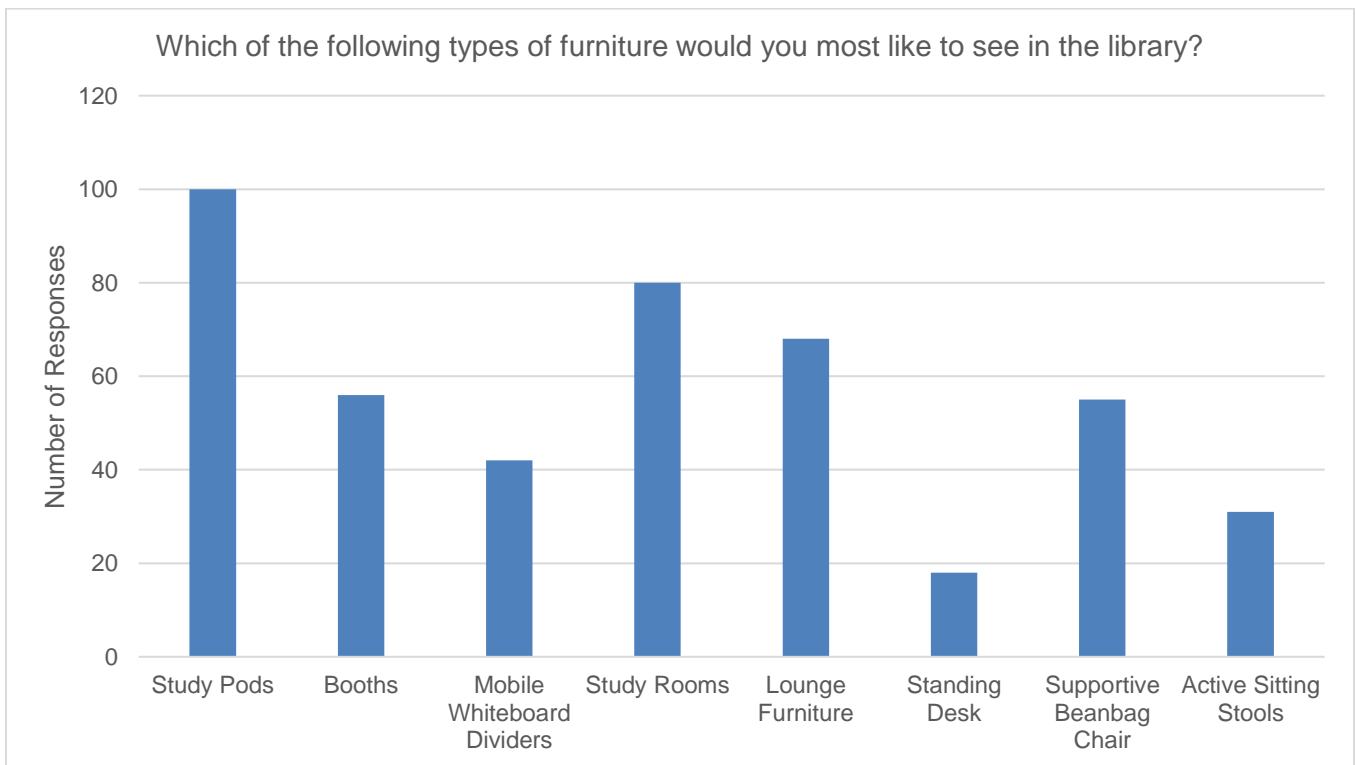


Figure 21. From Library User Experience Survey (2023).

7. Management/Administration/Leadership

“Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library’s mission effectively and efficiently.”

The library's mission statement and goals align with and advance those developed by the institution.

Institutional Mission

William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

Institutional Strategic Plan

- Strategic Priority 1: Strengthening our Academic Culture
- Strategic Priority 2: Building a Culture of Communication
- Strategic Priority 3: Developing a Comprehensive Enrollment Management Strategy
- Strategic Priority 4: Cultivate Strategic Partnerships
- Strategic Priority 5: Investing in Our Facilities and Key Technology Infrastructure

Library Mission

Last Updated July 2014

The mission of Dulany Library is to provide the information resources, support services, and facilities necessary to help achieve the educational mission and purposes of William Woods University.

Full review of the library mission, goals, policies, and procedures began in February 2023 and is still in progress.

Library Goals

Last Updated July 2014

- Provide adequate physical facilities and equipment and create an open, pleasant, intellectually stimulating environment for all library users; (Strategic Priority 5)
- Establish the library as an integral component of the educational mission of the institution, encouraging the development of skills, which will provide self-sufficiency, empowering library users in their pursuit of lifelong learning; (Strategic Priority 1)
- Select, acquire, and maintain information resources in support of the current and anticipated instructional and research needs of the university in a variety of formats and at different ability levels so that the varied needs of individuals and groups are served; (Institutional Mission—intellectual inquiry)
- Provide a trained, professionally supervised staff to guide collection development, information literacy instruction, and the organization, preparation, and circulation of library materials;
- Develop and promote cooperative and mutually beneficial relationships with other libraries on regional, state, and national levels, especially in the areas of reciprocal sharing of library resources and acquisition of electronic resources; (Strategic Priority 4)
- Secure and preserve the library's collections so that the institution's investment is maintained; (Strategic Priority 5)
- Develop and promote a program of events that foster multicultural dialogue; (Strategic Priority 2, Institutional Mission—valuing inclusion)
- Develop and promote a program of information literacy. (Institutional Mission—preparing learners for success)

Library personnel participate in campus decision-making needed for effective library management.

The Library Director is a member of Academic Council and an ex-officio member of the Curriculum Committee. Library faculty have also served on the Personnel Committee.

A suggestion was made to create a Library Advisory Board made up of representatives from campus (Executive Cabinet, Athletics, Student Life, Admissions, students, etc.). This group could represent library interests in their areas, as well as inform library decision-making. The library plans to pursue this idea soon.

The library's budget is sufficient to provide resources to meet the reasonable expectations of library users

Since 2018, the library budget has decreased nearly 30%. The library budget as a percentage of total university expenditures has stayed about the same (1.86%), due to total expenditures also decreasing over the past few years. The cost of all library resources increases on average between 3-5% each year. In addition, the university is actively adding new programs. The current library budget will be unsustainable with cost increases and the need to support new programs.

Year	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Library Budget	170,000	175,000	175,000	230,000	235,000
Budget Change	-2.9%	0.0%	-23.9%	-2.1%	

IPEDS Budget Data:

	Total Institutional Expenditures	Library Budget (incl. salaries but not fringe benefits)	Library Budget as % of Total Expenditures
2017	25,750,639	483,525	1.88%
2018	26,376,306	493,706	1.88%
2019	26,455,501	468,637	1.77%
2020	25,331,391	470,306	1.86%
2021	23,270,665	433,193	1.86%

Since 2018, the library has cancelled subscriptions to \$6,000 of print journals and discontinued subscriptions to the following databases:

Cancelled Subscriptions	Cost
Film & Television Literature	2,485
Literary Reference Center	10,613
Communication Abstracts	2,557
World Geography & Culture	719
America: History & Life	14,890
Art & Architecture Source	4,418
Communication & Mass Media Complete	2,849
History eBook collection	2,206
Oxford English Dictionary Online	496
ProQuest Psychology Journals	2,083
Encyclopedia Britannica	710
Films on Demand	10,904
Credo Reference	3,993
Nexis Uni	3,389
Total	62,312

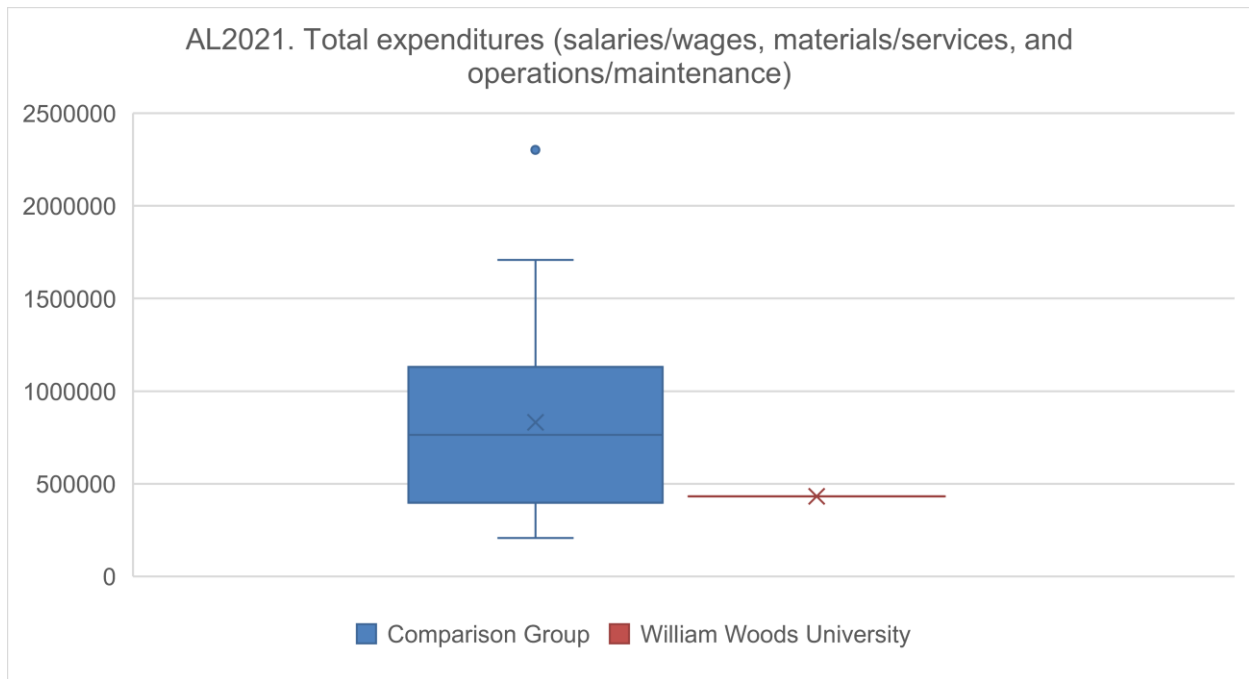


Figure 22. From IPEDS 2021.

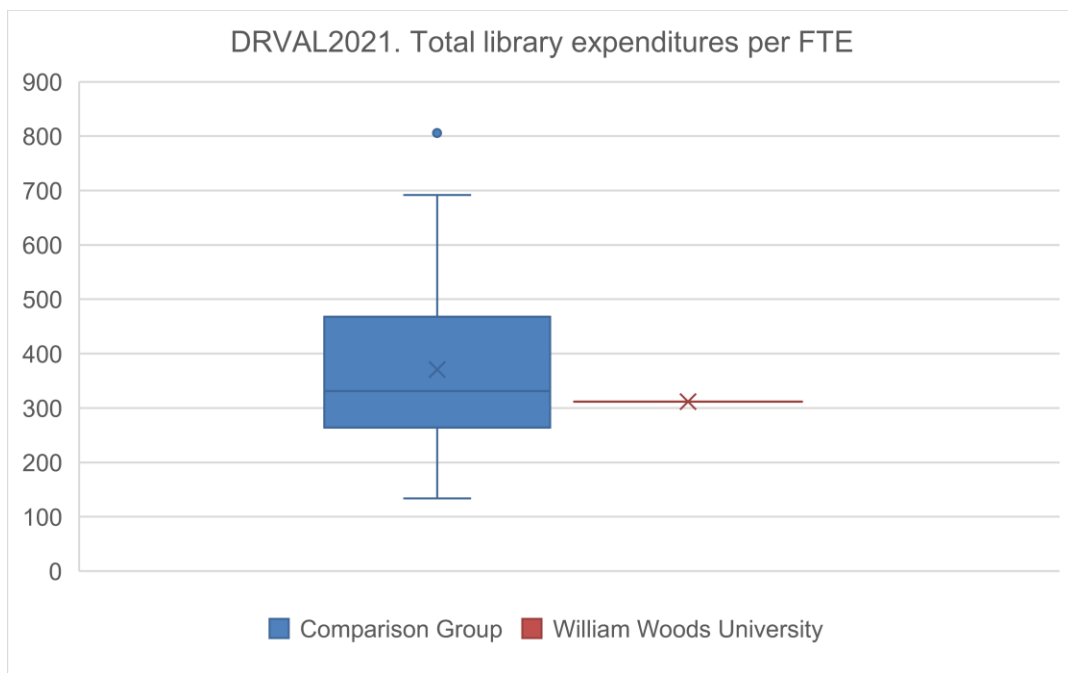


Figure 23. From IPEDS 2021.

The library partners with multiple institutions (e.g., via collections consortia) to increase cost-effectiveness and to expand access to collections.

Dulany Library holds a membership in the MOBIUS consortium, a valuable partnership that brings numerous benefits. This collaboration enables us to achieve substantial cost savings on our Integrated Library System (ILS) and database subscriptions, allowing us to allocate resources more efficiently.

Our MOBIUS consortium membership also significantly enriches the library experience for our patrons. With access to a vast network of 80 other public and academic libraries, our users gain the privilege of borrowing

materials from an extensive range of collections. This allows our patrons to access a diverse array of resources, further enhancing their research and learning opportunities.

The library plans based on data and outcomes assessment using a variety of methods both formal and informal.

The library recently used ACRL Project Outcome to assess an event during National Library Week and plans to use this tool again to assess the effectiveness of future events.

The Library User Experience survey will be used to inform many changes we hope to make in the library soon.

8. Personnel

“Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.”

Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

2022-2023 Library Personnel:

Library Director	1
Research & Instruction Librarian	1 (vacant)
Technical Services Librarian	1
Access Services Coordinator	1 (vacant)
Circulation & Engagement Coordinator	0.83 (10 month)
Library Specialist	1
Circulation Assistant	2 part-time (2 vacant)
Graduate Assistant	1 part-time (vacant)
	3.83 staffed / 7.33 total FTE

In 2022-2023, the library experienced a difficult staff shortage. Most library staff are doing two jobs, or at least parts of two jobs. We were unable to hire a Graduate Assistant, so all library faculty and staff had to work evening shifts.

For 2023-2024, we have hired a Graduate Assistant, which will help tremendously. We have also filled one of our part-time positions and continue to interview for the other. We are in the process of interviewing for the Access Services Coordinator position, which we transformed into a full-time general Library Assistant position.

While we certainly need more library personnel, the current library staff strives to meet the needs of the campus community as effectively as we can.

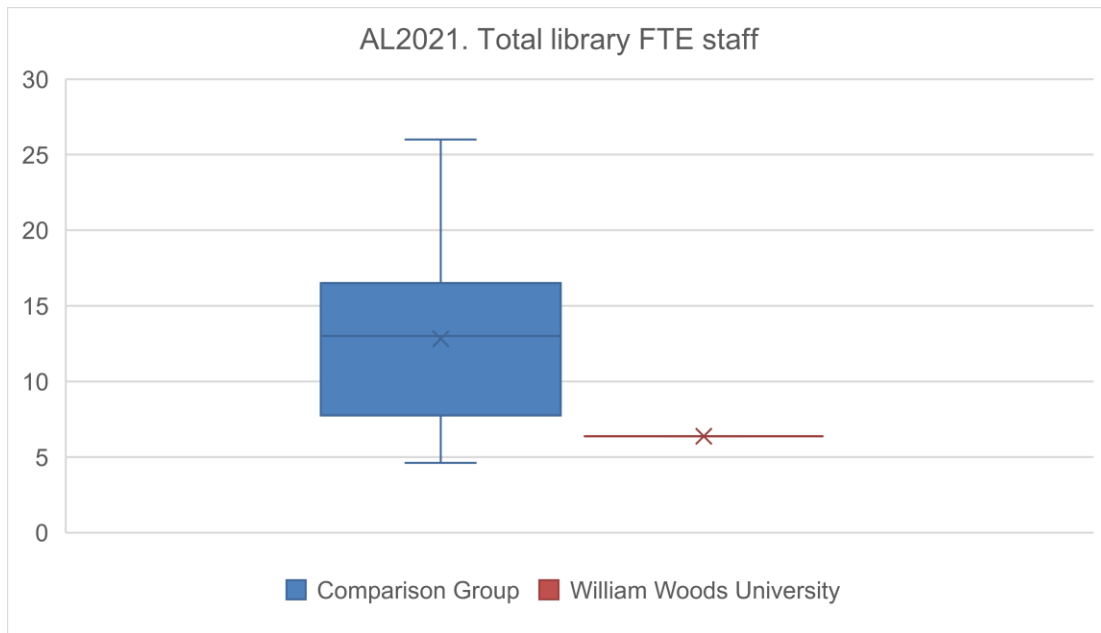


Figure 24. From IPEDS 2021.

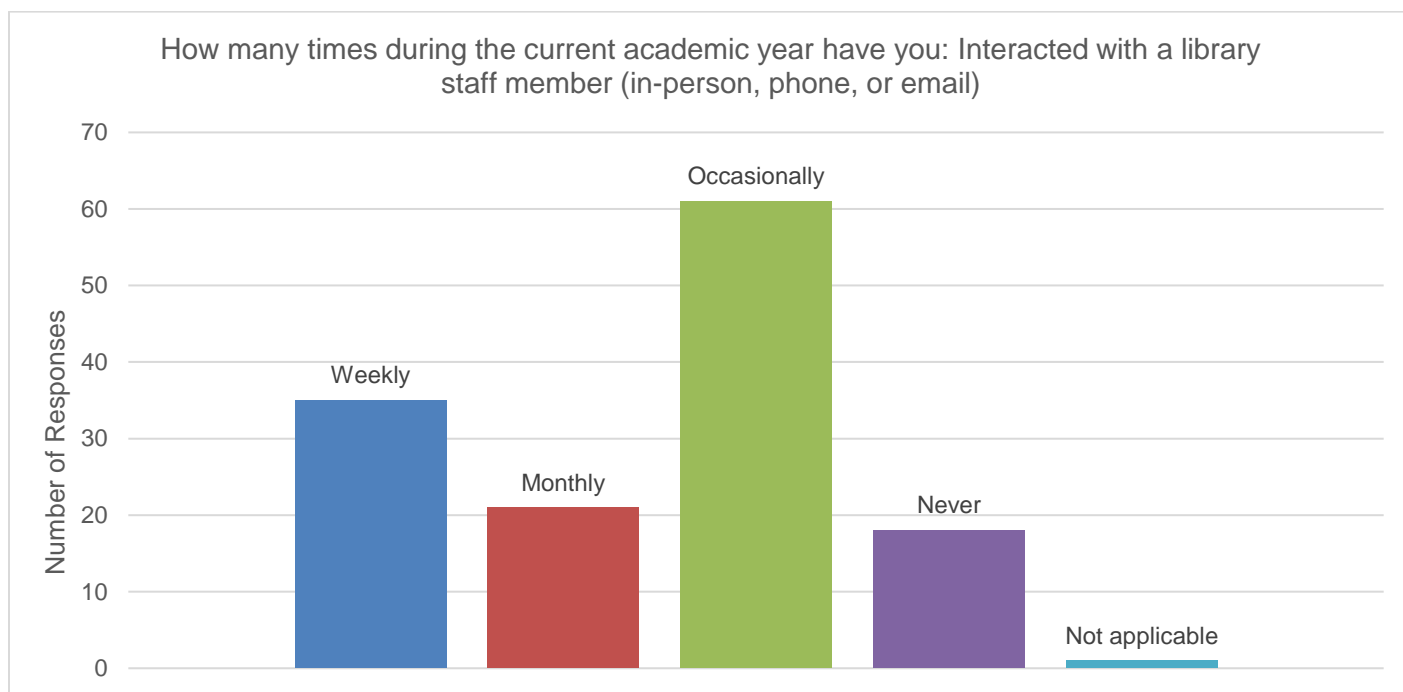


Figure 25. From Library User Experience Survey (2023).

Library personnel have education and experience sufficient to their positions and the needs of the organization.

Personnel	Education	Experience
Library Director	MLS ; University of Missouri-Columbia MA (Sociology); University of Missouri-Columbia BA (Psychology & Anthropology); Webster University	15 years working in libraries
Technical Services Librarian	MS (Library Science and Information Services); University of Central Missouri BSE (Mathematics); University of Central Missouri	8 years working in libraries

Interlibrary Loan Manager/ Library Specialist	BA (English); William Woods University	26 years working in libraries
Circulation & Engagement Coordinator	MBA (Business Administration); William Woods University BA (Journalism & Mass Comm); University of South Carolina	7 years working in libraries

Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.

Library Director/ Reference Librarian

- EBSCO User Group Conference 2022 (virtual)
- Supporting the Whole Student: Leveraging Leisure Reading for Academic Success (webinar)
- Missouri A&OER Conference 2023 (virtual). (Accessible & Open Educational Resources)
- Changing Roles: Impacting Student Achievement through Faculty Development (webinar)
- In Defense of Libraries, The Chronicle of Higher Education Forum

Technical Services Librarian

- Equity, Diversity, and Inclusion in Cataloging and Technical Services (online conference)
- Universal Design at Your Library (webinar)
- "Differentiated Learning Strategies" by Melanie Burdick (workshop)
- MOBIUS Annual Conference (multiple years)
- Regular Expressions (online course)
- Digital Citizenship in Today's Libraries (online course)
- Authority Control in Connexion (webinar)
- From MARC to BIBFRAME Linked Data (webinar Series)

Interlibrary Loan Manager/ Library Specialist

- OCLC Resource Sharing Annual Conference
- Redefining the Library Experience: Insights & Inspiration (webinar)
- Tips for Requesting articles from Internet Archive on OCLC's Resource Sharing Network (webinar)
- Controlled Digital Lending (webinar)
- OCLC Resource Sharing Product Insights sessions (virtual)

Circulation & Engagement Coordinator

- Back to Basics: Creating a Marketing Plan from Consultants for Libraries (webinar)
- Level Up Your Book Displays from Niche Academy (webinar)
- From Diversity to Inclusion: Auditing Your Collection from Niche Academy (webinar)
- Kickstarting Library Exhibit Programs from Niche Academy (webinar)
- Designing Student-Centered Research Guides (webinar)
- Academic Library Marketing 101 (webinar)
- Student Worker Symposium (2-day, multi-webinar event)

Library personnel contribute to the knowledge base of the profession.

Library Director/ Reference Librarian

- MOBIUS Board of Directors, Member (2023-present)
- Missouri Library Association Access and Innovation Committee (2023-present)
- Missouri Association of College & Research Libraries Steering Committee (2019-2022)

Technical Services Librarian

- MOBIUS ReShare Working Group, Member
- OCLC Global Cooperative, Author, and editor of bibliographic records
- OCLC Cataloging Community Meeting, Attendee
- MOBIUS ILS RFP Working Group, Member

Interlibrary Loan Manager/ Library Specialist

- MOBIUS/FOLIO Serials Working Group, Member (2023-present)

Circulation & Engagement Coordinator

- Created an online, self-paced Student Worker training module; plans to present this training strategy at a conference in the future

Library personnel engage with library student employees to provide mentoring and work that enhances the students' overall academic experience.

The Circulation & Engagement Coordinator recently updated our student worker training procedures. The redesign of the student worker training program provides a more comprehensive and engaging experience for the library's student workers. By adding an Information Literacy component, student workers are not only learning procedural skills but also developing important research and critical thinking skills that will benefit them in their academic and professional lives. Additionally, the inclusion of an information form has allowed student workers to identify which aspects of library work are of most interest to them. This is helpful when assigning tasks that align with their strengths and interests and creating goals for their time as library student workers.

Library staff have assisted student workers by serving as references for other employment opportunities and acting as a "reader" for their application materials. This not only helps the student worker in their job search but also highlights the library's commitment to supporting and developing our students and their career goals.

Library personnel continuously examine and transform roles to meet the needs of the evolving organization.

- The role of Circulation and Engagement Coordinator was created to increase the library's engagement and collaboration with students and other departments on campus.
- The role of Reference Librarian was changed to Research & Instruction Librarian to convey the duties of this position more effectively. The person in this role will have expanded teaching responsibilities with the addition of Information Literacy as a General Education requirement.

9. External Relations

"Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value."

The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.

Initiatives

- Communicate with students, alumni, and the broader community on our social media platforms
- The library participates in the local public library system "One Read" program and hosts events on campus that are open to the public

The library historically has not participated in Alumni Weekend but would like to in the future. An idea is to host drinks/snacks in the library and have historical William Woods memorabilia available to look at (yearbooks,

newspapers, old student scrapbooks, etc.). This may develop alumni interest in the library and lead to future donations directed to the library.

The library communicates with the campus community in a timely way using a variety of methods and evaluates the communication for effectiveness.

Dulany Library communicates with our campus community in several ways including email, social media, signage, and personal interactions with all stakeholders. We inform our campus community about our collection, services, physical spaces, and events and communicate our role in campus life. We have collaborated with other offices and departments to increase our visibility within the campus community. As a result, we have seen increases in social media followers, event attendance, and requests for our participation in other campus events.

Library personnel convey a consistent message about the library to expand user awareness of resources, services, and expertise.

The content Dulany Library publishes to our network of students, faculty, staff, alumni, and community members is defined by our brand voice.

- Welcoming, knowledgeable, helpful
- Inclusive, friendly, appropriate
- Supportive, encouraging

Our most consistent messaging on our social media platforms is that we are “here to help.” We use that phrase repeatedly to reinforce our role within the campus community and to reduce the apprehension some students feel when using library services. The library strives to present our faculty/staff as experts, but also as real, approachable people committed to serving the needs of our patrons.

Summary

The library staff found the review process to be incredibly enlightening, particularly in terms of identifying our strengths and areas where we can improve. We hope that the broader community will also take note of our current financial constraints and the physical state of the library, particularly the lower level. As enrollment numbers continue to rise, we anticipate more students requiring research assistance or seeking out group or private study areas. Without renovation or remodeling, our current building cannot accommodate this demand. Interestingly, we've already observed a significant uptick in student use of study spaces in just the first two weeks of the Fall 2023 semester.

Here are some of the action items we have planned for the upcoming year:

- Expand our hours of operation. (We have added weekend hours and later weekday hours this Fall)
- Create additional study areas for students by utilizing the open space made available by our year-long weeding project.
- Determine the feasibility of introducing a chat service to improve accessibility and user experience.
- Implement Stacks, a new platform that will replace the current library website.
- Continue our efforts to revise and rewrite library policies, goals, and mission statement.
- Develop a multi-year strategic plan for the library that aligns with University strategic plan.
- Establish a library advisory group to provide guidance and input on various matters.
- Explore PPA (pay per article) models for subject areas, such as the sciences, that have exorbitant database subscription fees.

Appendix A: Comparison Group

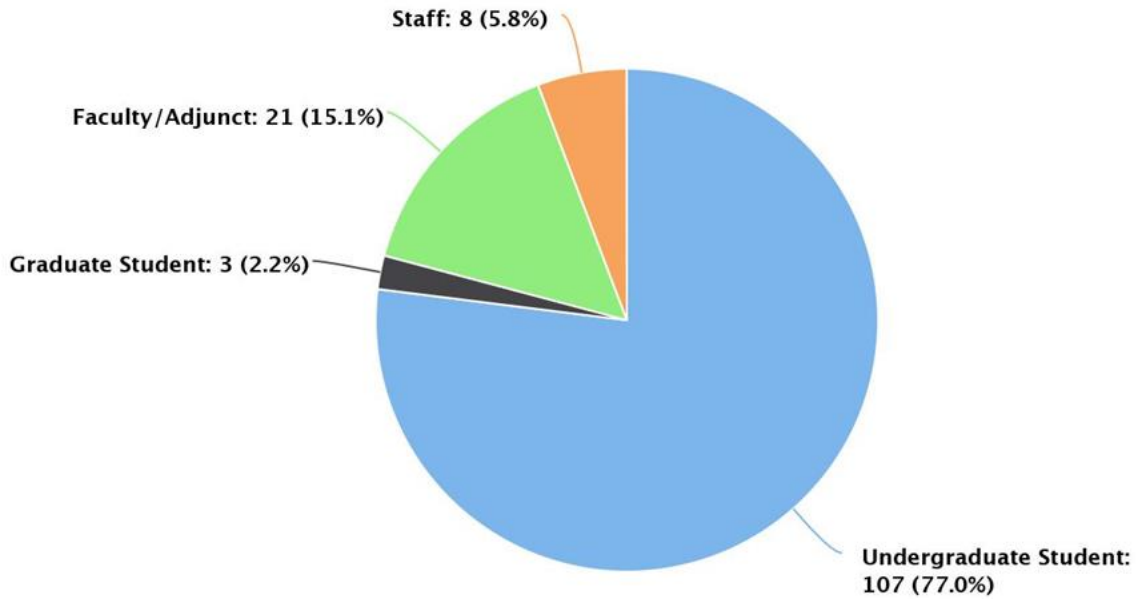
For this report, comparison group data was sourced from the Integrated Postsecondary Education Data System (IPEDS).

HD2021. Institution size category	1,000 - 4,999
HD2021. Bureau of Economic Analysis (BEA) regions	Plains (IA, KS, MN, MO, NE, ND, SD)
HD2021. Carnegie Classification 2021: Basic	Doctoral/Professional Universities Master's Colleges & Universities
AL2021. Are staff fringe benefits paid out of the library budget	Yes

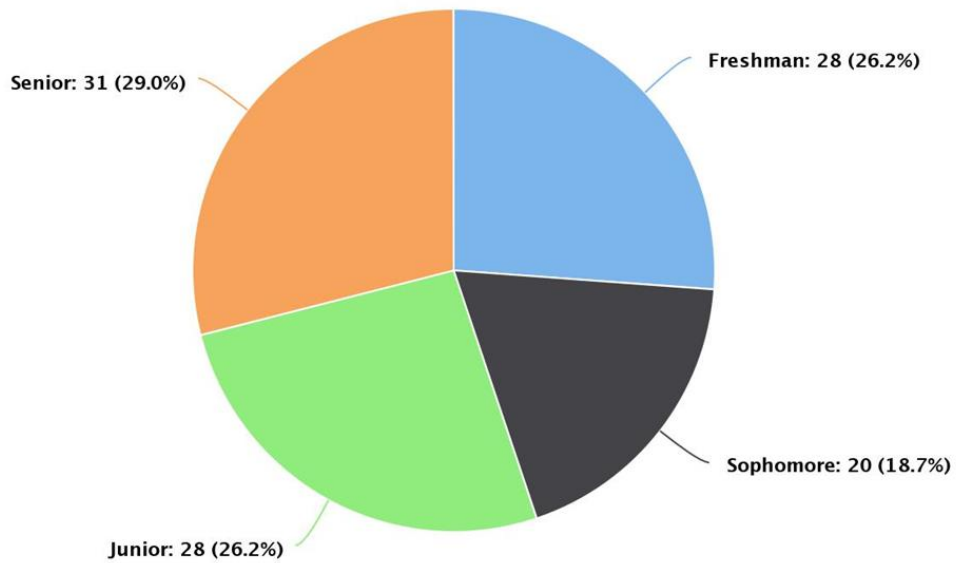
- Augsburg University
- Augustana University
- Baker University
- Bemidji State University
- Bethel University
- Black Hills State University
- Crown College
- Dordt University
- Drury University
- Friends University
- Graceland University-Lamoni
- Hamline University
- Minot State University
- Missouri Southern State University
- Missouri Western State University
- Morningside University
- Mount Marty University
- Peru State College
- Rockhurst University
- Saint Ambrose University
- Saint Mary's University of Minnesota
- South Dakota School of Mines and Technology
- Southwest Baptist University
- St Catherine University
- Truman State University
- University of Mary
- University of Northwestern-St Paul
- University of Saint Mary
- University of Sioux Falls
- Wayne State College
- William Woods University

Conducted April 10-25, 2023

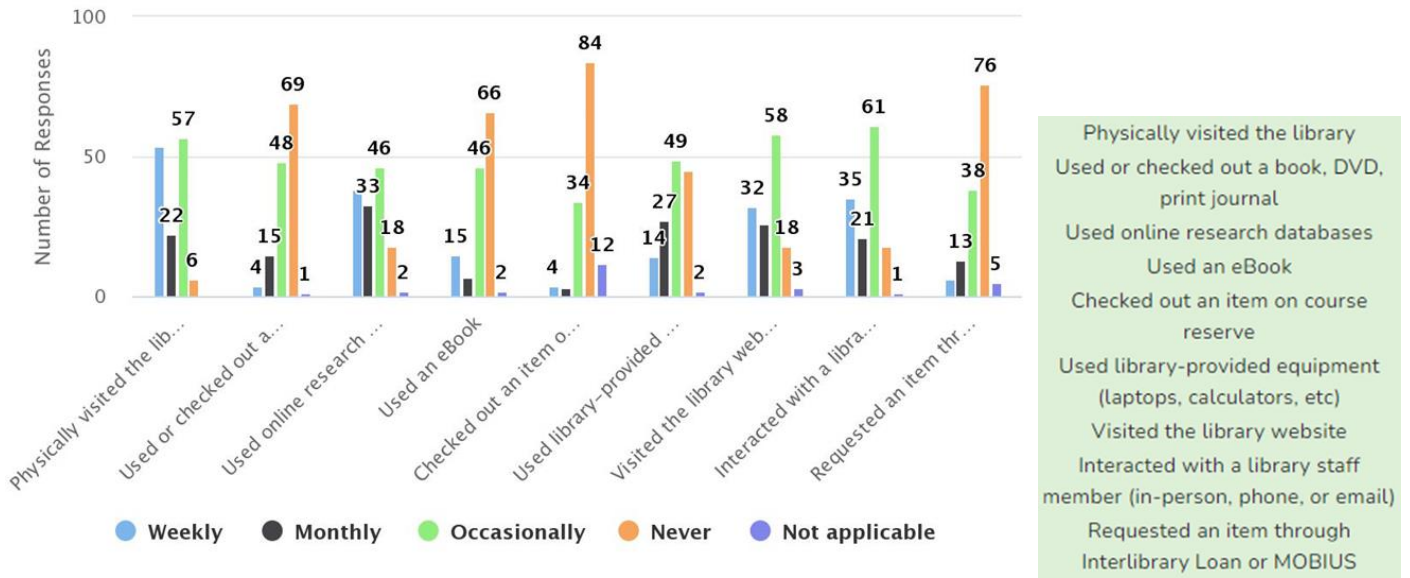
What is your role at William Woods University?



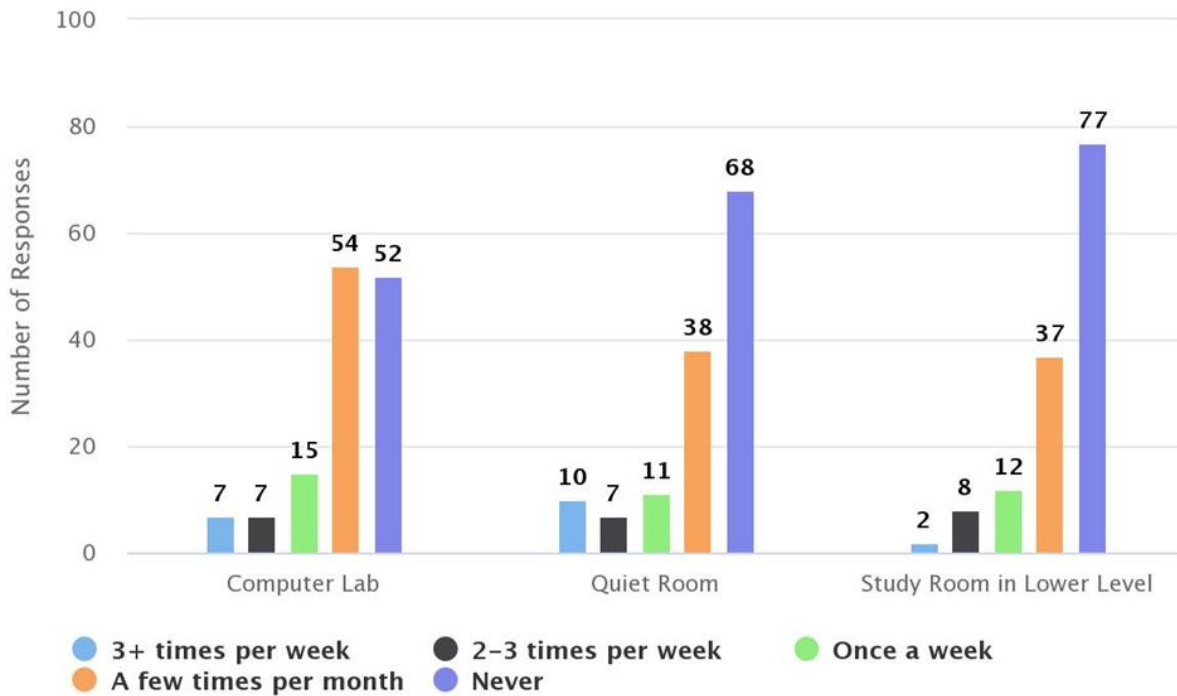
What is your current status:



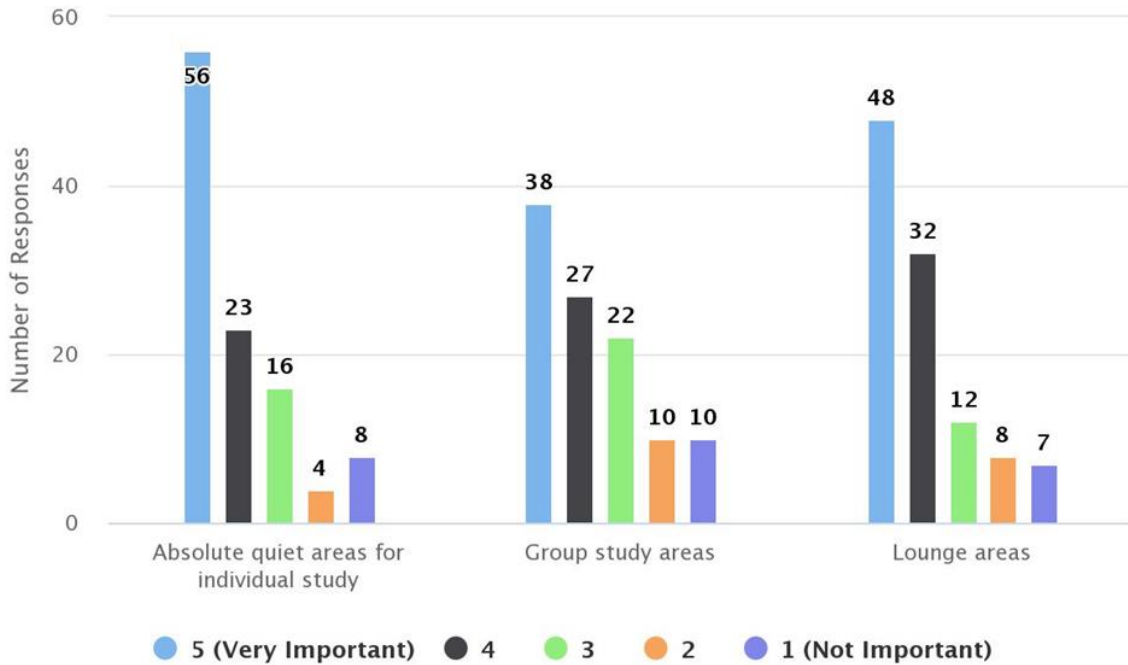
How many times during the current academic year have you:



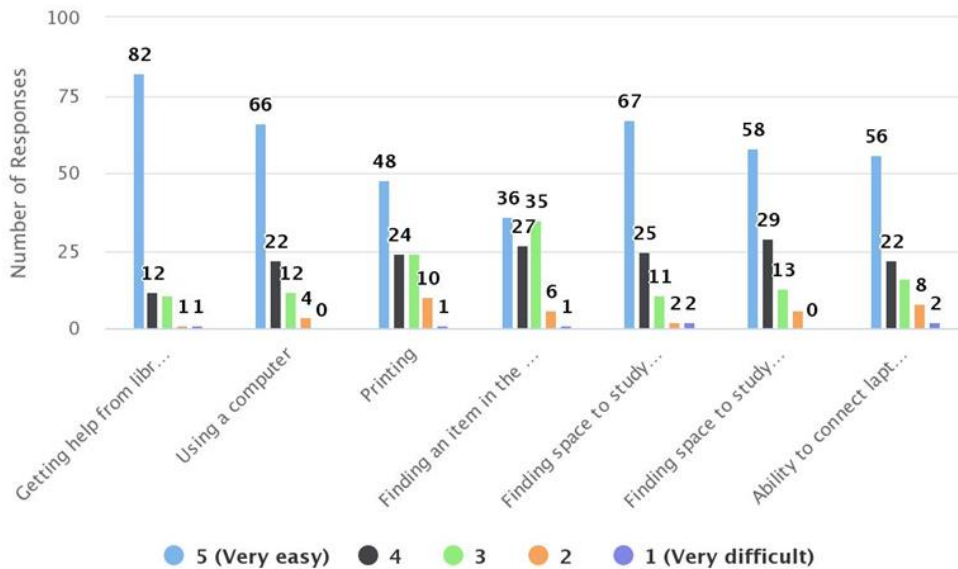
How often do you use:



How important is it to you to have:

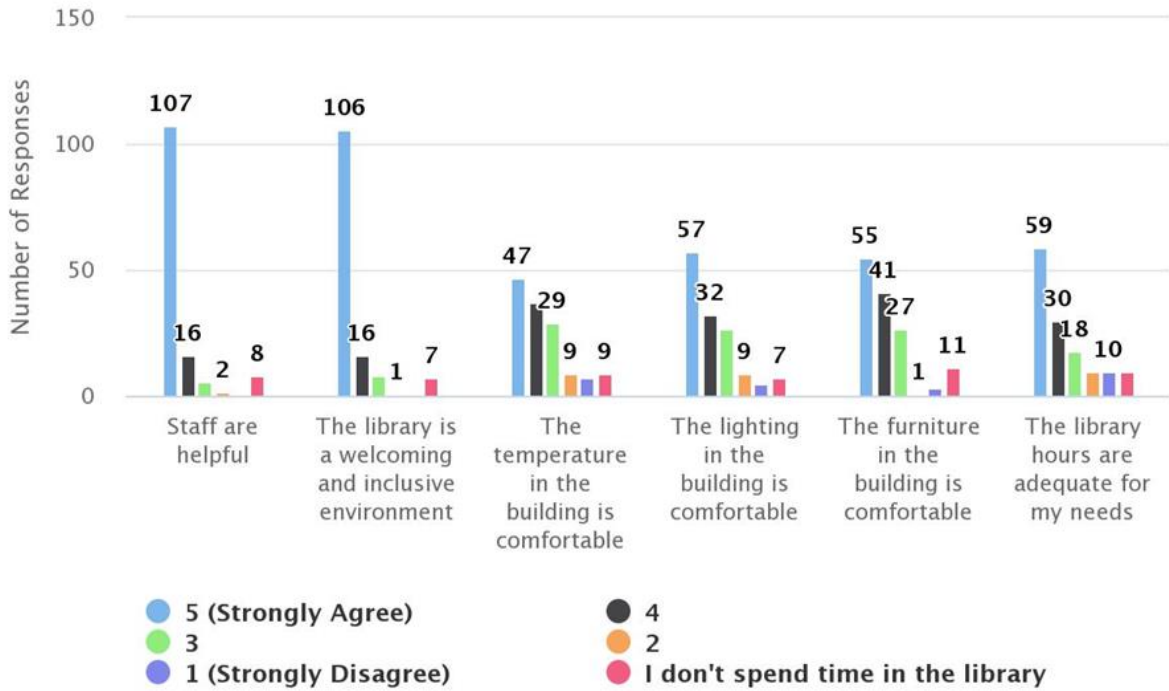


In your experience, how easy are the following:

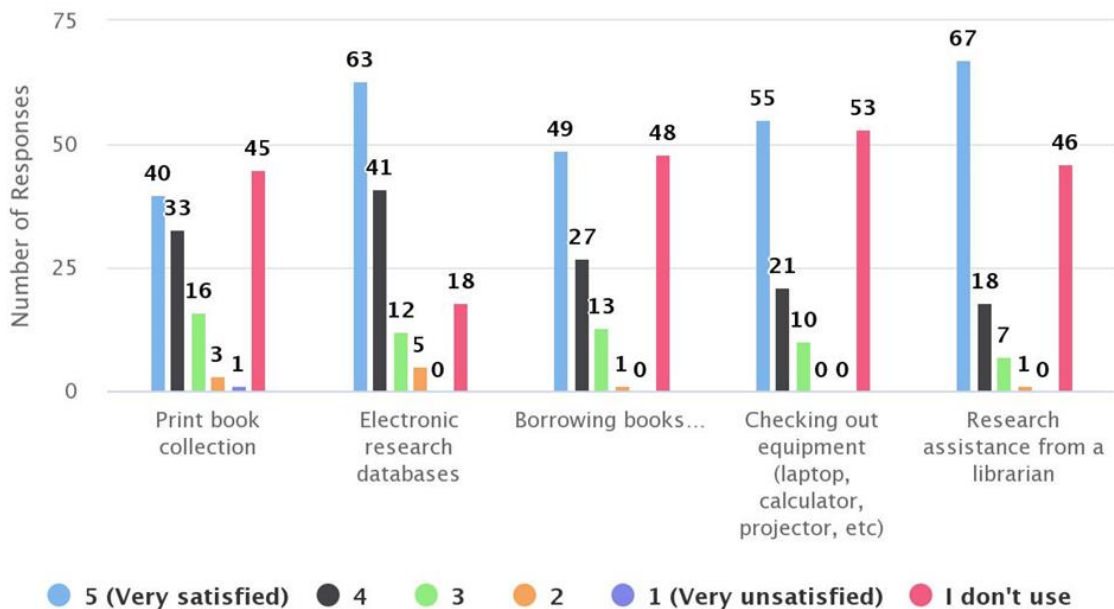


- Getting help from library staff
- Using a computer
- Printing
- Finding an item in the library collection
- Finding space to study alone
- Finding space to study in groups
- Ability to connect laptop/other to device to power

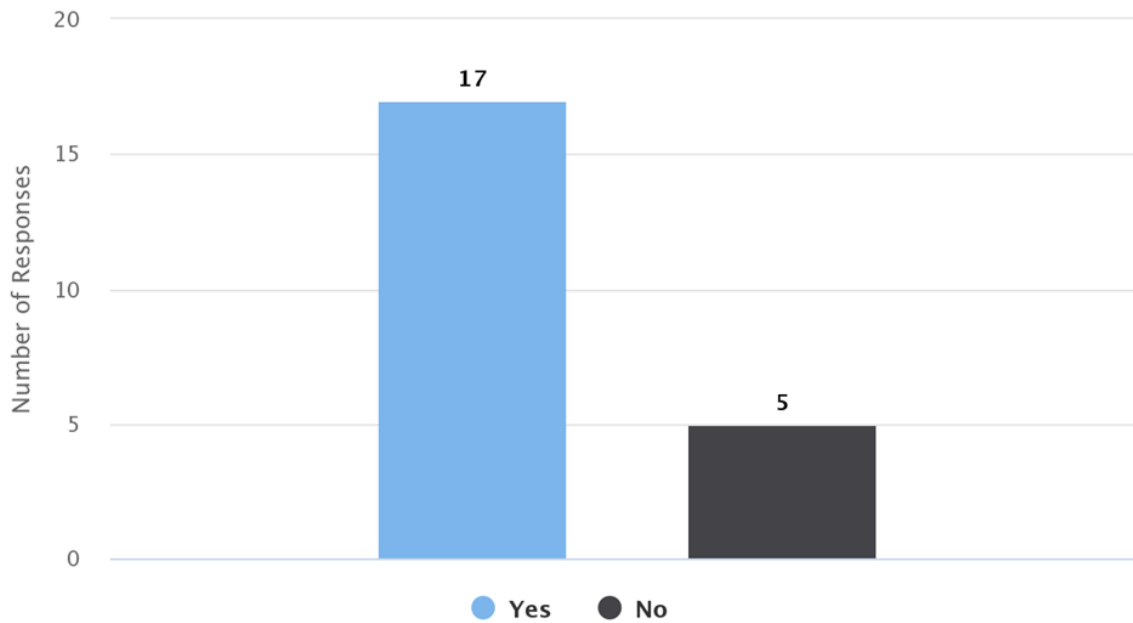
While spending time in the library:



How satisfied are you with the following library resources or services:

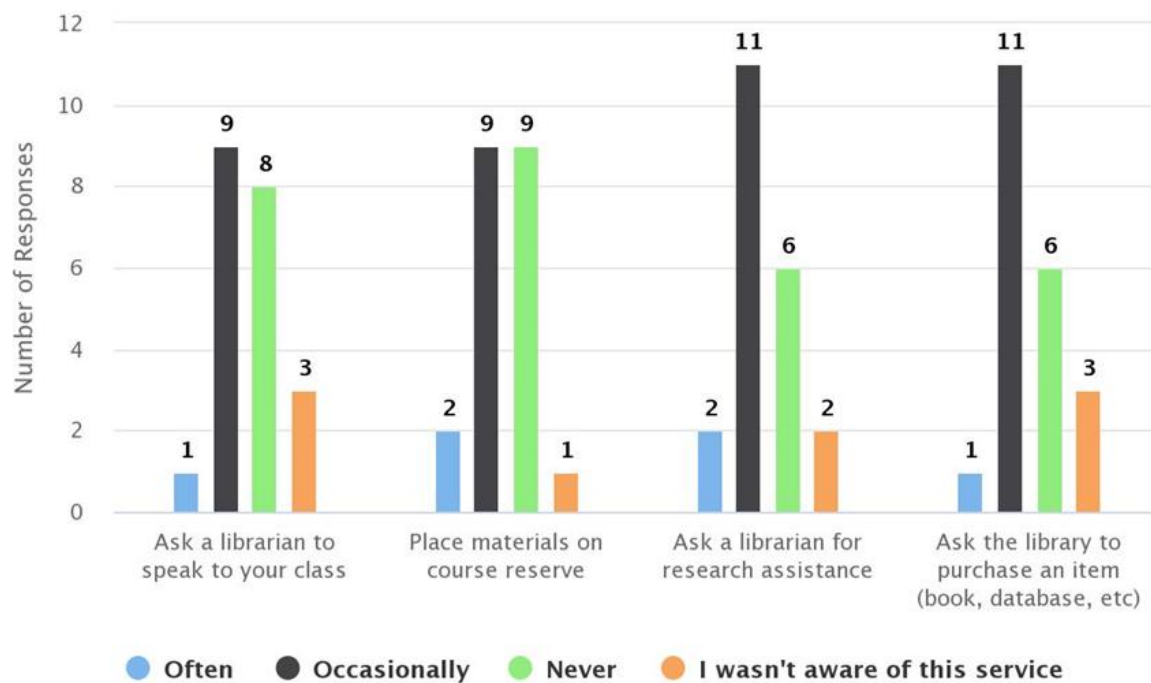


Are the resources available through the library sufficient for your research needs:

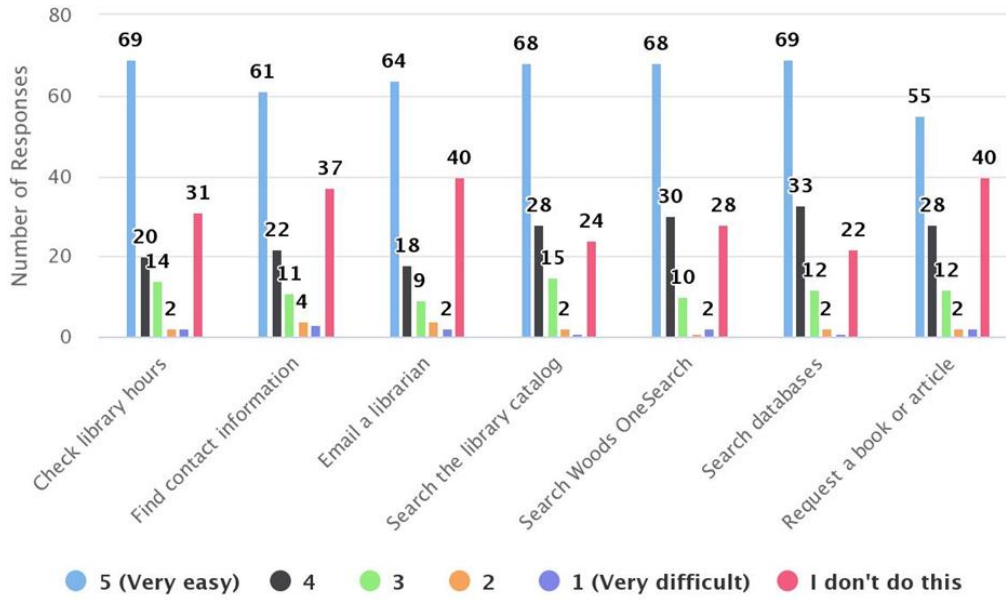


This question was only given to faculty and graduate students.

How often do you:

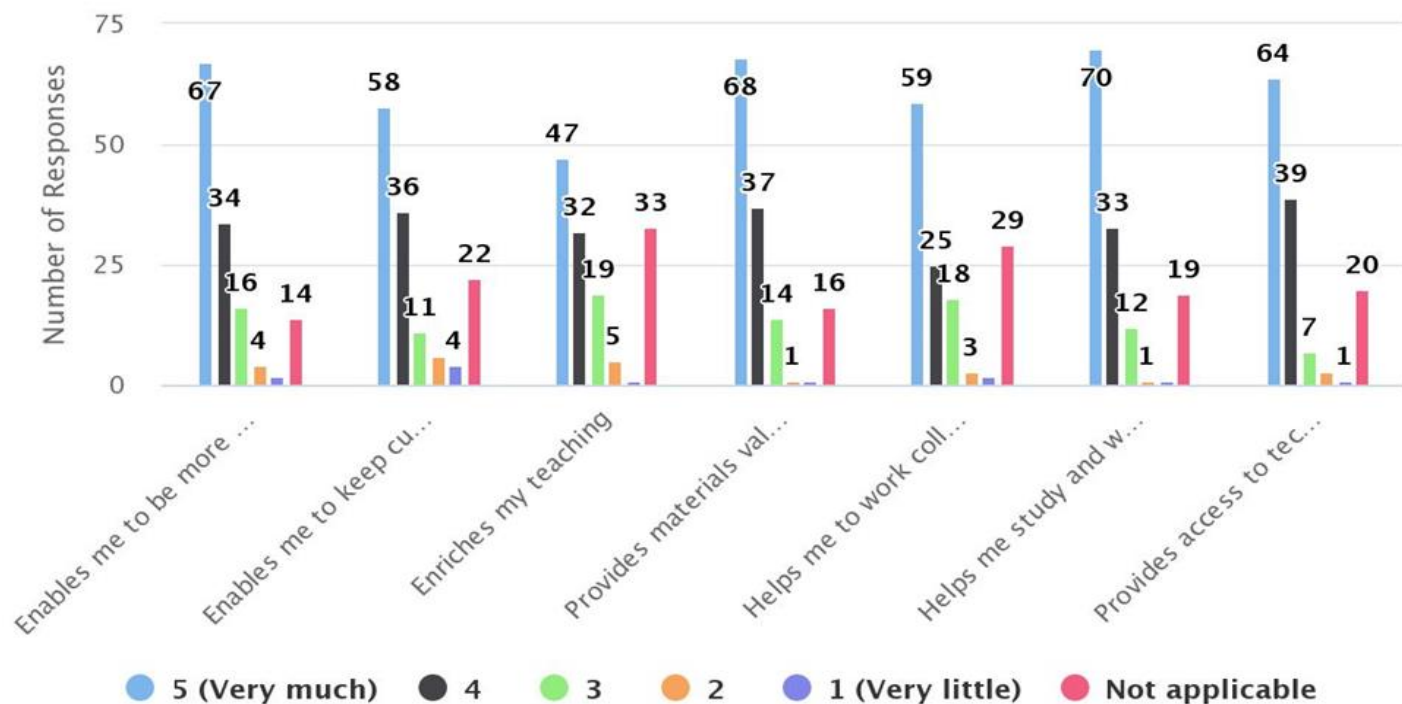


Using the library website to do the following is:



- Check library hours
- Find contact information
- Email a librarian
- Search the library catalog
- Search Woods OneSearch
- Search databases
- Request a book or article

Please rate how Library collections, services, and spaces contribute to your work.



Enables me to be more productive

Enables me to keep current in my field

Enriches my teaching

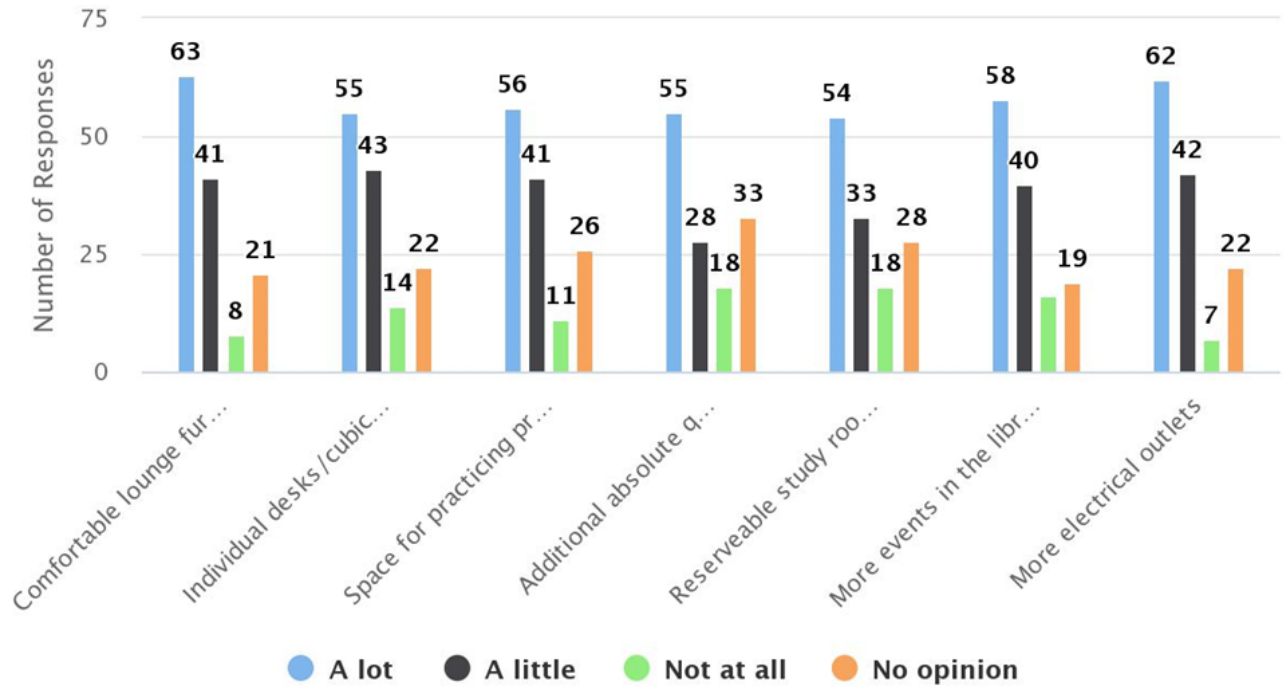
Provides materials valuable to my work

Helps me to work collaboratively with others

Helps me study and work more efficiently

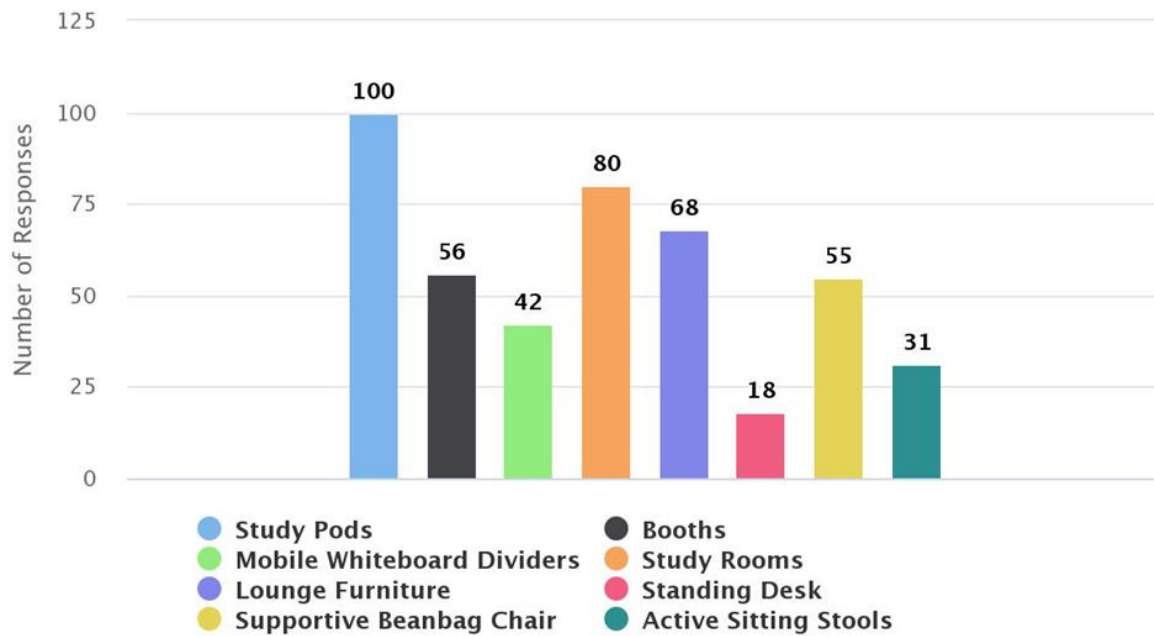
Provides access to technology/equipment I need

How much would each of the following improve your library experience?

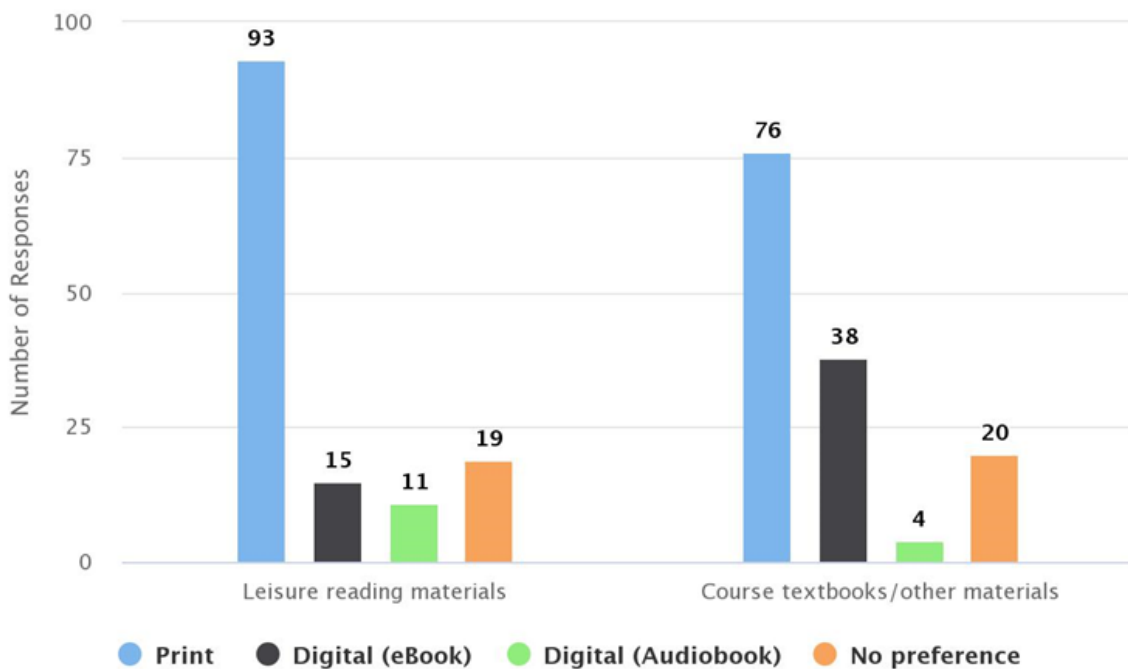


Comfortable lounge furniture
 Individual desks/cubicles
 Space for practicing presentations
 Additional absolute quiet space
 Reserveable study rooms
 More events in the library where students
 can relax or have fun
 More electrical outlets

Which of the following types of furniture would you most like to see in the library? (Choose up to 4)



What is your preferred method of reading:



WHAT SUGGESTIONS DO YOU HAVE TO IMPROVE THE LIBRARY?
I always love a quiet space for academic work, but I have never used the library as I have my own quiet place to study. I have heard from others that the basement is a great place to work in private with minimal distractions!
I love the bean bags I am grateful to the staff and the amount of space we have in the library over all, I love the welcoming comfortable environment I forgot how to use the online resources and don't typically have time to go ask, I wish the weekends the library was open a little longer, those are my times of needing to get more of my work done occasionally or printing out things or prefer to use the library
I think just having more comfortable seating and individual cubicles that students could sit at would be very beneficial!
I think the library is doing well with the space provided. It would be nice to see older features in the basement brought back to life. The basement is a nice study area that could use more than one large room/book collection for studying. There is also a recording studio that could be brought back or changed into something helpful for today's curriculum.
A place to practice presentations without interrupting others is a great idea!
better hours, i find it hard as an athlete sometimes due to you guys closing early. i believe it should be a 24/7 access thing like owls nest.
Longer times, I feel as if 9 is too early.
Renovating the auditorium so that it has an up-to-date film projection and sound system--along with comfortable seating--would be fantastic!
None, I don't use it very much but I always know that if I need resources they are in the library and it is easy to find them!
To have later hours available for study for those of us students who end up staying up late and studying!
Keep the spaces that are currently designated and improve upon them with the suggested furniture. It would also be great if it was open 24/7 or at least a couple areas were in the library.
I think more variety of things to sit and study rooms!
More lounge furniture and more opportunities for individual study rooms
i prefer not super bright lighting when i study so maybe some lamp options for students to adjust the lighting to their liking.
More closed-off spaces to work on things without being disturbed.
More puzzles
I think that the library is well equipped, from the staff to the infrastructure
If anything maybe it would be more individual space where I can focus and maybe write out on a white board
Would be nice if the Library could open 1 hour earlier for students who need to print before morning classes.
allow the faculty to check out laptops for longer time periods
More reliable way to search databases and how to videos.
I think the biggest thing is study rooms that we could reserve. Those would be nice!
Coffee Machine
Increase library hours later in that night.
Expanded journal access in fields of higher education & leadership. Don't get rid of the print books in education! I enjoy referencing them and having them as a physical copy even though I know ebooks are much easier to access and maintain.
Whiteboards in the lower level (not just on the tables) to write down ideas, instead of chalkboards which are loud and harder to write on.
Space to practice presentations would have been so using the last 4 years. I have still enjoyed the library regardless.
More quiet pods

Everything is fine, just maybe add a study room and more comfortable sitting places and more quiet rooms that are actually quiet.
The library is great. I always feel comfortable coming into the library to study and the staff are always super helpful.
None: The library staff are so helpful and I am glad that we have both the computer room as well as the reference room for studying dependent on needs. The library is one of the only locations for students to study and is an excellent resource.
support for the staff
It would be nice to have more collaborative spaces
I think the library is great as it is, but maybe some more updated areas and study locations would be fantastic!
Later hours and weekend hours are when most students are going to do more homework. The current library hours do not meet those needs.
Have more lead events within the library, so new students feel more comfortable and know how to access things online and in person for their library resources.
I use the quiet room to grade tests and papers. I rely on it a lot. I find the Library wonderful.
I would love to maintain the spaces that we have. I wish that we had longer library hours, but I understand that is due to lack of staffing. Keep doing a wonderful job. You are not thanked enough.
Separate study rooms so that there isn't any opportunity for other people to show up and disrupt you
I think having a place that has softer lighting would be nice. The LEDs can be harsh and make a noise that can be distracting.
More lounge areas
I don't have any additional commentary. I think the library is a very nice space!
I love our library and the people who work there. Thank you for all you do for all of us. I wish the library were open on weekends and later at night, but I understand it is hard to find people who are willing to work at those times. I wish we had another room the size of the auditorium. Very often both Dulany Auditorium and the Library Auditorium are booked when I want to use them for a LEAD event. I wish there were another place with a large screen where I could show a movie.
The times I have been in the library there is about a 50/50 chance that someone is available to help me out. This was probably in my Freshman and sophomore year. Everything in the library is manageable, but improvements and bringing life to the library would help tremendously. Seems dull.
I think more space to practice or record presentations would be extremely beneficial to me!
White boards for studying!
Personally, I think the library offers great resources and I appreciate it a lot. The staff is always super kind and helpful.
Maybe include information on where they are/how to use them in orientation. Have student clubs meet there? Just ideas, not necessities
More holiday decorations and Owl spirit would be great! Maybe some soft, ambient music, and the ability to turn it off or change the playlist as needed.
Having more comfortable chairs
More people
Improve the computers and add better desks.
Fill the reference librarian position. The Library Director has plenty to do already.
I do not have any other suggestions to improve the library.
The green cushioned chairs in the computer room are difficult to scoot on the carpeted floor so a way to make this easier would be nice!
I would say to make sure that the quiet room stays quiet and maybe have more printers and updated computers.
I would add more lounge type of seating. I would also try to get the temperature better, it always seems hot. I love using the rooms in the basement so maybe some more private areas down there.
the buzzing of fluorescent lights is distracting and the lighting is uncomfortable. More lamps/alternate light sources would be appreciated

Make the library slightly cooler or adjustable, several time it is too warm for me to focus as well as some other students I often sit with. The thermometers are also locked and cannot be adjusted
More study and collaborative spaces for students. More charging stations for electronics.
Building upkeep/repair throughout
Have some times open on the weekends
I think it needs to be a more inviting space and have more whiteboard walls to be able to write on.
I am a commuter student so when I am on campus all day I tend to spend 95% of my time in the Library when I am not in class, in total I spend about 14 hours a week in the library; the biggest thing that bugs me is the lights in the library, they buzz nonstop. Some days I can tune it out but most days it's so distracting I can't focus. Besides the lights I think the most beneficial thing for the library is to have study pods with an outlet of some sort. I came from a university that had a ton of group pods and what ended up happening was individual people would go in there and use that area to study since they didn't put enough individual study pods for individuals to use.
Keep it a cooler temperature. It's usually really hot. Maybe more whiteboard tables
I think the library services provided by the staff are incredible considering the staff size and lack of support the library has received from the University. I think the library needs a face-lift to make it more attractive to students, including ideas similar to the photos in the survey. I hope some of the traditional features of the library can be retained (like the entrance doors), but a new layout and interior remodel is definitely warranted. Students want high tech spaces, as well as some rooms for listening/studying/small group meetings, with features like electronic whiteboards or other interactive features. It would be fantastic if our library could be a highlight on campus tours.
I honestly like how the library is set up. The only thing that I would like to see would be better shelving the system they use is great but it is hard sometimes for me to get to the bottom of a shelf with out hitting the shelf behind me but I am also aware that is a lot and I haven't had issues with finding a book at all on the shelves.
More outlets in the computer lab would be so awesome! Outlets are so scarce there, but it would be great to have more options!
Upgrade the furniture and add more white boards/markers.
I think that having the library open on the weekends would help a lot for those people who need to get something that is due Monday done in a space that would be more productive.
I think the spaces in the library are very good and they improved over time. I don't see anything that could be improved as of right now.
More modern, welcoming lighting please!
I think it's a great space! More nice furniture and comfy stuff would be great. But overall I love the library area and people in it.
Honestly - had no idea the library had a website! Which is weird, because I have looked for it a couple of times to help Athletes with homework. Finally found it today.
Longer hours
More areas for group studying and supportive bean bags chairs
I think more whiteboards would help a lot since when I study or create a project I like to be able to write out what I need to do and then wipe it off as I go.
More comfortable sitting areas to sit and study/do homework.
more individual study areas

EXTERNAL PROGRAM REVIEW FOR DULANY LIBRARY, WILLIAM WOODS UNIVERSITY

Submitted by Laura Horne-Popp, MLIS,
Rockhurst University, Director of Greenlease Library

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INTRODUCTION

This external review of the Dulany Library is to fulfill the library's obligation to submit a 5-year program or service review as part of the William Woods University (WWU) process for ensuring institutional requirements, assuring quality, and meeting expectations of campus constituencies serviced by the Library. The review process consisted of a formally submitted *Program Review Report* of the Dulany Library Director and a site visit by the external reviewer. The site visit occurred on August 15th, 2023. The visit included meeting library employees, faculty members, campus administrators, and undergraduate students as well as a tour of the library building.

The external review is organized to thoroughly explore the Dulany Library strengths and note potential areas for development. The Strength and Areas of Success and Recommendation for Development and Improvement sections are organized to note every area of the Dulany Library's functions. This includes the following areas: services and instruction, collections and discovery, spaces, partnerships and collaborations, and leadership and strategic actions. When page references are made in this report, these refer to the *Program Review Report* submitted by the Dulany Library Director.

The external reviewer references Bolman and Deal's (2017) four frames of organizations and organizational leadership. According to this theory, organizations operate optimally when the four aspects of organizations are considered and acted upon. These four areas are the structural aspect, the human relationship aspect, the political/partnership aspect, and the symbolic significance aspect. The external reviewer's intentions with utilizing Bolman and Deal (2017) is to assist the Dulany Library Director and William Woods University administration with a robust review providing encouragement for practicing current best practice while offering actionable recommendations.

STRENGTHS AND AREAS OF SUCCESS

The Dulany Library employees, and especially the current Library Director, clearly demonstrate a deep commitment to WWU and their patrons including faculty, students, and the public. The site visit and program review document the Library's strengths in the areas of *human relations* and *symbolic significance* of library services.

The human relations frame places emphasis on serving individuals within an organization by personalizing services and policies to benefit people within an organization. In this frame leaders focus on common goals of the organization as well as mutual benefit and influence among units. The Dulany Library employees clearly operate from a strong human relations orientation. Throughout the site visit, library employees, faculty, campus administrators, and students all noted the Library's desire to support every constituent of WWU. This was most evidently displayed in the library work with faculty to tailor instructional services for courses, working closely one-on-one with faculty instructors. The other strong indicator of the Library's strong human relations frame was the interlibrary loan service. The Interlibrary Loan Manager was commended for her dedication and speed in providing WWU faculty and students with resources outside the Library's collections.

The other organizational frame displayed by the Dulany Library is the symbolic aspects of an organization. Academic libraries by their very nature exude a symbolic nature and have often been described as the "heart" of a university. In reading the *Program Review Report* and in discussions with the Dulany Library employees, it is

evident these library employees find deep significance in their work and understand the meaning of the Library as services that ensure learning occurs at WWU.

The cohesive culture of the Library and its employees who orient around impacting others positively was a hallmark of the symbolic success of the Library. Specific examples of the symbolic success of Dulany Library was the dedicated one-on-one services such as research consultations for faculty and graduate students. The Open Education Resource (OER) initiative supported by the Library is a symbol in supporting students by reducing costs that enable their personal success and completion of degrees. The Library space is also symbolic and students who spoke with the external reviewer described again and again the strong feelings of ownership regarding the Library space. Not only did students describe the Dulany Library as their place to focus on coursework, they also felt the significance of the Library as a place to “play” and relax.

SERVICES AND INSTRUCTION

Dulany Library employees were lauded for their dedication to work closely with faculty and students regarding their information needs. The *Program Review Report* and site visit clearly demonstrated the Dulany Library employees’ desire to provide optimal service and instruction for their users.

Faculty noted the Dulany Library employees’ commitment to providing excellent service and instruction. Several site review participants noted the excellent teamwork exemplified by the Library’s employees. One participant stated “they are a small team with big effect. You can see they work well together”. Several faculty members noted the Library employees responsiveness to their needs, feeling the library employees were partners in their success. One faculty member described his reliance on research consultations with Library faculty for his research. Librarians noted their research consultation services were primarily for faculty and graduate students exploring dissertation topics and resources.

Campus administrators expressed their appreciation for the Dulany Library employees and their strong service ethic. Administrators noted the Library employees’ commitment to promoting library services and resources to faculty on a regular basis. Administrators described library services for faculty as “responsive and tailored” to what the faculty member and course required, such as research guides for specific courses. Administrators also described specific events and increased outreach to students, including stress-relief events and study spaces for individuals and groups. Administrators saw the Dulany Library services as emblematic of the close-knit WWU culture focused on supporting the community to succeed.

Students described the caring attitude of the Dulany Library employees when they were in the building spaces. They noted the library felt “inviting and cozy” in the reference room area which helped them feel comfortable and able to focus on their schoolwork. One student noted the Question of the Week board where Library employees posed a new question each week to the students. He explained that it was fun and helped him feel connected to the Library employees and engaged with other students. Students also noted their appreciation of the Academic Success space where they could work with tutors as needed. They also described their dependency on the library printer, which they felt was reliable and that library employees were ready to help with printing needs. A student stated succinctly, “Librarians are important. Keep them”.

USER-CENTERED ORIENTATION

Dulany Library employees demonstrate their strong commitment to user-centered design of library services, instruction, and spaces. User-centered design is a key attribute advocated by the Association of College &

Research Libraries (ACRL) *Standards for Libraries in Higher Education*. User-centric orientation of library services is considered best practice, providing responsive and impactful library services designed for meeting library patrons' various needs to achieve educational goals.

Receiving user feedback to find areas of satisfaction and improvement is a hallmark of user-centered design. The Dulany Library's *User Experience Survey* conducted in April 2023 covered a wide range of topics including usage of the Library physical spaces, online resources, Library website, and instruction/research services. The survey also asked users to rate the Dulany Library's impact on their work, format preferences, and desired changes to library spaces, furniture, and technology.

Throughout the site visit, the Dulany Library employees referenced the findings from this *User Experience Survey*. They noted changes already made to assist students such as purchasing power banks to increase access to electricity for student devices. The user responses provided rich feedback for the Library Director and her team to address issues incrementally. This incremental approach provides consistent improvements library patrons identify while providing the Dulany Library employees the gratification needed for the continuous improvement model of user-centered design.

Another user-centered action is the Library Director's consideration of a library advisory board. As noted in the *Program Review Report* (p. 31), the library's plan to pursue a board representing students and student-oriented units on the WWU campus. Such an advisory board can be a focus group for the Dulany Library and can also assist the library with substantial projects such as collecting extensive feedback on the library space, observation studies of space or website usage, desired services not yet offered, and support for library space improvements.

In addition to other user-focused practices, the *Program Review Report* also noted the library's plan to implement a sophisticated library website platform (p. 12). This platform will enable the library to more fully articulate its various services, promote library changes and services, as well as reserve library equipment and spaces through the website. The Dulany Library team understands student expectations for an interactive online library experience. This is a significant planned improvement that will benefit students.

LIBRARY INSTRUCTION

Dulany Library faculty have taught a 3-hour credit bearing course, IFL 115 – *Introduction to Information Literacy*, and IFL 120 – *Introduction to Computer Literacy*. As of Fall 2023, these courses fall into the Information Literacy general education category, required of all WWU undergraduate students. The IFL 115 course teaches students about locating, evaluating, and effectively using information in student work and decision-making. The course also teaches students to ethical use of information as well as:

...the complex issues surrounding the creation, distribution, and use of information, including the social, political, and economic issues related to information creation and use. The course covers topics such as the commercialization of knowledge, intellectual property, copyright regulations, fair use, the digital divide, and open initiatives such as open-access journals, open data, and open educational resources. (Program Review, p. 19).

The IFL 115 and IFL 120 courses demonstrate the library's support for institutional priorities and accreditation, meeting the Higher Learning Commission (HLC) 2.E.3 criterion – The institution provides students guidance in the ethics of research and use of information resources. These courses also support the general education

curriculum while providing students the necessary education and skillset to operate in a 21st Century as successful students, astute professionals, and engaged citizens.

Faculty, administrators, and students appreciated the embedded library instruction provided for their areas. Faculty members who spoke with the external reviewer noted the Dulany Library faculty's teaching orientation and assistance with tailoring instruction to meet specific research assignments in various courses. Library research guides were another instruction tool faculty appreciated, particularly their focus on recommended resources tailored to their specific fields of study.

LIBRARIAN ADVISING

Another area of Dulany Library best practice is the Library faculty participation in student advising. The two librarians advise 22 undeclared undergraduate students at WWU. This effort by librarian faculty members provides direct support of WWU recruitment and student success. Their advising roles also assist the University in meeting the Higher Learning Commission (HLC) 3.D.3 criterion – The institution provides academic advising suited to its offerings and the need of its students.

INTERLIBRARY LOAN SERVICES AND OPEN EDUCATION RESOURCES

Dulany Library, and the Interlibrary Loan Manager, were applauded for their work around interlibrary loan services. Campus administration felt the Library excelled in this service area. Faculty noted their appreciation for the interlibrary loan services that provided resources beyond those held by the Dulany Library.

Several faculty members expressed the benefit they received in using interlibrary loan for their instructional and research needs. Specifically, faculty appreciated the speed of interlibrary loan in providing needed articles and books. Faculty noted the increasing expectation for faculty research and publication. They felt the Library's interlibrary loan service was a core area of support for their research expectations.

Additionally, faculty and administrators expressed their appreciation in learning about Open Education Resources (OER) as alternative course content to pricey textbooks for students. Administrators noted the Library's "huge push" of OER to faculty across the campus. One faculty member described her reliance on the library to assist her with identifying OER resources and other content for course reserves. The interlibrary loan and OER services were recognized by administrators and faculty as essential to their instructional and research needs.

LIBRARY COLLECTIONS AND DISCOVERY

The Dulany Library provides a substantive number of resources for research, learning, and entertainment needs (p. 13-14). The *Program Review Report* noted the Library's subscriptions, particularly those supporting graduate studies and unique WWU academic programs. In particular, the Dulany Library referenced the following content: *Business Source Premier*, *Education Source*, equestrian titles (primarily in print format), *JSTOR Arts & Sciences V and VII* for ASL/deaf studies, *ProQuest Dissertations & Theses*, and *SPORTDiscus*. The *ProQuest Dissertations & Theses* subscription was intended to support doctoral programs as part of the WWU Doctoral/Professional University Carnegie Classification (ACE, 2023).

As a member of the MOBIUS consortium, the Dulany Library expands its collections to include substantial e-book packages such as eBook EBSCO subscription and *Overdrive*, as well as access to other MOBIUS library

print and audiovisual collections for WWU patrons. The Library secures its current library management system (Sierra) and discovery layer (OneSearch) through MOBIUS membership.

The WWU membership of MOREnet also provides the Dulany Library with substantive resource subscriptions and discounts. This consortium provides the following resources for the Library:

- *Academic Search Premier* (base package to acquire Academic Search Ultimate)
- Book Collection Nonfiction packages (for K-12 education)
- *Business Source Premier*
- *ERIC*
- *Funk & Wagnalls New World Encyclopedia*
- *Heritage Quest*
- *Learning Express Library*
- *MAS Ultra*
- *Science Reference Center*

Discussions with faculty and administrators during the external review site visit found both groups describe the Dulany Library collections as adequately meeting research and instructional requirements. Both faculty and administrators noted interlibrary loan services as the alternative approach to subscribing to scholarly resources.

Students noted their enjoyment and appreciation of recreational collections. Students in the external review focus group described their appreciation for the extensive DVD collection. They also noted usage of Kanopy multimedia as well as the Overdrive Libby app to access popular eBooks. Students appreciated the Library's focus on collecting non-traditional scholarly content and resources for entertainment. Several students spoke to the reviewer about feeling rejuvenated after taking some time to watch a fun movie or listen to an audiobook. The students who participated in the external review all discussed a sense the Dulany Library employees understood their lives as students and supported their scholastic and entertainment needs.

LIBRARY SPACES

As noted earlier in this external review report, the Dulany Library employees exemplify a strong commitment to service and improvement. This desire to improve library spaces within the building was evident throughout the *User Experience Survey* taken in April 2023 and replicated in the *Program Review Report* (p. 38-49).

Community Advisor students who participated in the external review site visit communicated their need for the library as a place to study and their usage of the space. All of these students expressed their appreciation of the different "zones" of the library. They understood and appreciated the focus of the Periodical Room as quiet, individual study and the Reference Room/Computer Lab as the place for groupwork. The students emphasized their appreciation for the library printer in the Reference Room, stating it was the most reliable on campus. Each student noted their needs to print out assignments for courses and considered this one of the most important services provided by the Dulany Library.

These students also discussed their use of the basement floor, again noting the combination of group student work in the Study Room with whiteboard tables and former study rooms that have now become library employee offices due to the addition of the Academic Success Center into the 1st floor area. One student felt the library was a "multitasking place" where he came to use computers, printing, success tutoring and could also "chill in a bean bag for awhile". When asked, students felt the restrooms were sufficient to their needs. They

also were satisfied with the library's policies regarding no food, but water bottles were allowed. They were not interested in food or drink vending machines in the library.

The students who spoke with the external reviewer denoted a sense of ownership regarding library spaces. Each student spoke about the library as their "space to focus", particularly for group projects and times during the school year when they needed additional study including midterms and finals. While students acknowledged many ways the library spaces, furniture, and electrical outlet supply could be improved, they were dedicated to using the library building as their key study space. These students understood the library areas serving different needs and desired that to continue. One student told the reviewer, "Don't shrink the spaces we need".

The Dulany Library building was the greatest area of weakness for the library, acknowledged by library employees, faculty, administrators, and students who partook in the site visit. Library employees exhibited a deep desire to improve library spaces, particularly study spaces for students, including the need for better HVAC, furniture to include study pods, whiteboards, and improved access to electric power for student and library technology (p. 27). Survey participants noted their interest in potential improvements with high levels of support for the library to make improvements to spaces. The Library was also addressing electrical needs noted by observation and the *User Experience Survey* through planned purchases of power banks for student power needs for study and coursework (p. 23).

Employees acknowledged in the *Program Review Report* the need to reduce the footprint of physical collections further to increase potential study space. A current weeding of the print periodical collection in the Periodical Room was shown during the site visit with aims to increase individual study spaces in the coming months. Reduction of the physical collection footprint is a first step in providing the Dulany Library with more square footage to study spaces the students crave and expect.

PARTNERSHIPS AND COLLABORATION

The Dulany Library was consistently recognized as a strong partner on the campus. Faculty focus group participants noted their beliefs that the Dulany Library faculty and staff were strong partners. They pointed to many items already noted in the Strengths and Areas of Success Services and Instruction section including OER support, interlibrary loans services, research consultations, and course-level instruction on information literacy.

The Library Director, Business faculty, and campus administrators also pointed to the library's assistance with the implementation of the new doctoral program in Organizational Leadership. The Library Director met with the HLC review team prior to the approval of the doctoral program. Both faculty and administrators spoke about the Library Director's assistance with identifying what resources the library already held to support the growth in graduate programming. In addition to program support, the Library Director and Library faculty participated in on various academic committees including Academic Council, curriculum, and personnel (p. 31).

Also, faculty and administrators noted the educational function of the Dulany Library Director and Library faculty who taught workshops on OER for faculty workshop and provided monthly training in the Teaching & Learning Forum on library resources and research strategies. Several faculty also appreciated the Library's support regarding students' ability to cite resources with several noting the APA citation workshops for students (p. 10).

In addition to campus partnerships, the Dulany Library employees have been providing their time and expertise to the upcoming MOBIUS consortium migration to a state-of-the-art, web-based library management system

(LMS). This new LMS is branded as FOLIO and will replace the outdated Sierra product in May 2024. The Dulany Library Technical Services Librarian served on the Request for Proposal (RFP) process that assisted MOBIUS in choosing the FOLIO system. The Technical Services Librarian currently serves on a state-wide committee for the FOLIO implementation regarding resource-sharing among MOBIUS member libraries in the new system (OpenRS). The Interlibrary Loan Manager is also on a FOLIO implementation committee focused on handling journals. Also, the Dulany Library Director has accepted a recent offer to become an at-large member of the MOBIUS Board of Directors for 2023-2024 (MOBIUS, 2023).

LEADERSHIP AND STRATEGIC ACTIONS

As noted in the *Program Review Report*, the current Director of Dulany Library has been in her current role for close to a year (p. 1). While fulfilling this new role, the Director has also been occupying her prior position as the Reference Services Librarian (p. 35). The position has been renamed to a Research & Instruction Librarian and is currently in the hiring process to fill this needed position (p. 36).

Although the current Library Director is new in her position, it was evident from conversations with administration and faculty members that she is considered an astute administrator making significant strides in improving library services. The Director has made substantial use of existing relationships with faculty to ensure successful support of instructional and research needs.

Campus administrators noted their belief the Dulany Library Director's success in her new role has built more interest at the administrative level in providing additional support to continue that momentum. Her work to support growing academic programs, increased faculty research expectations, and a rebounding student population was recognized by many participants in the site visit. Several faculty and campus administrators spoke about the improved library instruction and services as well as the interest in improving the Library building.

The *Program Review Report* also demonstrated several areas of strategic action that positions the Dulany Library in a positive light, particularly in noting how the library supports the whole institution while constructing specific actions for the different constituencies that make up WWU. The first strategic action of note is the Dulany Library's work regarding instruction, advising, policies, and events as direct support of WWU's HLC accreditation criteria (p. 4-5). Another strategic activity is the use of the WWU Strategic Plan in developing the Library's current goals (p. 30).

Another area of leadership success is the advocacy for additional library personnel, including the Graduate Assistant position and vacant Research & Instruction Librarian position. The Graduate Assistant enabled the library to maintain evening hours much desired by students. The Research & Instruction Librarian to fulfill commitments in instruction, advising, and library services, especially the IFL 115 course (p. 8, 25, 33).

The Dulany Library is also working to improve partnership and communications with students through increased outreach and services such as events. The new aspect of the Circulation and Outreach Coordinator role is to utilize social media and other tools to reach students. The Library uses a strategic approach to communications, using a "brand voice" strategy that assists the Dulany Library with cohesive messaging across communities and platforms (p. 37). Library employees also discussed their desire to work with student organizations to offer various library events as another opportunity to provide strategic services.

A point of pride noted within the *Program Review Report* was the Library's work to support and promote DEI initiatives. There were displays and DEI-oriented events held in the Dulany Library, coordinated by the Circulation and Outreach Coordinator and DEI Director (p. 10). The Library's support of DEI and the ideals of diversity, equity, and inclusion demonstrates the symbolic and human-oriented perspectives of the employees and WWU campus.

RECOMMENDATIONS FOR DEVELOPMENT AND IMPROVEMENT

As for any institution, there were several areas for development and improvement within the Dulany Library. Areas where the library can be positioned to maximize its value to the WWU campus fall within the areas of *structural development* and the *political arena* of library services.

This section of the external review is intended to provide the Dulany Library and WWU administration with actionable recommendations that build upon the substantial and growing success of the Library employees. In some areas, the reviewer makes multiple suggestions. These suggestions may not be immediately feasible; therefore, the aim of the reviewer is to also note the likelihood that specific recommendations would be possible within the next several years.

The structural aspect of an organization provides the resources, policies, personnel, and direction to achieve organizational goals (Bolman & Deal, 2017). A key aspect of the structural work of an organization is the coordination within an institution of the various strategies and resources needed to fulfill intended actions and meet goals. The structural frame of an organization is the overt processes used by individual units to operate in coordination. The Dulany Library's instructional services, interlibrary loan, and circulation areas are clear areas of structural success for the Library. While Dulany Library has strong internal structural support, there are opportunities for the Library to establish strategic goals, activities, and partnerships across the campus to strengthen the Library's ability to meet expectations and succeed in supporting the institutional goals of WWU.

The term "political" in the content of this external review may feel foreign or disconcerting, particularly in higher education and during our current national political climate oriented around division. The intent of this term is to delineate the planning and actions around resource distribution. "Politics is the realistic process of making decisions and allocating resources in context of scarcity and divergent interests" (p. Bolman & Deal, 2017, p. 179).

There are many categories of political power, including reputation as well as building allies and networks of support. The Dulany Library exhibits a strong reputation and is supported by a network of faculty and academic administrators. There are opportunities for the Dulany Library to build stronger relationships and influence with administrative units at WWU including Business Services/Finance, Physical Plant, and University Advancement, particularly related to Library endowments and the Dulany Library building.

SERVICES AND INSTRUCTION

As noted in the Strengths and Areas Success section of this external review, it was evident the strongest area of strength for the Dulany Library was its employees' dedication to serving others and a culture of excellence regarding said services. Therefore, recommendations in this area are minimal and intended to be relatively easy to implement for maximum benefit.

PROMOTION OF LIBRARY RESEARCH GUIDES AND INTERLIBRARY LOAN TO STUDENTS

Faculty and administrators made numerous positive comments regarding the research guides made by librarians for their courses. The *Program Review Report* also noted the use of research guides (LibGuides™) and their use as a major instruction tool by Library faculty (p. 11-12).

While instructors appreciated this service, students in the focus group for the external review site visit were unaware of this library service. It is possible they may have used them and simply not been aware of what tool they were using. When the external reviewer described these research guides and how they are tailored to different fields of study or even to specific classes, they were excited to learn more.

While faculty and campus administrators spoke highly of interlibrary loan services, students who spoke with the external reviewer were less familiar with this option. Due to database embargos of current academic journal content, students in fields expecting usage of the most recent publications will need to utilize interlibrary loan services.

Therefore, it is recommended that *research guide promotion and interlibrary loan services* become part of the Circulation and Engagement Coordinator's student outreach repertoire, with emphasis that research guides are specifically made for WWU students. Interlibrary loan services could be promoted to students as tools used by experts in their fields of study to convey the importance of the service and their usage of it.

IMPLEMENTATION OF ONLINE CHAT SERVICES FOR STUDENT RESEARCH NEEDS

Currently, the Dulany Library lacks an online chat service to support students regarding research activities. The *Program Review Report* made a small note regarding the Library employees' desire to begin a chat service for research support (p. 13).

When the external reviewer explained about library chat services as a typical student service, students felt such a service would be extremely beneficial. Without prompting, the students in the focus group readily discussed how helpful an online library chat service would be for their research. The students discussed among themselves how chat would assist with knowing what library databases would be best to use. They also discussed the difficulty they have with knowing about "what words to use for searching", clearly understanding that Library employees would assist with keyword generation and narrowing in their research search terms. Students were also keen on getting library research assistance without needing to be in the building.

Therefore, it is recommended that the Dulany Library *implement an online chat service* specifically aimed at assisting students with research needs including recommending approach resources, keyword selection, narrowing/broadening topics, and citation assistance.

There are two predominant library chat service vendors that would meet the Dulany Library needs. The first is LibAnswers™, provided by the same vendor – Springshare, that is currently used to create library research guides. The chat feature within LibAnswers™ also includes a third-party chat support to answer chat questions outside of typical library hours for an additional, reasonable fee.

The second vendor is Chatstaff using the LibraryH3lp platform, providing similar services to prior vendor. MOBIUS offers a discount for consortium members that also enables 24/7 chat coverage.

UTILIZE CREDIT BEARING COURSE STUDENT LEARNING OUTCOMES IN LIBRARY ASSESSMENT

The Dulany Library *Program Review Report* acknowledged the Library does not have assessment practices at this time, but there is a desire to do so in the future (p. 5). The external reviewer agrees the library will want to begin implementing an assessment plan fitting for the library to assist it with identifying strengths, areas of improvement, and support of institutional initiatives.

Therefore, it is recommended the Dulany Library *utilize student learning outcome (SLO) assessment from the IFL 115 – Introduction to Information Literacy and IFL 120 – Introduction to Computer Literacy courses* as a first step in its assessment activities. General education assessment is routine, and therefore, the Dulany Library will benefit two-fold in utilizing these SLO data for demonstrating support of institutional HLC requirements while having campus support in the assessment process for these courses.

LIBRARY COLLECTIONS AND DISCOVERY

As noted in [another section](#) of this review, faculty and administrators participating in the site visit felt library collections resources were adequate. Surprisingly, the only group to request additional collection resources were the students who met with the external reviewer. These students were Biology and Psychology majors whose fields of study emphasize current scholarly research. Two students in the group noted that databases “were dated” and did not have the current information needed. Likely these students were challenged by database embargoing utilized by scholarly publishers to minimize competition. Therefore, the external reviewer *recommends a series of options* from the most immediately actionable to those requiring additional funding.

1. Explain the limitations of database content regarding currency to students followed by promotion of the interlibrary loan services.
2. Identify fields of study at WWU expecting usage of the most current publications to identify potential publishers or platforms to subscribe directly to content most likely to be utilized by those WWU programs. This recommendation would require new collection funding for the Dulany Library.
3. Investigate options for pay-per-article/article token models of access to publisher platforms such as Elsevier ScienceDirect or Wiley where the library deposits funding and the institution has access to the entire platform for users. Once an article is downloaded, it triggers a fee paid through the library account. This recommendation would require new collection funding for the Dulany Library.

These recommendations could be enacted separately or together. The external reviewer’s recommendations for library fund sourcing for collections are in the [Leadership and Strategic Actions Recommendations portion](#) of the report.

POTENTIAL FUNDING FOR INTERLIBRARY LOAN

As noted in several areas of this external review, the Dulany Library interlibrary loan services was noted as a highly valued function of the Library. With the emphasis on interlibrary loan continuing, the Dulany Library will need to consider the effects of increased interlibrary loan usage and obligations to pay copyright fees when pertinent (see the Commission on New Technological Uses of Copyrighted Works for specific triggers—[CONTU Guidelines for Interlibrary Loan Photocopying](#)).

When interlibrary loan requests trigger copyright fees, the Dulany Library will *need specific funding to pay these fees*. It is likely the library would need a budget of \$500 - \$1,000 annually to cover these copyright fee obligations.

SHIFT LIBRARY ASSESSMENT FOCUS TO EMPHASIZE ELECTRONIC RESOURCES

As the Dulany Library employees are likely to recognize, the acquisition, discovery, and maintenance of electronic resources has become the central focus of academic libraries. Much of this change is due to user preference to access information electronically but is also a function of the increases in online instruction.

Due to the need to increase attention and decision-making on electronic resources, it is recommended the Dulany Library *align resources with programs and accreditation* to note their significance as was illustrated with several resources in the *Program Review Report* (p. 13). Such alignment assists campus decision makers with identifying the direct services the library provides for programs.

It is also recommended the Library *reduce its focus on the physical collection*. The data on circulation and material usage should continue as this is strong information for the library (p. 6-7). What is specifically recommended is *reduced focus on tracking collection size and resource counts* (p. 13-18) aside from answering Association of College & Research Libraries Annual Survey. This recommendation is intended to find an area to de-emphasize that provides needed time for other library activities. It also furthers the plan to repurpose library spaces used for library collections into additional student-centered spaces.

INCLUDE COST-PER-USE DATA IN FORMAL LIBRARY ASSESSMENT

Another area of recommendation is for the Dulany Library to *formally document the cost-per-use (CPU) data of databases and online journals*. It was noted by library employees and campus administrators that the library has these data, but such data was not included within the *Program Review Report*. This is some of the strongest data any academic library has in demonstrating the usage and value of library collections, particularly expensive annual subscriptions to academic content. Usage data are readily understandable to all library constituencies and could easily be included in formal and informal communications including social media.

LIBRARY SPACES

As noted previously in this external review, students greatly value the library study spaces and technology that assist them with schoolwork. Students made several suggestions regarding the Dulany Library that would provide them value at minimal cost to WWU.

INCREASE EVENING HOURS BY ONE HOUR

Several of the students in the focus group with the reviewer expressed their desire for the Library to be open until 10 pm Monday – Thursday, an additional 5 hours per week. These students discussed their other obligations, such as lab work and athletics, that inhibited their ability to get to the Dulany Library before its current 9 pm closing. All the students noted their need to print homework, assignments, and papers and their reliance on the library's printer. They desired to be able to pop into the library to print out the items they needed for the following day was clearly articulated. If that was not possible, students requested a way to access the Library building to print, such as swipe card access. Therefore, it is recommended *the Dulany Library stay open until 10 pm, Monday – Thursday*.

CLEARER UNDERSTANDING OF THE LOWER FLOOR LAYOUT

Students noted their use of the Lower Floor of Dulany Library for individual and group study. All of the students noted their confusion with the purpose of the Lower Floor. One student described that she “gets lost”

on that floor. Therefore, it is recommended *signage be placed on the Lower Floor* that names the separate areas used by students, along with clear exit markings to help them navigate the spaces.

LIBRARY IMPROVEMENTS AND RENOVATION

As noted in an earlier section of this report, the Dulany Library building is the weakest area of the Library's services. This point is universally acknowledged by Library employees, campus administrators, faculty, and students. This deficit is also noted within the *Program Review Report* (p. 19-29). The external reviewer toured the library building, which affirmed the *Program Review Report* and the concerns expressed throughout the site visit regarding the extensive attention needed to the Dulany Library building.

The Dulany Library building requires substantial attention as a space that is utilized by students, faculty, and staff of WWU. Deferred maintenance practices are common at higher education institutions due to the constraints and demands on budgets and resources. The need for study areas, access to technology, research support, adequate climate control for patrons and employees, and preservation of physical resources are all requirements of a library building. The Dulany Library building increasingly faces challenges with functioning to provide essential activities in its spaces due to long-term maintenance needs. Consequently, *Dulany Library building improvements are highly recommended.*

The external reviewer *recommends a series of options* from the most immediately actionable to those requiring high-level institutional support regarding improvements to the physical Library spaces. The challenges with library building enhancements are the requirements to update spaces to current building codes once substantial changes are made. Due to this factor, the following recommendations are ordered from cosmetic (but significant) improvements to the Dulany Library spaces to those likely to require significant investment in the building to properly provide the safe and functional spaces needed by the WWU campus.

1. Change signage on the Women's restroom on the Lower Floor to a unisex/ non-gender restroom.
2. Establish new study spaces created from the reduction of the print periodicals footprint, including repainting the Periodical Room and new carpeting.
3. Purchase new library furniture for the Periodical Room including study pods (see examples of [study pod seating](#)), utilizing Library User Survey feedback (Fig. 21, p. 29) and advisory groups to determine furniture and library space decisions.
4. Renovation of the circulation desk area:
 - a. Create a lobby area by the original fireplace to create a space for relaxation.
 - b. New soft seating that is more conducive to a space to relax (see [example](#)).
 - c. Reorient the desk working area including the rehabilitation of the library dumbwaiter serving as the collection moving apparatus.
 - d. New front desk furniture that is more inviting and smaller in size.
5. Update lighting throughout the building to LED (see details below on tax credit).
6. Renovate the Main Floor offices areas to create six offices from the original three to provide working spaces for Library and Academic Success Center employees and restore student access to study rooms.
7. Additions of grounded electrical outlets that also have USB charging options on the Main and Lower Floors
8. Over half of the Lower Floor is underutilized due to substantive water seepage and humidity issues. These issues would need to be resolved and would require Physical Plant cooperation to determine a full plan to remediate. Once improved, this would become additional group study spaces for students.

9. Install a fire suppression system up to current building codes on the Main and Lower Floors.

DIVIDENDS IN FINANCIAL SUPPORTING LIBRARY BUILDING IMPROVEMENTS

Deferred maintenance practices occur for a reason. The financial investment in maintaining buildings and other physical infrastructure at higher educational institutions is substantial, and at times feels unattainable. The challenge with the deferred maintenance model is that it exacerbates issues with physical spaces that only increases costs.

What will be important to remember at WWU, is a commitment to updating (and eventually renovating) the Dulany Library creates dividends. There is research demonstrating student usage of library spaces increases GPA and student retention (Kim, 2017; Stemmer & Magan, 2016). Stemmer and Magan (2016) particularly noted that regular use of library spaces for individual and group study as well as library computer usage had positive correlations with student success.

Another reason to focus on updating the Dulany Library facilities, specifically the lighting, is that newer amenities are more energy-efficient and therefore reduce costs. Evergy, and other electric utilities, offer businesses and universities tax credits for switching to LED lighting. A number of universities in Missouri began this initiative by modifying library lighting to LED. In most cases, library buildings are chosen due to the number of hours these buildings are open and the electrical demand of these buildings. Therefore, it is recommended *that WWU explore the viability of the local electric utilities offer of tax credit incentives to switch to low-energy LED in the Dulany Library.*

PARTNERSHIPS AND COLLABORATION

Academic libraries are often challenged with operating in a university assessment culture oriented around the program assessment process of measuring student learning outcomes (SLOs). The Dulany Library faculty teach general education courses, IFL 115 – *Introduction to Information Literacy* and IFL 120 – *Introduction to Computer Literacy*, and therefore will have some SLOs to include in library assessment activities.

UTILIZE A FULL-RANGE OF OUTCOMES FOR DULANY LIBRARY

However, only utilizing SLO assessment will exclude much of the Library's important services and impact. Consequently, it is recommended the Dulany Library Director *collaborate with the Associate Dean of Institutional Effectiveness on developing library assessment process to include additional outcome categories* such as Student Service Outcomes (SSOs) often utilized by Student Experience units, and University Service Outcomes (USOs) which focus on the institutional-level goals of the parent organization. Such SSO and USO goals could be integrated within a strategic plan for Dulany Library (see [section](#) below).

EXTEND DULANY LIBRARY NETWORK AMONG ADMINISTRATIVE UNITS AT WWU

As documented in the *Program Review Report* and expressed by those participating in the site visit, the Dulany Library employees, and in particular, the Library Director, are lauded for their commitment to service. It is clear the Library has succeeded in building strong relationships with faculty and academic administrators. This has positioned the Dulany Library employees with a strong reputation for service and professionalism.

Dulany Library is in the process of hiring a new Research & Instruction Librarian faculty position. This position, once filled, enables the Library Director to shift her focus to begin building networks among the administrative units at WWU. The Library Director position holds strategic planning, budgeting, fundraising,

and facilities responsibilities. That requires building new relationships and reputation with the administrative units charged with those areas at WWU. Therefore, it is recommended *the Dulany Library Director begin creating relationships with the following units and roles:*

- Business Services and CFO – provide assistance with understanding library budget sources, including endowment funding dedicated to the Library or potential fees dedicated to Dulany Library.
- Physical Plant Employees and Director of Physical Plant – provide assistance with identifying Library building improvement options and project proposal costs and bidding.
- University Advancement and Vice President of University Advancement – provide assistance with developing capital campaigns regarding extensive renovation planning or donor relations with groups such as the Parent Sponsors program for Dulany Library.

LEADERSHIP AND STRATEGIC ACTIONS

As mentioned earlier in this external review, the Dulany Library’s current goals are strategically aligned with the WWU Strategic Plan (p. 30). This is a good first step toward the development of a Library strategic plan. Therefore, it is *recommended the Dulany Library develop a unit-level strategic plan with actionable objectives tying current actions into the university’s strategic plan and library’s mission and goals.* It is further recommended the Library establish a multi-year strategic plan utilizing an outcome orientation to demonstrate, and formally document, the activities and successes of Library employees to support students, faculty, administrators, and the broader WWU community.

FULLY ALIGN THE DULANY LIBRARY TO THE WWU STRATEGIC PLAN

The *Program Review Report* for Dulany Library followed the Association of College and Research Libraries *Standards for Libraries in Higher Education* (2018). While the *Standards* are thorough, they suffer two substantial issues. First, the majority of the standards reinforce an internal orientation that can be difficult for those outside the library profession to easily understand. Second, the broad nature of the standards makes it difficult to use them for measurable outcomes. Hence, aligning to the WWU Strategic Plan is more comprehensible and measurable for Library goals and ensures an outcome-oriented approach. Therefore, the reviewer recommends the Dulany Library *fully align its goals, strategic plan, and outcomes to the WWU Strategic Plan.*

To assist with this recommendation, the external reviewer made a draft within this report that aligns the Dulany Library goals and the *Standards* within the context of the WWU Strategic Plan, emphasizing areas of the *Program Review Report* that exemplified the Library’s strengths (see the [Alignment section](#)). Hopefully, this section assists the Dulany Library Director with implementing the recommendation for a Library strategic plan, which would substantially improve the structural aspects of the Library and WWU as described by Bolman and Deal (2017). Such an alignment would directly assist the Dulany Library in demonstrating the impact of its daily services and long-term aspirations to the campus, funding agencies, and donors.

ESTABLISH LIBRARY GOALS AROUND LEARNING, SERVICE, AND INSTITUTIONAL OUTCOMES

As noted previously, optimal library strategic plans utilize a wide range of outcomes which provide a holistic approach to all library activities and areas of responsibility. Therefore, it is *recommended the majority of the Dulany Library goals within a strategic plan orient around service outcomes.* Service-oriented goal outcomes are better suited to directly documenting (and measuring when desired) the Library’s impact on the university’s mission, student success, and faculty achievement.

DEVELOP LIBRARY ASSESSMENT TO MEASURE LIBRARY OUTCOMES AND STRATEGIC PLAN GOALS

Ideally, library assessment work should provide beneficial information to identify areas of strength and improvement. Library assessment is also a mechanism directly tied with strategic planning. Administratively, assessment activities within a library assist with the implementation of specific strategic plan actions and with measuring outcome completion. Therefore, it is recommended for the Dulany Library to *develop library assessment directly based on the strategic plan* to assist with implementation of long-term strategies and to measure outcomes (p. 5). Once a multi-year strategic plan is in place, Library employees can determine year-one priorities, which would also establish the first areas for library assessment activities.

Once library assessment is established, it is critical for the Dulany Library to share out the findings and actions the Library takes to maintain its areas of strength as well as finding ways to improve services. Communication regarding *library assessment should be varied and articulated in formal and informal ways*. It is a natural way for the Dulany Library to reinforce its commitment to user-centered services and also reinforces the symbolic importance of the Library as a group of professionals dedicated to providing information, education, and community to everyone at WWU.

DIVERSIFYING LIBRARY FUNDING MECHANISMS

The Dulany Library provides services that are integral to the operations and success of WWU. While the balance of library services may change over time (such as increased focus on online services and resources), the library continues to provide a multitude of functions. These critical library functions include:

- Providing dynamic spaces for individual and group study,
- Planning events and workshops for student and faculty enrichment,
- Acquiring academic resources in various formats with one-time and on-going expenditures,
- Maintaining physical materials for education and leisure,
- Providing technologies needed for coursework and access to information,
- Ensuring online resources availability through library and campus technical systems,
- Coordinating resource-sharing with consortia and other academic library networks,
- Teaching students research methods, literature searching, and information literacy skills,
- Providing the spaces, services, and resources requires of programmatic and institutional accreditation.

While there are criticisms of academic libraries, there has been no model better designed to provide the complex, vibrant, and diverse services of which libraries are responsible. It is often noted the funding needed by libraries to provide these key functions should replicate the diversity of these institutions. Therefore, the following are several suggestions to *increase and diversify funding for the Dulany Library* to maintain and expand on the work already done by Library employees. The external reviewer *recommends a series of options* from the most immediately actionable to those requiring high-level institutional support.

1. *Enable the Dulany Library Director to make determinations regarding library endowments* -This recommendation assumes the language of library endowments provides some level of purview by the Director position. Understanding the dictates of endowment funding may enable the Director to utilize these funds as needed for short-term or long-term planning. (For example, if the language of said endowments is broad, perhaps endowment funding can go to purchasing equipment or furniture directly benefiting students.)

2. *Provide the Dulany Library with some of the revenue generated by the IFL 115 – Introduction to Information Literacy & IFL 120 – Introduction to Computer Literacy courses* taught by Library faculty for the School of Education. This option may be difficult to implement if WWU does not utilize direct transfers between university units. If it is possible, it would be a welcome acknowledgement of the Library faculty’s dedication to teaching this essential 21st Century skillset that would be reinvested in the Dulany Library.
3. *Establish a student library fee.* It is assumed that such a proposal would need to be approved by the Student Assembly. Therefore, a library fee paid by students should focus on what students deem the most crucial services offered by the library. Such a fee could be focused on improvements in library spaces, furniture, technology (computers and online service platforms), and building infrastructure. Utilizing a student library fee for these library services would emphasize the University’s understanding of what students most need from the Dulany Library and demonstrate how student fees for the library directly support those needs. It may also be possible for the Dulany Library Director to partner with the Student Assembly and/or Parent Sponsors with determining how fees are utilized annually.

ALIGNMENT OF DULANY LIBRARY GOALS AND *STANDARDS FOR LIBRARIES IN HIGHER EDUCATION* WITHIN THE WILLIAM WOODS STRATEGIC PLAN 2021-2026 FRAMEWORK

Strategic Priority 1: Strengthening our Academic Culture

The academic enterprise is foundational to all strategic priorities.

William Woods University will provide an academically rigorous, liberal arts-based, professions-oriented education that has at its core a diverse curriculum and high-impact programs at the undergraduate and graduate level to prepare students for a developing global society.

We will enhance our academic environment through recruiting, retaining, and supporting faculty and through continuous assessment of our efforts.

Dulany Library Goal - Establish the library as an integral component of the educational mission of the institution, encouraging the development of skills, which will provide self-sufficiency, empowering library users in their pursuit of lifelong learning.

Dulany Library Goal - Select, acquire, and maintain information resources in support of the current and anticipated instructional and research needs of the university in a variety of formats and at different ability levels so that the varied needs of individuals and groups are served.

Dulany Library Goal - Provide a trained, professionally supervised staff to guide collection development, information literacy instruction, and the organization, preparation, and circulation of library materials.

- Objective 1.1 – Provide sufficient resources and personnel to support existing programs.
 - The library’s budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs. (SLHE 7.4)
 - Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students. (SLHE 8.1) (Program Review Report, p. 33)

- The library allocates human and financial resources effectively and efficiently to advance the library’s mission. (SLHE 7.3)
- Library personnel have education and experience sufficient to their positions and the needs of the organization. (SLHE 8.2)
- Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers. (SLHE 8.3)
- **Objective 1.2 – Encourage faculty growth and excellence through scholarship and professional development.**
 - Library personnel collaborate with campus partners to provide opportunities for faculty professional development. (SLHE 3.5) (Program Review Report, p. 11)
 - The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths. (SLHE 5.1)
 - The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically. (SLHE 5.2) (Program Review Report, p. 16)
 - The library respects intellectual property rights and advocates for balance between the interests of information users and those of rights holders through policy and educational programming. (SLHE 2.3)
 - The library builds and ensures access to unique materials, including digital collections. (SLHE 5.3)
 - The library educates users on issues related to economic and sustainable models of scholarly communication. (SLHE 5.5)
 - The library ensures long-term access to the scholarly and cultural record. (SLHE 5.6)
 - Library personnel contribute to the knowledge base of the profession. (SLHE 8.4)
- **Objective 1.3 – Support effective teaching and learning practices.**
 - Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective curricular and co-curricular experiences for students. (SLHE 3.1)
 - Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments. (SLHE 3.2) (Program Review Report, p. 10-11, 19)
 - The library supports academic integrity and deters plagiarism through policy and education. (SLHE 2.4) (Program Review Report, p. 10)
- **Objective 1.4 – Engage students in high-impact experiences to promote in and outside the classroom.**
 - Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices. (SLHE 3.3)
 - The library develops resource guides to provide guidance and multiple points of entry to information. (SLHE 4.3)
 - The library provides safe and secure physical and virtual environments conducive to study and research. (SLHE 6.2)
 - The library uses physical and virtual spaces as intellectual commons according to the library mission. (SLHE 6.4)
- **Objective 1.5 – Strategically add new programs that complement or augment the existing curriculum.**

Strategic Priority 2: Building a Culture of Communication

William Woods University will provide a culture of open communication that includes transparency, collaboration, and accountability. An environment that promotes open communication is crucial to building a strong sense of community where members feel informed, included, and empowered.

Dulany Library Goal - Develop and promote a program of events that foster multicultural dialogue.

- **Objective 2.1 – Establish transparency through accessibility to resources that include minutes, planning, institutional research, and other information sources.**

- The library’s mission statement and goals align with and advance those developed by the institution. (SLHE 7.1) (Program Review Report, p. 30)
 - The library develops outcomes that are aligned with accreditation guidelines for the institution. (SLHE 1.3) (Program Review Report, p. 4-5)
 - The library defines and measures outcomes in the context of institutional mission. (SLHE 1.1)
 - The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes. (SLHE 1.2)
 - The library plans based on data and outcomes assessment using a variety of methods both formal and informal. (SLHE 7.6)
 - The library communicates with the campus community in a timely way using a variety of methods and evaluates the communication for effectiveness. (SLHE 9.2) (Program Review Report, p. 37)
 - The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements. (SLHE 1.5)
 - The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship. (SLHE 9.1)
 - Library personnel model a culture of continuous improvement. (SLHE 7.8)
- **Objective 2.2 – Encourage the sharing of ideas through accurate, timely data reporting and a respect for innovative ideas to meet the changing needs of our identified constituencies.**
 - The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness. (SLHE 1.7) (Program Review Report, p. 8)
 - Library personnel convey a consistent message about the library to expand user awareness of resources, services, and expertise. (SLHE 9.3) (Program Review Report, p. 37)
 - The library develops and maintains a body of evidence that demonstrates its impact in convincing ways. (SLHE 1.4)
 - The library communicates assessment results to library stakeholders. (SLHE 7.7)
 - Library personnel engage with library student employees to provide mentoring and work that enhances the students’ overall academic experience. (SLHE 8.7)
 - **Objective 2.3 – Encourage inclusive processes that value employees.**
 - Library personnel participate in campus decision-making needed for effective library management. (SLHE 7.2) (Program Review Report, p. 30-31)
 - Library personnel are professionally competent, diverse, and empowered. (SLHE 8.5)

Strategic Priority 3: Developing a Comprehensive Enrollment Management Strategy

William Woods will develop comprehensive enrollment management strategies for recruitment, retention, and student success. Through prioritizing student success, William Woods will stabilize and/or grow enrollment and finances, improve student services, develop a diverse campus community, and reduce the university’s vulnerability to demographic and economic changes.

Dulany Library Goal - Develop and promote a program of information literacy.

- **Objective 3.1 – Build a plan to define, achieve and maintain optimal enrollment in all modalities.**
 - The library contributes to student recruitment, retention, time to degree, and academic success. (SLHE 1.6) (Program Review Report, p. 8, 11)
- **Objective 3.2 – Develop a retention plan utilizing national trends and best practices for student engagement and success.**
 - The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments. (SLHE 2.5) (Program Review Report, p. 38-46)

- Library personnel continuously examine and transform roles to meet the needs of the evolving organization. (SLHE 8.8) (Program Review Report, p. 8)
- Objective 3.3 – Identify campus community characteristics that would make WWU an appealing space to diverse potential community members.
 - The library’s physical and virtual spaces are informed by users. (SLHE 6.8) (Program Review Report, p. 27)
 - The library provides one-on-one assistance through multiple platforms to help users find information. (SLHE 4.6)
 - The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces. (SLHE 6.1)

Strategic Priority 4: Cultivate Strategic Partnerships

Provide opportunities with traditional and non-traditional strategic partners (i.e. industry, military, secondary and post-secondary education institutions, non-profits, government and alumni) in order to lead as an adaptive higher learning institution meeting education and workforce challenges.

Dulany Library Goal - Develop and promote cooperative and mutually beneficial relationships with other libraries on regional, state, and national levels, especially in the areas of reciprocal sharing of library resources and acquisition of electronic resources.

- Objective 4.1 – Support current partnerships and alliances.
 - The library partners with multiple institutions (e.g., via collections consortia) to increase cost-effectiveness and to expand access to collections. (SLHE 7.5) (Program Review Report, p. 32)
- Objective 4.2 – Establish new strategic alliances and programs to reflect global trends in education and professions.
 - The library engages in collaborations both on campus and across institutional boundaries. (SLHE 2.6) (Program Review Report, p. 10)

Strategic Priority 5: Investing in Our Facilities and Key Technology Infrastructure

The facilities and infrastructure at William Woods University will contribute to safety, health, and academic success in both learning and living environments, and will serve as an asset to recruit and retain students, faculty, and staff.

Dulany Library Goal - Provide adequate physical facilities and equipment and create an open, pleasant, intellectually stimulating environment for all library users.

Dulany Library Goal - Secure and preserve the library’s collections so that the institution’s investment is maintained.

- Objective 5.1 – Develop a facilities and technology infrastructure plan.
 - The library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings. (SLHE 6.6)
- Objective 5.2 – Improve the technology infrastructure on campus.
 - The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research. (SLHE 6.3)

- The library has the IT infrastructure to keep current with advances in teaching and learning technologies. (SLHE 3.6)
- The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users. (SLHE 5.4)
- The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points. (SLHE 4.4). (Program Review Report, p. 12)
- The library has technological infrastructure that supports changing modes of information and resource discovery. (SLHE 4.5)
- The library has the IT infrastructure needed to collect, analyze, and use data and other assessments for continuous improvement. (SLHE 7.9)
- Library personnel keep current with library technology, applications, and infrastructure and participate in ongoing training. (SLHE 8.6)
- **Objective 5.3 – Ensure safe, accessible, and attractive living, learning, and common spaces.**
 - The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections. (SLHE 6.7) (Program Review Report, p. 23, 25)
- **Objective 5.4 – Implement targeted updates to learning spaces that meet the needs of 21st century students and promote academic success.**
 - The library designs pedagogical spaces to facilitate learning and the creation of new knowledge. (SLHE 6.5)

EXTERNAL REVIEW MEETING PARTICIPANTS

Dulany Library Faculty and Staff:

- Jill Mahoney – Director, Assistant Professor
- Rachel Utrecht – Technical Services Librarian, Assistant Professor
- Katie Lawrence – Interlibrary Loan Manager
- Kara White – Circulation & Engagement Coordinator
- Vacant – Research & Instruction Librarian, Assistant Professor

University Faculty:

- Dr. Melissa Alpers-Springer, Assistant Professor of Communications
- Dr. Zachary Dowdle, Assistant Professor of History
- Dr. Kimberly Keller, Associate Professor of Biology
- Dr. Miriam O’Callaghan, Associate Professor of Management
- Dr. Scott Zimmerman, Instructor of Leadership and Military Studies

University Administrators:

- Dr. Carrie McCray, Associate Dean for Institutional Effectiveness
- Dr. Aimee Sapp, Provost

Undergraduate Students – Community Advisor students majoring in biology and psychology.

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Library Program Review Rubric:

4-Exemplary 3-Adequate 2-Needs Improvement 1-Not Evidenced

<p>Institutional Effectiveness: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.</p>	<p>4</p>
<p>Strengths: There are several measures utilized and reported in the review document. I believe there is an issue for all in exactly how institutional effectiveness is applied depending on the population. It is apparent that the authors provided clear measures, how they are defined, and the causes for concern for serving both on-campus and online student populations. Also, the report language connecting the library to the accreditation guidelines is well done. The User Experience Survey is a strong piece to the data.</p>	
<p>Challenges: A clear understanding on the term effectiveness to ensure that the measures being utilized to measure effectiveness reflect the desired/needed definition for effectiveness at William Woods University. Low response rate.</p>	
<p>Professional Values: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.</p>	<p>4</p>
<p>Strengths: Active engagement and support for students and faculty. Great policies on integrity and confidentiality. Alignment with HLC and the university are clear.</p>	
<p>Challenges: the balance in maintaining books in the library even when they are underused – Don't love all the culling of books that is going on.</p>	
<p>Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.</p>	<p>3</p>
<p>Strengths: Library lead adoption of Information Literacy as a new required general education category. Provide 1-1 research guidance to students and faculty. Members of the library are always open to guiding and facilitating research projects and ordering books that are important to research studies. Nice examples of partnering with faculty and student orgs to integrate library resources.</p>	
<p>Challenges: A question/concern is if the library has collaborated with Dean's for specifying the needs for each school. Technology and facility limitations prevent them from providing more innovative programming, though there seem to be ideas and interest in doing so. Infrastructure is old and needs updated to support some modern facets</p>	
<p>Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.</p>	<p>3</p>
<p>Strengths: The report addresses the multiple formats that users can access. It is very detailed and specific. Library assisted numerous faculty in finding and adopting OER for online and on ground courses. The discovery layer (Woods OneSearch) is a very effective starting point for students.</p>	
<p>Challenges: Generally, with doctoral granting universities, the vast majority of library traffic is actually online and through electric sources. The library website is vastly underdeveloped in terms of providing clear guidance for helping students find information. The library website should have logical flow since the website is, by and large,</p>	

<p>the avenue for obtaining resources. Website needs improvement to include a more user-friendly layout with reserve and chat features. Stacks sounds like it would be a great addition.</p>	
<p>Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.</p>	3
<p>Strengths: The report does a great job detailing the collections - however, many of the best journals are simply too expensive for the library to carry. The library is very strategic in how the select the material they acquire</p>	
<p>Challenges: As the student population and program offerings grow in all modalities, access to collections in these areas should align. Hard for a small school to offer the budget required for a broader range of academic resources</p>	
<p>Space: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.</p>	2
<p>Strengths: The individuals running the library; The report was great in detailing the deficiency of the library in terms of physical inadequacies - the library by and large is not an inviting place to work/collaborate/; and the website needs overhauled. The Library staff has made a tremendous effort to free up physical space for increased study and collaboration.</p>	
<p>Challenges: The facilities utilized by the library are dated and infrastructure improvements are warranted. The physical building should address lacking safety features and environmental hazards mentioned in the report and create a capital improvement plan. The website should also undergo construction to better serve online programs and students. Needs more room to accommodate events and opportunities for class activities.</p>	
<p>Management/Administration/Leadership: Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library's mission effectively and efficiently.</p>	4
<p>Strengths: The Library Director is a member of Academic Council and Curriculum Committee. I wonder if the plan to diversify stakeholders with a wider "library advisory board" would help get the funds that the library is currently starved of.</p>	
<p>Challenges: Significant budget cuts at the same time costs are going up makes it difficult to adequately serve the campus community and support new programs, including a new PhD</p>	
<p>Personnel: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.</p>	3
<p>Strengths: The current library staff is qualified, experienced, and has a very professional reputation on campus.</p>	
<p>Challenges: The description of challenges, especially related to staffing, was detailed and specific. The high marks for communicating those gaps clearly doesn't detract from the seriousness of those staffing challenges.</p>	
<p>External Relations: Libraries engage the campus and broader community through multiple strategies in order to advocate, education, and promote their value.</p>	3
<p>Strengths: The Library has had increased engagement in social media platforms and does programming for the WWU and surrounding community.</p>	
<p>Challenges: it is always a challenge to be seen, but to continue doing what you have been doing on social media, with LEAD events.</p>	

External Review: Review of the Library is complete and detailed	4
External Review: Review identifies evidence of challenges	4
External Review: Review identifies opportunities for improvement	4

Academic Council Noted Strengths:

The library is comprised of committed library staff who engage with the larger WWU community, leverage resources for students, purchase books on a regular basis, collaborate with professors, and provide a learning space for WWU's students and professors. Focusing on DEI collaboration and programming, the users experience and how the library can highlight student needs and academic content is really a strength.

The Library Program Review Report is nothing short of impressive. The user experience survey has spoken volumes about our library's effectiveness in meeting user needs.

The graphical information is really helpful, especially the charts showing the comparison of WWU with other colleges. The entire report reflects the dedication of our library staff to serve the university's needs and provide essential information for assessment and evaluation.

Also noticed the Library's active presence on social media and in various communications representing their values - inclusivity, supportiveness, and encouragement. Their efforts clearly aim to promote information literacy and enhance the user experience.

The external reviewer's report underscores our library staff's exceptional job organizing this review. Their initiatives align seamlessly with our university's mission and strategic priorities, benefitting our immediate community and stakeholders above and beyond expectations. I extend my heartfelt thanks to our library team for their outstanding contributions.

Faculty librarians teach IFL, advise, and recruit undeclared/undecided students while supporting the entire campus community as research consultants.

Academic Council Noted Challenges:

Some spaces in the library need significant repairs, renovations, and maintenance in order to provide an engaging and comfortable space for the campus community.

The layout of the building is not conducive to community engagement. A more open space would be more impressive, up to date and welcoming.

Staffing is also a current challenge of the library staff.

Academic Council Recommendations Moving Forward:

Considering the library's crucial role in the overall student experience, WWU should prioritize addressing renovation and other maintenance (e.g., heating and cooling) issues.

The idea of creating a Library Advisory Board with representatives from across campus could be beneficial to discuss issues and ideas on how to resolve some of the overarching problems. One of the initial topics of conversation would be the staffing gaps and how those could be filled.

Propose a capital improvement plan supported by University Administration that could look at the physical structure, renovations, increased technology and electronic resources available.