

LIBRARY SELF-STUDY

This PDF was created from the list of documents available online during the Summer Semester 2012. Formatting has been changed in some cases to best fit the PDF format.

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2007-2008*

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Purpose of the Library Self-study:

Provost Charge: In September 2007 Provost Mark Nook mandated a Library self-study which would include an outside evaluation team. He urged the use of SWOT analysis, emphasized that the facility be scrutinized, and encouraged the Library to include surveys and focus groups. In the early stage of the self-study, he agreed with the Library that the study would concentrate on gathering information on the last five years.

Internal Purpose and Value:

Early in the process, the Library recognized the potential of this self-evaluation. In digging deeper than any recent study, the study offered an opportunity to not only identify strengths and weaknesses but identify areas needing or undergoing change, inform staffing decisions, and provide a basis for future action. This self-study will encourage further planning, support the development of a needed strategic plan, inform the revision of the Library mission statement, and help focus ongoing assessment.

External Potential:

By spotlighting current strengths as well as current and future needs, the Library anticipates outside recognition of the challenges it faces. Increased support for services, collections, and an upgrade of the facility would assist the Library in meeting the needs of students, faculty, and staff.

Self-study Process:

Following the charge from the Provost, the library faculty formed a steering committee (Kathy Davis, Nerissa Nelson, Cathy Palmini, chair) to organize the process. The steering committee developed a draft outline of the study and draft timetable concluding with the visit from the outside evaluation team in September 2008. These were approved by the library faculty and Provost Nook.

That the study would be carried out with opportunities for input from all staff was a guiding principle. Special committees were formed for the staffing, facilities, survey/focus groups, and final SWOT analysis portions of the self-study with representation from classified and academic staff and library faculty. A writing/editing team and lead writer were selected. (See attachment 1)

A template for reports to be submitted by library departments and functional areas was developed. Points to be covered included a description of the department or area, staff, goals, special projects, and any technology or facility needs. Faculty and classified and academic staff in departments and areas met to discuss and complete these reports. In addition groups decided on their need for survey or focus group assessment, then formulating questions from their area for general faculty and student surveys. Most of the department/area reports were submitted in the fall of 2007 with edits following the surveys.

All staff were trained in the SWOT analysis process by Nerissa Nelson. All departments/areas then evaluated their area's strengths, weaknesses, opportunities, and threats. (In the final self-study report, these departmental/area SWOTs are the last attachment to each department/area's individual report.) Departments/areas also conducted SWOTs of the whole Library (see SWOT appendix) which were used later in the Library SWOT process.

An outside evaluation team was suggested and invited to participate, with Kathy Davis leading this effort. Templates, draft reports, statistics, and other working documents were mounted on a 'staff only' portion of the library website as they were written.

In December, 'point of use' surveys were conducted at the Main Circulation Desk, the Instructional Material Center (IMC), and the Media Lab. The survey/focus group committee gathered requests from departments/areas, worked with the UWSP Campus Clearinghouse, and coordinated survey as well as focus group efforts. Also in December, the Staffing Committee held an all-staff discussion to share their work and get input.

In February, three email surveys were conducted of faculty, a sample of students, and all department chairs and library representatives. Results were returned to library departments/areas as appropriate for inclusion in their reports. Two focus groups were conducted: 1) a group of School of Education faculty to discuss library and IMC services and 2) a group of students with disabilities on library services and facilities. Results of all surveys and focus groups were summarized for the final report.

Supporting data was gathered for the appendices. Budget statistics for the past five years were included. Academic Library Survey (ALS) statistics compared UWSP Library with four UW System libraries and four out-of-state university libraries. The national LibQual survey from 2004 was summarized and a link to the full report provided. The Library organization chart was updated, and vitas were gathered from faculty and academic staff and a brief vita/job history form completed by classified staff.

In April the full staff met, breaking into small groups to prioritize overall Library SWOT points raised by departments/areas. In May the final SWOT committee met and using information provided in reports, survey, and statistics, conducted the final Library SWOT analysis. After department/area and special committee reports were submitted, the writing/editing team formatted reports for consistency, proofread, and edited for clarity and in some cases length. Final editing and writing of the final summary statement and Library SWOT continued into June.

Throughout the academic year, the steering committee met, monthly reports were prepared for the Provost, and the self-study was discussed at each library faculty and all staff meeting.

Self Study – Depts/Areas/Comm.

10/9/2007

Steering Committee
 Kathy
 Nerissa
 Cathy, chair

Library Depts	Access Serv	Acq/Cat	Ref	Archives	Gov Docs	IMC/ML	Periodicals
	Cathy (Terri) Andy Christine Colleen Lin	Sybil Yan Anne Joan John Kathy Sue Marie Susan	Patti Yan Colleen	Ruth Mike	Marg Cathy Liz Sue-Marie	Axel Gail Jim	Mindy Richard Sara

Library Areas	Coll Dev	Instruction	PR	Technology	Admin
	Tom Mindy	BI - Axel Lib faculty LR101 - Patti Lib faculty	Cathy Kathy Liz	Terri Nerissa Dave Rob	Kathy Patty Heather Liz

Study Areas	Budget	Facilities	Staffing
	Kathy Tom Patty Heather	Kathy Terri Andy Heather Mike	Kathy Patti Ruth Heather Christine

Other Areas	Final SWOT	Surveys/FG	Statistics	Writers/Editors
	Nerissa Cathy Kathy Mindy Gail	Axel Yan Rob Colleen	Kathy Rob Patty Heather	Cathy Sybil Ruth

Background

University of Wisconsin—Stevens Point:

UWSP, founded in 1894 as a teacher's college, has a current enrollment of 8,800. UWSP is a part of the University of Wisconsin System, which is comprised of two doctoral institutions, eleven comprehensive institutions (known as the University Cluster or the sister campuses), and thirteen two-year colleges. Of the eleven University of Wisconsin sister campuses, UWSP ranks fifth in enrollment.

The student to faculty ratio at UWSP is 20:1, and UWSP has the highest percentage in UW System of undergraduate courses taught by tenure-track faculty. The academic program includes 48 undergraduate majors, 78 minors, 12 master's degree programs, and one doctorate (in cooperation with UW-Madison). UWSP provides a strong liberal arts education; among well-known programs are Natural Resources, Biology, Communication, Fine Arts, Health Promotion/Wellness, and Education. Study abroad programs are offered in 20 locations around the globe with 1 of 5 graduating seniors having participated.

The campus is approximately 400 acres including the 275 acre Schmeckle Reserve (natural area with a lake). The campus includes 35 buildings with 14 residence halls. The newly expanded University Center opened in spring 2008.

University Library:

Staffing and structure: The current Library Director was hired in 2005 and reports directly to the Provost. The Library organization chart (see appendix) shows a flat structure with all librarians having equal status. Librarians have faculty status with the scholarship and service responsibilities that this carries. Ten of the twelve have nine month appointments. Both an MLS and a subject area master's (or higher degree) are required for tenure. Faculty governance is an important tradition at UWSP, and the library faculty are active on campus committees and have held campus leadership roles.

Classified staff (15.8 FTE) and academic staff (2 FTE, with an additional one assigned from IT) have twelve month contracts and hold responsible positions throughout the Library. Until recently, staff have had amazing longevity in their positions. Recent retirements, with more to come, have impacted the accustomed stability of the staffing of the Library. Student employees number approximately 90 a semester and are relied upon especially for week-end and late night hours.

Facility: The Library main structure was built in 1970, with an addition in 1986. The lobby was remodeled in 2002; and The Food for Thought Café, just off the lobby, was opened in 2006. Several public and staff areas have been updated, but much of the building still carries a 1970s feel.

Service areas: Assistance for users is found on five of the building's six floors. Main circulation and reference room (1st floor), periodicals (2nd floor), IMC (3rd floor), archives (5th floor), and government documents (6th floor) each have service desks. Check out is offered at all these locations except reference and archives. The Library is open 104 hours a week during the regular academic year.

Access: The Library building is fully wireless. On and off campus access to library resources—online catalog, databases, ejournals—is provided through an EZproxy server. The campus provides over 700 computers in 20 public labs and 13 residence hall labs for student use.

University of Wisconsin System Libraries:

The UWSP Library's affiliation with UW System and the Council of University of Wisconsin Libraries (CUWL) brings a wide array of resources for users that the Library could not afford as an individual campus. UW libraries each use the Voyager catalog system and a service called Universal Borrowing allows patrons to initiate requests and receive books and many AV materials from other libraries in two days (delivered by daily van). Campuses use the same Interlibrary Loan system. The CUWL directors meet regularly. A newly reorganized system of statewide committees allows campuses to cooperate in new initiatives as well as continue to participate in decision-making on system-funded resources. The system is working toward a "One System, One Library" ideal.

Self-study Library Summary

Introduction:

Brief summaries of self-study reports from Library departments, areas, and special committees follow this Library Summary. For additional summary comments, please see the overall Library SWOT. It should be noted that while there is general agreement on the summary and SWOT points, the narrative and analysis may not represent the viewpoints of all staff on all points.

Library Summary:

The UWSP Library staff is proud of the Library's long tradition of service. Service orientation appeared repeatedly as a strength in self-study SWOT reports from various departments and areas. The needs of users are central as hours are established, reference desks are staffed, databases are selected, the collection is built and organized, and the website is designed. Service desks on five of the six floors allow for staff assistance at user point of need. February 2008 self-study surveys revealed high satisfaction rates for service received at the Library by faculty (94%). Total satisfaction rates for students (with N/A responses removed) were 85%.

An experienced, dedicated staff is dealing with a number of retirements--with both the negative and positive aspects this brings. The loss of years of knowledge, institutional history, and sometimes loss of the position itself can undermine staff stability. New hires bring new ideas, enthusiasm, and provide the Library with the opportunity to evaluate and reconfigure positions.

The process of enabling students to do better research has become increasingly complex. To meet this need, library instruction is strongly supported. Sessions or presentations totaled 455 in 2007-2008 (adding sessions of bibliographic instruction for campus courses, the one-credit Library Resources 101, and an archival principles course). Nearly all library faculty teach and all recent hires have teaching as a part of their position description. Library faculty are increasingly stretched between the increased demand and need for teaching and the many other responsibilities their positions require.

In this time of fiscal austerity, conscientiously developing the collection in collaboration with campus departments continues as a priority. The campus self-study for the 1998 North Central Accreditation Report stated: "The hub of the University is the University Library, which probably does more with less than any other unit or major resource on the UWSP campus. The library has solid—and some exceptional—collections." While the Library still prides itself on doing "more with less" and has excellent collections in some areas both print and online, the Library collection is aging and becoming less than solid in other areas. The campus self-study for the 2008 Higher Learning Commission of the North Central Association accreditation stated: "faculty purchasing budget is at an all time low" and "this dilemma coincides with the launch of several new academic programs." It should be noted that during the self-study the Provost added \$100,000 to the base Library budget starting in 2008-2009. The Library anticipates using this in part to address collection needs.

The Learning Resources Center, which houses the Library and other units, has great visibility and a central location on campus. A recent first floor remodel, second floor updating, and addition of the Food for Thought Café have added to the positive appearance of the facility. However, much of the remaining space is in serious need of renovation. Not only would this provide for a more welcoming atmosphere and allow for new uses of space, but in some cases would remedy unsafe conditions (trip-factor carpet and malfunctioning compact storage) and fully meet ADA standards. Sustainability initiatives are being explored and will continue to be of importance.

As the self-study progressed, the need for a systematic approach to short- and long-term planning of services, collections, staffing, technology, and space utilization became clear. In planning for future directions and change, more extensive assessment of user and nonuser wants and needs is essential.

Department/Area Summaries:

Access Services:

Operating under a new Access Services Librarian, the department will soon have a new classified staff supervisor of Interlibrary Loan (following a retirement) and is changing the space utilization behind the main circulation desk and the reserve area. Universal borrowing (patron initiated borrowing of books from other UW System libraries) is a heavily used service. ILL for articles and other non-UB materials continues as an appreciated and efficiently run service. E-reserve continues to develop, and circulating laptops are nearly always checked out.

In the department SWOT report, strengths included the services provided and the spirit in which they are provided. In the December 'point of service' survey at the main circulation desk, various services provided had satisfaction rates of 83-99%.

A note about the main circulation desk and true of all units hiring student employees: Most new work study students receive about six hours work per week, making it difficult to get the level of training needed for their jobs.

Administration Office:

Administrative staff members describe one of their strengths as their commitment to the success of the Library and its services. In addition to managing budget, personnel procedures, and building maintenance, they provide services for a number of other units housed in the Learning Resource Center (LRC). There are expressed needs for long-range planning, a more visible location than the current fifth floor, and enhanced technology training for the staff.

Archives and Area Research Center:

The Archives houses and provides reference service for three major collections: UWSP records, Area Research Center (Wisconsin Historical Society) materials, and Portage County Historical Society collections. It also provides records management services to the entire campus. Undergraduate research in the Archives has grown in recent years, and staff continue to serve campus administrators, faculty, and staff as well as genealogists and other area users. The Archives self-study report delineates staffing, facility, and technology concerns.

The Archives staff states as goals: to improve our facility and increase our staff to better meet current and future needs as an archival repository and resource.

Bibliographic Instruction:

In the 2007-2008 academic year, 290 bibliographic instruction sessions were given, most to specific classes with instruction tailored to class assignments. This reflects a more than doubling in the past ten years. Still, only about one third of campus teaching faculty take advantage of library sessions according to the self-study faculty survey.

Based on the conviction that library instruction is crucial to student success, librarians would like more extensive promotion of library instruction. All recently hired librarians have a teaching component to their positions, but increasing demand is already stretching busy librarians. The creation of an Instruction and Multimedia Librarian position is being proposed.

Cataloging and Acquisitions:

This unit has as a goal the acquisition and organization of materials in a timely fashion. For years a knowledgeable and experienced staff effectively searched for the lowest price when purchasing

and maintained high quality bibliographic records in the catalog. Retirements and a long-term disability leave in the past two years are straining remaining staff. The retiring faculty departmental coordinator was not replaced in cataloging and only one of the two retiring classified staff in cataloging has been replaced. The remaining two faculty members also have responsibilities in reference, instruction, supervision, and collection development. The newly hired classified staff cataloger, after training, will be contributing to the workflow.

As in other units, the classified staff computers used for department (acquisitions and cataloging) procedures can be frustratingly slow.

Collection Development:

Collection development is a collaborative effort between library faculty and campus departmental faculty under the management of the Collection Development Coordinator. The Library has made and continues to make conscientious efforts to develop the electronic, book, non-print, and journal collection to meet the needs of students and faculty. However, as the cost of resources, especially periodicals, has increased the acquisitions budget has remained flat some years and been cut others. This is reflected in the February 2008 survey of campus department chairs and library representatives: only 57% found their departmental library allocation satisfactory. The monographic print collection is aging with inadequate funds to update the collection. Of respondents from the same survey, 61% rate the book and other print collection as satisfactory or very satisfactory.

As part of UW System, the Library gains access to a number of databases, many with full-text journals, and other electronic resources. A new system-funded collection analysis tool will be used to identify collection strengths and weaknesses, suggest areas to weed, and inform collection building decisions.

Government Publications:

The UWSP Library holds one of the largest historic and current U.S. government documents collections in the state. Approximately 75% of available federal document items are selected and catalog records loaded in the Library online catalog. As government publications have gone increasingly electronic (although not consistently across agencies and departments), a vast number have been made accessible through the Library's Virtual Reference Desk. Electronic items that are part of the federal depository program are added to the online catalog in the same way print items are added. The Library also serves as a regional depository for Wisconsin documents, which have entries in the online catalog.

With the move to electronic, circulation of the in-house print collection has been dropping while reference questions asked in the department have retained their often complex nature. While fewer instruction sessions on documents have been given recently (as the librarian neared retirement), a rise in classes can be expected with a new hire.

Last spring, following an announced retirement date, the library faculty voted unanimously to retain the position—supporting the continued campus and public access to government publications print and electronic resources. In addition, a reconfigured position description was developed to more fully integrate the Government Publications Librarian into the services of the Library. Permission to fill this position is on hold until the completion of the self-study.

Instructional Materials Center:

The IMC maintains a collection of K-12 curriculum-related materials and the Library's non-print collection (video, DVD, CD). The IMC staff offer excellent service including reserve of AV materials and reference aid. The dropping budget for acquisitions is an area of concern. In addition, regular donations of review textbooks from school districts have ceased, so the textbook collection is aging.

A January 2008 focus group with six School of Education faculty probed why SOE faculty do not take more advantage of Library and IMC services. The IMC will be responding to the issues raised.

Library Resources 101:

Demand for the one-credit LR101 course has increased to the present four sections per semester including two hybrid sections (taught partially online). Six library faculty teach sections, with two faculty members off each semester. Library faculty time and availability to teach sections is limited by other duties as it is for general bibliographic instruction sessions.

Feedback from student evaluations has been largely positive with some students suggesting that the course was so valuable that it should be a required course. LR101 instructors state as a goal: to constantly change in response to changing technology and student information needs, to "stay relevant".

Marketing:

The need for more marketing of services or PR is mentioned in several department reports and SWOTs. The Library has a history of effective individual efforts and programs, but has lacked an organized, ongoing marketing program. During the last few years, the Library Director has taken an active role, and one half time faculty member is assigned as coordinator of marketing, in addition to her other job responsibilities.

Faculty and student surveys conducted for the self-study point to relatively low satisfaction rates for the degree to which the Library makes users aware of new services: faculty report 66% satisfaction (compared to 90% satisfaction overall with collections and services); students report 41% satisfaction (compared to 72% overall). After assessment of user needs, the marketing coordinator urges the formation of a working committee to promote awareness of Library services.

Media Lab

The Media Lab, located in the IMC and sharing the faculty supervisor, provides equipment, space, and assistance for producing media in various formats. With the equipment and processes increasingly out of date and the classified staff manager nearing retirement, the Media Lab is on the cusp of offering new services using the latest production technology. The library faculty are proposing the creation of an Instruction and Multimedia Librarian who, collaborating with a new qualified Media Lab classified manager, would offer multi-media production services and assistance (a campus need identified by a library faculty committee).

Periodicals:

The Periodicals collection has been developed in cooperation with campus faculty, but difficult cancellation decisions have become a fact of life. Costs for periodical subscriptions continue to increase exponentially with static library budgets, and the most often preferred online access to full text often comes with a higher price than print counterparts. Recent cancellations of print journals have concentrated on high cost/low use journals and elimination of duplicate formats (dropping print, keeping online.)

Library users now have access to approximately 15,000 journal titles online, and the Library subscribes to approximately 1000 print journal titles. Despite Library efforts to cut where it is least painful, only 55% of faculty surveyed for the self-study reported being satisfied or very satisfied with the Library's print and online journals. It has been difficult to support new faculty with journal requests, and the always inflating periodicals budget continues to cut into the book budget. Managing the periodicals budget remains a huge challenge.

Reference:

The main reference department provides a strong print reference collection, qualified staff to assist users, and a rich array of databases. The reference desk has a visible location on the first floor. The number of reference questions asked last year rose, after dropping for three previous years (based on a week's count each fall). Reference staff have observed that questions are becoming more time-consuming and in-depth. Stated weaknesses include the insufficient number of computers especially during peak hours and a reference room that needs updates. Lack of data on student information needs and student lack of awareness of library resources are challenges to be faced.

Technology

The technology team of two faculty librarians (each with additional duties) and two information technology academic staff provide administration and support of library systems, workstations, and library classrooms as well as design and maintenance of the library website. These demands leave inadequate time for planning, development, and keeping up with new technology.

Wireless access is available throughout the Library, and remote access is relatively seamless with the addition of the EZProxy server in 2007. A small majority of surveyed students reported the Library had enough computers. UWSP campus information technology staff work in close collaboration with and provide support for library technology.

The technology SWOT lists affiliation with UW System as both a strength and a weakness. On the plus side is being able to accomplish major projects that we would not be able to afford on our own. On the negative side, system level decision-making leads to loss of local autonomy.

Special Committees:**Facilities**

The Learning Resources Center is a prominent, well-located building on campus, built in 1970, renovated in 1986, and first floor remodeled in 2002. A café was opened in 2006. The building houses a number of services in addition to the Library, including IT. The Library Director is working with building occupants to meet their diverse needs. A uniform signage project is underway. Multiple service points in the Library are a plus for users, but a staffing expense to the Library.

Several library public and staff areas have been updated, but other areas have been described as unwelcoming and seedy. Progress has been made, but there remain ADA issues that need to be addressed. Problems continue with building maintenance, cleanliness, and there are safety issues in some areas of the Library. In addition to replacing worn carpet and tired furniture on some floors, a plan to redefine the use of space in the building is needed. For example, while the need remains for some individual quiet study areas, more informal small group work areas with computers are needed for student projects.

Staffing

The Library staff consists of librarians (also referred to as library faculty), classified staff, academic staff, LTEs, and student assistants. All library faculty hold a parallel position on the organization chart under the Library Director, who reports directly to the Provost/Vice Chancellor (see Organization Chart appendix). Nearly all library faculty supervise a department or coordinate an area. Faculty have nine months contracts, with the exception of the Library Director and the Archivist who have twelve month. Library faculty undergo the tenure process, and scholarship and service expectations are comparable to those for campus departmental faculty. Professional development is supported for all staff, although funds do not stretch to meet all travel requests.

After years of stability, the numbers of librarians and support staff who are retiring have been increasing which results in the loss of expertise and knowledge and sometimes the loss of the position as well. Planning and possible reconfigurations are needed with staffing turnover.



Participants: Mindy King, Kathy Davis, Gail Allen, Nerissa Nelson, Cathy Palmini
(Final Library SWOT Committee)

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none">• Public service orientation• Well-qualified, team-oriented and dedicated staff• Commitment to strong instruction program• Relationship with campus departments, including collaborative collection development• Ongoing goal of building quality collections and providing access to information	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none">• Impact of budget on staff, facilities, equipment, and collections• Lack of consistent short- and long-range planning• Lack of systematic approach to assessment of services, collections and facilities• Continuing need for consistent communication among library units
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none">• New staff and faculty hires, evaluation and possible reconfigurations of positions• Outreach and marketing library services and collections• Build on and expand external and internal collaboration (UW System, campus departments, IT)• Support innovations in teaching and changes in learners and learning styles across campus with new collections, services, and technologies• Potential for new uses of building space and increased sustainability	<p>THREATS (External)</p> <ul style="list-style-type: none">• Budget cuts/economic uncertainties• Potential loss of further positions• Changing perception of students concerning the role of the Library• Challenge of staying current with rapidly changing technology and difficulty of supporting that technology with limited resources



Strengths:

- **Public service orientation**

The public service attitude of the staff makes the Library a welcoming place despite its rather intimidating structure. Self-study surveys show high satisfaction rates for service received at the library (94% for faculty, 85% for students). Survey respondents frequently added comments such as: "Great service and resources" or "The staff is like really nice." Even the reluctant user often comes to believe the Library is a good place to research (and get help with research), study, and work in groups. A user comment from the December 2007 access services survey: "Libraries scare me, but this one isn't too bad."

- **Well-qualified, team-oriented and dedicated staff**

Library faculty and staff, in addition to their belief in service, bring a high level of education and motivation to their positions. They are committed to providing high quality library service to not only the campus but the community as well. They are active on campus committees and in campus and community organizations.

- **Commitment to strong instruction program**

The library faculty are dedicated to teaching students the research process, which has become increasingly complex and can be daunting to students. Through the Library, students and other users have access to a vast array of print and electronic resources, and their ability to use those resources enhances their research and their education. Numbers of bibliographic instruction sessions and sections of Library Resources 101 continue to rise and library faculty wish, with additional support, to promote them even more.

- **Relationship with campus departments, including collaborative collection development**

Campus departments each spend an annual library materials allocation and are involved in decision-making on databases and journals in their fields. A library liaison is assigned to each department and may help orient new faculty, meet with the department on new products, or address suggestions or concerns. A matching fund program with college deans support new campus faculty. Library faculty membership on campus committees also strengthens the ties with departmental faculty, and a good working relationship is maintained.

- **Ongoing goal of building quality collections and providing access to information**

The Library works hard to maximize limited resources to build print and electronic collections which will support the research needs of students (first priority) and faculty (when possible). The Library, with its U.S. depository status, has built a strong historic and current collection of government publications. As a member of the Area Research Center Network, the Archives provides primary sources to researchers. The affiliation with UW System provides access to a number of databases and electronic collections, and many local purchases are made through consortial arrangements. Universal borrowing, with its quick turnaround time, is very popular on this campus and allows users to borrow directly from other UW System Libraries. The Interlibrary Loan department receives frequent thanks from users needing journal articles and other materials. Library electronic resources are available 24/7 remotely.

Weaknesses:

- **Impact of budget on staff, facilities, equipment, and collections**

Staff: When open positions are not filled, those duties must be realigned or dropped, and the remaining staff feel the burden. The library still feels the loss of one technical librarian position, and the cataloging department lost their supervisor and a classified staff cataloger with recent retirements. Most librarians teach bibliographic instruction sessions and/or Library Resources 101, but the pool is not large enough for the increasing demand.

Facilities: The building is aging and shows its 1970's origins in many un-renovated areas. There is a need to update existing areas and just as importantly to plan and carry out ideas for new utilization of



space. An information commons, which would provide enhanced technology for students to use in group settings, has been under discussion. With additional budget, imaginative ideas could be carried out to support how students work and study today.

Equipment: Funds are insufficient to maintain the old (microfiche readers and photocopiers) and replace and expand the newer (PCs, laptops, scanners) for users and staff. The enhanced and updated Multi-media lab being proposed would require additional funds.

Collections: Huge inflationary increases especially in journals (somewhat less in databases and books) combined with flat library budgets have created serious problems in the library world. Although electronic databases, especially with linked fulltext journals, increase research effectiveness and access, the switch from print indices to electronic databases often incurs a much larger cost.

- **Lack of consistent short- and long-range planning**

While there are continuing efforts to provide excellent services and collections, the Library has no recent short- or long-range plans. Services would benefit from organized planning now, and the Library could develop strategies for change based on this planning. The Library needs an organized response to how libraries and user needs are changing. Planning for staff changes, services provided, facility utilization, and future directions is needed. In addition, the Library mission statement, years old, needs to reflect what the Library strives for now.

- **Lack of systemic approach to assessment of services, collections and facilities**

The Library takes traditional counts of acquisitions, circulations, gate counts, and other Academic Library Survey data, some of which are dropping (typical of the library world). However, assessment falls short with regard to crucial questions, such as asking: how services match with student information needs, how well we are doing promoting current services, whether our bibliographic instruction sessions are effective, how our facility could better meet needs. Listening to evolving user wants and needs is essential.

- **Continuing need for consistent communication among library units**

No library unit or department works in isolation, and what one group does may affect other parts of the Library, sometimes in unexpected ways. The sharing of new projects, policy changes, new services, committee minutes, and news benefits the whole Library.

Opportunities:

- **New staff and faculty hires, evaluation and possible reconfigurations of positions**

Although loss of experience and knowledge is a concern, new hires bring new ideas and fresh perspectives. Retirements also afford the Library the opportunity to evaluate the overall staffing patterns and workflow and change positions as the Library's needs have changed. The Library can propose positions to fit the increasingly electronic world and to fit the changes in how students relate to the Library.

- **Outreach and marketing library services and collections**

Faculty and students feel relatively un-informed about new library services (February self-study surveys). The Library does not have a history of promoting its services in a systematic manner, although marketing has always been carried out, with an increased emphasis in the recent past. With vast and changing Library resources available for use, outreach to the campus and larger community would increase awareness and use of these resources. Assessment of what our users and nonusers need and want could lead to targeted marketing.

- **Build on and expand external and internal collaboration (UW System, campus departments, IT)**

Our collaboration with UW System has already provided a shared electronic collection and other advantages for local users. As active participants within the new UW System Libraries committee structure, we contribute to the discussion and decision-making on new shared resources and initiatives. Our collaboration with campus departments and units could lead to more integration of the Library into



the educational process—e.g. library links on D2L pages, multi-media production assistance for students, an expanded library instruction program, and a further enhanced e-reserve system. Successful proposals by the Library for student technical fees have purchased new electronic resources to support the curriculum. A closer tie with the IT department has benefited the Library, e.g. with public computers and computer support, and building on this relationship would prove beneficial.

- **Support innovations in teaching and changes in learners across campus with new collections, services, and technologies**

Libraries are evolving from repositories to active partners in the teaching mission of the university. Today's learners need services and spaces that support their collaborative learning styles. Living in a world of almost constant communication and social networking, students would benefit from Library assistance in learning and evaluating new methods of researching. The Library could assume a leading role in helping students conduct research using Web 2.0 technologies.

- **Potential for new uses of building space and increased sustainability**

There is potential to provide more building areas and support for collaborative group work (groups often requesting computers and presentation capacity). The space utilized by units other than the Library in the LRC could be analyzed and changes made. The Library is exploring how to promote the conservation of energy and fully participate in UWSP's goal to be a sustainable campus.

Threats:

- **Budget cuts/economic uncertainties**

Lack of sufficient funding has already affected many areas of the Library as detailed under 'Weaknesses' above. The dwindling support for higher education in the state and the history of cuts undermine the development of long-range plans.

- **Potential loss of further positions**

When position cuts are considered, stress lines in the staffing structure of the Library widen. Many library faculty feel on the run from the everyday demands of their jobs, as well as the scholarship and service required for faculty status. Pressure on individuals has increased as the number of library faculty positions has dropped, leaving little time for developing new initiatives or further developing the instruction program. Further loss of faculty or classified staff would increase stress and burnout for the remaining individuals.

- **Changing perception of students concerning the role of the Library**

The Library is not the first stop (even virtually) for just over half of students doing research (51%). The February 2008 student survey pointed to web search engines (Google, Yahoo, etc.) as the main source for research assignments, although 85% of students agreed the Library and its resources were 'helpful' for doing research. Students see the Library differently than they have in the past, especially with the advent of the Web, and the information seeking process is confusing for some.

- **Challenge of staying current with rapidly changing technology and difficulty of supporting that technology with limited resources**

Given the accelerating rate of technical change, it is becoming increasingly difficult for staff to stay informed and become proficient in working with new information technology resources. Electronic resources coordination has become more complex and time-consuming. Changing technology requires hardware and software replacements with the concomitant budget increases and staff retraining.

Future Directions

The Library staff has identified the following primary concerns for future emphasis and action:

- Short- and long-term strategic planning
- Assessment of services, collections, and user needs

Individual areas needing planning and assessment:

- Library Programs/Services
 - Instruction--expansion and support
 - Marketing--new initiatives
 - Collections--assessment and development
 - Technology--expansion and support
- Facility
 - Analysis of whole LRC building space, including other units
 - Library space--renovation and new space utilization
- Staffing
 - Changing needs
 - Impact of increasing workloads
- Budget
 - Analysis to meet multiple needs
 - Funding increase potential

**Library Self-study
Report from Departments**

11/28/2007

Access Services Department
Cathy Palmini, Acting Access Services Librarian
Andy Pech, Main Circulation and Building Manager
Lin Vogel, Reserve and Laptops
Christine Neidlein, Interlibrary Loan
Colleen Angel, Interlibrary Loan

Name of reporting department
Name of coordinator
Names of other staff involved in
self-study

1) Description of department:

Access Services consists of three units with largely independent functions—Main Circulation, Reserve, and Interlibrary Loan. Service to distance education students also falls under the Access Services Librarian.

Main Circulation, on the first floor, acts as a first stop location for many patrons. In addition to checking out stack books, services include check out of universal borrowing books from other UW system libraries, booking study rooms with computers, checking out laptops, assistance with renewing items, and collecting fines. Main Circulation staff and students field frequent requests for directions to other Library departments and locations. Student employees also assist with check in procedures, shelving in the stacks, and retrieval of universal borrowing books to be lent to other UW campus users. A paging and delivery service offers direct delivery of materials to faculty offices across campus. Opening and closing, security, and building management are also the responsibility of main circulation desk personnel. Materials shelved near the main circulation desk and under their care include UWSP masters theses, a paperback leisure reading collection, the new book shelf, and the ongoing book sale.

Reserve provides students with course-related materials requested by classroom instructors and consists of hard copy and electronic materials. Hard copy items (books, paper journal articles, sample tests, CDs, software, and audiotapes) are located adjacent to the main circulation desk. Relatively short loan periods are set by the instructors, options being 2-hour and 1, 3, and 7-day. Electronic reserve allows students to access their class e-reserve readings and audio materials from remote locations (from personal computers with internet access and Adobe Acrobat Reader). Access to class e-reserve materials is limited to faculty and students enrolled in a specific class using electronic reserve. E-reserve materials include audio (music, classroom lectures, MP3 format materials) and scanned print items (journal articles, book chapters). The copyright policy concerning all reserve items is based on the fair use provisions of the U.S. Copyright Act of 1976.

Interlibrary Loan submits requests for research materials that are not available locally for UWSP users and provides UWSP materials to users of other libraries. Journal articles are the most frequently requested items, with most articles delivered electronically to the user's email. Books and other returnables (not available from UW System libraries via universal borrowing) are borrowed and lent by ILL. An online interlibrary loan form is available on the library homepage.

Distance Education services for students are provided using the distance education webpage of the Library website as the main gateway to communicate and provide access to library services. Maintained by the Access Services Librarian, the page provides instructions for obtaining books from the UWSP library and from other UW System libraries through universal borrowing and interlibrary loan. Delivery to the student is typically by mail, but the statewide van service may be used if

convenient for the student. To find periodical articles, a student can use their UWSP username and password from a remote location, search the Library's licensed indexes, and very often retrieve the full text of articles online. If the student needs an article from our Library's print collection, the article is scanned and emailed to the student (26 were scanned in 2006). In general, the goal is to provide distance education students with the same level of service provided to on-campus students. To reach this goal, services are customized to fit the needs of the individual.

2) Who is served?

Main circulation serves students, faculty, and staff, as well as community users.

Reserve supports faculty and students with class-related materials. Occasionally their scanning equipment is used by others outside the area.

Interlibrary Loan requests material primarily for university students, faculty (including retirees), and staff. ILL lends to other libraries and their patrons nation-wide and internationally as well (they filled requests recently from patrons in France, Denmark, and South Africa). They occasionally serve community users, if their needs can't be met by the public library.

3) Staffing

a. Levels:

Library Faculty: Access Services Librarian (interim until February 2008). FTE: 1

Classified staff: Main Circulation, level : Librarian. FTE: 1	Students: 240 hrs per week
Reserve, level: LSA-Advanced, FTE: 1	Students: 20 hours
Interlibrary Loan, level: LSA-Advanced , FTE: 1 ½	Students: 40 hours

Technical support for Access Services is provided the library technical support team.

- b. **Sufficient to meet needs:** Classified and student hours were viewed as satisfactory to meet service needs. Peak times were noted for reserve and ILL, and during those times ILL sometimes borrows students from other departments to meet the demand. It was noted that most new work study students only receive about six work hours a week, making it hard to get the level of training needed for their jobs.
- c. **Well-qualified and trained:** Training of new students is a continuing challenge. The classified staff are well-qualified but noted some areas where training was needed but not available. Those in ILL noted the unavailability of training for ILLiad.

4) Facilities:

The main circulation desk area was viewed as very busy and usable but evolving. One suggestion was to make a small conference room in the available space behind the desk area (a private place to talk to students or among staff). The ILL long-counter workspace and the reserve work area are satisfactory to current staff. Areas for improvement include noise level, temperature control, more air. Also there is no water in the area and the first floor bathrooms are not adequate for this high traffic area.

5) Technology:

Main Circulation: Equipment can be slow. Have good technical support from in-library technical staff.

Reserve: Equipment is up to date. The home-grown system for e-reserve was noted—it sometimes can't do everything faculty request. D2L is under discussion in relation to Reserve.

Interlibrary Loan: Need bigger, better computer and second scanner (possibly off-site). ILLiad software continues to have problems. Need better communication from campus IT, for example, the implications of security changes on Interlibrary Loan services.

In general there needs to a more clearly formulated, prioritized, and stated plan for replacement of computers both office and work area.

6) **Supporting statistics:** (see appendices for general statistics)

Highlights:

Circulation: For 2006-2007, there were 35,082 circulations of all types of resources from the main desk (with 9,450 renewals). Reserve desk circulations: 5,098 (247 renewals). Laptop circulations: 8,983.

Universal borrowing: Loans 1827, borrows 4106.

Reserve: For fall 2007, 204 faculty members are active users of Reserve. Total courses with reserve materials 331, with approximately 100 inactive each semester. Electronic Reserve files total 636.

Interlibrary Loan: In 2006-2007: 770 books (and other returnable items, such as CDs, DVDs, microfilm) were borrowed for UWSP users and 3974 copies of articles were received. In addition, 2136 books (and other returnable items) were lent to patrons at other libraries and 4495 articles were sent.

7) **Results of recent assessments**

The department carried out a point of service survey in December. Please see attachment 1.

Responses to access serves questions on faculty and student February surveys follow.

Student survey:

Question 8: If you visit the Library, how satisfied are you with the help and service you receive? (This question might also include service at the reference desk or other departments).

Students answering this question, 85% indicated satisfied or very satisfied, 15 % were neutral.

Question 10: If your instructor has placed course materials on electronic reserve for your class, how satisfied are you with your access to these e-reserve materials? Of respondents, 83% were satisfied or very satisfied, 11% neutral, and 5% dissatisfied or very satisfied.

Question 11: If our library doesn't have the article you need in print or online full-text, how satisfied are you with the Interlibrary Loan service in meeting your needs? The N/A response received 47%, probably indicating approximately half of students haven't used ILL. Of the others: 59% were satisfied or very satisfied, 37% were neutral (more non-users?), and 3% were dissatisfied or very dissatisfied.

Responses to each of these questions point to possible improvements in service.

Faculty survey:

Question 4: If you visit the Library, how satisfied are you with the help and service you receive? (This question might also include service at the reference desk or other departments). Faculty indicated 66% very satisfied and 28% satisfied for a total 94% satisfaction rate.

Question 10: If journal articles are not available in our periodicals department or online full-text, how satisfied are you with the interlibrary loan service in meeting your needs? N/A response was 19%, probably indicating non users. Total satisfaction rate was 85%, with 13% neutral, and 3% in the dissatisfied categories. The Library could strive to identify problem areas and increase satisfaction.

Question 11: If you use electronic reserve in your classes, how satisfied are you with student access to e-reserve? Nearly half indicated N/A or probable non-e-reserve use. Of the respondents (indicating use) 88% were satisfied or very satisfied with 11% neutral.

8) **Special projects underway or major changes being implemented:**

- Integration of the new Access Services Librarian after February 4.

- Retirement of the full-time Interlibrary Loan LSA-Advanced and training for new staff.
- Physical changes in the main circulation desk area.
- Shifting and relabeling in the book stacks area.
- New assistant manager program for main circulation. Four students hired for 20 hours a week each with extra managerial responsibilities and training.
- Moving to online submission of articles for e-reserve.
- Improve Interlibrary Loan canned email messages to patrons.

9) **Goals or desired directions of the unit** (to be explored, not formally adopted at this time):

- Explore a more 'team approach' to access services, especially with different busy times for different units during the year.
- Develop online training and more written materials for student workers in areas of commonly needed knowledge.
- Seek out customers. Workshops on how access service related things work.
- Examine with an eye to improve the UB service as related to the Interlibrary Loan service. Not clear to patrons what is what.
- Address the shift to checking out laptops and other hardware from main circulation – what are the implications for the future in time and space needs.

10) **Other information**

11) **SWOT analysis of department** – see attachment 2.

12) **SWOT analysis of Library** – see SWOT appendix.

ATTACHMENT 1

Library Access Services (Point of Service) Survey- Results

The University Library's Access Services Department conducted a point of service survey December 2-15, 2007. Patrons receiving service at the main circulation desk were asked to fill out a brief questionnaire. A total of 161 surveys were completed by unspecified numbers of university faculty, staff and students, and community patrons.

Survey Questions and Results

The questionnaire's design attempted to provide data concerning the following questions:

- What services are patrons who come to the main circulation using?
- What is the degree of satisfaction or dissatisfaction with these services?

The questionnaire also included two open-ended questions, one asking for general comments and the other querying patrons as to what one thing they would like to change about the library.

Services Used:

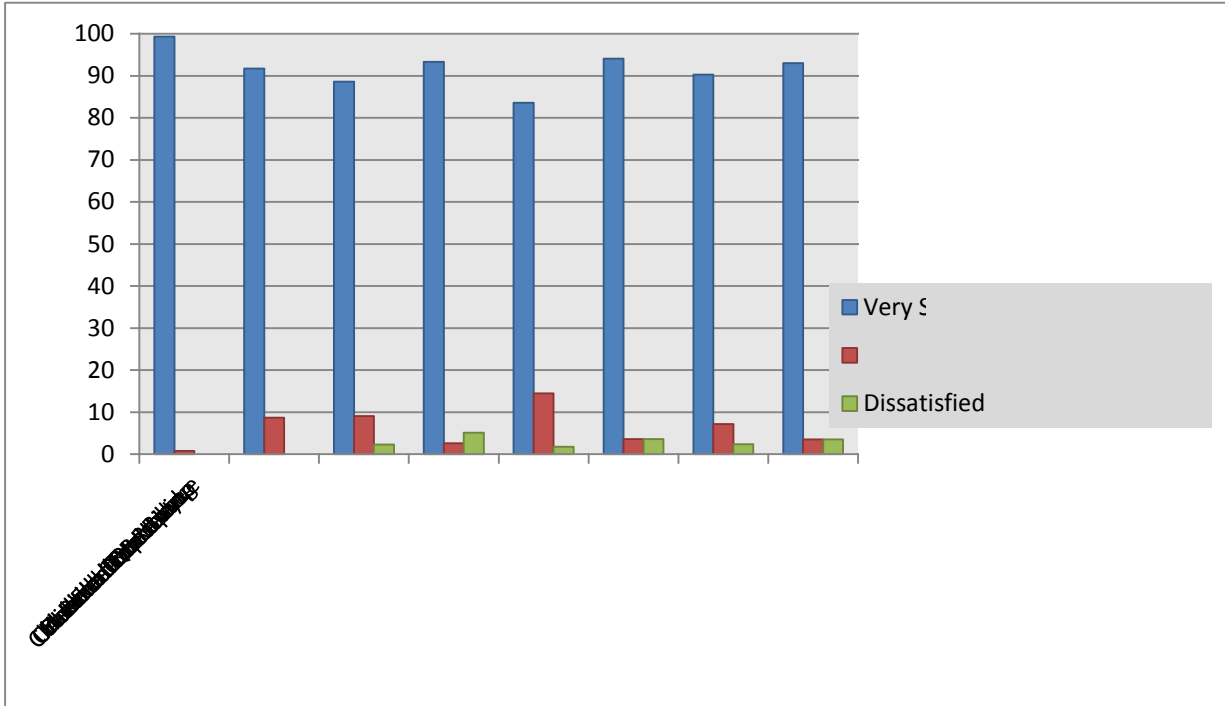
The 161 survey respondents reported 600 uses of services—see breakdown in the left column below.

Library Access Services Questionnaire						
We welcome your input. Please check the services you have used this semester and mark your level of satisfaction with each. Comments (especially on areas needing improvement) are appreciated. Thank you!						
Have you used this service?	Question	Very Satisfied	Satisfied	Neither Satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
133	Checked out a UWSP book	92	40	1		
46	Picked up a Universal Borrowing (UB) Book	32	10	4		
44	Picked up a an Interlibrary Loan article or book	24	15	4	1	
39	Received an ILL article electronically	23	13	1	2	
55	Checked out a course reserve item	39	16	8	1	
84	Used electronic reserve	44	35	3	2	1
83	Checked out a laptop	49	26	6	2	
115	Asked a question at this desk	74	33	4	3	1

Customer Satisfaction

Responses trended strongly toward the "very satisfied" (61.4%) and the "satisfied" (31.4%) responses. Other responses: "neither satisfied nor dissatisfied" (5.2%), "dissatisfied" (1.8%), and "very dissatisfied" (.3%).

All services received a strong majority of responses falling into the "very satisfied" and "satisfied" range, each falling somewhere between 83 to 99 percent of customers being either "satisfied" or "very satisfied."



Conclusions

What services are patrons who come to the Main Circulation Desk using?

Survey results indicate patrons using the main circulation desk are most likely checking-out UWSP library books or asking questions/seeking information. Results also indicate a large number of patrons have checked-out laptops and/or utilized electronic reserves.

What is the degree of satisfaction or dissatisfaction with these services?

The results of this survey point to a high degree of customer satisfaction among the majority of those polled. Every service had the majority of respondents listing their degree of satisfaction as “very satisfied” while the second most popular answer for all services was “satisfied.” There were no significant numbers suggesting customer dissatisfaction.

Responses in Space for Comments:

Positive Comments:

- Great references! Thank you so much!
- Great service and resources.
- The staff is like really nice.
- Thank you for the helpfulness every time!
- Very good
- Very helpful and respectful.
- Quick and easy. Helpful staff.
- Everything is always very available
- Very good job. Reference desk very helpful.
- I love the library and those who work in it.
- Keep up the good work ☺
- I love the access to sources all over the country – thanks!
- No change – great!

Libraries scare me, but this one isn't too bad.
Did an excellent job answering my questions.
Overall, I believe the library staff does a good job.
I love the library! 😊
Everyone was very friendly and informative.
(Staff) was awesome by finding a book I needed!
Nothing, more than satisfied.
Very knowledgeable.
Library services have always seemed very helpful and terrific!
Everyone was very helpful and I found I got what I needed.
Everything is easy to find.

Negative comments:

Reserve items need to be returned so soon.
I am dissatisfied with the ILL electronic articles. I should have been notified. It ended up being two weeks before I got all of the material.
Some electronic articles are of poor quality.
The reserved CDs need to be organized more clearly.
There should be more laptops.
Need more laptops or provide them in tuition like Stout.
More laptop availability would be nice.
Staff at Main Circ need to be attentive – they seem too focused on homework instead of who's standing there and waiting to be helped.
The IMC would not let me get the movie!
Sometimes it's a little loud.
Some staff are not welcoming or are a bit condescending.
A little noisy.
A couple of times I've asked questions and the worker has said, "check the 3rd floor maybe" then that 3rd floor says, "that's on the first." So I run around in a goose chase. Information workers should send me to the right place.
Desk staff should be able to help with laptop questions. ie. logging in on campus!
Took a long time for article to get added to E-Reserve.

Responses to "What would you change?" Question:

Satisfaction expressed:

(Change) Nothing (7 responses).
I'm pretty satisfied with the library!
Everything is fine!
Every thing is very good. People are friendly and helpful.
Good as it is!

Collections:

More books.
Add more books to the pleasure reading area.
Library needs more contemporary plays.
I would update certain areas, such as your recent Middle East History.

Laptops: More laptops (3 responses).

Have better instruction @ check out regarding how to use the laptop would be helpful!
I think there should be at least an hour grace period when returning laptops. Thanks.

Give a ½ hour leeway time for laptop return.

Computers:

- More computers in the lab.
- More computers (2 responses).
- More computers in the reference room.
- Faster computers in Reference room.
- More computers on upper levels and add printers to those computers.
- More smaller computer labs.

Quiet study:

- More quiet study places.
- Maybe make all of second floor (or another) a “loud” floor for people to talk in groups. Then have other as strict no talking quiet study areas.

Hours:

- Add more hours during breaks.
- Extended hours on Saturday.
- 24 hour 365 days/year

Misc:

- Don't know.
- Free candy on Fridays.
- No 24 hour check out (reserve).
- Easier access to private rooms.
- That you could reserve books online and just come into pick them up.
- Remind staff to be alert!
- A better museum. It's crappy kinda.
- More professional service, especially at circulation desk.
- More clearly stated rules regarding fines – stated at checkout.
- Food for Thought should use Debot Dollars.
- You should have a nap room with couches or cots to lay on.
- Grace period for overdue dates.
- Nicer study areas on the 5th floor.
- Make it easier to search for books the system is hard to find the location of the books you need.
- Warmer please.
- Hold programs to get students to come to the library.
- More campus information when needed.
- Charges but I guess you need them.
- I haven't used enough of the library to find anything to change.

ATTACHMENT 2



Department: **Access Services**

Participants: **Colleen Angel, Christine Neidlein, Andy Pech, Lin Vogel, Terri Muraski, Cathy Palmini**

S.W.O.T. Analysis of Department

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Responsive, effective service: including expanding electronic 24/7 services and campus information service provided • Quality, experienced, service-oriented staff; well-trained student staff • Physical location—space with flexibility • UW System support (for UB, ILL) 	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Multiple circulation desks not coordinated • Student staff turn-over, few hours, and lack of uniformity of training • Lack of communication building-wide, unit doesn't hear about changes • Unresolved confusion of some patrons on UB/ILL relationship. • Lack of assessment
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Campus collaboration (D2L, e-reserve, laptops) and increase service outreach • Access services high visibility area for implemented changes • New technology, digitizing, open source developments • Staff changes – new idea 	<p>THREATS (External)</p> <ul style="list-style-type: none"> • Budget cuts, increasing costs, and potential loss of positions • UW system mandates (lack of training for ILLiad; Voyager updates lack support for all programs) • Perception of students and other potential users—fading belief in the library • Depersonalization of service due to 24/7 electronic services • Difficulty of supporting two worlds—digital and physical/print

Strengths: Important strengths were expressed as the services provided and the spirit in which they are provided. Electronic services related to access services include UB, e-reserve, online renewals, and ILL online form. The main circulation desk increasing serves to field both in-the-building and across-campus questions. ILL has a quick turn-around time and UB is heavily used. The staff are qualified, students used effectively, and the space conducive to carry out access services functions.

Weaknesses: The lack of coordination of circulation desks has implications building wide, as does our dependence on student employees. We need to ask users and non-users what they would like the library to provide, what we are doing well or not so well.

Opportunities: We have expanding chances for collaboration across campus. New technology may expand what and how we provide services. New staff will bring new ideas and views.

Threats: Shrinking dollars impact the department with diminishing collections for ILL to draw on locally and statewide, aging computers in some units, and the potential for lost positions. System mandated computer systems and programs are not always supported or training provided. We are also fighting a de-valuing of the library as an information source.

**Library Self-study
Reports from Departments**

Administration Office

Kathy Davis

Heather Tetzlaff, Patty Cray, Liz Zentner

Name of reporting department

Name of coordinator

Names of other staff involved in unit
self-study process

1) Description of department or service

The Library Administration Office serves as a liaison between the Library and University Administrative offices, publishing and supply vendors, and the surrounding community. The Library Administration staff is responsible for the following areas:

- Manage, monitor, and reconcile budgets
- Coordinate payment services, including problem resolution
- Coordinate the personnel hiring process and assessment
- Orientation of new personnel
- Manage library classified and student personnel, including budget
- Coordinate the development and communication of policies and procedures
- Manage official Library communications
- Collect and interpret statistical data
- Coordinate facilities planning
- Coordinate building maintenance and repair
- Coordinate equipment repair and replacement
- Coordinate LRC building safety and security initiatives
- Coordinate Library displays and exhibits

2) Who is served

Administration staff serves primarily faculty, staff, and students in University Departments housed in the Learning Resources Center building. They work closely with a variety of campus offices, community services, and vendors to provide services to these departments. Departments and areas served:

- University Library
- Tutoring & Learning Center (TLC)
- Assistive Technology
- Wisconsin Center for Environmental Education (WCEE)
- Information Technology (IT)
- Natural History Museum
- Peace Institute
- Center for Academic Excellence and Student Engagement
- Food for Thought Café

3) Staffing

a. Levels

Faculty

Library Director – FTE 1.0

Classified Staff

Business Specialist – FTE 1.0

Library Services Assistant Advanced – FTE .55

Office Assistant – LTE .25

Students

1 (5hrs/week)

- b. Sufficient to meet service needs?

Currently the office assistant is shared (.25/.25) with the Center for Academic Excellence and Teaching Engagement. This office needs to find permanent office space outside of the Library Administration Office, which would allow the office assistant position will return to .50 FTE in the library.

- c. Well qualified and trained?

All Administration Office staff are well trained in the skills necessary to provide services to the Library and the LRC building.

4) Facilities

Current facilities have recently been remodeled to provide professional, inviting, and efficient ergonomically designed work spaces for all staff. Consideration of building placement of Administration offices should be discussed in the future, placing the Library Director and supporting staff in a more visible and accessible location for staff and library users.

5) Technology

The computer technology available to staff is adequate and supports staff needs. The copy machine needs to be replaced.

6) Supporting statistics – N/A

7) Results of recent assessment activities – N/A

8) Special projects

- a. Replace all building signs. Signage plan has been developed and distributed; initial order for new signs has been placed.
- b. Review of supplies budget will be completed during 2007/08.
- c. Review, edit, and update Administrative Staff handbooks.
- d. Develop checklists for travel procedures.
- e. Investigate student timesheet recording options.

9) Goals or desired directions of the unit

- a. Provide timely and accurate services that are responsive to the needs of building staff and services.
- b. Develop a long range plan for administration services and staffing responsive to findings of the library self study and assessment.
- c. Collaborate with campus Facilities Services to develop a plan to improve responsiveness.
- d. Work with LRC staff and departments to coordinate and implement a signage upgrade program.
- e. Relocate all non-library collection acquisitions and payment services to Library Administration.
- f. Develop a plan to relocate Library Administration offices and services.
- g. Initiate a cross training plan to address changes in services and staff.
- h. Initiate a professional development plan for Administration office staff.

10) Other information – N/A

11) SWOT analysis of the area – see attachment.

12) SWOT analysis of the Library – see SWOT appendix.



Department: **Administrative Office**

Participants: **Kathy Davis, Heather Tetzlaff, Patty Cray, Liz Zentner**

S.W.O.T. Analysis of Department

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Knowledgeable, experienced, service oriented, efficient, supportive, compatible staff • Comfortable, pleasant, ergonomic work environment • Administration well qualified and ready to lead 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • A long range plan is needed for administrative staff • Administration Offices too isolated – needs relocation to 1st or 2nd floor • More cross training and procedural manuals are needed to be prepared for staff changes or emergencies • There is a need for a formal feedback procedure of administrative services
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Current campus and library assessment and planning projects • Training in new technologies or higher level training on existing software • Restructuring of duties in library to allow for reallocation of duties to administrative staff 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • Lack of campus training for more advanced use of computer applications • Lack of long range plans for University, LRC and Library • Budget cuts and underfunding • Decentralized Library organization • Lack of responsiveness from university offices ,such as facilities • Ambiguity of Library Director position • Lack of a central vision for the Library and the LRC in a changing information and service environment

Strengths:

-The administrative staff members are committed to the success of the library and its services. They are knowledgeable and support one another in the completion of daily tasks, working together for the good of the department as well as the good of the library.

-Changes have been made within the last five years to improve the working environment of the administrative office and provide a professional and ergonomically equipped suite of offices.

-The library director is well qualified, experienced, and ready to provide leadership for the organization into the 21st century.

Weaknesses:

-There is a lack of a long range planning for administrative staff; an anticipated retirement will occur in the near future. Staff positions should be evaluated and a plan should be developed to meet the changing needs of the library and the building.

-The placement of the administrative offices on the 5th floor results in isolation for the Director and the administrative staff. The suite of offices and their services should be relocated to the 1st or 2nd floor to facilitate communication and visibility of services.

- Cross training and accurate procedural manuals are essential for response to staff changes. Both job sharing and shadowing would help create a more seamless transition when staffing changes occur.

- Currently there is no regular assessment or feedback regarding the effectiveness of Library Administrative services. There should be regular assessment of these services as part of a library wide assessment plan.

Opportunities:

- The current campus and library assessment projects should provide insight into opportunities to improve administrative services for library staff and the campus community.

- An enhanced technology training program for administrative staff would provide additional skills for serving library and building needs.

- A restructuring and reallocating of duties in the library would allow the library administrative staff to more effectively and efficiently group similar services and relieve other departments of these tasks.

Threats:

- Currently there is no organized method of obtaining computer application training on campus. Staff members who wish to extend their basic software knowledge have very few options. Additional software training would allow staff to offer improved services.

- Response to staff and service changes has been reactive. Long range planning for the administrative offices would allow for proactive budget and training planning.

- Library budgets have been frozen for several years while the cost of materials, supplies and equipment has continued to increase. The decline in purchasing power has impacted all budgets reducing the library's effectiveness.

- The decentralized library organization creates redundant services, costs, and staffing. A more centralized organization would allow for savings in budget funds, this in turn could support the declining acquisition budget.

- Dependable maintenance and repair of the LRC and library facility has been erratic over the years. It is difficult to anticipate what work orders will be filled, ignored or lost. The routine building cleaning is erratic. Some areas are well maintained while others lack acceptable custodial service. Many LRC building areas display effects of delayed maintenance despite the attempts of Library Administration to work with Facilities and the custodial staff.

- The ambiguous nature of the Library Director role coupled with the historic strong culture of faculty governance at UWSP has presented a challenge with the addition of a new Library Director. The current Director is qualified, experienced, and eager to provide the leadership, but a better understanding of the role of the library director as an administrator and change agent is needed.

- A new, dynamic vision is needed for the library and the LRC to meet the changing needs of users and changing use of collections. The self-study and assessment process should provide the information needed to develop a strategic plan that will better prepare the Library for the 21st century.

Library Self-study
Reports from Departments

Nelis Kampenga University Archives and Area Research Center
Ruth Wachter-Nelson, Archivist
Mike Jan, Records Manager

Name of reporting department
Name of coordinator
Names of other staff involved

1) Description of department or service

- The Archives is the official repository for UWSP records.
- The Archives houses public records and manuscript collections from nine central Wisconsin counties as a member of Wisconsin's Area Research Center (ARC) Network, affiliated with the Wisconsin Historical Society (WHS).
- The staff is responsible for compliance with federal and state laws that impact university and Area Research Center public records.
- The Archives also houses the collections of the Portage County Historical Society (PCHS), as a service to the campus and community.
- The staff appraises, accessions, arranges, catalogs, and prepares finding aids for university and PCHS collections.
- The staff provides reference service for the three major collections: UWSP records and manuscripts, Area Research Center public records and manuscripts, and PCHS manuscripts and photographs.
- Records Management
 - Records manager serves on the University of Wisconsin Records Officers Council.
 - The Archives provides the campus with records management services as stipulated in the following state laws:
 - WI Statute 15.04(1)(j) states that each state agency shall: "Appoint a records and forms officer, who shall be responsible for compliance by the department or independent agency with all records and forms management laws and rules and who may prevent any form from being put into use."
 - 1504(i) states that each agency shall: "Establish and maintain a records and forms management program."
 - 16.61(2)(bm) states that "records and forms officer" means a person designated by a state agency to comply with all records and forms management laws and rules under s. 15.04 (1) (j) and to act as a liaison between that state agency and the board.
- As a member of the Area Research Center Network the staff:
 - Oversees the transfer of archival materials throughout the statewide ARC Network and maintains transfer transaction records.
 - Participates in ARC and University of Wisconsin System Archives Council projects that benefit the state of Wisconsin.
 - Enforces and complies with WHS policies and procedures including meeting their security standards for archival material.
 - The archivist serves on the University of Wisconsin System Archives Council.

2) Who is served

- The staff provides service for our three major collections:
 - University Records – The Archives safeguards records, photographs, and artifacts that have permanent legal, historical, and administrative value.
 - University records are used by administrators, faculty and staff to conduct UWSP business.

- Students and the community use the records for diverse projects such as history research papers, campus issues essays, newspaper stories, and to gather background information for environmental education interpretive walks of the campus and art projects.
- Area Research Center Public Records and Manuscript Collections
 - Provide reference service to clients including UWSP and Jr. and Sr. high school students, faculty, the central Wisconsin community, and researchers from throughout North America.
- Portage County Historical Society Collections
 - Provide reference service to clients including UWSP and Jr. and Sr. high school students, faculty, the central Wisconsin community, and researchers from throughout North America.

3) **Staffing** –

a) Levels (faculty, LSA-Senior, etc.) and numbers

- 1 full time tenured faculty
- 1 full time Academic Staff employee (non-teaching Probationary Category “A”)
- 3 to 4 student employees per semester (hours worked varies)

b) Sufficient to meet service needs?

- No, the two person staff is currently operating at maintenance level and cannot carry on large scale projects or initiatives.

c) Well-qualified and trained? Yes.

4) **Facilities – adequate for services?**

- The Archives is running out of space to house records of permanent value.
- Workspace for staff
 - Extremely inadequate work space for processing collections. Currently we are infringing on an area designated for research to process a large collection. There is also a lack of space for projects involving student workers. This creates a cluttered looking work and research environment.
- Inadequate space for researchers
 - Seating is not ergonomic and draws complaints from researchers.
 - It is difficult to accommodate researchers in wheelchairs.
- Reference area is not ergonomic.
- Inadequate climate control for preserving collections.
- Collection security
 - Archives should have closed stacks. Our arrangement allows researchers access to the stacks, creating uncomfortable situations where the staff must explain to researchers that they are not allowed to browse the stacks.
 - The reference desk area is a hodge-podge of furniture. To use the computer the archivist’s back is to the researcher, and this creates a less than optimal security situation.
- Unsafe conditions
 - The compact shelving jumps and lurches at times, nearly catching staff in between stacks on at least 3 times. The safety devices have not always worked.
 - Ripples in the carpet create a tripping hazard for researchers and staff.

5) **Technology – adequate for users and staff?**

- Two of five computers need updating.
- Staff office computers are adequate.
- Slow, inadequate computer for student employee projects.
- The computer for public use is so old and slow it is no longer used.

6) Supporting statistics (last 5 years if available)

See attachment 1.

7) Results of current assessment activities

There are no assessment activities underway at this time.

8) Special projects underway or major changes being implemented

- Michael Dombeck Collection (former Chief of the Forest Service during the Clinton Administration)
 - Currently refining the initial arrangement of the 21 linear foot collection as time permits and draft finding aid. Also flagging materials that cannot be digitized due to copyright or privacy issues.
 - Final phase – When processing is completed, we will apply to have the collection digitized by the UW-Digital Center. 2004 to date
- Two large collections are being processed by student assistants including the Portage County Democratic Party Papers. Summer 2007 to date
- Portage County Naturalization Index – Coordinating joint Stevens Point Area Genealogy Society – UWSP Archives indexing of the county’s naturalization records. When indexing is completed a searchable database will be created. September 2007 to date
- Drafting General Record Retention Schedule (GRS) as part of a University of Wisconsin Records Officers Council initiative. GRS’s are in varying stages of completion for personnel records and campus e-mail. September 2007 to date
- Archivist is Central Wisconsin contact for the *Teaching American History Grant Program* operated by UW-Oshkosh and CESA 6 and will serve as lecturer in the future. November 2007 to date
- Wisconsin Historical Records Advisory Board and Wisconsin Historical Society Wisconsin Manuscript Collection Project – As a member of the University of Wisconsin Archives Council we will be surveying UWSP, PCHS, and ARC holdings for Wisconsin, regional, and local manuscripts in order to improve the collecting of post-World War II state history. WHS will publish the collected data in an analytical report, and a web based Wisconsin repository directory will be created. Awaiting final approval for funding.

9) Goals or desired directions of the unit:

- To continue and improve our role as an archival resource for students, faculty, staff, and the community.
- To continue and improve our role as the official repository of the UWSP.
- To continue and improve our partnerships with the Wisconsin Historical Society and ARC Network, and the Portage County Historical Society.
- To improve our facility to better meet current and future needs as an archival repository and resource.
- To increase our staffing to better meet current and future needs as an archival repository and resource.

10) Other information

11) **SWOT analysis of the department** – see attachment 2.

12) **SWOT analysis of the Library** -- see SWOT appendix.

ATTACHMENT 1

UWSP ARCHIVES AND AREA RESEARCH CENTER STATISTICS

Fiscal Year	Hours Open School Yr	Hours Open - Summer	FTE & LTE Hrs/Wk	Lin. Ft. Processed ¹	Reels Processed ¹	
1995-1996	unknown	unknown	80	unknown	unknown	
1996-1997	unknown	unknown	80	unknown	unknown	
1997-1998	unknown	unknown	80	unknown	unknown	
1998-1999	38	28	63	136	24	
1999-2000	35	35	60	108	42	
2000-2001	30	30	60	82	100	
2001-2002	30	30	66	100	51	
2002-2003	31	31	66	110	33	
2003-2004	34	34	60	147	69	
2004-2005	37.5	37.5	80	61	10	
2005-2006	37.5	37.5	80	95	39	
2006-2007	37.5	37.5	80	133	28	
Fiscal Year	UWSP - Student Use	UWSP Faculty/Staff Use	Non-UWSP Users	Phone Reference	Mail/Email Reference	Daily Patron Count ²
1997-1998	DNC*	DNC	DNC	DNC	DNC	982
1998-1999	DNC	DNC	DNC	221	386	916
1999-2000	DNC	DNC	DNC	234	693	1010
2000-2001	203	115	714	320	803	1032
2001-2002	123	142	941	385	791	1206
2002-2003	255	100	905	547	780	1260
2003-2004	316	129	684	415	642	1129
2004-2005	413	78	644	413	601	1135
2005-2006	452	120	751	352	621	1323
2006-2007	359	124	601	374	608	1084
Fiscal Year	ARC Transfers Incoming ⁴	ARC Transfers Outgoing	ARC Transfers Total			
1995-1996	23	17	40			
1996-1997	31	14	45			
1997-1998	46	10	56			
1998-1999	25	20	45			
1999-2000	44	26	70			
2000-2001	67	19	86			
2001-2002	31	20	51			
2002-2003	67	22	89			
2003-2004	114	13	127			
2004-2005	71	15	86			
2005-2006	185	11	196			
2006-2007	116	12	128			

1. Does not include accessions. *DNC = Did not collect this information.
 2. Researchers are counted once each day they use the Archives whether the visit is for an entire day or an hour.
 3. Researchers may use multiple collections (UWSP, ARC, PCHS) during a visit. We mark only the collection used most during that time. 4. Increase in transfers is due solely to upswing in undergraduate research.

ATTACHMENT 2



University Library
University of Wisconsin-Stevens Point

Department: **Nelis Kampenga University Archives and Area Research Center**

Participants: **Mike Jan and Ruth Wachter-Nelson**

S.W.O.T. Analysis of Department

<p>STRENGTHS (Internal)</p> <ol style="list-style-type: none">1. Partnerships with the Wisconsin Historical Society and the Portage County Historical Society provide exceptional research opportunities for our users.2. Email and website databases provide access to our collections to researchers worldwide.3. Popular with community.4. Records management program and the Archives are an asset to the campus.	<p>WEAKNESSES (Internal)</p> <ol style="list-style-type: none">1. Inadequate staffing and heavy reliance on student employees.2. Inadequate space for housing collections, processing and research, and in some respects unsafe conditions.3. Inadequate technology at some staff computers and at our public work station.
<p>OPPORTUNITIES (External)</p> <ol style="list-style-type: none">1. Changes in technology shift client base and may allow us to refocus our priorities.2. Additional staffing.3. Additional space or remodeling of department.	<p>THREATS (External)</p> <ol style="list-style-type: none">1. Budget cuts / economic uncertainties.2. Competition from alternative suppliers of similar types of information.3. Relocation or collection split could be recommended at a later time.

Strengths:

The Archives serves a diverse group of users. Due to agreements with the Wisconsin Historical Society and the Portage County Historical Society, we house excellent research collections that meet the diverse needs of students, faculty, and the general public. The Area Research Center Transfer System provides researchers with access to archival collections housed throughout the state. Our website databases and email reference service provide access to our collections to researchers from throughout the world. As the university's official repository we serve the administrative needs of our faculty and staff. The records management program insures that non-current records that have permanent legal, administrative, and historical value are housed in the Archives. The archival program insures that the records are properly preserved and readily accessible.

Weaknesses:

The Archives has inadequate staffing and relies heavily on student employees. For many years the Archives primarily served as a resource for UWSP administrative business and genealogy.

Undergraduate research was not promoted. In the last 7 years the Archives has grown to become an active center for undergraduate research while continuing to fulfill its role as a resource to campus administrators and genealogists. As services have expanded, the number of FTE's has remained at 80 hours. Services provided and projects undertaken tend to be reactive rather than proactive. The infrastructure of the Archives is also in need of change. Much of the furniture in the Archives research area is not ergonomic, and it is difficult to accommodate researchers in wheelchairs. Other problems with the infrastructure include a lack of work space for processing collections, inadequate climate control for preserving collections, and a poor floor plan that makes the stacks accessible to researchers. Space for storing collections will also become an issue in the future. Finally, there are two major safety issues. The compact shelving jumps and lurches unexpectedly at times. It has nearly caught staff in between moving stacks at least 3 times. An incident also took place where the safety devices did not work when this happened. The second safety issue is the carpet, which has ripples in it that create a tripping hazard for researchers and staff.

Opportunities:

A small decrease in the number of genealogists served is most likely due to the availability of online genealogical services. Any future substantial decrease in users in this service intensive population may allow the staff to reprioritize their time. Additional staff would afford the archivists the opportunity for initiatives such as the continued re-evaluation of old accessions (some date back to the late 1960's), processing the backlog of collections, and completing projects that have been delayed indefinitely due to the reactive nature of our current situation. An increase in staffing would also allow greater flexibility for staff research and professional development, decrease dependence on student employees, and provide continuity for focusing on large projects that currently does not exist. Remodeling the current space, moving to a larger space, or adding space to the Archives would create opportunities to address security problems created by our floor plan, fix safety hazards; and create a more spacious, better organized research and work environment.

Threats:

Budget cuts would impede opportunities for increasing staffing. An increase in staff is needed to allow for further improvements in public services and records management, and to deal with an ever increasing backlog of accessions and preservation projects. Budget cuts would also impede opportunities to improve dated facilities and to deal with infrastructure problems.

**Library Self-study
Report from Non-departmental Area**

Bibliographic Instruction (BI)--individual sessions

Axel Schmetzke

Patti Becker, Mindy King, Yan Liao, Terri Muraski,

Nerissa Nelson, Tom Reich, Ruth Wachter-Nelson,

Marg Whalen

Name of reporting area

Name of coordinator

Names of other staff involved in unit
self-study process

1) Description of supporting service or function

We provide group instruction on how to locate and use the library's resources. Most of the sessions are given to specific classes, and they are tailored to the respective class assignments. On occasion, we also hold sessions introducing new tools and services to the faculty or the larger campus community. Web-posted pathfinders and research guides complement many of the library sessions. One-on-one instruction exceeding the services provided at the Reference Desk is available by appointment to UWSP faculty, staff, and students working on advanced projects.

2) Who is served

Primarily, we cater to the research needs of our students and faculty.

3) Staffing -- those under your direct supervision and others who assist in the process

a. Levels (faculty, LSA-Senior, etc.) and numbers

To varying degrees, most members of the library faculty and, on occasion, one of our classified library staff contributes to our bibliographic instruction program.

b. Sufficient to meet service needs?

So far, we have managed to meet the increasing demand for library sessions despite the loss of 2 faculty positions--by requiring new hires to participate in the program. However, stress points are surfacing, and it is doubtful whether we can accommodate further increases.

c. Well-qualified and trained?

We hold master's degrees in Library & Information Science; most of us also hold a second graduate degree in another field (a requirement for tenure), and two of us have earned a Ph.D. Engaging in professional development (conferences, workshops, webinars, etc.) is an important aspect of our job.

4) Facilities – adequate for your function?

The three classrooms available are adequate—with the following exceptions: Rm. 310 is prone to temperature regulation problems. Its lighting is not ideal, which bothers some of us more than others. The awkward geometry of Rm. 604 prevents some students from seeing the white board.

5) Technology – adequate for users and staff?—hardware, software, tech support, lib webpage

For the most part, the technology in all three classrooms meets the needs of the instructors. Hands-on teaching is either done in the reference room or by utilizing the library's notebooks. Some of us would like to see a classroom (library lab) that is equipped with fixed work stations; others are satisfied with the current setup.

Tech support is readily available. A Library Instruction webpage explains to campus faculty the various presentation/hands-on options available and provides an electronic library session request form.

6) Supporting statistics (last 5 years if available)

According to a student experience questionnaire administered in 2000, UWSP students (particularly seniors) were more likely than students at comparable institutions to perceive the campus as having a strong emphasis on information literacy skills (Attachment 1). In the meantime, bibliographic instruction has been on the increase. Over the past 10 years, the number of sessions taught during the academic year more than doubled (an increase of 123% --from 130 to 290); the combined student count in these sessions is now two-and-a-half times higher than what it was in 1998 (an increase of 150%--from 3243 to 8111). (Attachment 2).

7) Results of recent assessment activities (counts, questionnaires, feedback from faculty...)

With regard to their BI sessions, librarians have relied exclusively on informal feedback received mainly from the course instructors. Generally, this feed-back was positive and constructive.

Two surveys, conducted in Feb. 2008, provide the following data:

Student survey:

According to the student survey, 34% of the respondents had never had a library session; another third attended one session, about a quarter attended 2-3 sessions. Of those who attended at least one library session, 61% felt that their research methods had improved because of the librarian's guest lecture (only 5% disagreed).

Most students (88%) considered the library and its resources helpful for doing research assignments. However, 14% admitted that they are at a loss when trying to find information for research assignments. With an additional 25% responding to the respective question with "neutral," it seems that a good third of students encounter problems, at least some of the time. This impression is collaborated by students' responses to more specific questions: While the majority of students (depending on the items, between 56% and 68%) reported being able to find books, videos/CDs/DVDs, and articles, 5%-13% reported that they were not. Neutral responses" varied between 14% and 22 %. About one tenth responded with "N/A," thus indicating that they did not use the library. 51% of the students admitted using mainly Web search engines (Google, Yahoo, etc.) to find information for their assignment.

There is a positive relationship between students' self-reported ability to use library resources and the number of library sessions that they had attended (see Attachment 3). It is conceivable that this is a causal relationship, with the latter having an effect on the former; however, other causal factors (such as length on campus) may be at play.

Faculty survey:

Only 30% of non-library faculty/staff members take advantage of the instructional library sessions. Of those who do, 67% "strongly agree" and 21% "agree" that the instruction provided by the librarian(s) has been very helpful to their students. While 13% found it "difficult to tell," none disagreed with the respective statement.

Awareness, or lack thereof, may be one reason why only a minority of faculty/staff members take advantage of the instructional library sessions: While one third contends to be "very aware," and another third to be "somewhat aware" of these sessions, one third is hardly aware, or not aware at all, of them.

8) Special projects underway or major changes being implemented

- We are struggling to meet the increasing demand for instruction sessions. Our desire to further promote library instruction as critical to student success clashes with the time demands that come with our other duties as librarians. To alleviate the situation, we are hoping to convert a recent vacancy in the classified staff to a faculty position that would involve library instruction as a major responsibility (next to the revamping and supervision of our Multimedia Production Lab).
- Some of us are planning to experiment with “clickers” in order to increase teacher-student interaction in the classroom.

9) Goals or desired directions of the area

- To meet the increasing demand for library sessions.
- To adjust what and how we teach to changes in technology.

10) Other information

The Library’s for-credit library research course (LR 101) is reported on a separate form. At present, LR 101 or other venues for developing information literacy skills are not part of UWSP’s general degree requirements. While our bibliographic instruction activities (except for LR 101) focus primarily on the information needs arising from particular class assignments, we —whether in a class, during one-to-one consultations or at the reference desk—make efforts (subject to situational constraints) to weave in broader concepts and skills pertaining to information literacy, as outlined in ACRL’s *Information Literacy Competency Standards and Objectives for Information Literacy Instruction*, as well as in *Wisconsin’s Model Academic Standards for Information and Technology Literacy*.

11) SWOT analysis of the area – see attachment 4.

ATTACHMENT 1

Students' perception about emphasis on developing information literacy skills at UWSP (2000)
Sixth Annual Assessment Report, 1999-2000, University of Wisconsin-Stevens Point
 (http://www.uwsp.edu/accreditation/docs/AA_AI_110.02C.pdf)

Tables 3 through 5 display results from the College Student Experience Questionnaire for UWSP students and a national sample of comprehensive college and university (CCU) students. ...

Table 4 displays the mean amount of emphasis students feel the university places on each of the listed aspects of the college environment. The response categories are numbered from 1 to 7 with 7 labeled as strong emphasis and 1 as weak emphasis.

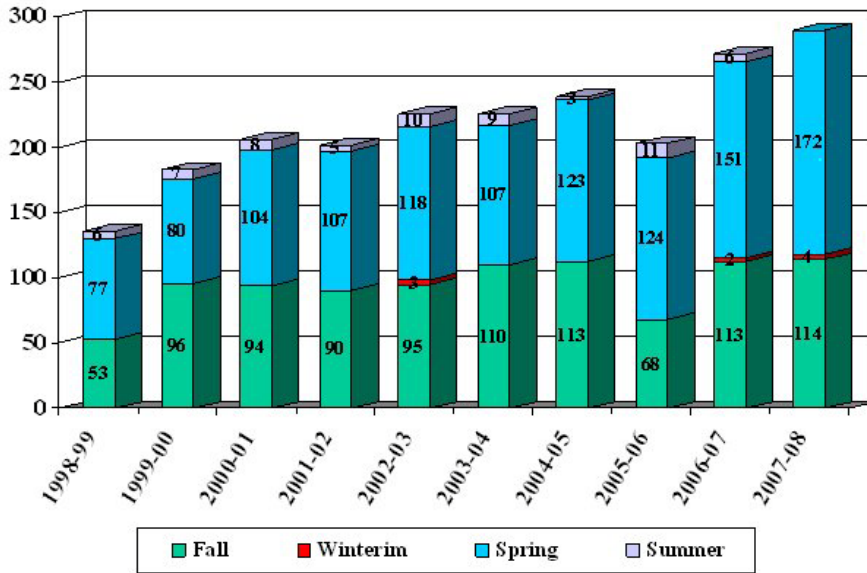
Table 4: College environment
 (mean responses)

	Freshman		Senior	
	UWSP	CCU	UWSP	CCU
Emphasis on developing academic, scholarly, and intellectual qualities	5.28	5.43	5.25	5.23
Emphasis on developing aesthetic, expressive, and creative qualities	4.88	4.87	4.91	4.63
Emphasis on developing critical, evaluative, and analytical qualities	4.90	5.11	4.97	5.11
Emphasis on developing an understanding and appreciation of human diversity	4.74	4.89	4.85	4.78
Emphasis on developing information literacy skills	5.42	5.32	5.47	5.09
Emphasis on developing vocational and occupational competence	5.04	4.76	5.11	4.54
Emphasis on the personal relevance and practical value of your courses	4.92	4.82	4.70	4.71

ATTACHMENT 2

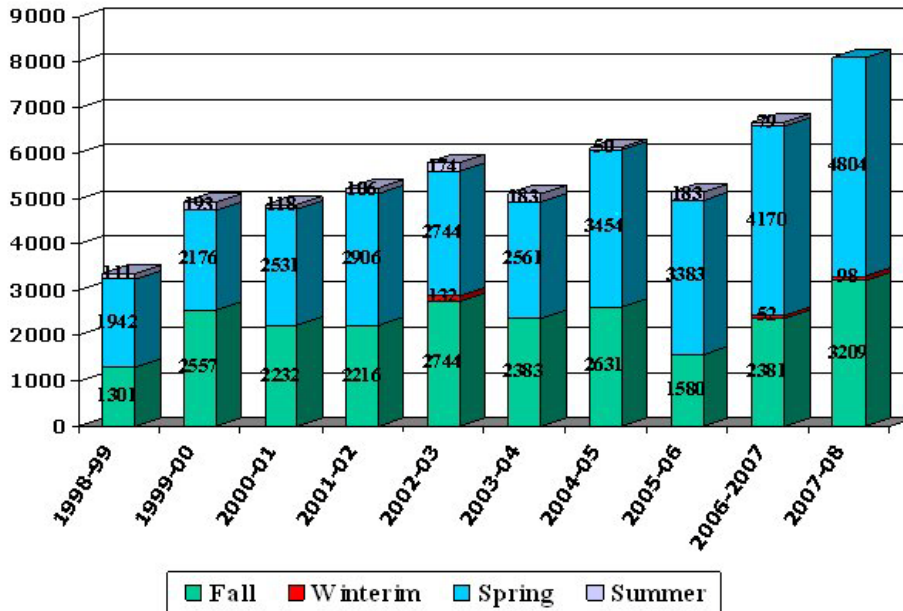
Bibliographic Instruction Statistics

BI—Number of Sessions



BI—Number of Students Served

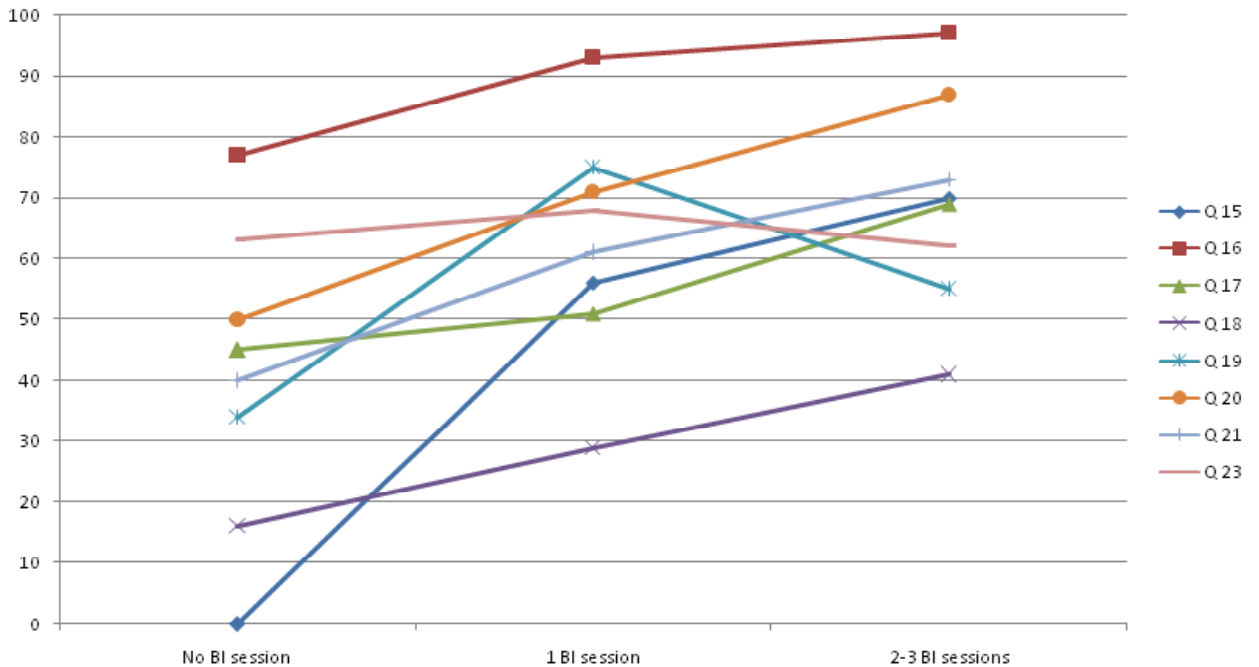
(sum of student counts in the various sessions)



ATTACHMENT 3

Relationship between the number of library sessions attended and indicators of “library literacy” (loosely defined)

Graph: Percentage of students responding to Q 15, Q 16, Q 19, Q 20, Q 21, and Q 23 with either “agree” or “strongly disagree” and to Q 17 and Q 18 (both negatively phrased) with either “disagree” or “strongly disagree,” by number of attended BI sessions



Q 15: My research methods improved because of the librarian’s guest lecture.

Q 16: The library and its resources are helpful for doing research assignments.

Q 17: I am often at a loss when trying to find information for research assignments.

Q 18: I use mainly web search engines (Google, Yahoo, etc.) to find information for research assignments.

Q 19: The library website is easy to use for finding books, videos, and CDs.

Q 20: Generally, I am able to find relevant journal articles to complete my papers/assignments.

Q 21: The library website is easy to use for finding articles (online or print).

Q 23: The Library provides easy off-campus access to electronic resources.

ATTACHMENT 4



Department: **Bibliographic Instruction (BI)**

Participants: **Axel Schmetzke, Nerissa Nelson, Patti Becker, Yan Liao, Terri Muraski, Mindy King, Tom Reich**

S.W.O.T. Analysis of the Area

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Meeting an increasing demand for Library sessions • Collaboration with the non-library faculty • Librarians’ diversity regarding subject specialization and experience • Involvement of most library faculty members 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Unawareness of our service among some of the course instructors • No permanent computer/teaching lab (missed by some)
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Distance education • New technology (e.g. clickers) • Yet untapped needs (marketing) • Turn-over among the campus faculty at large • Guidelines for Instruction Programs in Academic Libraries • Expansion of the Library teaching faculty 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • Further cuts in library faculty positions/risk of overload and burn-out • Fast and daunting pace of changes in technology • Existing technology not working adequately

Strengths:

With few exceptions, all members of the library faculty are involved in providing library instruction. With second graduate degrees in different subject areas (a tenure requirement) and with previous work experience in specialized fields, the members of the library faculty are well poised to meet research needs across the various academic disciplines. Librarians collaborate with course instructors in order to tailor their library sessions towards the assigned projects. The steady increase in demand for library sessions (a doubling since 1998/99) speaks to the perceived value of the Library’s bibliographic instruction program.

Weaknesses:

Some library instructors miss a classroom (library lab) that is equipped with fixed computer work stations; others are satisfied with the current setup, which utilizes laptop computers or the reference work stations for hands-on activities. Despite recent marketing efforts, some instructors seem to be unaware of the instructional sessions that the Library offers.

Opportunities:

With the increase in distance education, opportunities are opening up for the Library to offer bibliographic sessions online and for the integration of library resources into D2L, UWSP's courseware management system. New technology, such as clickers, may help to make library instruction more interactive (and thus more effective) in the classroom. Additional marketing campaigns may attract new "customers," i.e., instructors who take advantage of the instructional services offered. Turn-over among the non-library faculty provide opportunities for building new work relationships. Closer attention to the ALA-ACRL Guidelines for Instruction Programs in Academic Libraries (2003) may inspire improvement. A vacancy in the classified staff is currently being considered for conversion into a Library faculty position, which (if approved) would involve major teaching responsibilities.

Threats:

Since 2000, the library has lost 3.0 faculty positions (two were converted to non-teaching academic staff positions; one position was cut). With the demand for more instruction on the rise, and with information technology in a permanent state of flux, library instructors begin to feel the strain. It is likely that further cuts will negatively affect library instruction—both in terms of quality and quantity. In a technology dominated environment, inefficiencies in information technology also has a detrimental impact on instruction—as any teacher can attest who has experienced standing in front of a class having to wait repeatedly 30 seconds for a local resource to be accessed.

**Library Self-study
Report from Departments**

Cataloging and Acquisitions

Sybil Strupp

Yan Liao, John Gallagher,

Joan Gresens, Sue-Marie Rendall,

Susan Sparapani, Anne Swenson, Kathy Wrycza

Name of reporting department

Name of coordinator

Names of other staff involved in unit self-study

1) Description of department or service

Acquisitions:

- Order and receive library materials in all formats
- Receive and acknowledge gifts in all formats
- Keep track of Library Allocations Budget
- Coordinate binding of materials (in-house and bindery)
- Organize and distribute library office supplies
- Distribute daily incoming mail for the building

Cataloging:

- Catalog and label materials in all formats for all library areas
- Inventory the collection
- Maintain the print collection
- Keep statistics of added and withdrawn materials

2) Who is served

- Library staff in all departments
- UWSP community (faculty, staff, and students)
- Stevens Point and surrounding communities
- UW System (through Universal Borrowing)
- All who have access to UWSP catalog (through Interlibrary Loan)

3) Staffing –

a. Levels (faculty, LSA-Senior,etc.) and numbers

- Faculty – 2
- Librarian Objective – 1 (unfilled since 2008 retirement)
- LSA Advanced – 3
- LSA Senior – 1
- Student assistants – 5 (27 hrs/week total)

b. Sufficient to meet service needs?

- Faculty – no (retired long time faculty not replaced in department; current faculty have many responsibilities in addition to cataloging, such as reference, instruction, supervision, and collection development)
- Classified
 - Acquisitions – no (one long term disability leave)
 - Cataloging – yes (potentially no, following two retirements)
- Student - yes

c. Well-qualified and trained?

- Both faculty and classified staff are very experienced.
- Faculty members are learning new duties.
- All student assistants except one are new to the library.
- Training and learning are ongoing, daily and as necessary.

4) Facilities – adequate for services?

- Space is sufficient to provide for good workflow through the area.
- Uneven (mostly cold) air temperature in the area makes working at a desk uncomfortable.
- Loading dock is inefficient and inadequate:
 - o No lift device to get items from ground to building entrance
 - o Vehicle exhaust fumes come into building
 - o Library staff must be available to unlock door to building
- Traffic and conversational noise in the room makes it difficult to concentrate.
- All workstations are not ergonomically correct.

5) Technology – adequate for users and staff? (hardware, software, tech support, lib webpage)

- The cataloging software (Voyager, Connexion) meets the work requirements.
- Computers assigned to staff and student workstations are too slow.
- Tech support is good but the tech staff is stretched thin.






6) Supporting statistics - CATALOGING STATISTICS

<u>Format</u>	<u>Year</u>	<u>Added</u>	<u>Withdrawn</u>	<u>Total</u>
	July 2002-June 2003			
paper (volumes)		7620	1695	342,390
paper (titles)		5870	486	262,315
audiovisual (titles)		629	131	13,823
	July 2003-June 2004			
paper (volumes)		8608	2003	348,995
paper (titles)		7188	618	268,885
audiovisual (titles)		539	100	14,262
	July 2004-June2005			
paper (volumes)		7259	1503	354,751
paper (titles)		5424	589	273,720
audiovisual (titles)		790	107	14,945
	July 2005-June 2006			
paper (volumes)		6225	2020	358,956
paper (titles)		5090	657	278,153
audiovisual (titles)		762	339	15,368
	July 2006-June 2007			
paper (volumes)		5347	1686	362,617
paper (titles)		4371	889	281,635
audiovisual (titles)		560	695	15,233

7) Results of recent assessment activities

On the survey of campus faculty:

6. How satisfied are you with how quickly materials you request to be purchased and added to our collection are available to check out?

		Response Total	Response Percent
Very Satisfied		43	26%
Satisfied		64	39%
Neutral		21	13%
Dissatisfied		8	5%
Very Dissatisfied		2	1%
N/A		25	15%
Total Respondents		163	

For years the department has had as a goal of no or very little backlog.

8) Special projects underway or major changes being implemented

Special projects:

- Cataloging of the paperback science fiction collection housed in the IMC.
- Disposition of Specht collection of gift books.
- Weeding of both print and non-print materials in the IMC.
- Changing serials vendor from BroDart to Blackwell.
- Addition in online catalog of new SFX access to journals (FIND IT button).

Major changes:

- Process of ordering and processing replacements.
- Changing major vendor to Blackwell.
- Personnel, due to staff retirements.

9) Goals or desired directions of the unit

- Acquisition and organization of materials in all formats in a timely fashion.
- Update knowledge of cataloging changes (FRBR, metadata, RDA, etc.).
- Update knowledge of technology changes.
- Explore possibilities to discover realistic streamlined workflows.

10) Other information

11) SWOT analysis of department – see attachment.

12) SWOT analysis of Library – see SWOT appendix.



Department: **Cataloging/Acquisitions**

Participants: **Sybil Strupp, Yan Liao, John Gallagher, Joan Gresens, Sue-Marie Rendall, Susan Sparapani, Anne Swenson, Kathy Wrycza**

S.W.O.T. Analysis of the Department

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Knowledgeable, experienced staff • Minimal backlog to be processed • Wise use of financial resources 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Classified staff computers are slow • Faculty doesn't have enough time to catalog • Acquisitions staff time is currently inadequate for the tasks (due to long term disability leave) • Retirements resulting in loss of experienced staff
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Workshops available to enhance learning • Transition to metadata cataloging standards • Partner with Web search services (Google) • Workflow revisions 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • Acquisitions & Cataloging software doesn't work together • Acquisitions software requires too many steps • Low acquisitions budget • Extensive revision of LC cataloging rules

Strengths:

The staff in both acquisitions and cataloging is knowledgeable and experienced. All but one have been in the department for over 15 years. Acquisitions staff search effectively for the lowest prices for items. Catalogers maintain high quality bibliographic records in the catalog. Staff in both areas are conscientious about efficiently acquiring and cataloging new materials to make them readily and easily accessible to library users. The cataloging software meets the work requirements. In addition, the cataloging staff practices continuous collection maintenance and inventory by monitoring the print collection by LC classification number sections, searching for mis-shelved, missing, or damaged books.

Weaknesses:

Classified staff computers are older and slower, causing frustration. The University's system of faculty computer replacement followed by the Library's trickle down system of hardware replacement has not allowed for timely, needed replacements. Faculty catalogers are challenged with learning new tasks assigned after a faculty retirement and juggling them with various existing responsibilities, leaving little time for actual cataloging of materials. Acquisitions staff

time is inadequate to accomplish the ordering/receiving processes. Recent and pending staff retirements in the area result in loss of experience and wisdom; there will be additional time constraints if positions are not filled and if filled, training time for new staff.

Opportunities:

As technology changes the processes in acquisitions and cataloging are constantly being revised. This leads to opportunities for streamlining and refining workflows as well. Transitioning to metadata cataloging standards and partnering with Web search services such as Google make our catalog accessible to a wider audience than before. There are external workshops offered to help the transition process.

Threats:

The low acquisitions budget continues to have a negative impact. Acquisitions software is less efficient than it could be, requiring many steps to accomplish a task. The workflow between acquisitions and cataloging would be seamless if the software used in each area worked together. Extensive revision of cataloging rules (FRBR, metadata, RDA, etc.) will challenge catalogers to revise long held theories and practices.

**Library Self-study
Report from Non-departmental Areas**

12/12/07

Collection Development
Tom Reich
Mindy King

Name of reporting area
Name of coordinator
Names of other staff involved in unit self-study

1) Description of supporting service or function

- Collection Development supports the planned development of a quality collection of materials to meet the educational needs of students and faculty at the University of Wisconsin-Stevens Point, as guided by the missions of the University System, the University, and the University Library.
- Details about the Library's Collection Development Policy and procures are on the web at <http://library.uwsp.edu/depts/colldev/colldev.htm>. The policy outlines selection criteria and standards used in the acquisition of all library resources.
- Library faculty work together with campus faculty to: 1) choose new materials for the collection, 2) select/review periodical subscriptions, 3) cull obsolete volumes, and 4) select databases.
- Librarians and campus faculty jointly share the responsibility for selection of library materials. Each department is assigned a librarian who acts as liaison and each department selects a library representative to coordinate acquisitions for that department (<http://library.uwsp.edu/depts/colldev/lia.htm>). Librarians use *Choice* and other information to help identify materials in various formats for possible purchase and share discipline related information with department faculty.
- E-Resources: (for a list of electronic databases see <http://library.uwsp.edu> and select "Browse Databases A-Z")
 - UW System Shared Electronic Collections (SEC) funds many licensed e-resources that are available locally.
 - UW-Madison agreements provide other licensed e-resources.
 - State of Wisconsin's contracts with certain vendors fund additional resources.
 - The UWSP Library also arranges and pays for some licenses through the Wisconsin Library Services (WiLS) consortium and others are purchased directly from vendors (see attachment 1).
 - UWSP Information Technology Student Fees provided for the first time in fiscal 2008 special funding support to the Library, to be reviewed annually.
- Acquisitions Budget (see attachment 2 for 2008 budget and reports for the past five fiscal years)
 - During the past 5 years, the Library's Acquisitions Budget has become increasingly stressed. The Library is coping with relentless inflation in the cost of library materials in all formats, particularly periodical and serial subscriptions (often exceeding 10% annually) and licensed electronic resources (prices increasing 5-10% annually). The budget line for print monographs and non-print (Faculty Orders) has declined proportionately to cover these escalating costs. The Library has repeatedly cut high cost/low use periodicals and cut approximately \$40,000 in periodicals subscriptions in 2005-06. It is continuing a review to migrate print subscriptions to electronic format, and a project this year (2007-2008) will largely reduce duplication in print and electronic formats. A reduced ability to purchase new materials causes the book collection to become out-of-date. Positives are new programs in resource sharing among UW libraries and the increasing ability to provide journals and other information in electronic form. While Library Dynamics software (details in this

report under "Special Projects") should aid in collection analysis, the lack of budget increases continues to hinder growth and threaten collection development.

- The 2007/2008 library base acquisitions budget is \$701,876 (see attachment 2). The acquisitions budget consists of allocations to academic departments (Faculty Orders); library department collections; serial and periodical continuations; electronic collections (including web indexes and databases), and a number of smaller item lines.
 - On an annual basis each academic department is allocated funds to purchase monographs and AV materials for the University Library. This allocation is based on a formula combining a base allocation and the elements of number of faculty, SCHs, majors, minors, graduate students, and cost of U.S. imprints in the field as cited in the *Bowker Annual of Library and Book Trade Information*. Each department establishes its own policy regarding expenditures.
 - The University Library General Fund is spent by library faculty to purchase interdisciplinary materials, recreational reading, to develop collections in new areas, balance the collection with materials and fill information gaps.
- The Library and the College Deans together support new teaching hires through a with matching funds (\$1,000 total each position) for the one-time purchase of new library materials.

2) Who is served

- Collection Development serves instructional, curricular and research needs of primary users of the University Library, UWSP faculty, staff, and students, plus community members and beyond, including those with disabilities.

3) Staffing

- Responsibility for Collection Development belongs to the Collection Development Coordinator with the collaboration of the Library Director and the Library faculty (who form the Collection Development Committee).
 - No classified staff are under the direct supervision of the Coordinator and no student library assistants are assigned to directly to the Coordinator.
 - The Coordinator consults regularly with the Acquisitions staff (two, LSA-Advanced) and the Library Accounts manager (one, LSA-Senior).
 - The Collection Development Committee includes all faculty librarians and meets to discuss acquisitions budget matters, collection issues, policies, projects, large purchases, and related matters.
 - Serials/Periodicals accounts for a large portion of the acquisitions budget, so the Coordinator and Serials Librarian work cooperatively.
- a. Sufficient to meet service needs?
At times direct supervision of acquisitions staff would be beneficial. A student library assistant could be beneficial to completing some tasks. (see departmental SWOT)
- b. Well-qualified and trained?
 - Yes, Coordinator has double masters, MILS and MST (History). All consulting staff are experienced with and knowledgeable about the UWSP Library.

4) Facilities

- The Coordinator has an adequate faculty office.

- The book collection is in stacks under the supervision of the Access Services Librarian. Other library departments have collection areas that are under their coordinator's separate supervision.
- As part of the UW System consortium, Collection Development is called upon to communicate and address specific CUWL (Council of University of Wisconsin Libraries) strategic directions for the best utilization of limited space.

5) Technology

- The Coordinator uses updated PC, with necessary tech support.
- E-Collections require ongoing technology enhancements for use of e-resources, reference and instruction needs. Students and faculty gain access to licensed library e-resources from their homes, offices, and dorm rooms via the Library's proxy server.
- Collection Development guidelines comply with the UWSP Online Accessibility Policy (<http://library.uwsp.edu/depts/colldev/collelec.htm>).
- A Library Technical Specialist employs internally generated programs to provide online library material order requests ([Online Library Order Form](#)) and distribute departmental fund reports <http://library.uwsp.edu/depts/colldev/fundlist.asp> . These programs periodically fail and data requires constant updating.

6) Supporting statistics (last 5 years if available)

- See five year Budget Reports in attachment 2.

7) Results of recent assessment activities (counts, questionnaires, feedback from faculty...)

Library Representatives/Department Chairs survey

(see Self-study Survey/Focus Group section for complete survey results)

The Library Representative/Department Chair survey was conducted in Feb. 2008. This was an anonymous survey distributed to all department chairs and library representatives, a group totaling 60 in number, of which 23 participated. The survey provided the following data:

- Liaison program: 79% found the library liaison program to be a satisfactory vehicle of communication.
- Knowledge of resources and services: 78% felt they had a good idea of the resources and services that the library provides.
- Announcement of new services: 91% answered that they would like library liaisons to announce new library services to their departments.
- Communication on allocation: 74% of the survey respondents felt the library has done a satisfactory job of communicating with them regarding their department's library materials allocation.
- Allocation: 57% found their department's allocation satisfactory, while 43% found the allocation insufficient.
- Library collection: 61% saw the library's collection of books and other print materials as adequate, 18% viewed the holdings as inadequate and 22% were neutral.
- AV collection: 48% viewed the library's collection of audio-visual materials as satisfactory, with 39% being neutral and 13% viewing AV holdings as inadequate.
- Journal access: 50% found access to journal literature satisfactory, 23% were neutral, and 28% found journal holdings inadequate.
- Electronic databases: 61% viewed electronic databases as adequately supporting their disciplines, with 22% neutral, and 18% unsatisfied with the library's current sphere of e-databases.

The "Comment" section of Library Rep/Chair survey asked for gaps in periodicals, books, and nonprint materials to which the respondents offered several suggestions based on their departmental needs. Subject areas mentioned include: Art and Design, Chemistry, Health Sciences, Nutrition, Ecology, Wildlife, Political Science, Philosophy, primary texts in British, American, and World Literature, and other scholarly editions. General comments pointed to the need for more journal access in the sciences, dislike of embargos on some e-journals, the high costs of image-heavy books, budget deficiencies, and low departmental acquisitions allocations that in one department equate to each faculty member just recommending only four or five books for purchase every year. Positive comments included appreciation for the library staff, interlibrary loan, universal borrowing, and the comment: "I think the library does an admirable job with the limited resources available. I only think that those resources are terribly inadequate."

Survey findings reaffirmed the importance of librarian's role as liaisons but pointed to a weak satisfaction with departmental allocations (57%) and the book collection (61%). Satisfaction with journal access was even lower at 50%. Clearly these are areas of concern.

8) Special projects underway or major changes being implemented

- Collection Development will participate with the new UW System service: Library Dynamics (Learning Dimensions) software to meet the need to evaluate local collections through data analysis. This project will:
 - Identify the collections' strengths and weaknesses;
 - Collect and provide data for program reviews and assessments that are requested by academic departments or campus administration;
 - Determine the areas and level of duplication of holdings among collections;
 - Evaluate usage of titles to facilitate selection of low demand items either for remote storage or de-accessioning;
 - Evaluate usage of titles to support the need for duplication of high demand items or possible digitization.
- Collection Development will measure UW System primary vendor's performance for the first year of the system-wide procurement contract by collecting local purchasing data, evaluating Blackwell Book services effect on the Library's acquisitions budget and purchasing power.

9) Goals or desired directions of the area

- Communicate and address UW system Collections & Resource Sharing Coordinating Committee (CRSCC) goals and action plan. Goals for 2008:
 - Support of UW Strategic Directions and employ the concept of "One System, One Library" to maintain and improve collections;
 - Pursue the continued development of shared electronic collections;
 - Participate in the development a comprehensive program for cooperative collection development across UW System.
- Implement a thorough collection analysis using Library Dynamics in order to maintain an active, academically useful collection and for the best utilization of limited space. This should complement essential maintenance of the Library's large but increasingly out-of-date collection. Library liaisons are to coordinate the weeding of the library collection in their liaison areas. Whenever necessary, departmental faculty members will be invited to participate to assure that materials of historical or research interest are not inadvertently removed.
- Coordinator will gather data and department input for a review of Acquisitions Web Folder (locally funded electronic databases, indexes, and other electronic resources) for Fiscal 2009. This information will be presented to the Collection Development Committee at the beginning

of the 2008-2009 academic school year. The Library's Collection Development Committee frequently reviews licensed resources to determine whether they remain useful and affordable. This review will be based on use statistics when possible (some vendor statistics are unreliable) plus librarians' observation of use based on reference questions, course assignments, and other feedback from departments.

10) Other information

E-RESOURCE GUIDELINES: <http://library.uwsp.edu/depts/colldev/collelec.htm>

GUIDELINES FOR DEPARTMENT BUDGET ALLOCATIONS:
<http://library.uwsp.edu/depts/colldev/collbud.htm>

ANNUAL LIBRARY MATERIALS ALLOCATIONS TO DEPARTMENTS
<http://library.uwsp.edu/depts/colldev/newalloc.htm>

11) Results of SWOT analysis of the area – see attachment 3.

Attachment 1

WEB FOLDER plus WILSON
(electronic databases locally funded)
Fiscal Year 2007

<u>VENDOR AND ITEM</u>	<u>PRICE</u>
ACS Journal Online(2006-1st installment)	\$8,939.03
Hoover's Online FY-6 P.O. Price Difference	\$219.00
WILS-Philosopher's Index Online	\$1,693.00
Library of Congress-Classification Web	\$375.00
Marcive GPO Web Sub (7/06-6/07)	\$1,225.00
Communication Abstracts (11/06-11/07)	\$2,363.00
Family & Society Studies Worldwide(2007)	\$1,295.00
ACS Journal Online (2007 Subscription)	\$19,929.95
WILS-Physical Education Index Online-2007	\$899.00
Naxos of America-5 users(1/07-12/07)	\$750.00
WILS-CSA Environmental Sci...(2/07-1/08)	\$6,891.00
NISC-Women's Studies Int'l (2/07-2/08)	\$526.88
CABI-Forestry Abstracts-Internet (2007)	\$1,865.00
JSTOR-Art/Sci.Collection I & II, Bio.Sci. 2007	\$8,700.00
Wilson Library Literature (4/1/07-3/31/08)	\$1,528.00
Wilson Readers Guide Retro Access Fee-'07	\$304.00
Foundation Center 2007 Membership	\$995.00
Paper Village (2007)	\$6,340.00
Foundations in Wisconsin Online(4/07-3/08)	\$135.00
ISI Web of Science Tech. Fee (2007)	\$918.00
Wildlife & Ecology Studies(5/18/07-5/18/08)	\$2,070.00
Fis & Fisheries Worldwide (5/18/07-5/18/08)	\$2,484.00
LexisNexis Congressional Universe(7/07-6/08)	\$4,453.11
HarpWeek 2007 Annual Fee	\$330.00
ATLA Religion (8/07-7/08)	\$3,114.00
MLA(9/07-8/08)	\$4,629.00
Psycinfo(8/07-7/08)	\$8,247.00
Wilson-Applied Science(07/07-06/08)	\$3,340.52
Wilson-Art(07/07-06/08)	\$3,340.52
Wilson-Bio & Ag Ind Plus(07/07/06/08)	\$1,836.48
Wilson-Omnifile Mega(07/07-06/08)	\$11,179.45
Wilson-Bios Plus (07/07-06/08)	\$1,421.01
	\$112,335.95

Acquisitions Budget Fiscal Year 2008

<u>ACCT. TITLES</u>	<u>ORIGINAL ALLOCATION</u>
BINDING	9,000.00
ELECTRONIC SEARCHING	1,500.00
FACULTY ORDERS (Bks,Videos,Other Instruc.Mat.)	110,669.00
LEISURE READING-BOOK SALE	200.00
MICROFORMS (Acct.402830)	2,795.00
MICROFORMS (Acct.402832)	26,500.00
MISCELLANEOUS (Acct.402830)	0.00
OUTSTANDING FY-7 ORDERS	0.00
PERIODICALS	371,400.00
PERIODICALS (NEW)	250.00
PERIODICALS BACK RUNS	200.00
POSTAGE	300.00
SERIALS	60,000.00
SERVICE CHARGES SYSTEM	17,500.00
ELECTRONIC	6,992.00
WEB/CD ROM PRODUCTS	73,000.00
WILSON ELECTRONIC SUB.	<u>21,570.00</u>
TOTALS	701,876.00

Acquisitions Fiscal Year 2007

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Acquisitions (Base-Acct. 402830)</i>	\$675,376.00		
<i>Undergraduate Init.(Base-402832)</i>	\$26,500.00		
<i>Other Funding(One-Time)</i>	\$19,728.42		
TOTAL	\$721,604.42	\$727,591.88	(\$5,987.46)
Binding	10,445.12	9,569.30	
Electronic Searching	1,432.39	1,448.13	
Faculty Orders	157,118.95	163,847.26	
Leisure Reading	622.59	622.59	
Microforms (402830)	2,351.00	2,467.55	
Microforms (402832)	27,066.64	27,066.64	
Miscellaneous	0.00	0.00	
Periodicals (Subscriptions)	357,828.75	357,574.88	
Periodicals (New Subscriptions)	84.00		
Periodicals (Back Runs)	137.94	137.94	
Serials Subscriptions	61,596.09	63,601.64	
Web Subscriptions	102,920.95	101,255.95	

Due to the rising costs of books and periodicals, with no increase in the budget, some money from the operating budget (account 402800) had to be used for acquisition purchases (account 402830), putting both accounts into a deficit.

Acquisitions Fiscal Year 2006

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Acquisitions (Base-Acct. 402830)</i>	\$675,376.00		
<i>Undergraduate Init.(Base-402832)</i>	\$26,500.00		
<i>Other Funding(One-Time)</i>	\$30,512.50		
TOTAL	\$733,888.50	\$730,461.47	\$3,427.03
Binding	9,000.00	9,656.70	
Electronic Searching	3,000.00	2,507.14	
Faculty Orders	177,508.50	180,482.01	
Leisure Reading	200.00	199.15	
Microforms (402830)	18,018.00	16,347.28	
Microforms (402832)	20,982.00	20,930.92	
Miscellaneous	1,995.72	816.00	
Periodicals (Subscriptions)	333,004.28	332,642.42	
Periodicals (New Subscriptions)	2,000.00		
Periodicals (Back Runs)	1,020.00	260.98	
Serials Subscriptions	70,000.00	74,582.70	
Web Subscriptions	97,160.00	92,036.17	

Money was saved in account 402800 to help acquisitions cover the cost of rising expenses with no budget increase expected in FY-7 and to cover the cost of furniture updates in the student study areas.

Acquisitions Fiscal Year 2005

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Acquisitions (Base-Acct. 402830)</i>	\$675,376.00		
<i>Undergraduate Init.(Base-402832)</i>	\$26,500.00		
<i>Other Funding(One-Time)</i>	\$44,254.22		
TOTAL	\$746,130.22	\$749,522.16	(\$3,391.94)
Binding	10,000.00	9,983.10	
Electronic Searching	3,500.00	3,422.67	
Faculty Orders	168,809.51	144,954.76	
Leisure Reading	414.22	417.35	
Microforms (402830)	3,180.10	3,290.44	
Microforms (402832)	37,650.00	37,650.38	
Miscellaneous	0.00	0.00	
Periodicals (Subscriptions)	369,972.72	365,516.52	
Periodicals (New Subscriptions)	0.00		
Periodicals (Back Runs)	423.67	442.39	
Serials Subscriptions	69,000.00	67,173.17	
Web Subscriptions	83,180.00	116,671.38	

Acquisitions Fiscal Year 2004

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Acquisitions (Base-Acct. 402830)</i>	\$766,398.00		
<i>Budget Cut (Base-Acct. 402830)</i>	(\$91,022.00)		
<i>Undergraduate Init.(Base-402832)</i>	\$26,500.00		
<i>Other Funding (One-Time)</i>	\$255,185.38		
TOTAL	\$957,061.38	\$960,112.59	(\$3,051.21)
Binding	13,000.00	10,231.00	
Electronic Searching	6,000.00	2,858.17	
Faculty Orders	359,952.00	338,755.08	
Leisure Reading	599.38	384.18	
Microforms (402830)	2,777.00	7,459.24	
Microforms (402832)	36,723.00	36,722.98	
Miscellaneous (Web Subscriptions)	32,100.00	29,605.00	
Periodicals (Subscriptions)	345,000.00	339,639.20	
Periodicals (New Subscriptions)	2,000.00	4,545.52	
Periodicals (Back Runs)	4,250.00	413.83	
Serials Subscriptions	75,000.00	66,105.83	
Web Subscriptions	79,660.00	123,392.56	

Account 402830 (Acquisitions) had a base budget cut of \$91,022.

Acquisitions Fiscal Year 2003

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Acquisitions (Base-Acct. 402830)</i>	\$766,398.00		
<i>Undergraduate Init.(Base-402832)</i>	\$26,500.00		
<i>Transfers to Other Accounts</i>	(\$1,587.00)		
TOTAL	\$791,311.00	\$529,926.77	\$261,384.23
Binding	15,000.00	10,867.80	
Electronic Searching	7,500.00	37,179.71	
Faculty Orders	232,751.43	209,560.96	
Leisure Reading	0.00	0.00	
Microforms (402830)	8,214.00	3,846.81	
Microforms (402832)	33,286.00	33,286.15	
Miscellaneous	0.00	0.00	
Periodicals (Subscriptions)	330,971.18	69,913.63	
Periodicals (New Subscriptions)	2,000.00	810.89	
Periodicals (Back Runs)	0.00	0.00	
Serials Subscriptions	90,000.00	59,899.60	
Web Subscriptions	71,588.39	104,561.32	

The large balance in account 402830 was due to our periodicals vendor bankruptcy (Faxon Company). We did not prepay our 2004 subscriptions in FY-3. The balance carried over into FY-4 to pay for that year's periodicals.

ATTACHMENT 3



Department: **Collection Development**

12/17/2007

Participants: **T. Reich, M. King, C. Palmi, K. Davis, S. Sparapani, A. Swenson**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Collection development committee and librarian’s liaison role. • Library faculty and department faculty as selectors. • Library and College Dean’s matching fund program in support of new faculty. • Diverse and unique collections. 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Acquisitions Budget – fixed. • Campus faculty as selectors. • Other job responsibilities of coordinator and no direct staff supervision of acquisitions. • Collection Analysis and weeding.
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Evolution of electronic resources. • Student fees from IT. • UW System consortium. • Outreach: Collection Development Survey of Library Reps and Dept. Chairs. • New programs and growth at UWSP. 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • Budget cuts at UWSP and UW System; no added support for new programs and growth at UWSP. • Rising vendor (database & indexes) costs and an even higher escalation of periodical costs and related surcharges equates to less budget for faculty orders. • Primary Book vendor. • Unfilled Government Librarian position threatens important collections and status as Federal Depository.

Strengths:

- The Collection Development Committee includes all faculty librarians and meets regularly to discuss budget matters, policies, projects, large purchases, and related collection issues. Library liaisons and campus department library representatives coordinate acquisitions for each department. This collaborative decision-making process ensures that the Library supports the educational needs of students and faculty.
- The Library and College Deans support new teaching faculty through matching funds (\$1,000 each position) for the purchase of library materials. This support from the College Deans represents valuable collaboration. However, the current high number of new teaching faculty (42 for the current academic year) strains other acquisitions budget lines.
- The UW-Stevens Point Library houses or provides access to a diverse and unique collection of approximately 1,066,000 print volumes, over 16,000 audiovisual media items, 11,000 e-books, 918,000 microforms, approximately 15,000 serials titles (all formats), and 53 electronic databases and

resource collections. The Library is recognized for strong collections related to natural resources, teacher education, and a large body of federal and state documents.

Weaknesses:

- During the past 5 years, the Library's Acquisitions Budget has been static, while relentless inflation of both print and non-print resources continued. Price increases in periodical and serial subscriptions often exceed 10 percent annually, costs for electronic databases increased between 5 and 9 percent annually. The budget line for faculty orders of for print and non-print library materials has declined proportionately.
- The Library is committed to jointly sharing the selection of library materials with campus faculty across all disciplines. However, a few departments do not meet ordering deadlines (critical to maintaining a manageable workflow). Some department's requests may actually exceed their allocation, while some do not spend all their allocation.
- A part of the Collection Development Coordinator's position is being part of the teaching rotation for Library Resources 101 and sharing a varying load for bibliographic instruction sessions. Balancing Collection Development duties with teaching and reference desk responsibilities can be challenging. Though position does not directly supervise the library acquisitions staff, collaboration has been excellent. However, direct supervision might improve communication and workflow.
- The Library needs an improved method of collection analysis and a thorough weeding of the library collection. Beginning in winter semester of 2008, the Library will participate in the UW System's implementation of Library Dynamics (Learning Dimensions) software to evaluate the local collection and cooperate in collection development using data analysis.

Opportunities:

- The evolution of electronic resources continues to expand both the volume and accessibility of library collections. New opportunities abound for accessing information for our users far beyond the physical confines of the library.
- For the first time in fiscal 2008, the Library received special funding support from UWSP Information Technology Student Fees, to be reviewed annually. Initial funds supported the licensing of three additional e-resources
- The Library is part of the UW System CUWL consortium and its Shared Electronic Collection (SEC). Participating in state-wide library planning, initiatives and strategic directions is an opportunity for the Library.
- A Collection Development Survey of Department Chairs and Library Representatives will be conducted in the spring 2008 semester.
- New curricular programs and UW-Stevens Point's growth agenda provide significant opportunities for Collection Development.

Threats:

- Budget cuts at the state and local level present a challenge for collection development and the Library as a whole. Further, to date the Library has not received additional funding in support of new curricular programs and growth at UW-Stevens Point. This makes any planned collection development to meet the educational needs of students and faculty increasingly difficult.
- Rising vendor (database & indexes) costs and an even higher escalation of periodical costs and related surcharges equate to a smaller budget for faculty orders. At the same time, the growth in electronic resources has diminished the ability to add to print collections.
- Starting in fiscal 2008 the Library and the entire UW system began to use Blackwell Book Services as its primary purchasing vendor for print monographs and standing orders. An analysis will measure the impact on the library's purchasing power, to reveal whether this is an opportunity or threat.

- The unknown status of the Government Documents Librarian position, with the retirement of the current faculty member in May 2008, puts the Library's status as a Federal Depository in limbo. The United States Government remains the largest publisher in the world. The loss of depository standing, the related collections, and a faculty position would have a devastating effect on access to government information resources necessary to faculty and students in a variety of disciplines across campus as well as to the central Wisconsin community.

**Library Self-study
Reports from Departments**

10/12

Government Publications Department

Name of reporting department

Marg Whalen

Name of coordinator

Cathy Palmini, Sue Marie Rendell,

Liz Zentner

Names of other staff involved in unit self-study

1) Description of department or service

The Government Publications Department consists of U.S. Government publications, Wisconsin Documents and four special collections.

Our department has over a million publications, both historic and current on all topics, in a wide variety of formats from pamphlets to books to periodicals to electronic resources. Our outstanding historical collection includes many of the official documents of the U.S. Government from 1789 to the present and the State of Wisconsin from 1848. We have been an officially designated federal depository library since 1954 and a Wisconsin depository since 1976.

The federal collection is maintained in the SUDOCs numbering system used in indexes, databases, and the online catalog and the Wisconsin collection in the unique Wisconsin call number system. Currently we select 75% of available federal depository items in support of the UWSP curriculum and our patrons. Most of the collection circulates. Among other regulations, depository status requires us to provide a biennial report, and complete an annual collection review of selections which, because of our size, is quite intensive. As a Wisconsin State Census Affiliate, we must also submit an annual report.

In 1988, we were the first library, not only in the state but the Midwest area, to integrate access to government publications into the library's online catalog. This includes all serials holdings and the monographic materials from 1976 to the present. We load commercial cataloging records into our online library catalog that are regularly reviewed, revised, combined and deleted; and holdings are maintained. The subscription profile for determining these is reviewed annually. Wisconsin documents and special collections are cataloged by the library cataloging department.

With the government's switch to electronic publishing we continue to provide direct access to these electronic resources through maintained records in our online catalog. The conversion to electronic records management has changed our emphasis but not decreased our workload. Changes are frequent and providing current access is labor intensive. However, with depository tools and skilled staff, we've developed systematic approaches to keep on top of this new format. In addition, selected Government web resources are a major presence on the library's Virtual Reference Desk.

We provide comprehensive reference services for Government Publications at point of access within the department. Paper and electronic indexes/databases, reference tools, web resources, the online catalog and knowledgeable staff are utilized. Documents reference questions tend to run the gamut from general to specific topics, historical and current, interpretation of information and multiple formats. Providing access to this body of information requires expertise in government reference tools and collections, an awareness of user needs, and well developed skills for providing research guidance.

Instruction in Government resources is provided for university classes tailored to each. As an exposure to the potential uses of Government resources, these sessions are an important factor in the use of the collection by students throughout their academic careers. Due to campus faculty retirements and the Government Publications Librarian's pending retirement these have decreased significantly in the last few

years. The emphasis is currently on staff development workshops on Government resources. All Library Resources 101 sections are also provided with class sessions on Government information. Our two newest staff members create monthly displays in the main library lobby of topical Government resources effectively increasing public awareness of the area.

Special Collections: are housed in separate rooms on the 6th floor for preservation and research purposes. They are maintained by the department staff who provide access and reference assistance.

- **Rare Books:** non-circulating collection defined by their age or uniqueness.
- **Native American Collection:** contains sources on government relations, policies, and treaties with special emphasis on Wisconsin tribes. These include federal historic primary publications, National Archives microfilm series, and supporting non-governmental materials.
- **Assassination Collection:** provides researchers and students a non-circulating archive of collected materials with an emphasis on the assassination of President John F. Kennedy.
- **U.S. Census Collection:** As an official depository for U.S. Census materials and an affiliate member of the Wisconsin State Data Center, the department maintains and provides access to all available census data including the Economic Censuses and the decennial Census of Population, which dates back to the first enumeration of 1790.

2) Who is served

- As a depository we are required to provide access and services to meet the needs of the citizens of the 7th Congressional district.
- University faculty, staff, and students.
- Community, local area students, businesses, and institutions.
- The patrons of our sister institutions and the public library through Universal Borrowing.
- Patrons around the country through Interlibrary loan services since our retrospective collection is noted on OCLC's national database.

3) Staffing

- Library faculty: Government Publications Librarian , full time
- Library faculty: Wisconsin Documents Librarian, half time (Main reference and Marketing also in job description)
- Library Services Assistant-Advanced, full time (with MLS)
- Library Services Assistant-Senior, half time
- LTE Community Industries employee who shelves materials, 10 hours/wk.
- 7 student assistants, 45 hours/week
- Additional Reference Support from Library Faculty, 9.5 hrs/week

With the pending retirement of the Government Publications Librarian, the major concern is for the future. There is a critical need for a specialist who knows the structure, operation, and publishing pattern of the government, and who can build on that expertise to provide the reference, instruction, cataloging, collection development, supervision and problem solving necessary for Government Publications collections, services and staff. The department strongly urges the appointment of a Government Publications Librarian either internally or by hiring a new faculty librarian in a timely manner. Turnover: During the past 5 years, our previous LSA Advanced became a library faculty member and our previous LSA senior resigned. Intensive training of new classified staff members was required to meet department needs and depository guidelines.

Other staffing issues:

- Continuing need for Staff Development
- Student hours will be decreasing

4) **Facilities**

- Aging, outdated facilities, furniture and equipment in serious need of rehabilitation
- Slow response to maintenance problems
- 43% of federal publications on compact shelving, which are unstable at times and have become a library building problem. We just shifted 493 linear feet of congressional hearings into compact. (shelving sections: 441 compact, 580 free standing for U.S. Collection)
- Lighting in workroom needs improvement

5) **Technology**

- Internal support provided by two assigned Information processing/technology consultants with an emphasis on specific library services and needs is critical
- Need for newer, faster computers for staff and public work stations
- Non-filtered Internet access is critical

6) **Supporting statistics (last 5 years if available)**

PART A -- Acquisitions

Gross cumulative total for U.S. depository Collection from 1970 – June 2007:

Paper: 532,893

Fiche: 351,887

CDs: 4,228

U.S. Total: 889,008

U.S. Discard (1970-June 2007) Totals: 147,926

Gross Cumulative total for Wisconsin Documents from 1976-June 2007: Total: 77,341

GROSS TOTALS OF ACQUISITIONS FOR U.S. PUBLICATIONS AND WISCONSIN DOCUMENTS FOR LAST 5 FISCAL YEARS; AND U.S. DISCARDS:

Fiscal Year	U.S Paper	U.S. Fiche	US CdRom	<u>U.S. Total</u>	<u>Wisconsin Total</u>	U.S. Discards in all formats
FY 02-03	5,710	3,503	240	9,453	1,824	-858
FY 03-04	5,117	2,309	269	7,695	1,117	-2,309
FY 04-05	4,116	1,512	179	5,807	1,112	-1,842
FY 05-06	3,742	835	165	4,772	965	-1,730
FY 06-07	4,316	850	140	5,306	1,291	-1999

PART B – Catalog records

Within the library’s catalog there are 285,535 records for U.S. Government Publications. Most are shelved by SUDOCS number in the government stacks or microfiche cabinets. However, 29,343 fall into the following special categories and/or locations:

1. 22,622 are “web access only” records for electronically published Government Publications. (Currently we have 57,505 URL links for Government Publications in our online Catalog)
2. 2,567 are overnight circulation materials such as Periodicals, U.S. Soil surveys and other miscellaneous.
3. 2,127 are a special collection of the Census of Population and Housing and the Economic Censuses, historical to the most current. (shelved separately as a group because of many changes in SUDOCS numbers)
4. 975 are CD Roms including serial titles.
5. 622 are posters and some large maps that are located in our map cases.
6. 264 are in Compact Storage A and are basically serial titles for long runs of government agency decisions and reports. Compact B only contains the Congressional Records, its historic predecessors and the U.S. Serial Set which is not catalogued. Compact C contains historical, defunct agencies and bureaus that are not catalogued and Congressional Hearings, which are included in the above initial count and have never had their location changed to compact.
7. 159 are miscellaneous microform materials which, for the most part, are historic government resources.
8. With few exceptions, we have not gone back and catalogued materials prior to 1976.

The Wisconsin Documents Collection has 14,382 records included in the library’s online catalog of which 480 are web access only materials. There are still some historical and/or pre-1976 Wisconsin documents that have not been catalogued.

PART C -- Special Collections Statistics

Cataloged Title records in Special Collections include:

Assassination	271
Native American	821
Rare Books	1039
+Rare books oversize	160

Please note: The National Archives Film within the Native American Room represents Wisconsin tribes and were specifically selected from fifteen different series. In addition, we have 17 other microfilm series dealing with Native Americans within this collection for a total of 890 reels of film. The filmed Wisconsin Public Land Records and identifying charts are also kept within this special collection. Assassination statistics do not include material in vertical files.

PART D – Public Services

The following statistics represent some of the Department’s Public Services and also our use of compact storage for spacing needs.

GovPub Public Service & Facilities FY Statistics					Facility Requirements		
FY Year	Circulation Out of house	Turnstyle In house	Biblio Classes*	Class Student Numbers	Ref. Quest. Per week	Compact Docs. **	Compact Linear ft.
July '02 to June '03	9,059	12,601	14	282	483	735	90
July '03 to June '04	8,329	7,702	16	341	435	1,871	182
July '04 to June '05	5,758	14,675	14	297	332	1,389	123
July '05 to June '06	3,289	12,419	9	193	209	510	49
July '06 to June '07	2,286	12,901	14	290	191	14,282	556

*Includes Learning Resources 101 sessions.

**Major shift of Congressional Hearings into compact storage occurred in 2007.

7) Results of recent assessment activities

No recent assessment activities.

8) Special projects underway or major changes being implemented

- Continuation of electronic conversion of serials and older publications as Web access expands and material becomes digitized
- Public displays of topical Government Publications in the Library lobby
- Wisconsin serials projects reaching completion
- Continuation of staff development workshops in Government Web Resources

9) Goals or desired directions of the unit

- Weeding/deselection of Federal Collection requiring comprehensive analysis of content and current knowledge of patron needs
- More Government resource instruction to university classes and faculty
- Greater visibility of resources through outreach and promotion
- Stability and orderly transition following pending retirement

10) Other information

11) SWOT analysis of the department – see attachment.

12) SWOT analysis of the Library – see SWOT appendix



Department: **Government Publications Department**

Participants: **Marg Whalen, Cathy Palmini, Sue Marie Rendall, Tom Reich, Sybil Strupp, Liz Zentler**

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Rich Collection • Dedicated, knowledgeable, service oriented staff • Access provided to Government Resources • Government Resources Reference service • Specific Government Resource instruction 	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Collection underutilized, needs weeding • Pending Faculty Retirement • Increase and nature of Government electronic publishing • Time required to master Government Resources & procedures • Insufficient instruction services • Department facility aging
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Government Electronic Publishing • Retirement • Depository Status • Outreach/promotion/marketing • Staff Development 	<p>THREATS (External)</p> <ul style="list-style-type: none"> • Electronic publishing • Pending Retirement • Budget cuts • Uncertain support from new campus Administration

Strengths: UWSP has one of the most comprehensive documents collection in the state both in its historic holdings and the depository retrospective (federal from 1954- , Wisconsin from 1976-) and current collections. Depository status gives us the tools, timelines and guides to manage our collection, even more important now since electronic resources are not tangible materials. Department staff are well-trained in the peculiarities of Government publishing, cataloging & access. We provide access through our services, maintained records in the online catalog, primary databases, reference tools, & selected Government web resources. We provide comprehensive reference services at point of access within the department and instruction to University classes upon request. Regular library staff development workshops are held on various aspects of Government Information.

Weaknesses: Our collections are underutilized and need weeding. We have a pending faculty retirement and, in spite of careful analysis and advance planning, have been unable to plan for an internal shift of responsibilities to assure stability to meet these and other needs. The Government’s shift to more electronic publishing has created problems due to the changing nature of technology & web access. We need to delegate more time to acquiring necessary skills & knowledge and do more outreach to departments and faculty for instruction in Government information resources. Our facility needs serious rehabilitation and there is no apparent source of funding for replacement of aging furniture, equipment & other facility needs.

Opportunities: The increasing shift to Government electronic publishing has potential for different kinds of outreach and services, and may provide access to more digitized government resources. The pending

retirement can provide potential for new perspectives and strengths. Depository status gives us opportunities for new products, tools, training and workshops; and access to a community of collegial support. Our collection, staffing and services lend themselves to opportunities in outreach, promotion, and marketing. There are staff development opportunities.

Threats: Electronic publishing and web access can lead to the misconception that everything is on the web. This can result in the perception of less need by library users and others for appropriate reference and circulation services. The amount of Government information that is being provided on the web can be overwhelming. The assumption that the public all have access to computers is worrisome to information access in a democracy as is the disappearance of Government web resources for political or national security reasons. The pending retirement will be a substantial loss of knowledge and experience. Budget cuts have caused the loss of some primary databases and the non-replacement of aging or obsolete equipment. We are uncertain of support from new campus administration especially for replacing the pending retirement in a timely fashion which jeopardizes our depository status.

Library Self-study Reports from Departments

Instructional Material Center (IMC)
Axel Schmetzke
Gail Allen

Name of reporting department
Name of coordinator
Names of other staff involved in unit self-study

1) Description of department or service

The Instructional Material Center (IMC) maintains an extensive selection of K-12 curriculum-related materials (some 17,000 individual items), including textbooks, teachers' and students' guides, assessment tools, instructional kits, multimedia materials and a print collection of children's and young adult literature (fiction and non-fiction). The IMC also houses the library's non-print collection which includes, among others, some 6,700 videos, 1,400 DVDs, 1,800 CDs and 200 pieces of software. Carrels and rooms with AV equipment, such as CD players, video players and film projectors, are available to individuals or small groups to use the various materials. Ample space permits classes to meet and work in small or large groups. Staff is available to assist students to find materials suitable to their projects (a light form of reference service).

2) Who is served

With its K-12 curriculum-related materials, the IMC serves primarily students in the School of Education (SOE). Other user groups (including SOE graduates, teachers, parents and patrons at other UW libraries) make occasional use of the materials. The non-print collection is used by students and faculty across campus, as well as by members of the community at large and users affiliated with other UW campuses.

3) Staffing

a. Levels and numbers

- One Supervisor (faculty)—PhD in Education, MLIS in Library Science, MS in Special Education; four years of college-level teaching in educational foundations.
- One full-time staff member in charge of the daily operation (LSA Advanced Lead)—All-but-thesis graduate course work in Library Science; 20 years of work experience in the IMC.
- One part-time (7.5 hours/week) back-up for the staff in charge (Librarian Objective)—at Library (mostly technical service) since 1968.
- Eight part-time Student Assistants—trained in-house

b. Sufficient to meet service needs?

For the most part, yes. Through cooperation with the nearby Media Lab, and the flexibility that comes with the cross-training of some of the student workers, adequate service level is being maintained even during periods of staff shortages (break-time, annual and sick leave). Only at times of turn-over among the student workers (typically at the beginning of the academic year) might services and hours be temporarily reduced.

c. Well-qualified and trained?

See under 3) a. above.

4) Facilities – Adequate for users and staff?

Yes—with some exceptions: carpet and some of the furniture are old and in need of replacement; the back room that houses the AV materials is too small to keep up with the collection's growth; work area for processing materials is too small.

5) Technology

Hardware and software is adequate. Tech support is very good. The IMC maintains a brief web page with basic information about the IMC and its services.

6) Supporting statistics -- see attachment 1 and also # 10 Other information).

7) Results of recent assessment activities

- (a) Data on users, usage, and user satisfaction (point-of-service survey, Dec. 2007): The vast majority of respondents identified themselves as UWSP students; only one fifth of them majored in education. For only 5% of the students, this was a first time visit. About half of the students had been in the IMC more than 10 times during the past years. The main reasons for students' (repeat) visits include checking out a video/DVD/CD (29%), watching video/DVD/CD (21%), browsing the K-12 instructional material/children's literature area (20%) and studying (30%). Only 9% came to check out a book from the IMC. Not surprisingly, education students are more likely to come for browsing and checking out books (in addition to checking out AV materials). Students visiting the IMC frequently gave high ratings for promptness of service, friendliness of staff, and the overall quality of the service (83% "very satisfied," 15% "quite satisfied"). Of those who chose to respond to the open ended questions, 33% commented positively on the staff and 22% on the AV selection and watching/listening facilities; 10% liked the fact that the IMC was not a quiet study area. No particular theme stood out among the suggested improvements.
- (b) The IMC and students: According to the Library's campus-wide student survey (Feb 2008):
- Few students (4%) consider the 3rd floor (including the IMC) as their favorite place to study.
 - 49% never set foot in the IMC at all.
 - An additional 7% did not even know about it.
 - 61% do not consider the IMC when looking for a CD or movie; an additional 14% do so only rarely.
- (c) The IMC and faculty: According to the Library's campus-wide faculty survey (Feb 2008):
- 75% of the faculty use the IMC at least once over the course of a semester; 32% use it 2-5 times; and 21% use it more than five times.
 - About half of the faculty (46%) is very aware of the IMC's AV collection; another 38% is somewhat aware of it. The remaining faculty members (16 %) are hardly aware of it, or they don't know about it at all.
 - The percentages pertaining to awareness about the IMC's AV reserve are similar.
- (d) The IMC and the School of Education (SOE): A focus group, initiated by the IMC Head and attended by six SOE faculty members in January 2008, probed into the reasons why not more SOE faculty members take advantage of the Library's offerings, including the IMC's resources. In recent years, only two SOE instructors request library sessions in connection with student assignments; the SOE typically does not exhaust its allocated book budget; and only three SOE instructors bring their students to the IMC to work with its K-12 curriculum materials. The focus

group brought to light the following barriers to SOE faculty's use of the library (as they were perceived by the focus group attendees):

- The UWSP Library Website with its online resources is not user friendly.
- There is insufficient access to campus and Library resources for non-traditional students.
- The IMC does not shelve books on the same subject together.
- Physically, the IMC is not an inviting place.
- The process for ordering books is cumbersome.

8) Special projects underway or major changes being implemented

- We are planning to consolidate some of the equipment in the current viewing/listening carrels to convert the space thus gained into an additional, more attractive studying area.
- We are about to evaluate the currency of our K-12 textbook collection and to work on a request for the funds needed to bring it up-to-date.
- We are planning to look at the issues and suggestions raised by the SOE-Library focus group and consider appropriate action.

9) Goals or desired directions of the unit

- To continue to serve our primary users groups: SOE students (K-12 materials) and students and faculty across campus (audio-visual materials).
- To establish a closer working relationship with the SOE.
- To make the IMC an attractive studying place for all students.

10) Other information:

- (a) Budget: The allocated collection budget is now about half of what it was in 2002/03 (not factoring in inflation), and textbook donations by local school districts have almost ceased. (More and more K-12 textbook publishers now ask school districts to return review copies.) The combined effect is this: The IMC gets now only one third (!) of the annual resources for its collection that it received five years ago (see attachment 1, Table 1).
- (b) Circulation and users: Of items checked-out at the IMC circulation desk that are from the IMC, the majority (ca. 80%) are audiovisual materials; ca. 20% are K-12 materials, including children's literature (attachment 1, Table 4). The K-12 and audiovisual collections show different use patterns (attachment 1, Tables 2 and 3). While the former is predominately used by undergraduate students, the latter is used heavily by both students and faculty. For the K-12 materials, Portage County Public Library patrons and other community members account for about 10% of the users; for audiovisual material, the respective figure hovers around 5%. Similarly, outbound ILL loan circulation accounts for about 7%, in case of K-12 materials, and for ca. 3%, in case of audiovisual items.

Circulation of IMC items has slowed down moderately over the past years—from 17,600 transactions in 2002 to 14,200 in 2007. The trends vary somewhat by item type: For K-12 instructional materials, 2007 saw an increase in circulation (probably due to moving children's fiction to the IMC)—after a steady drop in the previous years. After an initial increase (2002-2005), circulation of AV materials dropped again in more recent years. However, the circulation of AV items on reserve has been rather steady since 2003.

11) SWOT analysis of the department— see attachment 2.

ATTACHMENT 1

Table 1: IMC additions to the collection in \$, by source

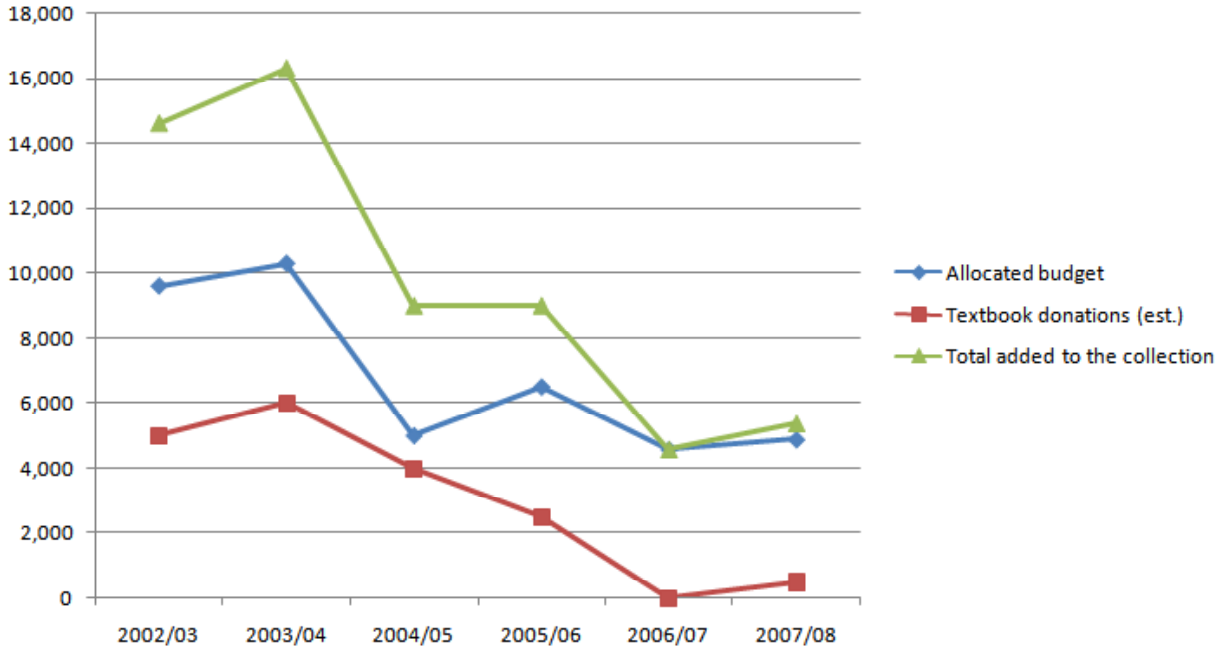


Table 2: Circulation of K-12 instructional materials by user group

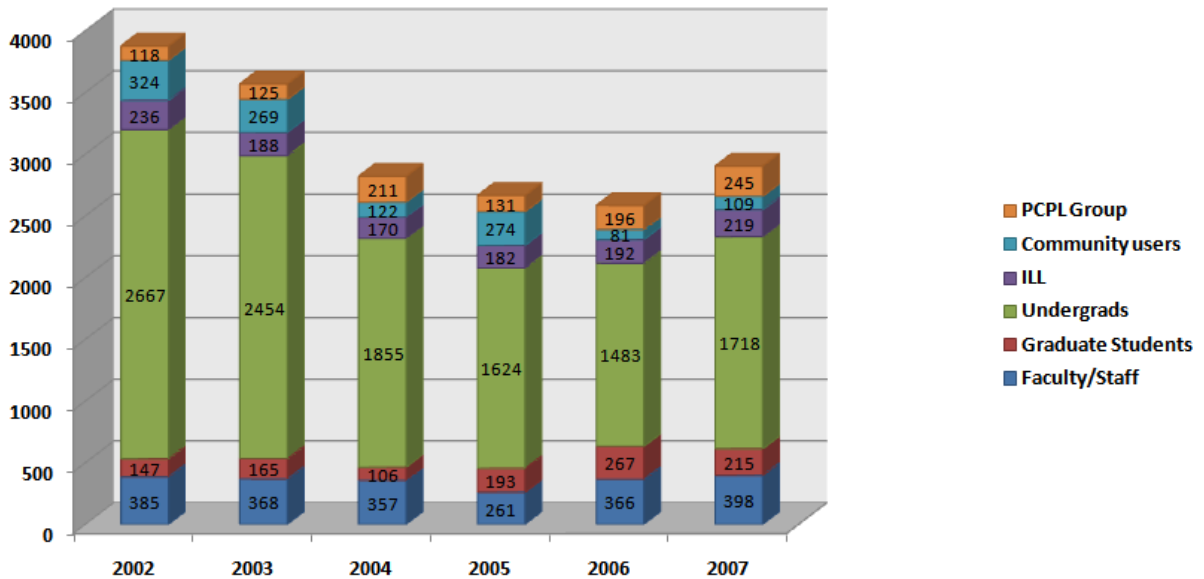


Table 3: Circulation of audiovisual materials (except those on reserve) by user group

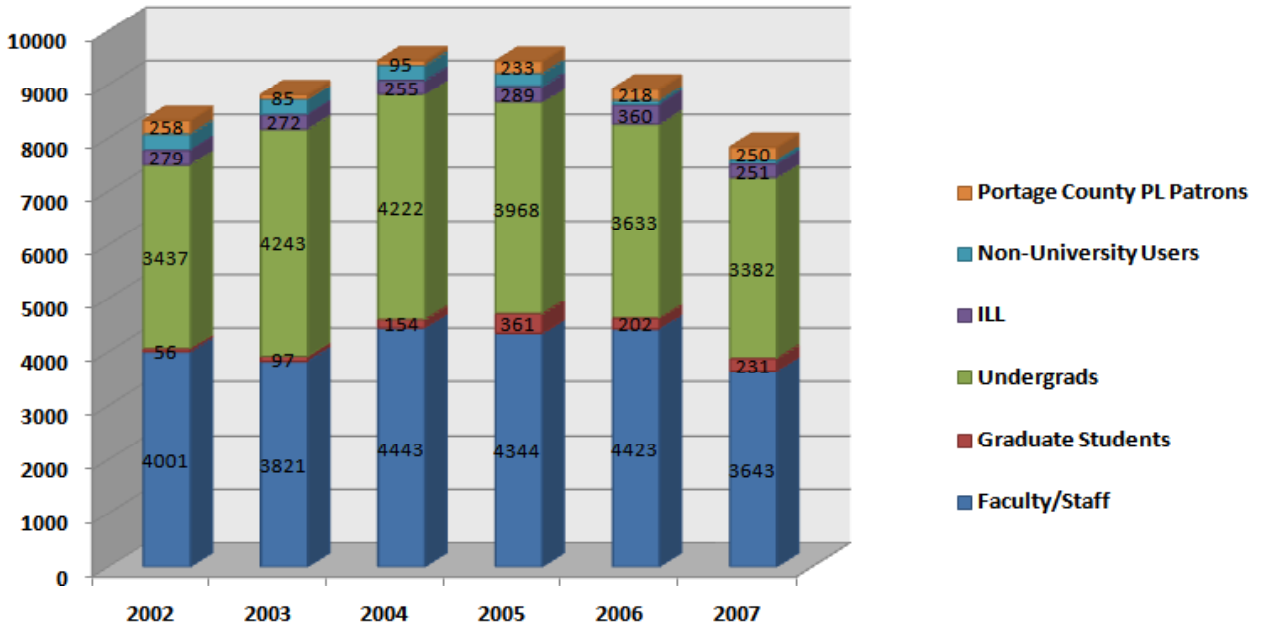
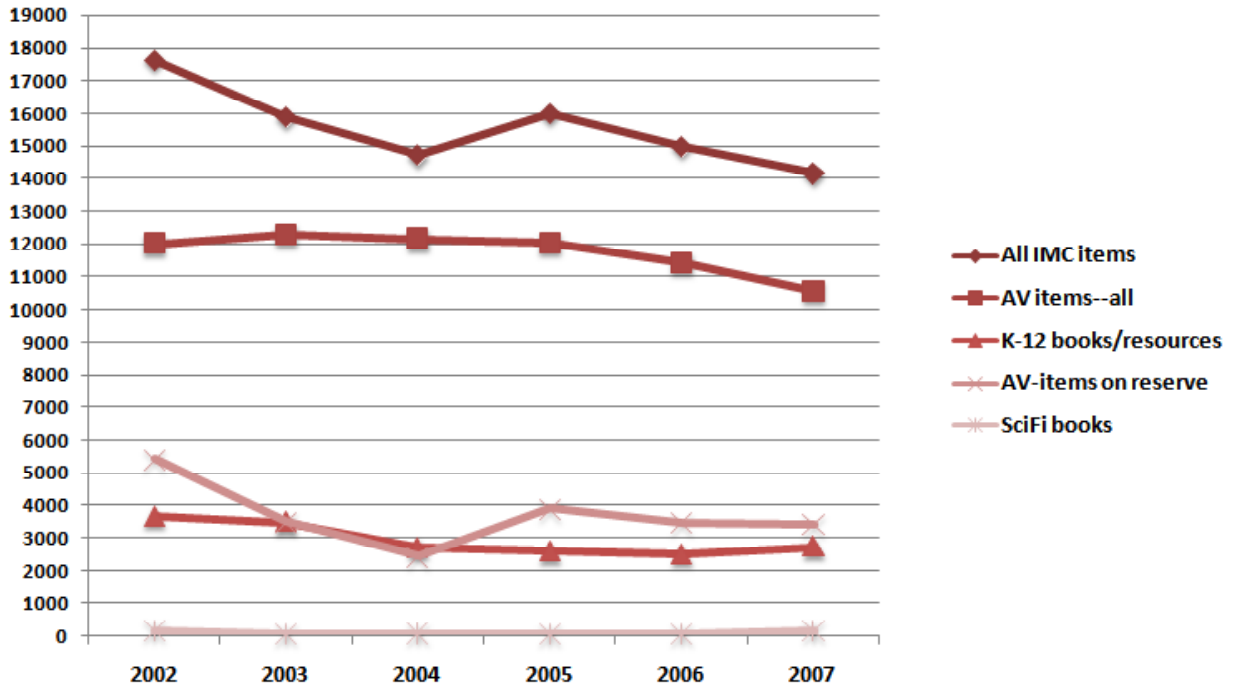


Table 4: IMC Circulation by Item Type



ATTACHMENT 2



University Library
University of Wisconsin-Stevens Point

Department: **Instructional Material Center (IMC)**

Participants: **Axel Schmetzke, Gail Allen**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Knowledgeable staff • Collection attuned to the needs of its users • Strong service • Collaboration with other UW libraries (UB) 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Aging textbook collection • Low acquisition budget • Running out of storage space for AV items • Shabby carpet and old furniture (some)
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Large School of Education (SOE) with additional needs • Administration willing to support changes • Library climate conducive to professional development 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • Uncertainty of future budget • Increasing cost of materials • Free textbooks no longer easily available

Strengths:

Thanks to the knowledgeable and experienced staff, the IMC has operated smoothly over the years. The K-12 materials collection and the audio-visual collection have been built up with their primary users in mind (often in collaboration with them). Based on informal feedback, the strong emphasis on service is appreciated by students and faculty alike; not limited to circulation it also includes a light form of reference. Except for items that are regularly put on reserve, the materials circulated freely within the UW system-wide “Universal Borrowing” system.

Weaknesses:

The IMC’s textbook collection is aging and impossible to replace within the limits of the current budget. The storage room for the audio-visual collection is bursting at the seams; work space for processing materials is insufficient. The rather shabby looking carpet, the replacement of which has been requested almost every year, and the age/wear of some of the furniture detract from the IMC’s appeal as a studying place and library hang-out.

Opportunities:

Only a part of the rather large SOE faculty seems to take advantage of the IMC’s offerings (and other Library services). The administration appears supportive of changes and innovations. Professional development is considered important and supported by the administration.

Threats:

Regular donations of text books (review copies) by area school districts have come to a halt in recent years and are unlikely to pick up again within the near future. The IMC budget, reduced by almost half since 2006/07 and already struggling, is inadequate to replace the aging collection. Further cuts may worsen the situation. Steady increases in the cost of library materials are compounding the problem.

**Library Self-study
Report from Non-departmental Areas or Functions**

12/03/07

Library Resources 101

Name of reporting area

Patti Becker

Name of coordinator

Mindy King, Yan Liao, Nerissa Nelson,

Names of other staff involved in unit self-study

Tom Reich, Terri Muraski

1) Description of supporting service or function

Plan, coordinate, and teach Library Resources 101, a one-credit, pass-fail elective course. The purpose of the course is for students “To become proficient and discerning in using print, electronic, and other sources of library resources to obtain relevant information.” (Syllabus see attachment 1.)

This course reflects the Information Literacy Standards, Performance Indicators, and Outcomes of the Association for College and Research Libraries (ACRL), in particular Standard Two: “The information literate student accesses needed information effectively and efficiently.”

2) Who is served – may be staff, patrons, community user, etc.

All students who take LR101.

3) Staffing

- a. Levels (faculty, LSA-Senior, etc.) and numbers
Six library faculty (out of a total of thirteen faculty members)
- b. Sufficient to meet service needs?
Yes. We have enough to cover all four sections each semester, while allowing two faculty members to have that semester off. For each LR101 faculty member the rotation is roughly two-three semesters on, followed by one semester off.
- c. Well-qualified and trained?
Yes. At a minimum, all regular LR101 faculty have masters degrees in library studies (one has a Ph.D.), and most also have a second masters in another field (or are in progress). All regular LR101 faculty and the staff who provide tours or guest lectures are experienced with and knowledgeable about the UWSP library.

4) Facilities – adequate for your function?

Most classes are held in LRC107, which is easy to find on the first floor, near the café and restrooms. Furniture is adequate, the room has a whiteboard, and lighting has improved. COWS (Computers on Wheels) are housed in 107. Other spaces used include 604 (used at least once per semester per section) which lacks student computers although COW could be used if desired, and, less frequently, 310 (which also lacks student computers). Tours take the students to other parts of the library.

5) Technology – adequate for users and staff?

Staff hardware is adequate and consists of one workstation with speakers, a projector, a “screen” painted on wall and auxiliary flat screen. Tech support by IT library tech specialist has been good.

Student hardware: The COWs (Computers on Wheels) provide us with up to 24 laptop computers that run on batteries and use the wireless connection to the network. Tech support by IT library tech specialist has been good. Some of us would like to also have a dedicated lab with desktop computers for reasons including: ease of use (no set up and take down required); would make it possible to use

computers for two classes at the same time; would add an alternative for “hands-on” component of BI classes; strategic placement could make it possible to monitor student computer use.)

Software: LR101 makes great use of ReSearch Point, the library catalog, and the library homepage, in particular, the Virtual Reference Desk and some of the guides. Course management software used by the hybrid sections (i.e., those sections taught partially online) is Desire to Learn (D2L), the only option on campus (and UW-System). All those responsible for all these technologies (including the library homepage) have been very responsive. The introduction of the proxy server in place of the Virtual Private Network has been a big improvement for off-campus access, making it easier for students to complete assignments from off-campus.

6) Supporting statistics (last 5 years if available)

LR101 has enjoyed a generally upward trend in enrollments the five years:

LR101 Enrollments 2002-2008

	2002-03	2003-04	2004-05*	2005-06	2006-07#	2007-08
FALL	42	48	57	55	78	73
SPRING	38	48	73	40	67	
TOTAL	80	96	130	95	145	

* Three Sections (up from two), introduction of hybrid section

added fourth section (a hybrid for second half of term)

7) Results of recent assessment activities (counts, questionnaires, feedback from faculty...)

We conduct formative in-house evaluations for every section of LR101 each semester. (See attachment 2 for a copy of the evaluation form.) Responses have been characterized by positive feedback from students. The following include changes or decisions we have made to the class based on those assessments:

- Continue tours to all floors of the library
- Make greater use of hands-on during class and less lecture-based demonstrations
- Introduction of hybrid section

We also made two attempts in summer 2007 to hold a summer section but neither section attracted sufficient enrollment, so we cancelled those sections.

In spring 2008 we will hold a section at 3:00 p.m., an “off-peak” time for classes at UWSP. We will assess the viability of this time based on enrollment.

We do not envision the need for a survey or focus group question(s) for LR101. Our formative evaluation provides us with adequate feedback.

8) Special projects underway or major changes being implemented

We plan to look into the possible use of iSkills (an assessment tool) to see if it would be of benefit in assessing LR101 student information literacy.

9) Goals or desired directions of the area

Keep changing in response to changing technology and student information needs; stay relevant. One example: some LR101 instructors are leading the way in addressing “Web 2.0” issues, such as social networking and RSS feeds.

10) **Other information**

11) **SWOT analysis of the area** – see attachment 3.

ATTACHMENT 1



**Library Resources
101**
**Effective Use of the University
Library**

Syllabus for Spring Semester, 2007, Section 4

Instructor:

Mindy King

Office: 211

Tel: 346-2321

Email: mking@uwsp.edu

Office Hours: Tuesday, 2-3 or by appointment

Reference Hours: Wednesday, 1:00 – 3:00 p.m.

This class moves to different locations throughout the semester. Please consult your syllabus or check the syllabus posted on the instructor's office door.

***Purpose of this course:* To become proficient and discerning in using print, electronic, and other library resources to obtain relevant information.**

Ground rules:

Attendance:

This course is pass-fail. **Attendance is mandatory! To pass this class, students must attend all classes and satisfactorily complete all assignments on time.** In the event of a true emergency, contact the instructor. Classes must be made up by the student with the instructor during the instructor's reference hours (which are posted on the syllabus); the student must satisfactorily complete the regular assignment; and the student must satisfactorily complete an additional make-up assignment.

Any student with perfect attendance and 100% satisfactory completion of all assignments will be exempt from taking the final exam.

Materials:

You are not required to purchase any materials for this course.

Plagiarism:

Students are responsible for reading and understanding the University's policies on [Academic Misconduct \(see p. 1-9\)](#). Please also visit the Library's guide on [Plagiarism](#) available through the Virtual Reference Desk.

Course Calendar

Date and Location	Activity/Topic	Assignment
Jan 23 (LRC 107)	Introduction: Questionnaire. UWSP library homepage	Homepage exploration
Jan 30 (LRC 107 & Lobby)	Library Tour I: Circulation, Interlibrary Loan, Reference, Reserve, TLC)	None
Feb 6 (LRC 107)	Simple Library Catalog Searching: Title, Author, Subject Heading	Catalog I
Feb 13 (LRC 107)	Advanced Library Catalog Searching: Keyword, Phrase and Boolean Operators	Catalog II
Feb 20 (LRC 107)	Reference Books	Reference Book Evaluation
Feb 27 (LRC 107)	ReSearch Point I: Intro & Quick Search/General Databases	Database I
Mar 6 (LRC 107)	ReSearch Point II: Custom Search & Subject Specific Databases	Databases II
Mar 13 (LRC 107)	Search Strategies: Intro to Search Techniques	Search Strategies
Mar 20	SPRING BREAK	None
Mar 27 (Room 310)	Library Tour II: Media Lab, IMC, Periodicals Area	None
Apr 3 (LRC 506)	University Archives	None
Apr 10 (LRC 604)	Understanding and Creating Citations	Citing Resources
Apr 17 (LRC 107)	Government Documents	Gov Docs
Apr 24 (LRC 107)	Finding Information on the Web: Subject Directories and the Virtual Reference Desk	Subject Directories
May 1 (LRC 107)	Finding Information on the Web: Search Engines	Search Engines
May 8 (LRC 107)	Hands-on Lab	In-Class Lab Assignment
May 14 (2:45 – 4:45)	Final Exam	None

ATTACHMENT 2

LIBRARY RESOURCES 101

Course Evaluation

Note: information from this evaluation will be used to improve the content and structure of this course.

What was most useful to you in this course, and why?

What would you like to see changed about the course, and why?

What's the best way to learn new indexes and databases: hands on using laptops or classroom lecture? Please explain:

Is there something you were hoping to learn that the course didn't cover?

What advice would you give to someone who was thinking of taking LR101?

In your opinion, what is the best way to learn how to use the library?

ATTACHMENT 3



University Library
University of Wisconsin-Stevens Point

Department: **LR101**

Dec. 3, 2007

Participants: **Patti Becker, Mindy King, Yan Liao, Nerissa Nelson, Tom Reich, Terri Muraski**

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none">• Dedicated and knowledgeable faculty and guest lecturers.• Student interest is high and evaluations are good, indicating a benefit to students in their other coursework.• Course template is structured yet allows for individual faculty preferences.	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none">• Content constantly requires time-consuming updating in response to changing technology.• LR101 has to compete with other job responsibilities.• Not enough faculty to teach more sections.
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none">• New technology.• Get ideas from other university libraries.• Make more students aware of LR101.	<p>THREATS (External)</p> <ul style="list-style-type: none">• New technology.• Competition from other courses on campus.• Students sometimes take course for reasons other than the content.• Inadequate budget.

Strengths:

LR101 faculty are well-qualified and experienced teachers with good knowledge of UWSP library resources. A sufficient number teach LR101, which enables everyone to take a semester off now and then. Faculty and staff who provide tours and guest lectures are also well-qualified.

Enrollment has been climbing steadily. The formative in-house evaluations indicate that students value the course (some claim it should be required). Often students take the course on the recommendation of a friend or roommate who has found it useful in their other coursework.

All LR101 faculty teach the same general content, but have the independence to re-order sessions, combine sessions, or add new material as they see fit. In most cases LR101 faculty use the same or very similar assignments and other material. Course material is mounted on a staff-only website to facilitate sharing.

Weaknesses:

Although only a one-credit course, LR101 is labor-intensive and time-consuming for faculty because of the need to stay current with often unpredictable changes in technology, software, or content. Much of this change comes about in reaction to external circumstances rather than as a result of periodic

evaluations of content. We should regularly and systematically revisit the content of LR101 to ensure continuing relevance.

LR101 faculty also have a host of other responsibilities that also demand their attention, including teaching BI sessions, coordinating a department, etc., which can create difficulties in setting priorities, especially during busy times.

If we wanted to add more sections of LR101, we lack additional faculty to join the teaching rotation. As it is, almost half of all library faculty teach LR101, and most of those who do not teach LR101 teach BI sessions or other courses. (Every time we have added a section total enrollment has climbed, even if not all sections have been full.)

Opportunities:

New technology provides us with the opportunity to learn and incorporate new teaching techniques and instructional aids. In recent years we have added laptops to most LR101 sessions, taking advantage of the wireless network and using batteries instead of electricity. This has helped students to work along with the instructor during class. New databases, interfaces, and software also provide us with many opportunities to learn and improve LR101.

Learning what others are doing by professional reading and conference attendance can (and does) open our eyes to new possibilities and approaches.

More students could benefit from LR101 if we offered more sections.

Threats:

New technology is expensive and not always affordable. Also, learning new technology is time-consuming, and it can be challenging to find the time required.

Courses that appear to teach similar content are listed in the UWSP course catalog (e.g., Instructional Resources courses), but they are not offered very often. However, similar courses in different departments can be confusing to students.

Students sometimes take the class because it is one credit and they need it to retain full time status or financial aid, etc., rather than because they are interested in the content. While this can lead to having a class with some unmotivated students, attendance tends to be very good (it is required to pass, but makeup options do exist) and students often learn more than they expected to.

Our library budget is strained, with adverse consequences for purchasing new technology or additional resources. For instance, the desire for a library demonstration room filled with desktop computers will be difficult to realize without adequate financial support.

**Library Self-study
Reports from Non-departmental Areas**

12/10/2007

Marketing

Cathy Palmini, Marketing Coordinator

Kathy Davis, Director

Liz Zentner, Display organizer

Name of reporting area

Name of coordinator

Names of other staff involved in area

1. Description of area:

The marketing or public relations program of the Library has had a number of changes in the past five years. In the past, there was not an organized effort, although there have been well-run programs and promotions. The previous Library Director handled the web presence and some of the other marketing efforts. Marketing was passed from job description to job description of the library faculty because workloads usually relegated it to second priority status.

The current Library Director has taken an active interest in promoting the library, organized faculty scholarship recognitions, and forged new relationships with campus departments, especially the art department. Glass display cases in the lobby are well-done and changed monthly—one dedicated to the scholarship of individual campus faculty and others highlighting a monthly theme, often with library holdings displayed.

The ‘new’ library faculty marketing coordinator has written annual marketing plans for the past two years, worked to gain the support of library faculty and staff, and added new promotions and activities. The marketing plans have had a focused target audience and primary and secondary goals. For 2006-2007 teaching faculty and especially new faculty were the target audience for marketing efforts. In 2007-2008 raised student awareness of library resources and services was the primary goal (derailed by the time demands of the self-study).

2. Who is served:

The primary targets of University Library marketing efforts are members of the UWSP community including undergraduate and graduate students, faculty, and staff. Secondary target audiences include but are not limited to community users, alumni, and students/faculty/staff of other UW System institutions.

3. Staffing:

Staffing: Marketing is coordinated by one half-time library faculty member whose other duties include reference and Wisconsin documents. The Library Director takes an active role in promotion and outreach across campus and in the community. One classified staff member takes responsibility for the display cases in the lobby. Other library faculty and classified staff have helped with special events and web presence. If marketing is to take an important place in Library activities, a committee would be needed.

4. Facilities:

Adequate office space for coordinator. New display spaces in lobby are being explored. Library lobby, café, and rooms 107 and 310 have been used for special events and are adequate for smaller events.

5. **Technology:** Adequate to support marketing coordinator.
6. **Supporting statistics:** None.
7. **Recent assessment activities:**

A brief questionnaire followed the new faculty spring lunch (2007)—a favorable response was recorded concerning the new faculty library information session and tour in the fall. Attendance numbered about 20 people at the spring author talk and 12 books were sold. There has been active participation of faculty in Faculty Scholarship monthly displays and spring Scholarship Reception in 2007.

Self-study surveys.

In the context of this self-study, marketing questions were included on the campus student and faculty surveys. Question on both surveys: How satisfied are you with the degree to which the Library makes you aware of new library services?

Faculty survey:

For the degree to which the Library makes faculty aware of new library services, the overall satisfaction rate (adding very satisfied and satisfied) was 66%. In comparison, this is well below the overall satisfaction rate of 90% for the more general question #26 "What level of satisfaction describes your overall experience of the library's collections and services." A stronger marketing effort by the Library to faculty would be desirable. Library faculty have been aware of this need, and should continue and increase efforts to make marketing a higher priority.

Student survey:

Students were satisfied or very satisfied with the degree to which the Library made them aware of new services only 41% of the time, while the neutral category was 38%, the N/A 14%. Their overall experience of library collections and services rated 72% in the very satisfied plus satisfied responses. Students, compared with faculty, report being much less happy with their experience of the Library. Marketing of services to students needs much attention.

8. **Special projects underway:**

- Miniature Book display in lobby for February and March.
- New faculty lunch being planned for April.
- Faculty scholarship recognition reception planned for April.

9. **Goals:**

- Form a working committee of Library faculty and staff to generate ideas and work on projects to promote raised awareness of Library services.
- Write and carry out a marketing plan each year with focused target group.
- Gain ongoing budget support.
- Make marketing and assessment of user needs a priority in a library strategic plan.

10. Other:

Although the Library has lacked in the past a consistent effort in the marketing area, there is currently more interest and activity in this area. Marketing needs to remain a consistently higher priority in the Library. There needs to be continuing support for and an emphasis on informing the user of what the Library has to offer and on asking the user what they need from the Library.

Sample of marketing activities from 2006-2007 (faculty emphasis):

- New faculty/staff orientation—information table, library information folder, orientation session, and tour
- New faculty/teaching staff spring lunch and information session
- Faculty scholarship and creative expression reception and display
- Library information promoting instruction sessions to new writing emphasis instructors
- Postcard promoting library instruction to all faculty/teaching staff
- Thank you letter and give-away to academic department library representatives
- Author Pat Rothfuss book talk, signing, and sale
- Monthly lobby displays of faculty scholarship, collection and thematic displays
- Art faculty and student displays

11. SWOT analysis of area – see attachment.

3/28/08



Department: **Marketing**

Participants: **Cathy Palmini, Liz Zentner, Kathy Davis**

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Support and activity of Director • Faculty coordinator and classified staff assigned and working • Library faculty and staff ready volunteers / enthusiastic partners for marketing activities/projects • General awareness of need to be proactive 	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • No assessment of who knows what and who needs what (leading to marketing) • Not consistently a priority – lack of coordination and promotion (no grand plan) • No history of budget support • No feedback loop on what we're doing well • Coordinator not trained in marketing
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Support from Campus Advisory Group of interested faculty – could be formed • Friends group – illusive to date • Expand role of University Press • Outside/professional displays available • Professional development: Marketing training for coordinator/staff; public service training for all 	<p>THREATS (External)</p> <ul style="list-style-type: none"> • If library positions are cut, marketing functions will be lost • Rate of change of methods of information seeking and technology • Limited budget (hard to find money for marketing with other needs)

Strengths: There is a general recognition that we need to do more marketing/public relations. We have an awareness that libraries in general and ours specifically can't underplay communicating about services and collections. We are making strides.

Weaknesses: We don't have a strong history of a coordinated effort of marketing or dollar support for marketing. Perhaps our most important weakness is our lack of assessment. What do our users want from the library? Why are people non-users? We're operating largely on a "what we think our users need to know" mode. We have no feedback loop for information about our services.

Opportunities: Although not strictly external and partially related to marketing, we could expand our support base. Outside training in marketing is available for involved staff. A marketing emphasis could move in the direction of increased public service awareness and training for student workers and all staff.

Threats: Budget and potential loss of staff is a problem. With changes in research methods and the nature of students, are we promoting out-dated services or products? Can we keep up with changes?

Library Self-study Reports from Departments

Media Lab

Axel Schmetzke

Jim Maas and Kathy Davis

Name of reporting department

Name of coordinator

Names of other staff involved in unit self-study process

1) Description of department or service

The Media Lab is a do-it-yourself facility that provides the equipment and space for producing media materials in various formats for class or personal use. Production processes and services currently supported by the Media Lab include, among others, audio recording, analog-digital conversion of audio media, cassette duplication, lamination, dry mounting, scanning, CD-burning, color copying/printing, and the creation of slides. Digital still and film cameras can be checked out by qualifying users. Written instructions for how to use the various pieces are provided; staff assistance is also available.

2) Who is served

Primarily, the Media Lab serves UWSP students and faculty/staff from across campus. Some professors send their students to the Media Lab for class projects. Members of the larger community (especially K-12 teachers) also take advantage of the services offered.

3) Staffing

a. Levels and numbers

- One Supervisor (faculty)—PhD in Education, MLIS in Library Science, MS in Special Education; four years of college-level teaching in educational foundations; nine years of work experience in an academic library; no background/training in multimedia production.
- One full-time staff member in charge of the daily operation (LSA Senior)—MS in Media Technology; 27 years of work experience in the Media Lab.
- Six part-time Student Assistants—trained in-house.

b. Sufficient to meet service needs?

For the most part, staffing is sufficient to support the services currently offered. Through cooperation with the immediately adjacent Instructional Material Center (IMC), and the flexibility that comes with the cross-training of some of the student workers, adequate service level is being maintained even during periods of staff shortages (break-time, annual and sick leave). Only at times of turn-over among the student workers (typically at the beginning of the academic year) might services and hours be temporarily reduced.

c. Well-qualified and trained?

Lacking expertise and training in the area of media production, as well as the time to pursue such, the current supervisor, while able to handle the status quo, is unable to provide the vision and leadership to move the Media Lab forward into the 21st century.

4) Facilities

The facilities are adequate. There is ample room for a group of students to work. A separate small room has been used as recording studio.

5) Technology

For the services currently offered, the technology is adequate—with three exceptions:

- (1) The color/copier is aging and, with spare parts difficult to get, will not last much longer.
- (2) Voyager's Media Scheduler, which the Media Lab uses for the circulation of the digital cameras, has not lived up to its promises. With its current settings, it does not allow users to make reservations online.
- (3) While most UWSP students use IBM-compatible PCs, computer applications are made available only on a Mac platform.

6) Supporting statistics

Patronage Statistics, June – November 2007

	Students	University	Community	Total
Lamination	69	94	85	248
Dry mount	47	6	11	64
Transparency	6	1	0	7
Audio recording	21	7	3	31
Print (b/w & banner)	5	1	0	6
Color copy/printer	13	14	24	51
Digital still/movie camera check-outs	55	3	3	61
Computer (misc. use)	47	14	16	77
Office equipment (cutters, staplers, etc.) ⁴		11	9	24
Other (opaque projector, etc.)	3	13	0	16
Totals	270	164	151	
Grand total				585

7) Results of recent assessment activities

Service awareness and use: Statements made by faculty members of the School of Education (SOE) during a recent focus group (January 2008) indicated much unawareness about the Media Lab's services. That such unawareness is not limited to the SOE faculty was brought to light by the recent campus-wide faculty and student surveys (February 2008). Of the faculty respondents, 48% indicated that they were either hardly aware or not aware at all about the services offered by the Media Lab, 71% that they never use it, and 76% that they never suggest to students to use its services. It thus does not come as a surprise that 63% of the responding students had no or hardly any knowledge about the Media Lab. Only 19% had used it two times or more during the past year.

Users, usage and user satisfaction (point-of-service user survey, Dec. 2007): With only 17 respondents (despite a two-week survey period), the available data are sparse and any generalizations should be done with caution. With one exception, all respondents were students, the majority of whom were very satisfied with both "today's" and previous services—with regard to promptness, helpfulness of staff, helpfulness of written instruction, equipments and overall quality. Not one respondent checked any of the dissatisfied or very dissatisfied boxes. Among the reasons stated for using the Media Lab, work on a class assignment or a personal project were most frequently mentioned. Five respondents use the Media Lab primarily for preparing teaching materials.

8) Special projects underway or major changes being implemented

In close cooperation with other units/departments (IT, Communication Dept., Dept. of Computing and New Media Technology), the Media Lab recently (fall 2007) took on the role of a depository of digital

still and video cameras, available for check-out to qualifying users in specific courses. We are still in the process of ironing out some of the bugs.

9) Goals or desired directions of the unit

Confronted with external changes in media production technology and some (vague) criticism of being outmoded, the Media Lab is seeking to take on new roles. The two recent attempts to collaborate with other departments/units have been only partially successful. The SOE made it clear that they are not interested in the Media Lab getting involved in portfolio production. The recently added digital camera circulation function clearly meets a demand. However, while circulation has increased this semester, a major expansion of this service seems unlikely.

A recent search was conducted for media production services provided elsewhere on campus—services in support of academic programs or end-user service that enhances other media initiatives—in order to determine what is lacking. One currently unmet need was identified: support for students who need to incorporate multi-media components into their assignments and projects by providing suitable equipment (upgraded PCs and Macs) and software for multi-media production (I-Movie, Final Cut Express, various Web authoring tools, etc.). Training and hands-on support is also necessary to support the general student population as they design assignments and projects. Current and anticipated changes in staffing provide the opportunity to retool and meet these needs. If approved, an Instruction and Multi-Media Librarian (proposed position to be created through the conversion of a recently vacated classified staff position) would provide the expertise and leadership needed to revamp the Multi-Media Lab and its services. In close collaboration with the Instruction and Multi-media Librarian, a new highly qualified classified staff manager would replace the current manager (who has retirement plans).

10) Other information

For staffing purposes, the Media Lab collaborates closely with the Instructional Material Center (IMC), with which it shares the northern half of the Library's 3rd floor. The Media Lab, like other special Library departments, has more limited hours open (M-Th: 7:45 am - 9:00 pm; Fri: 7:45 am - 4:00 pm; Sat: 1:00 - 4:00 pm; Sun 6:00 – 9:00 pm) than the Library as a whole.

The money for equipment upgrades and supplies is generated through the sale of consumables (blank CDs, DVDs, transparencies) and charges for some of the services (such as the color copier).

11) SWOT analysis of department – see attachment.



Department: **Media Lab**

Participants: **Axel Schmetzke, Jim Maas, and Kathy Davis**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Staffed operation with ample space • Provides some production services not available elsewhere on campus • Supports some programs through the circulation of equipment • In-house resource for print & design products 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Poorly marketed • Declining utilization (due to change in technology) • Lack of usage statistics that justify the various services • McIntosh platform confusing to some users • Current supervisor lacks expertise in multi-media production
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Unmet needs for training and tech support on campus (in certain niches) • Retirement of staff (time for renewal) • Collaborative campus-wide planning encouraged by UWSP administration 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • Changes in technology • Retirement of staff (and possible loss of position) • Declining/stagnating budget campus-wide • Perception of administration that services are outdated

Strengths:

The Media Lab provides the equipment for media production not elsewhere available on campus (such as the laminator, the dry-mounting machine and the CD-tape duplicator). The space is sufficient to accommodate a group of students working collaborative on a project. In addition, the Media Lab provides support to some programs through the circulation of equipment (for the most part, digital still and video cameras). The staff in charge of the Media Lab is available to assist other Library staff with print and design projects.

Weaknesses:

Survey outcomes indicate a low awareness about the Media Lab and its services and equipment across campus. Changes in technology, enabling students and faculty to produce a variety of media types with their personal computers, has lead to a decline in the Media Lab’s utilization. With the majority of

students and faculty using IBM-PC machines, the Media Lab's McIntosh computer, powerful as it may be, leaves some users frustrated. The current library faculty supervisor lacks expertise in multi-media production. His plate already full with other responsibilities, he is not in a position to provide more than a minimum of supervision.

Opportunities:

Preliminary discussions with other media-producing services on campus have revealed one particular need that is not met elsewhere on campus: support for students who seek to incorporate multi-media components into their assignments and projects by providing suitable equipment (upgraded PCs and Macs), software for multi-media production (i-movie, Final Cut Express, various Web authoring tools, etc.), training and hands-on support. With the current classified staff manager soon to retire and a new Instruction and Multi-Media Librarian position to be created through conversion (if approved), the focus of the Media Lab could be rethought and redirected. A new classified staff manager could be recruited whose particular skill set matches the new services to be provided. A highly qualified supervisor could provide the necessary leadership and innovation--in close consultation and collaboration with IT and other suitable units on campus.

Threats:

Changes in technology, which have already led to a reduced utilization of the Media Lab, may ultimately catapult it out of existence entirely. With the Media Lab staff person rapidly approaching retirement age, and his replacement being uncertain in the current budgetary situation, the Media Lab may not have the staff to continue its operation. Perceiving the current Media Lab's services as outmoded, the administration may take the retirement of its current staff as an opportunity to close it down.

**Library Self-study
Reports from Departments**

Periodicals

Mindy King

Richard Kleifgen, Sara Weisensel

Name of reporting department

Name of coordinator

Names of other staff involved in unit

1) Description of department or service

The periodicals collection contains over 1,000 current print subscriptions and provides access to over 15,000 electronic journals (for more information see <http://library.uwsp.edu/depts/per/per.htm>).

Print Periodicals

Print periodicals are located in 5 areas on second floor, all arranged alphabetically by title.

- Current Periodicals
- Bound Periodicals
- Compact Periodicals
- Microfilm
- Newspapers

Customer service to patrons is provided via the periodicals service desk located on 2nd floor (staffed all hours the library building is open). A unique feature of the UWSP periodicals collection is that our periodicals circulate (with the exception of microfilm). Faculty and staff have a 3 day check out period, while students have a 24 hour check out period.

The periodicals department offers a Photocopy Service to campus faculty. Copies are delivered via campus mail and charged back to the department's account.

Electronic Periodicals

Access to electronic periodicals is provided via SFX (an openURL link resolver) and the library catalog (Voyager). The primary access point to electronic periodicals is the Journal Title List A-Z link from the library's homepage.

It is difficult to obtain an exact number of electronic periodicals the library has access to because of duplication between online packages/databases, and the changing nature of content available online. The chart below attempts to summarize the sources of electronic periodicals and the number of titles available in each source.

	Number of Titles
Funded by UWSP	
Online comes with print	325
Online Only -- direct from publisher	46
Communication & Mass Media (EBSCO)	309
JSTOR	477
Sage Premier	453
SportDiscus (EBSCO)	355
Wilson	2039

Funded by UW System	
ABI Inform (Proquest)	1837
American Chemical Society	60
BioOne	91
CINAHL (EBSCO)	281
CQ Researcher	1
Criminal Justice (Proquest)	79
Emerald	206
GenderWatch (Proquest)	144
Institute of Physics	71
Lexis-Nexis	4344
Nature	36
New England Journal of Medicine	1
Project Muse	309
Psycharticles (EBSCO)	51

The UWSP library also has access to numerous online periodicals through Badgerlink. BadgerLink is a project of the Wisconsin Department of Public Instruction (DPI), Division for Libraries, Technology, and Community Learning. Its goal is to provide access to quality online information resources to all Wisconsin residents. Badgerlink currently contracts with five vendors (EBSCO, ProQuest, Thomson Gale, NewspaperARCHIVE, and TeachingBooks) to provide access to over 11,000 periodical titles and over 700 newspapers (including Wisconsin newspapers).

2) Who is served (may be staff, university, community)

- a. Students (undergraduate, graduate)
- b. Faculty
- c. Staff
- d. Community users
- e. Library departments (ILL, Archives, Main Circulation, Reference)

3) Staffing –

- a. Levels (faculty, LSA-Senior, etc)
 - i. The department consists of one faculty librarian and two classified staff (LSA—Advanced Lead). In addition, there are approximately 15 work study students during each semester (2 work study students during winterim and summer).
 - ii. Additional support is provided to the department by one faculty cataloger, and one administrative support person who assists with ordering and invoicing.
- b. Sufficient to meet service needs?

At this time staffing is sufficient to meet service needs. Staffing of student workers varies depending on time of year and funding available. There is concern that students will become more difficult to hire due to increase in minimum wage and static budgets.
- c. Well-qualified and trained?

Yes, however, as periodicals continue to move into the electronic environment, additional training will be required as technologies change.

4) Facilities – adequate for services?

- a. The main concern is for compact shelving which is over 20 years old and needs to be replaced. A portion is currently not working, and volumes had to be moved out of that area.
- b. Additional power outlets are needed for laptop use. Ideally, outlets located in the center of floor near tables.
- c. Other areas of concern for second floor:
 - i. Lighting needs improvement.
 - ii. Poor air quality resulting in staff respiratory problems
 - iii. Accessibility issues include area between shelving units not wide enough to allow wheelchair access, shelves too high for wheelchair access. These issues are resolved by asking for assistance at service desk. The men's bathroom is also not accessible on 2nd floor (or the entire building for that matter). One of the public computer terminals should be handicap accessible.
 - iv. Blinds need to be replaced on windows (patrons complain about sun glare).
 - v. Weather stripping of windows deteriorating. Has resulted in flood on second floor when piping that runs outside of building cracked, and water leaked in through cracked window stripping.
 - vi. Heating pipes routinely leak in 3 different areas on 2nd floor.
 - vii. Bats common on second floor.
 - viii. Green roof not being maintained (needs to be weeded – non library issue).
 - ix. Some periodical volumes housed in remote storage on 6th floor.

5) Technology – adequate for users and staff?

- a. Microfilm reader/printer and photocopiers are aging and need to be replaced. No current plan in place to do this. A scanner should also be purchased to update the library photocopy service (to be able to provide digital copies via email).
- b. Circulation workstation at service desk needs to be updated. We would like to implement a better set-up (especially with monitor) to more easily show patrons how to access online content. Keyboard has issues, especially reading new point cards.
- c. Personal workstations are adequate.
- d. The two public terminals on second floor need to be updated.
- e. Second floor also houses 1 pod which is an extension of the reference room computers. These are maintained by the campus IT department; however, the periodicals service desk replaces paper and toner as necessary.
- f. Current library catalog (Voyager) and OpenURL linking solution (SFX) work adequately, with a few minor bugs. However, there is duplication in work as both the SFX and Catalog records need to be updated when changes in holdings occur.
- g. With the increase in laptop use, it would be beneficial to provide additional power sources for patrons to “plug in.” Ideally, floor outlets located near tables.

6) Supporting statistics (last 5 years if available)

Current holdings as of 3/3/2008:

	Number of Titles	Number of Items
Bound	705	28,494
Compact	1836	39,725
Current	1016	14,243
Microfilm	968	27,006
Newspapers	12	n/a

Print Periodicals Expenditures

Year	Expenditure	Percent Change
2003	\$69,913.64	Faxon Bankruptcy
2004	\$339,639.20	n/a
2005	\$369,972.72	9%
2006**	\$332,642.42	-10%
2007	\$357,574.88	7.5%

**Periodicals cancellation project (180 print titles cancelled)

Current Periodical Usage Statistics

02/03	03/04	04/05	05/06	06/07
11,114	10,480	9,936	8,921	8,209

SFX Usage ("Find It" menu) Statistics

	2006	2007
Requests	109,397	111,770
Click throughs	88,437	88,424

"Requests" -- SFX links that were presented to a user via the SFX menu (FIND IT)

"Click throughs" -- SFX links (to full-text, OPAC, ILL, help) that a user actually clicked on (from FIND IT menu)

7) Results of current assessment activities

The periodicals department participated in three surveys during the spring 2008 semester. The results are summarized below.

According to the student survey, 50% indicated they have never used print periodicals in the past year, 22% had used them one time, 23% had used 2-5 times, and 5% had used more than 5 times.

According to the library representative and department chair survey, 45% of respondents agree that access to journal literature is adequate for his/her department, 5% strongly agreed, 23% were neutral, 14% disagreed, 14% strongly disagreed. When asked to identify specific gaps in access to journal literature the following subject areas were identified: ecology and wildlife, environmental education, chemistry, political science and philosophy, American literature, critical theory. A comment was made about periodical titles with embargos not being useful if the current content is not accessible.

Also, individual titles were mentioned (Science and Nature) as not being available online, when in fact, they are available online. It would seem some marketing/education needs to be provided regarding periodicals to which the library does have access.

The faculty as a whole was asked several questions pertaining to periodical usage, and the results are summarized in the tables below.

Question	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dissatisfied	N/A
How satisfied are you with the library's print and online journals in your subject area?	19%	36%	21%	12%	2%	9%
How satisfied are you with the ease of accessing electronic articles once you have found the citation/abstract?	26%	46%	10%	6%	1%	12%
How satisfied are you with the ease of accessing print or microfilm articles once you have found the citation/abstract?	12%	37%	14%	3%	0%	33%

During the past year, 35% of faculty respondents indicated they had never used the print journals, 11% had used one time, 26% had used 2-5 times, and 27% had used more than 5 times. It was found that the print periodicals are used for the following purposes:

Purpose	Percent Response
Browsing/reading current issues of journal in your subject area	64%
Photocopying articles	61%
Checking references	34%
Checking out entire volumes/issues	29%
Browsing/reading current issues of magazines/newspapers for leisure reading	18%
Looking up instructions to authors	14%
Other, please specify	13%

Over the course of a semester, 29% of faculty respondents indicated that they never suggest/require students to use print periodicals, 9% required one time, 42% required 2-5 times and 20% required more than 5 times.

When asked about the periodicals photocopy service, 58% of faculty respondents indicated that they were not aware at all about this service. Increased marketing to departments eligible for this service is in order.

Also, 57% of faculty respondents indicated that they are not aware of services such as table of contents email alerts or RSS feeds. This is another avenue to explore for future promotion/education to campus faculty.

8) Special projects underway or major changes being implemented

Currently there are two special projects underway. The first is a major review of periodicals that are available in duplicate formats (online and print). A “pay-per-article” service is also being considered as an alternative for high cost / low use titles.

9) Goals or desired directions of the unit

To provide users access to periodical literature in support of scholarly activity and research, student learning, teaching excellence, and curricular development.

10) Other information

11) SWOT analysis of the department – see attachment

12) SWOT analysis of Library – see SWOT appendix



Department: **Periodicals**

Participants: **Richard Kleifgen, Sara Weisensel, Mindy King**

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Staff • Collection • Service Desk 	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Unsafe compact shelving • Aging Equipment • Instability of Online Resources • Duplication of holdings information in SFX and Voyager catalog
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Expansion of Photocopy Service • Increase Online Availability • Reevaluation of workflow 	<p>THREATS (External)</p> <ul style="list-style-type: none"> • Static Budgets / Journal Increases • Archiving E-Content • Google

Strengths:

- Knowledgeable and detail oriented classified staff committed to providing high quality service and access to periodicals. The two staff have longevity at the UWSP library, and provide an in depth knowledge of the collection (in terms of use, organization and history) to the relatively new serials librarian.
- The periodicals collection has been developed in cooperation with campus faculty to support curricular development, student learning, teaching excellence, and scholarly activity and research. Many of the titles are now available in an electronic format providing additional access points that are available 24/7.
- A service desk is staffed the entire time the building is open to assist patrons. In addition to regular classified staff, the service desk is staffed by well trained student workers who are knowledgeable and friendly. UWSP library patrons have the unique opportunity to check out periodicals in current, bound and compact sections.

Weaknesses:

- Compact shelving is a serious safety concern. Units rock when moved and a portion has tipped over in the past. A section had to be emptied and closed as a safety precaution. Problems have been routinely reported over the past 10 years, but little maintenance has been received.
- Microfilm and photocopy machines are all outdated and will soon need to be replaced. There is currently no plan to update or replace the current microfilm readers or photocopy machines. A microfilm scanner/printer has been looked at as a possibility. The periodicals area houses the only Point Card reader in the building. The reader is often “out of order” and patrons are frustrated when there is not another point card option.

- The library has access to over 15,000 periodical titles online. Often online links to these titles change, content is not updated online, or vendors no longer include content in their aggregated databases. This results in online content not being available when holdings indicate it should be. Currently, there is no system in place to routinely review online content to make sure it is accessible.
- Currently when title holding information changes the record needs to be updated in both Voyager and SFX. This results in duplicate work for periodicals staff. It can also lead to differences in information between the two modules and can be confusing to patrons to remember to check two difference places.

Opportunities:

- The library photocopy service could be enhanced by purchasing a scanner and providing desktop delivery of articles (instead of sending through campus mail). Another possibility is to implement a fee-based document delivery service to community businesses.
- Providing access to online periodicals will be emphasized while taking into consideration collection development guidelines regarding electronic resources and recognizing that it does not make sense to offer everything electronically.
- As the focus shifts from print to online content, staff responsibilities can be reevaluated to assist with such tasks as link maintenance and holdings updating.

Threats:

- Periodical subscriptions are exponentially increasing while library budgets are remaining static. The library can no longer afford to keep all titles it is currently subscribing to, and difficult cancellation decisions will need to be made.
- There is no consistent way of archiving online periodical content. What is there today may not be there tomorrow (or may have changed).
- Patrons often use other information resources as a first stop other than the library. They are finding articles using search engines such as Google. While sometimes the full-text of the article is freely available, often the user is required to pay for it.

**Library Self-study
Reports from Departments**

12/3/07

Main Reference

Name of reporting department

Patti Becker

Name of coordinator

Yan Liao, Library Faculty

Names of other staff involved in self-study

Colleen Angel, Library Services Advanced

In addition, we asked all Main Reference staff for feedback on drafts of the self-study documents. We incorporated their input into this report and the SWOTs.

1) Description of department or service

Library faculty and staff who work in Main Reference provide bibliographic assistance and instruction in how to use library resources in person, over the telephone, and via email utilizing a collection of print, electronic and microform resources, including one of three Foundation Collections in Wisconsin (for more on the Foundation Collection, see attachment 1). The department also provides technological resources and basic technology support to library users who seek bibliographical research information.

2) Who is served

In Main Reference the primary user group is UWSP students (campus-bound, distance education, study abroad, and Collaborative Degree Program). Also served are UWSP faculty and staff and non-UWSP people and organizations who use the reference collections, services, or resources.

3) Staffing

- a. Levels (faculty, LSA-Senior, etc.) and numbers. Ten library faculty; one library services advanced classified staff. Student workers from the Main Circulation desk shelve books and record usages. A reference student assistant reads the shelves, maintains them as needed, and assists as requested by her supervisor. Maintenance personnel clean the room regularly. For about ten years main reference also employed student assistants to work at the reference desk alongside staff. Due to difficulties in training and the general decrease in reference traffic, we decided to quit hiring students for desk duty as of fall 2003.
- b. Sufficient to meet service needs? Yes. (Link to hours page for service hours: <http://library.uwsp.edu/admin/depthours.htm>)
- c. Well-qualified and trained? Yes. All personnel who currently work main reference have an ALA-approved master's degree and most also have a second master's. Three have doctoral degrees.

4) Facilities

The reference room is large and well-lit (possibly too bright for computer use) with offices for some staff. Students enjoy working together in reference, whether at the room's seven computer pods or at the seven round worktables. There are also three index tables (which no longer hold indexes) used by students for individual study. We should relocate the standalone shelves of paper abstracts and use the space for more urgent needs, such as another pod or two of computers.

Inadequacies include: there is an insufficient number of computers for student use; the power outlet locations are inadequate for users who want to plug in their laptops; the drapes need to be cleaned; the carpet is worn and wrinkly in places; much of the furniture is dated; and the computers that can be used by community members are on old "recycled" tables.

5) Technology

Hardware: We have eight pods with four computers each (includes pod with reference load on 2nd floor) for use by UWSP students, faculty, and staff, plus four older computers which are available for non-UWSP use as well as UWSP use. Only students can print from the “pod” computers, for which there are four laser printers (these prints are charged to student printing accounts). The other four public computers can print to the student printers or to a general use printer located at the Main Circulation Desk. (Non-UWSP student users are charged ten cents a page.) There are two computers and one printer at the reference desk for staff use. The secondary reference desk computer is old and needs to be replaced by a newer one. Wireless network access is available throughout the room.

Software:

Reference computers in the pods are under the jurisdiction of Information Technology. They have a special load that includes Internet access and the Microsoft Office Suite, but not the full array of software available on the Standard Campus Load. This special IT library load is intended to promote use of these computers for bibliographic research. Slow boot-up time for the pod computers is an unresolved problem.

Off-campus users can now easily access reference resources via a proxy server (rather than installing and using Virtual Private Networking).

The other four public computers and the two reference desk computers have an in-house library load that is not under Information Technology. This load includes Internet access and the MS Office Suite. Having an in-house library load makes it possible for the library to provide computer access and printing to non-UWSP users, and enables us to use different versions of software than those provided by Information Technology.

In 2004-2006 main reference staff tried conducting reference via chat sessions. However, this service was very much under-used and was discontinued.

Tech support: Information Technology supports the 32 pod workstations and the four associated printers through a work order system. The four older computers and the two reference desk computers are maintained by the library technical support staff member from IT. Response to computer problems has usually been timely.

Library web page: Reference information includes the Virtual Reference Desk (a collection of publicly available websites selected and maintained by UWSP librarians), links to the library catalog and other library catalogs, and ReSearch Point (Metalib), which provides access to the UWSP version of Ex Libris’s Metalib federated search system and the link resolver called SFX. The library technology group is responsive to suggestions for change on these pages. However, access to databases in ReSearch Point has been slowed down because of UWSP security. Information Technology is aware of this problem.

6) Supporting statistics (last 5 years if available)

Reference questions: one week each fall we count reference questions asked at all service desks (including reference email). In the last two years the total number of reference questions has stabilized after dropping the previous years. In Main Reference the number of questions for the past three years stabilized after dropping the previous two years. Reference transactions are getting more time-consuming and in-depth than in previous years, so although the quantity of questions has stabilized, the time required to work through them has increased. We also receive more questions about

technology itself and computer assistance, some of which we have to refer to an Information Technology student lab assistant located nearby.

<u>Reference Questions</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Main Reference (incl. email)	384	392	236	203	233
Main Circulation	100	79	60	60	114
Periodicals	242	194	416	285	211
Gov Docs	483	332	288	209	191
Archives	64	52	86	80	86
IMC	112	61	36	21	23
Total	1385	1110	1122	858	858

UWSP Main Reference allows most items in its collection to circulate overnight (except for Foundation materials, which do not circulate). The trend is that fewer reference books are checked out for use. Total browses (uses but not charges) since we began counting browses (fall 2003) is 13,235.

Reference Circulation*	2002-03	2003-04	2004-05	2005-06	2006-07
	980	735	791	554	445

*Cut-off date
is Oct. 31

As of Nov. 2007, the size of the reference collection is as follows:

Genealogy Collection in Ref	331
Reference Desk	63
Reference Room	10,099
Ref/Abstracts	774
Ref/Annual Reports	585
Ref/Atlas Case	31
Ref/Indexes	624
Ref/Phone Books	22
Foundation Collection	172
Total	12,701

ERIC fiche* 481,815 titles

*(An approximate count, this collection is not used as much as previously due to increasing reliance on electronic access to these titles)

The main reference budget seems adequate for print materials (we have under-spent our allocations in recent years), however now the trend is moving toward electronic resources, which require on-going budgetary and technology commitments.

<u>Reference Expenditures (firm orders)</u>		<u>Allocations</u>
07-08	\$13,695 as of 11/30/07	07-08 allocation is \$21,000 (bal. is \$6403.97)
06-07	\$17,382.34	06-07 allocation was \$21,000
05-06	\$24,065.06	05-06 allocation was \$28,000
04-05	\$21,373.11	04-05 allocation was \$17,500
03-04	\$51,348.27	03-04 reallocation was \$60,000

7) Results of recent assessment activities

In December 2003 we evaluated all reference email questions (1999-2003) to determine whether the kinds of questions we received electronically could inform our deliberations about joining a consortial virtual reference service or trying virtual reference on our own. The high volume of questions that were specific to UWSP led us to try chat reference using in-house personnel rather than joining a consortium. The analysis also helped us to determine the hours during which we made chat available to our users. (We used chat reference for three semesters, but discontinued it in 2006 due to low use.)

In spring 2004 the library underwent ARL's LibQual Survey of user's opinions of service quality. It would appear that Main Reference is meeting people's expectations and information needs.

In the spring of 2005 we counted the number of reference questions asked during weekends to determine if the volume justified the hours we staffed the desk. Based on that assessment, we determined that it was worthwhile to continue staffing at those times.

Throughout the summer of 2007 we counted reference questions asked during every shift to see whether the volume of questions justified our staffing pattern. We concluded that it was worthwhile to continue the staffing pattern.

8) Special projects underway or major changes being implemented

We are in the process of weeding the main reference book collection and evaluating all reference serials for cancellation or retention decisions.

9) Goals or desired directions of the unit:

To meet bibliographic information needs of students, faculty, and staff, and to assist with non-UWSP bibliographic information needs as possible.

10) Other information.

Bibliographic resources in a wide range of disciplines are crucial to reference. ReSearch Point, a federated search system which provides access to the library's online resources, includes 159 resources, the majority of which are indexes or databases. Funding for these resources come from a variety of sources, including the State of Wisconsin (Badgerlink), UW System (Shared Electronic Collections), UWSP student Technology Fees, and the library's budget. (See Reference book titles total in question 6.)

11) **SWOT analysis of department** – see attachment 2.

12) **SWOT analysis of Library** – see SWOT appendix.

3/27/08

ATTACHMENT 1



University of Wisconsin-Stevens Point

University Library

Stevens Point, WI 54481-3897

FOUNDATION COLLECTION REPORT

The University Library at the University of Wisconsin-Stevens Point (UWSP) contains one of three Cooperating Collections in the state of Wisconsin. Marquette University and the University of Wisconsin-Madison house the other two collections, and all three collections fall under the auspices of the Foundation Center in New York City. It is a unique service that benefits both UWSP and the Central Wisconsin community.

The following summary provides a snapshot of the overall mission and operating standards of the collection, and some statistical information on its usage and cost:

Mission Statement

The mission of the Foundation Collection is to serve as a resource for information on private foundations, grants and philanthropy for the surrounding area in support of community and business partnerships. This service is available to individuals seeking grants or scholarships, local non-profit groups and larger institutions. Resources include print directories, reference tools, and databases that focus on foundation and grant seeking activities, and are available to patrons free of charge with the exception of printing costs.

Operating Standards

As a Cooperating Collection, the University Library is responsible for maintaining the standards of operation set by the Foundation Center. These standards include the following:

- Provide public access to the collection a minimum of 25 hours per week with no appointment required. No fees are to be charged for reference services, or for access to Foundation Center resources.
- Assign one individual (preferably a librarian with an MLS degree) to be the Cooperating Collection supervisor. That person should be knowledgeable about our electronic and print resources.
- Provide public access to *Foundation Directory Online Professional*, as well as to Foundation Center print publications that make up the core collection. For those who opt for *FC Search*, the most current version of this database must be installed on a computer for public use at or near the print collection. All must provide access to a computer(s) connected to the Internet for public use.
- Indicate the availability of *Foundation Directory Online Professional*: for your visitors on your organization's web site.
- Indicate affiliation with the Foundation Center by posting information on the organization's web site, producing press releases, newsletters, brochures, or flyers that promote the collection, or by posting signage stating that the organization is "A Cooperating Collection of the Foundation Center."
- Conduct at least two annual public orientations or workshops, which highlight the use of Foundation Center resources. These sessions may be led by the supervisor and/or other

organization staff or appropriate guest speakers, and can be scheduled during site visits by Center staff.

- Attend at least one regional Cooperating Collections meeting or the Foundation Center's annual Network Days conference every other year. If the CC supervisor is unable to attend, another organization staff member who works on the collection may be sent in his/her place. Supervisors of newly designated CCs must attend Network Days the year they are designated.

Membership Fee

The membership fee of \$995 includes complimentary copies of all books in the core collection and access (with license restrictions) to *Foundation Directory Online Professional*. If purchased separately, the publications in this core list (see below) would cost over \$4,000. These titles are updated on an annual basis.

Electronic Databases

- *Foundation Directory*
- *Foundation Grants to Individuals*
- *Foundations in Wisconsin (published by Marquette University)*

Print Publications

- *The Foundation Directory*
- *The Foundation Directory Part 2*
- *The Foundation Directory Supplement*
- *Foundation Grants to Individuals*
- *The Foundation 1000*
- *Guide to Funding for International & Foreign Programs*
- *Guide to U.S. Foundations, Their Trustees, Officers, and Donors*
- *The National Directory of Corporate Giving*

Foundations Today Series

- *Foundation Giving Trends*
- *Foundation Growth and Giving Estimates*
- *Foundation Yearbook*

Collection Usage Statistics for 2001- 2007

Collecting statistics on how many people have visited and used the Foundation Collection is a bit tricky. The Library does keep a sign-in sheet by the Foundation Collection sources; however, not everyone that uses the collection necessarily signs in. Phone calls, email requests, appointments and classes that use the Foundation Collection, and contact someone directly, are tracked and recorded.

The following numbers include nonprofit organizations, grantmakers, individuals and courses affiliated with UWSP who used the Foundation Collection:

2007 – 152 patrons
2006 – 167 patrons
2005 – 150 patrons
2004 – 128 patrons
2003 – 105 patrons
2002 – 93 patrons
2001 – 150 patrons

ATTACHMENT 2



University Library
University of Wisconsin-Stevens Point

Department: **Main Reference**

Dec. 3, 2007

Participants: **Yan Liao, Patti Becker, Colleen Angel, with input from Main Reference staff**

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none">• Adequate number of qualified reference personnel with a variety of interests, strengths, and flexibility in service styles.• Strong collection of databases appropriate for our campus through a combination of state, UW System, and local funding.• Adequate reference book budget.• Strong reference collection.	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none">• Computers often full, have to turn people away.• Reference Room needs to be updated.• Lack of data on student information needs.• Limited training opportunities.
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none">• Increase awareness of reference services and resources.• Increase use of Google Scholar and Google Books.• Digitization and creation of electronic collections.• New social communication tools.	<p>THREATS (External)</p> <ul style="list-style-type: none">• Student lack of awareness of library resources.• Budget resources for electronic collections.• Tension between student needs for computers and provision of community access.

Strengths:

UWSP is fortunate to have a sufficient number of Main Reference personnel so that staffing the desk at all times of the year is a shared responsibility that does not overburden or cause undue reliance on a few individuals. All Main Reference staff are highly qualified and take advantage of a wide array of professional development opportunities in-house, at conferences, and through professional reading.

We provide a rich array of databases that are appropriate for our students and faculty. Many of these come to us through the UW System's Shared Electronic Collections, the State of Wisconsin, the library's budget, and student technology fees.

For the past several years the reference book budget has been adequate for the purchases we wanted to make, and in some cases we under-spent the budget.

Much time and thought is given to reference collection development, which has resulted in a collection that is appropriate and adequate for our users. We are in the process of evaluating reference serials to see if their usage and content indicate retention or cancellation, which is already resulting in cost

savings. This activity and on-going weeding of the rest of the Main Reference collection will help to streamline the collection.

Weaknesses:

There are insufficient numbers of computers and pods for student use. During the school year all reference computers are often in use at one time, which not only prevents some from doing their school work on them, but it can also make it very inconvenient and disruptive to reserve pods for “hands-on” use by a class after a BI session.

The power outlet locations are inadequate for users who want to plug in their laptops. Reference furniture needs some attention: the drapes need to be cleaned; the carpet is worn and wrinkly in places; much of the furniture is dated; the seats of some of the computer chairs can no longer be adjusted; and the computers that can be used by community members are on old “recycled” tables. Some students have complained that the lighting in reference is too bright for computer work. Sunlight also washes out screens, and causes books and furniture to fade.

We would like to know more about what kinds of services and resources our students need from Main Reference and about how we are meeting (or not meeting) their bibliographic information needs.

There are few internal training sessions for library staff, and a limited number of presentations given by the library to campus faculty and staff

Opportunities:

Many faculty and students are unaware of many of our resources and services, with the result that they often don’t find the information they need. This presents us with an opportunity: how can we increase this awareness?

Google, which is just about everyone’s favorite search engine, has features that can be of great benefit to students and faculty. Making people more aware of Google Scholar (which incorporates access to our licensed databases and uses the SFX link resolver) and Google Books (which incorporates access to library catalogs via WorldCat) can improve the efficiency and effectiveness of their use of Google (and, by extension, their use of the UWSP library resources available through Google).

So many digital collections are available now that it is difficult to know about them and their contents. This represents an enormous store of material that could be of great benefit to our faculty and students.

Web 2.0 provides us with many new opportunities for communication which we could use to improve internal and external communications.

Threats:

Students are not always aware of the library’s resources, in particular the online indexes and databases, and as a consequence use general search engines like Google. However, they don’t always realize how limited the results actually are and what they are missing by reliance on publicly-available websites. They also lack the patience to work through databases methodically and prefer to do “one-stop shopping.” The federated search of Metalib (called ReSearch Point at UWSP) falls short of providing a Google-like experience for students because it is cumbersome to use and can be quite slow.

Access to electronic databases is very expensive, and there are an increasing number of them available. Although we have many appropriate databases, there are others we would like to add or upgrade. However, adding databases is almost impossible unless we cancel others, which is not always a good or obvious alternative. We must have more funding to increase the number of databases we offer.

The UWSP library has always been proud to provide services and resources to the general public. However, there are times when students wish to use computers being used by community members. Also, sometimes the community members are using the computers for non-research purposes, but we lack an enforceable policy to combat this (students often use the computers for non-research purposes, too).

Self Study Report
Technology Group
Terri Muraski
Nerissa Nelson
Rob Clint, Dave Timm

Name of reporting unit
Name of coordinator - Systems
Name of coordinator - Web
Name of other staff involved

1) Description of supporting service or function:

1. Provide administration, security, training and technical support for all library systems.
2. Administer and support staff and public workstations.
3. Provide technical support for library classroom technology.
4. Design, support and maintain extensive, heavily used library web site and library tab on university portal.

Systems support

1. Voyager – local system, full support, training, customized webvoyage interface and support for Portage County Public Library installation.
 - a. Includes Circulation, Acquisitions, Serials, Media Scheduling, Reporter, System Administration modules
 - b. Support two databases, all clients workstation clients at both the University library and PCPL
2. Ex Libris SFX link resolver & Metalib federated search system – shared server housed in Madison, support for local implementation, interface, metalib management, access to indexes and administration of access to native interfaces.
3. Illiad – offsite server, provide clients, system administration, troubleshooting and web based forms.
4. Web – server administration and security, design and administration of library website with support from UWSP web design department. Provide design and database support for web based forms for book orders, library instruction requests, and a number of other web-based forms.
5. Provide support for wireless network access throughout the building.
6. Local database development – E-reserves, Obituary & Cemetery Indexes, Acquisitions, and Archives.

Server support – 2 servers – a web server with the library’s website and the Voyager server for the catalog.

Workstation support – specialized loads for 79 staff and student employee workstations, 15 public workstations that are supported by the library IT staff. There are an additional 44 public workstations that run a campus load and are supported by campus IT personnel.

Classroom support – 3 teaching workstations, 5 additional monitors, 4 presentation projectors, 24 laptops housed in portable cabinets. All are supported by library IT staff.

Training – primarily troubleshooting and individualized training and assistance with new software and client upgrades.

Other equipment – setup and provide support for scanners in Access services and Archives, assistive technology equipment, microfilm digitizers in Archives, iPods and MP3 audio players, Digital cameras and video cameras in the IMC and a variety of adaptive technologies for students with disabilities.

2) **Who is served?** All staff and patrons, including users in the building and via the website.

3) **Staffing**

- a. 2 faculty – Information Systems Librarian and Webmaster. The Systems Librarian also has teaching and reference responsibilities. The Foundation Librarian is the Library Webmaster and this position has teaching and reference responsibilities.
- b. 2 academic staff, 1 full time library position (Information Processing Consultant) and one position (Senior Information Processing Consultant) assigned from the campus Information Technology department to provide support for library technology.
- c. Sufficient? No – there is little time for planning, development. All staff time is consumed through daily maintenance and troubleshooting.
- d. Well-qualified and trained? Yes, but it is very difficult to find the time and opportunity to keep up with new technology. There are few on-campus technology training opportunities.

4) **Facilities** – office space for technology staff is sufficient, but there is a need for additional workspace. The most pressing need is an area for working on equipment. The staff offices are not large enough to perform this function.

The library facility is fully wireless. The age of the building does at time limit the placement of public computers because of limited network and electrical connections.

5) **Technology** – the technology staff is basically supported at the same level as the rest of the library staff, even though their use of and need for the most up-to-date equipment goes beyond that of most of the staff.

Computer upgrades for faculty are funded through a university program, but not for academic staff. Technology staff also has a need to regularly access the system when away from the library and are not supplied with the equipment to do so.

6) **Supporting statistics** – not applicable.

7) **Assessment Activities** – LibQual Survey in 2004 identified problems with remote access to licensed resources. Since the survey, access has changed from using Virtual Private Networking (VPN), which required setup by the user to using EZProxy, which only requires a login using the campus username/password.

The student survey completed in February 2008 included a number of questions related to technology.

1. Only 7% of students disagreed with the statement “The Library provides easy off-campus access to electronic resources”.
2. A majority of students agreed that the library has a sufficient number of computers. It is important to note that the comments reflect that the students perceive the 110 Computer Lab as a part of the library. When asked why they visited the library, 60% responded “to use a computer.”
3. Nearly all students, 92%, have used the library’s website.

8) Special projects underway or major changes being implemented

1. Voyager ILS implemented in 1996 – continual upgrades scheduled on an annual or semi-annual basis.
2. SFX link resolver implemented in 2003-2004, annual upgrades and continuous monthly additions
3. Metalib federated search system implemented in 2004, annual upgrades and continuous monthly additions.
4. The library website was redesigned in 2006 and another redesign is currently underway.
5. EZ proxy remote access was implemented in 2007.
6. Iliad interlibrary loan system implemented in 2003.
7. Wireless access was added throughout the building in stages from 2003-2006.
8. Two sets of laptops for library instruction were added in 2004 and 2006.

9) Goals or desired directions of the unit

1. Enhance technology available for teaching in the library, including the classrooms and other presentation facilities.
2. Provide support for office technology, including maintaining computers with up-to-date software.
3. Increase training sessions offered to library faculty and staff.
4. Foster library involvement in digitization projects, in the library and in collaboration with other UWSP departments or other UW System institutions.
5. Enhance student and faculty access to library resources through improvements in technology.
6. Work cooperatively with UW System and UWSP information technology personnel.

10) Other

- 11) **SWOT analysis of the area** – see attachment.



Department: **Technology**
 Participants: **Terri Muraski, Nerissa Nelson, Dave Timm, Rob Clint**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Access to online resources (off and on campus) • Knowledgeable staff/local support • UW Library System initiatives & support • Network infrastructure 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Centralization of system - limitations • Outdated/slow/gaps - technology • Library budget allocation for technology • Need for constant training and adaptation for staff
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Alternative funding sources • New delivery methods • Professional development • Participation in UW Library System initiatives 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • Centralization at system level • Rapid changes in technology • Consolidation of library vendors • Uncertainty of budget

Strengths:

Access to library resources both on and off campus is rather seamless through our library homepage. Our off campus access has greatly improved since the implementation of an EZproxy server last spring.

The Library is fortunate to have two information technology staff to support our many needs with systems, programming and networking. We also have the support of Information Technology on campus for server needs and for maintenance of our reference room computers.

UW Library System support makes it possible for us to accomplish important projects, such as system upgrades for our Voyager system, which we would never be able to afford with our current budget.

Network infrastructure, such as wireless access throughout the Library, makes it possible for patrons with laptops to access our resources from anywhere within the building.

Weaknesses:

Centralization of systems, such as Voyager and Metalib, creates limitations for us since control of these systems and certain decisions are made at the UW Library System level. Our current Metalib system is established through the UW Library System and the performance function of this system is through UW-Madison’s server. This slows down the load time and creates a longer wait time for users to access our databases.

Certain departments and units have technology that is too outdated or slow for what their work function is, such as ILL and Reserve.

The Library budget allocation for technology is minimal and does not allow us to purchase or consider new resources. Our only means of upgrading workstations comes from money outside of the Library budget.

The rapid change in technology creates anxiety for some of our staff. For many of us, the time it takes to keep up with these changes adds to the stress that an already busy schedule brings with it.

Opportunities:

Since budget concerns are uncertain from year to year, considering alternative funding sources would be an opportunity for us. Some ideas for alternative funding may be through student tech fees or lab modernization money.

New web tools, such as wikis or blogs, and the digitization of resources, would allow us to deliver information to our patrons in new and innovative ways.

The Library could make greater use of professional development opportunities, such as workshops and conferences, where staff could learn more about technology trends in our field, and could come back with new ideas and possibilities for adapting and implementing those changes.

Participation in system initiatives offers us wide access to many resources at a reduced cost. While we already participate in these consortial agreements, there may be other opportunities to increase our resources, decrease our cost and provide additional support.

Threats:

As mentioned before, as we enter into more partnerships and agreements at the UW System level, this reduces our autonomy. This results in owning fewer resources and providing access to these resources remotely. We are currently not part of what is called the UW System “hub,” although many of our sister campuses are. Our library provides the platform and support for the local public library’s Voyager system, and moving to the UW System “hub” would eliminate this community partnership.

It is difficult for staff to keep up with technological changes. There is a tendency to operate in a “need at the moment” fashion because there is little time for reflection and future technology planning. The management of electronic resources is far more complex and time consuming than it was even a few years ago.

The consolidation of library vendors could potentially make it more difficult to bargain for a better pricing structure since there will be fewer choices and higher costs are likely.

The uncertainty of the budget may lead to the inability to keep up with new technology. Budget reductions could also lead to more centralized UW System decision making if we could no longer maintain systems or keep up with current changes.

Library Self-study Facilities Committee Self-Study

Facilities Committee

Kathy Davis

Mike Jan, Terri Muraski, Andy Pech, Heather Tetzlaff

Name of reporting area

Name of Coordinator

Names of other staff involved in unit
self-study

Description of services

The current LRC (Learning Resource Center) was completed in 1970 and was partially renovated 1986, increasing the useable square feet from 60,000 to 133,000. The last renovation was completed in 2002 and involved the remodeling of the first and second floors. The Museum of Natural History was enlarged, a staircase was added between the first and second floors, 1st floor lobby, access services areas, and portions of the reference room were remodeled, and a new classroom was added. During 2006 the “Food for Thought” café was added to the first floor afterhours area. The LRC is home to a variety of services other than the University Library. These services include: Tutoring and Learning Center, Center for Academic Excellence and Student Engagement, Assistive Technology, Wisconsin Center for Environmental Education (WCEE), Peace Institute, Food for Thought Café, Natural History Museum and selected IT (Information Technology) services.

As the home of the University Library, the facility houses a collection which includes: books, journals, archives, special collections, government documents, reference materials, media, manuscripts, realia, microfilm/fiche, maps, and scores. Most library service areas are self-contained and have unique borrowing policies and hours. The current library collection of 2,014,546 titles/volumes is divided among six floors with staffing offices divided over seven floors.

The library houses 33 library faculty/staff and 89 student workers. Service points include: first floor (Main Circulation, Reserve, ILL, Main Reference Desk), second floor (Periodicals), third floor (IMC), fifth floor (Archives), sixth floor (Government Documents). Circulation takes place at all of these points except the Main Reference Desk. Reference services are offered on floors 1(Main Reference), 5 (Archives), and 6 (Government Documents).

Staffing – support for building

The library administrative staff and Coordinator of Main Circulation manage the use, maintenance, and remodeling of the LRC.

Library staff that support the building include:

Kathy Davis – Director of LRC/University Library

Heather Tetzlaff- Library Business Manager

Andy Pech - Access Services – Coordinator of Main Circulation and LRC Building Coordinator

Facilities – Library Only

The LRC is open to the public a total of 104 hours per week. The IT lab in room 110 and Café (open for study) are open 24 hrs per day. There are adequate public spaces on six of the seven floors of the building but most users prefer the first and second floors for studying. The lack of adequate staff work areas and offices have caused staff areas to encroach on public spaces. For example, three of the small group study rooms have been taken over as offices for non-library services (Tutoring, Service Learning, Assistive Technology). Currently 10% of the student body can study in the University Library at one time. Research carrels for faculty and graduate students are metal cages that must be shared by two users and are totally inadequate. For detailed list of seating, equipment, and computers see attachment 1.

Maintenance of the building and grounds is handled by campus wide Facilities Services. Custodial services totaling 81 hours per week are available on all floors.

Facility Improvements, Initiatives, Issues, & Concerns Health & Safety

The University Library participates fully in all campus health and safety initiatives, providing training sessions and workshops for all building occupants. An AED was recently installed as were emergency evacuation signs and first aid stations. Over the past three years, four air quality tests were conducted in the building which determined air quality to be at or above acceptable standards. In 2006, a new campus-wide alarm system was installed which includes a voice emergency notification system and both visual and audio alarms.

Issues & Concerns

- An old and outdated intercom system fails to provide service to the basement, making it difficult to convey information to all building occupants during an emergency situation.
- Some of the carpets in the building are worn, torn or wrinkled to the point of creating tripping hazards.
- Some of the compact shelving units are malfunctioning.
- First floor public restrooms are small and inadequate for the large amount of traffic they receive.

ADA

The University Library's main circulation desk is fully ADA compliant. The reference room public computers offer easy access to the Library's catalog and databases. Recently, the east entrance ramp was renovated to meet ADA guidelines. The main circulation desk provides assistance accessing materials in the stacks and provides elevator assistance to those needing access to the lower level.

Issues & Concerns

- Some of the service desks on other floors are not ADA compliant.
- There is not a direct, ADA compliant public entrance into the basement.
- Some of the restrooms are not handicapped accessible.
- Many doors do not have automatic door openers or ADA compliant hardware.

Appearance

In the past several years, many initiatives improved the University Library's overall appearance. Lounge and study furniture was updated on the second floor and in the reference room. Two Menominee Indian exhibits were added to the lobby. Artwork and displays were updated and added throughout the building. Worn and outdated window treatments were removed from the second floor. A large, student-created statue was installed on the building's west lawn. New carpeting was installed throughout most of the second floor. The administrative offices were painted, refurnished and much of their carpeting was replaced.

Issues & Concerns

- Much of the building furniture is still old, worn and mismatched.
- Many carpets are old and worn,
- In some areas, lighting is inadequate and/or outdated.
- Directional signs are sometimes inaccurate and lack a consistent plan.
- Grounds need planting updates and better care.

Maintenance

The University Library's Administrative staff are working closely with campus facilities coordinators and custodial supervisors to facilitate more efficient and adequate building maintenance. The building's air handlers were recently updated. New ramps and handrails were added to the east side of the building. Several custodians' shifts were switched from nights to days to better address the increased traffic in the lobby and other cleanliness concerns.

Issues & Concerns

- Most walls are dirty, faded and in need of routine painting.
- Response to building maintenance needs/requests are often unreasonably slow.
- Burned-out light bulbs and lighting fixture failures are not handled in a routine, expedient manner.
- Elevators malfunction frequently and are not always serviced in a timely manner.
- General cleaning is inconsistent and in some cases poor.

Planning

The LRC administration is currently working with all of the facility's occupants in an attempt to develop and meet the diverse goals and needs of each unique entity. At the same time, resource sharing and teamwork are stressed. Current collaborations include laptop circulation, the *Menominee Clans Exhibit*, the *Food For Thought Café*, events-schedule monitors in the lobby, a building-wide surplus property drop-off area, and the reconfiguration of IT and TLC spaces in the lower level. A new uniform signage design and distribution plan is currently under development.

Issues & Concerns

- There is currently no long term furnishing and space allocation plan and no overall facility plan for the LRC that includes all occupants and services.
- There is a lack of continuity and theme of appearance.
- Some unrelated placements of departments and people leads to inefficiency in workflow and staffing.

Access

The library's access services department was recently renovated, merging three departments and providing a more streamlined customer service system. Building hours have been expanded to make services more widely available to students and faculty. The stacks collection was recently shifted and reorganized to provide better access to the library's general collection.

Issues & Concerns

- The loading dock is poorly designed and does not meet the building's needs for pickup or delivery.
- Services offered in the building have inconsistent hours.
- Multiple service desk locations create confusion for patrons.
- Directional signs are inconsistent and sometimes confusing.

Public Areas

Improving the quality and function of the library's public areas has been a focus. New study furniture has been placed on the first, second and fourth floors. New carpeting has been added to the second floor study area. The *Food For Thought Café*, a coffee shop and study area, was recently opened on the building's first floor. New computer pods were installed on second floor and in the reference room. Wireless internet was added throughout the building along with a laptop docking station area in the reference room. Many displays and artwork exhibits have been either added or updated throughout the building. A student presentation room equipped with audiovisual technology was recently added to the fourth floor. The WCEE expanded its collection and public access area. The TLC expanded its tutoring area. The campus installed a "green roof" on the east side of the building, not only enhancing the public's view from the study area located on the second floor, but improving air and water quality in our community. Old "study cages" were removed from the fifth floor and replaced by an archival display and public seating area. Automated information displays were installed in the building's lobby.

Issues & Concerns

- Insufficient and poorly located electrical outlets for laptop use.
- Small group study rooms on 4th floor are insufficient and in need of basic updates.
- Faculty and graduate student research cages are uninviting, outdated and inadequate.

- Additional technology teaching/presentation rooms are needed and some current classrooms need updates.
- Many study areas are outdated, uninviting and inadequate.

Staff Areas

Many of the building's staff areas have been vastly improved over the last five years. The entire acquisitions and cataloging department received a new modular office system. The UWSP records manager, the automation librarian, the technology support staff, the serials librarian, the accountant and the cataloging librarians all received new modular furniture systems in their offices. The administrative offices were updated and fitted with new modular furniture. The main circulation desk was reconfigured and updated to accommodate the circulation of laptops. The periodicals assistant received a new modular office system behind the periodicals circulation desk. The employee lounge was repainted and its furniture reupholstered. Vacant space in the lower level was converted into an IT computer service area. A new workspace was added to the WCEE. All building storage areas were reorganized and cleaned.

Issues & Concerns

- The employee lounge is inadequate in size for the amount of total staff located in the building.
- The administrative office is located on the fifth floor making it remote and hard to find.
- A few faculty offices are remote and hard to locate.
- Allocation of space is uneven and unplanned creating some workspaces which are not adequate in size and other workspaces which are not fully utilized.
- Some staff work areas lack a private space to conduct supervisory and confidential business.
- Faculty and staff offices and workplaces on 3rd floor, 5th (Archives), and 6th floors have not been updated.

Technology –

Technology advancements in the library have been a priority over the last several years. Library technical staff have worked with IT technical staff to develop and implement a collaborative plan for backup, security, and maintenance of network processes. The entire LRC is now wireless and a laptop checkout program has been initiated as a collaborative effort between the Library and IT. Three new computer pods have been added to the reference room and 2nd floor over the last two years and there are plans to add two additional computer pods to the library this summer. A student presentation room has been created on the fourth floor to support students who are working on power point or other types of presentations that rely on technology. The library administration is working with IT to develop a plan for further developing public computer areas within the building that support individual and collaborative research and study. Four public access computers were added to the Library Café. IMC has extended its services to support iPod, MP3 and video camera checkout over the last two years. A faculty computer upgrade schedule is in place every three years but the staff computers must rely on trickle down from replacements. This system is sometimes problematic for areas such as cataloging and circulation.

Issues and Concerns

- A study of the role of the library in supporting media on campus is a priority. IMC has a long history of supporting the campus with media materials and media production. The changing media needs of students and faculty need to be identified and addressed in collaboration with other media support services on campus.
- More updated presentation, study and teaching facilities are needed.
- In addition to computers, the library needs to update microfilm and copy machines to reflect the most recent communication options available through email and digitizing.
- Copy machines should all be Point Card compatible.

- IT is currently working with the library administration to develop a plan for replacement of all public computer stations. This initiative will free library funds for the development of more technology appropriate study and work spaces.

Statistics – Gate Count:

2003-2004 – 284,133
 2004-2005 – 296,341
 2005-2006 – 310,956
 2006-2007 - 338,948

Assessment Activities –

The University Library participated in a nation-wide LibQual Survey during Spring 2004. In the "Library as Place" questions, the Library more than met respondent minimum expectations. There was a relatively small gap in respondents' desired level of service and their perceived level. (See LibQual appendix)

Faculty Carrel Survey - Faculty were surveyed during the fall of 2006 concerning the need for quality library study carrels for faculty and graduate students. Twenty eight faculty members responded and all but three respondents expressed interest in secure, comfortable carrels for faculty and student research. (See attachment 2)

Users were asked to evaluate new furniture options during 2006-2007 and participated in the selection of new furniture selections by voting on their favorites.

Special Projects Underway or Major Changes Implemented

See Timeline (attachment 3).

Goals

- Provide a safe, useful, well maintained, and inviting facility that serves as a central gathering place for the diverse teaching, scholarship and artistic activities of the university community.
- Adapt the Library's physical space to new and changing ways of teaching and foster an environment conducive to effective teaching, collaboration, discovery, and learning.
- Provide spaces that enable and support the evolving learning technologies and behaviors of today's students.
- Develop a unified facilities plan that supports the University mission and incorporates all occupants and spaces in the facility.

SWOT analysis of area – see attachment 4.

ATTACHMENT 1

Library Seating/Equipment/Computers (Non-staff):

1st floor:

Reference Room – 95 seats

7 computer pods (4 computers each) – 32 public computers

Food for Thought Café – 82 seats

Lobby – 12 seats

2nd floor Periodicals:

Study – 103 seats

1 computer pod – 4 computers

12 microfilm readers

1 microfiche readers

3 microfilm reader/printer

1 microcard reader

2 photocopiers

2 catalog stations

3rd floor:

Study – 54 seats

2 catalog stations

3rd floor IMC:

136 seats

2 catalog stations

20 TV's

11 VCRs/DVDs

1 copier

1 video disc

3 CD players

4 cassette players

1 record player

4 VCRs

2 35mm projectors

2 slide projectors

1 overhead projectors

4th floor :

Study – 196 seats

1 catalog station

5th floor:

Study – 174 seats

2 microfiche readers

3 microfilm readers

2 microfilm/fiche reader/printers

2 copy machines

2 catalog stations

6th floor:

Study – 115 seats
8 microfiche readers
1 microcard reader
4 microfilm readers
1 fiche/fiche printer
1 fiche/paper printer
1 copy machine
2 catalog stations
1 internet station

Classrooms/conference:

Classroom 107 - 35 seats
Classroom 310 - 38 seats
Conference room 507 – 18 seats
Classroom 604 – 26 seats

Small Group Study Rooms:

16 rooms on 4th floor (three group rooms are being used as offices,13 are used for the public) –
73 chairs in the 13 public group rooms

IMC Viewing rooms:

3 small group rooms

ATTACHMENT 2

Faculty Carrels Survey Selected Comments
March 25, 2008

By all means I would find this useful.

A small faculty space in the library would be nice.

Chairs with padded seats.

An upgrade to greater comfort would make the cage wonderful.

I believe the greatest need would be for graduate students since some of them do not have office space on campus. I believe the need is less critical for faculty since they have favorable checkout privileges and offices relatively close to the library, but that there would definitely be times when faculty would use the spaces.

We have a research grant and I expect to hire a post-doc in a year or so. I would love to have a faculty carrel for that person if it's possible.

I would welcome such space.

I would love to have a quiet retreat space.

I would definitely be interested.

More shelves and better lighting.

Put shelves in the rooms (for faculty members to put a few books on); add a couple of very comfortable reading chairs, a table or two for working, and a terminal.

Make these genuinely dedicated spaces for scholarly work and nothing else.

Require faculty to check out any books that they put in the room.

I would be interested in space for research and writing purposes.

As a faculty member currently on sabbatical, I believe this is a wonderful suggestion and am highly supportive of your idea.

I think what faculty should have, for research purposes, is some places that are quiet, private, and secure enough to leave notes and documents.

With the wonderful new delivery service that the library offers, I don't foresee a need for a research carrel. I'd prefer to see this space designated for students who are working on research projects.

The current faculty cages are not conducive to research, so I would support some alternative. It would still be helpful, however, if people could keep research materials there.

I may be interested in other, more comfortable space depending upon its location (my carrel is very remote and quiet) and how much sharing would go on. I would prefer no more than one carrel-mate.

ATTACHMENT 3 Timetable

facilities timeline.doc

ATTACHMENT 4



University Library
University of Wisconsin-Stevens Point

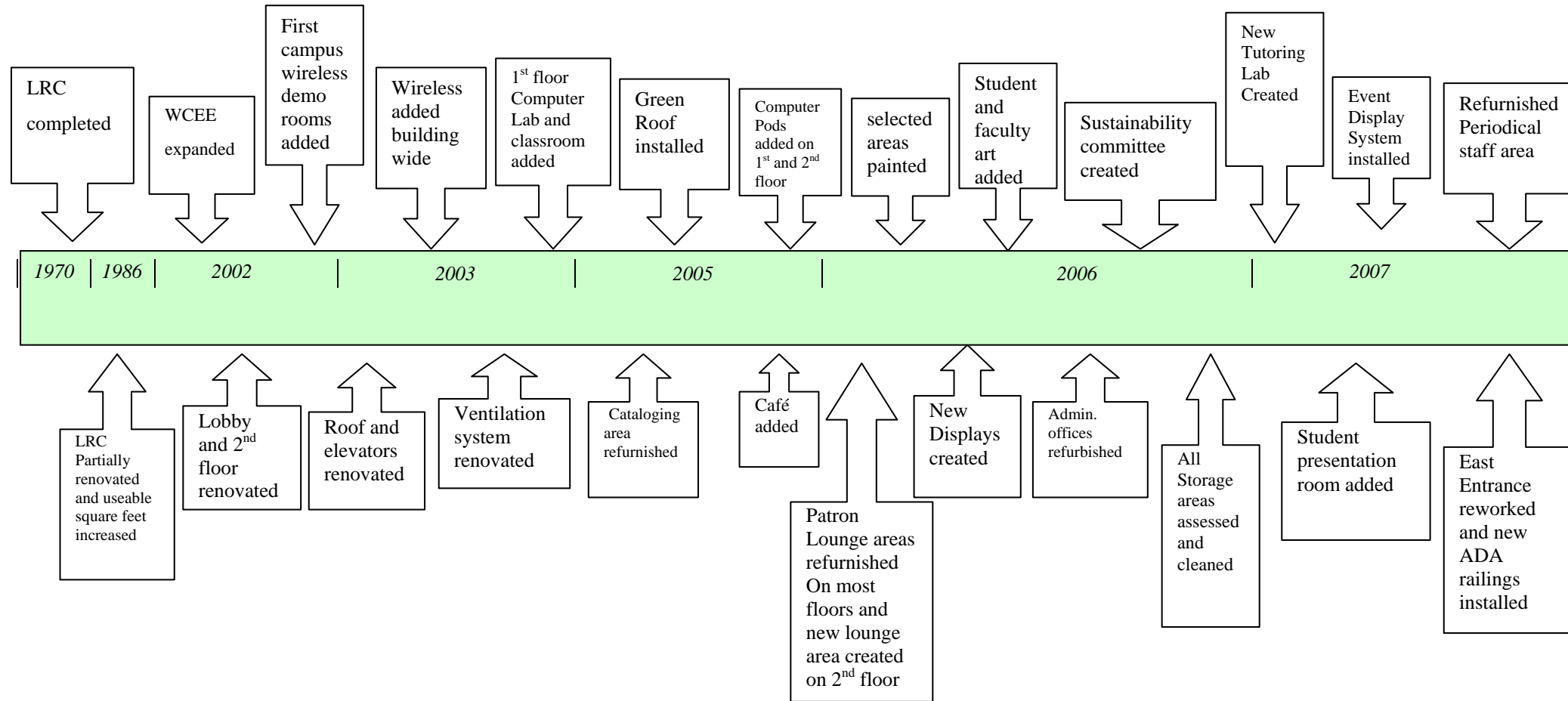
Area: **Facilities**

Participants: **Kathy Davis, Mike Jan, Terri Muraski, Andy Pech, Heather Tetzlaff**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <p>Size, prominence, location on campus. Variety of building occupants. Amount and variety of seating. Service based facility. Renovation of many public and staff areas.</p>	<p style="text-align: center;">WEAKNESSES (Internal)</p> <p>Configuration of the building – outdated, inflexible, encourages isolation of departments and is confusing to users. Traditional arrangement of services with outdated infrastructure (heating & cooling), furnishings and lighting. Unresolved ADA compliance issues. Inadequate restrooms on busiest floors. No dynamic space plan and current service plan requires maximum staffing. Lack of sunlight in many staffing areas. Limited comfortable group seating.</p>
<p style="text-align: center;">OPPORTUNITIES (External)</p> <p>Campus Plan/Vision 2015/Library Self study/External Review. Changing expectations and needs of users. Changing trends in university libraries nationwide. Campus sustainability initiative. Collaboration with other instructional support services. Outreach and marketing.</p>	<p style="text-align: center;">THREATS (External)</p> <p>Budget outlook. Bureaucracy involved in facility changes. Unresponsiveness of campus facility services to building and grounds issues. New UC. Need to recognize the changing needs of users and trends in libraries. Expansion of non library LRC services. Public and campus administration view of the importance of university library facilities.</p>

Facilities Timeline



Library Self-study

Staffing Committee

Kathy Davis, Library Director, Library Faculty
Patti Becker, Reference Coordinator, Library Faculty
Heather Tetzlaff, Business Manager, Classified Staff
Christine Neidlein, Interlibrary Loan Office Manager
Classified Staff
Ruth Wachter-Nelson, Archivist, Library Faculty

Reporting area

Coordinator

Other staff involved in staffing self-study

1) Description of supporting service or function

The University Library has a diverse staff composed of library faculty, classified and academic staff, limited term employees (LTE), and students. See attachment 1 for staffing patterns and history.

- Total non-student staffing – 31.05 FTE's and 34 positions
- Count for non-student staff
 - 13 library faculty – 12.5 FTE's
 - 2 non-teaching academic staff – 2.0 FTE's
 - 17 classified staff – 15.8 FTE's
 - 3 LTE's – 1.25 FTE's (Definition of an LTE:
<http://www.uwsa.edu/fadmin/gapp/gapp26.htm>)
- 1 academic staff FTE provided by Information Technology for library technological support.
- Student employee count numbers:
 - approximately 89 students during the academic year / approx. 670 hours per week
 - approximately 20 to 30 students during the summer / approx. 260 hours per week
- Library Director reports to Provost.
- Library organizational chart see appendix.
- For faculty vitas and educational background list for classified and academic staff see appendix.

2) Who is served

Library staff serve UWSP faculty, staff, undergraduate and graduate students, and the local community and beyond.

3) Staffing

- The library administrative office manages budgets, personnel and search committee files, assessment routines, and general orientation sessions.
- Each individual library department is coordinated by a member of the library faculty who supervises staff.
- Library classified staff are represented by a variety of collective bargaining unions, depending upon classification. (See Wisconsin State Employees Union <http://www.wseu-24.org/>, Wisconsin Education Association Council <http://www.weac.org/> and the Wisconsin Professional Employees Council <http://wi.aft.org/wpec/>)
- Library faculty and academic staff do not have the right to collective bargaining. However, they have the option of belonging to the Association of University of Wisconsin Professionals. (<http://www.tauwp.org/>)
- Presently the library lacks a dynamic and flexible staffing plan that addresses changes in library technology, services, and fluctuations in workflow.
- Insufficient staffing and non-replacement of retirees results in overload and an inability to undertake necessary projects.

Staff training and orientation

- Departments conduct their own training programs.
- New faculty and academic staff participate in a campus-wide orientation program as well as departmental training.
- A mentoring program is provided to new library faculty during their probationary period.
- The Classified Staff Advisory Council offers a mentoring program to all new classified staff.
- There is a need for increased training in new technology and software.

Staff development support

- Professional development is encouraged for all staff.
- Support is provided within the library travel budget to all staff.
(<http://library.uwsp.edu/admin/travel%20guidelines.htm>)
 - Priority is given to untenured faculty
- Additional travel support is offered by the Provost's Office for out-of-state presentations on a matching basis.
- Additional funding for professional development and for research is available to all staff through the University Personnel Development Committee.
(<http://www.uwsp.edu/grantsup/UPDC.htm>)
- Faculty are eligible for sabbaticals. (<http://www.uwsp.edu/grantsup/sabbfcts.htm>)
- Tuition reimbursement is available to all levels of staff.
- Flexible scheduling is available to some staff.

Student staffing and training

- Our students are crucial to the operation of the library and in projecting a positive image of the library.
- Basic orientation is conducted by the Business Manager when students are hired.
- Departments conduct their own training programs.
- The combination of a higher minimum wage and lower work study allotments result in fewer student hours.
- High turnover rates result in on-going training.

4) Facilities

- Staff facilities vary by department but many staff areas have been updated with ergonomic furniture, sound absorbing dividers, and current technology.
- There are several building issues that impact staff:
 - Poor air quality and control (temperature/humidity)
 - Need for more ergonomic work stations and service desks
 - Americans with Disabilities Act issues
 - Worn and unsafe floor coverings
 - Dated furniture
 - Unsafe compact shelving
 - Inadequate restroom facilities
 - Union mandated lounge facilities are inadequate
 - Inadequate intercom coverage is a safety issue
 - Lack of a systematic space allocation plan
 - Poor placement of some staff areas in the building (some supervisors are not in the area that they are supervising)
 - Need for timely maintenance responses to building issues by campus Facilities Department
 - More energy efficiency needed

5) Technology

- A campus wide information technology policy allots faculty a new computer every three years. Older computers are then shifted to other areas of the library.
 - This allocation system is used to periodically update all non-faculty staff with a computer work station.
 - This procedure is labor intensive, disruptive, and does not meet the technology needs of service areas. Some workstations require specialized computers to support proprietary software packages.
- A system of more frequent updating of some staff equipment is needed for scanners, printers, fax machines, photocopiers (including some with scan and email capability)

6) Supporting statistics:

- See attachment 1.

7) Results of recent assessment activities

- Accreditation Visit – results have not been received at this time.
- LibQual national survey, 2004. In the questions called "Affect of Service" (employee competence and helpfulness), the Library more than met the minimum expectations of survey respondents. There was a relatively small gap in respondents' desired level of service and their perceived level (See LibQual appendix)
- Classified Staff Directions Committee (see attachment 2 for summary)
- Faculty Staffing Directions Committee (see attachment 3 for summary)

8) Special projects underway or major changes being implemented:

- Anticipate staffing replacements and position reviews as a result of retirements.
 - Retirement of the Government Documents Librarian in May 2008.
 - Library faculty reviewed and reconfigured the position and recommended that the position be replaced based on a new job description (spring 2007). See attachment 4 for position description.
 - Provost's decision to fill (or not to fill) the position is currently on hold until completion of the self-study.
 - If permission to fill is granted, the library faculty will review the position description at that time.
 - There is concern that not filling this position endangers our federal government depository status.
 - As positions open, the library faculty will continue to evaluate and reconfigure those positions based on current, identified needs.
 - A proposal for an Instruction and Multimedia Librarian is currently being developed. See discussion in Media Lab Department Report.
 - Anticipate the retirements of three classified support staff by the end of 2007-2008.
 - These positions must be reviewed.
 - Consideration will be given to moving positions between categories (from classified to faculty) if justified by current needs.
 - Replacement must be authorized through the campus administration.

9) Goals or desired directions of the area

- Develop a dynamic and flexible staffing plan that addresses changes in library technology, services, and fluctuations in workflow.
- Review and evaluate open positions without reducing the level of FTEs.

- Coordinate student training (perhaps including an online module) for all student employees to enhance service orientation and knowledge of building-wide services and issues.
- Provide opportunities for timely training on new software.
- Increase travel budget to meet increases in inflation, non-tenured faculty needs, research and professional needs, and staff training.
- Facility and technology concerns and recommendations have been communicated to those committees and will be addressed in their reports.

10) Other information

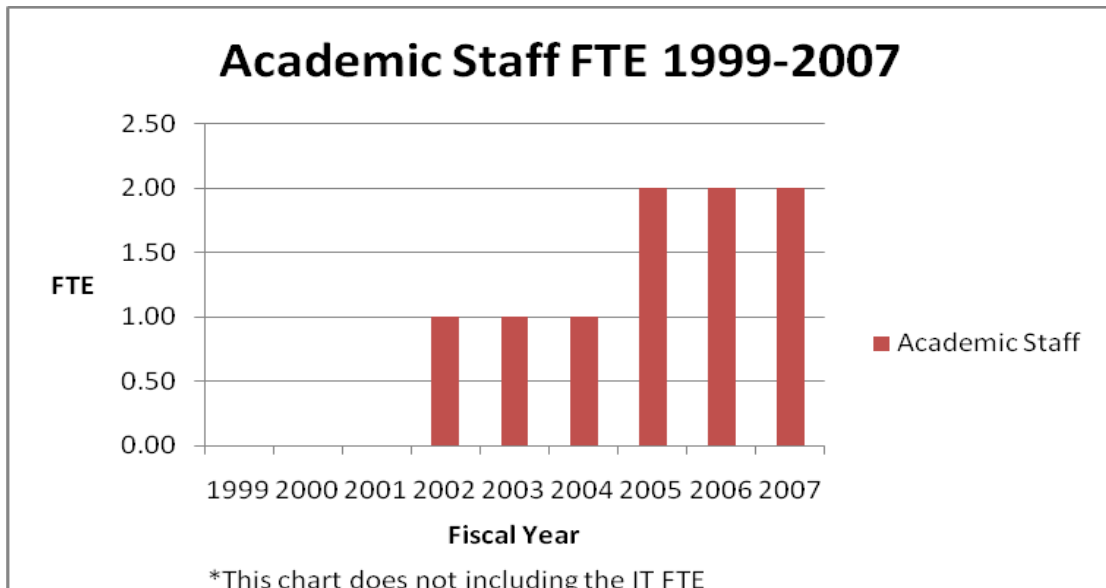
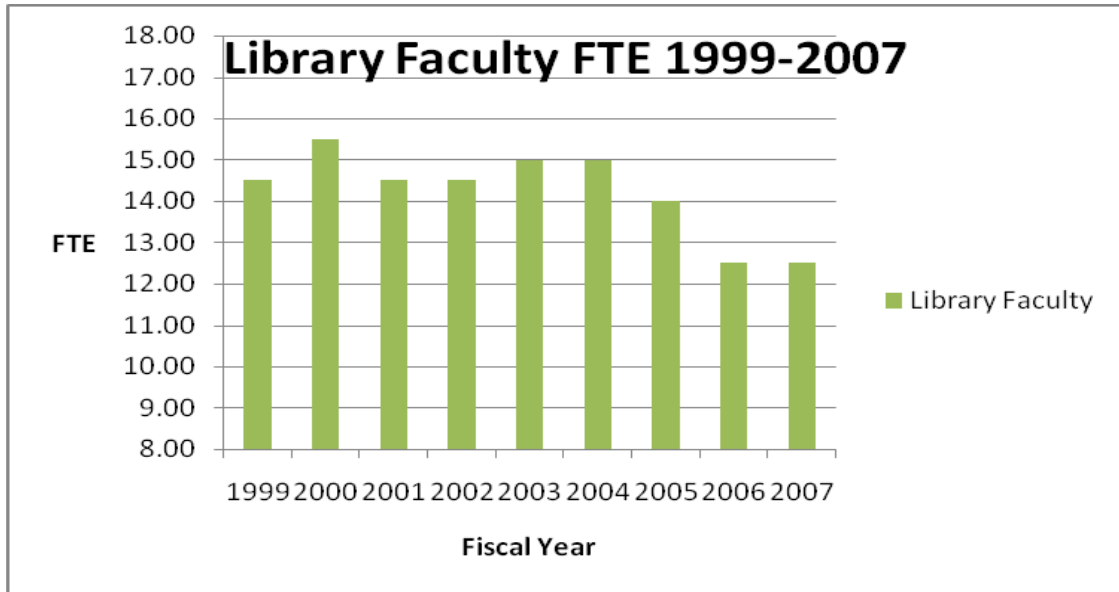
Library committees

- Library faculty and staff are active on campus as well as library committees. See library committee appointment attachment 5.

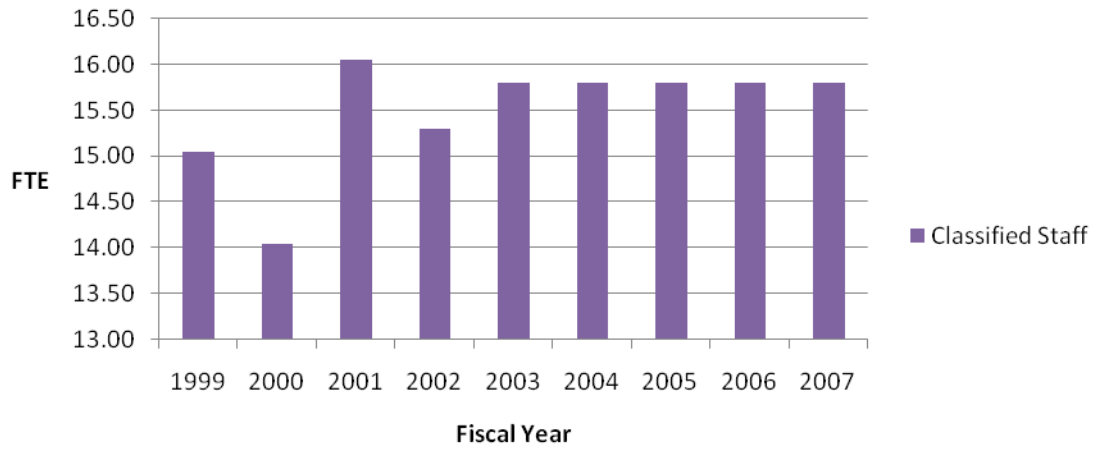
11) SWOT analysis of the area – see attachment 6.

12) SWOT analysis of the Library – see SWOT appendix.

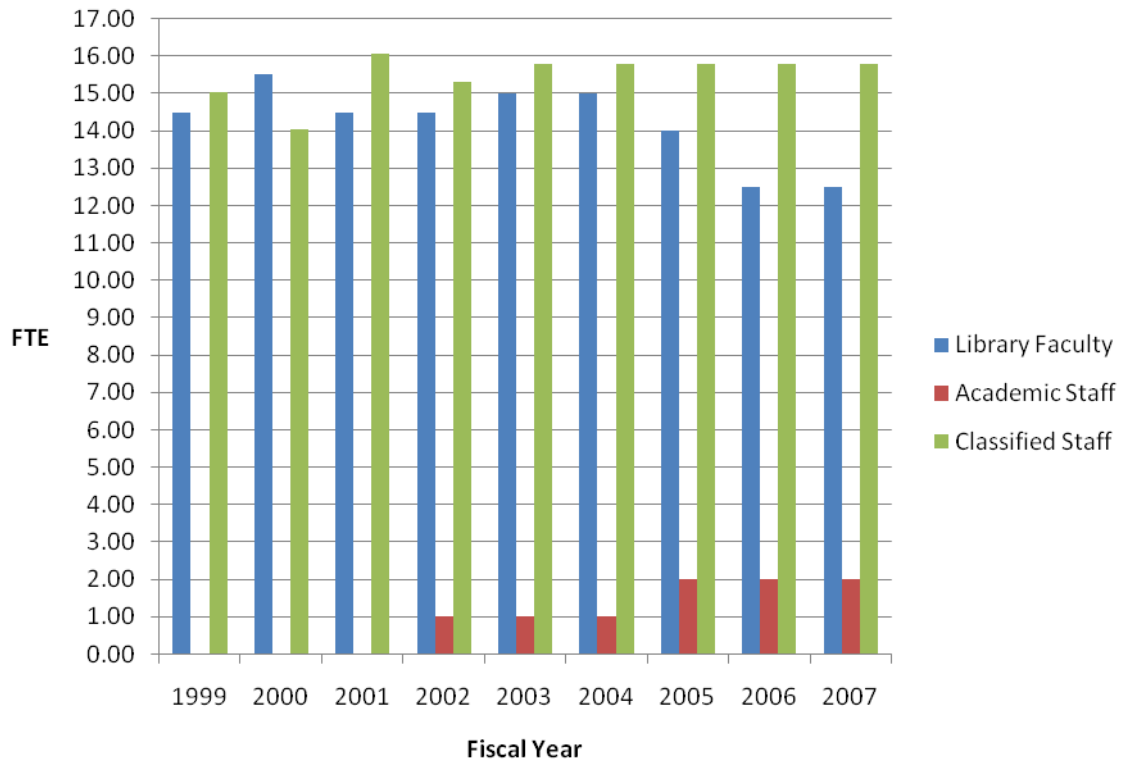
ATTACHMENT 1



Classified Staff FTE 1999-2007



Library Staff FTE 1999-2007



ATTACHMENT 2

Summary of Classified Staff Directions Committee Report – 2004

Survey: 100% of classified staff completed a written survey and did an interview. Staff supervisors were also interviewed.

A majority of the Classified Staff said they would choose their own position given the choice of any in the library. Our staff has longevity and is very experienced in performing their jobs.

Goals:

- Think of ourselves as one library with the same mission as opposed to separate units. Become "team oriented".
- Think about the "ripple effect" on other departments when changes are made in policies and procedures.
- Make sure there is a plan in place and written procedures to accommodate any staff's absence.
- When both staff and supervisors are amenable, plan for cross-training that is well-organized and scheduled.
- Identify commonalities among all of the service desks and prepare written procedures focusing on skill sets.

A recurring theme:

Many of the staff in interviews and on questionnaires expressed a desire for more technology training (both in-house and out of the library) and more time and funds should be set aside to accomplish this.

Changes in staffing since 2004 :

October 2004 - 1 FTE Assistant University Archivist hired (New position)

July 2005 - LSA (Library Services Assistant) Senior in Reserve Department became full-time due to added duties

January 2006 – LSA Advanced in Documents hired due to a resignation

January 2006 - LTE hired as full-time ESA1 Business Manager due to retirement

April 2006 - Same person was hired permanently as Library Business Manager

April 2006 – new hire as 0.5 LSA Senior in Documents due to a resignation

June 2006 - LTE hired as 0.5 Office Assistant in Administrative Offices

Faculty Staffing Directions Committee

11/29/2007

Met: 2001-2004

Charge to the committee:

- Look at and make recommendations on library staffing directions in light of upcoming retirements
- Look at directions in terms of changing or unmet library needs
- Address computerization of profession and what it has done to our faculty positions:
 - Have managed ably to re-educate ourselves but positions don't always make sense.
 - New duties divided up piecemeal depending on individual abilities and interests.

Make-up of committee:

Coordinator of Reference

Coordinator of Collection Development

Cataloger

Archivist

Integrated System Librarian (and input from all library faculty frequently sought)

Progression of work:

1. Began with free form discussion of library needs and vision for the future.
2. Gathered information systematically on each department or functional unit.
 - a. Developed questionnaire filled out by each department/unit head. Asked: what is working, what could work better, what are unmet or changing needs in the library's service mission.
 - b. Committee met with unit heads individually to discuss. Much of what was said was echoed by more than one person, for example:
 - Need for more faculty to assist with BI
 - Need for more staff for Archives
 - Need for more promotion of services
 - More attention to distance education
 - Need to clarify relationship of circulation, reserve, ILL
3. Committee worked to fit unmet needs into restructured positions as library faculty retired over the next few years. The committee was active in writing position descriptions and justifications (always with full faculty approval). At least twice representatives of the committee met directly with the Vice Chancellor and argued successfully for the need to retain, restructure, or borrow a ½-time FTE position as a part of the process.

Staffing changes/results:

- Retained faculty cataloger with added reference and instruction duties (following 5/2002 retirement, hired 1/2003)
- Created new full-time Access Services Librarian combining supervision of circulation, reserve, ILL, and distance education (following 1/2003 retirement of ½ time library faculty member, borrowed ½ FTE from Vice Chancellor, hired 1/2003)
- Created an academic staff Records Manager/Assistant Archivist position (following 5/2004 library faculty retirement)
- Retained full-time Serials Librarian position (following 6/2004 retirement, with agreement of Vice Chancellor that we borrow again the ½ time FTE, hired 8/2004 and again 10/2005)
- Returned borrowed ½ time FTE to Vice Chancellor

ATTACHMENT 4

Government Publications Librarian
Position Description

Approved 5/3/2007 by library faculty.

Overview: Manage the Government Publications Department, including the supervision of support staff. Administer the federal and Wisconsin depository programs. Oversee the Library's special collections. Take an active role in the Library's instruction program, reference services, and collection development. Participate in scholarship and service as a tenure track library faculty member.

- Government Publications Department
 - Coordinate the Library's Government Publications Department.
 - Supervise 1.5 support staff.
 - Collaborate with Cataloging Department (for technical processing needs) and Access Services Department (for circulation issues).
 - Serve as reference specialist for government publications and coordinate government publications reference service.
 - Develop government publications outreach to campus departments and the community.
 - Work collaboratively with library faculty to support the mission of the Library
- Federal Depository Program
 - Administer the Library's federal depository program.
 - Comply with federal depository regulations.
 - Manage and evaluate the federal documents collection including GPO annual review for item selection changes and Marcive vendor profile yearly update.
 - Add to and maintain government documents on the Library's website in collaboration with the web team.
- Wisconsin Documents Depository Program
 - Administer the Wisconsin Depository Program complying with state regulations.
 - Manage the Wisconsin documents collection.
- Special Collections
 - Provide oversight of the Rare Books, Native American, Assassination, and U.S. Census Collections.
- Reference, Instruction, and Collection Development
 - Provide reference service including some evening and week-end hours.
 - Support the strong teaching mission of the Library by actively participating in the Library's bibliographic instruction program.
 - Take part in collection development and perform departmental liaison duties.
- Scholarship and Service
 - Participate actively in scholarship, professional development, faculty governance and service as a tenure track library faculty member.

University Library Committees 2007-2008

LIBRARY FACULTY COMMITTEES

Retention/Tenure Committee (all tenured faculty)

Kathy Davis	Sybil Strupp
Patti Becker	Marg Whalen
Nerissa Nelson	Ruth Wachter-Nelson
Cathy Palmini	
Axel Schmetzke	

Salary & Merit Committee (2 elected from each rank plus previous chair and Director ex-officio)

Kathy Davis
Patti Becker, Prof
Axel Schmetzke, Prof
Nerissa Nelson, Assoc. Prof
Cathy Palmini, Assoc. Prof
Yan Liao, Asst. Prof
Ruth Wachter-Nelson, Asst. Prof
Mindy King, Instructor
Terri Muraski, Instructor

Appeal & Mediation Committee (chair elected by tenured faculty, committee appointed per policy as needed)

Promotion Committee (membership defined in Library Faculty Handbook)
Kathy Davis, convener

OTHER

Social Committee

Mindy King	Amanda Meidl, TLC
Heather Tetzlaff	Lin Vogel

Energy Conservation Task Force

Patti Becker	Andy Pech
Rob Clint	Heather Tetzlaff
Carrie Ziolkowski (WCEE/KEEP)	

UNIVERSITY COMMITTEES

Academic Affairs (appointed)	Sybil Strupp
Classified Staff Advisory Council (elected)	Anne Swenson co-chair Heather Tetzlaff
Curriculum (appointed)	Patti Becker
Environ Health & Safety (appointed)	Andy Pech chair
Equity & Affirmative Action (appointed)	Rob Clint
Faculty Affairs (appointed)	Tom Reich
Historic Preservation (appointed)	Anne Swenson
Archivist permanent	Ruth Wachter-Nelson
Nominations & Elections (elected)	Yan Liao
Senate (elected)	Tom Reich
Univ Accreditation Steering Comm, Criterion Task Force 4, Chair	Patti Becker Axel Schmetzke
University Affairs (appointed)	
University Awards (elected)	Mindy King
University Mediation (elected)	Yan Liao
University Technology (elected)	Kathy Davis
Univ Personnel Dev Comm (elected)	Terri Muraski
UPDC Classified Staff Subcomm (appointed)	Christine Neidlein
Web Accessibility Review Comm (appointed)	Axel Schmetzke
Women's Studies Comm (appointed)	Nerissa Nelson

Those designated 'elected' voted in by campus election in spring.



Area: **Staffing Committee**

Participants: **Kathy Davis, Christine Neidlein, Ruth Wachter-Nelson, Heather Tetzlaff, Patty Becker**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Committed, caring, well educated, campus minded and community involved staff • Supportive environment for professional development including mentoring and a structured review process • Adequate offices and many ergonomically correct work areas • Librarians have faculty status 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Uneven distribution of staff and heavy dependence on trained students • Inadequate infrastructure including custodial, maintenance and technology • Not enough training and support for required programs • Communication needs improvement
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • New “ Campus vision 2015,” accreditation outcome and UW-SP Master Plan • New staff and administrators equal new ideas • Outreach & renewed collaborations (campus, community and state) • Professional development is supported 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • State budget (or lack thereof) resulting in loss of positions and services • Changing nature of “ library as place “ and changes in today’s library user challenges staff to continue to provide relevant services • Technology and the rate of technological change • Higher visibility increases pressure on staff • Perception that the Internet has replaced the need for libraries

Strengths:

- UW-SP University Library Staff is composed of dedicated, service oriented individuals who are committed to the success of the Library and the University. The education level of the staff is high with notable campus as well as state and local community involvement.
- Staff and library administration support and encourage professional development through participation in state, regional and national professional activities. Internal support includes mentoring, a structured review process, and available travel funds for all staff.

- Ergonomic workspaces are designed and equipped to support physical well-being. Individual preferences are taken into consideration.
- Faculty status for librarians results in their presence on and leadership of campus committees, a strong library instruction program, a collegial faculty governance model parallel to academic departments, and places library faculty on a peer footing with departmental colleagues. The required double masters and scholarship activities contribute to the image of library faculty as members of the instructional faculty.

Weaknesses:

- Lack of a dynamic and flexible staffing plan that addresses fluctuations in workflow, changes in library technology, and services. Heavy dependence on student workers necessitates constant training due to frequent turnover. During evening and weekend hours we depend on student workers for service and security.
- Cleaning is often uneven throughout the building. Maintenance responsiveness is unpredictable and there appears to be a breakdown in the work order system. The current system of computer upgrades for non-faculty computers is inadequate to support priority services. Many public workstations are outdated as well.
- There is not enough training and support for proprietary software. The University does not provide structured computer software training.
- Clear and timely communication should always be a priority.

Opportunities:

- Planning and assessment activities at the University level may provide us with new insights into the role and direction of the Library.
- Recent and future new hires bring the opportunity for a fresh perspective.
- Campus and community outreach and new collaborations provide us with a multitude of perspectives, a chance to build relationships and furnish richer resources to our users.
- The Library encourages, provides resources and approves time for professional development for all.

Threats:

- Positions have declined over the last five years, affecting services and programs. Uncertain staffing caused by budget cuts creates an environment where the workload is spread among fewer people creating low morale and burnout issues. Important projects related to the collection and services are often deferred (e.g.: collection assessment and marketing).
- The changing nature of student needs and expectations has brought about changes in libraries nationwide. Services and programs must be redesigned to meet these challenges.
- New technology, without sufficient training and the time to learn and incorporate it into the workflow, causes stress on staff and users, and productivity suffers. Services have to be evaluated and evolve to respond to technological changes.
- Higher visibility increases demand and raises user expectations of an already stretched staff. (e.g.: more classes require more teachers, utilization of digital resources produce expectations for more digital resources, etc.)
- The changing nature of information and the increasing availability of electronic resources create a misconception that physical libraries are becoming passé. Helping people with often complex information needs is as important as housing the collections.

Faculty/Staff Library Survey Summary

An email survey of 500 faculty and teaching academic staff was conducted during two weeks of February 2008. There were 163 respondents for an approximately 33% return rate. There was a good mix of years teaching on this campus with one third each in the ranges, 1-3 years, 4-9 years, and 10 years or more. Complete survey results follow this summary. Questions covering use and satisfaction of individual departments (IMC, Media Lab, Periodicals, Instruction) are discussed primarily in their self-study departmental reports.

Positive results:

The results pointed to a high degree of satisfaction with library services in general. Some highlights:

How often do you use the library's resources (in the building or online)?
Daily 17%, Weekly 46%, Monthly 35%, Yearly 1%, Never 1%.

If you visit the library, how satisfied are you with the help and services you receive?
Very satisfied 66% and Satisfied 28% for a total 94% satisfaction rate.
If N/A responses are removed, satisfaction total rate is 97%.
Neutral 3%; Dissatisfied 1%; Very Dissatisfied 1%.

Class instruction provided by the Library has been very helpful to my students. (Percentages based on those utilizing Library instruction.)
Strongly agree 67%, agree 21%, hard to tell 13%, no disagree or strongly disagree

What level of satisfaction describes your overall experience of the library's collections and services?
Very satisfied 36%, Satisfied 54% (total 90%), Neutral 7%, Dissatisfied 2%.

Areas for improvement (approximately 20% or more in dissatisfied, very dissatisfied, or other negative categories):

Collection:

Satisfaction with print and online journals.
Dissatisfied plus very dissatisfied 19%, neutral 21%

Collection questions from the department chairs and library representatives survey:

Access to journal literature is adequate.
Disagree plus strongly disagree 28%, neutral 23%

Book collection is adequate for my department.
Disagree plus strongly disagree 18%, neutral 22%

My department's annual library allocation for purchase of library materials is satisfactory.
Disagree plus strongly disagree 43%, no neutral

Awareness of services:

Awareness of periodical photocopy service: Hardly aware or not aware at all 75%

Awareness of journal email or RSS feeds: Hardly aware or not aware at all 78%

Awareness of Media Lab services: Hardly aware or not aware at all 47%

Awareness of library instruction program: Hardly aware or not aware at all 33%

Those using library instruction: 31%

Comments section, 45 respondents (full list follows actual survey results):

Positive comments focused on:

Staff (12 comments)—

"The Library has a wonderful staff, all my interactions have been nothing but positive. Cooperative and knowledgeable."

Satisfaction with services (7 comments)—

"I love interlibrary loan—wonderful service, very well managed. Thank you!"

"IMC is great! Well-staffed and run."

"I'm very happy with Universal Borrowing!"

General satisfaction (5 comments)—

"One of the reasons I accepted the job offer at UWSP was the library. As a small school with a small faculty and little funds for research, UWSP provides challenges for research. However, the fact that we can get almost anything from anywhere was very compelling and has made my research projects possible."

"I appreciate all the hard work and dedication the staff and faculty devote to providing services to the students and fellow UWSP employees."

Acknowledgement of shrinking budget, good job (3 comments)—

"Y'all are doing excellent work with shrinking resources. My students have received excellent help with location research articles."

Instruction (3 comments)—

"Excellent instructional help. I've been very happy with the library staff's willingness to collaborate on tailoring library instruction to my classes' needs."

Negative comments focused on:

Collections (7 comments)—

"More online access to scientific journals and databases."

"Print, especially book, holdings have weakened considerably."

Library website, changes to interfaces (3 comments):

"Some changes to the library website have made things more difficult over the past few years."

Several individual concerns or suggestions.

Faculty/Staff Library Survey

Respondents: 163 displayed, 163 total

Status: Closed

Launched Date: 01/02/2008

Closed Date: 02/18/2008

1. In which Department(s) do you primarily teach?

Total Respondents	149
(skipped this question)	14







2. How many years have you taught on this campus?

	Response Total	Response Percent
1-3	54	34%
4-6	29	18%
7-9	24	15%
10 or more years	53	33%
Total Respondents	160	
(skipped this question)	3	

3. How often do you use the library's resources (in the building or online)?

	Response Total	Response Percent
Daily	28	17%
Weekly	75	46%
Monthly	56	35%
Yearly	2	1%
Never	1	1%
Total Respondents	162	
(skipped this question)	1	

4. If you visit the Library, how satisfied are you with the help and service you receive?

		Response Total	Response Percent
Very Satisfied		107	66%
Satisfied		46	28%
Neutral		3	2%
Dissatisfied		1	1%
Very Dissatisfied		1	1%
N/A		5	3%
Total Respondents		163	

5. How satisfied are you with the degree to which the Library makes you aware of new library services?

		Response Total	Response Percent
Very Satisfied		35	21%
Satisfied		73	45%
Neutral		33	20%
Dissatisfied		12	7%
Very Dissatisfied		0	0%
N/A		10	6%
Total Respondents		163	







6. How satisfied are you with how quickly materials you request to be purchased and added to our collection are available to check out?

		Response Total	Response Percent
Very Satisfied		43	26%
Satisfied		64	39%
Neutral		21	13%
Dissatisfied		8	5%
Very Dissatisfied		2	1%
N/A		25	15%
Total Respondents		163	

7. How satisfied are you with the library's print and online journals in your subject area(s)?

		Response Total	Response Percent
Very Satisfied		31	19%
Satisfied		58	36%
Neutral		35	21%
Dissatisfied		20	12%
Very Dissatisfied		4	2%
N/A		15	9%
Total Respondents		163	







8. How satisfied are you with the ease of accessing electronic articles once you have found the citation/abstract?

		Response Total	Response Percent
Very Satisfied		42	26%
Satisfied		75	46%
Neutral		16	10%
Dissatisfied		9	6%
Very Dissatisfied		2	1%
N/A		19	12%
Total Respondents		163	


9. How satisfied are you with the ease of accessing print or microfilm articles once you have found the citation/abstract?

		Response Total	Response Percent
Very Satisfied		20	12%
Satisfied		61	37%
Neutral		23	14%
Dissatisfied		5	3%
Very Dissatisfied		0	0%
N/A		54	33%
Total Respondents		163	




10. If journal articles are not available in our periodicals department or online full-text, how satisfied are you with the interlibrary loan service in meeting your needs?

		Response Total	Response Percent
Very Satisfied		63	39%
Satisfied		49	30%
Neutral		17	10%
Dissatisfied		2	1%
Very Dissatisfied		1	1%
N/A		31	19%
Total Respondents		163	








11. If you use electronic reserve in your classes, how satisfied are you with student access to e-reserve?

		Response Total	Response Percent
Very Satisfied		42	26%
Satisfied		31	19%
Neutral		9	6%
Dissatisfied		1	1%
Very Dissatisfied		0	0%
N/A		80	49%
Total Respondents		163	





12. During the past year, how often have you used the print journals (including magazines and newspapers) collection located on the second floor of the library?

		Response Total	Response Percent
Not at all		56	35%
one time		18	11%
2-5 times		42	26%
more than 5 times		43	27%
Total Respondents		159	
(skipped this question)			4

13. If you do use the print journals collection, for what purpose? (select all that apply)

		Response Total	Response Percent
Browsing/reading current issues of journals in your subject area(s)		68	64%
Browsing/reading current issues of magazines/newspapers for leisure reading		19	18%
Photocopying articles		65	61%
Checking out entire volumes/issues		31	29%
Looking up instructions to authors		15	14%
Checking references		36	34%
Other, please specify		14	13%
Total Respondents		106	
(skipped this question)			57

14. Over the course of a semester, how often do you typically suggest/require that students use print journals/magazines/newspapers?

		Response Total	Response Percent
Never		46	29%
One time		15	9%
2-5 times		67	42%
More than 5 times		32	20%
Total Respondents		160	
(skipped this question)			3

15. How aware are you of the library's periodical Photocopy Service for UWSP Faculty?

	Response Total	Response Percent
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Very aware		10	6%
Somewhat aware		31	19%
Hardly aware		27	17%
Not aware at all		94	58%
		Total Respondents	162
		(skipped this question)	1

16. How aware are you of journal table of contents services such as “email alerts” or “RSS feeds”?


		Response Total	Response Percent
Very aware		9	6%
Somewhat aware		26	16%
Hardly aware		34	21%
Not aware at all		91	57%
		Total Respondents	160
		(skipped this question)	3

17. Over the course of a semester, how often do you typically use the Instructional Material Center (IMC), located on the Library's 3rd floor?





		Response Total	Response Percent
Never		41	25%
One time		35	22%
2-5 times		52	32%
More than 5 times		34	21%
		Total Respondents	162
		(skipped this question)	1

18. How aware are you of the IMC 's collection of audiovisual materials (VHS, DVDS, CDs, etc.)?

		Response Total	Response Percent
Very aware		74	46%
Somewhat aware		61	38%

Hardly aware		14	9%
Not aware at all		12	7%
		Total Respondents	161
		(skipped this question)	2





19. How aware are you that the IMC allows you to put audiovisual material (VHS, DVDS, CDs, etc.) on reserve for student/class use?

		Response Total	Response Percent
Very aware		86	54%
Somewhat aware		40	25%
Hardly aware		22	14%
Not aware at all		12	8%
		Total Respondents	160
		(skipped this question)	3

20. How aware are you of the equipment and services provided by the Library's Media Lab?



		Response Total	Response Percent
Very aware		21	13%
Somewhat aware		65	40%
Hardly aware		46	28%
Not aware at all		30	19%
		Total Respondents	162
		(skipped this question)	1

21. Over the course of a semester, how often do you typically use the Media Lab?

		Response Total	Response Percent
Never		115	71%
One time		25	16%
2-5 times		16	10%
More than 5 times		5	3%

Total Respondents	161
(skipped this question)	2

22. Over the course of a semester, how often do you typically suggest to students that they use the Media Lab?

		Response Total	Response Percent
Never		123	76%
One time		17	10%
2-5 times		16	10%
More than 5 times		6	4%






Total Respondents	162
(skipped this question)	1

23. The Library offers instruction to classes on how to look for information pertaining to their assignments. How aware are you of this service?

		Response Total	Response Percent
Very aware		56	35%
Somewhat aware		50	32%
Hardly aware		21	13%
Not aware at all		31	20%





Total Respondents	158
(skipped this question)	5

24. Over the course of a semester, how many instructional library sessions do you typically request for your classes?

		Response Total	Response Percent
None		113	70%
1		33	20%
2-5		14	9%
6-10		1	1%
More than 10		1	1%

Total Respondents	162
(skipped this question)	1

25. Class instruction provided by the Library has been very helpful to my students.

		Response Total	Response Percent
Strongly Agree		42	26%
Agree		13	8%
Difficult to tell		8	5%
Disagree		0	0%
Strongly Disagree		0	0%
N/A		97	61%
Total Respondents		160	
(skipped this question)			3

26. What level of satisfaction describes your overall experience of the library's collections and services?

		Response Total	Response Percent
Very Satisfied		59	36%
Satisfied		88	54%
Neutral		12	7%
Dissatisfied		3	2%
Very Dissatisfied		0	0%
N/A		0	0%
Total Respondents		162	
(skipped this question)			1

27. If you wish to comment about the library and its services, please do so here:

Total Respondents	45
(skipped this question)	118

1. Best part of the library is the personnel. Staff always friendly and helpful.
2. The Library's subscription to music journals through JSTOR is limited, and as a result, many useful periodicals are not directly accessible except through ILL. ILL, by the way is quite helpful and valuable!
3. The Library has a wonderful staff, all my interactions have been nothing but positive. Cooperative and knowledgeable.
One suggestion: that ILL be in original pdf's rather than pdf's of photocopied articles.
4. I would like more information on the services listed in this survey.
5. I used to encourage students to utilize library services more in the past and even scheduled instructional sessions regularly in the past. I felt that the library did a fantastic job. The change in my practice is due solely to the types of projects I am assigning students now and the fact that they are not research-based.
6. I would like the library to be open over the weekend just before the semester begins.
7. I, of course, love the library services at UW-madison, but we are not nearly as well-resourced. For our size institution, we do very well.
I love interlibrary loan--wonderful service, very well-managed. thank you!
8. Very nice job considering the limited resources available.
9. My only complaint is that I frequently (1-2 times a year) discover that books are missing from the library collection that are listed as being on the shelves. I don't know how this could be corrected, but if it could be--either by removing the book from the database or by getting it into the proper place in the stacks--it would be great.
10. The library keeps collections current. When I taught briefly at UW-Parkside, I had to go to UW-Milwaukee to find materials and haul them back. Gail and her IMC student workers are wonderful and can always figure out what I need.
11. Journal collection has weakened greatly.
Print, especially book, holdings have weakened considerably.
Too many work-study students in front line positions.
Staff does a very good job assisting students and faculty.
Appreciated the recent faculty book displays.
12. we need a stronger journal holding in animal physiology and animal behavior - I am frustrated by not being able to access journals that are regularly used in the field - also some of our packaged online subscriptions do not include figures - this makes the articles virtually useless - Scientific American through EBSCO is an example
13. Yan Liao has been instrumental in alleviating students' apprehension about accessing library content. Students have commented positively on her research presentations.
14. My favorite part of the library is the librarians; you have been a god-send when it comes to finding references, getting interlibrary loans, searching out information. Thank you

15. I write "very satisfied" because I'm including the Museum element, which I strongly use within my classroom. Do you realize this is the ONLY real museum in Stevens Point? It is essential that we keep this museum and expand on it. I understand this museum is under discussion, please do not take this museum out of the library, it ATTRACTS people into the library!
16. I wish we could find a way for students to be able to browse the College Math Journal, Math Horizons, (both from the MAA) and perhaps the AMS Notices. Some colleagues and I in mathematics receive these journals, but we have no satisfactory way to make them accessible to students.
17. IMC is great! Well-run and staffed.
18. Tom Reich has come to my classes each semester, and his presentations about the library's online resources have been well-received by students and have been very helpful to them.
19. For my academic area the Internet has replaced quite a bit of the Library's resources.
20. I am only a part-time instructor...thus reflects a lot of N/A's on my responses above.
21. Thank you, I think I'd like to have some sort of refresher in what's available over there, like the article photocopying, table of contents notices, and media lab...
22. One of reasons I accepted the job offer at UWSP was the library. As a small school with a small faculty and little funds for research, UWSP provides challenges for research. However, the fact that we can get almost anything from anywhere was very compelling and has made my research projects possible.
23. I am extremely satisfied with the outstanding library staff. They are absolutely wonderful and extremely helpful-- particularly Christine N. and Lin Vogel. I am dissatisfied that GeoRef and now Geobase search engines appear to be discontinued. I am dissatisfied with the library print journal collection and online availability of journals. However, the excellent service provided by the library staff compensates for the inadequate collection. Interlibrary loan is very helpful as are the online journal article request services. UWSP is very fortunate to have such a wonderful library staff because they are one of the key reasons faculty on campus are able to stay current in our fields and to conduct research. Thank you Library Staff!!
24. I'm wondering what the RSS feeds are...
Nice job with the survey, Axel.
25. I appreciate all the hard work and dedication the staff and faculty devote to providing services to the students and fellow UWSP employees.
26. I have been very disappointed with books and music being mis-shelved. Too often, items that should be available are missing, and I have to spend time browsing nearby shelves to see if, by chance, I find it elsewhere. Sometimes I find the missing item, but often I don't. When I've reported missing items, they've never been located by library staff, either. And when I do browse the shelves (especially oversized music on the 5th floor), I almost always come across items that are not where they should be, so I pull them. I would like whoever shelves material to be better trained and more conscientious in their job. On another note, I'm very happy with Universal Borrowing!
27. Y'all are doing excellent work with shrinking resources. My students have received excellent help with locating research articles, especially during Winterim.
28. I'm pleased that you can offer so much with a limited budget.

29. All UWSP students should be required to take a .5 credit library course in order to graduate.
30. It would be very useful if all staff (and graduate students) could access the UW-Madison on-line journals.
31. Gail Allen in the IMC is the BEST!!!!!!!!!!!!
- I am very satisfied with the library's support and efforts. I know the web page for search engines has been improved, but it still takes a bit of effort to navigate to the appropriate search engine.
32. In short, excellent work and thanks to each of you!
33. The online interfaces are constantly changing, but not necessarily for the better. Just when I finalize instructions for my students, the interfaces seem to change.
- The staff has been very helpful to me and my students.
34. Thanks for the assistance,
- I'm still too new and have remained focused on other issues to take full advantage for my own research, and my first class visit to the IMC lab has yet to take place, but so far I have been more than pleased with the services I've used at the library. Thanks for the good work!
35. This is not a fair or appropriate questionnaire to send to KEEP adjunct living at a distance from UWSP.
36. Generally, NONE of the journals that I need for my research are available in hardcopy in this library. However, I do greatly appreciate the electronic access to journals, and the Universal Borrowing and ILL services.
37. More online access to relevant scientific journals and databases.
38. The only thing so far that I would have liked to see, if possible (admittedly I don't know what the internal constraints are) would be a faster turn around on access to books that I ordered for library purchase. Other than that my needs have been very satisfactorily met by the excellent library staff. I really have nothing but praise for the work all of you do!
39. Some changes the the library website have made things more difficult over the past few years. In particular getting to e-journals and citation indexes has become more cumbersome and awkward to teach students. I used to have students create a link on the MyPoint library page for journals and the ISI with these features removed the process is awkward and they need to remember it not just click the established link. I would like if the personalized links could be reinstated. I am pleased with the interlibrary loan and UB services and generally happy about requesting articles. I find getting articles from Science or Nature through the ECO host (?) difficult.
40. Excellent instructional help--I've been very happy with the library staff's willingness to collaborate on tailoring library instruction to my classes' needs.
41. My lack of use of the library for class is not a reflection on the library, but merely an expression of the fact that math classes typically do not use print or other library resources.
42. The best thing about the library is that when I talk to any library employee, they do sincerely try to help. I know there may be some cynical types within the ranks of the library personnel (I'm not naming names...they're all my friends, afterall) but everyone I've worked with has done their best to be helpful.
43. Plus the library staff is remarkably agreeable. I don't know if that's because they're trying to get

me to leave or because they are agreeable. Maybe it's because I'm paranoid.
What do you think?
Is that really what you think?

44. I would like more online journal access in my area of research. I realize this is expensive, but this is what I want. It is very difficult and time consuming to have to keep up with one's field of expertise. Being at this university makes it harder.

45. I plan to have a fall class take advantage of instruction provided by the library. Students have lost their ability to use a library and resort only to on-line search engines. They also believe everything they find on line.
This is becoming a huge problem.

Student Library Survey Summary

An email survey of a random sample of 500 sophomore and junior students was conducted during two weeks of February 2008. There were 123 respondents for a return rate of 25%. When considering the results, it should be remembered this is a very small sample of a student body of over 8000. Complete survey results follow this summary. Questions covering use and satisfaction of individual departments (Access Services, IMC, Media Lab, Periodicals, Instruction) are discussed primarily in their self-study departmental reports.

Results:

The results pointed to a generally high degree of satisfaction with library services. The results are lower, however, than faculty response to equivalent questions on the faculty survey. Some highlights:

If you visit the library, how satisfied are you with the help and services you receive?

Very satisfied 22% and Satisfied 54% for a total 76% satisfaction rate. (Faculty rate total 94%)

If N/A responses are removed, satisfaction total rate is 85%.

Neutral 13%; Dissatisfied 0%; Very Dissatisfied 0%, N/A 11%.

The librarian adds value to the information search process.

Strongly agree 22%, Agree 48% (70% total), Neutral 22%, Disagree 0%, Strongly disagree 0%, N/A 9%

My research methods improved because of the librarian's guest lecture. (N/A responses not included in percentages.)

Strongly agree 10%, Agree 50% (60% total), Neutral 33%, Disagree 8%, Strongly disagree 0%

(Faculty survey question on class instruction of help to students—88% total strongly agree plus agree)

Students response to how many of your classes have had a librarian as a guest lecture—none 34%.

What level of satisfaction describes your overall experience of the library's collections and services?

Very satisfied 15%, Satisfied 57% (total 72%), Neutral 15%, Dissatisfied 12%, N/A 12%.

(Faculty rate total 90% satisfaction.)

The library is an important part of my college experience.

Strongly agree 35%, Agree 45% (80% total), Neutral 12%, Disagree 3%, Strongly disagree 1%, N/A 5%

While 88% of respondents said the library and its resources are helpful for doing research assignments, half of the students reported mainly using web search engines (Google, Yahoo, etc.) to find information for research assignments.

Library Use:

How often do you use the library's resources (in the building or online)?

Daily 9%, Several times a week 24%, Weekly 24%, Monthly 30%, Once a semester 8%, Once a year 2%, Never 3%

When using the library's resources or searching for information at the library, do you ever seek help from the library staff? Yes 58%

In the last year, why have you visited the library? Largest number responded 'class assignment' 78%, followed by 'check out books' 64%, 'get articles' 54%, and 'get help with research' 36%. Students come for group study 49% and individual study 62%. Computer use was 60%.

Comments section, 22 responses (full list follows actual survey results):

Positive comments (10 comments) focused on staff and services:

"Thank you for all your hard work! I love the library!"

"I found the research methods and resources lecture very helpful in finding articles for my class assignment. It was nice to get a refresher on how to find articles."

Negative or frustrated comments (6 comments) focused on problems with computers and finding resources:

"I know that the library has many resources available to me but I wish that I knew what all of the resources were and how to use them."

Suggestions (8 comments):

"Maybe have a poster board in front where people walk in saying a service that the library provides that people may not know about."

"I found that it took a few years for me to grow accustomed to the library. I feel that the Library Resources class should be something that is more strongly recommended for incoming freshman and transfer students."

Student Library Survey

Respondents: 112 displayed, 112 total

Status: Closed





Launched Date: 02/21/2008

Closed Date: 02/21/2008



1. My age is:

		Response Total	Response Percent
23 or under		96	86%
24 or older		16	14%
Total Respondents		112	

2. In the past year what proportion of your classes were online classes?

		Response Total	Response Percent
25% or less		103	92%
26-50%		5	4%
51-75%		3	3%
76% or more		1	1%
Total Respondents		112	





3. How often do you use the library's resources (in the building or online)?

		Response Total	Response Percent
Daily		10	9%
Several times per week		27	24%
Weekly		27	24%
Monthly		34	30%
Once a semester		9	8%
Once a year		2	2%
Never		3	3%
Total Respondents		112	







4. When using the library's resources or searching for information at the library, do you ever seek help from library staff?

		Response Total	Response Percent
Yes		65	58%
No		42	38%
Do not use library resources		5	4%
Total Respondents		112	

5. The librarian adds value to the information search process.

		Response Total	Response Percent
Strongly Agree		24	22%
Agree		53	48%
Neutral		24	22%
Disagree		0	0%
Strongly Disagree		0	0%
N/A		10	9%
Total Respondents		111	
(skipped this question)			1

6. In the last year, why have you visited the library? (Please mark all that apply)

		Response Total	Response Percent
class assignment		87	78%
to get help with research for an assignment		40	36%
to get articles		61	54%
to check out books or other materials		72	64%
group study		55	49%
to study by myself		69	62%

to use a computer		67	60%
to attend a class		38	34%
have not visited the library in the past year		2	2%
Other, please specify		15	13%
		Total Respondents	112

7. In the last year why have you visited the library's web site? (Please mark all that apply.)

		Response Total	Response Percent
class assignment		63	56%
to find articles		83	74%
to use the library catalog		75	67%
to use research guides		44	39%
to make a Universal Borrowing (UB) request		20	18%
to make an Interlibrary Loan (ILL) request		23	21%
to use the Virtual Reference Desk		23	21%
have not visited the library's web site in the past year		9	8%
Other, please specify		2	2%
		Total Respondents	112

8. If you visit the Library, how satisfied are you with the help and service you receive?

		Response Total	Response Percent
Very Satisfied		25	22%
Satisfied		60	54%
Neutral		15	13%
Dissatisfied		0	0%
Very Dissatisfied		0	0%
N/A		12	11%
		Total Respondents	112

9. How satisfied are you with the degree to which the Library makes you aware of new library services?

		Response Total	Response Percent
Very Satisfied		5	4%
Satisfied		41	37%
Neutral		42	38%
Dissatisfied		8	7%
Very Dissatisfied		0	0%
N/A		16	14%
Total Respondents		112	

10. If your instructor has placed course materials on electronic reserve for your class, how satisfied are you with your access to these e-reserve materials?

		Response Total	Response Percent
Very Satisfied		35	31%
Satisfied		41	37%
Neutral		10	9%
Dissatisfied		3	3%
Very Dissatisfied		2	2%
N/A		21	19%
Total Respondents		112	

11. If our library doesn't have the article you need in print or online full-text, how satisfied are you with the Interlibrary Loan service in meeting your needs?

		Response Total	Response Percent
Very Satisfied		16	14%
Satisfied		19	17%
Neutral		22	20%
Dissatisfied		2	2%
Very Dissatisfied		0	0%
N/A		53	47%
Total Respondents		112	

12. What is your favorite place in the library to study?

		Response Total	Response Percent
the "Food for Thought Café"		17	15%
1st floor (but not in the café)		8	7%
2nd floor		19	17%
3rd floor (including the Instructional Materials Center)		5	4%
4th floor (including group study rooms)		22	20%
5th floor		12	11%
6th floor		0	0%
do not study in the library		29	26%
Total Respondents		112	

13. In the past year, how often have you used the print periodicals (i.e. journals/magazines/newspapers), located on the second floor?






		Response Total	Response Percent
Never		56	50%
One time		24	22%
2-5 times		25	23%
more than 5 times		6	5%
Total Respondents		111	
(skipped this question)			1

14. Since you came to UWSP, how many of your classes have had a librarian as a guest teacher?




		Response Total	Response Percent
None		38	34%
1		41	37%

2-3		29	26%
4-6		3	3%
7 or more		1	1%
Total Respondents		112	



15. My research methods improved because of the librarian's guest lecture.



		Response Total	Response Percent
Strongly Agree		8	7%
Agree		40	36%
Neutral		26	23%
Disagree		6	5%
Strongly Disagree		0	0%
N/A		32	29%
Total Respondents		112	

16. The library and its resources are helpful for doing research assignments.






		Response Total	Response Percent
Strongly Agree		36	32%
Agree		63	56%
Neutral		7	6%
Disagree		0	0%
Strongly Disagree		1	1%
N/A		5	4%
Total Respondents		112	

17. I am often at a loss when trying to find information for research assignments.






		Response Total	Response Percent
Strongly Agree		4	4%
Agree		11	10%

Neutral		28	25%
Disagree		52	46%
Strongly Disagree		9	8%
N/A		8	7%
Total Respondents		112	

18. I use mainly web search engines (Google, Yahoo, etc.) to find information for research assignments.






		Response Total	Response Percent
Strongly Agree		17	15%
Agree		40	36%
Neutral		23	21%
Disagree		26	23%
Strongly Disagree		6	5%
N/A		0	0%
Total Respondents		112	

19. The library website is easy to use for finding books, videos, and CDs.







		Response Total	Response Percent
Strongly Agree		13	12%
Agree		50	45%
Neutral		25	22%
Disagree		12	11%
Strongly Disagree		0	0%
N/A		12	11%
Total Respondents		112	

20. Generally, I am able to find relevant journal articles to complete my papers/assignments.







		Response Total	Response Percent
Strongly Agree		19	17%

Agree		57	51%
Neutral		16	14%
Disagree		5	4%
Strongly Disagree		1	1%
N/A		14	12%
Total Respondents		112	

21. The library website is easy to use for finding articles (online or print).






		Response Total	Response Percent
Strongly Agree		14	12%
Agree		49	44%
Neutral		21	19%
Disagree		11	10%
Strongly Disagree		3	3%
N/A		14	12%
Total Respondents		112	

22. The library has a sufficient number of computers for student use.






		Response Total	Response Percent
Strongly Agree		8	7%
Agree		51	46%
Neutral		21	19%
Disagree		21	19%
Strongly Disagree		2	2%
N/A		9	8%
Total Respondents		112	

23. The Library provides easy off-campus access to electronic resources.






		Response Total	Response Percent
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Strongly Agree		10	9%
Agree		59	54%
Neutral		20	18%
Disagree		7	6%
Strongly Disagree		0	0%
N/A		14	13%
		Total Respondents	110
		(skipped this question)	2

24. During the past year, how often have you used the Instructional Material Center (IMC), located on the Library's third floor?

		Response Total	Response Percent
Never		55	49%
One time		15	13%
2-5 times		23	21%
More than 5 times		11	10%
Do not know the IMC		8	7%
		Total Respondents	112

25. When I wish to get hold of a movie or a CD, the Instructional Materials Center (IMC) is one of the places I consider.

		Response Total	Response Percent
Frequently		8	7%
Sometimes		20	18%
Rarely		16	14%
Never		29	26%
Do not know the IMC		39	35%
		Total Respondents	112

26. How aware are you of the equipment and services provided by the Library's Media Lab (3rd floor)?

		Response Total	Response Percent
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Aware		11	10%
Somewhat aware		31	28%
Hardly aware		26	23%
Not aware at all		22	20%
Do not know the Media Lab		22	20%
Total Respondents		112	







27. During the past year, how often have you used the Library's Media Lab?

		Response Total	Response Percent
Never		40	36%
One time		16	14%
2-5 times		15	14%
More than 5 times		5	5%
Do not know the Media Lab		35	32%
Total Respondents		111	
(skipped this question)			1

28. What level of satisfaction describes your overall experience of the library's collections and services?

		Response Total	Response Percent
Very Satisfied		17	15%
Satisfied		64	57%
Neutral		17	15%
Dissatisfied		1	1%
Very Dissatisfied		0	0%
N/A		13	12%
Total Respondents		112	

29. The library is an important part of my college experience.

		Response Total	Response Percent
Strongly Agree		39	35%
Agree		50	45%
Neutral		13	12%
Disagree		3	3%
Strongly Disagree		1	1%
N/A		6	5%
Total Respondents		112	

30. If you wish to comment about the library and its services, please do so here:

Total Respondents		22
(skipped this question)		90

1. I don't understand why there are so many MAC's in the library computer lab. Most of us don't want to use them and don't know how to use them. It now makes it harder to find an open computer because there are fewer regular pc's
2. Larger study areas. Maybe make the second floor a "loud" study area and the other floors quite ones. Also I really like the the service I get from the main circulation desk
3. They are very helpful at helping find the information that is needed
4. My suggestion is to offer tours at the beginning of each semester for any new freshmen/students so they can become familiar with the library and its resources right away and not feel overwhelmed.
5. More modern science fiction. Everyone has a copy of War of the Worlds, but it's much harder to find The Hungry City Chronicles and things of that nature. The library is a great resource for class, but you tend to lean heavily on that, and less so on recreational reading.
6. The Library is great, but the computers are SLOW. It takes forever just for it to boot up. I'm definitely more likely to go home and use my own computer even though it is inconvenient.
7. I prefer large spaces (tables) to study or large computer work stations (including computers and table). The stations I prefer are normally closed off to a certain degree (with a wall so as not to visually distract/stimulate me) from others as it allow me to delve further into the material at hand. I have explored the first floor of the library and found no such stations. Might the quality of stations I prefer be else where in the library? UWSP makes for the 6th college or university I have attended and these academically competitive secondary school usually pride themselves in the quality of library facilities. I expect the UWSP does as well. Thanks for your time.
Scott.M.Seramur@uwsp.edu
8. The library was really helpful in my last research project and I am sure it will be again in the near future!
9. I feel I need to qualify my response to question 22. Most of the time, the library has enough computers. However, towards the end of the semester, lines form regularly and there is not an open computer in the entire building. It would be nice if there was some sort of relief provided during these times.
10. Love the inter library loan - and their speediness -thanks!
11. Thank you for all your hard work! I love the library!
12. Searching for scientific articles is a very convoluted process with the current system. I understand that it's a difficult service to facilitate, but nonetheless... I'm often very frustrated while searching for relevant and up to date articles and have resorted to Google Scholar many times.
13. Other than that, the Library is wonderful. The staff members are friendly, and I'm amazed at the amount of research material available (hard copies).
14. Maybe have a poster board in front where people walk in saying a service that the library provides that people may not know about.
15. nice job
16. When you ask "how aware" I am about a particular service, how would I know? I think those questions need to be revisited -- I know what I know, but how do I know how that compares to what is available to know? Ya know? :-D
17. I know that the library has many resources available to me but I wish that I knew what all of the resources were and how to use them. I especially get frustrated when searching for and accessing online journals. I'd use them all the time if I didn't get so frustrated when I'm on the computer

I had a crash course in one of my history classes but then I got so confused when actually trying to do it myself. I'm not the type of person to go to the library and ask for help either. Where would I even go to get help? The front desk worker doesn't know that stuff.

17. The library has a lot to offer and I have made extensive use of interlibrary loan and universal borrowing. Most students, however, either don't know about these services or assume they are far too complicated to bother with them. I saw a presentation by library staff 2 years ago, and I have been a much more effective researcher than my classmates because of it.
18. Several times I have had a problem getting a hold of important books or articles because the item has been misfiled or lost. It would be nice if things were replaced if lost or stolen.
19. IMC hours must be improved. I want to visit, but every time I try, it's closed.
20. It would be nice if some of the equipment in the Media Lab could be updated. More specifically, the smaller things like scissors, rulers, exacto-knives.
21. I found that it took a few years for me to grow accustomed to the library. I feel that the Library Resources class should be something that is more strongly recommended for incoming freshman and transfer students.
22. I found the research methods and resources lecture very helpful in finding articles for my class assignment. It was nice to get a refresher on how to find articles.

Library Representatives/Department Chairs Survey Summary

The Library Representative/Department Chair survey was conducted in Feb. 2008. This was an anonymous survey distributed to all department chairs and library representatives, a group totaling 60 in number, of which 23 participated. The survey provided the following data:

- Liaison program: 79% found the library liaison program to be a satisfactory vehicle of communication.
- Knowledge of resources and services: 78% felt they had a good idea of the resources and services that the library provides.
- Announcement of new services: 91% answered that they would like library liaisons to announce new library services to their departments.
- Communication on allocation: 74% of the survey respondents felt the library has done a satisfactory job of communicating with them regarding their department's library materials allocation.
- Allocation: 57% found their department's allocation satisfactory, while 43% found the allocation insufficient.
- Library collection: 61% saw the library's collection of books and other print materials as adequate, 18% viewed the holdings as inadequate and 22% were neutral.
- AV collection: 48% viewed the library's collection of audio-visual materials as satisfactory, with 39% being neutral and 13% viewing AV holdings as inadequate.
- Journal access: 50% found access to journal literature satisfactory, 23% were neutral, and 28% found journal holdings inadequate.
- Electronic databases: 61% viewed electronic databases as adequately supporting their disciplines, with 22% neutral, and 18% unsatisfied with the library's current sphere of e-databases.

The "Comment" section of Library Rep/Chair survey asked for gaps in periodicals, books, and nonprint materials to which the respondents offered several suggestions based on their departmental needs. Subject areas mentioned include: Art and Design, Chemistry, Health Sciences, Nutrition, Ecology, Wildlife, Political Science, Philosophy, primary texts in British, American, and World Literature, and other scholarly editions. General comments pointed to the need for more journal access in the sciences, dislike of embargos on some e-journals, the high costs of image-heavy books, budget deficiencies, and low departmental acquisitions allocations that in one department equate to each faculty member just recommending only four or five books for purchase every year. Positive comments included appreciation for the library staff, interlibrary loan, universal borrowing, and the comment: "I think the library does an admirable job with the limited resources available. I only think that those resources are terribly inadequate."

Survey findings reaffirmed the importance of librarian's role as liaisons but pointed to a weak satisfaction with departmental allocations (57%) and the book collection (61%). Satisfaction with journal access was even lower at 50%. Clearly these are areas of concern.

Survey 2 - Library Reps and Dept Chairs

Respondents: 23 displayed, 23 total

Status: Closed





Launched Date: 02/05/2008

Closed Date: 03/06/2008





1. I would like the library liaison to announce new services pertinent to my department.

		Response Total	Response Percent
Strongly Agree		7	30%
Agree		14	61%
Neutral		2	9%
Disagree		0	0%
Strongly Disagree		0	0%
Total Respondents		23	

2. In general, the library liaison program is a satisfactory vehicle of communication.





		Response Total	Response Percent
Strongly Agree		2	9%
Agree		16	70%
Neutral		4	17%
Disagree		1	4%
Strongly Disagree		0	0%
Total Respondents		23	

3. The library keeps me informed about the department's library materials allocation.






		Response Total	Response Percent
Strongly Agree		6	26%
Agree		11	48%
Neutral		5	22%
Disagree		1	4%
Strongly Disagree		0	0%

Total Respondents **23**





4. My department's annual library allocation for the purchase of library materials is satisfactory.

		Response Total	Response Percent
Strongly Agree		5	22%
Agree		8	35%
Neutral		0	0%
Disagree		7	30%
Strongly Disagree		3	13%
Total Respondents		23	




5. The library's collection of books and other print materials is adequate for my department.

		Response Total	Response Percent
Strongly Agree		1	4%
Agree		13	57%
Neutral		5	22%
Disagree		2	9%
Strongly Disagree		2	9%
Total Respondents		23	






6. The library's collection of DVDs, videos, and other non-print materials is adequate for my department.

		Response Total	Response Percent
Strongly Agree		0	0%
Agree		11	48%
Neutral		9	39%
Disagree		2	9%
Strongly Disagree		1	4%
Total Respondents		23	





7. Access to journal literature is adequate for my department.

		Response Total	Response Percent
Strongly Agree		1	5%
Agree		10	45%
Neutral		5	23%
Disagree		3	14%
Strongly Disagree		3	14%
Total Respondents		22	
(skipped this question)			1

8. Access to electronic databases is adequate for my department.

		Response Total	Response Percent
Strongly Agree		3	13%
Agree		11	48%
Neutral		5	22%
Disagree		2	9%
Strongly Disagree		2	9%
Total Respondents		23	

9. I have a good idea of the resources and services that the library provides.

		Response Total	Response Percent
Strongly Agree		6	26%
Agree		12	52%
Neutral		3	13%
Disagree		2	9%
Strongly Disagree		0	0%
Total Respondents		23	

10. In what departmental subject areas would you like additions in the library's collection of books and non-print materials?

Total Respondents	8
(skipped this question)	15

11. In what departmental subject areas do you see gaps in access to journal literature?

Total Respondents	8
(skipped this question)	15

12. Other comments or concerns:

Total Respondents	7
(skipped this question)	16

10. In what departmental subject areas would you like additions in the library's collection of books and non-print materials?

1. Ecology and wildlife
2. Research methods, particularly surveys and qualitative research
3. Myself and other faculty members need multiple copies of books to use with small groups of students. My liaison has shown me how to put these on reserve and I appreciate it.
4. Art. While there are a good deal of holdings in this area, many of the holdings are fairly old, with dated reproductions.
5. health promotion, human development, family life, nutrition, physical activity, stress management, health care cost containment,
6. Political Science and Philosophy
7. More hard copies of Journals in the subject disciplines
8. Standard scholarly editions of primary texts in British,American, and World Literature in English.

11. In what departmental subject areas do you see gaps in access to journal literature?

1. Ecology and wildlife
2. I really dislike the one-year embargo on recent journal articles. We often need access to the most recent studies and, if we don't have print copies available, the denial of access to the most recent year is a big barrier to research success.
3. Environmental education
4. Chemistry
5. None that I have been made aware of.
6. Political Science and Philosophy
7. PNAS, Science, and Nature are the top general journals in our field with the most up-to-date research to share with our students. Online access to these would provide pdf copies of journal articles and image data for powerpoints to be used in our classes.
8. American Literature
Critical Theory

12. Other comments or concerns:

1. I do not teach classes so it was difficult to answer some of the questions.
2. Although books are of some value, the need for journal access and electronic databases is far greater in the sciences than the need for books. Literature searches that are necessary for grant writing, paper writing and brainstorming require access to dozens to hundreds of journal articles. Determining which articles are relevant from abstracts is

not usually possible. Interlibrary loan, although reliable and valuable in its own way, is a slow, ineffective solution to this problem.

3. The Department of Art & Design has tried to address deficiencies in the art books holdings over the last decade. I think we have made good inroads, but many of the image-heavy books are quite expensive, and the budget only allows us to make a dent in the holdings. The department certainly does appreciate all of the library's support as we increase our holdings, especially in terms of increased budget at times.

4. I mostly use ILL for journal article access, and I encourage it's use with my colleagues. ILL works fine. I have a suggestion about procedures for acquiring books. After a book is received and shelved, I (dept. liaison) receive a little index card with some of the information about the book. It would be more useful to our department if I could receive one of the following, or both:
- 1) a list of books recently shelved on our behalf, for posting (should include title, author, description, UWSP catalog number)
 - 2) the book covers, if the library receives them and intends to throw them away anyway (again, for posting)

5. I think the library does a admirable job with the limited resources available. I only think that those resources are terribly inadequate. The library budget needs to be upgraded considerably. At the end of the day, each faculty member can only recommend about four or five books for purchase every year. There are simply MANY very important books in my field that are strikingly absent from the library's holdings. UB is a good way of dealing with the absence, but not as good as having the books on site.

6. I think that the tutoring department downstairs in the library, though not directly connected to the library is perhaps the most valuable service offered in that building. I have see so many students who were having difficulty go there and get real help in turning around their semesters, and in some cases their academic careers.

7. The library staff generally do an excellent job under difficult budgetary circumstances. The English Department is particularly lucky in its library liaison, and in the educational services offered by your staff (Nerissa Nelson is admirable).

Library-SOE Focus Group Report Summary

A focus group was held January 16, 2008 with six School of Education (SOE) faculty members participating. Topics covered in the focus group were loosely based on questions about the following areas of interest:

- SOE faculty's current use/awareness of library resources.
- Barriers to SOE faculty's use of the library.
- Library support of SOE faculty and teaching (and)
- Suggestions to improve current library practices/conditions.
- Continuing communication/dialog between LRC and SOE

SOE faculty current use of library resources.

BI Sessions

A few SOE faculty use BI sessions. They especially like instruction on using: ERIC, delimitation of searching, cross-referencing, and webpage of Curriculum Guides.

Some SOE faculty do not use BI sessions for their classes, but wish professors of lower level classes would use BI sessions before students get to their SOE classes.

IMC K-12 Teaching materials

Some SOE faculty make a point of having students use these materials. They do not keep their own collections for student use, but have a few personal sources they show students in class.

IMC Audio/Visual Materials

Some SOE faculty use several videos every semester or on a regular basis. They would like these retained, but encourage weeding of this collection as many materials are "dated." They appreciate being consulted before items are discarded as some are very useful even if dated.

E-Reserve and Reserve

SOE faculty who use e-reserve are very enthusiastic about the service. They like books on reserve as these can be accessed by many students and are all in one area specifically for their students.

Online Reference and Researching Tools

SOE Faculty like to show students online resources from their classroom such as the online Mental Measurements Yearbook, ERIC, and state curriculum materials online. They used to bring students to the library, but the online access is simpler. Also, they believe students prefer to use these materials from a distance because many are not living in the area.

SOE Faculty Information on Barriers to use of Library

UWSP Online Library

- UWSP's library homepage is difficult for students and even faculty to use.
- Hard to find journals, need clear/more direct indication, like JOURNALS HERE!
- Frustrated with many layers of links to find teaching and researching resources. Changes in structure of these links happen with little explanation or warning.
- Concerned for distance education students who have problems accessing library resources and live far away.

Ordering Materials

- Process for requesting materials (acquisition process) is difficult to use.

- Once an item is ordered they are uncertain how to tell where it is in the acquisition process.
- SOE faculty believe if they ask for a new edition of a title that the librarian sees we own older edition(s) and does not order the new one.
- SOE faculty believe the library does not allow ordering multiple copies of a book (even for Reserve).
- SOE faculty are short on time and would welcome a simpler way to request items.

UWSP Library on campus

- Limited hours during winterim, interim, and summer “are not conducive” to student and faculty schedules.
- IMC layout is seen as not “inviting” to students (and faculty).
- SOE faculty find it difficult to use the collection when teaching materials are shelved in different areas of the library.

Library Support of SOE Faculty and Teaching /Some Suggestions for Improvement Orientation for New Faculty/Instructors

SOE faculty encourage/applaud the library orientation for new faculty and instructors to inform them of resources, services, and layout of the library.

BI Concerns

SOE faculty would really like required BI sessions for students before they get to the SOE classes. They suggest *all incoming freshman* be taught: delimiting searches, citing sources – how and why, information literacy and critical appraisal of sources.

IMC Teaching Materials and Services

All SOE faculty present agreed the IMC resources are not current, need to be “beefed up,” and should be inventoried and weeded to make the collection more useful. (But please check with them when weeding, especially with the audio/video materials.)

SOE faculty wonder if the Media Lab can convert one media format to a more current format, and help with making video available online to use for their class materials.

Additional Ideas to enhance IMC usefulness and usability:

- IMC could act as a “clearinghouse” to facilitate sharing of instruction/curricula materials (online or in print) created or in use by SOE faculty.
- IMC could: gather curriculum materials being used in central Wisconsin; gather textbooks being used in central Wisconsin; secure policies for central Wisconsin school districts in hard copy.
- Materials could be grouped by subject, complete with appropriate juvenile fiction (contemporary world literature for global view and in line with campus agenda).
- Rearranging the IMC physically: to make it more inviting, to provide more space for groups of students to work on projects together, to remove outdated furniture.
- SOE faculty envision the IMC as a place Education students consider “home” and suggest renaming it to include Teacher, like Teacher Resource Center.

Online Reference and Research Tools

OE faculty want something to use for Distance Ed students to help them avoid confusion and to clarify how to get things they do not find fulltext.

Resources are too hard to find through layers of links.

SOE faculty want to be reminded of the web pages available that are useful for their classes so they can add links to these on their web pages/teaching materials.

Ordering/Acquisition of Materials

SOE faculty suggest a proactive approach **with IMC staff** taking a more active role in facilitating ordering.

OR: SOE faculty using a group process to create a list to order from.

Continuing Communication/Dialog Between LRC and SOE

Collaborating

- SOE faculty were delighted to participate in the library focus group.
- All present expressed a desire to continue the dialog/conversation/collaboration.
- They prefer partnering with the library to comparatively parallel operation of the two departments.
- SOE faculty want a specific web page devoted to Education students' needs, with Frequently Asked Questions, guides to searching, a directory and site map, etc.
- SOE faculty suggested using D2L to get end-user input from their students.

Communication for and with SOE Faculty

- Instructional sessions/updating on resources should be:
 - Short and sweet
 - Scheduled through the department chair's office
 - Possibly brown-bag lunches
 - Possibly in place of a regularly scheduled department meeting
 - Preferably held in the Education Department
- SOE faculty suggested a regularly scheduled (annual?) forum between library and SOE faculty to continue the dialog begun with the SOE focus group. Suggested timing is in January just prior to start of classes.
- SOE faculty are appreciative of the request for input, and feel people at the library are always ready and willing to help them.

Overview and Mission

A focus group was held to explore issues related to the relationship between the Library and the School of Education (SOE). The session lasted 1.5 hours and was attended by six members of the SOE faculty, one facilitator, and one co-facilitator. A series of questions were asked related to the following topics:

- SOE faculty's current use of the library
- Library support of SOE faculty and their teaching approaches
- SOE faculty's awareness and use of the library's resources (*including*)
 - Library instruction
 - IMC K-12 textbook collection
 - Children's book collection (fiction & nonfiction)
 - IMC's audiovisual materials collection
 - Library's book & journal collection (print & online; not in the IMC)
 - Media Lab
- Barriers to SOE faculty's use of the library
- Role of the library & formal Department of Public Instruction requirements
- Enhancing communication between the library and SOE faculty
- Methods to continuing the dialogue between the library & SOE faculty

This report, developed from responses to questions related to the topics above, provides information and insights from SOE faculty members regarding their perceptions and accounts surrounding the effectiveness of and opportunities for improvements in Library/IMC resources, services, and accessibility for students. This will be accomplished by first exploring issues related to current use of resources and services, then discussing barriers use of services and resources, and finally offering some recommendations for how to proceed in developing a Library/IMC-SOE collaboration.

Current Use of Library/IMC Resources by SOE Faculty and Students

There are a wide variety of tools and services available to faculty and students in the Library and IMC. To differing degrees of effectiveness, these tools allow SOE faculty and students to conduct research, access curricular materials, develop instructional materials, and complete SOE course assignments.

Library Instructional Sessions

One way in which SOE faculty utilize the Library is through instructional sessions with Library staff members that target specific course objectives or subject matter assignments. One faculty expressed great enthusiasm about her use of this service. She has worked with a member of the LIBRARY a number of times where he provided a tutorial for her students on conducting online research in ERIC. In this session, the LIBRARY staff member does "an incredible job" of showing students not only how to access information, but also explains how to "delimit." She stated,

"While our students can access information on the internet, they are not always wise enough to be able to discern what is good or professional information. And the feedback that I've received from *all* of the majors is, even though they've had in-class tutorials, some of them still don't understand how to use it appropriately."

She feels that "in order to be professional in this day and age, [students] have to have access, ready access, to the most current research on cognition, and learning, in order to be proactive as opposed to reactive." Participants further explained that students have often been "spoon-fed" materials in their classes, so they need to learn how to "cross-reference material or look for publications that are companions, or that may give them a different perspective." Through building these skills and abilities, students enhance their information literacy.

Another important instructional session used by one of the participants was described as being the Kraus curriculum website, which is an index of curriculum-related materials. Faculty recognized that having extensive curriculum collections can "become prohibitively expensive," but still they want students "to know how to access those [documents], and what kind of library support we have." Furthermore, faculty stated that

knowing how to access and use such resources is critical to students' future successes as teachers. The webpage developed by the LIBRARY staff member to accommodate this tutorial was very well received, with the faculty member stating that it is now used with both undergraduate and graduate students in several of her education classes.

In sum, library instruction sessions were highly praised by SOE faculty who used them. However, from the discussion in the session, only a few faculty members appeared to be taking advantage of this service.

K-12 Teaching Material Collection

Some faculty stated that they make a point of having students use materials available in the IMC, though others indicated that they do not. There was agreement that having K-12 teaching materials available is both critical to teacher education and a highly valued resource supporting student learning and faculty teaching approaches. At the same time, several concerns were raised regarding the IMC's current holdings. These largely fell within the issues of how current the materials are and their display/placement in the IMC.

Current holdings in the IMC were described as being "not very up-to-date" and needed to be "beefed up." Participants recommended that the IMC do an inventory of the items it currently has, then to "get rid of a lot of stuff" and "make it more useful." All the participants indicated that they do not maintain personal collections of K-12 curricular materials to share with their students, so they are very interested in enhancing the collection of the IMC. As they explained, there is "no money and no space available [in SOE] to have duplicate resources." The only caveat that came out in the session was that since the holdings in the IMC are not useful in general, they may have personal copies of critical materials that they will take to their classes to show students.

"If anybody watched us go to class, it's really rather comical. Most of us have bought those bag lady carts because we take all kinds of material. How much nicer would it be to take your classes, especially your graduate classes, over to an invitational [or inviting] space and instead of having to empty all of the books in your office, have the IMC collect them and say, 'Okay, these are all the latest books on [a particular subject matter].' Take the group over there and say, 'okay, here's the latest thing.' ... That would be a great service that they could provide."

There was a great interest amongst the participants to have the IMC provide current, relevant, and useful materials so they don't need to keep using their own instructional items.

This idea of having a place where current resources are all together was brought up again later in the session when faculty said it would be interesting to have some of their classes in the LIBRARY, especially graduate-level classes. Some faculty do already have classes that meet for a class session in the IMC. One participant said, "The nice thing is that it's one time when they're all physically there and, when they're there, I do point out the other things that the IMC has to offer. I think it, hopefully, gets them back there more often." If the curriculum materials were more current, other faculty would also bring their students. On the other hand, the lack of materials deemed by SOE faculty to be relevant and current has led other faculty to no longer make such trips with their students (though they had done so in the past).

Similarly, the participants talked about how each has curriculum that they have created or found that could be useful to others.

"At each of our meetings, I hear you say if you have students who want to look at curriculum, I have curriculum. You have curriculum. Other people have curriculum. Is there a way that if we have something that can be put up online that we could have [a repository], either physically or online, with resources? I mean I've got so much material I'm willing to share, and make them available, but I think my office is a little scary."

An add-on to the K-12 instructional material holdings, the IMC could provide a clearinghouse service whereby, in print or electronically, members of SOE could access materials made available by their colleagues.

To spur on the process of updating curricular materials, faculty members expressed that they are very interested in having materials that represent what students are likely to encounter when they take jobs after graduating. One faculty member explained that, as a group, they want curriculum materials,

"that are used in the school districts, *in* the central Wisconsin area, because our students complain that they don't know how to do their [subject-specific or class] instruction. We provide the strategies, the assessment, the philosophy behind it, but what *they* [the students] need to do is see how it's *implemented in the real world.*"

It was agreed that this is an issue across teaching subjects (math, reading, etc.). Having students get “hands-on” experience with the “kinds of textbooks and teaching materials you’re going to have in the classroom” is crucial training for how to actually teach K-12 students. One method recommended toward accomplishing this goal was developing stronger ties and fostering relations with local school districts, particularly curriculum coordinators. One participant shared, “I just happened to get a call from the curriculum coordinator for Stevens Point who said, ‘We just did a review of textbooks and purchased new textbooks for Social Studies K-12. We’ve got all these sample copies, review copies, that we don’t have anyplace to put. Do you want them?’” She stated that a member of the IMC staff quickly arranged to transport the materials and “all of a sudden I had wonderful sets of current, up-to-date curriculum, and some of it was even the curriculum that Stevens Point was using.” Creating those relationships and making school districts aware of both the interest and willingness to shelve these items may go a long way toward maintaining more current instructional materials.

Another type of material SOE faculty would like the IMC to maintain are the policies of local school districts, as they are available.

“A lot of school districts have hard copies of curriculum. They give them to incoming teachers, but there are other school districts that don’t have anything. ... [having] a directory that says we have hard copies, we have all the Wisconsin Rapids, or that Wausau doesn’t have, curriculum. ... I tell my students this, within a job interview, to take a look at the curriculum as a really good indicator of whether or not you want to work in this school district. How supportive is this group of people going to be to an incoming teacher, or new teacher.”

These kinds of materials, again, could be acquired if members of the IMC staff developed collaborations or networked with receptive officials working in the school districts. Even though this might not be possible for all districts, it would be very worthwhile if this process yielded even some such items.

Book Reserve and E-Reserve Services

A third way in which the LIBRARY supports SOE faculty is through the E-Reserve services at the LIBRARY. There was widespread praise for this service and the person that manages it. Talking about the person who manages the Reserves, one participant stated, “Oh my G__, she couldn’t do enough for me.” Another person talked about how she needs to have a lot of books available to her students. She explained, “She [Reserves manager] is tremendous, and the library is very helpful with that, just books, people getting their hands on books and having them on reserve.” All faculty who had taken advantage of reserve services available in the LRC were very complimentary of both the process of putting materials on reserve and the positive experiences they had working with staff associated with this service.

Online Reference and Researching Tools

Currently, faculty reported they use the online Mental Measurements Yearbook, ERIC online, and other internet sources to gain access to “supportive materials when [students are] devising units.” Because these resources are available online, faculty can teach students to use these resources without having to visit the library. A participant offered, “it’s much easier to show [students specific tools and] materials online [in the classroom] and take them to the various state indexes and show them what’s available than it is for me to drag them over to the library. So I haven’t done that for about six years.” The participants reported that working online to access curricular and assignment-oriented materials better reflects students’ preferences to be able to access LRC resources than having students actually visit the LRC.

Additional Recommendation: Offer Freshman Students an Orientation on Library and Researching Basics

A recommendation that came up through the participants’ discussion of library utilization was that all incoming freshman, during their first year on campus, receive an orientation to using the library and its reference resources. For example, there was strong general agreement with the statement made by one participant, “I think anybody in the 21st century needs to know how to delimit a search.” As a point in case, one participant shared,

“I had a graduate student this semester, and it was like a drop-jaw moment... She had to research American psychologists and their impact on curriculum, within a particular historic time period.... This woman put in their names and she didn’t come up with anything. She didn’t put any pluses. She didn’t put any ‘ands.’ She didn’t put any hyphens, or parentheses around it, etcetera. And

she's not the first student that I've had, I mean it's rare, but she expected the computer to spit out why all of these people were important in one magnificent document, as opposed to doing a little leg work. And it, it's that delimitation process that's part of the critical thinking element, that you've got to be an online detective."

Others in the session voiced their agreement that this was a major concern and not uncommon in their experiences either.

Another suggested component of such an orientation would focus on explaining the use of in-text citations for material that comes from another source and how to reference those sources at the end of the paper. "Because it's [the source material] readily available, they don't think documentation is important," explained a participant. She went on to say,

"I talk to them about the fact that citations... you have to be responsible in your research and the fact that you have to be able to find your way back to the original source. That's basically what the citation is all about. *Every major* at this university would benefit by some sort of orientation process, whereby students are taught how to delimit searches and critical appraisal of information. "

Being able to recognize the need for giving credit to a source, as well as properly citing material in text, were viewed as being core skills necessary for students to possess, regardless of their particular majors.

Also in this orientation, it would be very helpful to have a discussion of plagiarism, especially in terms of internet research. "We have lots of trouble with people just taking passages or paragraphs off the internet and thinking, well, this is free to the world so I'm going to use it without giving [credit to the source]. I think university-wide that needs to be addressed." Others agreed, including one person who stated, "It's a nightmare! I don't think students understand the basic concept of it. You know, I think they're missing it, because they think it's like TV or something." Another person pointed out, "They don't understand that it's *stealing*." They agreed that students fail to recognize the ethical problems associated with taking material directly from the web, whether it's from online sources or even, in some cases, when it's other students' work that is posted online.

Barriers to SOE faculty's use of the library

Several important barriers were identified in the focus group session. These barriers result from both LRC-specific practices and concerns related to students' abilities to use the library as a result of our campus being designed largely to accommodate traditional students. In both cases, participants felt strongly that the issues should be taken under serious consideration due to the negative impact they have upon quality of instruction, they signal a less-than-welcoming learning environment, and limit the accessibility of campus services to part of our student population.

UWSP Online Library

Participants indicated in the session that the LRC website/online library is difficult to use. One issue is that students have difficulty using the online library for conducting research. One faculty who teaches online courses with graduate students expressed that her students have a difficult time accessing online research tools. She said she asks students to do online research and use the UWSP online library. "That stops them, right there... Just finding the journals has been very daunting for some," even though she offers them her own short online tutorial for how to get into the library website, find the fulltext journals, and the use of APA referencing. She stated, "I don't know if there's a way to make it more direct, like 'JOURNALS HERE,' or something, point the finger... [and] make it more efficient for students who are totally online, that we never see." The discussion suggested that some students are apprehensive about the online library services and quickly abandon their efforts when they are unsuccessful in a search.

One facet of this problem revolves around the perception that there is a lack of "library support that's online friendly." This was explained in terms of the structure of the website. As one participant stated, "We have web designs that have been designed by students or people in IT, with very little input from users. We have gobs and gobs and gobs of pages [with accessibility issues taken into consideration]. But the actual usability of material by students... who the heck knows where to go to use them." An example given by one faculty member, though admittedly not LRC-related, was the changes recently implemented to the process for accessing class lists. It appeared from the discussion that some faculty (and students) are frustrated by the many layers of links

that must be navigated in order to find teaching and researching resources. Likewise, there is the perception that changes to the structuring of these links occur with little explanation or forewarning. Participants suggested that LRC/IMC members “remind SOE faculty about the website pages that are up,” so they can provide links for their students to access these pages through faculty web pages, be those personal, professional, or class-oriented.

Another facet relates to the vast differences in student backgrounds/cultures and their familiarity with the tools like those provided by the LRC. One participant pointed out that she has students from other countries taking some of her graduate courses. Another responded to the first, “You’re talking about students in another country, but I’m thinking of some of my teacher students who are in Antigo or Rhinelander... They *don’t* understand, and it’s really culturally very different for them.” They apparently are capable of downloading and printing materials from the indexes, but they become lost when the materials are not available fulltext. There appears to be a disconnect in the process for many students, and even some faculty, as they proceed to checking the library/online catalog and using Interlibrary Loan services to access the materials they are seeking.

Hours of Operation Mean Lack of Access for Students and Faculty

Access to the LRC and other campus services (including access to computer labs, the bookstore, and all “support services”) is very limited to many of the students in the SOE. There were two main issues to contend with in this discussion. The first concerned the extremely limited hours of operation during winterim, interim, and summer instructional sessions, “that are not conducive” to student and faculty schedules. Many non-traditional students cannot make it to the library during the scheduled weekday or weekend hours.

More discussion, though closely related, was focused on the second issue of library accessibility and “user-ability” for graduate students and faculty in SOE. Many of the SOE graduate courses taught on campus finish at 5pm, the same time the library closes on Saturday, according to those in the focus group. Though this was not put in the context of the winterim, interim, and summer schedules, this may have been the case or participants may not be aware that the LRC has Saturday hours from 9 a.m. to 9 p.m.. “We have the largest graduate program on campus and we’re basically shut out of a lot of the facilities and they don’t make it very easy for the folks to use,” one participant pointed out. Another continued,

“What we’re saying is that we want the library to be aware of our students and our students are not campus people living here all the time. They’re non-trads, they have jobs, they have families, so you need an ID card to check out things in the library, but the ID office closes at 4:45. They teach in Medford. They can’t get down here to get that, so those kinds of things are really obstacles.”

These same concerns carried over into discussion of serving students in the online environment. “For the online students who never get to campus, it’s even more of an obstacle. They feel daunted, it’s very daunting. A lot of us don’t have time to do our own little ‘I-movies’ and things like that about ‘how do you do this.’” The participants expressed frustration with having to try to ‘make it work’ for graduate students when so many of the resources designed to assist students are unavailable.

Alternate Approach to the Shelving Arrangement for K-12 and Teaching Instructional Materials

An issue that received a lot of discussion in the session surrounded the layout of the IMC. On the one hand, the participants had very strong feelings about how materials in the IMC are shelved. Each of these concerns is addressed in this section.

SOE faculty stated the way in which materials are placed on the shelves in the IMC does not support students’ efforts to become familiar with and actively engaged in their subject matter. Unlike other teacher libraries faculty were familiar with, the IMC does not shelve books together with others on the same subject. The IMC shelves its books all over the library so that students and faculty must know what they are specifically looking for and use the library/online catalog to find particular titles and authors, “but that’s really not inviting.” “You can’t just browse through the books, you need a name and author” so it’s not about “just piquing someone’s interest,” one faculty member explained. Another added, “Now I don’t know where to find [books I’m interested in], they’re hidden on the shelves.” In its current configuration, “right now there’s no reason for students to come to the IMC, unless they are instructed by their professors to do so because it is not inviting.” Faculty felt certain that moving materials to areas by subject would create a more interesting and engaging experience for students and faculty.

In this discussion, also, faculty recognized that this system might appear to be less systematic or more difficult for some to gain access to materials. However, the Social Studies textbooks were offered as a good example of what grouping materials by subject could offer. They pointed out that this group of texts are shelved together so that students and faculty can browse the holdings and get a general sense of what is available, the breadth of materials they have to choose from, and the similarities and differences among items. Another participant stated, "If the children's or young adolescent literature was housed together in the IMC, like Harry Potter books, you'd be getting our students in the IMC all the time." Another suggested grouping of books could be defined around acquisitions made of "contemporary literature about the rest of the world from the rest of the world... to help the people understand. Especially now, since globalization has become one of the major issues that this campus is now adopting as a major agenda." Getting to materials would be more efficient and more interesting because it would not involve doing multiple catalog searches and needing to visit multiple areas within the IMC or possibly other parts of the LRC, which inevitably turn students (and faculty) off to such exercises.

Another possibility for re-ordering the way in which books are shelved would be to provide faculty with shelves in which they choose what will be included. When there are research or reference materials that faculty refer to or talk a lot about in their classes, it would be beneficial to students and the faculty to have those placed together so they can find them quickly when they visit the library (with or without their instructor). For example, one faculty suggested IMC staff become familiar with faculty interests.

"Knowing what we're [individual faculty members] focusing on or having an idea as to what topical arrays we're involved in, what kind of research we're interested in, etcetera, or what's new in the various school districts, or what are the buzzwords [will allow it] so when there are interrelated books, that they are specifically housed in the IMC, not dispersed according to author or title throughout the library. "

Besides instructional materials and books related to their research interests, faculty could also include children's and adolescent literature that complement other teaching/curricular items so that there is greater sense of connectedness between teaching items and the materials on which K-12 students are taught.

Though this might seem highly complex and not possible since there are multiple professors that would need to be accommodated, the group felt strongly that this alternate structure could work to the IMC's advantage. The question these faculty-centered or topic-centered shelving practices led the facilitator to was how the IMC could facilitate such a system where multiple faculty might want the same materials in their areas. While there could be some overlap, the group acknowledged, "many of the resources [the participants were] referring to are specific to a particular methods area, [so] shelving them together should not be a major problem for students or other faculty." A participant explained, "There are all kinds of professional thread books, which are very popular, and for instance, I don't know where those books are. I keep ordering them, but I don't know where they are." It was then pointed out that this alternate practice might be helpful to students and other faculty because then they, too, would be able to view a variety of similar books that might be helpful to their teaching purposes. One faculty member stated, "My having [the resource] in my area probably isn't going to keep someone else from using it," which was agreed with by several others in the session.

Making the IMC More "Inviting"

In addition to the layout of the holdings in the IMC, the physical arrangement and "look" of the IMC was also identified as a reason why students do not use the Center more. "Physically, it is not an inviting space. Aesthetically, it does not make students want to be there... and there needs to be some attention paid to that." Some of this has to do with the "exhibition of the materials," while the "sterile shelves, outdated furniture, and dated appearance" are also contributors. Furthermore, the space itself, "half an entire floor of the LRC," needs reconfiguring and better use of space.

In part, the faculty point out this barrier as a response to the characterization of their students and what those students need in order to support them in their educational endeavors.

"Many of our students are first-generation college students. Having a place in the library where they feel comfortable to go and familiarize themselves with professional materials would be, and, um... and we require them to read certain books, but a lot of them have never purchased a book that changes their lives or that they want to read that's professionally-focused. I think that a lot of that is due to the lack of 'invitational' feel in the Instructional Media Center. If students were aware that this

was kind of a professionally-focused place where they could browse and handle material, there's part of that that's a tactile..."

This ties in with the previous barrier about an alternative shelving approach. However, the group also asserted that the layout of the IMC's space can be more supportive to the type of work faculty expect students to participate in when completing their assignments.

"Here's a really good match... especially when some of the students get into some of the upper-level methods classes, we often have them doing group kind of projects where they're developing curriculum, peer teaching, and presentations and that kind of thing. To have a place where not only is there a nice work space, where five people can get together, but... to have the materials there then too. Where they can be accessing the materials right as they're sitting and working at their tables, because our students are often looking for a place that will accommodate a group of four or five, where they can talk."

Agreeing, another participant expressed, "We would want our students working in the area where these wonderful treasured resources are, so they can get their hands on them." The current set-up of the IMC, with its study carrels and tables does not foster a sense of developing teaching professionalism in the view of this group.

The faculty members were deeply interested in offering a way to build a learning atmosphere in the IMC similar to what they envision to be the case in their own building.

"It is unfortunate that we're kind of silos... the Library/IMC folks are all in this building, we're all in that building... and we *rarely* interact. I think that we could be good partners, really effective partners, just in terms of maintaining or managing that IMC and keeping current things in there. I just think that... a place of hospitality and warmth that they could go. When I was a student at Madison, a place with 45,000 students, the place I went was that IMC in the 'Teacher Ed' building because it had stuff that I could use. It was kid books and teacher books. It was just a wonderful place and I think that could be what the IMC is here too."

These changes could create a Center with "an atmosphere that encourages interaction and professional inquiry." Along the same lines, another recommendation they made was that the IMC should consider changing its name so that it better 'speaks' to those who would use it. With that in mind, they stressed that the word Teacher be incorporated, such as the Teacher Resource Center

To get a sense of possibilities, the participants suggested that members of the LRC visit other campus' IMC equivalents. Specific exemplars mentioned by the group included UW-Madison, UW-Eau Claire, and UW-Milwaukee. They pointed out there is no need to reinvent the wheel, but rather our IMC might be able to marry some of the best aspects of these other teacher libraries in their own space in the LRC. The participants also offered to assist in 'visioning' the kinds of changes they believe would create an atmosphere in the IMC they were promoting during the session. "If you ever want to do a brainstorming session, people in our group are very creative. We should have us meet at the IMC and do some visioning there. Say, 'Here's a part of the IMC that is never used. We could use it for something else. What would we like for it.' A general wish list." Working with graph paper and their experiences being in other similar teacher library settings, they suggested they might be able to provide ideas that the IMC could work with in their efforts to create a setting where students want to be.

Improving Library Acquisitions through a Proactive Approach

A concern brought up both in preparing for the focus group and by the participants themselves in the session, involves the process used by SOE faculty to request library acquisitions. There was much agreement among participants that the process in place for requesting book acquisitions is very cumbersome and inefficient. One participant captured the sentiment when she said, "One [Library staff member's concern]... is that [she/he] wants us to use our money. You know, as far as book purchases are concerned, that can be facilitated in a much more manageable way, but it's a pain in the neck right now!" Faculty members were very clear that they are interested in purchasing materials and building the library's holdings in areas related to their teaching and researching areas of interest. However, many times the acquisition process itself is a barrier they choose to avoid rather than overcome.

One way in which the process is a barrier is in the steps themselves that faculty must take to make requests. Participants stated that procedures change, they don't always remember where the form is, or how to make requests. They also stated that filling in all the fields often means needing to look up the item in several

places to complete the form. Sometimes requests are denied because the library already has the title listed as part of the holdings, but the Library staff fail to recognize that the request is for a new edition. "Acquisition is blocked if they see the title is there," though many titles are coming out with new editions every few years. Time is the issue, not that faculty members are not interested.

With the current acquisition process, you also don't know the progress the library has made toward actually acquiring the books requested. They described the old process that "used those little cards" that you got back so you "had all these damn little cards all over the place." Others chimed in amused agreement. Still, they agreed that it would be helpful to know the status of their requests and when resources they ordered are available.

In some cases, reported the group, the problem is that the item(s) the faculty person wants to acquire is more than \$100 so it too expensive, as can often be the case if they want to buy a text. The faculty members pointed out that \$100 is often not enough, "it will only buy a book and a half." They listed several of the books and explained that they cost anywhere from \$65 to \$100 dollars for just one book.

Another problem is that there is a limit of one copy of a book, even though the request may be for several copies of the same text. Multiple copies make sense to these participants because there are cases where a book is popular or because a faculty person wants to put a copy on reserve. They felt that there should be a mechanism by which special requests could be made for multiple copies of a book when circumstances were such that additional copies were justifiable.

There needs to be a way between the SOE and the Library to streamline the process.

The fact that faculty don't know which resources they have already ordered or make assumptions that another faculty member is sure to have already submitted a request has led some in the focus group to not make requests themselves. Faculty wondered if there is a way to track the books that have been ordered, by faculty member who ordered the item and/or by department, that could be accessed by others in the department.

"I know that if I go one by one I can check, but if I just did 'search [faculty name] books ordered' I could just see which books I've gotten. That's kind of stood in my way because I put one aside then [wonder] did I order this one or not? Then I think, 'if I have to go through it all...' and rolled her eyes."

Several other participants agreed that this would be helpful and likely improve their acquisition request rates.

It was pointed out that it would be helpful to have copies of the textbooks used in SOE courses available in the IMC, not just in the bookstore. Because not all courses are taught every semester and not all faculty request to have their course textbooks be bought, it would be good practice for the IMC to work with the bookstore to ensure that there is at least one copy of all current textbooks used by SOE professors in their courses housed in the IMC. This is particularly important when there is a book for purchase so that students have access to a resource required for their class. The group felt that it would be much more efficient for one member of the IMC staff to go through course textbook requests submitted to the bookstore rather than having every faculty member of the SOE submit requests individually.

It was also suggested that IMC staff be more proactive in recommending materials to faculty that align with their professional, research, and teaching pursuits/activities/interests. When they receive book catalogs or become aware of curricular resources from the school districts or online, the suggestion was made that a member of the IMC staff forward information about these potential acquisitions to those who may be interested in them.

The question was raised about the possibility of someone from the IMC meet with each faculty member "to find out [about them], what kinds of resources [they] need or use, how can we [Library/IMC] be helpful? on an individual faculty basis." Another participant suggested that "we [faculty members] could do that in a faculty meeting where we create a directory of our areas of interest, professional interests... because there'd be overlap." With these interest areas identified, again, IMC staff could make suggestions of new materials to see if faculty are interested in submitting those as library acquisitions.

Another way in which IMC staff could actively suggest books for SOE library acquisitions would involve the staff member looking through the lists of sources faculty suggest to their students. Faculty teaching courses, especially the online courses, often have very detailed bibliographies on their websites. These references provide another means of identifying materials to be considered for purposes of acquisition. "Why can't the library go in and say, 'Hey, this is a really cool wish list.'"

Other methods of identifying books and resources that could be done within the department were also explored. For example, faculty could highlight books and resources they are interested in within a single catalog, then either have a graduate student submit the list or send the catalog to the Library in lieu of the electronic form.

Confusion about the Media Lab and Extent of Services Available

There were differences of opinion expressed in the session regarding what services were available to faculty and students in relation to the development or manipulation of materials. Some believed that it is possible to bring in old media (audiotapes and videotapes) and have them digitized or placed in more current technological formats, while others did not. There were some strong beliefs that IT is the provider of services related to transferring technologies, such as digitizing recordings so they can be transmitted online or made available to students in online courses.

Also related to the delivery of online course materials, the issue of copyright infringement came up several times. Of greatest concern was the question of how to interpret "fair use" in making materials available to students enrolled in online courses. One participant stated that he does "need help with some of the guidelines, downloading materials, digitizing some of the case studies and putting them online for reserve." Another participant then explained, "the people at the IMC... they're more than welcoming and happy to help. In fact, I saw them [recently] and they confirmed that to me. 'Just tell us what you want.' And that's what I like about them." The service of transferring media in order to make those materials available for student use, either through checking it out or placing it online was very well received. One person summed it up for the group when he stated, "Wow, that would be awesome, that would be dynamic." From the session it was clear that SOE faculty need clarification about what services are available via the Media Lab, what services are not, and if these services are done by the faculty member or an Library staff member.

IMC Audio/Visual Materials

In terms of the A/V materials, the participants agreed in general that they are "exceedingly dated." They conveyed that it would be beneficial to weed out materials that are getting no use, but be sure to involve SOE faculty in the process because "there are several choice videos" they believe are excellent that they use every semester. It was reported in the session that Library staff have contacted some faculty about disposing of materials that are very old ("1969 copyright"), but the group was unsure how often that happened in general.

Library Orientation for New Faculty Members and Instructors

A barrier that was brought up specifically related to faculty is that there is no formal orientation strategy for new faculty to apprise them of the resources, services, and layout of the Library. One participant expressed, "When I came to UWSP... I had two days of orientation, but I never came into the library." Another added, "nor were you told what they could offer unless you went and asked someone." Several told the group about different approaches they had taken to getting themselves familiarized with what the Library offers and their frustration that this was not done more formally.

This process, however, may have changed for the better in more recent times. One recently hired faculty member in the session indicated that an IMC staff member has been very diligent and went "above and beyond duty" to try to set up introductory sessions to the library for him. When he was able to fit it into his schedule, he was very impressed with the thoroughness of the Library tour and explanation of services available he was given. Others in the session said that they did not have similar experiences when they were new to UWSP, but they were very pleased and impressed with the proactive approach demonstrated in this recent example. They believe that this approach will be highly beneficial in both enhancing the use of Library resources and services and in furthering the collaborative efforts between the Library/IMC and SOE faculty. Furthermore, they reinforced the idea that this orientation not be given in the first semester, or at least not right away, when a person is new. The recently hired faculty participant described the first semester as being in "survival mode" while others emphasized that it is a period when faculty and instructors are truly overwhelmed so they may not be able to fully accommodate what they are told and shown.

Enhancing Collaboration and Communication between Library/IMC & SOE Members

As indicated at the outset of this report, the tone of the focus group was very upbeat, enthusiastic, constructive, and collegial. Both those in the Library/IMC and those in the focus group itself made statements about wanting to continue this conversation and enhance the collaboration between the library and members of SOE. As members of the focus group pointed out that there were no concerns raised about the Library in terms of it meeting DPI requirements, the discussion moved on to discuss how this review process should go forward collaboratively. As one faculty pointed out, “[it] sounds like the library wants to be more of a partner with us, and that would be magnificent. Right now we’re going in parallel lines.” This section of the report first focuses upon strategies suggested by participants that they can contribute toward gathering information about changing student and faculty needs that can be shared with members of the Library/IMC. The second part identifies the kinds of information and channels that should be used in order to facilitate communication between the two groups and continue the dialogue about improving how they work together.

SOE Faculty-Driven Strategies to Enhance Collaboration with the Library/IMC

In addition to talking about ways in which the Library/IMC could assist them in both their student learning-focused and their own professional endeavors, participants in the focus group also pointed out ways that their department could assist in enhancing the Library/IMC. Some of these have been worked into the narrative around particular resources and services or barriers to using the Library/IMC. The following are additional insights that could prove helpful.

Wish List for Development of Tool to Assist Students in Finding and Using Library Resources and Services

There was agreement among the participants that members of the SOE could facilitate and offer suggestions to the Library regarding areas of common interest or common problems faced by their students.

“It would be helpful, I would think, if we, as a department, looked at the kinds of things our students are doing at the library. You know, the research, the asset [ERIC & other indexes] access, the EBSCO, delimitations, and I am sure there’s information but it’s all in separate pages and in separate places. If we could, you know, make a kind of wish list, maybe someone could create a kind of index page or a page that is specific to our population. [there was agreement around a site map] Right, because people use different search terms and your train of thought is not the same. Things have multiple descriptors. If we could come up with a basic wish list, then someone could translate that into a directory, I think that would be very helpful.”

By having SOE faculty pool their insights or query their students to build something like a list of answers to “Frequently Asked Questions” or guides that take students and faculty through the process of conducting their library searches, the Library/IMC could have a common location that SOE students could use. This might also address some of the concerns with the Library webpage brought up earlier in this report.

Administering Student Surveys of Library Use and Their Effectiveness in Using Library Resources

SOE faculty are open to the Library having students fill out a survey to ascertain what materials and services they use, the challenges they have experienced in using the library, and ways in which they would like the library to further assist them in achieving academic and teaching success. As one faculty characterized the survey, “Tell me what worked, what you couldn’t find. It could be that [students] were looking for something that they couldn’t find, that they just gave up on.” In this way, the survey could be helpful in getting some feedback directly from this group of end users. It was suggested that D2L has a survey tool that faculty could use to administer the survey and there could be a set of core questions all of the faculty’s library surveys would include, then a group of questions more directly targeting the particular course or the subject area.

Enhancing communication between Library & SOE faculty

The faculty that participated in the focus group felt strongly that this session was highly useful in exploring issues that are important to both Library/IMC and SOE members. They expressed an interest in continuing to work on improving communication. One way to do so is through identifying critical communication opportunities and defining channels most appropriate for conveying that information.

Instructional sessions or updates about changing resources should “definitely” be held, but they should also be “short and sweet.” Though not limited to these, a participant spoke for the group saying, “We used brown-bag lunch as a format, and sometime schedule faculty meetings to not be business meetings but [rather] some special educational topic.” Their preference, as far as where the sessions are held, would be for IMC personnel to “come to them” when the topic is informational or explaining a new technique. If it’s to view materials, it is very helpful if the IMC sets up several sessions when faculty can attend since their teaching schedules are so varied.

To set up instructional sessions or meetings with SOE faculty, it is best to go through the department chair’s office for scheduling purposes. When the material to be covered in these meetings is informational and does not require materials or resources in the Library/IMC, it is preferable that the meeting be held in the Education Department. In some cases, these may be scheduled during regular SOE business meetings. When materials or resources in the Library/IMC will enhance the presentation, the group requests that there be several sessions available so as to accommodate faculty members’ varied teaching schedules. There was brief talk about developing another committee made up of SOE and Library/IMC members, but it was quickly rejected as the group felt that information could be brought to the entire group directly.

Invitations to instructional sessions should be concise and forthright. As one participant explained, “With notifying us and thinking about how to do that, probably the *least* effective thing to do is send out a blanket kind of email [that says] we’re doing this kind of session if you want to come. We all look at that and say it sounds cool, but I’m too busy. If it sounds like it’s a, “School of Ed, we’ve set this up...” and we can talk about it as a faculty and it’s set at a time say in lieu of a faculty meeting, you’re going to get a much better response.”

These practical tips are likely to improve attendance in the sessions.

Oversight of the library acquisition process is the purview of the SOE library liaison’s position. This is the extent of her role as liaison with the library.

A regularly scheduled yearly forum between the IMC and SOE was viewed by the participants as an excellent means to continue with the conversation begun in this focus group. As one faculty member put it, “This focus group is wonderful, but maybe we need to say at least once a year we’re going to do this. We’re going to sit down and communicate with you and you can communicate with us, so more of that dialogue happens.” The forum should be scheduled in January, just prior to the start of the second semester. It was believed that doing the session at that point, rather than in August, would lead individuals to bring ideas about improvement based on the experiences they encountered still being fresh in their minds from the fall semester.

Conclusion

While clearly this session was not able to come up with strategies (or specific plans) for how to address many of the issues that were raised by the participants, the tone throughout session was very positive and responses were made largely with an undercurrent that encouraged collaboration between members of the Library and SOE in this improvement process. Participants, while at times critical of resources and services, also realized that all members of the university are under budgetary and time constraints. With this in mind, those in the session suggested that the Library and SOE continue these themes in future conversations.

A Few Parting Messages from the Session:

“You have to understand our population. Now, in relation to the university in general, [they are] really a very passive group. A lot of them are very good students, they have very high grade point averages, but they’re not inquisitive learners. And they have very rarely been given an opportunity to discuss, and exchange ideas, in

passionate discourse. That's really how the library could support us, not in teaching passionate discourse certainly, that would be a very loud library, but, in helping get today's students tools to become critical thinkers."

"We love books. We love the library. We'd love to have our students use it more so any way we can just make it work a little bit more smoothly..."

"I am very impressed that they [the Library/IMC] asked us [about our concerns, challenges, and interests in collaborating more fully]. I mean, that is a wonderful gift. They really do care. And I do want to say, everywhere I go in that library, people are always nice. And they don't make you feel stupid, which is also very nice. Every time I'm there, I think, wow, they've really got it down."

Library Accessibility Focus Group Summary

Seven students with disabilities met on February 5, 2008 with a facilitator and assistant to focus on the accessibility of the library and the resources it provides. Their input on accessibility to the library follows.

1. Approaches to the building are limited by snow and ice, a too steep ramp on the west side of the building, bicycles being attached to the west ramp, and lack of an elevator at street level to bypass the ramps and stairs leading up to the building. **Suggested solutions:** immediate and continuous snow removal, redo west ramp, put in street level elevator in building to bypass ramps and stairs.
2. Within the building, access is limited by “key-only access” in using the elevator to go to the basement, lack of wheelchair accessible bathrooms for both genders on all floors, height of the stacks shelving, complex call number system, too much open space around staircase between first and second floor, and large windows on upper floors. **Suggested solutions:** put a button in elevator to access basement, make all bathrooms wheelchair accessible, consult students with disabilities prior to any new building or remodeling projects.
3. The only specific barrier to electronic resources identified was e-reserve materials which could not be used by assistive technology software if quality of scanned items was less than excellent or which were “crooked” on the page. **Suggested solutions:** remove all stray marks, underlining, highlighting, and use only clean copies for scanning.
4. Studying in the library is hampered by lack of private areas where individuals can study without interruption, too much noise from cell phone conversations and ringing, and people talking in areas which should be quiet study areas. **Suggested solutions:** set aside quiet study rooms for individual use, make more quiet study areas and equip them with computer access, include some lounge areas as quiet study areas, ban cell phone use, ban conversations in study areas.
5. Helpful things the library already provides include helpful library staff, the area for Assistive Technology, workstations which permit wheelchair access (in Reference), elevator to upper floors and electric door openers, 24 hour computer lab, online access to library resources so they can work from home, and laptop check outs.

Added notes: Have more focus groups to allow/solicit input. Increase staff and space for Assistive Technology.

Library Accessibility Focus Group Report

Overview and Mission

A focus group was held on February 5, 2008 to learn about use of the library by our students with disabilities, with emphasis on any concerns they might have about using the library. The group lasted a little more than an hour. Seven students with disabilities were in attendance as well as one facilitator and one assistant facilitator

The following topics were addressed by the group:

1. Barriers to access the physical building (LRC) where the library is located.
2. Barriers to access physical resources within the building.
3. Barriers to access the electronic resources provided by the library.
4. Perceptions on the library as a place to study and “hang out.”
5. Existing rules which affect use of library resources (or rules which would help if they were in existence).
6. Ways the library could be better, for studying or recreational activities.
7. Things the library does well now that should be continued.

ACCESSIBILITY

The library strives to offer equal access to all to use the resources housed here, to gain research help from the librarians, to use the Tutoring Learning Center, and to enjoy the facility for studying, meeting with groups for projects, sharing a study break with others in the café, or just having a look around at what is offered. Resources should be available to all students, both physically within the library, and electronically. The following topics were discussed.

Barriers to access the physical building (LRC) where the library is located.

Students were in agreement that the two biggest barriers to accessing the physical building (LRC) are lack of timely snow removal and ramp problems. People with mobility issues said it is not uncommon for them to be unable to access the library **and** classroom buildings for up to three days before snow and ice are removed well enough for them to make it to classes.

The ramp on the west side of the building is terribly difficult to use as the slope is steep. Participants said it takes more strength than the average person has to move a wheelchair up the west ramp. In winter people lock their bicycles onto the railings of the ramp because the snow is not shoveled away from the bicycle racks. People using wheelchairs said the bicycles make it more difficult to use an already dangerous ramp. All of the participants in wheelchairs have experienced crashing into the railings because they cannot hold back their chairs well enough on the way down the west ramp. This is made worse by bicycle handlebars sticking out in the way of their descent. Also, sometimes people use the ramp to walk up because the stairs on the west side of the building are closed during winter. Then wheelchair users have to wait for the walking people to get off the ramp as it is not wide enough to accommodate more than one wheelchair or one person. A participant who had been on crutches for a time agreed with those speaking, that the west ramp is very steep and hard to navigate with any physical impediment.

The east ramp is better than the west one; however, the railing on the west ramp does not continue to the flat area of sidewalk, meaning there are several feet of ramp without a guide rail to hang onto. This is especially problematic when there is ice on the ramp.

Potential Solutions

Suggested changes to remedy the snow and ice problem:

1. Have people begin removing snow as soon as it begins snowing. (24 hours a day)

2. Use the big brush machine to sweep and remove snow from sidewalks and ramps and provide places to cross streets.
3. Remove the snow before it turns to lumpy ice and/or ankle-deep slippery slush.
4. Use more salt on icy/slippery areas.

Suggested changes to remedy the ramp problems:

1. Remove snow from around the bicycle racks as people still ride bicycles to campus in the winter. Then they won't need to lock their bike to railings.
2. Put signs up saying not to attach bicycles to the ramp railings. (People don't realize they are inconveniencing others.)
3. Fine people \$10 each time they put their bike on the railings (after signs are up).
4. Redo the west ramp to make it easier to use. (People wondered if that ramp is ADA compliant.)
5. Have an elevator at street level to take people into the library so they can bypass the stairs and ramps.
6. If necessary, use a horizontal elevator to get people into the library.
7. In winter, clear the stairs on the west side of the library (keep them open) so people don't have to walk further to get to stairs up to the building. (This is to help walking people stay off the ramp intended for wheelchairs.)

Barriers to access physical resources within the building.

All were in agreement that the most disruptive interior access problem is the lack of open elevator access to the basement. Asking for a key to use that elevator is time consuming, annoying, and makes people feel embarrassed about their inability to use stairs. Once in the basement, there are also some stairs leading to an even lower area (in the hallway to the east after getting into the basement hallway near the elevator area).

Other problems with stairs include using them when others are crowding to get up or down, especially when a person is carrying a heavy load of books. Another problem was the open area around the staircase from first to second floor. This visual openness is also a problem with the large windows on many floors, as this "open" visual field is disruptive to people with balance issues. Too much open visual space makes it harder for them to stay balanced.

Also, people in wheelchairs are unable to browse books in the stacks on tall shelving. While they have assistive tools like "grabbers" or "helping hands," these still do not help them to see the titles of the books, and the books are so close to each other that the tools could probably not grasp them anyway.

Most of the participants also find the call number system to locate books challenging. They don't know how the call numbers work and have trouble finding things using them. They do get help with this from library workers.

Potential Solutions

1. The one solution everyone could agree on was to **get a regular button to access the basement in the elevator.**
2. Floors other than the basement should be marked numerically to avoid confusion.
3. Some participants would like lockers to put things in so they don't have to carry all of their books around.
4. Students with disabilities should be consulted **before** buildings are constructed and before remodeling is done.
5. No solution for the call number problem was offered.
6. No solution for the browsing problem was offered. People acknowledged that others (library staff) are willing to help with accessing books on upper shelves. It is again, a matter of being able to help oneself rather than relying on others, and difficulties related

to the time this takes and how it disrupts the ability of the individual to browse for themselves.

Barriers to access the electronic resources provided by the library.

People with visual impairments have had some problems with e-reserve because some of the scanned items are “difficult to convert” if the quality of the copy is less than excellent (“clean copies”). Both highlighting and marking on pages prevent assistive technology software from converting the text. Even when people with visual impairments can view the e-reserve items, some have difficulty reading copies which are “crooked” on the pages. How to get into e-reserves is sometimes hard to remember, especially if people don’t need to use it every semester.

No one expressed other problems with accessing the library website during the session.

Potential Solutions

1. Make certain e-reserves are scan-friendly to allow use of assistive technologies.
2. Before new materials are added to the library’s website, test them with students with disabilities so they are known to be usable by all.

Perceptions on the library as a place to study and “hang out.”

Most of the responses to this question dealt with studying in the library. About a third of the people present said they need a private area to study where they will be both uninterrupted and not overheard. Some need quiet to concentrate, some to use voice-recognition software, and some to avoid feeling anxious as others talk and pass by them. Ambient noise causes interruption of study and thought processes, and voice recognition software is disrupted by background noise like other people talking as they walk by.

Cell phones are a source of upset for most of the group when they are trying to study in the library. Overhearing cell phone conversations makes it difficult to concentrate and the sounds used as “ringing” for cell phones can startle people and cause disruption of thought processes.

Loud conversations between people using computers also create problems. Some computer labs have signs saying “no cell phones,” and if people are talking too loudly (for any reason) the lab assistant may ask them to leave.

People also need to have computer access in areas where they can study alone. If they **can** find a small room to use on their own, it is unlikely to have computer access.

People do like to “hang out” in the library (other than studying), especially in the café for a study break, or for group study sessions to work on projects.

Potential Solutions

Suggested changes to remedy not enough quiet areas to study:

1. Use ear plugs to get enough quiet to study.
2. Allow individual users to have access to study rooms by themselves.
3. Provide computer access within these quiet study rooms.
4. Post more areas as “quiet study.”
5. Designate lounge areas devoted to quiet study.

Existing rules which affect use of library resources (or rules which would help if they were in existence).

Some people used to use the study rooms on the 4th floor by themselves, but policy changed and they are no longer available to individuals studying alone. People were **visibly** distressed over this. Inability to study in areas where they will not be interrupted or overheard has led about a third of these people to avoid the library unless they have a need to do research or are looking for help. Others comment that there is no quiet place to study in the library, or on campus.

Potential Solutions

1. Allow access to quiet study rooms to individuals so they can study by themselves.
2. Use the lobby space on first floor and second floors to create cubicles for individual study.
3. NO CELL PHONE policy for the library, including computer labs and lobbies.
4. Signs on computers in the library saying no cell phones or conversing allowed.
5. Time limits on how long cell phone conversations can be.

Ways the library could be better, for studying or recreational activities.

The first floor women's bathroom has a handicapped stall, but it is too small for a wheelchair to work in there. The men's is ok on first floor, but many floors have no handicapped accessible bathrooms.

It was also noted that some of the 4th floor study rooms are too full of tables to allow maneuvering of wheelchairs. Upper floors are too loud because of linoleum rather than carpeting.

Possible Solutions

1. Fix the women's bathroom on first floor so it is truly accessible for those in wheelchairs. (First floor seems especially important to people.)
2. Have accessible bathrooms for both genders on all floors.

Things the library does well now that should be continued.

1. Participants like the helpfulness of the library staff.
2. The reference computing stations allow access for wheelchair users.
3. Doors are easy to use and get through in the library.
4. Assistive Technology is appreciated, and they would like more staff, more equipment, and more space in Assistive Technology.
5. Laptop checkouts are very helpful when their own computers are being repaired.
6. Access to library materials online allows them to work from home.
7. Computer lab being open 24 hours a day is helpful.
8. Have more focus groups. They are happy to be asked for input.

Budget Notes (Fiscal Year 2003-2007)

Fiscal Year 2003

1. Account 402800 had a large balance due to savings from faculty retirements.
2. The large balance in account 402830 was due to our periodicals vendor bankruptcy (Faxon Company). We did not prepay our 2004 subscriptions in FY-3. The balance carried over into FY-4 to pay for that year's periodicals.
3. The large balance in the Portage County Voyager account 402812 was saved for a new Voyager system, which was purchased in FY-4.

Fiscal Year 2004

1. Account 402800 had a large balance that was saved for the purchase of office workspace updates, which took place in FY-5.
2. Account 402830 (Acquisitions) had a base budget cut of 91,022.

Fiscal Year 2005

1. The deficit in account 402800 was a result of the office workspace updates.

Fiscal Year 2006

1. Money was saved in account 402800 to help acquisitions cover the cost of rising expenses with no budget increase expected in FY-7 and to cover the cost of furniture updates in the student study areas.
2. There was a minimum wage increase for students, but no increase in the budget (account 402800).

Fiscal Year 2007

1. Due to the rising costs of books and periodicals, with no increase in the budget, some money from the operating budget (account 402800) had to be used for acquisition purchases (account 402830), putting both accounts into a deficit.

LIBRARY ACCOUNTS

<u>Account Number</u>	<u>Account Name</u>
402501 (0010)	Archives – Self Sustaining: Money collected from services provided; used for supplies operating budget.
402502 (1850)	Archives Foundation: Gift money received from patrons; used to purchase needed equipment
402800 (0102)	LRC Public Services – GPR: Library operating budget.
402802 (0010)	Library Fines – Self Sustaining: Money collected from lost books and fines; used to replace lost books and library operations.
402803 (0010)	Library Photocopying - Self Sustaining: Money collected from copy services; used for supplies operating budget.
402806 (0102)	Assistive Technology - GPR: Operating Budget.
402812 (0010)	Portage County Voyager - Self Sustaining: Money collected from Portage County Library for Voyager System/Services.
402813 (0010)	IMC Student/Faculty Production Lab - Self Sustaining: Money collected from services provided; used for supplies operating budget.
402821 (0102)	Library Automation - GPR: Voyager system maintenance budget.
402830 (0102)	Library Acquisitions - GPR: Library collection budget.
402832 (0102)	Library Acquisitions Undergraduate Initiative - GPR: Library collection budget to improve quality of undergraduate education at UW institutions.
402833 (1130)	Library Foundation: Gift money received from UWSP Foundation; used for library collection.

GPR General Purpose Revenue

Special Library Funding

1. Every other year the library receives money to update classroom technology.
2. Faculty computers are replaced on a rotating basis through Information Technology funds.
3. Library receives funds from Student Technology Fees to support web products.
4. Financial support can be requested from the Vice Chancellor's Office for library faculty doing out-
5. One-time money can be received for funding grants, faculty development, etc.

Budget Fiscal Year 2003

<u>Staff</u>	<u>FTE</u>	<u>Head Count</u>	<u>Salaries</u>
Librarians	15.00	15	781,462.69
Professional Staff	1.00	1	43,232.04
Classified	15.80	17	509,857.15
LTE	0.50	3	21,292.53
Students	13.00	110	78,388.85
Total	45.3	146	1,434,233.26

<u>Campus</u>	<u>FTE</u>	<u>of librarians to each</u>	<u>per librarian</u>
Students	7,900	0.19	527
Faculty	384	3.91	26
Total University Budget	119,389,089		
Total Library Budget	2,471,900		
of University Budget	2		
of Lib Budget on Acq	32		

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Operating-402800	1,641,804.73	1,612,332.72	29,472.01
Salaries	1,456,548.30	1,434,233.26	
Travel	8,000.00	9,349.15	
Service Supply	170,680.87	162,174.75	
Capital	6,575.56	6,575.56	

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Acquisitions (Base-Acct. 402830)	766,398.00		
Undergraduate Init.(Base-402832)	26,500.00		
Transfers to Other Accounts	(1,587.00)		
TOTAL	791,311.00	529,926.77	261,384.23

Binding	15,000.00	10,867.80
Electronic Searching	7,500.00	37,179.71
Faculty Orders	232,751.43	209,560.96
Leisure Reading	0.00	0.00
Microforms (402830)	8,214.00	3,846.81
Microforms (402832)	33,286.00	33,286.15
Miscellaneous	0.00	0.00
Periodicals (Subscriptions)	330,971.18	69,913.63
Periodicals (New Subscriptions)	2,000.00	810.89
Periodicals (Back Runs)	0.00	0.00
Serials Subscriptions	90,000.00	59,899.60
Web Subscriptions	71,588.39	104,561.32

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Archives-402501	9,966.44	4,408.81	5,557.63
Service Supply		4,408.81	
Revenue Carryover FY '02	4,239.97		
Revenue FY '03	5,726.47		

Budget Fiscal Year 2003

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Archives Foundation-402502</i>	0.00	0.00	0.00
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Fines-402802</i>	17,277.08	12,473.27	4,803.81
Travel		409.02	
Service Supply		3,062.46	
Capital		3,207.50	
Credit/Internal Transfer	285.00	5,794.29	
Revenue Carryover FY '02	1,325.52		
Revenue FY '03	15,666.56		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Photocopying-402803</i>	14,518.05	13,852.98	665.07
Service Supply		13,852.98	
Internal Credit	348.68		
Revenue Carryover FY '02	2,431.74		
Revenue FY '03	11,737.63		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Assitive Tech-402806</i>	30,204.00	22,014.86	8,189.14
Unclassified	14,028.00	14,028.00	
Students	0.00	1,715.14	
Travel	0.00	0.00	
Service Supply	16,176.00	6,271.72	
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Portage County Voyager-402812</i>	44,542.52	11,636.05	32,906.47
Service Supply		5,291.11	
Capital		6,344.94	
Revenue Carryover FY '02	35,628.24		
Revenue FY '03	8,914.28		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Media Lab-402813</i>	10,215.20	8,655.50	1,559.70
Service Supply		8,655.50	
Internal Credit	2,527.36		
Revenue Carryover FY '02	3,882.41		
Revenue FY '03	3,805.43		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Voyager-402821</i>	8,580.54	8,828.40	(247.86)
Service Supply	8,580.54	8,828.40	
Capital	0.00	0.00	
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Foundation-402833</i>	1,473.18	0.00	1,473.18
Capital		0.00	
Revenue Carryover FY '02	392.53		
Revenue FY '03	1,080.65		

Collection Data from Academic Library Surveys (ALS) Fiscal Year 2003

Library Collection

Bks, Paper Mat., Doc. - Added	16,144
TOTAL IN COLLECTION	1,015,938

E-Books - Added	1,884
TOTAL IN COLLECTION	9,245

Microforms - Added	3,874
TOTAL IN COLLECTION	913,931

Audiovisual - Added	870
TOTAL IN COLLECTION	41,521

Serials (all format) - Added	7
TOTAL IN COLLECTION	2,718

Electronic Ref. - Added	0
TOTAL IN COLLECTION	53

ILL - Loaned to Libraries

Returnable	2,227
Non-returnable	3,459
TOTAL	5,686

ILL - Received From Libraries

Returnable	749
Non-returnable	2,931
TOTAL	3,680

Circulation

Circulation Transactions	97,313
Reserve Transactions	9,357

Information Serv. To Groups

Number of Presentations	233
Total Attendance	5,841

Additional Information

Hours Open-Typical Week	99
Turnstile Ct-Typical Week	15,135
Ref. Questions-Typical Week	1,385

Budget Fiscal Year 2004

<u>Staff</u>	<u>FTE</u>	<u>Head Count</u>	<u>Salaries</u>
Librarians	15.00	15	821,024.24
Professional Staff	1.00	1	43,232.04
Classified	15.80	17	522,202.19
LTE	0.50	3	21,038.40
Students	12.10	81	58,365.41
Total	44.4	117	1,465,862.28

<u>Campus</u>	<u>FTE</u>	<u>of librarians to each</u>	<u>per librarian</u>
Students	7,917	0.19	528
Faculty	393	3.82	26
Total University Budget	122,703,199		
Total Library Budget	2,592,331		
of University Budget	2		
of Lib Budget on Acq	37		

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Operating-402800	1,591,209.52	1,537,497.81	53,711.71
Salaries	1,455,312.65	1,465,862.28	
Travel	8,000.00	7,647.81	
Service Supply	127,896.87	56,247.72	
Capital	0.00	7,740.00	

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Acquisitions (Base-Acct. 402830)</i>	766,398.00		
<i>Budget Cut (Base-Acct. 402830)</i>	(91,022.00)		
<i>Undergraduate Init.(Base-402832)</i>	26,500.00		
<i>Other Funding (One-Time)</i>	255,185.38		
TOTAL	957,061.38	960,112.59	(3,051.21)

Binding	13,000.00	10,231.00
Electronic Searching	6,000.00	2,858.17
Faculty Orders	359,952.00	338,755.08
Leisure Reading	599.38	384.18
Microforms (402830)	2,777.00	7,459.24
Microforms (402832)	36,723.00	36,722.98
Miscellaneous (Web Subscriptions)	32,100.00	29,605.00
Periodicals (Subscriptions)	345,000.00	339,639.20
Periodicals (New Subscriptions)	2,000.00	4,545.52
Periodicals (Back Runs)	4,250.00	413.83
Serials Subscriptions	75,000.00	66,105.83
Web Subscriptions	79,660.00	123,392.56

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Archives-402501	10,334.10	7,436.71	2,897.39
Service Supply		7,436.71	
Revenue Carryover FY '03	5,557.63		
Revenue FY '04	4,776.47		

Budget Fiscal Year 2004

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Archives Foundation-402502</i>	1,407.65	0.00	1,407.65
Revenue FY '04	1,407.65		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Fines-402802</i>	21,798.86	12,168.40	9,630.46
Service Supply		11,773.40	
Revenue/Encum Carryover FY'03	4,803.81	395.00	
Revenue FY '04	16,995.05		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Photocopying-402803</i>	12,120.79	8,946.84	3,173.95
Service Supply		8,946.84	
Internal Credit	311.30		
Revenue Carryover FY '03	665.07		
Revenue FY '04	11,144.42		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Assitive Tech-402806</i>	34,185.20	19,213.19	14,972.01
Unclassified	14,000.00	13,153.00	
Students	0.00	519.63	
Travel	0.00	0.00	
Service Supply	20,185.20	5,540.56	
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Portage County Voyager-402812</i>	38,706.47	50,026.53	(11,320.06)
Service Supply		5,806.46	
Capital		44,220.07	
Revenue Carryover FY '03	32,906.47		
Revenue FY '04	5,800.00		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Media Lab-402813</i>	7,443.39	3,148.83	4,294.56
Service Supply		3,148.83	
Internal Credit	1,897.97		
Revenue Carryover FY '03	1,559.70		
Revenue FY '04	3,985.72		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Voyager-402821</i>	9,875.00	9,666.64	208.36
Service Supply	9,875.00	9,666.64	
Capital	0.00	0.00	
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Foundation-402833</i>	890.53	0.00	890.53
Capital		0.00	
Revenue Carryover FY '03	1,473.18		
Revenue FY '04	(582.65)		

Collection Data from Academic Library Surveys (ALS) Fiscal Year 2004

Library Collection

Bks, Paper Mat., Doc. - Added	15,865
TOTAL IN COLLECTION	1,026,394

E-Books - Added	0
TOTAL IN COLLECTION	9,245

Microforms - Added	2,653
TOTAL IN COLLECTION	916,370

Audiovisual - Added	439
TOTAL IN COLLECTION	41,960

Serials (all format) - Added	13
TOTAL IN COLLECTION	2,673

Electronic Ref. - Added	0
TOTAL IN COLLECTION	53

ILL - Loaned to Libraries

Returnable	1,984
Non-returnable	3,127
TOTAL	5,111

ILL - Received From Libraries

Returnable	505
Non-returnable	3,087
TOTAL	3,592

Circulation

Circulation Transactions	101,440
Reserve Transactions	9,120

Information Serv. To Groups

Number of Presentations	238
Total Attendance	5,420

Additional Information

Hours Open-Typical Week	99
Turnstile Ct-Typical Week	10,876
Ref. Questions-Typical Week	1,110

Budget Fiscal Year 2005

<u>Staff</u>	<u>FTE</u>	<u>Head Count</u>	<u>Salaries</u>
Librarians	14.00	14	763,473.18
Professional Staff	2.00	2	88,936.00
Classified	15.80	17	533,263.60
LTE	0.67	4	10,645.10
Students	13.35	89	78,405.46
Total	45.82	126	1,474,723.34

<u>Campus</u>	<u>FTE</u>	<u>of librarians to each</u>	<u>per librarian</u>
Students	7,876	0.18	563
Faculty	393	3.56	28
Total University Budget	125,075,793		
Total Library Budget	2,432,216		
of University Budget	2		
of Lib Budget on Acq	31		

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Operating-402800	1,626,941.04	1,639,811.21	(12,870.17)
Salaries	1,481,764.87	1,474,723.34	
Travel	8,000.00	9,138.09	
Service Supply	137,176.17	155,949.78	

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Acquisitions (Base-Acct. 402830)	675,376.00		
Undergraduate Init.(Base-402832)	26,500.00		
Other Funding(One-Time)	44,254.22		
TOTAL	746,130.22	749,522.16	(3,391.94)

Binding	10,000.00	9,983.10	
Electronic Searching	3,500.00	3,422.67	
Faculty Orders	168,809.51	144,954.76	
Leisure Reading	414.22	417.35	
Microforms (402830)	3,180.10	3,290.44	
Microforms (402832)	37,650.00	37,650.38	
Miscellaneous	0.00	0.00	
Periodicals (Subscriptions)	369,972.72	365,516.52	
Periodicals (New Subscriptions)	0.00		
Periodicals (Back Runs)	423.67	442.39	
Serials Subscriptions	69,000.00	67,173.17	
Web Subscriptions	83,180.00	116,671.38	

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Archives-402501	7,574.72	6,167.40	1,407.32
Service Supply		6,167.40	
Revenue Carryover FY '04	2,897.39		
Revenue FY '05	4,677.33		

Budget Fiscal Year 2005

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Archives Foundation-402502</i>	1,689.65	0.00	1,689.65
Revenue Carryover FY '04	1,407.65		
Revenue FY '05	282.00		
 <u>Expenditures</u>	 <u>Budget</u>	 <u>Expense</u>	 <u>Balance</u>
<i>Library Fines-402802</i>	27,279.40	29,408.04	(2,128.64)
Travel		4,211.73	
Service Supply		25,591.31	
Revenue/Encum Carryover FY'04	9,630.46	(395.00)	
Revenue FY '05	17,648.94		
 <u>Expenditures</u>	 <u>Budget</u>	 <u>Expense</u>	 <u>Balance</u>
<i>Library Photocopying-402803</i>	11,557.62	8,759.18	2,798.44
Service Supply		8,759.18	
Internal Credit	314.40		
Revenue Carryover FY '04	3,173.95		
Revenue FY '05	8,069.27		
 <u>Expenditures</u>	 <u>Budget</u>	 <u>Expense</u>	 <u>Balance</u>
<i>Assitive Tech-402806</i>	22,635.00	5,491.27	17,143.73
Unclassified	(2,331.00)	0.00	
Students	0.00	518.70	
Travel	0.00	874.00	
Service Supply	24,966.00	4,098.57	
 <u>Expenditures</u>	 <u>Budget</u>	 <u>Expense</u>	 <u>Balance</u>
<i>Portage County Voyager-402812</i>	6,702.39	989.81	5,712.58
Service Supply		989.81	
Internal Credit	12,222.45		
Revenue Carryover FY '04	(11,320.06)		
Revenue FY '05	5,800.00		
 <u>Expenditures</u>	 <u>Budget</u>	 <u>Expense</u>	 <u>Balance</u>
<i>Media Lab-402813</i>	8,403.04	2,356.34	6,046.70
Service Supply		2,356.34	
Internal Credit	1,229.52		
Revenue Carryover FY '04	4,294.56		
Revenue FY '05	2,878.96		
 <u>Expenditures</u>	 <u>Budget</u>	 <u>Expense</u>	 <u>Balance</u>
<i>Voyager-402821</i>	36,509.53	23,435.89	13,073.64
Service Supply	35,434.00	11,040.36	
Capital	0.00	11,320.00	
 <u>Expenditures</u>	 <u>Budget</u>	 <u>Expense</u>	 <u>Balance</u>
<i>Library Foundation-402833</i>	1,075.53	1,075.53	0.00
Capital		1,075.53	
Revenue Carryover FY '04	890.53		
Revenue FY '05	185.00		

Collection Data from Academic Library Surveys (ALS) Fiscal Year 2005

Library Collection

Bks, Paper Mat., Doc. - Added	12,976
TOTAL IN COLLECTION	1,035,370

E-Books - Added	580
TOTAL IN COLLECTION	9,825

Microforms - Added	1,534
TOTAL IN COLLECTION	917,904

Audiovisual - Added	662
TOTAL IN COLLECTION	41,960

Serials (all format) - Added	773
TOTAL IN COLLECTION	3,446

Electronic Ref. - Added	0
TOTAL IN COLLECTION	53

ILL - Loaned to Libraries

Returnable	1,749
Non-returnable	3,710
TOTAL	5,459

ILL - Received From Libraries

Returnable	858
Non-returnable	4,225
TOTAL	5,083

Circulation

Circulation Transactions	105,764
Reserve Transactions	8,291

Information Serv. To Groups

Number of Presentations	240
Total Attendance	6,268

Additional Information

Hours Open-Typical Week	99
Turnstile Ct-Typical Week	7,917
Ref. Questions-Typical Week	1,122

Budget Fiscal Year 2006

Staff	<u>FTE</u>	<u>Head Count</u>	<u>Salaries</u>
Librarians	12.50	13	683,553.89
Professional Staff	2.00	2	95,682.00
Classified	15.80	17	535,024.57
LTE	1.20	4	30,000.00
Students	14.87	85	70,730.84
Total	46.37	121	1,414,991.30

Campus	<u>FTE</u>	<u>of librarians to each</u>	<u>per librarian</u>
Students	8,040	0.16	643
Faculty	393	3.31	31
Total University Budget	126,462,663		
Total Library Budget	2,374,392		
of University Budget	2		
of Lib Budget on Acq	31		

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Operating-402800	1,576,155.14	1,557,306.44	18,848.70
Transferred from Other Accts.	4,080.00		
Salaries	1,419,843.07	1,414,991.30	
Travel	8,225.00	11,088.59	
Service Supply	144,007.07	125,418.52	
Capital	0.00	5,808.03	

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Acquisitions (Base-Acct. 402830)	675,376.00		
Undergraduate Init.(Base-402832)	26,500.00		
Other Funding(One-Time)	30,512.50		
TOTAL	733,888.50	730,461.47	3,427.03

Binding	9,000.00	9,656.70	
Electronic Searching	3,000.00	2,507.14	
Faculty Orders	177,508.50	180,482.01	
Leisure Reading	200.00	199.15	
Microforms (402830)	18,018.00	16,347.28	
Microforms (402832)	20,982.00	20,930.92	
Miscellaneous	1,995.72	816.00	
Periodicals (Subscriptions)	333,004.28	332,642.42	
Periodicals (New Subscriptions)	2,000.00		
Periodicals (Back Runs)	1,020.00	260.98	
Serials Subscriptions	70,000.00	74,582.70	
Web Subscriptions	97,160.00	92,036.17	

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Archives-402501	7,384.90	3,378.15	4,006.75
Service Supply		3,378.15	
Revenue Carryover FY '05	1,407.32		
Revenue FY '06	5,977.58		

Budget Fiscal Year 2006

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Archives Foundation-402502</i>	1,777.65	1,699.97	77.68
Capital		1,699.97	
Revenue Carryover FY '05	1,689.65		
Revenue FY '06	88.00		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Fines-402802</i>	14,344.37	11,470.76	2,873.61
Travel		1,387.12	
Service Supply		7,395.94	
Revenue/Encum Carryover FY'05	(2,128.64)	2,687.70	
Revenue FY '06	16,473.01		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Photocopying-402803</i>	9,776.42	8,981.14	795.28
Service Supply		8,981.14	
Internal Credit	93.35		
Revenue Carryover FY '05	2,798.44		
Revenue FY '06	6,884.63		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Assitive Tech-402806</i>	41,575.00	40,521.37	1,053.63
Unclassified	27,437.00	30,861.00	
Students	0.00	391.06	
Travel	0.00	1,064.90	
Service Supply	14,138.00	8,204.41	
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Portage County Voyager-402812</i>	11,512.58	11,435.10	77.48
Service Supply		11,435.10	
Revenue Carryover FY '05	5,712.58		
Revenue FY '06	5,800.00		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Media Lab-402813</i>	8,883.46	4,334.72	4,548.74
Service Supply		4,334.72	
Internal Credit	861.82		
Revenue Carryover FY '05	6,046.70		
Revenue FY '06	1,974.94		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Voyager-402821</i>	22,773.00	22,723.71	49.29
Service Supply	22,773.00	22,723.71	
Capital	0.00	0.00	
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Foundation-402833</i>	800.00	800.00	0.00
Capital		800.00	
Revenue Carryover FY '05	0.00		
Revenue FY '06	800.00		

Collection Data from Academic Library Surveys (ALS) Fiscal Year 2006

Library Collection

Bks, Paper Mat., Doc. - Added	11,453
TOTAL IN COLLECTION	1,042,961

E-Books - Added	1,252
TOTAL IN COLLECTION	11,077

Microforms - Added	259
TOTAL IN COLLECTION	918,163

Audiovisual - Added	762
TOTAL IN COLLECTION	42,383

Serials (all format) - Added	8
TOTAL IN COLLECTION	3,271

Electronic Ref. - Added	0
TOTAL IN COLLECTION	53

ILL - Loaned to Libraries

Returnable	2,213
Non-returnable	5,261
TOTAL	7,474

ILL - Received From Libraries

Returnable	764
Non-returnable	3,622
TOTAL	4,386

Circulation

Circulation Transactions	86,335
Reserve Transactions	9,742

Information Serv. To Groups

Number of Presentations	203
Total Attendance	5,146

Additional Information

Hours Open-Typical Week	104
Turnstile Ct-Typical Week	9,854
Ref. Questions-Typical Week	858

Budget Fiscal Year 2007

Staff	<u>FTE</u>	<u>Head Count</u>	<u>Salaries</u>
Librarians	12.50	13	704,414.66
Professional Staff	2.00	2	103,253.19
Classified	15.80	17	545,875.86
LTE	0.75	2	24,678.09
Students	15.10	89	69,272.45
Total	46.15	123	1,447,494.25

Campus	<u>FTE</u>	<u>of librarians to each</u>	<u>per librarian</u>
Students	8,145	0.15	652
Faculty	393	3.18	31
Total University Budget	131,643,290		
Total Library Budget	2,450,802		
of University Budget	2		
of Lib Budget on Acq	29		

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Operating-402800	1,663,238.66	1,667,446.31	(4,207.65)
Transferred from Other Accts.	49,762.00		
Salaries	1,469,966.72	1,447,494.25	
Travel	8,830.00	12,672.57	
Service Supply	134,679.94	204,185.93	
Capital	0.00	3,093.56	

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Acquisitions (Base-Acct. 402830)	675,376.00		
Undergraduate Init.(Base-402832)	26,500.00		
Other Funding(One-Time)	19,728.42		
TOTAL	721,604.42	727,591.88	(5,987.46)

Binding	10,445.12	9,569.30	
Electronic Searching	1,432.39	1,448.13	
Faculty Orders	157,118.95	163,847.26	
Leisure Reading	622.59	622.59	
Microforms (402830)	2,351.00	2,467.55	
Microforms (402832)	27,066.64	27,066.64	
Miscellaneous	0.00	0.00	
Periodicals (Subscriptions)	357,828.75	357,574.88	
Periodicals (New Subscriptions)	84.00		
Periodicals (Back Runs)	137.94	137.94	
Serials Subscriptions	61,596.09	63,601.64	
Web Subscriptions	102,920.95	101,255.95	

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
Archives-402501	9,282.06	7,239.94	2,042.12
Service Supply		7,239.94	
Revenue Carryover FY '06	4,006.75		
Revenue FY '07	5,275.31		

Budget Fiscal Year 2007

<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Archives Foundation-402502</i>	304.68	0.00	304.68
Revenue Carryover FY '06	77.68		
Revenue FY '07	227.00		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Fines-402802</i>	20,213.29	18,349.22	1,864.07
Travel		0.00	
Service Supply		17,661.68	
Capital		63.20	
Revenue/Encum Carryover FY'06	2,873.61	624.34	
Revenue FY '07	17,339.68		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Photocopying-402803</i>	8,336.61	6,679.16	1,657.45
Service Supply		6,679.16	
Internal Credit	302.30		
Revenue Carryover FY '06	795.28		
Revenue FY '07	7,239.03		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Assitive Tech-402806</i>	38,211.00	37,960.54	250.46
Unclassified	32,141.00	31,641.25	
Students	0.00	780.19	
Travel	0.00	0.00	
Service Supply	6,070.00	5,539.10	
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Portage County Voyager-402812</i>	5,877.48	5,885.25	(7.77)
Service Supply		5,885.25	
Revenue Carryover FY '06	77.48		
Revenue FY '07	5,800.00		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Media Lab-402813</i>	6,728.32	4,840.36	1,887.96
Service Supply		4,840.36	
Internal Credit	951.55		
Revenue Carryover FY '06	4,548.74		
Revenue FY '07	1,228.03		
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Voyager-402821</i>	27,748.00	27,747.51	0.49
Service Supply	27,748.00	27,747.51	
Capital	0.00	0.00	
<u>Expenditures</u>	<u>Budget</u>	<u>Expense</u>	<u>Balance</u>
<i>Library Foundation-402833</i>	710.00	0.00	710.00
Capital		0.00	
Revenue Carryover FY '06	0.00		
Revenue FY '07	710.00		

Collection Data from Academic Library Surveys (ALS) Fiscal Year 2007

Library Collection

Bks, Paper Mat., Doc. - Added	24,673
TOTAL IN COLLECTION	1,065,948

E-Books - Added	0
TOTAL IN COLLECTION	11,077

Microforms - Added	190
TOTAL IN COLLECTION	917,973

Audiovisual - Added	627
TOTAL IN COLLECTION	16,277

Serials (all format) - Added	0
TOTAL IN COLLECTION	3,271

Electronic Ref. - Added	0
TOTAL IN COLLECTION	53

ILL - Loaned to Libraries

Returnable	2,136
Non-returnable	4,495
TOTAL	6,631

ILL - Received From Libraries

Returnable	770
Non-returnable	3,974
TOTAL	4,744

Circulation

Circulation Transactions	85,748
Reserve Transactions	8,035

Information Serv. To Groups

Number of Presentations	261
Total Attendance	5,801

Additional Information

Hours Open-Typical Week	109
Turnstile Ct-Typical Week	7,618
Ref. Questions-Typical Week	858



Department: **Full staff meeting to prioritize Library SWOT**

April 11, 2008

Participants: **Gail Allen, Colleen Angel, Patti Becker, Patty Cray, Kathy Davis, Mindy King, Yan Liao, Jim Maas, Christine Neidlein, Nerissa Nelson, Aaron Nichols, Cathy Palmi, Sue-Marie Rendall, Tom Reich, Axel Schmetzke, Sybil Strupp, Heather Tetzlaff, Lin Vogel, Sara Weisensel.**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none">• Public service orientation• Partnerships with UW system and public library• Well-qualified, team-oriented and dedicated staff• Responsive and on-site information technology support	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none">• Impact of budget on staff, facilities, collections and equipment• Lack of consistent short and long range planning• Lack of systematic approach to assessment of services, collections and facilities• Inconsistent communication among library units• Reactive and inconsistent approach to marketing library services
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none">• New staffing with workflow evaluations and reconfigurations• Outreach/marketing• Opportunities for innovations and creativity in learning, teaching, collections, services, spaces, technologies, sustainability• External and internal collaborations – UW Libraries, campus, system• Strategic planning	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none">• Budget cuts/ economic uncertainties• Retirements – loss of experience, knowledge and potential loss of further positions• Changing perception of students and other users concerning value of the Library• Continuing and growing technology needs, difficult to support with stagnant resources



Department: **Access Services for Library**

Participants: **Colleen Angel, Christine Neidlein, Andy Pech, Lin Vogel, Cathy Palmi**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Public service attitude • Permanent staff and student staff • Location – center of campus • UW system consortium and other collaboration • Mission of the library and place of library faculty in that mission 	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Lack of short and long range plans (lack of direction) • Staffing uneven among departments and hours—needs evaluation, realigning • Lack of communication building wide • Building/facility problems • Lack of marketing • Lack of assessment
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Continuing professional development and training • New staff/new ideas (including new campus faculty, additional collaboration) • UWSP strategic plan, master plan • Library self-study • Marketing 	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none"> • Perception of students/other potential users—fading belief in the library • UW System mandates vs. local needs • Budget concerns based on state of Wisconsin lack of support for education • Potential loss of positions • Retirements--loss of experience, knowledge

Strengths: In addition to having a strong service orientation, permanent staff were characterized as well-qualified, dedicated, and involved on campus and in the community. We are very dependent on student staff who are on the whole responsible and service oriented as well. Cooperation with UW System brings us such benefits as databases we couldn't afford and popular services as UB. In addition, the mission of the Library to provide information and access to information and the active teaching program of library faculty are strengths.

Weaknesses: Short and long range planning could provide direction and help with priorities as we have shrinking resources. Staffing patterns need to be evaluated. Consistent communication among departments, committees, and administration continues to be a need. Facility weaknesses include: the building is not well maintained, not welcoming, aging, and other units have encroached on library space. There are unmet equipment and computer needs. Assessment of what our users and nonusers need and want could lead to targeted marketing.

Opportunities: Continued and greater support for staff for in their professional development activities and training needs would be an asset. We await the input of new ideas from new hires including new faculty across campus. Collaboration might include such things as e-reserve on D2L. UWSP planning and the Library self-study will guide the Library in making changes and developing new directions.

Threats: Changes in the nature of students and how they research affect the Library's place in the educational process. UW system mandates take away local control and sometimes we lose control of what would best serve our users. Shrinking budget is a big concern coupled with inflation of materials and potential loss of positions. Loss of experienced staff affects the work of the remaining staff as a knowledge base is lost.



Department: **Administrative Office Staff for Library**

Participants: **Kathy Davis, Heather Tetzlaff, Liz Zentner, Patty Cray**

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Central campus location • Large spacious building • Quality collections • Informational Technology shares occupancy of the building and provides technology support • Well trained and committed staff 	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Lack of appreciation of the value of front line worker input • Space is not well allocated among building occupants • Lack of long range, strategic planning for the library and the building
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Campus, LRC and Library self study and assessment projects • Increased outreach initiatives • New staff and faculty hires 	<p>THREATS (External)</p> <ul style="list-style-type: none"> • Budget cuts and underfunding • Lack of Vision for library by library staff and administration • Constant changing in technology • Evolution of libraries and library services in a changing information age • Changes in user characteristics and expectations

Strengths:

- The LRC is located at the center of campus and in close proximity to classroom buildings, student services, and campus administration.
- The LRC is a large building but poorly designed. No plan has been followed for the housing of services within the building, and many public areas have been taken over for staff offices and work areas.
- The University library has a quality collection of resources that include print, media, microfilm/fiche, electronic resources, archives, special collections, and rare books.
- IT shares the LRC with the library and its proximity to the library allows for enhanced support and collaborative opportunities.
- The University library staff is composed of well trained and educated faculty and staff who are committed to the success of the library and its services.

Weaknesses:

- Some front line staff have the perception that their input is not sought or valued. This perception needs to be evaluated and plans should be included in any strategic plan to make the process as inclusive as possible.



- Many occupants of the building are housed in substandard and dismal quarters. A formal plan should be completed that addresses staff office concerns and provides attractive and comfortable office and staff work areas. Public areas should be welcoming and warm in appearance. Similar services should be condensed to allow for the development of appropriate spaces for emerging services and staff spaces.
- The lack of a long range strategic plan creates a work environment that is reactionary instead of proactive in nature. This lack of a plan does not allow for strategic planning for the use of resources and staff.

Opportunities:

- A long range plan for the LRC and University library would position the library to use budgets, staff and services in the most efficient manner.
- Increased outreach activities provide a conduit to campus and community users for promoting collections and services.
- The addition of new faculty and library staff brings fresh approaches and ideas to the library planning process.

Threats:

- A lack of budget increases threatens library services and collections. As library resources and equipment have increased in price over the years, the library budget has been static resulting in a decrease in buying power. The budget also results in cutting of positions, which affects services to campus and community users.
- A lack of vision and/or financial support for new initiatives keeps the University Library from meeting the changing needs of faculty and students. As library trends change and students change how they study, the library must be flexible and visionary to position themselves for the 21st century.
- The constant change in library and computer technology is a problem for the university library programs and staff in terms of training, planning, funding and staffing. It becomes increasingly difficult for library faculty and staff to meet the needs of faculty and students. User expectations of the value of new education technologies.
 - Libraries have evolved nationwide from repositories to active partners in the instructional mission of the university. Changes in patron expectations, technology and collections pose a constant challenge to respond to the evolving role of the university library.
 - The way learners and teachers use library services and collections are constantly evolving and requires a dynamic plan of action for libraries.



Department: Cataloging/Acquisitions

Participants: Sybil Strupp, Yan Liao, John Gallagher, Joan Gresens, Sue-Marie Rendall, Susan Sparapani, Anne Swenson, Kathy Wrycza

S.W.O.T. Analysis of the Library

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Knowledgeable, team-oriented, enthusiastic, experienced staff • Extremely service oriented and user friendly • Strong partnership with local public library • UWSP department faculty input on material acquisitions 	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Stagnant budget • Recent and looming retirements • Age of print collection • Poor loading dock configuration
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • New staff • Multiple format availability (print, nonprint, electronic) • Café in building 	<p>THREATS (External)</p> <ul style="list-style-type: none"> • Stagnant budget and inflation • Other departments encroaching on physical library space

Strengths: The greatest asset of the library has for decades been the knowledgeable and experienced library faculty and classified staff. Strong values of service to library users, continuing education, and working as a team have been in evidence for the same long term. In addition to serving UWSP faculty, staff, and students the library serves the surrounding community population and partners with the local public library. The library staff has long considered all citizens of Wisconsin our user community.

Weaknesses: There have been a large number of retirements by long term staff in the past several years resulting in a huge loss of knowledge, experience, wisdom, and professional relationships. This trend will continue in the near future. The materials budget has remained stagnant for several years, resulting in an aging print collection with some subject areas woefully out of date. The physical space in the building needs updating in a number of areas, and the loading dock configuration is ineffective and unsafe.



Opportunities: Though we are losing the knowledge and talents of staff to retirement, new staff members bring new talents, energy, and up-to-date education to the library. Acquisition or access to materials in a variety of formats, whether print, non-print, or electronic expands the horizons of what is thought of as the library's collection. Different configurations of the physical space in the building provide possibilities for outreach to potential groups of library users. The recent addition of the café may help students perceive the library as less intimidating.

Threats: Both a stagnant budget and inflation work against the library having access to information, no matter the format. Over the years non-library functions and departments have encroached on library space in a building designed to house only the library, defined in the late 1960s as learning resources. This stymies flexibility in exploration and implementation of new configurations of library use while maintaining traditional and still necessary services.



Department: **Government Publications Department for Library**

Participants: **Cathy Palmini, Sue Marie Rendell, Marg Whalen, Liz Zentler**

S.W.O.T. Analysis

<p style="text-align: center;">STRENGTHS (Internal)</p> <ul style="list-style-type: none">• Library collections• Well-qualified staffing• Service orientation• Library technical support• Partnerships with UW system (also Public Library)	<p style="text-align: center;">WEAKNESSES (Internal)</p> <ul style="list-style-type: none">• Management of change (reactive/not proactive)• Lack of assessment• Static budget• Aging facilities• Lack of consistent promotion of services
<p style="text-align: center;">OPPORTUNITIES (External)</p> <ul style="list-style-type: none">• Strategic planning• Develop shared vision• Partnership with UW system• Staff development• New strengths with new hires• Opportunity for innovations & creativity	<p style="text-align: center;">THREATS (External)</p> <ul style="list-style-type: none">• Opening of University Center• Budget cuts• Rate of change in digital World...(access and technology included)• Google• Loss of experience & knowledge with retirements



Department: **Library as seen by Periodicals**
Participants: **Richard Kleifgen, Sara Weisensel, Mindy King**

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Central location on campus • Staff (knowledge & level of service) • Cooperation with UW System • Community use allowed 	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Noncompliance with ADA requirements • Aging equipment and collection • Division between faculty, academic and classified Staff
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Energy use / sustainability • Increase marketing / outreach • Reevaluate workflow with upcoming retirements 	<p>THREATS (External)</p> <ul style="list-style-type: none"> • Budget • Increase in minimum wage • Competition with non-library departments over space • One library idea • Staff retirements

Strengths:

- The library is located in the center of campus in the middle of academic buildings. While the University Center was undergoing renovations, the library saw an increase in use as students needed an alternate place to “hang out” between classes.
- Library faculty and staff are friendly, well trained, and concerned with providing high quality service to patrons.
- Through cooperation with other UW campuses, the library is able to participate in Universal Borrowing and receive access to shared electronic collections.
- The library is open to all members of the community.

Weaknesses:

- Several noncompliance issues with ADA requirements including lower level access and bathrooms.
- Compact shelving, elevators, photocopiers, microfilm readers are all aging and problematic. Compact shelving especially is a safety concern. The stacks collection sees little weeding and is somewhat outdated.
- Due to differences among faculty, academic and classified staff (i.e. 9 vs. 12 months, various contracts and pay scales), staff are often frustrated with problems in communication, inequitable supervision, and lack of accountability.



Opportunities:

- Implement and follow policies to promote conservation of energy and sustainability.
- Increase the promotion of library services and outreach to various campus departments.
- With upcoming retirements, current workflows can be reevaluated to better meet the needs of current library practices.

Threats:

- Coordinating static (and sometimes decreasing) budgets with ever increasing material costs is challenging.
- An increase in minimum wage will affect the number of work study students we are able to hire. This is especially a concern since often (evening and weekends) the building is only staffed by work study students.
- The library continues to share and compete for space with other departments including the Tutoring-Learning Center, Information Systems, and the Center for Academic Excellence.
- While the idea of “One Library” system wide has many positive consequences, the loss of individual library focus and control will make it more difficult to meet the unique needs of the UWSP patron.
- In the next several years the library will see a large number of retirements resulting in a loss of much knowledge specific to the use and history of the UWSP library collection.



Department: **Reference for Library**

Dec. 3, 2007

Participants: **Colleen Angel, Yan Liao, and Patti Becker, with input from Main Reference staff**

S.W.O.T. Analysis

<p>STRENGTHS (Internal)</p> <ul style="list-style-type: none"> • Public service attitude. • Well-qualified and dedicated staff. • Good visibility on campus. 	<p>WEAKNESSES (Internal)</p> <ul style="list-style-type: none"> • Budget. • Layout and condition of library facility. • Lack of access to library reference software load on upper floors. • Lack of data on student information needs.
<p>OPPORTUNITIES (External)</p> <ul style="list-style-type: none"> • Collaboration with other UW libraries. • Self-study can guide future development. • Collaboration with other campus units. • UWSP strategic planning. 	<p>THREATS (External)</p> <ul style="list-style-type: none"> • Budget. • UW System control. • Technology. • Reduced priority for higher education by state of Wisconsin.

Strengths:

Serving the public is something UWSP library employees enjoy and do well. This makes the library a welcoming place and promotes the notion that the library is a good place to study, do research, and work in groups.

UWSP library staff are well-trained to do their jobs and well-educated in general. They are dedicated to doing a good job and to the library. It is not unusual for employees to give decades of their lives to the library.

Physically, the LRC building is in the midst of a cluster of classroom buildings (Communication, Natural Resources, Science, and Fine Arts) and the University Center. It is near the other classroom buildings, too. (It is not close to most of the residence halls, but then neither are most classroom buildings.) The library also maintains strong cross campus collaborations, such as committee work, teaching BI sessions, and liaison activities with academic departments. It has also increased campus awareness of the library through recent innovations, such as the faculty scholarship display and the spring reception for faculty, and through the Food for Thought Café, located on the library main floor.

Weaknesses:

We lack the budget to make needed improvements to the facility, services, and resources.



The library layout does not promote ease of use. The building is not very accessible to people with physical disabilities. Facilities are dated, and air quality is a concern.

Students want to work on computers on all floors of the building, but we only provide access to the library reference load on the first and second floors (not counting computer group study rooms, which access the standard campus load, but whose use is limited). We could use more and better computers on these floors with access to the special library load.

We would like to know more about what kinds of services and resources our students need from the library and about how we are meeting (or not meeting) these needs. We hope to obtain more insight into this as part of the self-study process.

Opportunities:

The UW-System shared electronic collection has been a boon to the library, providing us with access to resources we could not afford on our own. Other collaborations include increasing use of universal borrowing, interlibrary loan, working with System colleagues on committees, and generally trying to work toward the One System, One Library goal.

The self-study has the potential of leading to improvements in library resources and services.

Working with other campus units, faculty, and staff strengthens relationships, increases awareness, and gives library faculty and staff an opportunity to contribute to campus life.

Strategic Planning will help to shape the future of UWSP. As an integral part of the university, the library should be involved in this process.

Threats:

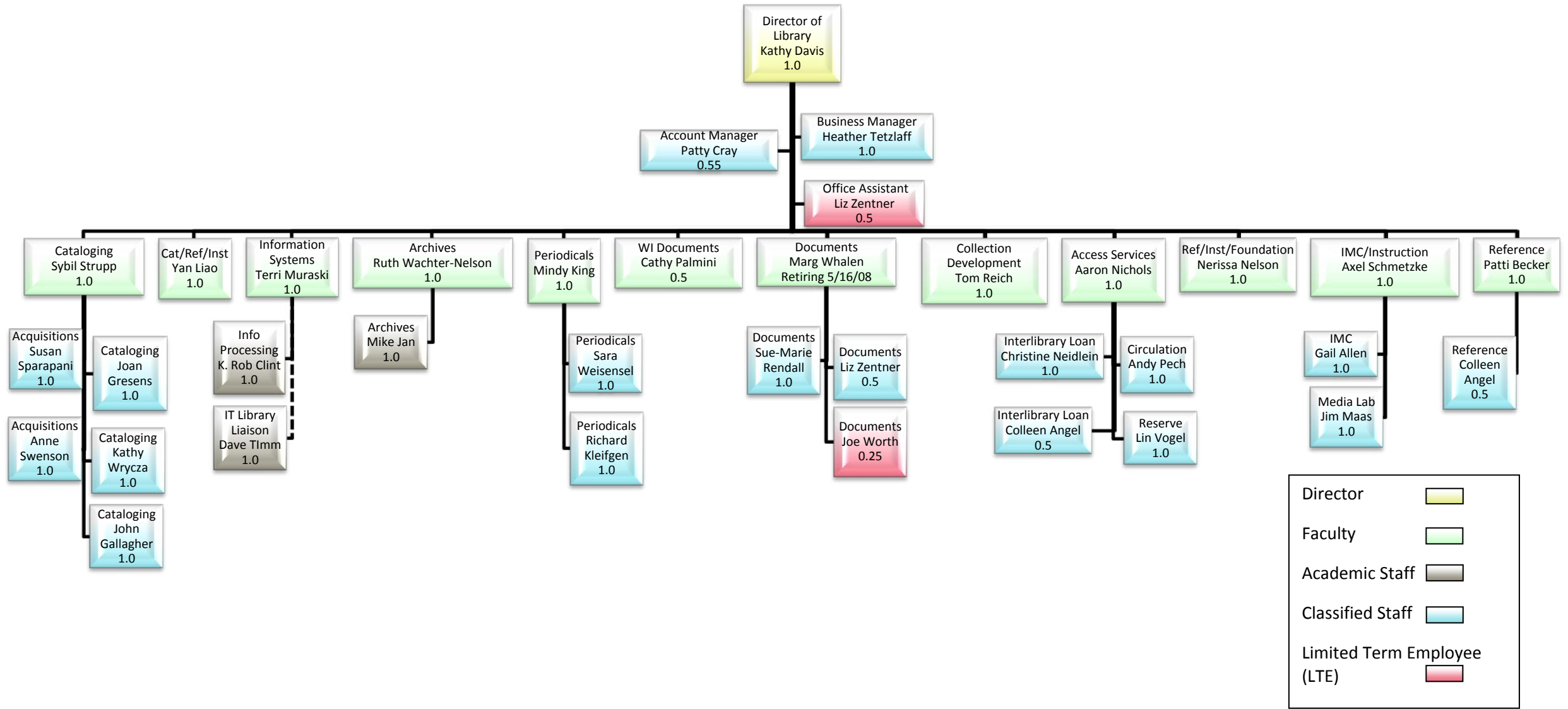
The budget problems (including the lack of agreement between legislative bodies, and between the legislature and the governor about UW System funding) present a challenge to the on-going health of the UW System, and by extension, to the general welfare of Wisconsin.

UW System collaboration can erode the independence of campus libraries. For instance, the System seeks to have a similar look and feel for Metalib across all campuses, which results in lack of local control over some matters. Similarly, the System is moving toward more coordinated purchasing and other joint ventures that will also affect local control.

Ever changing technologies require frequent hardware and software upgrades and new purchases, which require long term commitments of money and entail constant adjustments and retraining.

In recent years the UW System has experienced bad press and a degraded attitude toward its value to the state, which has resulted in misunderstandings by the public and low morale on campuses, including UWSP.

Library Organizational Chart



ACADEMIC LIBRARY SURVEYS
5 YEARS STATISTICS (FY-3 thru FY-7)
University of Wisconsin - Stevens Point

	FY-3	FY - 4	FY - 5	FY - 6	FY - 7
<u>Library Collection</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Bks, Paper Mat., Doc. - Added	16,144	15,865	12,976	11,453	24,673
TOTAL IN COLLECTION	1,015,938	1,026,394	1,035,370	1,042,961	1,065,948
E-Books - Added	1,884	0	580	1,252	0
TOTAL IN COLLECTION	9,245	9,245	9,825	11,077	11,077
Microforms - Added	3,874	2,653	1,534	259	190
TOTAL IN COLLECTION	913,931	916,370	917,904	918,163	917,973
Audiovisual - Added	870	439	662	762	627
TOTAL IN COLLECTION	41,521	41,960	41,960	42,383	16,277
Serials (all format) - Added	7	13	773	8	0
TOTAL IN COLLECTION	2,718	2,673	3,446	3,271	3,271
Electronic Ref. - Added	0	0	0	0	0
TOTAL IN COLLECTION	53	53	53	53	53
<u>ILL - Loaned to Libraries</u>					
Returnable	2,227	1,984	1,749	2,213	2,136
Non-returnable	3,459	3,127	3,710	5,261	4,495
TOTAL	5,686	5,111	5,459	7,474	6,631
<u>ILL - Received From Libraries</u>					
Returnable	749	505	858	764	770
Non-returnable	2,931	3,087	4,225	3,622	3,974
TOTAL	3,680	3,592	5,083	4,386	4,744
<u>Circulation</u>					
Circulation Transactions	97,313	101,440	105,764	86,335	85,748
Reserve Transactions	9,357	9,120	8,291	9,742	8,035
<u>Information Serv. To Groups</u>					
Number of Presentations	233	238	240	203	261
Total Attendance	5,841	5,420	6,268	5,146	5,801
<u>Additional Information</u>					
Hours Open-Typical Week	99	99	99	104	109
Turnstile Ct-Typical Week	15,135	10,876	7,917	9,854	7,618
Ref. Questions-Typical Week	1,385	1,110	1,122	858	858

HIGHLIGHTS OF THE ACADEMIC LIBRARY SURVEY, FISCAL 2006

- **Comparing Wisconsin libraries**
 - Four sister institutions in the UW System with similar total FTE 12 month enrollment to UWSP were selected for comparison: UWSP – 8,127, UW La Crosse (UWLX) – 8,934, UW-Oshkosh (UWO) – 9,531, UW-Whitewater (UWW) – 9,564, and UW-Eau Claire (UWEC) – 9,620. They are charted for fiscal 2006 in order from lowest to highest enrollment.
 - Comparing the data from these libraries in various categories of the survey is not always fruitful. There are evident variants in how questions were interpreted and how data was reported from the five campuses.

- **Staffing**
 - Librarians
 - From the ALS numbers, it appears that UWSP Library is well staffed with librarians in comparison to our sister institutions.
 - Librarian contract length, 9 month versus 12 month_(see 2006 ALS Wisconsin Librarians chart following this summary). The four sister institutions were contacted to check on the length of their librarians' contracts. The ALS librarian headcount statistics were adjusted to reflect librarians having 9 month contracts versus campuses where librarians have 12 month contracts. The length of contracts has a major impact on work accomplished.
 - Results: At Whitewater and Eau Claire all librarians and 12 of 13 of Oshkosh's librarians have 12 month contracts. At UWSP 2 of our 12 librarians and at La Crosse 2 of their 11 librarians have 12 month contracts.
 - Faculty status
 - Although outside of the scope of the ALS data, the four sister universities were queried about the faculty status vs. academic status of their librarians.
 - Whitewater and Oshkosh librarians do not have faculty status. At UWSP and Eau Claire all librarians have faculty status and at La Crosse 9 of the 11 have faculty status.
 - UWSP librarians actively pursue research in a wide variety of fields, adding to our collective pool of knowledge. (See vita appendix.)
 - UWSP library faculty have a strong tradition of serving and taking leadership roles in campus faculty governance. (See vita appendix.)
 - Number of presentations and for credit classes taught
 - The number of presentations listed in the ALS survey for UWSP does not reflect the credit classes taught by our library faculty.
 - In fiscal 2006 UWSP librarians taught 6 sections of a 1 credit Library Resources course (LR101), and the archivist taught a 3 credit archives administration course through the History Department. When these sessions are added to the total number of presentations for fiscal 2006, UWSP equals 338.
 - Other Professional staff
 - While valuable, UWSP's two academic staff positions do not participate in the standard duties of our library faculty.
 - One of the professional staff is a non-librarian computer technology support position.
 - The other professional position is the university records manager/assistant archivist.
 - Students

- UWSP reports the highest number of student assistants by FTE, while paying less than the other libraries (an odd discrepancy even considering the possibility of work study versus regular wages).

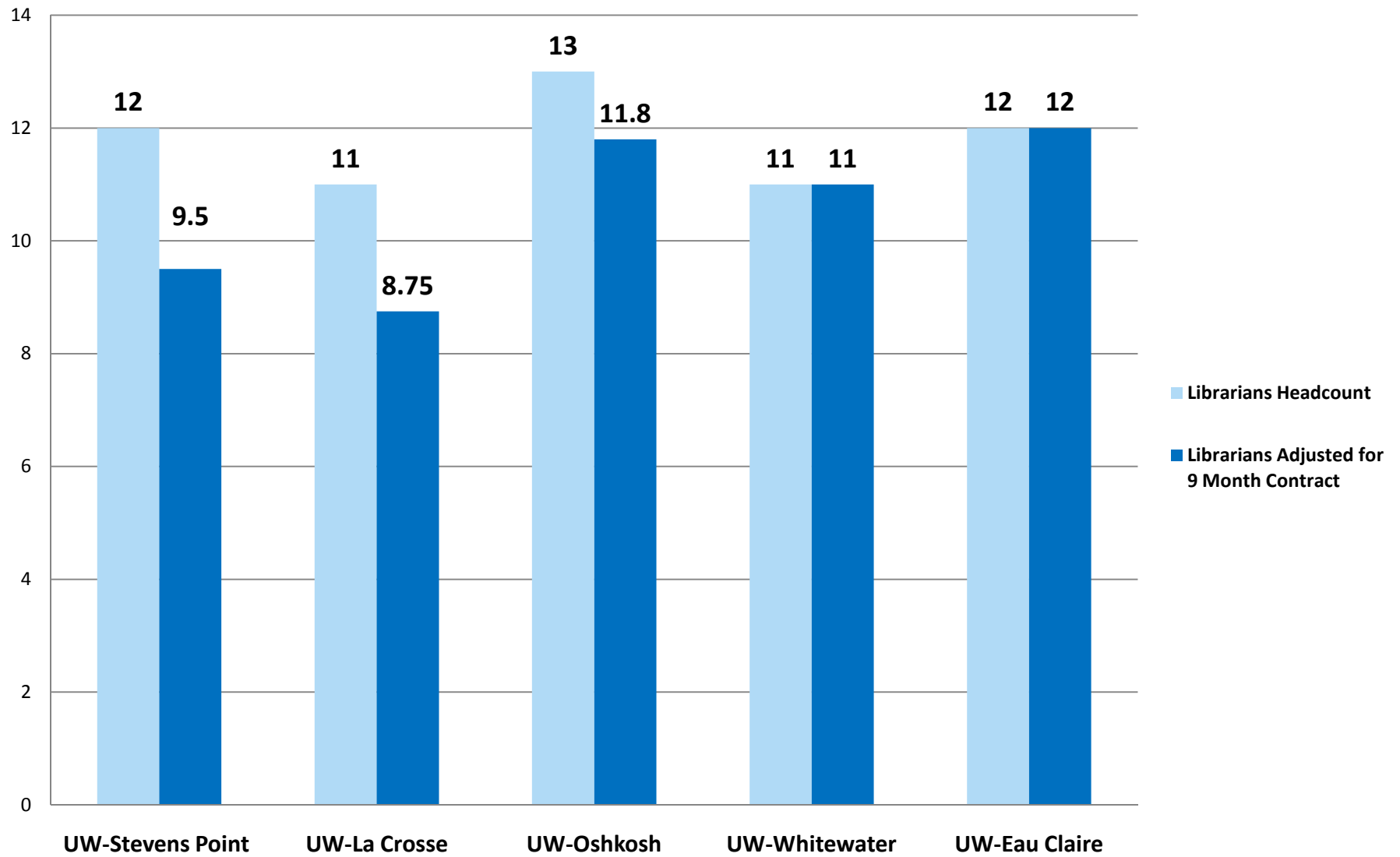
- **Library expenditures**
 - Four of the schools are close in total library expenditures: UWSP - \$2,294,257, UWLX - \$2,240,543, UWO - \$2,255,052, and UWW- \$2,214,156, with UWEC substantially higher - \$3,362,034. (See ALS Wisconsin Library Total Expenditures chart.)
 - UWSP is below the median on expenditures for books, serial backfiles, and other print materials.
 - UWSP is second from lowest in expenditures for current serial subscriptions.
 - Note: Salaries for staff will shift as a proportion of the total budget as long term staff retire and new hires are made at substantially lower wages.

- **Number of hours open to the public and gate count in a typical week**
 - UWSP library is open 10 to 12 more hours per week than 3 of our sister institutions (excepting Eau Claire).
 - UWSP Library's gate count is in the mid range of our sister institutions (again excepting UWEC).

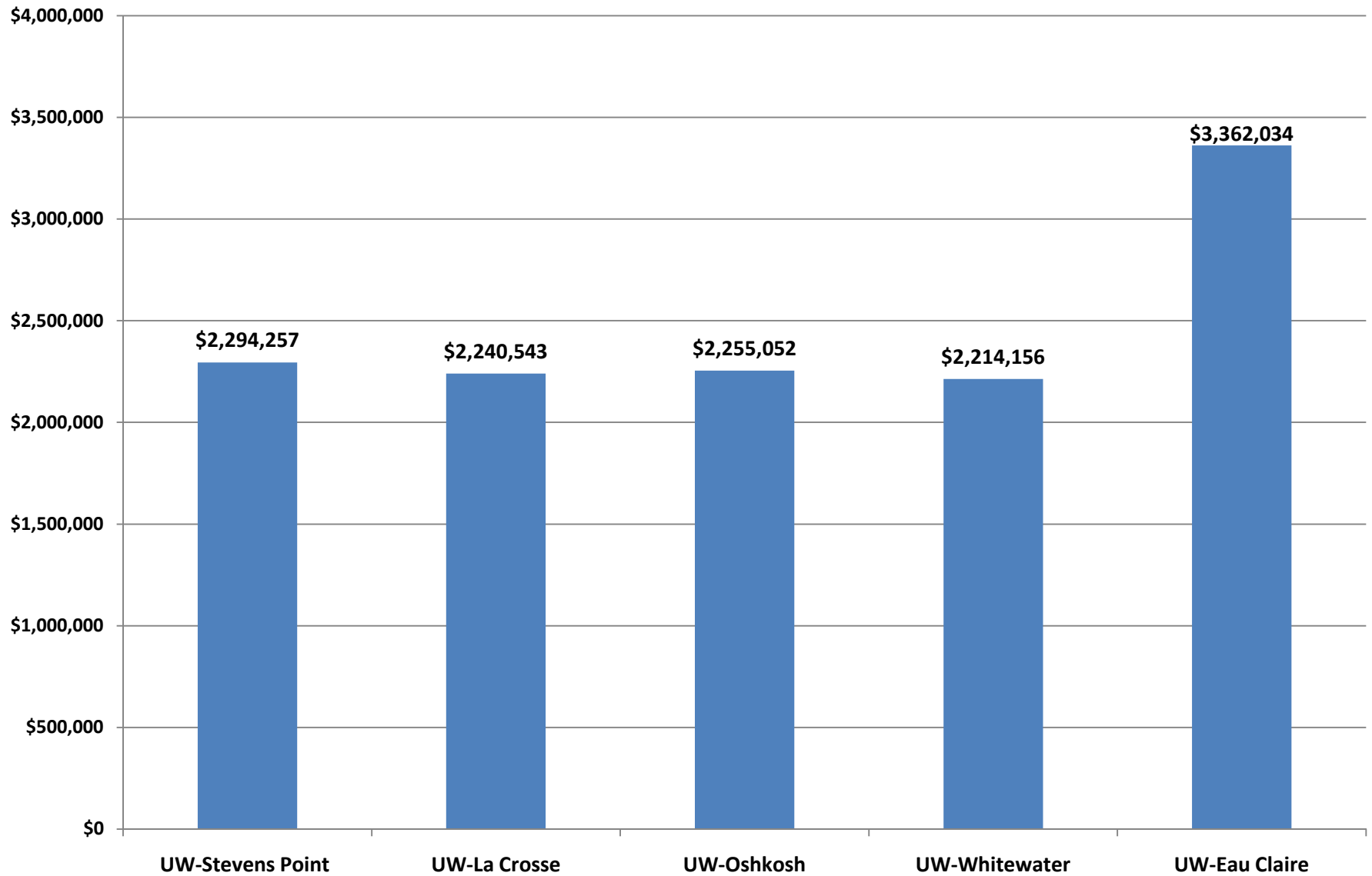
- **Services**
 - Reference transactions in a typical week
 - UWSP librarians answer more reference questions in a given week than our sister campuses.
 - Interlibrary loan
 - UWSP interlibrary loans received run lower than 3 of our sister institutions (Eau Claire higher).
 - For interlibrary loans provided to other libraries UWSP's run considerably higher than our sister institutions.
 - Circulation
 - Although the campus has the lowest total FTE 12 month enrollment, UWSP circulation statistics run higher than all libraries except Eau Claire.

- **Size of collection**
 - UWSP leads the group in reported number of books, serial back files, and other paper material as well as the number of these materials per student FTE.
 - For current serial subscriptions UWSP is just below the median for the group UWSP, UWLX, UWO, and UWW. UWEC reports 17,726 (possibly counting electronic aggregators).

2006 ALS Wisconsin Librarians



2006 ALS Wisconsin Library Total Expenditures



Academic Library Survey, 2006

Wisconsin Comparison

Data	UW-Stevens Point	UW-La Crosse	UW-Oshkosh	UW-Whitewater	UW-Eau Claire
Carnegie Classification Code	Master's I	Master's I	Master's I	Master's I	Master's I
Total FTE 12 mo. Enrollment	8,127	8,934	9,531	9,564	9,620
Librarians	12	11	13	11	12
Other Prof. Staff	2	0	0	1	0
All Other Paid Staff	16	12	12	13	18
Student Assistants	15	7	4	7	11
Total Staff*	45	30	29	32	41
Enrolled Student FTE per Librarian*	677	812	733	869	802
Total Staff (Non-student) Per 1,000 Enrolled (FTE)*	3.69	2.57	2.62	2.61	3.12
Salaries/ Wages: Libns and Other Prof. Staff	\$779,236	\$579,579	\$651,109	\$587,097	\$716,251
Salaries/ Wages: All Other Paid Staff	\$565,025	\$486,511	\$413,804	\$388,794	\$604,571
Salaries/ Wages: Student Assistants	\$70,731	\$101,826	\$72,123	\$112,173	\$152,320
Expenditures: Books, Serial Back Files, Other Materials	\$187,474	\$333,502	\$156,604	\$151,019	\$187,957
Expenditures: Current Serial Subscriptions	\$535,517	\$529,006	\$733,920	\$776,779	\$746,732
Expenditures: Electronic Serials	\$92,036	\$230,578	\$146,499	\$203,922	\$266,880
All Other Operating Expenditures	\$91,419	\$111,264	\$82,852	\$89,358	\$877,033
Total Library Expenditures	\$2,294,257	\$2,240,543	\$2,255,052	\$2,214,156	\$3,362,034
Total Library Expenditures Per Person Enrolled (FTE)	\$282.30	\$250.79	\$236.60	\$213.51	\$349.48

*Calculated figures

Academic Library Survey, 2006

Wisconsin Comparison

Books, Serial Back Files, Other Paper Materials	1,042,961	691,282	602,875	674,981	726,284
Books, Serial Back Files, Other Paper Materials Per Student FTE	128.33	77.38	63.25	70.58	75.5
Current Serial Subscriptions	3,271	2,983	2,872	4,589	17,726
Circulation Transactions (General)	86,335	54,327	61,365	58,519	91,290
Reserve Circulation Transactions	9,742	15,447	101,771	77,342	111,142
Total Interlibrary Loans Provided	7,474	4,173	5,452	3,535	6,987
Circulation Transactions (Including Reserves) Per FTE	12	8	17	14	21
Number of Presentations	203	257	302	278	204
Total Interlibrary Loans Received	4,386	7,656	7,942	2,849	7,102
Hours Open in a Typical Week	104	94	94	96	112
Gate Count in a Typical Week	9,854	8,911	11,171	7,297	19,125
Reference Transactions in a Typical Week	858	366	371	705	728

Academic Library Survey, Fiscal 2004

Wisconsin Comparison

Data	UW-Stevens Point	UW-La Crosse	UW-Oshkosh	UW-Whitewater	UW-Eau Claire
Carnegie Classification Code	Master's I	Master's I	Master's I	Master's I	Master's I
Total FTE 12 mo. Enrollment	8,313	8,226	9,907	9,774	9,873
Librarians	15	12	13	12	13
Other Prof. Staff	1	0	0	1	0
All Other Paid Staff	16	13	14	14	18
Student Assistants	12	9	7	9	11
Total Staff*	44	34	34	36	42
Enrolled Student FTE per Librarian*	620	686	762	815	759
Total Staff (Non-student) Per 1,000 Enrolled (FTE)*	3.85	3.04	2.73	3.68	3.14
Salaries/ Wages: Libns and Other Prof. Staff	\$864,246	\$597,496	\$579,268	\$565,058	\$654,637
Salaries/ Wages: All Other Paid Staff	\$543,200	\$447,486	\$444,917	\$411,450	\$581,520
Salaries/ Wages: Student Assistants	\$58,365	\$116,613	\$118,972	\$117,689	\$125,828
Expenditures: Books, Serial Back Files, Other Materials	\$338,951	\$361,716	\$261,255	\$249,713	\$239,815
Expenditures: Current Serial Subscriptions	\$608,062	\$552,816	\$646,372	\$670,367	\$670,447
Expenditures: Electronic Serials	\$153,048	\$141,880	\$103,262	\$170,936	\$145,300
All Other Operating Expenditures	\$44,330	\$68,172	\$88,299	\$91,163	\$302,274
Total Library Expenditures	\$2,519,216	\$2,252,101	\$2,282,755	\$2,192,677	\$2,781,542
Total Library Expenditures Per Person Enrolled (FTE)	\$303.05	\$273.78	\$230.42	\$224.34	\$281.73

*Calculated figures

Academic Library Survey, Fiscal 2004

Wisconsin Comparison

Books, Serial Back Files, Other Paper Materials	1,026,394	673,060	599,178	665,093	530,672
Books, Serial Back Files, Other Paper Materials Per Student FTE	123.47	81.82	60.48	68.05	53.75
Current Serial Subscriptions	2,673	3,254	4,814	4,164	1,386
Circulation Transactions (General)	N/A	N/A	N/A	N/A	N/A
Reserve Circulation Transactions	N/A	N/A	N/A	N/A	N/A
Total Interlibrary Loans Provided	5,111	4,011	4,561	3,368	6,543
Circulation Transactions (Including Reserves) Per FTE	13	1	14	31	19
Number of Presentations	N/A	N/A	N/A	N/A	N/A
Total Interlibrary Loans Received	3,592	4,573	5,993	1,374	4,475
Hours Open in a Typical Week	99	95	103	96	112
Gate Count in a Typical Week	10,876	7,233	11,667	9,883	17,783
Reference Transactions in a Typical Week	1,385	350	455	658	944

Academic Library Survey, Fiscal 2006

Out of State Comparison

Data	U of WI - Stevens Point	University of Southern Indiana, IN	Northeastern Illinois University, IL	University of Central Missouri, MO	University of Minnesota-Duluth, MN
Carnegie Classification Code	Master's I	Master's I	Master's I	Master's I	Master's I
Total FTE 12 mo. Enrollment	8,127	8594	8669	9195	9452
Librarians	12	10	18	16	15
Other Prof. Staff	2	0	0	1	3
All Other Paid Staff	16	15	36	32	14
Student Assistants	15	5	8	23	8
Total Staff*	45	30	62	72	40
Enrolled Student FTE per Librarians*	677	859	482	575	630
Total Staff (Non-student) Per 1,000 Enrolled (FTE)*	3.69	2.91	6.23	5.33	4.23
Salaries/ Wages: Libns and Other Prof. Staff	\$779,236	\$472,003	\$1,129,462	\$887,961	\$972,389
Salaries/ Wages: All Other Paid Staff	\$565,025	\$354,498	\$1,036,623	\$888,482	\$485,363
Salaries/ Wages: Student Assistants	\$70,731	\$50,452	\$109,455	\$249,165	\$53,298
Expenditures: Books, Serial Back Files, Other Materials	\$187,474	\$175,221	\$161,271	\$384,629	\$294,647
Expenditures: Current Serial Subscriptions	\$535,517	\$466,974	\$978,565	\$1,012,749	\$1,159,236
Expenditures: Electronic Serials	\$92,036	\$286,345	\$210,567	\$396,419	\$789,327
All Other Operating Expenditures	\$91,419	\$513,061	\$130,742	\$195,796	\$250,474
Total Library Expenditures	\$2,294,257	\$2,095,512	\$3,645,283	\$3,867,389	\$3,320,112
Total Library Expenditures Per Person Enrolled (FTE)	\$282.30	\$243.83	\$420.50	\$420.60	\$351.26

*Calculated figures

Academic Library Survey, Fiscal 2006

Out of State Comparison

Data	U of WI - Stevens Point	University of Southern Indiana, IN	Northeastern Illinois University, IL	University of Central Missouri, MO	University of Minnesota-Duluth, MN
Books, Serial Back Files, Other Paper Materials	1,042,961	298,136	723,273	909,539	602,590
Books, Serial Back Files, Other Paper Materials Per Person Enrolled (FTE)	128.33	34.69	83.43	98.92	63.75
Current Serial Subscriptions	3,271	8,843	22,233	2,238	27,461
Circulation Transactions (General)	86,335	39,261	54,784	76,915	85,302
Reserve Circulation Transactions	9,742	4,942	3,172	14,624	6,926
Total Interlibrary Loans Provided	7,474	1,717	13,162	5,264	3,780
Circulation Transactions (Including Reserves) Per Person Enrolled (FTE)	12	5	7	1	1
Number of Presentations	203	249	224	275	289
Total Interlibrary Loans Received	4,386	1232	9077	2749	7377
Hours Open in a Typical Week	104	96	78	96	97
Gate Count in a Typical Week	9,854	7500	4801	12000	13000
Reference Transactions in a Typical Week	858	410	807	352	275

Library Mission Statement

The mission of the University Library is to provide users with information and access to information in support of scholarly activity and research, teaching excellence, and curricular development. In response to this mission, the library searches for and identifies, acquires, prepares bibliographic records, processes, and makes accessible information in all available formats. The staff of the University Library also provides consultation and advisory services to groups and individuals, participates in classroom instruction, teaches formal classes in the nature and use of information materials, and participates in professional activities that will enhance the mission of the University at the regional, national and international levels.

UWSP Mission Statement and Values

Approved by Faculty Senate, March 5, 2008

Through the discovery and dissemination of knowledge, UWSP stimulates intellectual growth, provides a liberal education, and prepares students for a diverse and sustainable world.

Values

Student-centered environment
Critical thinking, creativity, and lifelong learning
Professional preparation
Community involvement and outreach
Ecological stewardship

University of Wisconsin System Mission

UW-Stevens Point shares in the mission of the University of Wisconsin System.

The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

As an institution in the University Cluster of the University of Wisconsin System, UW-Stevens Point shares the following core mission with other universities of the cluster. Each university in the cluster shall:

Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.

Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs.

Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.

Offer a program of pre-professional curricular offerings consistent with the university's mission.

Expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.

Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.

Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

Support activities designed to promote the economic development of the state.

The select goals and responsibilities of UW-Stevens Point are to:

- Provide a broad foundation of liberal studies and selected degree programs in the fine arts, humanities, natural sciences, and social sciences, imparting the heritage of human civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in the professional fields may be built.
- Provide undergraduate professional programs in communicative disorders, teacher education, home economics*, the visual and performing arts, paper science, and natural resources with emphasis on the management of resources.
- Provide graduate programs in teacher education, communicative disorders, natural resources, home economics*, communication and other select areas clearly associated with this university's undergraduate emphases and strengths.
- Provide programs in wellness and health promotion.
- Provide quality undergraduate and graduate instruction through innovative methods using print and non-print library resources, computing, communication technology, and direct student assistance.
- Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission.
- Cooperate with UW-Extension in the development and coordination of statewide outreach programming, integration of the extension function into the institution, and appropriate and adequate recognition of those involved in outreach activities.

*The former home economics programs are now offered as child and family studies, dietetics, early childhood education, family and consumer education, human development, nutrition and interior architecture.

LibQual Survey Summary for UWSP Library

Survey conducted 2004

Local difficulties with LibQual: The Library received negative feedback on the complicated nature of the LibQual questions. For most questions, respondents were asked to rate levels of service quality for the UWSP Library three ways on a 1-9 scale (9 high): minimum level of service acceptable, desired level of service, and perceived (current) level of service. Some respondents said they refused to complete the survey because it was too convoluted.

Low response rate: The summary that follows is based on a very few number of respondents in the undergraduate category. Undergraduate respondents totaled 122 (student body of approximately 8,000). Faculty respondents totaled 87 (of over 400).

Summary: Attached are radar charts and question tables of results for all respondents, undergraduates separately, and faculty separately. The results all fall in the blue or yellow categories (except for one question from undergraduates). Blue indicates the distance between stated minimum expectations and the stated perception of current services (where the library more than meets minimum expectations). Yellow indicates the distance between the respondents desired level of service and their perception of the service delivered by the library (where the library meets the minimum but falls short in meeting their maximum desire for service). The LibQual developers call blue and yellow the “zone of tolerance”.

The survey summary charts show the UWSP Library more than meets minimum respondent expectations for all areas covered by the core questions (blue). However, there is room for improvement in all service areas, where the UWSP Library does not reach the desired level of service (yellow).

The areas called Affect of Service (employee helpfulness and competence) and Library as Place (physical surroundings) showed relatively small gaps in meeting respondents’ expectations.

The area called Information Control (available print and electronic resources, equipment, access) had consistently larger gaps. The two items showing the largest gaps were IC- 1) “Making electronic resources accessible from my home or office” and IC-8) “Print and/or electronic journal collections I require for my work.” Since the survey was conducted over three years ago, there has been technical improvement in the method by which users access library resources from home (IC-1). For IC-8, there has been an increase in the number of periodicals available electronically, but it is unknown whether a higher satisfaction would be expressed if the question were asked today or whether expectations have risen.

Undergraduate: The radar chart shows wider yellows in all areas than the summary-undergraduates were overall less satisfied with existing library services compared to their maximum desire for services. Questions IC-1 (resource accessibility) and IC-8 (journals) again show the largest negative gaps, with the addition of IC-6 “Easy-to-use access tools that allow me to find things on my own”.

Faculty: Faculty responses in the Library as Place and Affect of Service areas indicate a higher level of satisfaction with current services (narrow yellows). In Information Control, they are less concerned about IC-1 (resources accessibility). IC-8 (print and electronic journals) is again of concern, as is IC-3 “Printed materials I need for my work”.

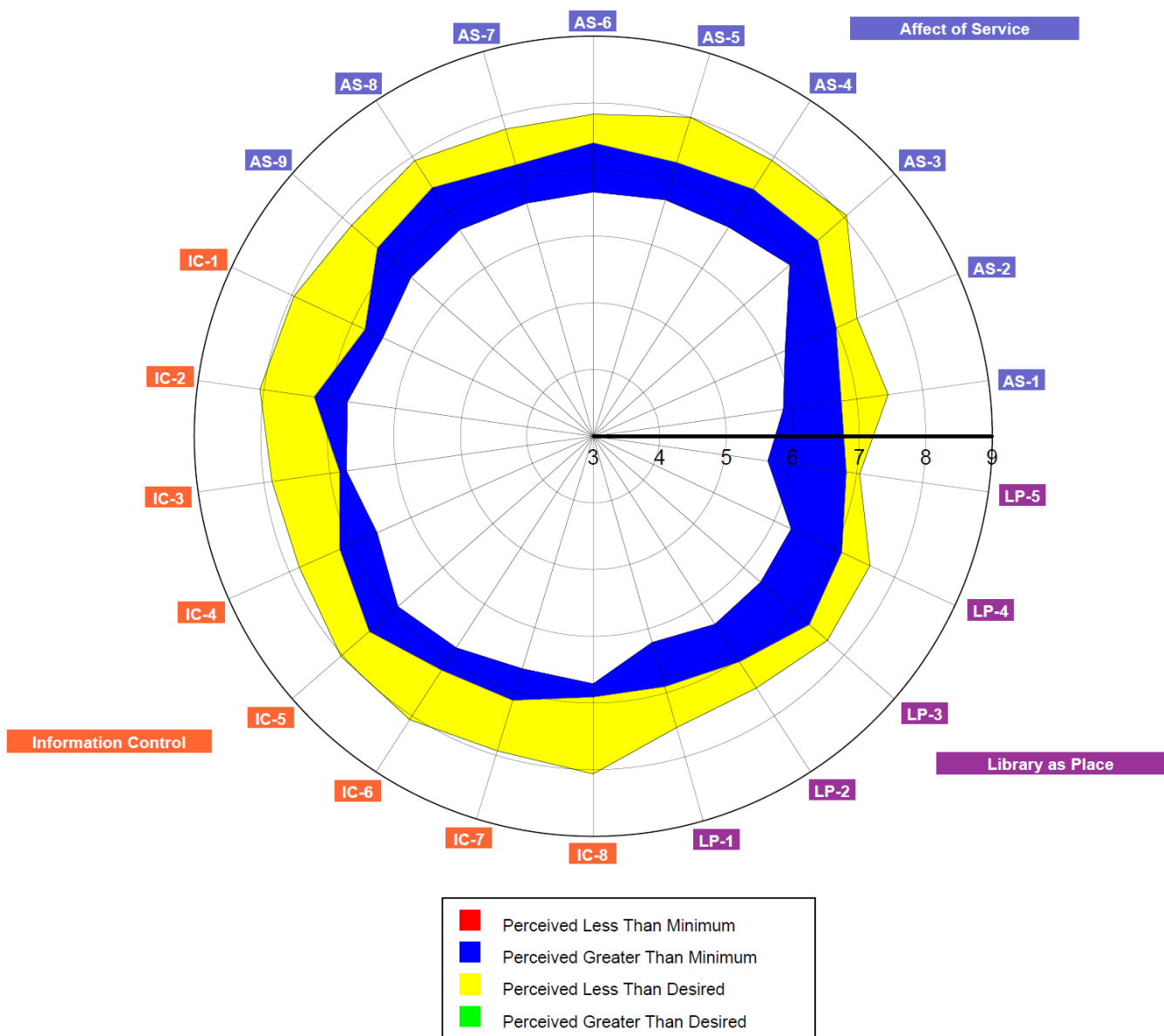
3 Survey Item Summary for University of Wisconsin - Stevens Point University Library

3.1 Core Questions Summary

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.89	7.48	6.77	0.88	-0.71	222
AS-2	Giving users individual attention	6.16	7.34	7.00	0.84	-0.34	231
AS-3	Employees who are consistently courteous	6.92	8.05	7.48	0.56	-0.57	230
AS-4	Readiness to respond to users' questions	6.74	7.93	7.42	0.68	-0.51	224
AS-5	Employees who have the knowledge to answer user questions	6.71	8.00	7.30	0.59	-0.71	227
AS-6	Employees who deal with users in a caring fashion	6.67	7.83	7.40	0.74	-0.43	224
AS-7	Employees who understand the needs of their users	6.64	7.79	7.24	0.60	-0.56	217
AS-8	Willingness to help users	6.69	7.93	7.45	0.75	-0.48	228
AS-9	Dependability in handling users' service problems	6.64	7.82	7.31	0.67	-0.51	203
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.49	7.97	6.79	0.30	-1.17	235
IC-2	A library Web site enabling me to locate information on my own	6.73	8.06	7.24	0.51	-0.82	237
IC-3	The printed library materials I need for my work	6.75	7.88	6.85	0.10	-1.03	224
IC-4	The electronic information resources I need	6.56	7.84	7.17	0.62	-0.66	229
IC-5	Modern equipment that lets me easily access needed information	6.89	8.03	7.47	0.57	-0.56	234
IC-6	Easy-to-use access tools that allow me to find things on my own	6.78	8.07	7.19	0.40	-0.88	232
IC-7	Making information easily accessible for independent use	6.65	7.94	7.14	0.50	-0.79	231
IC-8	Print and/or electronic journal collections I require for my work	6.71	8.06	6.91	0.20	-1.15	220
Library as Place							
LP-1	Library space that inspires study and learning	6.22	7.55	6.91	0.69	-0.64	231
LP-2	Quiet space for individual activities	6.36	7.50	7.04	0.68	-0.47	216
LP-3	A comfortable and inviting location	6.33	7.67	7.31	0.97	-0.36	230
LP-4	A getaway for study, learning, or research	6.29	7.59	7.12	0.84	-0.47	217
LP-5	Community space for group learning and group study	5.65	7.05	6.84	1.19	-0.20	193
Overall:		6.54	7.79	7.15	0.62	-0.64	237

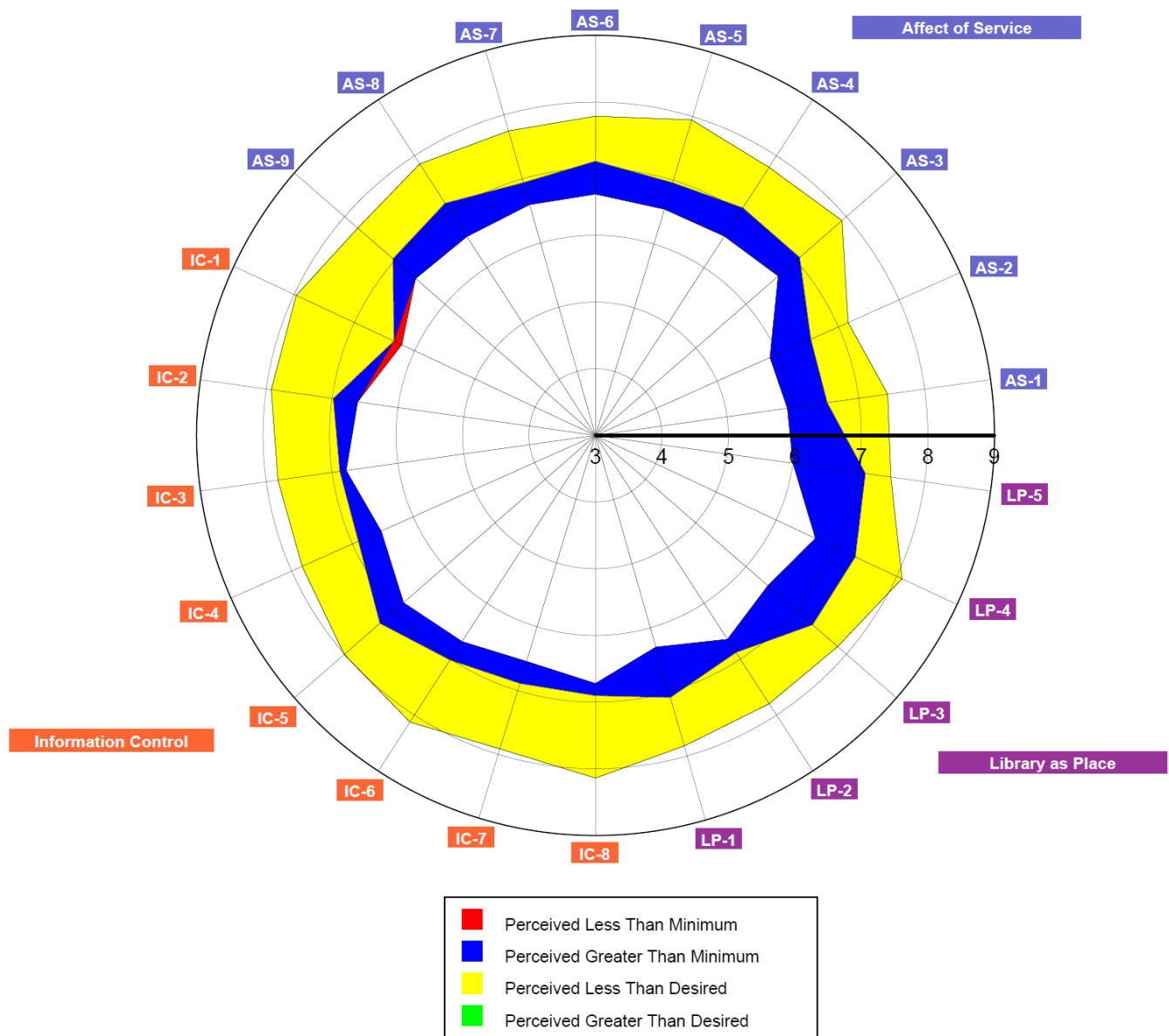
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff)

4.2 Core Questions Summary for Undergraduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.92	7.44	6.52	0.61	-0.92	109
AS-2	Giving users individual attention	5.87	7.16	6.55	0.67	-0.61	119
AS-3	Employees who are consistently courteous	6.64	7.91	7.07	0.43	-0.84	115
AS-4	Readiness to respond to users' questions	6.56	7.79	7.07	0.51	-0.72	112
AS-5	Employees who have the knowledge to answer user questions	6.55	7.95	6.97	0.42	-0.98	115
AS-6	Employees who deal with users in a caring fashion	6.62	7.79	7.12	0.50	-0.67	113
AS-7	Employees who understand the needs of their users	6.60	7.75	6.94	0.34	-0.81	108
AS-8	Willingness to help users	6.56	7.85	7.15	0.60	-0.70	117
AS-9	Dependability in handling users' service problems	6.59	7.74	7.04	0.45	-0.70	104
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.35	7.97	6.21	-0.13	-1.75	121
IC-2	A library Web site enabling me to locate information on my own	6.61	7.93	6.98	0.37	-0.94	122
IC-3	The printed library materials I need for my work	6.79	7.82	6.88	0.10	-0.94	113
IC-4	The electronic information resources I need	6.53	7.83	6.91	0.38	-0.92	117
IC-5	Modern equipment that lets me easily access needed information	6.83	8.01	7.30	0.47	-0.71	121
IC-6	Easy-to-use access tools that allow me to find things on my own	6.69	8.13	7.02	0.33	-1.11	118
IC-7	Making information easily accessible for independent use	6.55	7.92	6.89	0.34	-1.03	119
IC-8	Print and/or electronic journal collections I require for my work	6.72	8.14	6.90	0.18	-1.23	115
Library as Place							
LP-1	Library space that inspires study and learning	6.30	7.84	7.09	0.79	-0.75	122
LP-2	Quiet space for individual activities	6.65	7.80	6.88	0.24	-0.92	119
LP-3	A comfortable and inviting location	6.44	7.83	7.33	0.89	-0.50	121
LP-4	A getaway for study, learning, or research	6.65	8.09	7.31	0.66	-0.77	115
LP-5	Community space for group learning and group study	6.00	7.49	7.10	1.10	-0.39	109
Overall:		6.50	7.82	6.96	0.46	-0.86	122

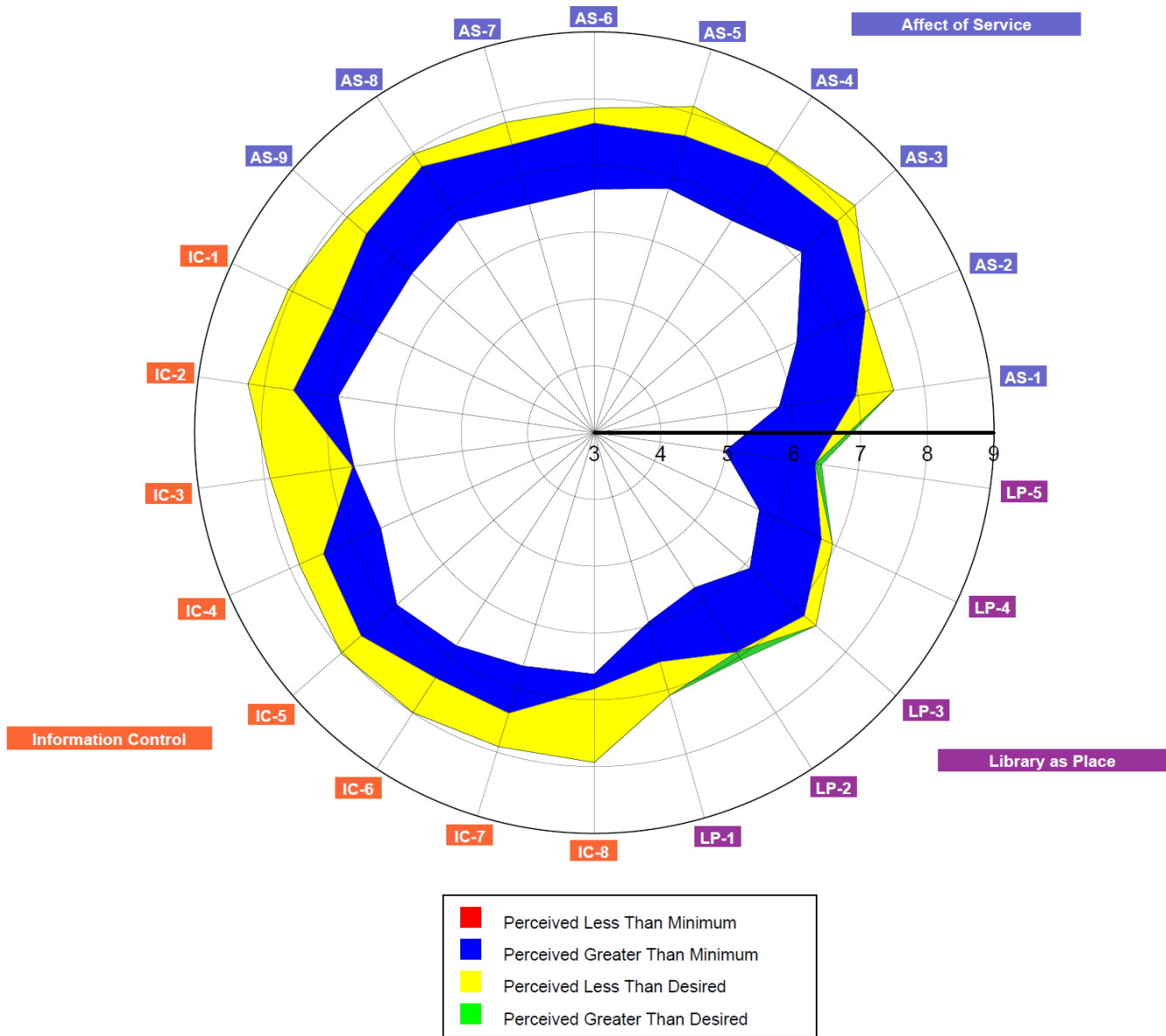
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

6.2 Core Questions Summary for Faculty

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.17	1.75	1.74	2.16	1.93	87
AS-2	Giving users individual attention	1.82	1.57	1.38	1.72	1.60	85
AS-3	Employees who are consistently courteous	1.68	1.31	1.21	1.66	1.52	87
AS-4	Readiness to respond to users' questions	1.70	1.41	1.33	1.80	1.45	85
AS-5	Employees who have the knowledge to answer user questions	1.70	1.36	1.32	1.78	1.29	85
AS-6	Employees who deal with users in a caring fashion	1.75	1.36	1.16	1.55	1.29	85
AS-7	Employees who understand the needs of their users	1.76	1.39	1.34	1.73	1.54	84
AS-8	Willingness to help users	1.74	1.45	1.29	1.83	1.30	85
AS-9	Dependability in handling users' service problems	1.71	1.41	1.45	1.76	1.63	76
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.97	1.57	1.74	2.26	1.98	87
IC-2	A library Web site enabling me to locate information on my own	1.69	1.32	1.32	1.65	1.47	87
IC-3	The printed library materials I need for my work	1.56	1.36	1.60	1.82	1.72	84
IC-4	The electronic information resources I need	1.72	1.53	1.33	1.62	1.53	86
IC-5	Modern equipment that lets me easily access needed information	1.65	1.35	1.22	1.81	1.51	86
IC-6	Easy-to-use access tools that allow me to find things on my own	1.63	1.54	1.33	1.66	1.51	87
IC-7	Making information easily accessible for independent use	1.63	1.46	1.30	1.61	1.44	84
IC-8	Print and/or electronic journal collections I require for my work	1.64	1.62	1.56	1.88	1.78	81
Library as Place							
LP-1	Library space that inspires study and learning	2.24	2.13	1.90	2.35	2.48	84
LP-2	Quiet space for individual activities	2.17	1.98	1.29	2.03	1.90	73
LP-3	A comfortable and inviting location	1.97	1.79	1.56	2.12	2.04	83
LP-4	A getaway for study, learning, or research	2.06	2.29	1.57	2.20	2.15	76
LP-5	Community space for group learning and group study	2.03	2.27	1.58	2.31	2.54	63
Overall:		1.48	1.17	1.01	1.42	1.12	87

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Faculty



LibQUAL⁺

Spring 2004 Survey

**University of Wisconsin - Stevens Point
University Library**

Association of Research Libraries / Texas A&M University

www.libqual.org



LibQUAL⁺

Spring 2004 Survey

University of Wisconsin - Stevens Point University Library

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1 Introduction

1.1 Acknowledgements

This notebook contains information from the February - May 2004 administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2004.

The LibQUAL+™ project requires the skills of a dedicated group. We would like to thank several members of the LibQUAL+™ team for their key roles in this developmental project. From Texas A&M University, the quantitative guidance of Bruce Thompson and the qualitative leadership of Yvonna Lincoln have been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative. From the Association of Research Libraries, we are appreciative of the project management role of Martha Kyrillidou, the technical development role of Jonathan Sousa, and the communications and training support that Amy Hoseth and Consuella Askew are providing.

A New Measures Initiative of this scope is possible only as the collaborative effort of many libraries. To the directors and liaisons at all participating libraries goes the largest measure of gratitude. Without your commitment, the development of LibQUAL+™ would not have been possible. We would like to extend a special thank you to all administrators at the participating consortia and libraries that are making this project happen effectively across various institutions.

We would like to acknowledge the role of the Fund for the Improvement of Post-secondary Education (FIPSE), U.S . Department of Education, which provided grant funds of \$498,368 over a three-year period (2001-03). We would also like to acknowledge the support of the National Science Foundation (NSF) for its grant of \$245,737 over a three-year period (2002-04) to adapt the LibQUAL+™ instrument for use in the science, math, engineering, and technology education digital library community, an assessment tool in development now called e-QUAL. As we move towards the conclusion of these grant funding activities, we would like to express our thanks for the financial support that has enabled the researchers engaged in this project to exceed all of our expectations in stated goals and objectives and deliver a remarkable assessment tool to the library community.

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1.2 LibQUAL+™: Defining and Promoting Library Service Quality

What is LibQUAL+™?

LibQUAL+™ is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The goals of LibQUAL+™ are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide libraries with comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

As of spring 2004, more than 500 libraries have participated in the LibQUAL+™ survey, including colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, and public libraries—some through various consortia, others as independent participants. LibQUAL+™ has expanded internationally, with participating institutions in Canada, the U.K., and Europe, and has been translated into a number of languages, including French, Swedish, and Dutch. The growing LibQUAL+™ community of participants and its extensive dataset are rich resources for improving library services.

How will LibQUAL+™ benefit your library?

Library administrators have successfully used LibQUAL+™ survey data to identify best practices, analyze deficits, and effectively allocate resources. Benefits to participating institutions include:

- Institutional data and reports that enable you to assess whether your library services are meeting user expectations
- Aggregate data and reports that allow you to compare your library's performance with that of peer institutions
- Workshops designed specifically for LibQUAL+™ participants
- Access to an online library of LibQUAL+™ research articles
- Opportunity to become part of a community interested in developing excellence in library services

How does LibQUAL+™ benefit your library users?

LibQUAL+™ gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. You can develop services that better meet your users' expectations by comparing your library's data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users.

How is the LibQUAL+™ survey conducted?

Conducting the LibQUAL+™ survey requires little technical expertise on your part. You invite your users to take the survey, distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+™ survey?

The LibQUAL+™ survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+™. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

1.3 Web Access to Data

Data summaries from the 2004 iteration of the LibQUAL+™ survey will be available to project participants online via the LibQUAL+™ survey management site:

<http://www.libqual.org/Manage/Results/index.cfm>

1.4 Explanation of Charts and Tables

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. A working knowledge of how to read and derive relevant information from these charts is essential. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

What is a radar chart?

Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called “spider charts” or “polar charts”, radar charts feature multiple axes or “spokes” along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL+™ survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Library as Place (LP), and Information Control (IC).

Radar charts are used in this notebook to present the item summaries (the results from the 22 core survey questions).

How to read a radar chart

Radar charts are an effective way to graphically show strengths and weaknesses by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart’s overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

Respondents’ minimum, desired, and perceived levels of service quality are plotted on each axis of your LibQUAL+™ radar charts. The resulting “gaps” between the three levels are shaded in blue, yellow, green, and red. Generally, a radar graph shaded blue and yellow indicates that users’ perceptions of service fall within the “zone of tolerance”; the distance between minimum expectations and perceptions of service quality is shaded in blue, and the distance between their desired and perceived levels of service quality is shown in yellow. When users’ perceptions fall outside the “zone of tolerance,” the graph will include areas of red and green shading. If the distance between users’ minimum expectations and perceptions of service delivery is represented in red, that indicates a negative service adequacy gap score. If the distance between the desired level of service and perceptions of service delivery is represented in green, that indicates a positive service superiority gap score.

Means

The mean of a collection of numbers is their arithmetic average, computed by adding them up and dividing by their total number.

In this notebook, means are provided for users’ minimum, desired, and perceived levels of service quality for each item on the LibQUAL+™ survey. Means are also provided for the general satisfaction and information literacy

outcomes questions.

Standard Deviation

Standard deviation is a measure of the spread of data around their mean. The standard deviation (SD) depends on calculating the average distance of each score from the mean.

In this notebook, standard deviations are provided for every mean presented in the tables.

Service Adequacy

The Service adequacy gap score is calculated by subtracting the minimum score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service adequacy gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service adequacy is an indicator of the extent to which you are meeting the minimum expectations of your users. A negative service adequacy gap score indicates that your users' perceived level of service quality is below their minimum level of service quality and is printed in red.

Service Superiority

The Service superiority gap score is calculated by subtracting the desired score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service superiority gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service superiority is an indicator of the extent to which you are exceeding the desired expectations of your users. A positive service superiority gap score indicates that your users' perceived level of service quality is above their desired level of service quality and is printed in green.

Sections with charts and tables are omitted from the following pages when there are three or fewer individuals in a specific group.

In the consortium notebooks, institution type summaries are not shown if there is only one library for an institution type. Individual library notebooks are produced separately for each participant.

1.5 A Few Words about LibQUAL+™ 2004

Libraries today confront escalating pressure to demonstrate impact. As Cullen (2001) has noted,

Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II... [T]he emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customers' expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

In this environment, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181).

These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures, such as assessments of service quality and satisfaction.

One New Measures initiative is the LibQUAL+™ project (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyriallidou & Thompson, 2002; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002). The book by Cook, Heath and Thompson (forthcoming) details much of the related history and research.

Within a service-quality assessment model, "only customers judge quality; all other judgments are **essentially irrelevant**" (Zeithaml, Parasuraman, Berry, 1990, p. 16). LibQUAL+™ was modeled on the 22-item SERVQUAL tool developed by Parasuraman, Berry and Zeithaml (Parasuraman, Berry & Zeithaml, 1991). However, SERVQUAL has been shown to measure some issues not particularly relevant in libraries, and to not measure some issues of considerable interest to library users.

The final 22 LibQUAL+™ items were developed through several iterations of quantitative studies involving a larger pool of 56 items. The selection of items employed in the LibQUAL+™ survey has been grounded in the *users' perspective* as revealed in a series of qualitative studies involving a larger pool of items. The items were identified following qualitative research interviews with student and faculty library users at several different universities (Cook, 2002a; Cook & Heath, 2001).

LibQUAL+™ is **not** just a list of 22 standardized items. First, LibQUAL+™ offers libraries the ability to select five optional local service quality assessment items. Second, the survey includes a comments "box" soliciting open-ended user views. *Almost half of the people responding to the LibQUAL+™ survey provide valuable feedback through the comments box.* These open-ended comments are helpful for (a) understanding **why** users provide certain ratings, but also (b) understanding **what policy changes** users suggest, because many users feel the obligation to be constructive. Participating libraries are finding the real-time access to user comments one of the most useful devices in challenging library administrators to think 'out of the box' and develop innovative ways for improving library services.

LibQUAL+™ is a "way of listening" to users called a *total market survey*. As Berry (1995) explained,

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

Although (a) measuring perceptions of both users and non-users and (b) collecting perceptions data with regard to peer institutions can provide important insights, LibQUAL+™ is only one of 11 "ways of listening" to customers, a "total market survey." Berry recommended using multiple listening methods, and emphasized that "Ongoing data collection...is a necessity. Transactional surveys, total market surveys, and employee research should always be included" (Berry, 1995, p. 54).

Score Scaling

"Perceived" scores on the 22 LibQUAL+™ core items, the three subscales, and the total score, are all scaled 1 to 9, with 9 being the most favorable. Both the gap scores ("Adequacy" = "Perceived" - "Minimum"; "Superiority" = "Perceived" - "Desired") are scaled such that higher scores are more favorable. Thus, an *adequacy* gap score of +1.2 on an item, subscale, or total score is better than an adequacy gap score of +1.0. A *superiority* gap score of -0.5 on an item, subscale, or total score is better than a superiority gap score of -1.0.

Using LibQUAL+™ Data

In some cases LibQUAL+™ data may confirm prior expectations and library staff will readily formulate action plans to remedy perceived deficiencies. But in many cases library decision-makers will seek additional information to corroborate interpretations or to better understand the dynamics underlying user perceptions.

For example, once an interpretation is formulated, library staff might review recent submissions of users to suggestion boxes to evaluate whether LibQUAL+™ data are consistent with interpretations, and the suggestion box data perhaps also provide user suggestions for remedies. User focus groups also provide a powerful way to explore problems and potential solutions. A university-wide retreat with a small-group facilitated discussion to solicit suggestions for improvement is another follow-up mechanism that has been implemented in several LibQUAL+™ participating libraries.

Indeed, the open-ended comments gathered as part of LibQUAL+™ are themselves useful in fleshing out insights into perceived library service quality. Respondents often use the comments box on the survey to make constructive suggestions on specific ways to address their concerns. Qualitative analysis of these comments can be very fruitful. In short, LibQUAL+™ is not 22 items. LibQUAL+™ is 22 items plus a comments box!

Cook (2002b) provided case study reports of how staff at various libraries have employed data from prior renditions of LibQUAL+™. Heath, Kyrillidou, and Askew (in press) edited a special issue of the Journal of Library Administration reporting additional case studies on the use of LibQUAL+™ data to aid the improvement of library service quality.

2004 Data Screening

The 22 LibQUAL+™ core quantitative items measure perceptions of total service quality, as well as three sub-dimensions of perceived library quality: (a) *Service Affect* (9 items, such as "willingness to help users"); (b) *Library*

as *Place* (5 items, such as "a getaway for study, learning, or research"); and (c) *Information Control* (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work").

However, as happens in any survey, in 2004 some users provided incomplete data, or inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

1. Complete Data. The Web software that presents the 22 core items monitors whether a given user has completed all items. On each of these items, in order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("NA"). If these conditions are not met, when the user attempts to leave the Web page presenting the 22 core items, the software shows the user where missing data are located, and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the 22 items and where respondents chose a "user group," if applicable, were retained in summary statistics.*

2. Excessive "NA" Responses. Because some institutions provided access to a lottery drawing for an incentive (e.g., a Palm PDA) for completing the survey, some users might have selected "NA" choices for all or most of the items rather than reporting their actual perceptions. Or some users may have views on such a narrow range of quality issues that their data are not very informative. *In this survey it was decided that records containing more than 11 "NA" responses should be eliminated from the summary statistics.*

3. Excessive Inconsistent Responses. On LibQUAL+™ user perceptions can be interpreted by locating "perceived" results within the "zone of tolerance" defined by data from the "minimum" and the "desired" ratings. For example, a mean "perceived" rating on the 1-to-9 (9 is highest) scale of 7.5 might be very good if the mean "desired" rating is 6.0. But a 7.5 perception score is less satisfactory if the mean "desired" rating is 8.6, or if the mean "minimum" rating is 7.7.

One appealing feature of such a "gap measurement model" is that the rating format provides a check for inconsistencies in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. For each user a count of such inconsistencies, ranging from "0" to "22," was made. *Records containing more than 9 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL+™ Norms

An important way to interpret LibQUAL+™ data is by examining the zones of tolerance for items, the three subscale scores, and the total scores. However, the collection of such a huge number of user perceptions has afforded us with the unique opportunity to create "norms" tables that provide yet another perspective on results.

Norms tell us how scores "stack up" within a particular user group. For example, on the 1-to-9 (9 is highest) scale, users might provide a mean "perceived" rating of 6.5 on an item, "the printed library materials I need for my work." The same users might provide a mean rating on "minimum" for this item of 7.0, and a mean service-adequacy "gap score" (i.e., "perceived" minus "minimum") of -0.5.

The zone-of-tolerance perspective suggests that this library is not doing well on this item, because "perceived" falls

below "minimally acceptable." This is important to know. But there is also a second way (i.e., normatively) to interpret the data. Both perspectives can be valuable.

A total market survey administered to more than 100,000 users, as was LibQUAL+™ in 2003, affords the opportunity to ask normative questions such as, "How does a mean 'perceived' score of 6.5 stack up among all individual users who completed the survey?", or "How does a mean service-adequacy gap score of -0.5 stack up among the gap scores of all institutions participating in the survey?"

If 70 percent of individual users generated "perceived" ratings lower than 6.5, 6.5 might not be so bad. And if 90 percent of institutions had service-adequacy gap scores lower than -0.5 (e.g., -0.7, -1.1), a mean gap score of -0.5 might actually be quite good. Users simply may have quite high expectations in this area. They may also communicate their dissatisfaction by rating both (a) "perceived" lower and (b) "minimum" higher.

This does not mean that a service-adequacy gap score of -0.5 is necessarily a cause for celebration. But a service-adequacy gap score of -0.5 on an item for which 90 percent of institutions have a lower gap score is a different gap score than the same -0.5 for a different item in which 90 percent of institutions have a higher service-adequacy gap score.

Only norms give us insight into this comparative perspective. And a local user-satisfaction survey (as against a total market survey) can never give us this insight.

Common Misconception Regarding Norms. An unfortunate and incorrect misconception is that norms make value statements. Norms do not make value statements! Norms make fact statements. If you are a forest ranger, and you make \$25,000 a year, a norms table might inform you of the fact that you make less money than 85 percent of the adults in the United States.

But if you love the outdoors, you do not care very much about money, and you are very service-oriented, this fact statement might not be relevant to you. Or, in the context of your values, you might interpret this fact as being quite satisfactory.

LibQUAL+™ Norms Tables. Of course, the fact statements made by the LibQUAL+™ norms are only valuable if you care about the dimensions being evaluated by the measure. More background on LibQUAL+™ norms is provided by Cook and Thompson (2001) and Cook, Heath and B. Thompson (2002). LibQUAL+™ norms for earlier years are available on the Web at the following URL:

<http://www.coe.tamu.edu/~bthompson/libq2003.htm>

Response Rates

At the American Library Association mid-winter meeting in San Antonio in January, 2000, participants were cautioned that response rates on the final LibQUAL+™ survey would probably range from 25-33 percent. Higher response rates can be realized (a) with shorter surveys that (b) are directly action-oriented (Cook, Heath & R.L. Thompson, 2000). For example, a very high response rate could be realized by a library director administering the following one-item survey to users:

Instructions. Please tell us what time to close the library every day. In the future **we will close at whatever time receives the most votes.**

Should we close the library at?

(A) 10 p.m. (B) 11 p.m. (C) midnight (D) 2 p.m.

Lower response rates will be expected for total market surveys measuring general perceptions of users across institutions, and when an intentional effort is made to solicit perceptions of both users and non-users. Two considerations should govern the evaluation of LibQUAL+™ response rates.

Minimum Response Rates. Response rates are computed by dividing the number of completed surveys at an institution by the number of persons asked to complete the survey. However, we do not know the actual response rates on LibQUAL+™, because we do not know the correct denominators for these calculations.

For example, given inadequacy in records at schools, we are not sure how many e-mail addresses for users are accurate. And we do not know how many messages to invite participation were actually opened. In other words, what we know for LibQUAL+™ is the "lower-bound estimate" of response rates.

For example, if 200 out of 800 solicitations result in completed surveys, we know that the response rate is at least 25 percent. But because we are not sure whether 800 e-mail addresses were correct or that 800 e-mail messages were opened, we are not sure that 800 is the correct denominator. The response rate involving only correct e-mail addresses might be 35 or 45 percent. We don't know the exact response rate.

Representativeness Versus Response Rate. If 100 percent of the 800 people we randomly selected to complete our survey did so, then we can be assured that the results are representative of all users. But if only 25 percent of the 800 users complete the survey, the representativeness of the results is not assured. Nor is unrepresentativeness assured.

Representativeness is actually a matter of degree. And several institutions each with 25 percent response rates may have data with different degrees of representativeness.

We can never be sure about how representative our data are as long as not everyone completes the survey. But we can at least address this concern by comparing the demographic profiles of survey completers with the population (Thompson, 2000). At which university below would one feel more confident that LibQUAL+™ results were reasonably representative?

Alpha University

Completers (n=200 / 800)

Gender

Students 53% female

Faculty 45% female

Disciplines

Liberal Arts 40%

Science 15%

Other 45%

Population (N=16,000)

Gender

Students 51% female

Faculty 41% female

Disciplines

Liberal Arts 35%

Science 20%

Other 45%

Omega University

Completers (n=200 / 800)

Gender

Students 35% female

Population (N=23,000)

Gender

Students 59% female

Faculty 65% female
Disciplines
Liberal Arts 40%
Science 20%
Other 40%

Faculty 43% female
Disciplines
Liberal Arts 15%
Science 35%
Other 50%

The persuasiveness of such analyses is greater as the number of variables used in the comparisons is greater. The LibQUAL+™ software has been expanded to automate these comparisons and to output side-by-side graphs and tables comparing sample and population profiles for given institutions. Show these to people who question result representativeness.

However, one caution is in order regarding percentages. When total n is small for an institution, or within a particular subgroup, huge changes in percentages can result from very small shifts in numbers.

LibQUAL+™ Interactive Statistics

In addition to the institution and group notebooks and the norms, LibQUAL+™ has also provided an interactive environment for data analysis where institutions can mine institutional data for peer comparisons. The LibQUAL+™ Interactive Statistics web page includes graphing capabilities for all LibQUAL+™ scores (total and dimension scores) for each individual institution or groups of institutions. Graphs may be generated in either jpeg format for presentation purposes or flash format that includes more detailed information for online browsing. Tables may also be produced in an interactive fashion for one or multiple selections of variables for all individual institutions or groups of participating institutions. Additional development aims at delivering norms in an interactive environment. To access the LibQUAL+™ Interactive Statistics online, go to:

[<http://www.libqual.org/Manage/Results/index.cfm>](http://www.libqual.org/Manage/Results/index.cfm)

Survey Data

In addition to the notebooks, the interactive statistics, and the norms, LibQUAL+™ also makes available (a) raw survey data in SPSS at the request of participating libraries, and (b) raw survey data in Excel for all participating libraries. Additional training using the SPSS datafile is available as a follow-up workshop activity and through the Service Quality Evaluation Academy (see below), which also offers training on analyzing qualitative data. The survey comments are also downloadable in Excel format.

ARL Service Quality Evaluation Academy

LibQUAL+™ is an important tool in the New Measures toolbox that librarians can use to improve service quality. But, even more fundamentally, the LibQUAL+™ initiative is more than a single tool. LibQUAL+™ is an effort to create a culture of data-driven service quality assessment and service quality improvement within libraries.

Such a culture must be informed by more than one tool, and by more than only one of the 11 ways of listening to users. To facilitate a culture of service quality assessment, and to facilitate more informed usage of LibQUAL+™ data, the Association of Research Libraries has created the annual *ARL Service Quality Evaluation Academy*. For more information about the Academy, see the LibQUAL+™ events page at

[<http://www.libqual.org/Events/index.cfm>](http://www.libqual.org/Events/index.cfm)

The intensive, five-day Academy teaches both qualitative and quantitative skills that library staff can use to evaluate and generate service-quality assessment information. The second cohort of Academy participants graduated in May, 2003. The Academy is one more resource for library staff who would like to develop enhanced service-quality assessment skills.

For more information, about LibQUAL+™ or the Association of Research Libraries' Statistics and Measurement program, see:

<<http://www.libqual.org>>

<<http://www.arl.org/stats/>>

<<http://www.arl.org/>>

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2 Demographic Summary for University of Wisconsin - Stevens Point University Library

2.1 Respondents by User Group

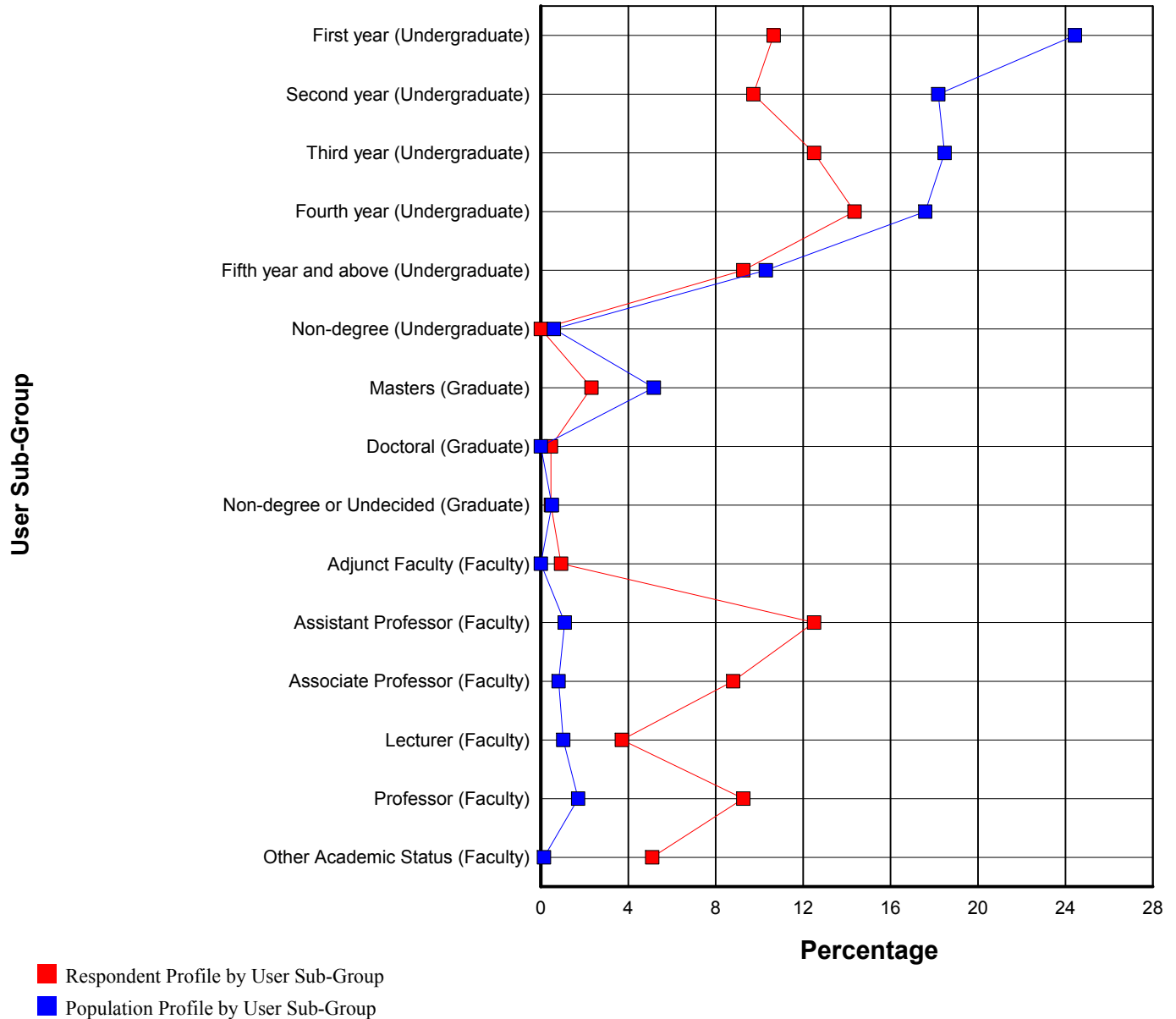
User Group	Respondent n	Respondent %
Undergraduate		
First year	23	9.27%
Second year	21	8.47%
Third year	27	10.89%
Fourth year	31	12.50%
Fifth year and above	20	8.06%
Non-degree	0	0.00%
Sub Total:	122	49.19%
Graduate		
Masters	5	2.02%
Doctoral	1	0.40%
Non-degree or Undecided	1	0.40%
Sub Total:	7	2.82%
Faculty		
Adjunct Faculty	2	0.81%
Assistant Professor	27	10.89%
Associate Professor	19	7.66%
Lecturer	8	3.23%
Professor	20	8.06%
Other Academic Status	11	4.44%
Sub Total:	87	35.08%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	3	1.21%
Public Services	4	1.61%
Systems	0	0.00%
Technical Services	2	0.81%
Other	2	0.81%
Sub Total:	11	4.44%
Staff		
Research Staff	2	0.81%
Other staff positions	19	7.66%
Sub Total:	21	8.47%
Total:	248	100.00%

2.2 Population and Respondents by User Sub-Group

The chart and table below show a breakdown of survey respondents by sub-group (e.g. First year, Masters, Professor), based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions in the online Representativeness section*.

The chart maps percentage of respondents for each user subgroup in red. Population percentages for each user subgroup are mapped in blue. The table shows the number and percentage for each user subgroup for the general population (N) and for survey respondents (n).

**Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	2,265	24.44%	23	10.65%	13.79%
Second year (Undergraduate)	1,685	18.18%	21	9.72%	8.46%
Third year (Undergraduate)	1,712	18.47%	27	12.50%	5.97%
Fourth year (Undergraduate)	1,630	17.59%	31	14.35%	3.23%
Fifth year and above (Undergraduate)	954	10.29%	20	9.26%	1.03%
Non-degree (Undergraduate)	55	0.59%	0	0.00%	0.59%
Masters (Graduate)	479	5.17%	5	2.31%	2.85%
Doctoral (Graduate)	0	0.00%	1	0.46%	-0.46%
Non-degree or Undecided (Graduate)	47	0.51%	1	0.46%	0.04%
Adjunct Faculty (Faculty)	0	0.00%	2	0.93%	-0.93%
Assistant Professor (Faculty)	101	1.09%	27	12.50%	-11.41%
Associate Professor (Faculty)	75	0.81%	19	8.80%	-7.99%
Lecturer (Faculty)	95	1.02%	8	3.70%	-2.68%
Professor (Faculty)	158	1.70%	20	9.26%	-7.55%
Other Academic Status (Faculty)	13	0.14%	11	5.09%	-4.95%
Total:	9,269	100.00%	216	100.00%	0.00%

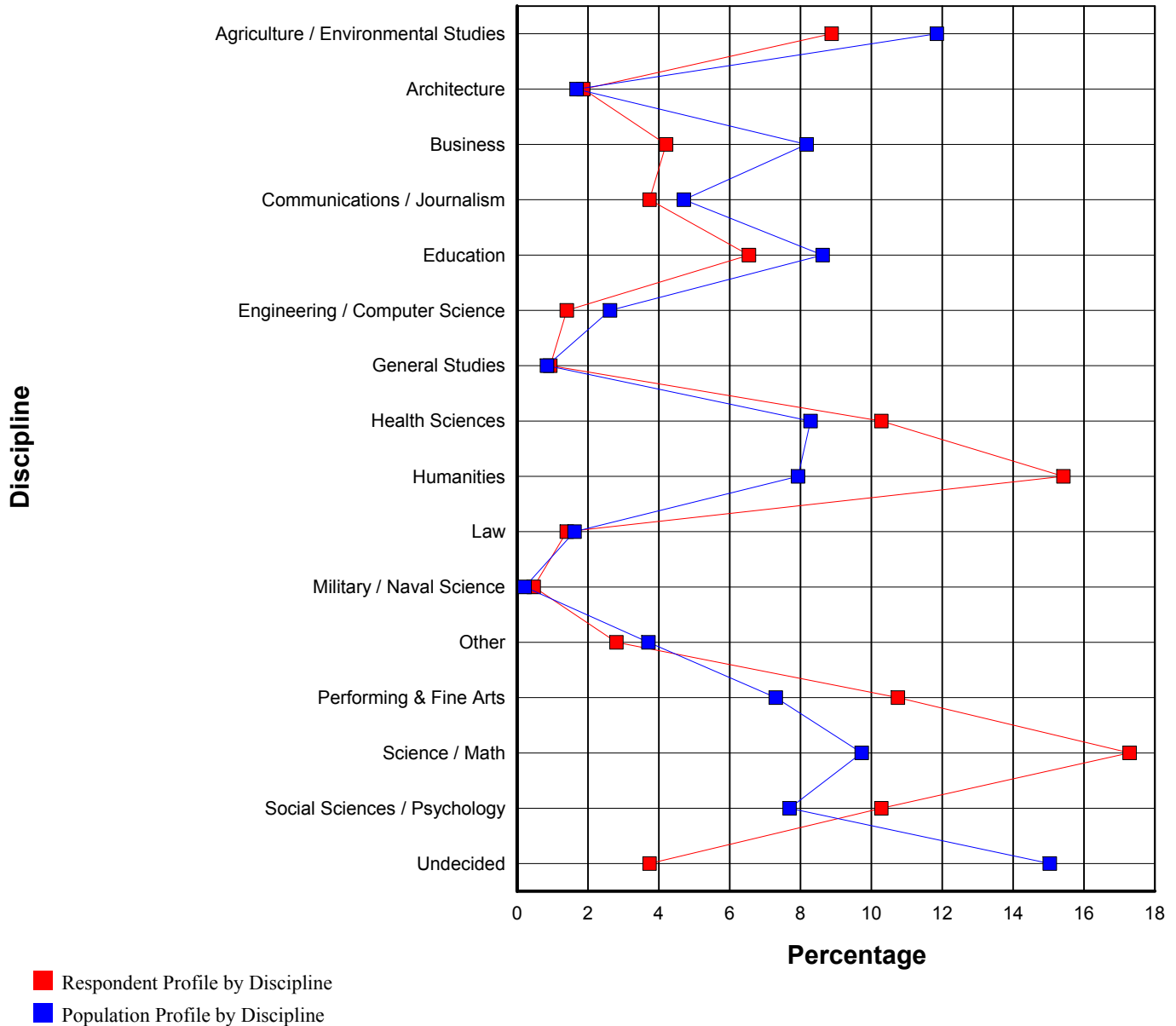
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the LibQUAL+™ standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).

**Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,279	11.85%	19	8.88%	2.97%
Architecture	181	1.68%	4	1.87%	-0.19%
Business	882	8.17%	9	4.21%	3.97%
Communications / Journalism	508	4.71%	8	3.74%	0.97%
Education	931	8.63%	14	6.54%	2.08%
Engineering / Computer Science	283	2.62%	3	1.40%	1.22%
General Studies	91	0.84%	2	0.93%	-0.09%
Health Sciences	894	8.28%	22	10.28%	-2.00%
Humanities	856	7.93%	33	15.42%	-7.49%
Law	175	1.62%	3	1.40%	0.22%
Military / Naval Science	23	0.21%	1	0.47%	-0.25%
Other	400	3.71%	6	2.80%	0.90%
Performing & Fine Arts	788	7.30%	23	10.75%	-3.45%
Science / Math	1,050	9.73%	37	17.29%	-7.56%
Social Sciences / Psychology	830	7.69%	22	10.28%	-2.59%
Undecided	1,623	15.04%	8	3.74%	11.30%
Total:	10,794	100.00%	214	100.00%	0.00%

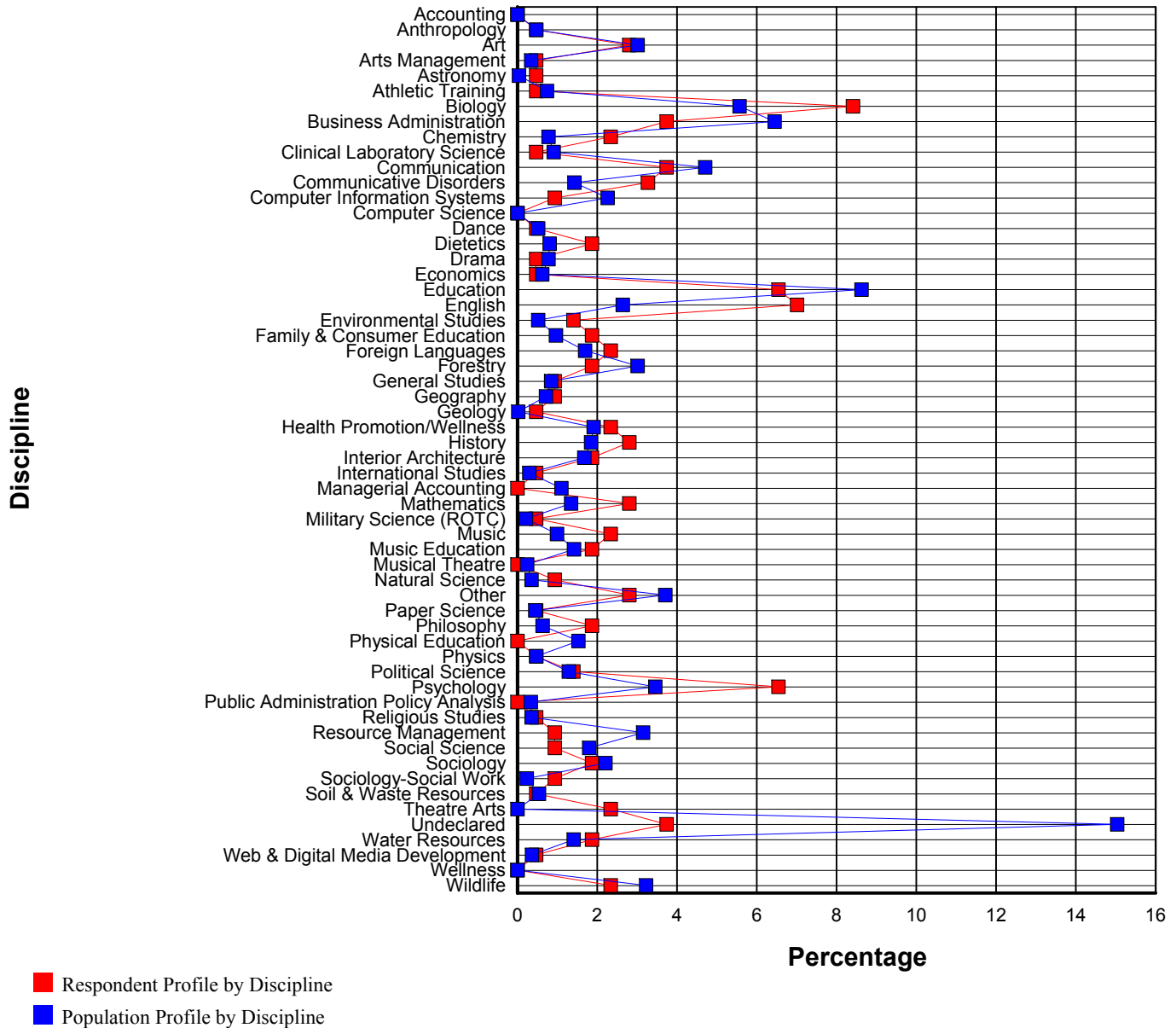
Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).

**Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting	0	0.00%	0	0.00%	0.00%
Anthropology	51	0.47%	1	0.47%	0.01%
Art	325	3.01%	6	2.80%	0.21%
Arts Management	37	0.34%	1	0.47%	-0.12%
Astronomy	4	0.04%	1	0.47%	-0.43%
Athletic Training	80	0.74%	1	0.47%	0.27%
Biology	601	5.57%	18	8.41%	-2.84%
Business Administration	696	6.45%	8	3.74%	2.71%
Chemistry	84	0.78%	5	2.34%	-1.56%
Clinical Laboratory Science	98	0.91%	1	0.47%	0.44%
Communication	508	4.71%	8	3.74%	0.97%
Communicative Disorders	154	1.43%	7	3.27%	-1.84%
Computer Information Systems	244	2.26%	2	0.93%	1.33%
Computer Science	0	0.00%	0	0.00%	0.00%
Dance	56	0.52%	1	0.47%	0.05%
Dietetics	87	0.81%	4	1.87%	-1.06%
Drama	84	0.78%	1	0.47%	0.31%
Economics	67	0.62%	1	0.47%	0.15%
Education	931	8.63%	14	6.54%	2.08%
English	285	2.64%	15	7.01%	-4.37%
Environmental Studies	56	0.52%	3	1.40%	-0.88%
Family & Consumer Education	104	0.96%	4	1.87%	-0.91%
Foreign Languages	183	1.70%	5	2.34%	-0.64%
Forestry	325	3.01%	4	1.87%	1.14%
General Studies	91	0.84%	2	0.93%	-0.09%
Geography	77	0.71%	2	0.93%	-0.22%
Geology	2	0.02%	1	0.47%	-0.45%
Health Promotion/Wellness	206	1.91%	5	2.34%	-0.43%
History	199	1.84%	6	2.80%	-0.96%
Interior Architecture	181	1.68%	4	1.87%	-0.19%
International Studies	32	0.30%	1	0.47%	-0.17%
Managerial Accounting	119	1.10%	0	0.00%	1.10%
Mathematics	145	1.34%	6	2.80%	-1.46%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff, Staff)

Military Science (ROTC)	23	0.21%	1	0.47%	-0.25%
Music	107	0.99%	5	2.34%	-1.35%
Music Education	153	1.42%	4	1.87%	-0.45%
Musical Theatre	26	0.24%	0	0.00%	0.24%
Natural Science	38	0.35%	2	0.93%	-0.58%
Other	400	3.71%	6	2.80%	0.90%
Paper Science	48	0.44%	1	0.47%	-0.02%
Philosophy	68	0.63%	4	1.87%	-1.24%
Physical Education	165	1.53%	0	0.00%	1.53%
Physics	51	0.47%	1	0.47%	0.01%
Political Science	139	1.29%	3	1.40%	-0.11%
Psychology	373	3.46%	14	6.54%	-3.09%
Public Administration Policy Analysis	36	0.33%	0	0.00%	0.33%
Religious Studies	38	0.35%	1	0.47%	-0.12%
Resource Management	340	3.15%	2	0.93%	2.22%
Social Science	194	1.80%	2	0.93%	0.86%
Sociology	238	2.20%	4	1.87%	0.34%
Sociology-Social Work	25	0.23%	2	0.93%	-0.70%
Soil & Waste Resources	58	0.54%	1	0.47%	0.07%
Theatre Arts	0	0.00%	5	2.34%	-2.34%
Undeclared	1,623	15.04%	8	3.74%	11.30%
Water Resources	152	1.41%	4	1.87%	-0.46%
Web & Digital Media Development	39	0.36%	1	0.47%	-0.11%
Wellness	0	0.00%	0	0.00%	0.00%
Wildlife	348	3.22%	5	2.34%	0.89%
Total:	10,794	100.00%	214	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: All (Excluding Library Staff, Staff)

2.5 Respondent Profile by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	1	0.42%
18 - 22	88	37.13%
23 - 30	30	12.66%
31 - 45	58	24.47%
46 - 65	55	23.21%
Over 65	5	2.11%
Total:	237	100.00%

2.6 Population and Respondent Profiles by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	4,168	44.01%	82	34.75%
Female	5,303	55.99%	154	65.25%
Total:	9,471	100.00%	236	100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

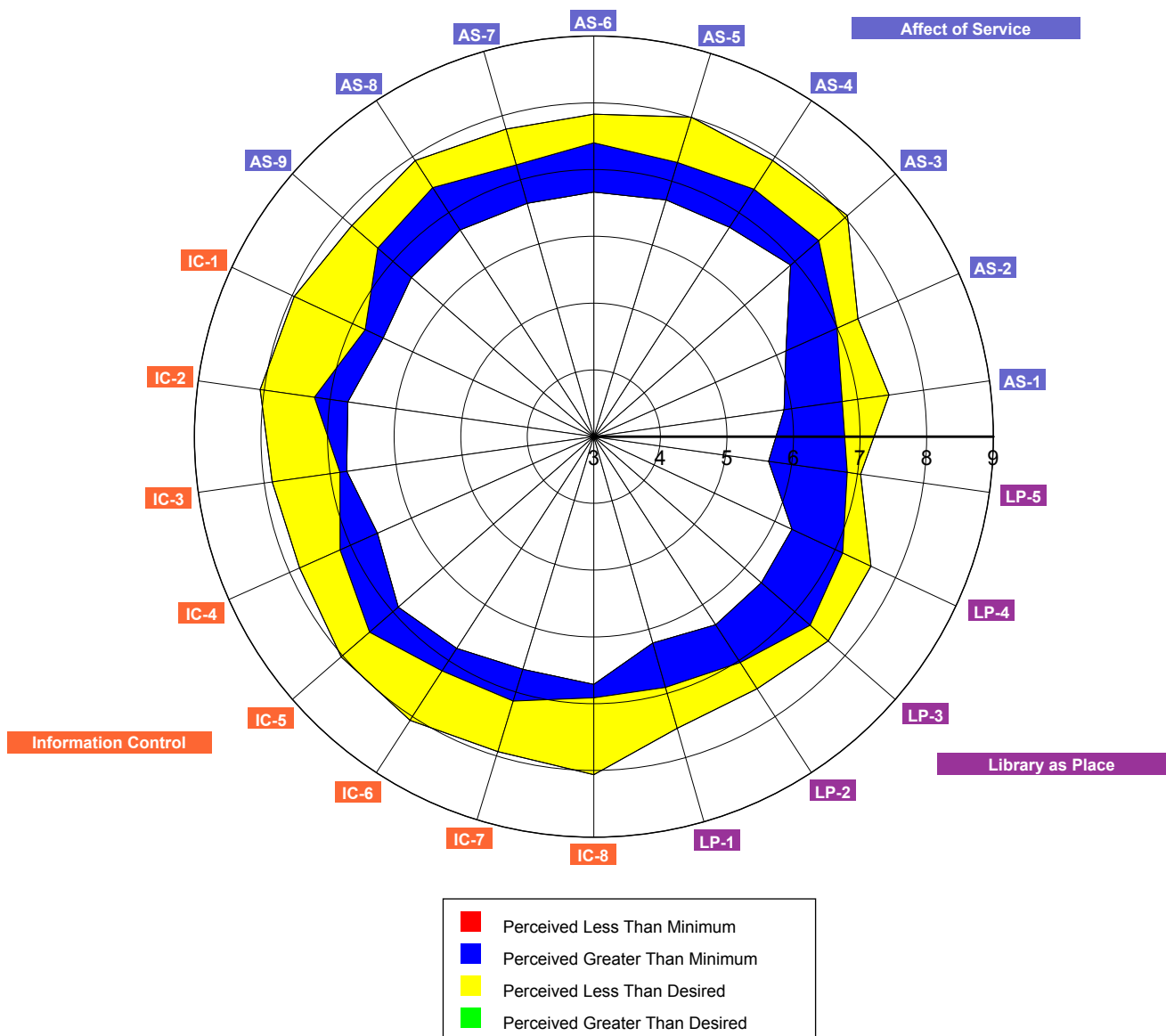
3 Survey Item Summary for University of Wisconsin - Stevens Point University Library

3.1 Core Questions Summary

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.89	7.48	6.77	0.88	-0.71	222
AS-2	Giving users individual attention	6.16	7.34	7.00	0.84	-0.34	231
AS-3	Employees who are consistently courteous	6.92	8.05	7.48	0.56	-0.57	230
AS-4	Readiness to respond to users' questions	6.74	7.93	7.42	0.68	-0.51	224
AS-5	Employees who have the knowledge to answer user questions	6.71	8.00	7.30	0.59	-0.71	227
AS-6	Employees who deal with users in a caring fashion	6.67	7.83	7.40	0.74	-0.43	224
AS-7	Employees who understand the needs of their users	6.64	7.79	7.24	0.60	-0.56	217
AS-8	Willingness to help users	6.69	7.93	7.45	0.75	-0.48	228
AS-9	Dependability in handling users' service problems	6.64	7.82	7.31	0.67	-0.51	203
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.49	7.97	6.79	0.30	-1.17	235
IC-2	A library Web site enabling me to locate information on my own	6.73	8.06	7.24	0.51	-0.82	237
IC-3	The printed library materials I need for my work	6.75	7.88	6.85	0.10	-1.03	224
IC-4	The electronic information resources I need	6.56	7.84	7.17	0.62	-0.66	229
IC-5	Modern equipment that lets me easily access needed information	6.89	8.03	7.47	0.57	-0.56	234
IC-6	Easy-to-use access tools that allow me to find things on my own	6.78	8.07	7.19	0.40	-0.88	232
IC-7	Making information easily accessible for independent use	6.65	7.94	7.14	0.50	-0.79	231
IC-8	Print and/or electronic journal collections I require for my work	6.71	8.06	6.91	0.20	-1.15	220
Library as Place							
LP-1	Library space that inspires study and learning	6.22	7.55	6.91	0.69	-0.64	231
LP-2	Quiet space for individual activities	6.36	7.50	7.04	0.68	-0.47	216
LP-3	A comfortable and inviting location	6.33	7.67	7.31	0.97	-0.36	230
LP-4	A getaway for study, learning, or research	6.29	7.59	7.12	0.84	-0.47	217
LP-5	Community space for group learning and group study	5.65	7.05	6.84	1.19	-0.20	193
Overall:		6.54	7.79	7.15	0.62	-0.64	237

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.95	1.66	1.73	1.96	1.76	222
AS-2	Giving users individual attention	1.91	1.66	1.64	1.67	1.54	231
AS-3	Employees who are consistently courteous	1.73	1.25	1.55	1.93	1.72	230
AS-4	Readiness to respond to users' questions	1.71	1.31	1.39	1.82	1.49	224
AS-5	Employees who have the knowledge to answer user questions	1.72	1.28	1.52	1.91	1.52	227
AS-6	Employees who deal with users in a caring fashion	1.78	1.33	1.43	1.82	1.45	224
AS-7	Employees who understand the needs of their users	1.71	1.35	1.43	1.73	1.47	217
AS-8	Willingness to help users	1.82	1.37	1.50	1.81	1.36	228
AS-9	Dependability in handling users' service problems	1.65	1.39	1.45	1.68	1.60	203
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.91	1.60	1.94	2.36	2.27	235
IC-2	A library Web site enabling me to locate information on my own	1.76	1.41	1.61	1.94	1.62	237
IC-3	The printed library materials I need for my work	1.66	1.39	1.68	1.90	1.71	224
IC-4	The electronic information resources I need	1.66	1.35	1.46	1.88	1.67	229
IC-5	Modern equipment that lets me easily access needed information	1.64	1.22	1.43	1.78	1.49	234
IC-6	Easy-to-use access tools that allow me to find things on my own	1.64	1.31	1.41	1.79	1.56	232
IC-7	Making information easily accessible for independent use	1.63	1.36	1.42	1.81	1.60	231
IC-8	Print and/or electronic journal collections I require for my work	1.70	1.32	1.65	2.12	1.84	220
Library as Place							
LP-1	Library space that inspires study and learning	2.04	1.75	1.70	2.09	2.03	231
LP-2	Quiet space for individual activities	2.04	1.74	1.65	2.17	1.97	216
LP-3	A comfortable and inviting location	1.93	1.53	1.55	1.99	1.73	230
LP-4	A getaway for study, learning, or research	1.96	1.81	1.62	2.13	1.87	217
LP-5	Community space for group learning and group study	2.13	1.93	1.72	2.24	2.28	193
Overall:		1.43	1.05	1.11	1.43	1.12	237

Language: American English

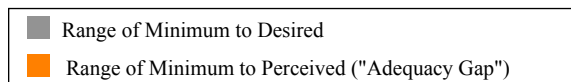
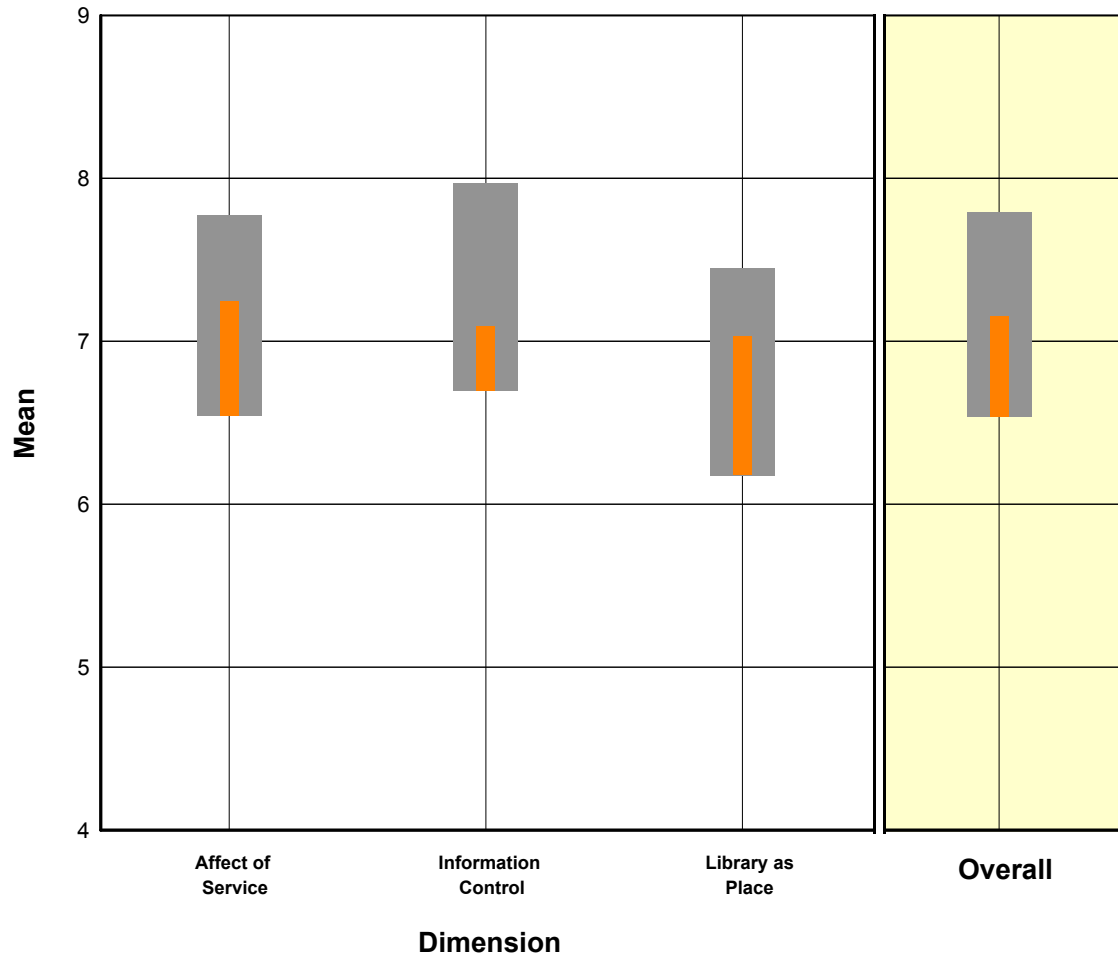
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: All (Excluding Library Staff)

3.2 Core Question Dimensions Summary

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.54	7.77	7.24	0.70	-0.53	237
Information Control	6.70	7.97	7.09	0.40	-0.88	237
Library as Place	6.18	7.45	7.03	0.85	-0.42	235
Overall:	6.54	7.79	7.15	0.62	-0.64	237

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.51	1.15	1.27	1.50	1.22	237
Information Control	1.41	1.05	1.21	1.53	1.27	237
Library as Place	1.75	1.48	1.33	1.76	1.59	235
Overall:	1.43	1.05	1.11	1.43	1.12	237

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: All (Excluding Library Staff)

3.3 Local Questions Summary

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.42	8.04	6.90	0.48	-1.15	234
Making me aware of library services	5.96	7.29	6.55	0.59	-0.74	234
Electronic resources matching my information needs	6.76	8.05	7.04	0.28	-1.02	228
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.24	7.66	7.17	0.93	-0.49	221
Convenient service hours	6.56	7.88	7.10	0.54	-0.77	229

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.78	1.22	1.52	1.89	1.71	234
Making me aware of library services	1.94	1.58	1.76	2.12	1.93	234
Electronic resources matching my information needs	1.69	1.14	1.62	2.04	1.71	228
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.91	1.45	1.62	2.00	1.78	221
Convenient service hours	1.79	1.40	1.70	2.11	1.99	229

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

3.4 General Satisfaction Questions Summary

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.61	1.44	237
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.13	1.53	237
How would you rate the overall quality of the service provided by the library?	7.38	1.28	237

3.5 Information Literacy Outcomes Questions Summary

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.02	1.91	237
The library aids my advancement in my academic discipline.	6.72	1.67	237
The library enables me to be more efficient in my academic pursuits.	6.86	1.63	237
The library helps me distinguish between trustworthy and untrustworthy information.	5.86	1.96	237
The library provides me with the information skills I need in my work or study.	6.45	1.76	237

Language: American English

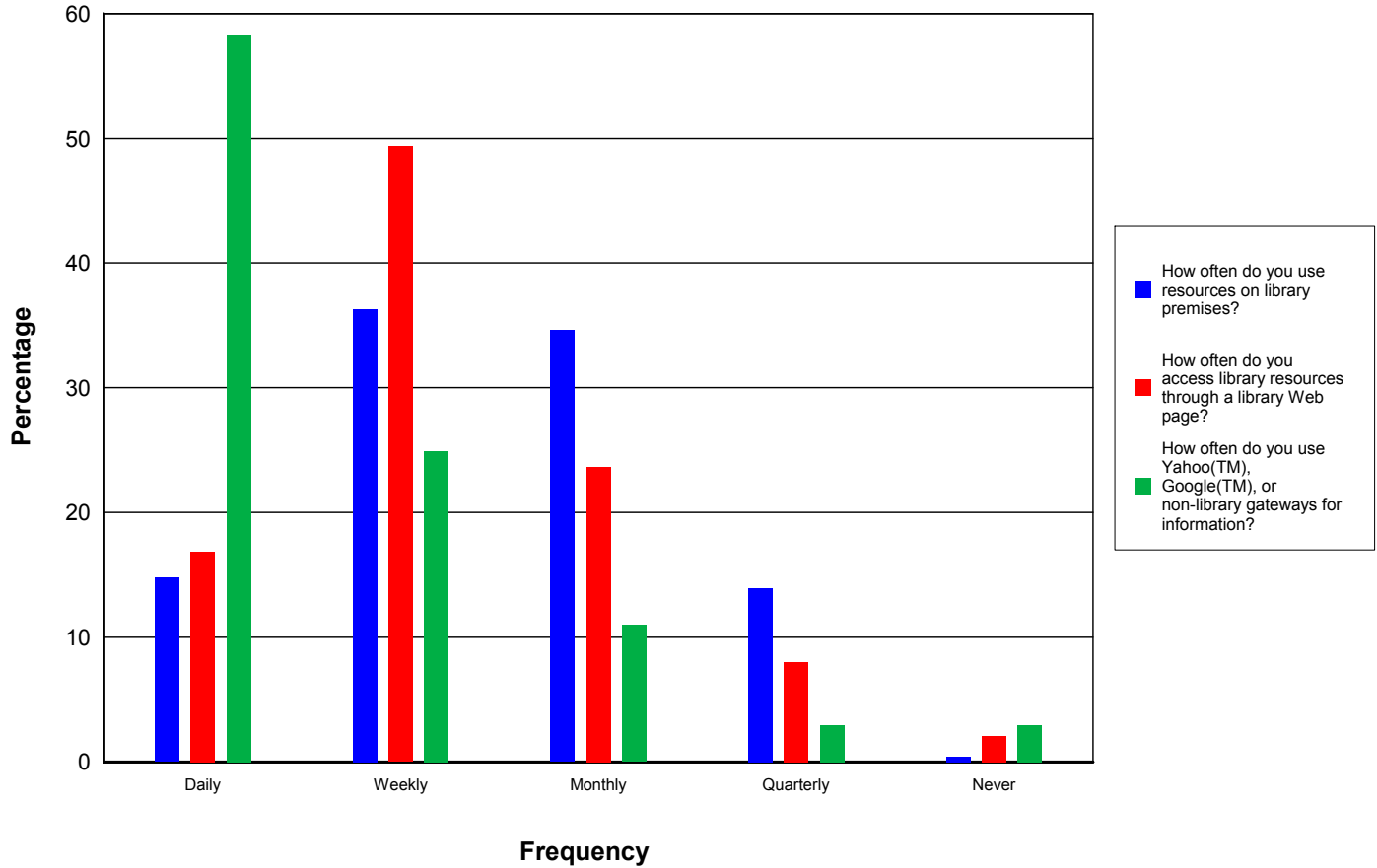
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: All (Excluding Library Staff)

3.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	35 14.77%	86 36.29%	82 34.60%	33 13.92%	1 0.42%	237 100.00%
How often do you access library resources through a library Web page?	40 16.88%	117 49.37%	56 23.63%	19 8.02%	5 2.11%	237 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	138 58.23%	59 24.89%	26 10.97%	7 2.95%	7 2.95%	237 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: All (Excluding Library Staff)

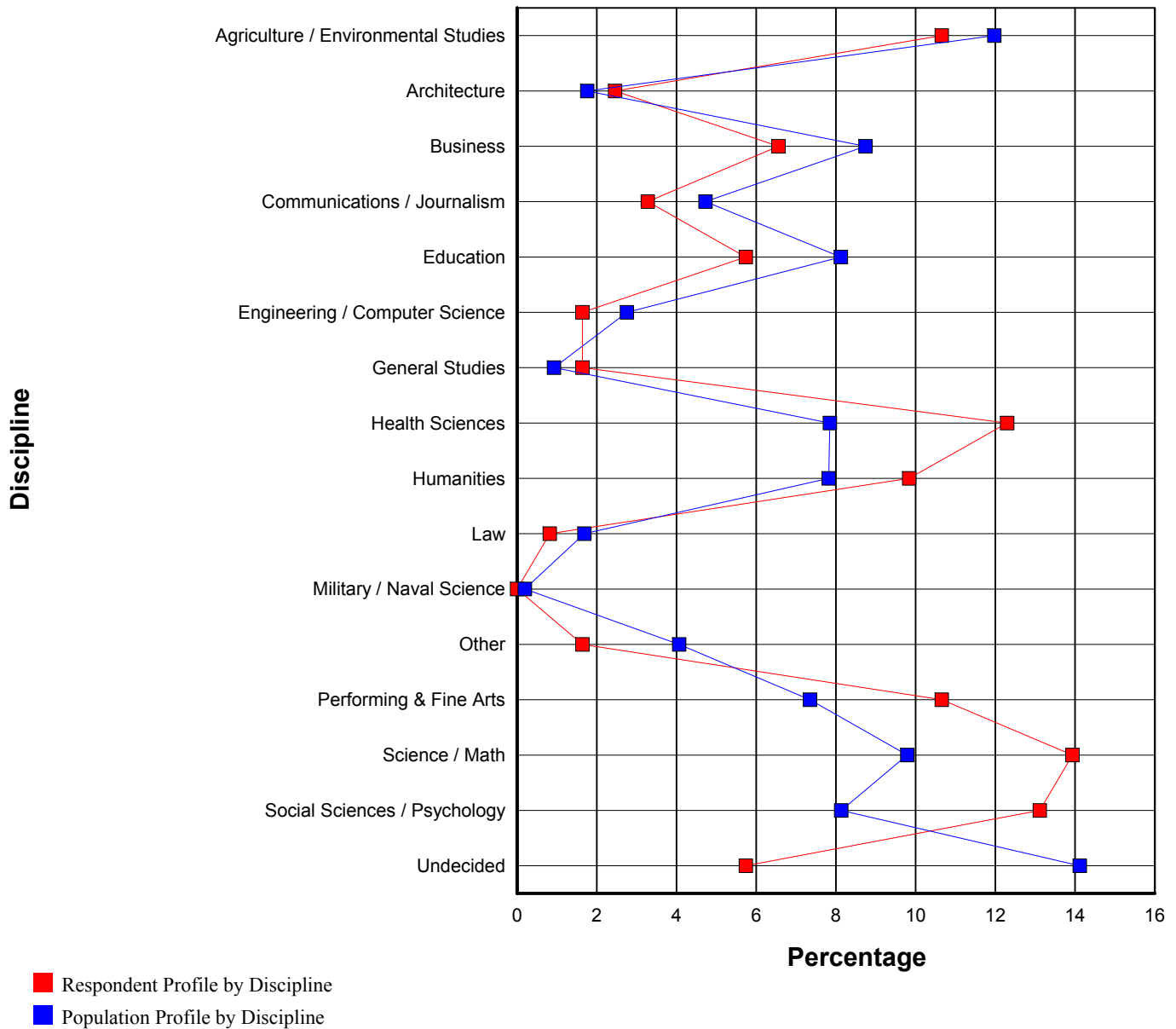
4 Undergraduate Summary

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the LibQUAL+™ standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

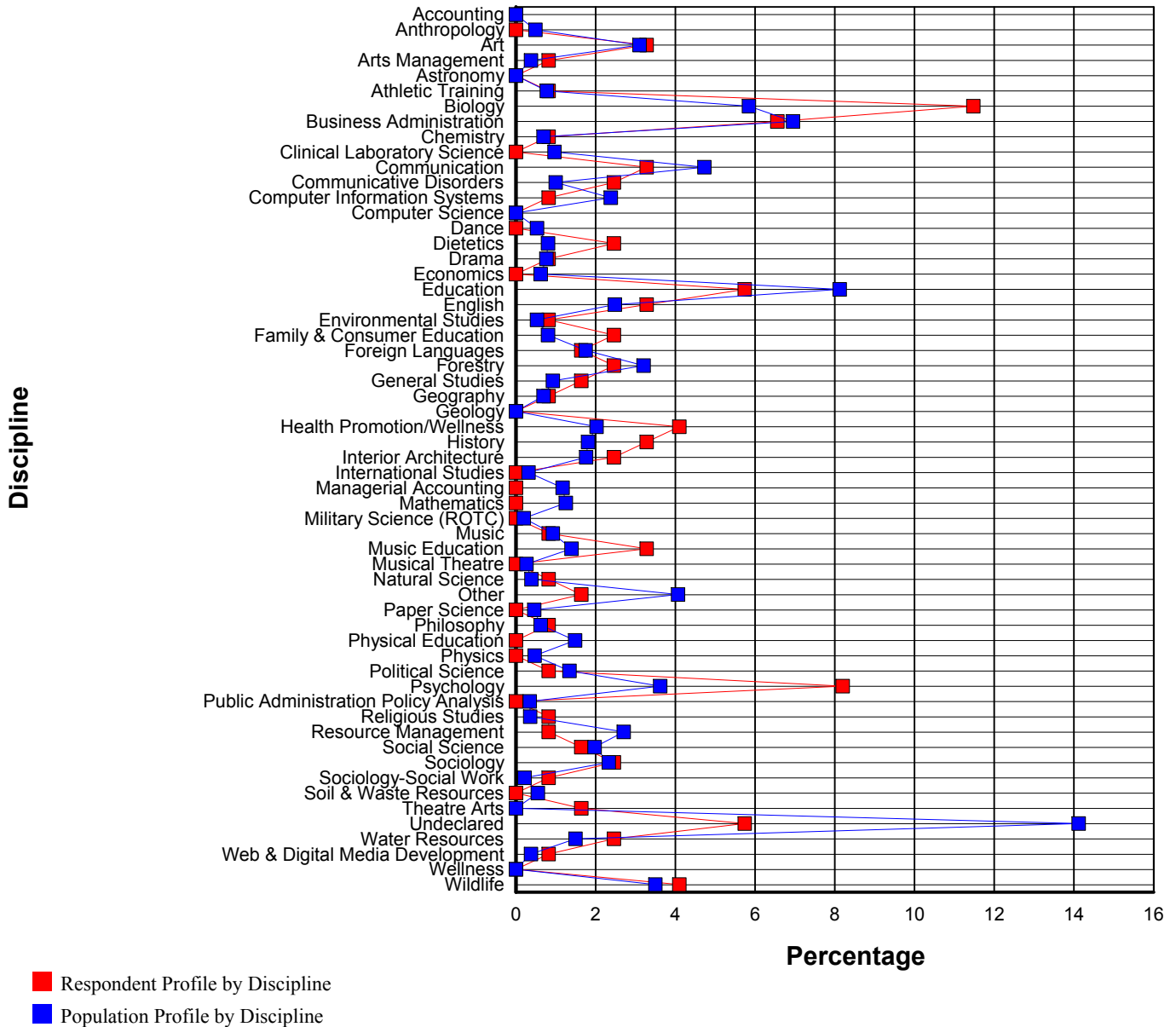
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,178	11.97%	13	10.66%	1.32%
Architecture	173	1.76%	3	2.46%	-0.70%
Business	860	8.74%	8	6.56%	2.18%
Communications / Journalism	465	4.73%	4	3.28%	1.45%
Education	799	8.12%	7	5.74%	2.38%
Engineering / Computer Science	271	2.75%	2	1.64%	1.12%
General Studies	91	0.92%	2	1.64%	-0.71%
Health Sciences	772	7.85%	15	12.30%	-4.45%
Humanities	769	7.82%	12	9.84%	-2.02%
Law	166	1.69%	1	0.82%	0.87%
Military / Naval Science	19	0.19%	0	0.00%	0.19%
Other	400	4.07%	2	1.64%	2.43%
Performing & Fine Arts	723	7.35%	13	10.66%	-3.31%
Science / Math	963	9.79%	17	13.93%	-4.15%
Social Sciences / Psychology	800	8.13%	16	13.11%	-4.98%
Undecided	1,389	14.12%	7	5.74%	8.38%
Total:	9,838	100.00%	122	100.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting	0	0.00%	0	0.00%	0.00%
Anthropology	48	0.49%	0	0.00%	0.49%
Art	305	3.10%	4	3.28%	-0.18%
Arts Management	37	0.38%	1	0.82%	-0.44%
Astronomy	0	0.00%	0	0.00%	0.00%
Athletic Training	76	0.77%	1	0.82%	-0.05%
Biology	575	5.84%	14	11.48%	-5.63%
Business Administration	684	6.95%	8	6.56%	0.40%
Chemistry	68	0.69%	1	0.82%	-0.13%
Clinical Laboratory Science	95	0.97%	0	0.00%	0.97%
Communication	465	4.73%	4	3.28%	1.45%
Communicative Disorders	98	1.00%	3	2.46%	-1.46%
Computer Information Systems	234	2.38%	1	0.82%	1.56%
Computer Science	0	0.00%	0	0.00%	0.00%
Dance	52	0.53%	0	0.00%	0.53%
Dietetics	79	0.80%	3	2.46%	-1.66%
Drama	75	0.76%	1	0.82%	-0.06%
Economics	61	0.62%	0	0.00%	0.62%
Education	799	8.12%	7	5.74%	2.38%
English	244	2.48%	4	3.28%	-0.80%
Environmental Studies	52	0.53%	1	0.82%	-0.29%
Family & Consumer Education	79	0.80%	3	2.46%	-1.66%
Foreign Languages	172	1.75%	2	1.64%	0.11%
Forestry	315	3.20%	3	2.46%	0.74%
General Studies	91	0.92%	2	1.64%	-0.71%
Geography	68	0.69%	1	0.82%	-0.13%
Geology	0	0.00%	0	0.00%	0.00%
Health Promotion/Wellness	199	2.02%	5	4.10%	-2.08%
History	178	1.81%	4	3.28%	-1.47%
Interior Architecture	173	1.76%	3	2.46%	-0.70%
International Studies	31	0.32%	0	0.00%	0.32%
Managerial Accounting	115	1.17%	0	0.00%	1.17%
Mathematics	123	1.25%	0	0.00%	1.25%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

Military Science (ROTC)	19	0.19%	0	0.00%	0.19%
Music	91	0.92%	1	0.82%	0.11%
Music Education	137	1.39%	4	3.28%	-1.89%
Musical Theatre	26	0.26%	0	0.00%	0.26%
Natural Science	38	0.39%	1	0.82%	-0.43%
Other	400	4.07%	2	1.64%	2.43%
Paper Science	45	0.46%	0	0.00%	0.46%
Philosophy	61	0.62%	1	0.82%	-0.20%
Physical Education	146	1.48%	0	0.00%	1.48%
Physics	46	0.47%	0	0.00%	0.47%
Political Science	132	1.34%	1	0.82%	0.52%
Psychology	356	3.62%	10	8.20%	-4.58%
Public Administration Policy Analysis	34	0.35%	0	0.00%	0.35%
Religious Studies	35	0.36%	1	0.82%	-0.46%
Resource Management	266	2.70%	1	0.82%	1.88%
Social Science	194	1.97%	2	1.64%	0.33%
Sociology	229	2.33%	3	2.46%	-0.13%
Sociology-Social Work	21	0.21%	1	0.82%	-0.61%
Soil & Waste Resources	54	0.55%	0	0.00%	0.55%
Theatre Arts	0	0.00%	2	1.64%	-1.64%
Undeclared	1,389	14.12%	7	5.74%	8.38%
Water Resources	147	1.49%	3	2.46%	-0.96%
Web & Digital Media Development	37	0.38%	1	0.82%	-0.44%
Wellness	0	0.00%	0	0.00%	0.00%
Wildlife	344	3.50%	5	4.10%	-0.60%
Total:	9,838	100.00%	122	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Undergraduate

4.1.3 Respondent Profile for Undergraduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	88	72.13%
23 - 30	21	17.21%
31 - 45	9	7.38%
46 - 65	2	1.64%
Over 65	2	1.64%
Total:	122	100.00%

4.1.4 Population and Respondent Profiles for Undergraduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	3,760	44.22%	39	31.97%
Female	4,743	55.78%	83	68.03%
Total:	8,503	100.00%	122	100.00%

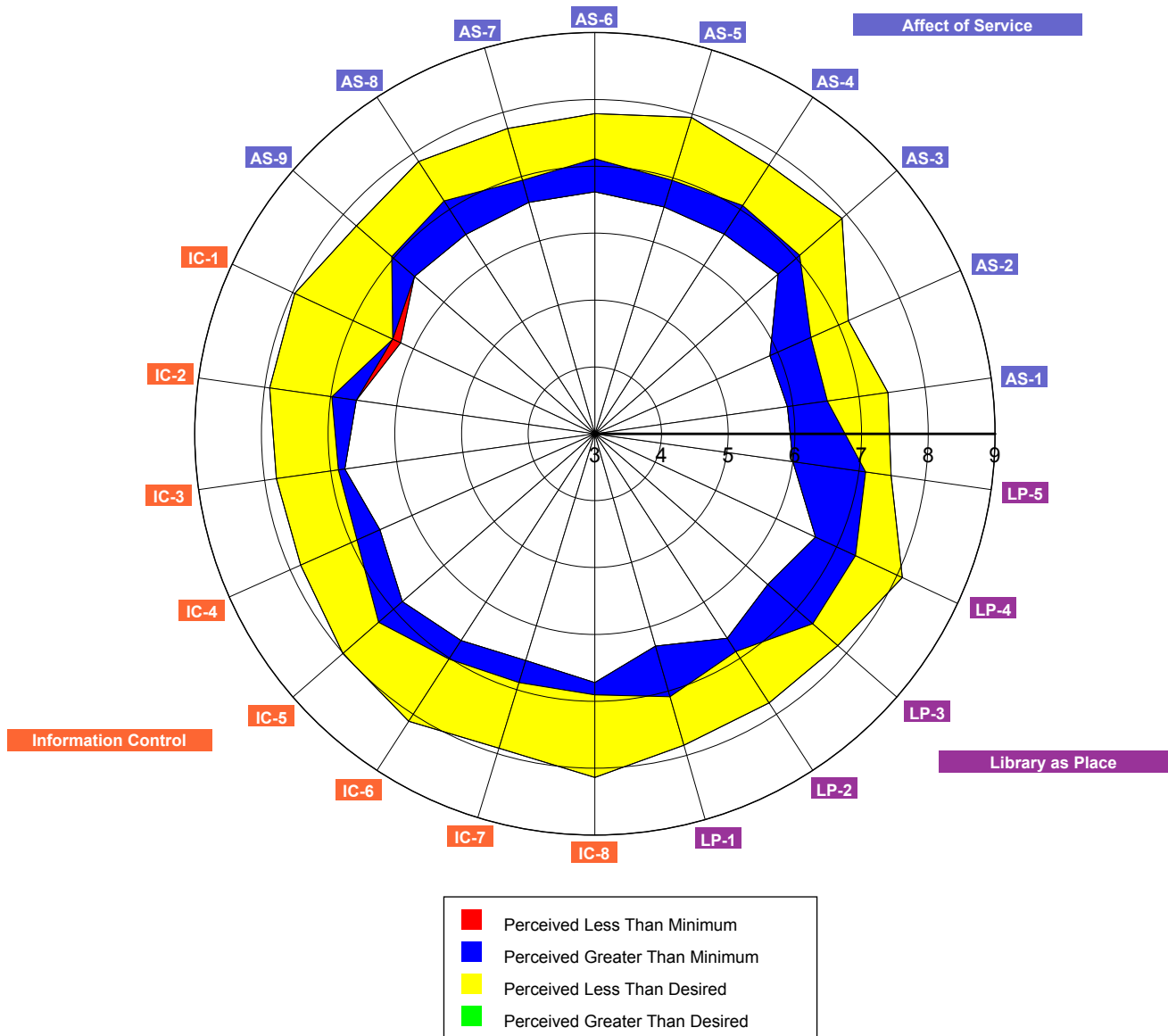
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

4.2 Core Questions Summary for Undergraduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.92	7.44	6.52	0.61	-0.92	109
AS-2	Giving users individual attention	5.87	7.16	6.55	0.67	-0.61	119
AS-3	Employees who are consistently courteous	6.64	7.91	7.07	0.43	-0.84	115
AS-4	Readiness to respond to users' questions	6.56	7.79	7.07	0.51	-0.72	112
AS-5	Employees who have the knowledge to answer user questions	6.55	7.95	6.97	0.42	-0.98	115
AS-6	Employees who deal with users in a caring fashion	6.62	7.79	7.12	0.50	-0.67	113
AS-7	Employees who understand the needs of their users	6.60	7.75	6.94	0.34	-0.81	108
AS-8	Willingness to help users	6.56	7.85	7.15	0.60	-0.70	117
AS-9	Dependability in handling users' service problems	6.59	7.74	7.04	0.45	-0.70	104
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.35	7.97	6.21	-0.13	-1.75	121
IC-2	A library Web site enabling me to locate information on my own	6.61	7.93	6.98	0.37	-0.94	122
IC-3	The printed library materials I need for my work	6.79	7.82	6.88	0.10	-0.94	113
IC-4	The electronic information resources I need	6.53	7.83	6.91	0.38	-0.92	117
IC-5	Modern equipment that lets me easily access needed information	6.83	8.01	7.30	0.47	-0.71	121
IC-6	Easy-to-use access tools that allow me to find things on my own	6.69	8.13	7.02	0.33	-1.11	118
IC-7	Making information easily accessible for independent use	6.55	7.92	6.89	0.34	-1.03	119
IC-8	Print and/or electronic journal collections I require for my work	6.72	8.14	6.90	0.18	-1.23	115
Library as Place							
LP-1	Library space that inspires study and learning	6.30	7.84	7.09	0.79	-0.75	122
LP-2	Quiet space for individual activities	6.65	7.80	6.88	0.24	-0.92	119
LP-3	A comfortable and inviting location	6.44	7.83	7.33	0.89	-0.50	121
LP-4	A getaway for study, learning, or research	6.65	8.09	7.31	0.66	-0.77	115
LP-5	Community space for group learning and group study	6.00	7.49	7.10	1.10	-0.39	109
Overall:		6.50	7.82	6.96	0.46	-0.86	122

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.74	1.54	1.76	1.80	1.62	109
AS-2	Giving users individual attention	2.02	1.80	1.78	1.68	1.53	119
AS-3	Employees who are consistently courteous	1.77	1.27	1.77	2.18	1.88	115
AS-4	Readiness to respond to users' questions	1.76	1.33	1.38	1.83	1.48	112
AS-5	Employees who have the knowledge to answer user questions	1.79	1.27	1.69	2.11	1.72	115
AS-6	Employees who deal with users in a caring fashion	1.83	1.35	1.64	2.04	1.60	113
AS-7	Employees who understand the needs of their users	1.75	1.37	1.48	1.79	1.44	108
AS-8	Willingness to help users	1.96	1.39	1.67	1.88	1.46	117
AS-9	Dependability in handling users' service problems	1.66	1.46	1.50	1.68	1.67	104
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.86	1.53	2.05	2.50	2.42	121
IC-2	A library Web site enabling me to locate information on my own	1.81	1.47	1.79	2.19	1.76	122
IC-3	The printed library materials I need for my work	1.78	1.49	1.77	1.92	1.70	113
IC-4	The electronic information resources I need	1.65	1.26	1.51	1.99	1.69	117
IC-5	Modern equipment that lets me easily access needed information	1.67	1.19	1.63	1.78	1.52	121
IC-6	Easy-to-use access tools that allow me to find things on my own	1.69	1.15	1.49	1.90	1.58	118
IC-7	Making information easily accessible for independent use	1.67	1.33	1.51	1.98	1.74	119
IC-8	Print and/or electronic journal collections I require for my work	1.76	1.15	1.72	2.23	1.86	115
Library as Place							
LP-1	Library space that inspires study and learning	1.91	1.45	1.59	1.93	1.76	122
LP-2	Quiet space for individual activities	1.90	1.58	1.89	2.23	2.02	119
LP-3	A comfortable and inviting location	1.91	1.36	1.62	1.95	1.56	121
LP-4	A getaway for study, learning, or research	1.79	1.30	1.63	2.13	1.72	115
LP-5	Community space for group learning and group study	2.05	1.59	1.73	2.15	2.11	109
Overall:		1.41	0.99	1.18	1.46	1.13	122

Language: American English

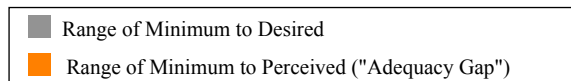
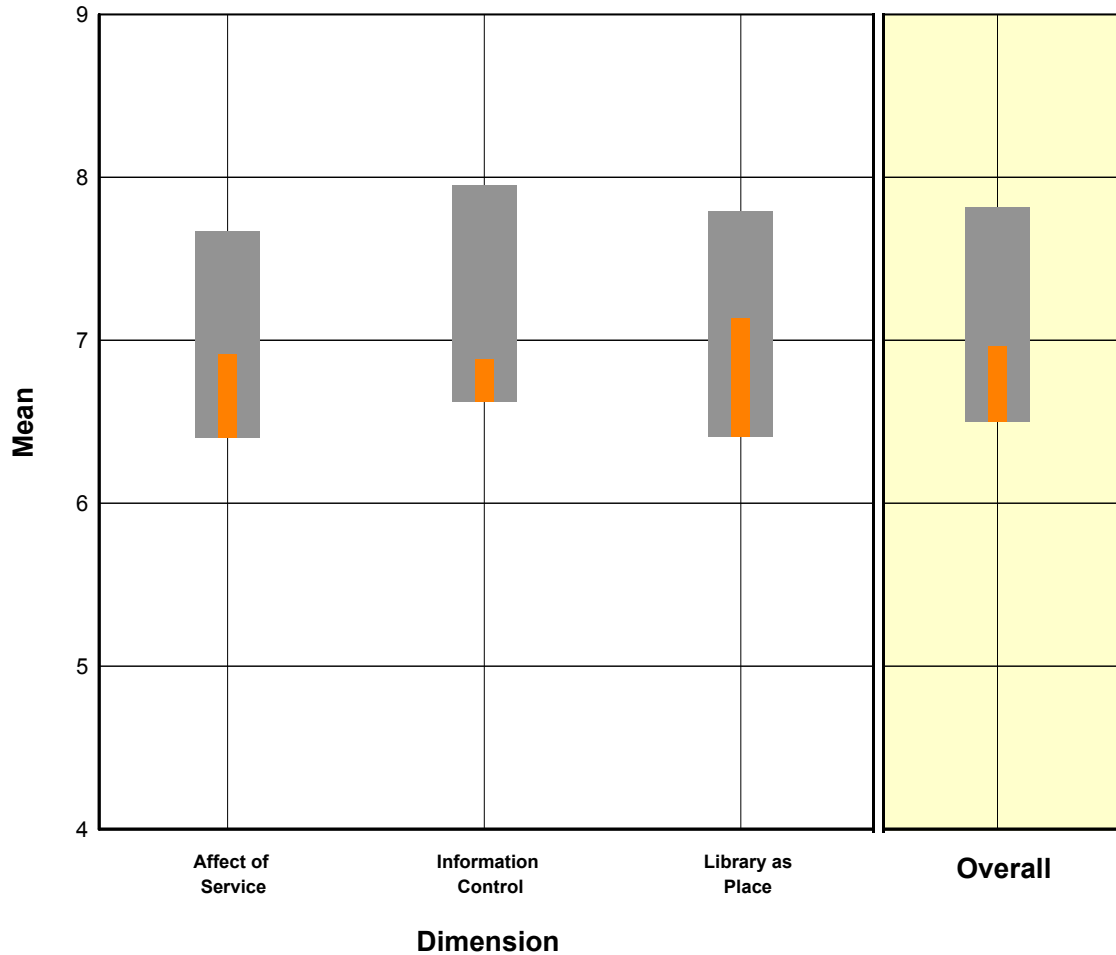
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Undergraduate

4.3 Core Question Dimensions Summary for Undergraduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.40	7.67	6.91	0.51	-0.76	122
Information Control	6.62	7.95	6.88	0.26	-1.07	122
Library as Place	6.41	7.79	7.13	0.73	-0.66	122
Overall:	6.50	7.82	6.96	0.46	-0.86	122

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.52	1.17	1.36	1.56	1.25	122
Information Control	1.38	0.98	1.30	1.60	1.34	122
Library as Place	1.60	1.18	1.34	1.70	1.42	122
Overall:	1.41	0.99	1.18	1.46	1.13	122

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Undergraduate

4.4 Local Questions Summary for Undergraduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.23	7.96	6.70	0.47	-1.26	120
Making me aware of library services	5.79	7.23	6.08	0.29	-1.14	119
Electronic resources matching my information needs	6.76	8.14	6.86	0.09	-1.29	118
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.18	7.71	6.92	0.74	-0.78	116
Convenient service hours	6.67	8.02	7.20	0.53	-0.82	119

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.82	1.19	1.61	2.02	1.82	120
Making me aware of library services	1.93	1.61	1.75	2.03	1.91	119
Electronic resources matching my information needs	1.82	1.07	1.75	2.21	1.80	118
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.98	1.46	1.73	2.00	1.70	116
Convenient service hours	1.77	1.28	1.77	1.94	1.86	119

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

4.5 General Satisfaction Questions Summary for Undergraduate

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.26	1.58	122
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	1.56	122
How would you rate the overall quality of the service provided by the library?	7.10	1.33	122

4.6 Information Literacy Outcomes Questions Summary for Undergraduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.84	1.82	122
The library aids my advancement in my academic discipline.	6.66	1.65	122
The library enables me to be more efficient in my academic pursuits.	6.77	1.56	122
The library helps me distinguish between trustworthy and untrustworthy information.	6.03	1.98	122
The library provides me with the information skills I need in my work or study.	6.53	1.81	122

Language: American English

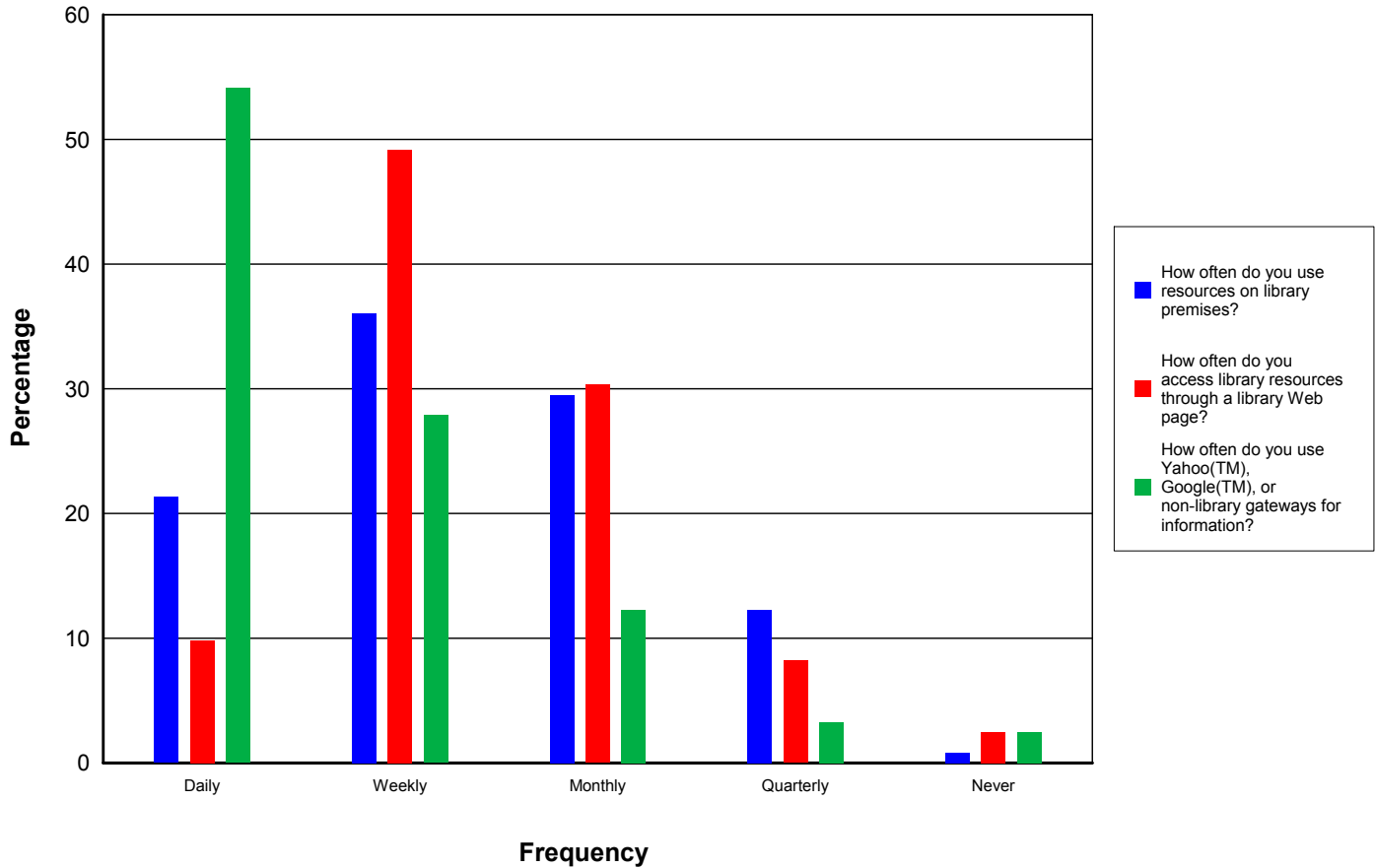
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Undergraduate

4.7 Library Use Summary for Undergraduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	26 21.31%	44 36.07%	36 29.51%	15 12.30%	1 0.82%	122 100.00%
How often do you access library resources through a library Web page?	12 9.84%	60 49.18%	37 30.33%	10 8.20%	3 2.46%	122 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	66 54.10%	34 27.87%	15 12.30%	4 3.28%	3 2.46%	122 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Undergraduate

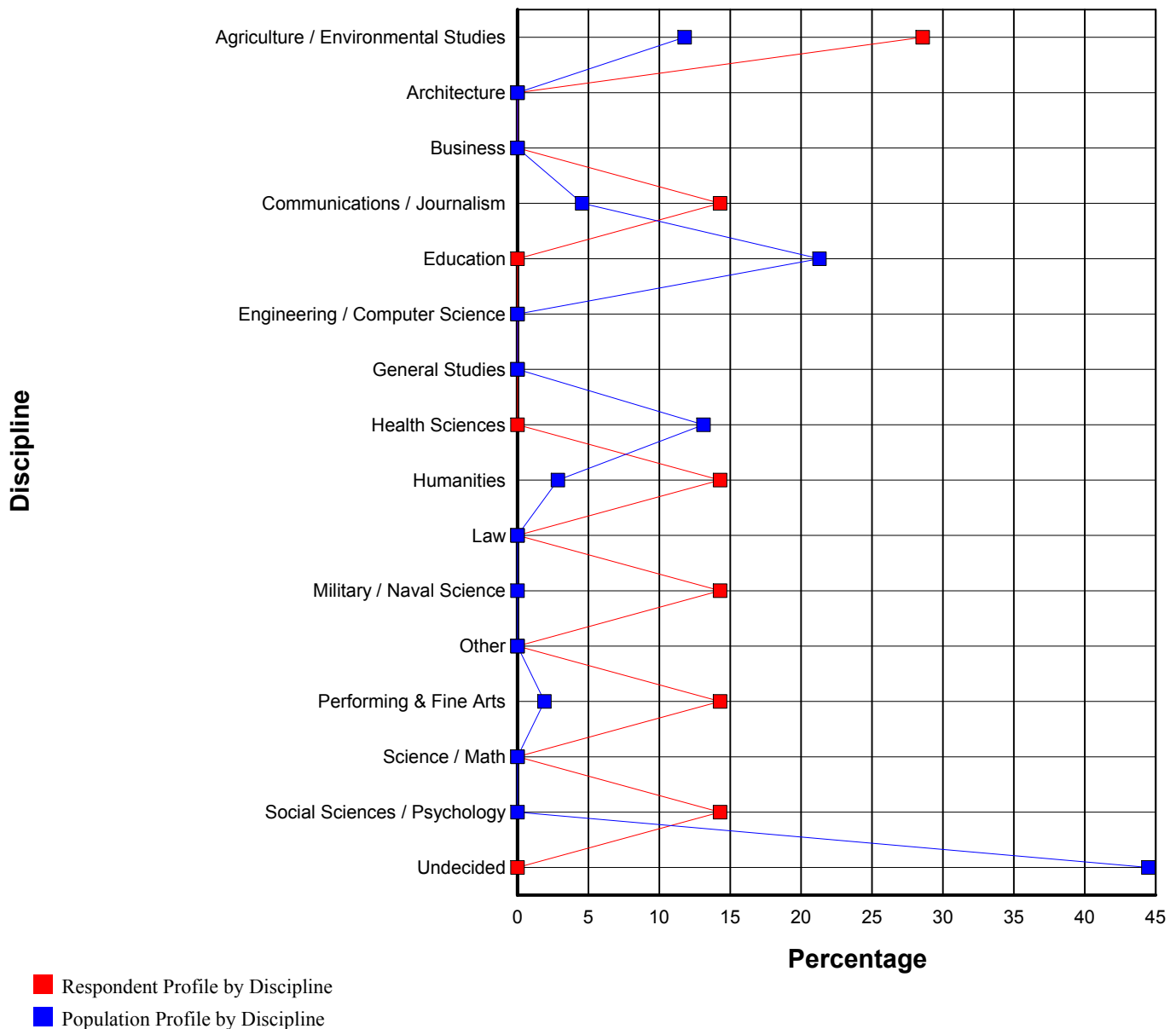
5 Graduate Summary

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the LibQUAL+™ standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

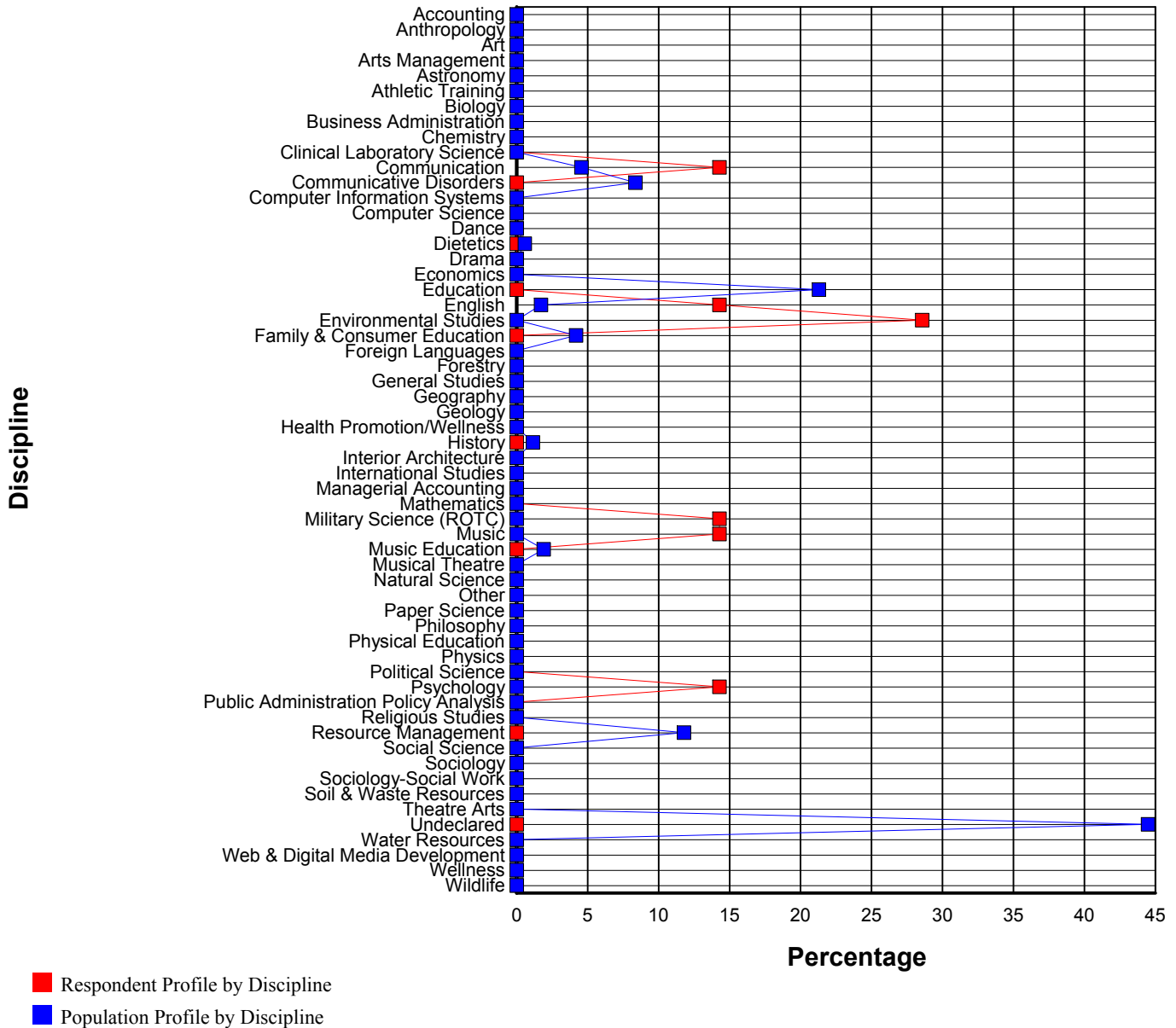
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	62	11.79%	2	28.57%	-16.78%
Architecture	0	0.00%	0	0.00%	0.00%
Business	0	0.00%	0	0.00%	0.00%
Communications / Journalism	24	4.56%	1	14.29%	-9.72%
Education	112	21.29%	0	0.00%	21.29%
Engineering / Computer Science	0	0.00%	0	0.00%	0.00%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	69	13.12%	0	0.00%	13.12%
Humanities	15	2.85%	1	14.29%	-11.43%
Law	0	0.00%	0	0.00%	0.00%
Military / Naval Science	0	0.00%	1	14.29%	-14.29%
Other	0	0.00%	0	0.00%	0.00%
Performing & Fine Arts	10	1.90%	1	14.29%	-12.38%
Science / Math	0	0.00%	0	0.00%	0.00%
Social Sciences / Psychology	0	0.00%	1	14.29%	-14.29%
Undecided	234	44.49%	0	0.00%	44.49%
Total:	526	100.00%	7	100.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Graduate

5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting	0	0.00%	0	0.00%	0.00%
Anthropology	0	0.00%	0	0.00%	0.00%
Art	0	0.00%	0	0.00%	0.00%
Arts Management	0	0.00%	0	0.00%	0.00%
Astronomy	0	0.00%	0	0.00%	0.00%
Athletic Training	0	0.00%	0	0.00%	0.00%
Biology	0	0.00%	0	0.00%	0.00%
Business Administration	0	0.00%	0	0.00%	0.00%
Chemistry	0	0.00%	0	0.00%	0.00%
Clinical Laboratory Science	0	0.00%	0	0.00%	0.00%
Communication	24	4.56%	1	14.29%	-9.72%
Communicative Disorders	44	8.37%	0	0.00%	8.37%
Computer Information Systems	0	0.00%	0	0.00%	0.00%
Computer Science	0	0.00%	0	0.00%	0.00%
Dance	0	0.00%	0	0.00%	0.00%
Dietetics	3	0.57%	0	0.00%	0.57%
Drama	0	0.00%	0	0.00%	0.00%
Economics	0	0.00%	0	0.00%	0.00%
Education	112	21.29%	0	0.00%	21.29%
English	9	1.71%	1	14.29%	-12.57%
Environmental Studies	0	0.00%	2	28.57%	-28.57%
Family & Consumer Education	22	4.18%	0	0.00%	4.18%
Foreign Languages	0	0.00%	0	0.00%	0.00%
Forestry	0	0.00%	0	0.00%	0.00%
General Studies	0	0.00%	0	0.00%	0.00%
Geography	0	0.00%	0	0.00%	0.00%
Geology	0	0.00%	0	0.00%	0.00%
Health Promotion/Wellness	0	0.00%	0	0.00%	0.00%
History	6	1.14%	0	0.00%	1.14%
Interior Architecture	0	0.00%	0	0.00%	0.00%
International Studies	0	0.00%	0	0.00%	0.00%
Managerial Accounting	0	0.00%	0	0.00%	0.00%
Mathematics	0	0.00%	0	0.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Graduate

Military Science (ROTC)	0	0.00%	1	14.29%	-14.29%
Music	0	0.00%	1	14.29%	-14.29%
Music Education	10	1.90%	0	0.00%	1.90%
Musical Theatre	0	0.00%	0	0.00%	0.00%
Natural Science	0	0.00%	0	0.00%	0.00%
Other	0	0.00%	0	0.00%	0.00%
Paper Science	0	0.00%	0	0.00%	0.00%
Philosophy	0	0.00%	0	0.00%	0.00%
Physical Education	0	0.00%	0	0.00%	0.00%
Physics	0	0.00%	0	0.00%	0.00%
Political Science	0	0.00%	0	0.00%	0.00%
Psychology	0	0.00%	1	14.29%	-14.29%
Public Administration Policy Analysis	0	0.00%	0	0.00%	0.00%
Religious Studies	0	0.00%	0	0.00%	0.00%
Resource Management	62	11.79%	0	0.00%	11.79%
Social Science	0	0.00%	0	0.00%	0.00%
Sociology	0	0.00%	0	0.00%	0.00%
Sociology-Social Work	0	0.00%	0	0.00%	0.00%
Soil & Waste Resources	0	0.00%	0	0.00%	0.00%
Theatre Arts	0	0.00%	0	0.00%	0.00%
Undeclared	234	44.49%	0	0.00%	44.49%
Water Resources	0	0.00%	0	0.00%	0.00%
Web & Digital Media Development	0	0.00%	0	0.00%	0.00%
Wellness	0	0.00%	0	0.00%	0.00%
Wildlife	0	0.00%	0	0.00%	0.00%
Total:	526	100.00%	7	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Graduate

5.1.3 Respondent Profile for Graduate by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	2	28.57%
31 - 45	5	71.43%
46 - 65	0	0.00%
Over 65	0	0.00%
Total:	7	100.00%

5.1.4 Population and Respondent Profiles for Graduate by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	139	26.43%	1	14.29%
Female	387	73.57%	6	85.71%
Total:	526	100.00%	7	100.00%

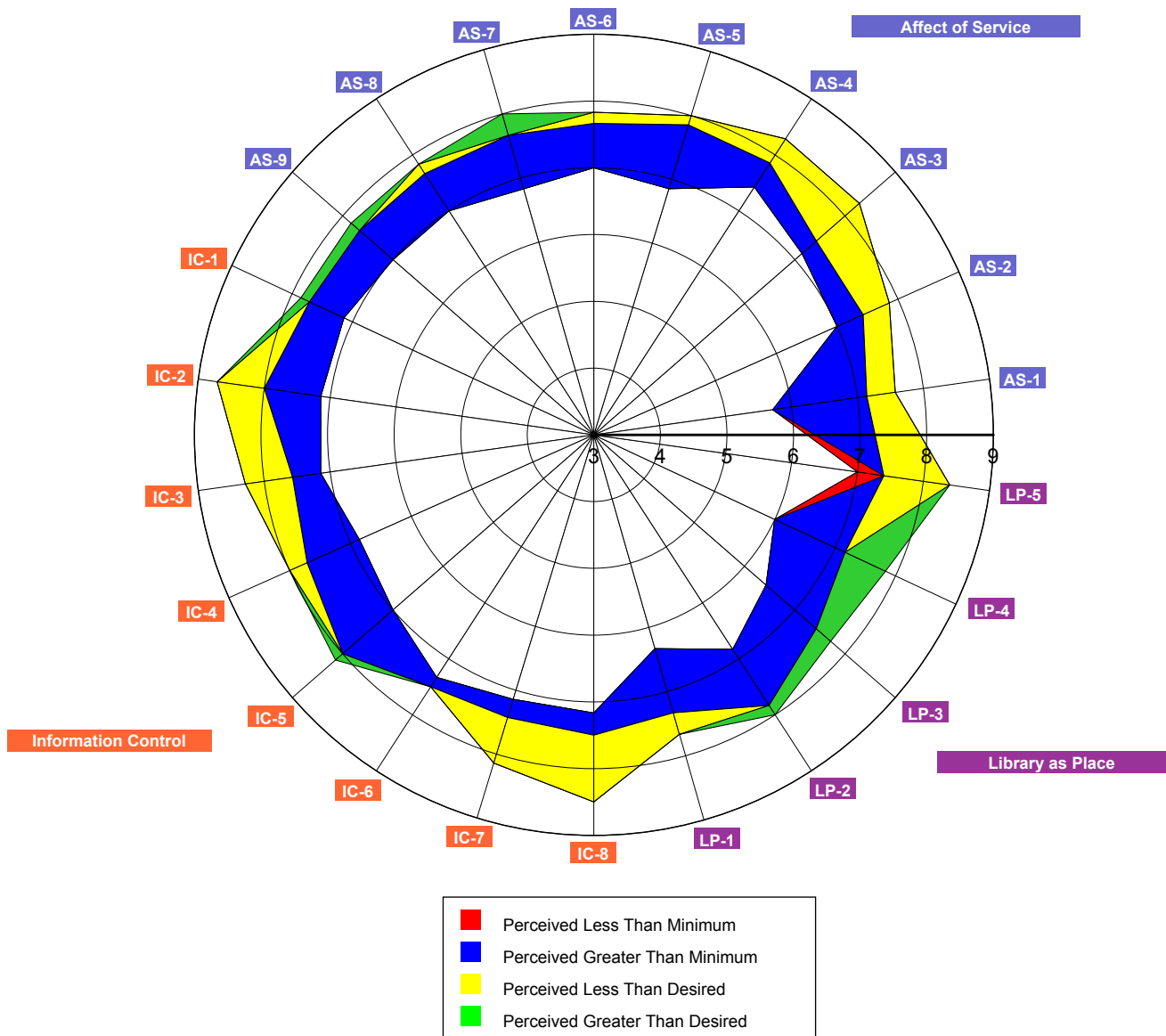
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

5.2 Core Questions Summary for Graduate

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.71	7.57	7.14	1.43	-0.43	7
AS-2	Giving users individual attention	7.00	7.86	7.43	0.43	-0.43	7
AS-3	Employees who are consistently courteous	7.14	8.29	7.43	0.29	-0.86	7
AS-4	Readiness to respond to users' questions	7.43	8.29	7.86	0.43	-0.43	7
AS-5	Employees who have the knowledge to answer user questions	6.86	8.00	7.86	1.00	-0.14	7
AS-6	Employees who deal with users in a caring fashion	7.00	7.83	7.67	0.67	-0.17	6
AS-7	Employees who understand the needs of their users	6.83	7.67	8.00	1.17	0.33	6
AS-8	Willingness to help users	7.00	7.83	7.67	0.67	-0.17	6
AS-9	Dependability in handling users' service problems	7.00	7.67	7.83	0.83	0.17	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.14	7.71	7.86	0.71	0.14	7
IC-2	A library Web site enabling me to locate information on my own	7.14	8.71	8.00	0.86	-0.71	7
IC-3	The printed library materials I need for my work	7.14	8.29	7.57	0.43	-0.71	7
IC-4	The electronic information resources I need	6.86	8.00	7.71	0.86	-0.29	7
IC-5	Modern equipment that lets me easily access needed information	7.00	8.00	8.14	1.14	0.14	7
IC-6	Easy-to-use access tools that allow me to find things on my own	7.33	7.50	7.50	0.17	0.00	6
IC-7	Making information easily accessible for independent use	7.14	8.14	7.43	0.29	-0.71	7
IC-8	Print and/or electronic journal collections I require for my work	7.17	8.50	7.50	0.33	-1.00	6
Library as Place							
LP-1	Library space that inspires study and learning	6.33	7.67	7.33	1.00	-0.33	6
LP-2	Quiet space for individual activities	6.83	7.83	8.00	1.17	0.17	6
LP-3	A comfortable and inviting location	6.43	7.43	7.71	1.29	0.29	7
LP-4	A getaway for study, learning, or research	6.00	7.17	7.83	1.83	0.67	6
LP-5	Community space for group learning and group study	7.40	8.40	7.00	-0.40	-1.40	5
Overall:		6.89	7.94	7.63	0.74	-0.31	7

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Graduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.63	2.15	1.57	3.15	2.82	7
AS-2	Giving users individual attention	1.91	1.07	0.98	1.90	0.79	7
AS-3	Employees who are consistently courteous	1.86	0.76	1.27	2.21	1.57	7
AS-4	Readiness to respond to users' questions	1.90	0.76	0.69	1.99	0.98	7
AS-5	Employees who have the knowledge to answer user questions	1.86	1.00	0.69	1.83	1.21	7
AS-6	Employees who deal with users in a caring fashion	1.90	0.98	0.82	2.07	1.17	6
AS-7	Employees who understand the needs of their users	1.94	1.21	0.63	1.83	1.21	6
AS-8	Willingness to help users	2.00	1.17	1.03	2.07	0.98	6
AS-9	Dependability in handling users' service problems	2.00	1.21	0.75	2.04	1.17	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.34	2.56	0.69	1.89	2.19	7
IC-2	A library Web site enabling me to locate information on my own	2.12	0.49	1.00	1.46	0.76	7
IC-3	The printed library materials I need for my work	1.86	0.76	1.27	2.07	1.60	7
IC-4	The electronic information resources I need	1.95	1.00	1.25	2.19	1.80	7
IC-5	Modern equipment that lets me easily access needed information	1.83	1.00	0.69	1.57	1.07	7
IC-6	Easy-to-use access tools that allow me to find things on my own	1.97	1.52	1.38	2.71	2.10	6
IC-7	Making information easily accessible for independent use	1.77	0.90	1.27	2.43	1.70	7
IC-8	Print and/or electronic journal collections I require for my work	1.83	0.84	1.52	2.66	2.00	6
Library as Place							
LP-1	Library space that inspires study and learning	3.14	1.37	1.51	3.10	2.07	6
LP-2	Quiet space for individual activities	2.64	1.47	0.89	1.83	0.98	6
LP-3	A comfortable and inviting location	2.94	1.40	0.76	3.09	1.50	7
LP-4	A getaway for study, learning, or research	3.22	1.83	0.75	3.25	1.75	6
LP-5	Community space for group learning and group study	2.07	0.89	2.35	3.58	2.79	5
Overall:		1.92	1.02	0.73	1.96	1.22	7

Language: American English

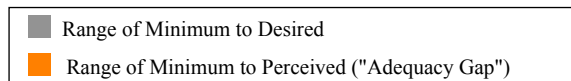
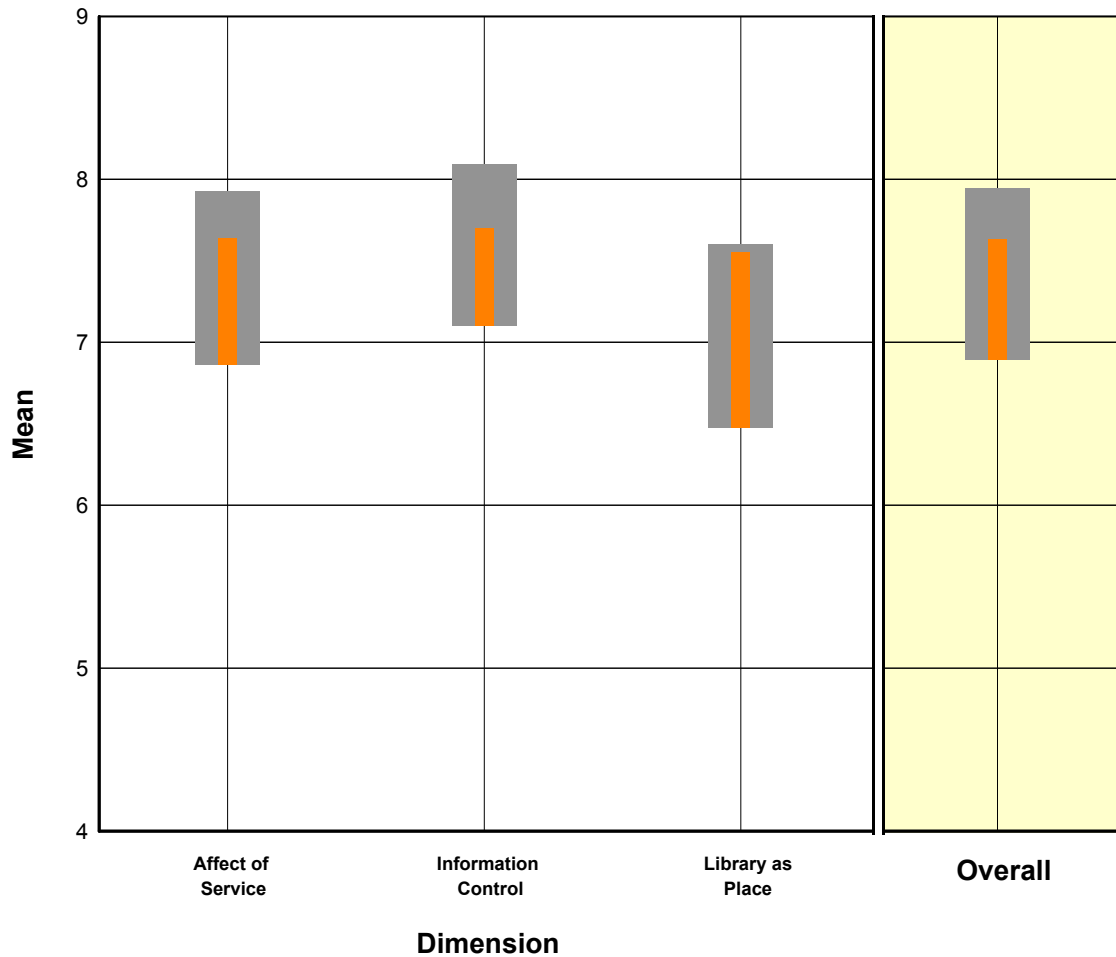
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Graduate

5.3 Core Question Dimensions Summary for Graduate

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.86	7.93	7.64	0.78	-0.29	7
Information Control	7.10	8.09	7.70	0.60	-0.39	7
Library as Place	6.47	7.60	7.55	1.08	-0.05	7
Overall:	6.89	7.94	7.63	0.74	-0.31	7

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.80	0.97	0.71	1.86	1.11	7
Information Control	1.82	1.04	0.76	1.85	1.31	7
Library as Place	2.75	1.35	0.83	2.80	1.56	7
Overall:	1.92	1.02	0.73	1.96	1.22	7

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Graduate

5.4 Local Questions Summary for Graduate

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	7.00	8.43	7.57	0.57	-0.86	7
Making me aware of library services	6.86	7.57	7.71	0.86	0.14	7
Electronic resources matching my information needs	6.83	7.67	8.33	1.50	0.67	6
Librarians teaching me how to effectively use the electronically available databases, journals, and books	7.14	7.86	8.00	0.86	0.14	7
Convenient service hours	6.86	7.71	7.57	0.71	-0.14	7

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	2.08	0.79	0.79	1.90	0.90	7
Making me aware of library services	1.86	1.13	0.95	1.95	1.35	7
Electronic resources matching my information needs	2.14	1.63	0.52	1.76	1.37	6
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.86	0.90	0.58	1.68	0.69	7
Convenient service hours	1.95	1.60	0.98	2.06	2.12	7

5.5 General Satisfaction Questions Summary for Graduate

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.57	1.51	7
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.71	1.11	7
How would you rate the overall quality of the service provided by the library?	7.71	1.11	7

5.6 Information Literacy Outcomes Questions Summary for Graduate

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.14	1.35	7
The library aids my advancement in my academic discipline.	7.43	1.51	7
The library enables me to be more efficient in my academic pursuits.	7.86	1.07	7
The library helps me distinguish between trustworthy and untrustworthy information.	6.71	2.63	7
The library provides me with the information skills I need in my work or study.	7.00	2.08	7

Language: American English

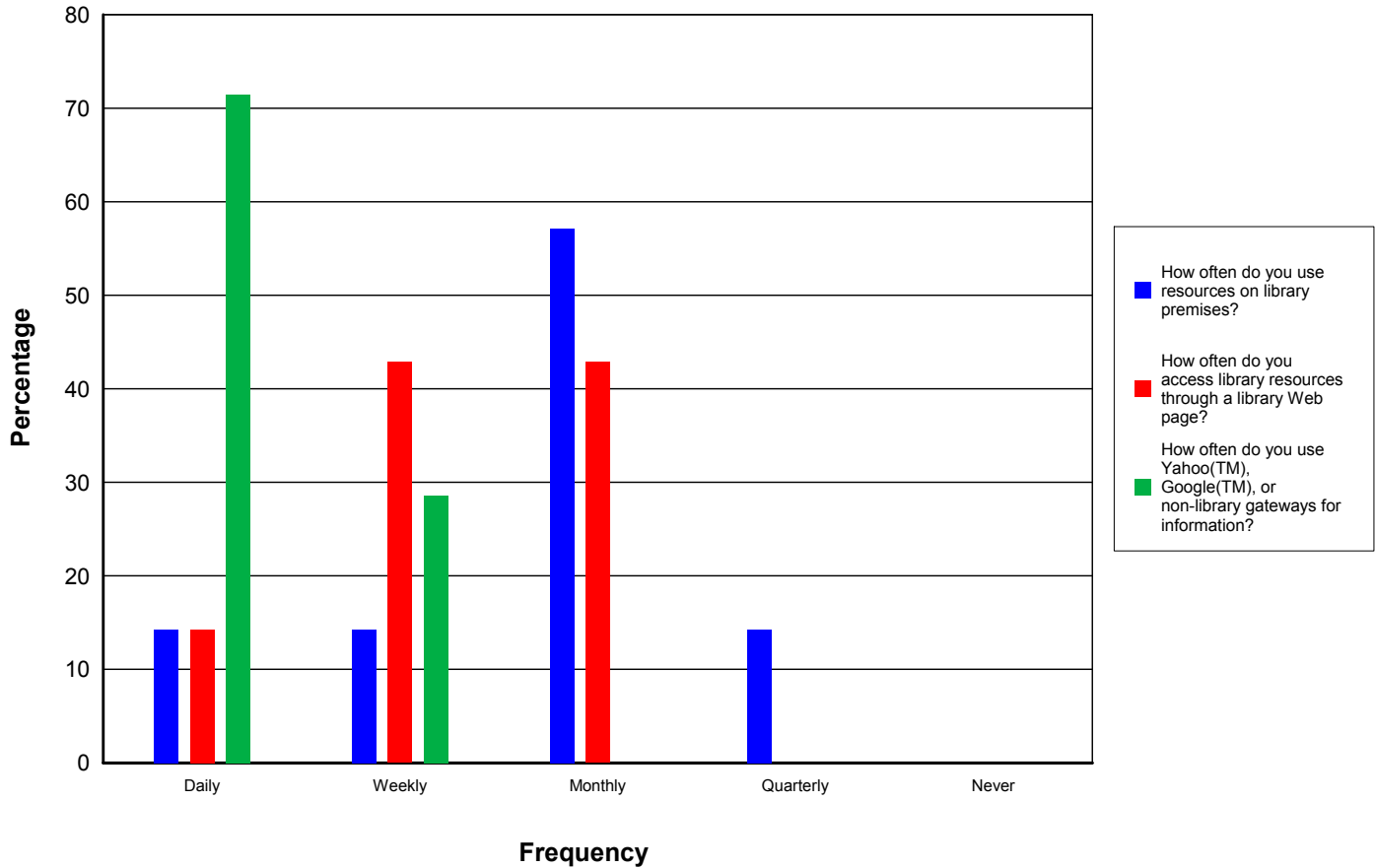
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Graduate

5.7 Library Use Summary for Graduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1 14.29%	1 14.29%	4 57.14%	1 14.29%	0 0.00%	7 100.00%
How often do you access library resources through a library Web page?	1 14.29%	3 42.86%	3 42.86%	0 0.00%	0 0.00%	7 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	5 71.43%	2 28.57%	0 0.00%	0 0.00%	0 0.00%	7 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Graduate

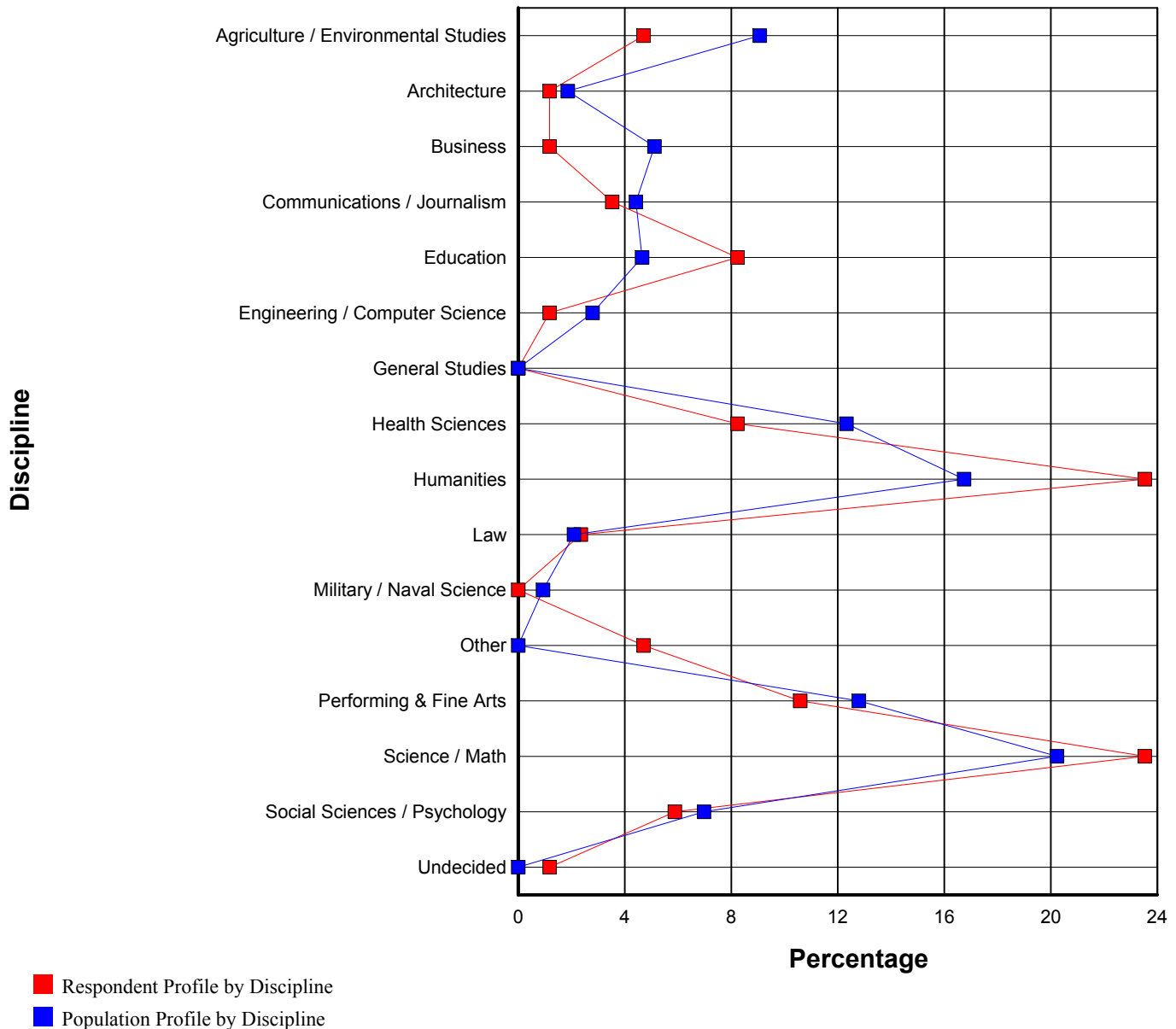
6 Faculty Summary

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the LibQUAL+™ standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

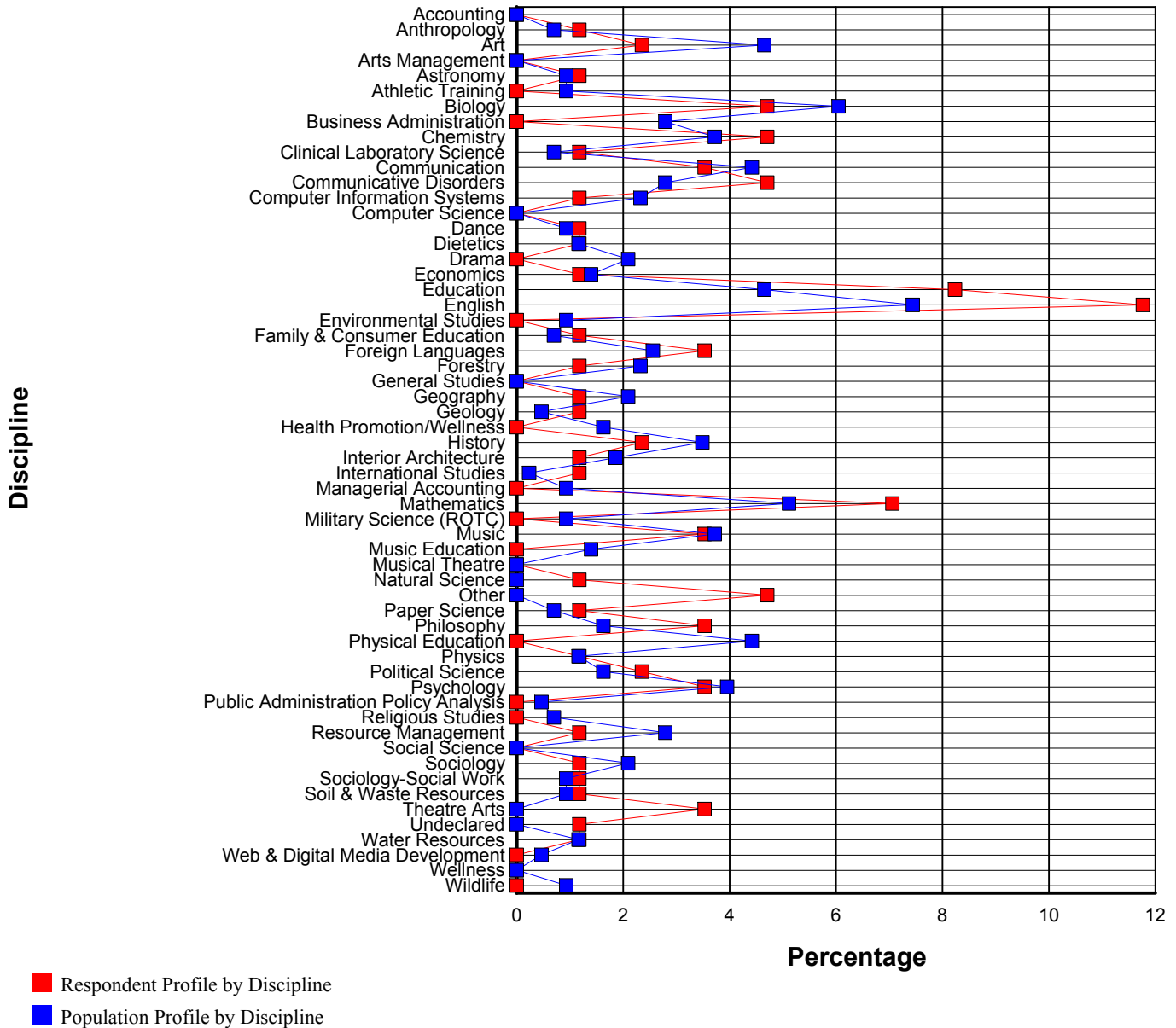
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	39	9.07%	4	4.71%	4.36%
Architecture	8	1.86%	1	1.18%	0.68%
Business	22	5.12%	1	1.18%	3.94%
Communications / Journalism	19	4.42%	3	3.53%	0.89%
Education	20	4.65%	7	8.24%	-3.58%
Engineering / Computer Science	12	2.79%	1	1.18%	1.61%
General Studies	0	0.00%	0	0.00%	0.00%
Health Sciences	53	12.33%	7	8.24%	4.09%
Humanities	72	16.74%	20	23.53%	-6.79%
Law	9	2.09%	2	2.35%	-0.26%
Military / Naval Science	4	0.93%	0	0.00%	0.93%
Other	0	0.00%	4	4.71%	-4.71%
Performing & Fine Arts	55	12.79%	9	10.59%	2.20%
Science / Math	87	20.23%	20	23.53%	-3.30%
Social Sciences / Psychology	30	6.98%	5	5.88%	1.09%
Undecided	0	0.00%	1	1.18%	-1.18%
Total:	430	100.00%	85	100.00%	0.00%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Faculty

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting	0	0.00%	0	0.00%	0.00%
Anthropology	3	0.70%	1	1.18%	-0.48%
Art	20	4.65%	2	2.35%	2.30%
Arts Management	0	0.00%	0	0.00%	0.00%
Astronomy	4	0.93%	1	1.18%	-0.25%
Athletic Training	4	0.93%	0	0.00%	0.93%
Biology	26	6.05%	4	4.71%	1.34%
Business Administration	12	2.79%	0	0.00%	2.79%
Chemistry	16	3.72%	4	4.71%	-0.98%
Clinical Laboratory Science	3	0.70%	1	1.18%	-0.48%
Communication	19	4.42%	3	3.53%	0.89%
Communicative Disorders	12	2.79%	4	4.71%	-1.92%
Computer Information Systems	10	2.33%	1	1.18%	1.15%
Computer Science	0	0.00%	0	0.00%	0.00%
Dance	4	0.93%	1	1.18%	-0.25%
Dietetics	5	1.16%	1	1.18%	-0.01%
Drama	9	2.09%	0	0.00%	2.09%
Economics	6	1.40%	1	1.18%	0.22%
Education	20	4.65%	7	8.24%	-3.58%
English	32	7.44%	10	11.76%	-4.32%
Environmental Studies	4	0.93%	0	0.00%	0.93%
Family & Consumer Education	3	0.70%	1	1.18%	-0.48%
Foreign Languages	11	2.56%	3	3.53%	-0.97%
Forestry	10	2.33%	1	1.18%	1.15%
General Studies	0	0.00%	0	0.00%	0.00%
Geography	9	2.09%	1	1.18%	0.92%
Geology	2	0.47%	1	1.18%	-0.71%
Health Promotion/Wellness	7	1.63%	0	0.00%	1.63%
History	15	3.49%	2	2.35%	1.14%
Interior Architecture	8	1.86%	1	1.18%	0.68%
International Studies	1	0.23%	1	1.18%	-0.94%
Managerial Accounting	4	0.93%	0	0.00%	0.93%
Mathematics	22	5.12%	6	7.06%	-1.94%

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Faculty

Military Science (ROTC)	4	0.93%	0	0.00%	0.93%
Music	16	3.72%	3	3.53%	0.19%
Music Education	6	1.40%	0	0.00%	1.40%
Musical Theatre	0	0.00%	0	0.00%	0.00%
Natural Science	0	0.00%	1	1.18%	-1.18%
Other	0	0.00%	4	4.71%	-4.71%
Paper Science	3	0.70%	1	1.18%	-0.48%
Philosophy	7	1.63%	3	3.53%	-1.90%
Physical Education	19	4.42%	0	0.00%	4.42%
Physics	5	1.16%	1	1.18%	-0.01%
Political Science	7	1.63%	2	2.35%	-0.73%
Psychology	17	3.95%	3	3.53%	0.42%
Public Administration Policy Analysis	2	0.47%	0	0.00%	0.47%
Religious Studies	3	0.70%	0	0.00%	0.70%
Resource Management	12	2.79%	1	1.18%	1.61%
Social Science	0	0.00%	0	0.00%	0.00%
Sociology	9	2.09%	1	1.18%	0.92%
Sociology-Social Work	4	0.93%	1	1.18%	-0.25%
Soil & Waste Resources	4	0.93%	1	1.18%	-0.25%
Theatre Arts	0	0.00%	3	3.53%	-3.53%
Undeclared	0	0.00%	1	1.18%	-1.18%
Water Resources	5	1.16%	1	1.18%	-0.01%
Web & Digital Media Development	2	0.47%	0	0.00%	0.47%
Wellness	0	0.00%	0	0.00%	0.00%
Wildlife	4	0.93%	0	0.00%	0.93%
Total:	430	100.00%	85	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Faculty

6.1.3 Respondent Profile for Faculty by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	1	1.15%
18 - 22	0	0.00%
23 - 30	4	4.60%
31 - 45	35	40.23%
46 - 65	45	51.72%
Over 65	2	2.30%
Total:	87	100.00%

6.1.4 Population and Respondent Profiles for Faculty by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Population N	Population %	Respondents n	Respondents %
Male	269	60.86%	37	43.02%
Female	173	39.14%	49	56.98%
Total:	442	100.00%	86	100.00%

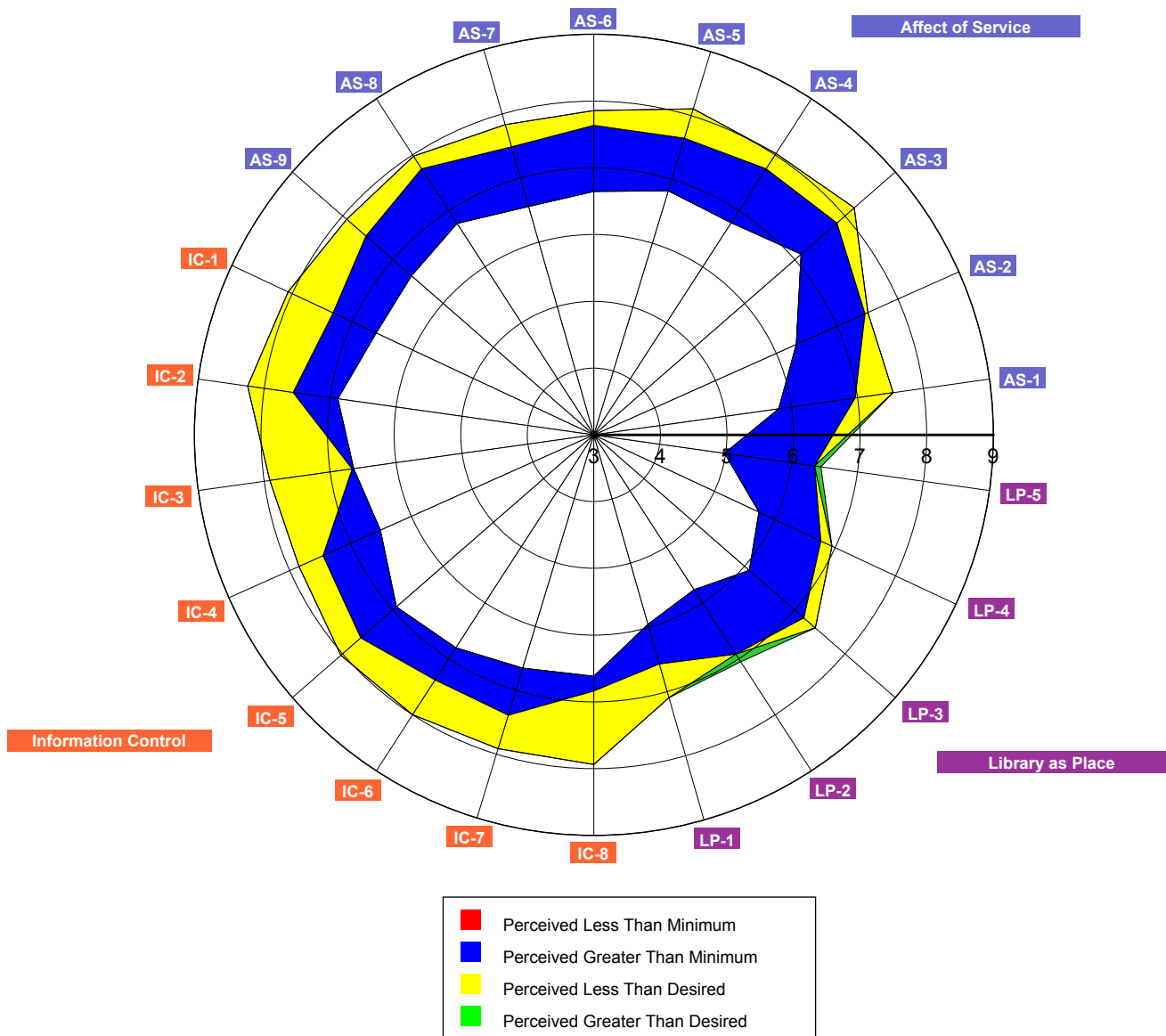
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

6.2 Core Questions Summary for Faculty

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.80	7.54	6.97	1.16	-0.57	87
AS-2	Giving users individual attention	6.33	7.51	7.46	1.13	-0.05	85
AS-3	Employees who are consistently courteous	7.13	8.18	7.84	0.71	-0.34	87
AS-4	Readiness to respond to users' questions	6.79	8.02	7.75	0.96	-0.27	85
AS-5	Employees who have the knowledge to answer user questions	6.82	8.11	7.65	0.82	-0.46	85
AS-6	Employees who deal with users in a caring fashion	6.65	7.86	7.64	0.99	-0.22	85
AS-7	Employees who understand the needs of their users	6.56	7.83	7.49	0.93	-0.35	84
AS-8	Willingness to help users	6.78	7.98	7.75	0.98	-0.22	85
AS-9	Dependability in handling users' service problems	6.63	7.92	7.54	0.91	-0.38	76
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.61	8.07	7.32	0.71	-0.75	87
IC-2	A library Web site enabling me to locate information on my own	6.89	8.25	7.56	0.68	-0.69	87
IC-3	The printed library materials I need for my work	6.64	7.92	6.67	0.02	-1.25	84
IC-4	The electronic information resources I need	6.51	7.85	7.45	0.94	-0.40	86
IC-5	Modern equipment that lets me easily access needed information	6.93	8.03	7.64	0.71	-0.40	86
IC-6	Easy-to-use access tools that allow me to find things on my own	6.80	8.00	7.38	0.57	-0.62	87
IC-7	Making information easily accessible for independent use	6.65	7.92	7.39	0.74	-0.52	84
IC-8	Print and/or electronic journal collections I require for my work	6.62	7.94	6.84	0.22	-1.10	81
Library as Place							
LP-1	Library space that inspires study and learning	5.95	7.10	6.57	0.62	-0.52	84
LP-2	Quiet space for individual activities	5.77	6.92	7.05	1.29	0.14	73
LP-3	A comfortable and inviting location	6.10	7.41	7.18	1.08	-0.23	83
LP-4	A getaway for study, learning, or research	5.74	6.95	6.76	1.03	-0.18	76
LP-5	Community space for group learning and group study	4.98	6.35	6.44	1.46	0.10	63
Overall:		6.49	7.75	7.31	0.82	-0.44	87

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.17	1.75	1.74	2.16	1.93	87
AS-2	Giving users individual attention	1.82	1.57	1.38	1.72	1.60	85
AS-3	Employees who are consistently courteous	1.68	1.31	1.21	1.66	1.52	87
AS-4	Readiness to respond to users' questions	1.70	1.41	1.33	1.80	1.45	85
AS-5	Employees who have the knowledge to answer user questions	1.70	1.36	1.32	1.78	1.29	85
AS-6	Employees who deal with users in a caring fashion	1.75	1.36	1.16	1.55	1.29	85
AS-7	Employees who understand the needs of their users	1.76	1.39	1.34	1.73	1.54	84
AS-8	Willingness to help users	1.74	1.45	1.29	1.83	1.30	85
AS-9	Dependability in handling users' service problems	1.71	1.41	1.45	1.76	1.63	76
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.97	1.57	1.74	2.26	1.98	87
IC-2	A library Web site enabling me to locate information on my own	1.69	1.32	1.32	1.65	1.47	87
IC-3	The printed library materials I need for my work	1.56	1.36	1.60	1.82	1.72	84
IC-4	The electronic information resources I need	1.72	1.53	1.33	1.62	1.53	86
IC-5	Modern equipment that lets me easily access needed information	1.65	1.35	1.22	1.81	1.51	86
IC-6	Easy-to-use access tools that allow me to find things on my own	1.63	1.54	1.33	1.66	1.51	87
IC-7	Making information easily accessible for independent use	1.63	1.46	1.30	1.61	1.44	84
IC-8	Print and/or electronic journal collections I require for my work	1.64	1.62	1.56	1.88	1.78	81
Library as Place							
LP-1	Library space that inspires study and learning	2.24	2.13	1.90	2.35	2.48	84
LP-2	Quiet space for individual activities	2.17	1.98	1.29	2.03	1.90	73
LP-3	A comfortable and inviting location	1.97	1.79	1.56	2.12	2.04	83
LP-4	A getaway for study, learning, or research	2.06	2.29	1.57	2.20	2.15	76
LP-5	Community space for group learning and group study	2.03	2.27	1.58	2.31	2.54	63
Overall:		1.48	1.17	1.01	1.42	1.12	87

Language: American English

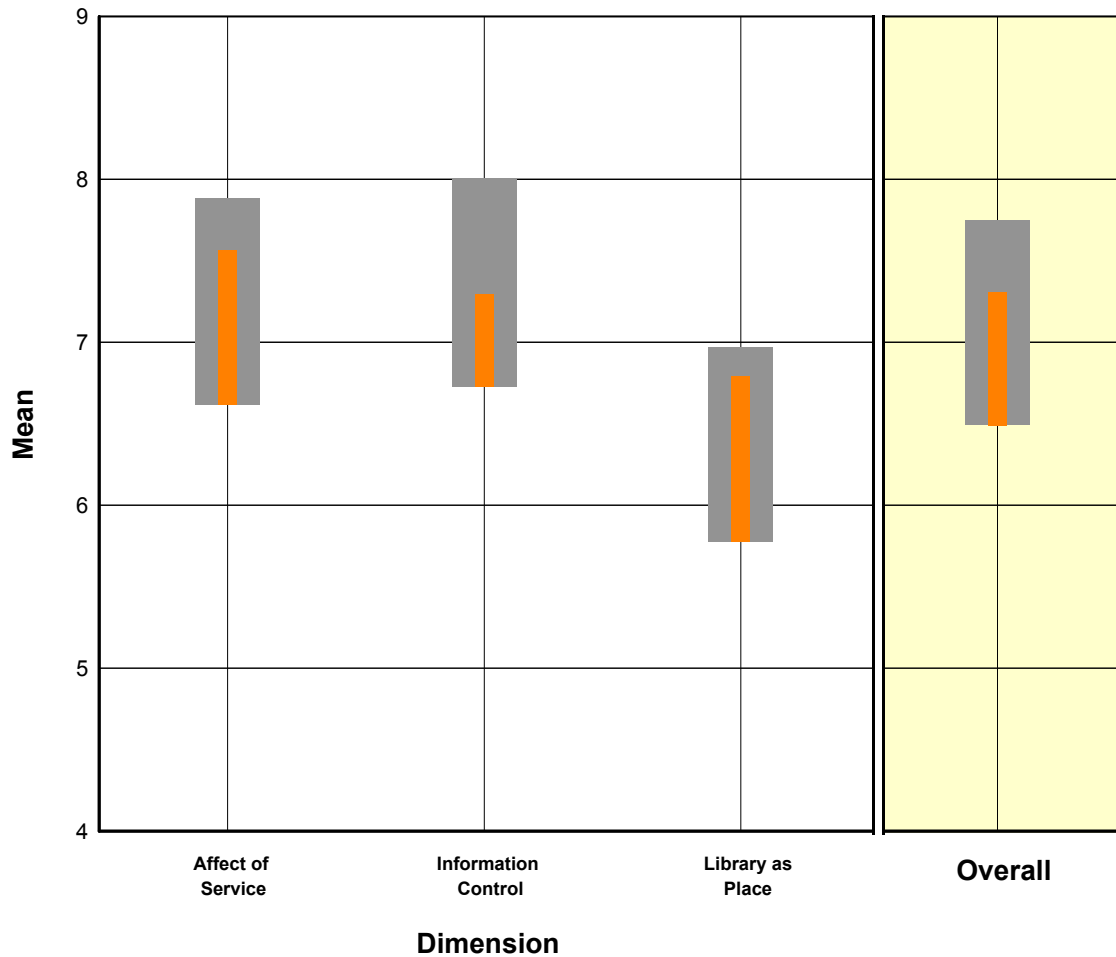
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Faculty

6.3 Core Question Dimensions Summary for Faculty

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.62	7.89	7.57	0.95	-0.32	87
Information Control	6.72	8.00	7.29	0.57	-0.71	87
Library as Place	5.78	6.97	6.79	1.01	-0.18	86
Overall:	6.49	7.75	7.31	0.82	-0.44	87

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.56	1.21	1.12	1.49	1.21	87
Information Control	1.44	1.14	1.05	1.42	1.14	87
Library as Place	1.87	1.79	1.33	1.86	1.84	86
Overall:	1.48	1.17	1.01	1.42	1.12	87

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Faculty

6.4 Local Questions Summary for Faculty

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.52	8.15	7.02	0.51	-1.13	87
Making me aware of library services	5.99	7.30	7.00	1.01	-0.30	87
Electronic resources matching my information needs	6.65	7.95	7.18	0.53	-0.78	85
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.18	7.62	7.43	1.25	-0.19	79
Convenient service hours	6.37	7.71	6.83	0.46	-0.88	84

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.81	1.31	1.49	1.85	1.67	87
Making me aware of library services	1.99	1.69	1.67	2.27	1.98	87
Electronic resources matching my information needs	1.58	1.22	1.42	1.74	1.45	85
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.82	1.47	1.47	2.03	1.96	79
Convenient service hours	1.87	1.62	1.73	2.46	2.31	84

6.5 General Satisfaction Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.95	1.20	87
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.18	1.47	87
How would you rate the overall quality of the service provided by the library?	7.66	1.17	87

6.6 Information Literacy Outcomes Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.17	2.03	87
The library aids my advancement in my academic discipline.	6.70	1.74	87
The library enables me to be more efficient in my academic pursuits.	6.93	1.64	87
The library helps me distinguish between trustworthy and untrustworthy information.	5.55	1.87	87
The library provides me with the information skills I need in my work or study.	6.32	1.65	87

Language: American English

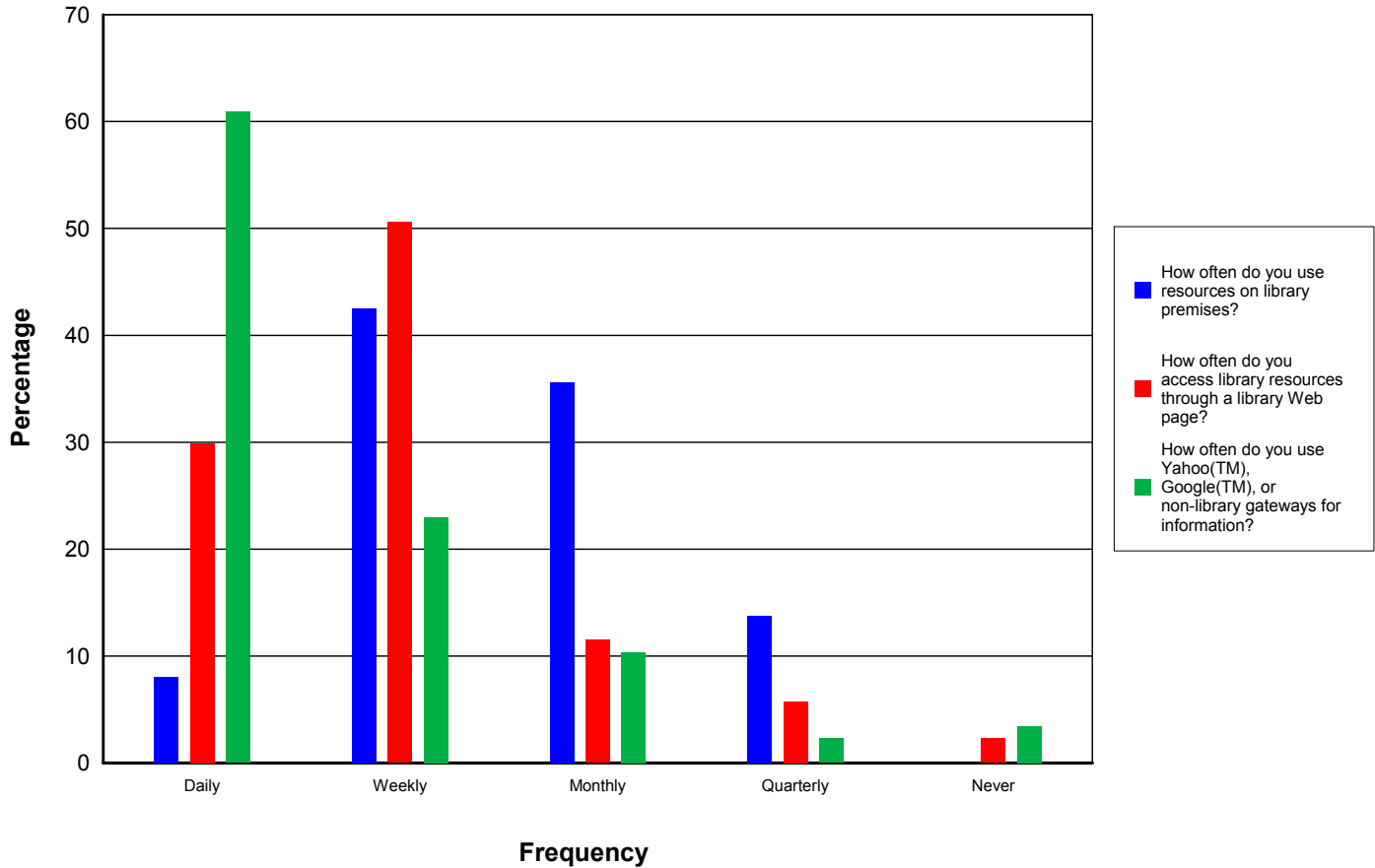
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Faculty

6.7 Library Use Summary for Faculty

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	7 8.05%	37 42.53%	31 35.63%	12 13.79%	0 0.00%	87 100.00%
How often do you access library resources through a library Web page?	26 29.89%	44 50.57%	10 11.49%	5 5.75%	2 2.30%	87 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	53 60.92%	20 22.99%	9 10.34%	2 2.30%	3 3.45%	87 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Faculty

7 Library Staff Summary

7.1 Demographic Summary for Library Staff

7.1.1 Respondent Profile for Library Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	1	9.09%
31 - 45	3	27.27%
46 - 65	7	63.64%
Over 65	0	0.00%
Total:	11	100.00%

7.1.2 Respondent Profile for Library Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Respondents n	Respondents %
Male	4	36.36%
Female	7	63.64%
Total:	11	100.00%

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

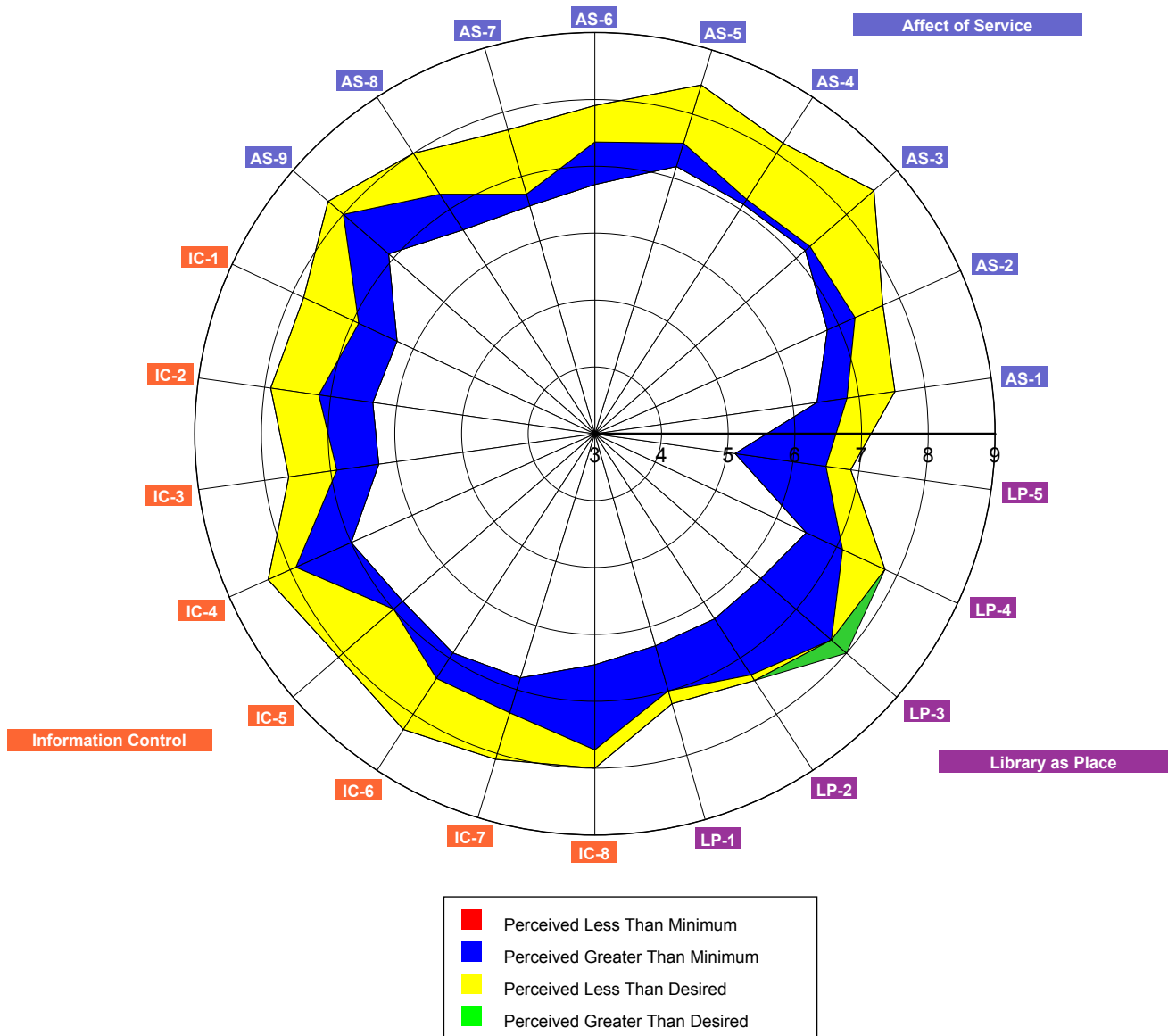
User Group: Library Staff

7.2 Core Questions Summary for Library Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Library Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.36	7.55	6.82	0.45	-0.73	11
AS-2	Giving users individual attention	6.82	7.73	7.27	0.45	-0.45	11
AS-3	Employees who are consistently courteous	7.18	8.55	7.27	0.09	-1.27	11
AS-4	Readiness to respond to users' questions	7.09	8.18	7.18	0.09	-1.00	11
AS-5	Employees who have the knowledge to answer user questions	7.18	8.45	7.55	0.36	-0.91	11
AS-6	Employees who deal with users in a caring fashion	6.73	7.91	7.36	0.64	-0.55	11
AS-7	Employees who understand the needs of their users	6.55	7.73	6.73	0.18	-1.00	11
AS-8	Willingness to help users	6.64	8.00	7.27	0.64	-0.73	11
AS-9	Dependability in handling users' service problems	7.10	8.30	8.00	0.90	-0.30	10
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.27	7.82	6.91	0.64	-0.91	11
IC-2	A library Web site enabling me to locate information on my own	6.36	7.91	7.18	0.82	-0.73	11
IC-3	The printed library materials I need for my work	6.27	7.64	6.91	0.64	-0.73	11
IC-4	The electronic information resources I need	7.00	8.36	7.91	0.91	-0.45	11
IC-5	Modern equipment that lets me easily access needed information	6.82	8.09	7.00	0.18	-1.09	11
IC-6	Easy-to-use access tools that allow me to find things on my own	6.91	8.27	7.36	0.45	-0.91	11
IC-7	Making information easily accessible for independent use	6.82	8.09	7.36	0.55	-0.73	11
IC-8	Print and/or electronic journal collections I require for my work	6.45	8.00	7.73	1.27	-0.27	11
Library as Place							
LP-1	Library space that inspires study and learning	6.30	7.20	7.00	0.70	-0.20	10
LP-2	Quiet space for individual activities	6.30	7.40	7.30	1.00	-0.10	10
LP-3	A comfortable and inviting location	6.30	7.70	8.00	1.70	0.30	10
LP-4	A getaway for study, learning, or research	6.50	7.80	7.10	0.60	-0.70	10
LP-5	Community space for group learning and group study	5.13	6.88	6.50	1.38	-0.38	8
Overall:		6.61	7.89	7.23	0.62	-0.66	11

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

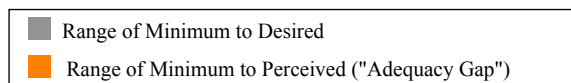
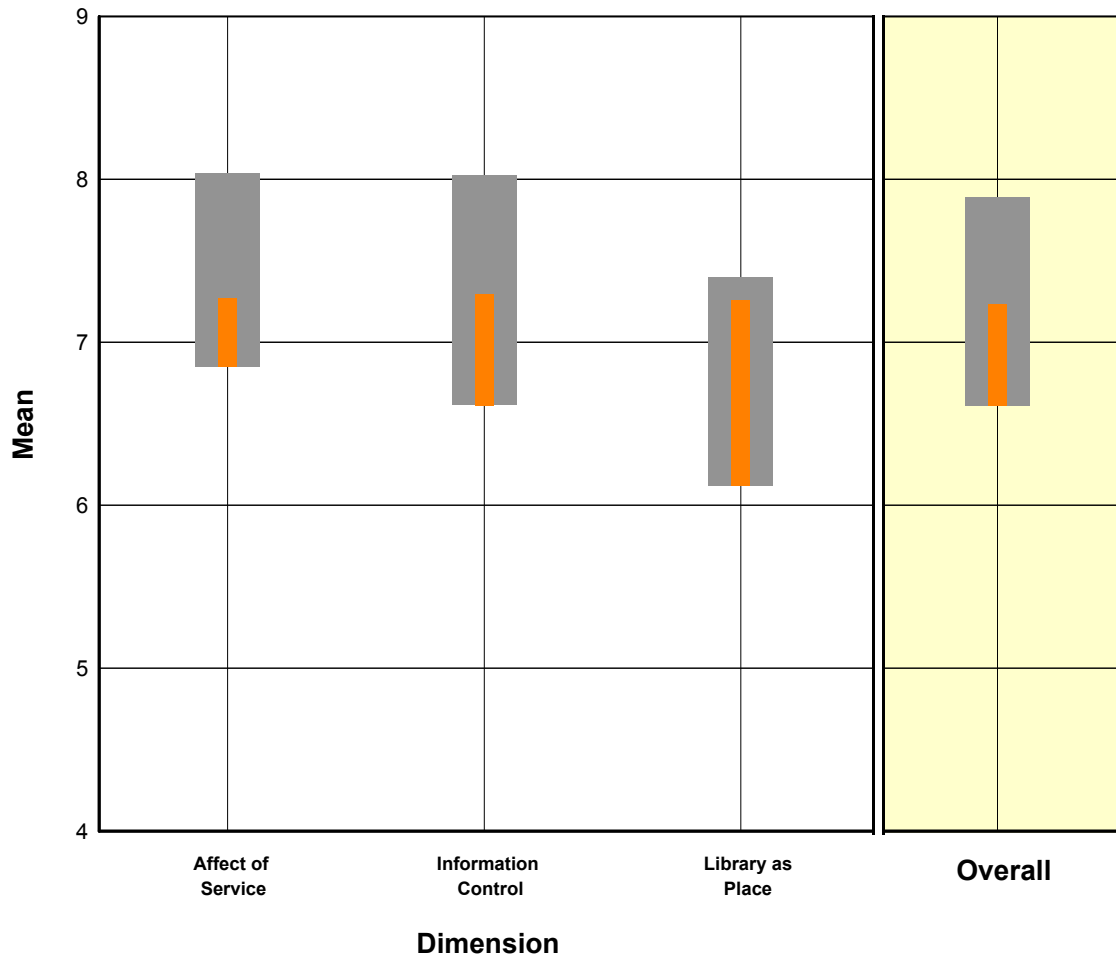
User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.06	1.97	1.60	3.05	2.65	11
AS-2	Giving users individual attention	1.78	1.42	1.85	2.62	2.38	11
AS-3	Employees who are consistently courteous	1.40	0.69	1.74	1.92	1.27	11
AS-4	Readiness to respond to users' questions	1.14	0.98	1.47	2.26	1.73	11
AS-5	Employees who have the knowledge to answer user questions	1.17	0.69	0.82	1.75	0.94	11
AS-6	Employees who deal with users in a caring fashion	1.56	1.58	1.43	2.58	2.21	11
AS-7	Employees who understand the needs of their users	1.57	1.49	1.79	2.71	2.00	11
AS-8	Willingness to help users	1.63	1.18	2.10	3.23	2.61	11
AS-9	Dependability in handling users' service problems	1.37	1.06	1.15	1.97	1.49	10
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.28	1.47	1.97	3.59	2.59	11
IC-2	A library Web site enabling me to locate information on my own	1.43	1.22	2.23	3.16	2.33	11
IC-3	The printed library materials I need for my work	1.35	1.29	1.04	1.63	1.19	11
IC-4	The electronic information resources I need	1.41	0.81	1.30	2.02	1.29	11
IC-5	Modern equipment that lets me easily access needed information	1.54	1.58	1.67	2.71	2.34	11
IC-6	Easy-to-use access tools that allow me to find things on my own	0.94	0.65	0.92	1.51	1.30	11
IC-7	Making information easily accessible for independent use	1.17	0.94	1.36	2.25	1.85	11
IC-8	Print and/or electronic journal collections I require for my work	1.21	1.10	1.10	1.35	1.42	11
Library as Place							
LP-1	Library space that inspires study and learning	2.54	2.35	1.70	3.62	3.52	10
LP-2	Quiet space for individual activities	1.49	1.35	1.89	1.70	1.10	10
LP-3	A comfortable and inviting location	1.16	1.25	1.05	1.77	1.70	10
LP-4	A getaway for study, learning, or research	1.18	0.92	1.52	2.12	1.34	10
LP-5	Community space for group learning and group study	2.03	1.64	1.41	2.33	2.00	8
Overall:		1.14	0.80	1.11	1.95	1.33	11

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Library Staff

7.3 Core Question Dimensions Summary for Library Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Library Staff

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.85	8.04	7.27	0.42	-0.77	11
Information Control	6.61	8.02	7.30	0.68	-0.73	11
Library as Place	6.12	7.40	7.26	1.14	-0.14	10
Overall:	6.61	7.89	7.23	0.62	-0.66	11

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.35	1.03	1.30	2.23	1.61	11
Information Control	1.12	0.75	1.10	1.86	1.23	11
Library as Place	1.36	0.87	1.08	1.88	1.31	10
Overall:	1.14	0.80	1.11	1.95	1.33	11

7.4 Local Questions Summary for Library Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	7.18	8.27	7.09	-0.09	-1.18	11
Making me aware of library services	6.64	7.73	7.09	0.45	-0.64	11
Electronic resources matching my information needs	6.64	7.91	7.73	1.09	-0.18	11
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.36	7.82	6.73	0.36	-1.09	11
Convenient service hours	6.00	7.36	6.91	0.91	-0.45	11

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.33	1.01	1.45	2.21	1.72	11
Making me aware of library services	1.21	1.19	1.22	1.86	1.57	11
Electronic resources matching my information needs	1.03	0.83	0.90	1.30	0.98	11
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.69	1.33	2.49	3.67	2.98	11
Convenient service hours	2.05	1.50	1.87	3.48	2.70	11

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Library Staff

7.5 General Satisfaction Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.27	2.00	11
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.18	2.04	11
How would you rate the overall quality of the service provided by the library?	7.64	1.43	11

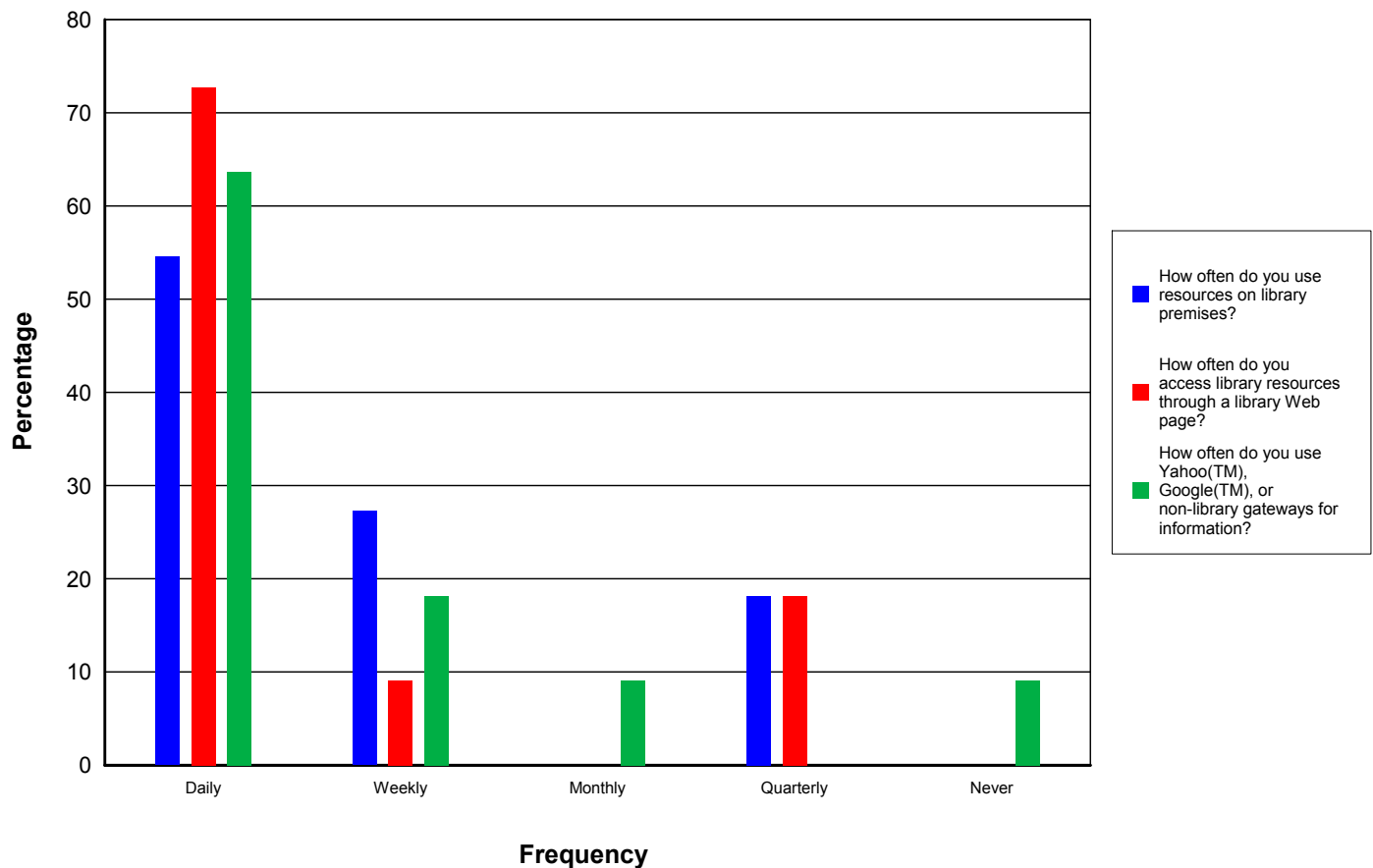
7.6 Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.18	2.14	11
The library aids my advancement in my academic discipline.	6.91	2.30	11
The library enables me to be more efficient in my academic pursuits.	7.00	2.05	11
The library helps me distinguish between trustworthy and untrustworthy information.	6.73	2.15	11
The library provides me with the information skills I need in my work or study.	7.18	2.04	11

7.7 Library Use Summary for Library Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	6 54.55%	3 27.27%	0 0.00%	2 18.18%	0 0.00%	11 100.00%
How often do you access library resources through a library Web page?	8 72.73%	1 9.09%	0 0.00%	2 18.18%	0 0.00%	11 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	7 63.64%	2 18.18%	1 9.09%	0 0.00%	1 9.09%	11 100.00%

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Library Staff

8 Staff Summary

8.1 Demographic Summary for Staff

8.1.1 Respondent Profile for Staff by Age

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	0	0.00%
23 - 30	3	14.29%
31 - 45	9	42.86%
46 - 65	8	38.10%
Over 65	1	4.76%
Total:	21	100.00%

8.1.2 Respondent Profile for Staff by Sex

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Sex	Respondents n	Respondents %
Male	5	23.81%
Female	16	76.19%
Total:	21	100.00%

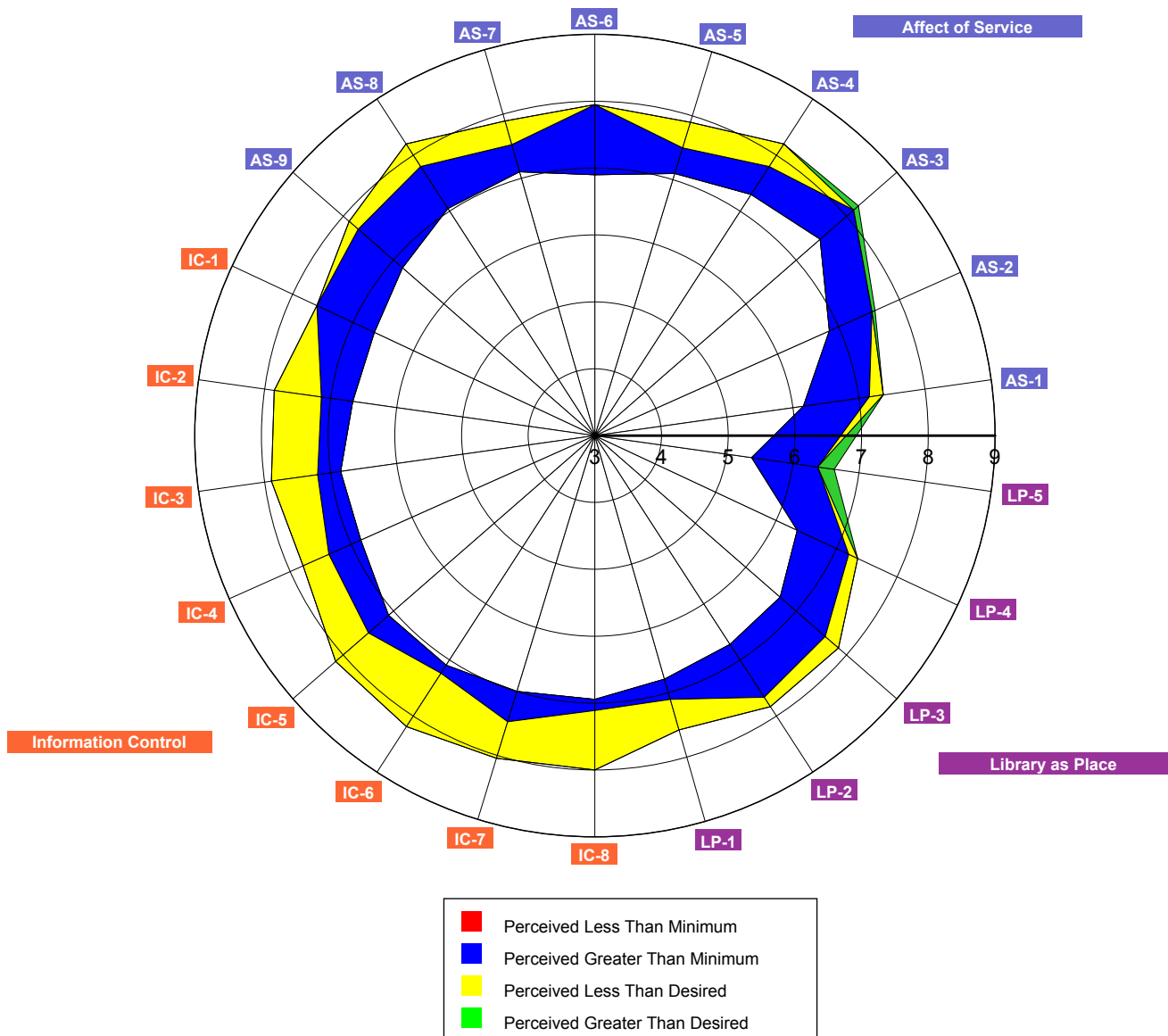
Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

8.2 Core Questions Summary for Staff

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.16	7.37	7.16	1.00	-0.21	19
AS-2	Giving users individual attention	6.85	7.55	7.60	0.75	0.05	20
AS-3	Employees who are consistently courteous	7.48	8.14	8.24	0.76	0.10	21
AS-4	Readiness to respond to users' questions	7.30	8.20	7.80	0.50	-0.40	20
AS-5	Employees who have the knowledge to answer user questions	7.10	7.90	7.50	0.40	-0.40	20
AS-6	Employees who deal with users in a caring fashion	6.90	7.95	7.95	1.05	0.00	20
AS-7	Employees who understand the needs of their users	7.11	7.89	7.53	0.42	-0.37	19
AS-8	Willingness to help users	7.05	8.20	7.80	0.75	-0.40	20
AS-9	Dependability in handling users' service problems	6.82	7.88	7.71	0.88	-0.18	17
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.65	7.60	7.60	0.95	0.00	20
IC-2	A library Web site enabling me to locate information on my own	6.67	7.86	7.14	0.48	-0.71	21
IC-3	The printed library materials I need for my work	6.85	7.90	7.20	0.35	-0.70	20
IC-4	The electronic information resources I need	6.84	7.79	7.37	0.53	-0.42	19
IC-5	Modern equipment that lets me easily access needed information	7.10	8.15	7.50	0.40	-0.65	20
IC-6	Easy-to-use access tools that allow me to find things on my own	7.10	8.19	7.24	0.14	-0.95	21
IC-7	Making information easily accessible for independent use	7.00	8.05	7.48	0.48	-0.57	21
IC-8	Print and/or electronic journal collections I require for my work	6.94	8.00	7.11	0.17	-0.89	18
Library as Place							
LP-1	Library space that inspires study and learning	6.79	7.58	7.11	0.32	-0.47	19
LP-2	Quiet space for individual activities	6.72	7.83	7.67	0.94	-0.17	18
LP-3	A comfortable and inviting location	6.68	7.84	7.58	0.89	-0.26	19
LP-4	A getaway for study, learning, or research	6.35	7.35	7.20	0.85	-0.15	20
LP-5	Community space for group learning and group study	5.38	6.38	6.63	1.25	0.25	16
Overall:		6.80	7.79	7.43	0.63	-0.36	21

Language: American English
Institution Type: College or University
Consortium: University of Wisconsin System
User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.83	1.83	1.46	1.00	0.98	19
AS-2	Giving users individual attention	1.39	1.10	1.23	1.12	1.23	20
AS-3	Employees who are consistently courteous	1.54	1.01	1.00	1.37	1.45	21
AS-4	Readiness to respond to users' questions	1.22	0.83	1.44	1.73	1.73	20
AS-5	Employees who have the knowledge to answer user questions	1.25	1.07	1.19	1.10	0.94	20
AS-6	Employees who deal with users in a caring fashion	1.65	1.23	0.89	1.32	1.03	20
AS-7	Employees who understand the needs of their users	1.15	1.15	1.35	1.12	1.26	19
AS-8	Willingness to help users	1.23	1.01	1.06	1.07	0.88	20
AS-9	Dependability in handling users' service problems	1.33	0.86	0.99	0.99	0.81	17
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.87	1.76	1.19	1.57	1.45	20
IC-2	A library Web site enabling me to locate information on my own	1.74	1.53	1.59	1.69	1.65	21
IC-3	The printed library materials I need for my work	1.39	1.17	1.54	2.11	1.75	20
IC-4	The electronic information resources I need	1.34	1.13	1.50	2.06	1.98	19
IC-5	Modern equipment that lets me easily access needed information	1.45	0.88	1.05	1.76	1.31	20
IC-6	Easy-to-use access tools that allow me to find things on my own	1.22	1.03	1.18	1.42	1.32	21
IC-7	Making information easily accessible for independent use	1.38	1.28	1.21	1.25	1.16	21
IC-8	Print and/or electronic journal collections I require for my work	1.59	0.91	1.75	2.38	2.03	18
Library as Place							
LP-1	Library space that inspires study and learning	1.40	1.39	1.37	1.60	1.47	19
LP-2	Quiet space for individual activities	1.81	1.10	1.24	1.86	1.50	18
LP-3	A comfortable and inviting location	1.42	1.21	1.30	0.99	1.45	19
LP-4	A getaway for study, learning, or research	1.69	1.46	1.67	1.42	1.31	20
LP-5	Community space for group learning and group study	2.45	1.93	1.78	2.05	2.08	16
Overall:		1.21	0.95	1.01	1.02	0.92	21

Language: American English

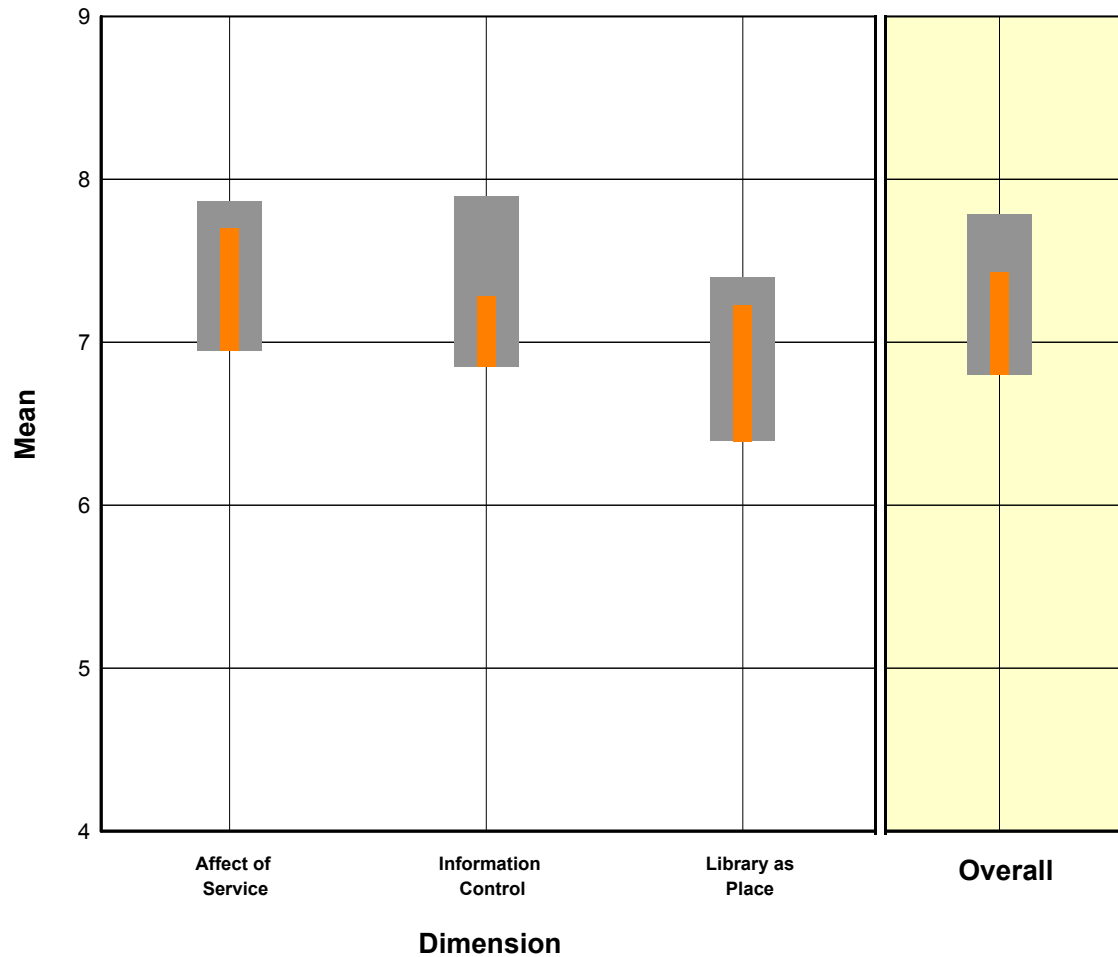
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Staff

8.3 Core Question Dimensions Summary for Staff

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



Range of Minimum to Desired
 Range of Minimum to Perceived ("Adequacy Gap")

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.95	7.87	7.70	0.75	-0.17	21
Information Control	6.85	7.89	7.28	0.43	-0.61	21
Library as Place	6.39	7.40	7.23	0.84	-0.17	20
Overall:	6.80	7.79	7.43	0.63	-0.36	21

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+™ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.13	0.84	0.95	0.86	0.82	21
Information Control	1.34	1.10	1.22	1.48	1.28	21
Library as Place	1.47	1.29	1.35	1.25	1.25	20
Overall:	1.21	0.95	1.01	1.02	0.92	21

Language: American English

Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Staff

8.4 Local Questions Summary for Staff

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Ease of use of electronic resources	6.90	7.95	7.30	0.40	-0.65	20
Making me aware of library services	6.52	7.52	6.95	0.43	-0.57	21
Electronic resources matching my information needs	7.21	8.05	7.11	-0.11	-0.95	19
Librarians teaching me how to effectively use the electronically available databases, journals, and books	6.47	7.47	7.26	0.79	-0.21	19
Convenient service hours	6.63	7.79	7.53	0.89	-0.26	19

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ease of use of electronic resources	1.21	1.15	1.13	1.31	1.39	20
Making me aware of library services	1.66	1.12	1.72	1.83	1.57	21
Electronic resources matching my information needs	1.13	1.03	1.76	2.11	1.93	19
Librarians teaching me how to effectively use the electronically available databases, journals, and books	1.90	1.54	1.63	1.90	1.51	19
Convenient service hours	1.54	0.98	1.02	1.52	0.81	19

8.5 General Satisfaction Questions Summary for Staff

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each particular question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.19	0.93	21
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.43	1.69	21
How would you rate the overall quality of the service provided by the library?	7.71	1.23	21

8.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each particular question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+™ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.10	2.02	21
The library aids my advancement in my academic discipline.	6.90	1.64	21
The library enables me to be more efficient in my academic pursuits.	6.81	2.02	21
The library helps me distinguish between trustworthy and untrustworthy information.	5.86	1.85	21
The library provides me with the information skills I need in my work or study.	6.33	1.88	21

Language: American English

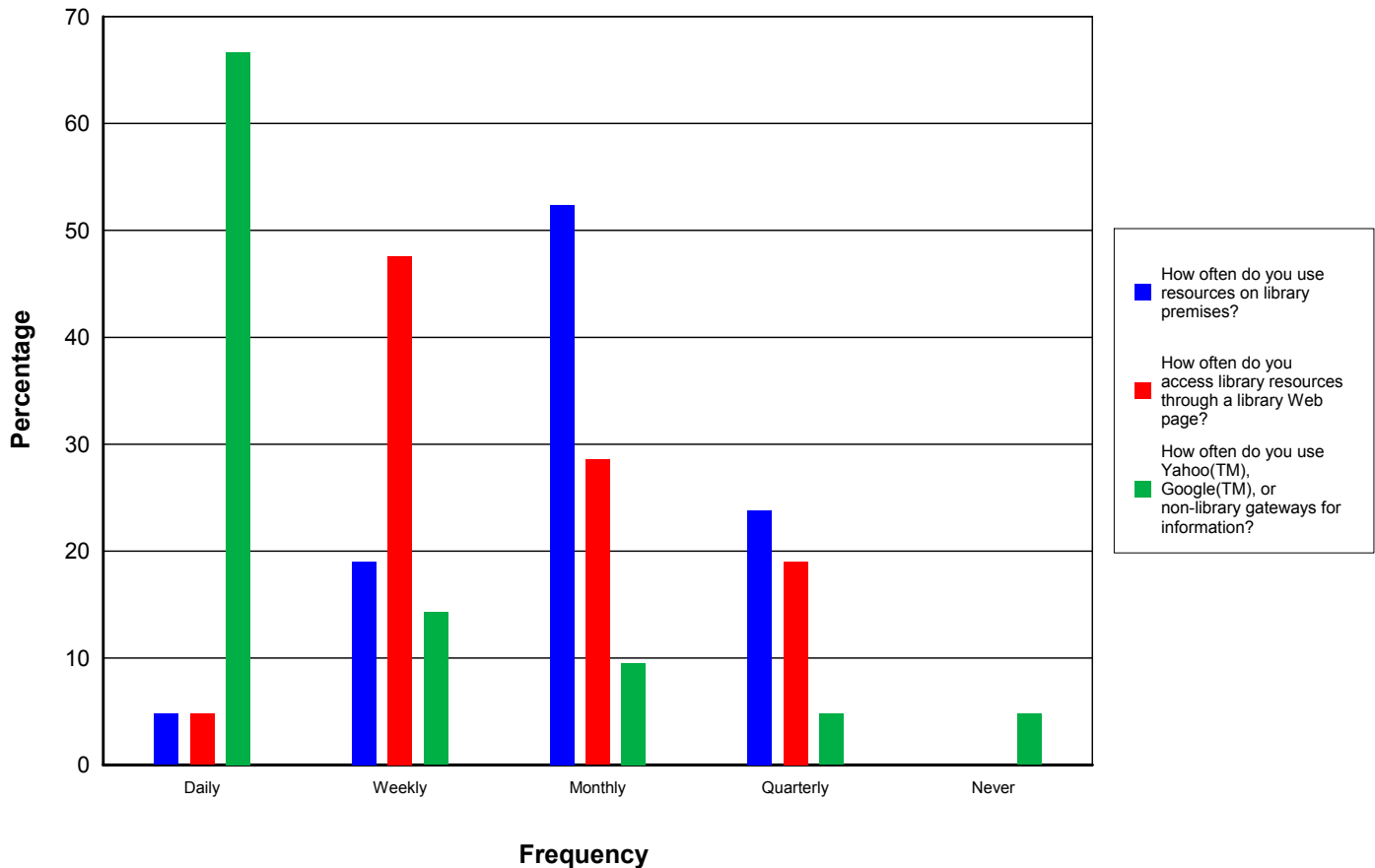
Institution Type: College or University

Consortium: University of Wisconsin System

User Group: Staff

8.7 Library Use Summary for Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	1 4.76%	4 19.05%	11 52.38%	5 23.81%	0 0.00%	21 100.00%
How often do you access library resources through a library Web page?	1 4.76%	10 47.62%	6 28.57%	4 19.05%	0 0.00%	21 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	14 66.67%	3 14.29%	2 9.52%	1 4.76%	1 4.76%	21 100.00%

Language: American English
 Institution Type: College or University
 Consortium: University of Wisconsin System
 User Group: Staff

9 Appendix A: LibQUAL+™ Dimensions

LibQUAL+™ measures dimensions of perceived library quality - that is, each survey question is part of a broader category (a dimension), and scores within those categories are analyzed in order to derive more general information about library users' perceptions of service. These dimensions were first based on the original SERVQUAL survey instrument (the framework for the LibQUAL+™ survey tool; for more information on the origins of LibQUAL+™, go to <http://www.libqual.org/Publications/>). The LibQUAL+™ survey dimensions have evolved with each iteration, becoming more refined and focused for application to the library context. The 2004 iteration of the LibQUAL+™ survey has three dimensions. Dimensions for each iteration of the LibQUAL+™ survey are outlined below.

LibQUAL+™ 2000 Dimensions

The 2000 iteration of the LibQUAL+™ survey, which had 41 questions, measured eight separate dimensions:

- Assurance (the knowledge and courtesy of employees, and their ability to convey trust and confidence)
- Empathy (caring, individual attention)
- Library as Place (library as a sanctuary/haven or site for learning and contemplation)
- Reliability (ability to perform the promised service dependably and accurately)
- Responsiveness (willingness to help customers and provide prompt service)
- Tangibles (appearance of physical facilities, equipment, personnel and communications materials)
- Instructions/Custom Items
- Self-Reliance

LibQUAL+™ 2001 Dimensions

After careful analysis of the results from the 2000 survey, the dimensions were further refined to re-ground the SERVQUAL items in the library context. Four sub-dimensions resulted for the 2001 iteration:

- Service Affect (nine items, such as “willingness to help users”)
- Library as Place (five items, such as “a haven for quiet and solitude”)
- Personal Control (six items, such as “website enabling me to locate information on my own”), and
- Information Access (five items, such as “comprehensive print collections” and “convenient business hours”)

LibQUAL+™ 2002 and 2003 Dimensions

For the 2002 iteration of the LibQUAL+™ survey, the dimensions were once again refined based on analysis of the previous year's results. While the four dimensions were retained, their titles were changed slightly to more clearly represent the questions and data. The same four dimensions were also used on the 2003 survey:

- Access to Information
- Affect of Service
- Library as Place
- Personal Control

LibQUAL+™ 2004 Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the dimensions measured by the survey - Access to Information and Personal Control - had collapsed into one. The following three dimensions were measured by the 2004 instrument: Library as Place, Affect of Service, and Information Control. In addition, three core questions were eliminated from the 2004 version of the survey, leaving 22 core items on the final survey instrument.

The list below displays the dimensions used to present the results in the 2004 notebooks, along with the questions that relate to each dimension. (Note: the questions below are those used in the College and University implementation of the survey, American English version.)

Affect of Service

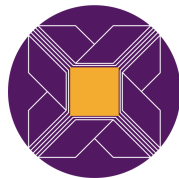
- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in a caring fashion
- [AS-7] Employees who understand the needs of their users
- [AS-8] Willingness to help users
- [AS-9] Dependability in handling users' service problems

Information Control

- [IC-1] Making electronic resources accessible from my home or office
- [IC-2] A library Web site enabling me to locate information on my own
- [IC-3] The printed library materials I need for my work
- [IC-4] The electronic information resources I need
- [IC-5] Modern equipment that lets me easily access needed information
- [IC-6] Easy-to-use access tools that allow me to find things on my own
- [IC-7] Making information easily accessible for independent use
- [IC-8] Print and/or electronic journal collections I require for my work

Library as Place

- [LP-1] Library space that inspires study and learning
- [LP-2] Quiet space for individual activities
- [LP-3] A comfortable and inviting location
- [LP-4] A getaway for study, learning or research
- [LP-5] Community space for group learning and group study



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University of Wisconsin-Stevens Point

Teaching-Learning Resources Annual Report 2002-2003

Welcome to the division of Teaching-Learning Resources at the University of Wisconsin-Stevens Point. "TLR" provides learning resources, technology training, and academic tutoring across the disciplines on campus in support of student and faculty academic success. The



departments and units within Teaching-Learning Resources are the University Library, the Tutoring-Learning Center, University Archives, Assistive Technology, and the Computer Guide program. The units of TLR are all located in the James H. Albertson Center for Learning Resources. Below are the highlights of TLR activities and services from 2002-2003.



The Physical and Cultural Heart of UWSP

University Library Remodel: The Library's lobby remodel was completed for the fall semester of 2002. The construction includes barrier-free security gates for ease of access at the West and East entrances, a single service point and offices for circulation, reserves, and interlibrary loan, a grand staircase from the lobby to the popular periodicals area on the second floor, slanted ceilings and enhanced lighting to amplify the atrium opening to the second floor, and a vaulted, barrel ceiling to expand the illusion of height and open space in the atrium area. Comfortable furniture was added as well, inviting conversation and study. In spite of increasing remote access to services and resources, during the fall semester alone the more welcoming and efficient facility attracted 77% more users than the previous fall, with over 209,000 library visitors. For the entire academic year, use of the facility increased 32%.



Student-Centered Excellence



Assistive Technology: A free service to students, faculty, and staff at UWSP. The focus of the program is to serve people with disabilities, but it is open to all who would like to use adaptive equipment to work more efficiently. Assistive Technology now has 3 computer stations with Kurzweil 3000 reading software, JAWS, Inspiration organizing software, and Dragon Naturally Speaking, a speech recognition program. In addition, the following aids are available to students on a daily loan basis: Alpha Smart portable keyboard, Franklin speller, Quicktionary reading pens, and a portable electronic talking dictionary.

Student-Centered Excellence (continued)

In 2002-03, there were 10 regular and 8 occasional users of the services of Assistive Technology. Each semester, 5 classes came for demonstrations of the available programs, including follow-up training for several students. Some instructors came for demonstrations as well. Increasing numbers of prospective students are inquiring about the program and each year more students are becoming regular users, especially of the Kurzweil program.

Computer Guide Program: Following a successful move to a more visible and receptive location in the LRC (Room 432), the Computer Guide Program continued serving students, faculty, and staff who needed basic computer training. Individual tutoring and group sessions were offered in Word, Internet Explorer, PowerPoint, Excel, Outlook, FrontPage, Windows, and other functions and software such as scanning, Inspiration, etc. Broader awareness of the program through advertising saw announcements placed in the Student Message of the Day and Message of the Day, and posters and brochures were made available in computer labs, the Tutoring-Learning Center, the Non-Traditional Office, the Multicultural Resource Center, and the University Library.

Group FrontPage Sessions were held in the lower level of the Allen Center for Anne Hoffman's Health Advocate HPW 399 course. During 2002-2003, the program served 49 individual clients through 117 appointments.

The University Library provides a rich array of print, media, and electronic resources in support of student academic success. In 2002-2003, the overall collection size increased .7%, by over 8,000 items, to 1,936,878. The Library's instructional offerings, consisting of credit and non-credit classes offered by Library Faculty (Learning Resources 101 and Computer and Information Systems 102: The Internet: Accessing & Evaluating Information), and classroom sessions for individual classes grew again in 2002-2003, with a 12% increase in the numbers of students served by classroom presentations (5,841), and a 15% increase in the number of actual presentations (233). Users seeking reference assistance increased 23%, with over 48,000 reference transactions.



The Tutoring-Learning Center (TLC): The TLC offers unique support of student success across the disciplines. The staff assists faculty in teaching, focusing a good part of their energies on first-year students. However, the needs of upperclassmen and special student populations such as non-native speakers and those with learning disabilities are addressed as well, along with deep involvement in mentoring tutors—those “apprentices” in the disciplines.

The TLC is a full-service tutorial center, offering four main programs: the Integrated Reading and Writing Program (one to one), English '57 (credit-bearing; one to one), the Reading Adjunct Program (credit-bearing; group), and Content-Area Tutoring (mainly group with one to one for students with special needs).

Student-Centered Excellence (continued)

For the 2002-2003 academic year, the TLC offered tutorials to 21% of the student body. During fall 2002, 1,170 students received 11,007 half-hour tutorials offered by a peer-student staff numbering 103. The spring 2003 semester saw 885 students served in 9,922 tutorials led by a student staff of 127. While in the previous academic year the TLC also served 21% of the student body, in 2002-2003 they actually served 70 more students.

Student Retention and Success: First-year students account for more than a third of TLC service: during fall 2002, 38%, during spring 2003, 35%. Novice learners do well when they model the academic behaviors of successful older students. It is positive for first-year students to see upperclassmen—particularly the tutors themselves—also participating in tutorial learning. The TLC director, Bobbie Stokes, served as co-chair, along with Steve Bondeson of the Chemistry Department, on the Ad Hoc Committee for Student Success. The nineteen-member campus committee produced a final report that offered five recommendations designed to improve even further the campus conditions for first-year students.

Underserved Student Populations: In the **Tutoring-Learning Center**, two populations of students often require more intensive assistance with their coursework. Many non-native speakers, such as Foreign Students and Hmong citizens, and many students with learning disabilities find that they greatly improve their academic success when they are able to individually meet with TLC tutors. The TLC regularly sees many non-native speakers and Learning-Disabled students each semester. “Regularly” means more than once a week for some students; for example, two of the special-population students each participated in 24 Reading/Writing tutorials during spring 2003.

Mentoring peer tutors as people and as apprentices in a discipline: The TLC professional staff encourages peer tutors to connect with their respective faculty mentors/advisors. Staff members spend time listening and responding to peer tutors, often working with tutorial issues but almost as often advising them about how to prepare for their next career stage. Each semester the TLC offers two to three Tutor Coops, each working with a member of the TLC professional staff on a pre-professional project. **Judy Peplinski’s** (pictured at right) Tutor Coop for spring 2003, Erin Faye, helped edit the English ’57 publication described below. **Maureen Giblin** was Tutor Coop Amy Sawyer’s mentor for spring 2003. Amy, a Reading/Writing and a Content-Area Tutor, researched the connections between music and literacy development in “Music’s Effect on Literacy and Thought Processes,” and presented her paper at The Fourth Annual College and Letters and Science Undergraduate Research Symposium.



Excellence in writing: In 2002-2003, the TLC sponsored two publications that encouraged quality student and tutor writing, *The Practicum Tutor* and *English ’57*. The publications are coordinated by Judy Peplinski. *The Practicum Tutor* is prepared each semester by the Reading/Writing Tutors in Practicum. In the spring, Practicum Tutors each created two papers—one piece of exploratory writing in any genre except poetry, and a Tutor’s Autobiography that described their respective lives as tutors, complete with narrative, description, philosophy and practices. *The Practicum Tutor* appears in hard-copy and online versions. *English ’57* came out of the English ’57 Series courses that are led by TLC Reading/Writing Tutors. Throughout the spring semester, ’57 peer tutors encouraged their students to prepare publication-quality pieces. Judy Peplinski, along with a peer Tutor Coop, solicited, edited, and

Student-Centered Excellence (continued)

published both a hard copy and online version of the '57 publication entitled "'57 Varieties: Selected Works from English '57."

The Wisconsin Idea - Outreach and Partnerships

Community Partnerships: In 1904, UW President Charles Van Hise laid the foundation for the Wisconsin Idea: "the beneficent influence of the University available to every home in the State." In 2002-2003, the UWSP University Library, more so than at any other UW institution's library, is the embodiment of that idea. While UWSP's *Central Wisconsin Idea* "strengthens Central Wisconsin's workforce and economy," it is the University Library that has closely partnered with the area's cultural, educational, and social institutions to enhance the cultural life of the area. Almost 300 community and university users' daily access special historical, human services and information databases on the Web created, hosted and maintained by the University Library in its partnerships with community agencies. Over 107,000 users in 2002-2003 accessed a wealth of resources that include historic photos, burial data, obituaries, an index to a local newspaper, the Web site of the county library, a directory of area Web sites, and a human services directory. The *Central Wisconsin on the Web* guide, the only area Web guide in Wisconsin produced by an academic institution, has been selected for inclusion in Google's *Wisconsin Guides and Directories*.



Portage County Census

A major new regional resource became available in December 2002. **University Archives** published *the Index to the 1850, 1860, 1870, 1880, and 1900 U.S. Censuses of Portage County, Wisconsin*. The Web database is searchable by names, townships and years, with detailed introductions to each census year in the index including the names of enumerators (the census takers), county boundaries, the information that was to be recorded, and details on the context of Portage County within the entire U.S. Census.

In addition to hosting and maintaining the online catalog of the **Portage County Public Library**, the Library's strong community partnerships also include providing wireless Internet access to the Public Library, including the main building and the Plover branch (since 1998) and providing their staff with e-mail via the UWSP Microsoft Exchange system. The wireless connection was the first of its kind (connection between a public and academic library) in the nation, and the shared catalog platform the first of its kind in Wisconsin. The University Library also hosts the Portage County Public Library's Web site, as well as the Web site and research collections of the Portage County Historical Society.



Established in June 1993, the UWSP Library's **Foundation Collection** is one of only three Cooperating Collections in the state of Wisconsin formally affiliated with the national Foundation Center in New York (Marquette University and UW-Madison are the other two). The Foundation Collection serves as a resource for information on private foundations, grants and



The Wisconsin Idea - Outreach and Partnerships (continued)

philanthropy for the surrounding area in support of community and business partnerships. This service is available to individuals seeking grants or scholarships, local non-profit groups and larger institutions. Resources include print directories, reference tools, and databases that focus on foundation and grant seeking activities, and are available to patrons free of charge with the exception of printing costs. The Foundation Collection offers workshops and orientations to the university and community at large. During 2002-2003, three workshops were presented to 125 attendees. Approximately 100 users per semester visit the Foundation Collection, representing non-profit organizations, grant makers and individuals.

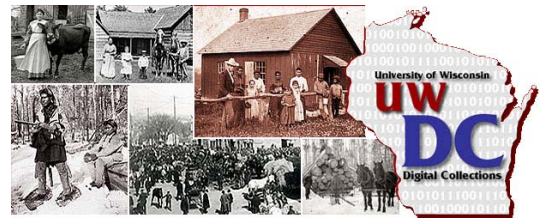
UW-System and campus partnerships also play a large role, as the University Library has since 1990 hosted and maintained the library catalogs of the 13 **UW-Colleges**.



UWSP was the first library “hub” site in the UW-System. On campus, the Library has partnered closely with the LRC-housed **Museum of Natural History**, developing and maintaining the Web site for the heralded Menominee Clans Story and the new interpretive multimedia kiosk in the Library’s lobby.



Included in one of the UW-System’s new UW-Digital Collections Projects, the “Wisconsin Pioneer Experience,” is material from the **UWSP Archives** on the life of George “Daddy” Salter of Juneau County. Salter is said to have killed many Native Americans in retaliation for his wife's murder at their Town of Clearfield tavern. The Wisconsin Pioneer Experience is a digital collection of diaries, letters, reminiscences, speeches and other writings of people who settled and built Wisconsin during the 19th century. The project has been made available through the partnership of the Council of University of Wisconsin Libraries (CUWL) and the Wisconsin Historical Society (WHS).



The Tutoring-Learning Center partnered with faculty to serve students from nearly every discipline on campus. Just one of the TLC’s four programs—Content-Area Tutoring—during 2002-2003 offered tutoring in 120 separate courses (and in multiple sections of courses), taught by 84 faculty in 22 disciplinary areas.

Technology-Enhanced Learning and Research

The University Library’s **Universal Borrowing**, nicknamed “UB,” was fully implemented in 2002-2003 by libraries across the UW-System, allowing students and faculty to locate and request library materials

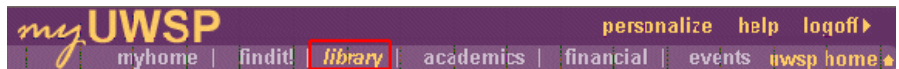


online from other UW campuses, with receipt within 48 hours. The system is truly the beginning of the concept of a single, “UW Library Collection.” UB provides access to the rich subject and research collections that are located throughout the state, supported by an infrastructure that includes a robust 5-day a week van delivery service. During the year, UWSP users made almost 4,000 UB transactions, borrowing more materials than any other library outside of UW-Milwaukee, clear evidence that the service has been highly successful on our campus.

Technology-Enhanced Learning and Research (continued)

Digital vs. Print: In spite of the increasing trend for students to use only digital materials, the overall circulation of the Library's print resources actually increased by .38% to 97,000 items. The electronic and print reserve collections make available over 5,000 documents for individual classes and students. Although reserve documents are available online, the print reserve collections increased circulation by 44% in 2002-03, with over 9,300 items checked out. Their digital counterparts, however, won the battle, with over 78,000 e-reserve checkouts. Use of all of the library's electronic resources increased 17% this year with 1.7 million searches performed. The largest gain was in the 890,900 searches performed on the library's catalog, an increase of 67% over 2001-2002.

myUWSP: Version 2 of "myUWSP," the UWSP student portal launched in January 2003 featuring the library's new personalized services that include customizable lists of e-journals, indexes, databases, and reserve readings. The custom lists allow students and faculty to easily bookmark access to their frequently used research journals, databases, and reserve readings, saving searching through thousands of titles each visit. The new portal service also provides fast and easy search access to the Library's catalog, to Interlibrary Loan forms, and to recommended Web sites on the *Virtual Reference Desk*.



Wireless: In January 2003, the University Library activated the very first wireless demonstration rooms on the UWSP campus. Located in LRC Rooms 107, 310, and 604, the new teaching spaces feature state-of-the-art lecture and demonstration facilities in a wireless networked environment. Instructors and workshop leaders have the option of providing lecture-based instruction through the traditional teaching station and projector, or providing hands-on experiences with wireless laptop computers. 18



laptops, housed in mobile carts, are available whenever needed for hands-on use. By fall of 2003, the entire LRC will have wireless access, with laptop checkout available. The laptop computers receive the Internet through wall-mounted wireless hubs. (the photo shows Assistant Professor Nerissa Nelson opening the mobile laptop cart---nicknamed the "COW" for "computers on wheels"---in preparation for a class.)

The Tutoring-Learning Center's in-house computer lab maintains eight stations for tutorials. One booth has applications for assisting selected students with learning disabilities. Another---new this year---will accommodate wheelchairs. The TLC also has a Document Design station with a state-of-the-art scanner and design applications. This workstation supports, for example, the efforts of the students in Professor Dan Dieterich's Editing and Publishing course (English 349), who produce a commercial book each year.

Tutor Talk: For the past 15 semesters the TLC Tutor Practicum instructors have included a Public Folders component in this credit-bearing Writing Emphasis course. This required component, titled "TutorTalk," is designed to encourage peer tutors taking Practicum to delve more deeply into course

Technology-Enhanced Learning and Research (continued)

readings, lead discussions, and to write responses to their classmates' insights. Participating in formal online course conversation enables tutors to assist students across campus in learning how to deal with similar course requirements using technology.

Faculty and Staff Activities

Professional activities: The 37 Faculty, Academic Staff, and Classified Staff in the TLR maintain a high professional profile. During 2002-03 they produced 35 scholarly papers, publications, exhibits, and reviews, served as 9 panel chairs or members at professional conferences, presented 13 clinics and outreach programs, received 4 grants, attended 43 professional conferences, were members of 49 professional groups, served on 51 professional committees, and chaired or held offices on 9 professional committees or societies.

Highlights of this activity included:

Cathy Palmini, Associate Professor in the University Library, published "The Broad Lakes Roll Between Us: Wisconsin Women's Letters Home" in *Inland Seas: the Quarterly Journal of the Great Lakes Historical Society*, 59/1 (Spring 2003): 46-57. The article presents the firsthand accounts of four mid-1800s women



settlers who made the perilous journey from the eastern United States or Europe via steamship across the Great Lakes to new Wisconsin homes. On sabbatical during the Spring semester of 2002-03, Cathy researched her next project, "Loneliness and Landscape: Women's Voices from Settlement Arizona and Wisconsin" in Tucson, at the Arizona Historical Society Archives and the University of Arizona Archives. "Loneliness and Landscape" will compare the writings (diaries, letters, and reminiscences) of Wisconsin and Arizona pioneer women with special attention to expressions of loneliness and response to landscape.

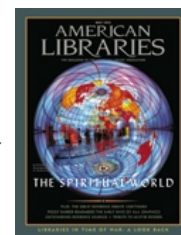
Four of the six professional members of the **Tutoring-Learning Center** staff—**Maureen Giblin**, **Judy Peplinski**, **Alice Randlett**, and **Bobbie Stokes**—each presented papers at national conferences. **Janet Jurgella** presented "Re (de)fining Our Selves" at the state convention of the Wisconsin Council of Teachers of English and Language Arts.

Maureen Giblin of the Tutoring-Learning Center's Reading Adjunct Program, traveled to the College of the Menominee Nation in Keshena to present a program on study skills and test anxiety. She also published an article in the refereed *American Reading Forum Yearbook Online* (Volume XXII, 2002): "Apprenticing in the Disciplines: A Sociocultural Model for Post-Secondary Reading Instruction."



Faculty and Staff Activities (continued)

Patti Clayton Becker, Associate Professor in the University Library, published "In Time of War" in *American Libraries*, 34/5 (May 2003): 54-57. "A foreign enemy unexpectedly attacks the United States. Shocked and angered, the nation overlooks bitter political differences and rallies around the president. As the military mobilizes the defense industry expands. Fearing another attack, people worry about home front safety and threats to the nation's transportation system and energy and water supplies. It seems that the American way of life is under siege. Sound familiar? Sound like recent history? The US since 9-11,



perhaps? On the contrary, the scenario just described refers to events that began sixty years ago, when Pearl Harbor ushered the United States into the Second World War." Patti's introduction to the article launches a fascinating glimpse of the similar experiences of libraries now and in World War II. During the 8-week 2003 summer session, she was asked to teach the History of American Librarianship at the UW-Madison School of Library and Information Studies.

Known statewide and stateside for his efforts to promote accessibility, the University Library's Associate Professor **Axel Schmetzke** took his message to an international stage. Following his organization and moderation of a panel on "Accessibility of Online Resources for Users With Disabilities: An Overview of the Latest Research" at the June 2002 Annual American Library Association (ALA) Conference in Atlanta, he delivered a paper in July, "The Accessibility of Online Library Resources for People with Print Disabilities: Research and Strategies for Change" at the 8th International Conference on Computers Helping People with Special Needs (ICCHP) in Linz, Austria; his paper was published in the conference proceedings (Berlin: Springer Verlag). During summer 2002 he also presented "Die Zugänglichkeit der 'Neuen Medien' an amerikanischen Universitäten" ("Accessibility of 'New Media' at American Universities") at a colloquium organized by ZIFF (Zentrale Institut für Fernstudienforschung), FernUniversität, Gesamthochschule Hagen, Germany. Axel is acknowledged as one of accessibility's leading advocates, and has done extensive research and writing on topics related to technology and information resources for the disabled. He serves on the Editorial Advisory Board of the Journal *Library Hi Tech*, where he was guest editor of two theme issues: *Accessibility of Web-based Information Resources for People with Disabilities* (Volume 20, Numbers 2 and 4). Axel has brought his considerable expertise to the campus, playing a pivotal role on the UWSP Online Accessibility Task Force, a committee that drafted a new accessibility policy for the university.



Arne Arneson, the Director of Teaching-Learning Resources, served as chair of the 2002- 2003 Board of Directors of the Wisconsin Library Services (WiLS). WiLS, made up of 483 Wisconsin libraries, offers services in areas of shared bibliographic information, resource sharing, in-service training and other cooperative activities relating to the changing nature of information technology. Member libraries include the entire UW System, private academic institutions, technical colleges, public libraries and library systems, K-12 private school associations and public school districts and government and corporate special libraries throughout the state. Arneson also served as Chair of the Council of University of Wisconsin Libraries (CUWL) Strategic Directions Task Force during 2002-2003.



New Faculty and Staff

In January 2003, **Terri Muraski** joined the Library Faculty as the first-ever Access Services Librarian! Terri comes to UWSP with an MLS from the University of South Florida, and a BA in English from Ripon College. Her experience includes ten years at UW-Stout, where she managed the ILL and Serials departments, developed the library Web site, served as an instruction and reference librarian, and developed services and resources for nontraditional and diversity students and students with disabilities. She was instrumental in developing and teaching online Internet literacy classes for distance learning at Stout.



Yan Liao is a new Library Faculty Cataloger/Reference/Instruction Librarian. Assistant Professor Liao comes to us from the University of Hawaii at Manoa, where she has served as a cataloging assistant and reference intern in the Business, Humanities, and Social Sciences Department. In the cataloging department, she performed copy and original cataloging of English and Chinese language materials. Her experience at Manoa also included teaching English to adult learners and graduate students. She holds graduate degrees in Library Science, English as a Second Language, and American Studies. Yan's undergraduate degree is in English Language and Literature. Her Library Science and ESL degrees are from the University of Hawaii at Manoa, and her undergraduate and MA in American Studies degrees are from Sichuan University in Chengdu, China.



Nicole Garrity Arnold joined the staff of the Tutoring-Learning Center as Coordinator of Content-Area Tutoring, beginning January 13 for two semesters. Nicole, originally from California, holds a B.A. in English from the University of California at Riverside; is a graduate of the Teacher Education Program, University of Redlands; and has a M.S.T. in English from UWSP. She holds a New York teaching certificate and a California teaching credential--both in English. In the fall of 2002 she coordinated the Professional Writing Competency Program for UWSP's School of Education, while also providing writing support to more than 50 graduate Education students, and teaching two sections of Freshman English. Before coming to UWSP, she was an English teacher at Heritage Junior High School, New Windsor, New York. Nicole's husband David is a faculty member in the UWSP English Department.

Retiring Faculty and Staff:

In 2002-2003, Teaching-Learning Resources saw the retirement of two dedicated professionals with over 67 years of combined service to UWSP.

Barbara Paul, Associate Professor in the University Library, came to UWSP in 1967. She holds a Bachelor of Science degree from UWSP, and master's degrees in history and library science from the University of Nebraska-Lincoln and UW-Madison. Barb has published four scholarly works, two of them with her husband, Dean of Letters & Science Justus Paul. In 1999 Greenwood Press published their *Wisconsin History: An Annotated Bibliography*, the only comprehensive, up-to-date bibliography on Wisconsin's 150-year history since 1947. The first collaboration for the couple was *The Badger State: a Documentary History of Wisconsin* (Grand Rapids: Eerdmans, 1979). Barb has published two other scholarly bibliographies, *The Germans After World War II* (Boston: G. K. Hall, 1990) and *The Polish-German Borderlands* (Westport, Conn: Greenwood Press, 1994).



Retiring Faculty and Staff (continued)

Professor Alice Randlett, an expert in academic literacy and reading, who served both as the Reading Adjunct Program Coordinator in the Tutoring-Learning Center and as a member of the library faculty, retired after thirty-two and one-half years at UWSP in January 2003. Alice developed the Reading Adjunct Program (RAP), an innovative and nationally-renowned offering through the Tutoring-Learning Center. RAP enables students in various disciplines to develop their skills in reading in content areas, with trained peer leaders helping small groups of students hone their reading skills by discussing and writing about what they read.



Alice, who also worked as a reference and instruction librarian, began UWSP's Tutor in the Library Program that provides students with paraprofessional on-the-job experience while working with reference librarians. An acquisitions librarian earlier in her career, she helped build an extensive library collection in women's studies and helped develop the Women's Studies Program at UWSP. From 1977 through 1989, she served on an advisory group to the UW-System Women's Studies Librarian's Office. She also served on the UW-System Scholarly Communications Committee, a group convened in 1989 to discuss electronic publishing and its impact on the academy. Her participation led to her early involvement with distance education at UWSP, both as instructor and reference services provider. She holds bachelor and master's degrees from UWSP, a master's in library science from Rosary College, and a Ph.D. from UW-Madison. Her dissertation, *Learning to be Remedial*, was recognized as outstanding by the International Reading Association in 1989.

University of Wisconsin-Stevens Point

Teaching-Learning Resources Annual Report 2003-2004

Welcome to the division of Teaching-Learning Resources at the University of Wisconsin-Stevens Point. “TLR” provides learning resources, technology training, and academic tutoring across the disciplines on

campus in support of student and faculty academic success. The departments and units within Teaching-Learning Resources are the University Library, the Tutoring-Learning Center, University Archives, and Assistive Technology. The units of TLR are all located in the James H. Albertson Center for Learning Resources. Below are the highlights of TLR activities and services from 2003-2004.



LRC Construction Continues...?



New Classroom and Wireless Access: The Library's major lobby remodel was completed for the fall semester of 2002, but the construction didn't stop there. The former Reserve Room at the southwest corner of the lobby was turned into a new demonstration room, Room 107, featuring the very first wireless classroom access on campus. In addition, the entire LRC was made “wireless” and during the late spring and early summer of 2004 wireless laptops were made available for students and staff for use in the Library (see the article on page 9). In addition, the LRC received new elevators, new carpet on the second floor, and new roofs!

Ups and Downs: While the “new lobby smell” was still fresh in the air, the LRC closed its public elevators and reversed traffic patterns on floors 1-6 to accommodate the installation of new public elevators. The public elevators were closed in late July 2003, with the staff elevator providing temporary public access during the construction. The new public elevators were online by January 2004, at which time the staff elevator was demolished and replaced by May. Library users became quite accustomed to using stairwells during the entire fall semester. The public elevators were long overdue for replacement, as both cars were refurbished at the time of their original installations in 1970 and 1986. In addition to new elevator cars, new, larger openings were required on each level to meet current codes for access for individuals with disabilities. Construction and installation was done by the Braun Elevator Company of Madison, with the Ellis Stone Construction Company of Stevens Point and Wausau serving as the general contractor.

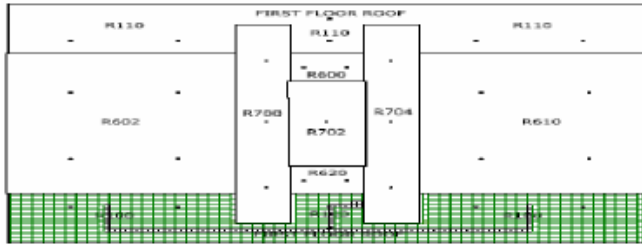
New Car[pet] Smell: During late May 2004, the entire second floor was closed to the public for asbestos removal and carpet installation. Users graciously accepted not being able to access the 67,000 issues in our current and bound journal collections for a number of days while handsome new carpet replaced the “well worn” flooring that was installed in 1970!

New Stack Locations: During the summer of 04, the entire book collection on floors 3-5 was shifted to accommodate new growth. Yes, over 350,000 books were moved!

Construction (Continued)

A New Roof Over our Heads: Following the completion of the elevators, new roofing was installed on the various levels of the LRC, fixing decades of leakage problems.

What's next---new signage and a "green" roof? The dust has finally settled, and no major barriers or construction are planned for 2004-05! But the access and location lessons learned during the stairwell and elevator re-configurations have led to a project to redo the signage and directions throughout the



building! In addition, the University's Sustainability Committee has proposed that the LRC be the recipient of the first "green roof" on campus, on the east first floor roof adjacent to the second floor Periodicals area. The location is a perfect fit, as the large windows and study areas provide perfect views for the potential rooftop greenery. Green roofs save energy due to better

insulating properties, they extend roof life as an additional layer of protection, and provide an oasis of color in an urban setting.

Assessment Activities

The University of Wisconsin Libraries *Strategic Directions for 2003-2005* calls for the investigation, identification, and implementation of "quality assessment tools to measure the quality of library services and resources, and to keep abreast of changing service patterns and user information seeking behaviors."

With funding provided by UW-System, during April 19 - May 7, 2003, the University Library (along with other UW Libraries and hundreds of libraries throughout the world) asked users about the quality of our library services using a Web-based survey, a rigorously tested research instrument called LibQUAL+™, created by the Association of Research Libraries (ARL). It was made available for selected UW-Stevens Point students (roughly 20% of each class, including graduate students) and all faculty and academic staff. The survey asked questions about core library services, user satisfaction, library use, and demographic data.



The survey consisted of questions about customer service, accessibility and control of information, and the library as a place. Participants were also asked about their library usage, and their demographics. Each question required that participants indicate the minimum level of service that is acceptable, the level of service that they personally want, and the level of service that they believe the UWSP library currently provides. Participants were also able to make additional remarks in a comments box.

Although many faculty and some students criticized the admittedly cumbersome, unfriendly layout of the survey, 248 surveys were successfully completed at UWSP. 122 undergraduates, 7 graduate students, and 119 faculty and academic and administrative staff responded. 88 respondents submitted written comments in addition to completing the survey itself. The comments focused on inadequacies

Assessment Activities (Continued)

perceived in the journal and book collections, the need for longer hours, and the need for more quiet and group study spaces in the Library.

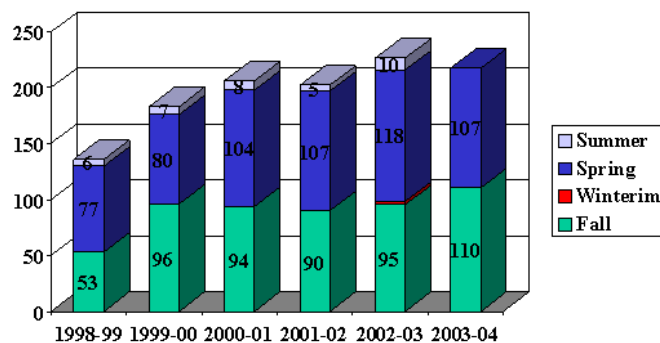
Preliminary readings of the results themselves suggest that the Library is generally meeting or exceeding the minimum expectations of its users, but rarely exceeding their desires. It is interesting to note that the majority of library users, even undergraduates, use the library itself or its web pages to access library resources over commercial gateways such as Google or Yahoo! Two themes that mirrored the written comments were perceptions of inadequacy in the collections, and the need for more group study space.

The completed LibQUAL+™, survey is attached to this report. During 2004-05, the Library Faculty will examine the survey in detail and make recommendations for any necessary changes based on the results.

Student-Centered Excellence

The University Library provides a rich array of print, media, and electronic resources in support of student academic success. In 2003-2004, the overall size of the physical collections increased to almost 2 million items. Electronic access is provided to millions of other resources. Library Faculty and Staff provide users with assistance in finding sources appropriate for their needs through individual and classroom consultation and instruction. Over 48,000 users sought individual reference assistance. The Library's classroom offerings consist of credit and non-credit classes offered by Library Faculty (Learning Resources 101 and Computer and Information Systems 102: The Internet: Accessing & Evaluating Information), and presentations for individual classes. 2003-2004 saw an increase in the number of class presentations. As evidenced by the chart at right, demand for library instruction has increased steadily since 1998-1999.

Number of Classroom Sessions



The Tutoring-Learning Center (TLC): The TLC is a full-service tutorial center, offering four main programs: the Integrated Reading and Writing Program (one to one), English '57 (credit-bearing; one to one), the Reading Adjunct Program (credit-bearing; group), and Content-Area Tutoring (mainly group with one to one for students with special needs).

During 2004 the TLC professional staff responded to UWSP and System initiatives in a number of important ways. First and foremost, the TLC assists the faculty in teaching their students. Second, they focus a good part of their energies on first-year students, while not forgetting the needs of upperclassmen and special student populations such as non-native speakers and those with learning

Student-Centered Excellence (continued)

disabilities. Third, they are deeply involved in the practice of mentoring tutors—those apprentices in the disciplines. And finally, they continue to evolve in the of technology–enhanced learning.

In 2003-2004 the TLC offered tutorials to 22% of the student body---an increase of one percent over the previous year. The TLC served more students and provided a larger number of tutorials than in the previous academic year. TLC tutors served 2,102 students (an increase of 47 students over last year) in a total of 23,048 half-hour tutorials—a whopping increase of 2,199 tutorials over 2002-2003!

Student Retention and Success: First-year students account for more than one-third of TLC service. During Fall 2003, new clients accounted for 39% of service (an increase of one percent); during Spring 2004, they accounted for 35% (same as Spring 2003). The numbers of freshmen served depends upon our program offerings; the TLC is very dependent upon what faculty and students request. Limited budgets prevent the program from meeting all requests for tutorial service. It is positive that first-year students see upperclassmen—particularly the tutors themselves—also participating in tutorial learning. Novice learners do well when they model the academic behaviors of successful older students.

Encouraging Diversity Students to Participate in Tutorials: 63 diversity students found the TLC tutorial environment intellectually helpful and congenial. A number of diversity students—many of them former or current TLC learners—are serving as TLC tutors.

Assisting Faculty by Serving Two Labor-Intensive Student Populations: Two populations of students often require more intensive assistance with their coursework. Many non-native speakers, such as Foreign Students and Hmong citizens, and many students with learning disabilities find that they greatly improve their academic success when they are able to meet one to one with TLC tutors. The TLC works with many non-native speakers and Learning-Disabled (LD) students regularly each semester. For some students, regularly means more than once a week. During Spring 2004, 55 LD students participated in TLC tutorials.

Mentoring peer tutors as people and as apprentices in a discipline: Offering incentives for excellence in writing. Two of the TLC's most important goals—in addition to those of serving the tutorial needs of students and meeting the requests of faculty—are (1) mentoring our large staff of peer tutors and (2) encouraging students and tutors to bring their thinking and writing up to publication-quality.

The TLC professional staff encourages peer tutors to connect with their respective faculty mentors/advisors. TLC staff spend time listening and responding to our peer tutors, often working with tutorial issues but almost as often advising them about how to prepare for their next career stage. Each semester, we have two Tutor Coops, each working with a member of the TLC professional staff on a pre-professional project. For example, **Judy Peplinski's** (pictured at right) Tutor Coop for Spring 2004, Connor Agnew, helped edit the English '57 publication described below.



Two TLC-Sponsored Tutor/Student Publications: *The Practicum Tutor* and *English '57*. Again this year, the TLC sponsored the two publications that encouraged quality student and tutor writing. The

Student-Centered Excellence (continued)

publications are coordinated by Judy Peplinski. *The Practicum Tutor* is prepared each semester by the Reading/Writing Tutors in Practicum. This spring, Practicum Tutors each created two papers—one piece of exploratory writing in any genre except poetry and a Tutor's Tale that describes their respective lives as tutors, complete with narrative, description, philosophy and practices. *The Practicum Tutor* appears in hard-copy and online versions.

The second publication, *English '57*, derives from the English '57 Series courses led by TLC Reading/Writing Tutors. Throughout the spring semester, '57 peer tutors encouraged their students to prepare publication-quality pieces. Judy Peplinski, along with a peer Tutor Coop working with her, solicited, edited, and published both a hard copy and online version of the '57 publication entitled "'57 Varieties: Selected Works from English '57.'" Judy and Intern Connor Agnew arranged a formal reading and publication party for the authors.

The Wisconsin Idea - Outreach and Partnerships

Community Partnerships: In 1904, UW President Charles Van Hise laid the foundation for the Wisconsin Idea: "the beneficent influence of the University available to every home in the State." In 2002-2003, the UWSP University Library, more so than at any other UW institution's library, is the embodiment of that idea. While UWSP's *Central Wisconsin Idea* "strengthens Central Wisconsin's workforce and economy," it is the University Library that has closely partnered with the area's cultural, educational, and social institutions to enhance the cultural life of the area. Over 300 community and university users' daily access special historical, human services and information databases on the Web created, hosted and maintained by the University Library in its partnerships with community agencies. Over 116,000 users in 2003-2004, an increase of 8% over the previous year, accessed the wealth of resources that include historic photos, burial data, obituaries, an index to a local newspaper, the Web site of the county library, a directory of area Web sites, and a human services directory. The *Central Wisconsin on the Web* guide, the only area Web guide in Wisconsin produced by an academic institution, has been included for a number of years in Google's *Wisconsin Guides and Directories*.



In addition to hosting and maintaining the online catalog of the **Portage County Public Library**, the Library's strong community partnerships also include providing wireless Internet access to the Public Library, including the main building and the Plover branch (since 1998) and providing their staff with e-mail via the UWSP Microsoft Exchange system. The wireless connection was the first of its kind (connection between a public and academic library) in the nation, and the shared catalog platform the first of its kind in Wisconsin. The University Library also hosts the Portage County Public Library's Web site, as well as the Web site and research collections of the Portage County Historical Society.



Established in June 1993, the UWSP Library's **Foundation Collection** is one of only three Cooperating Collections in the state of Wisconsin formally affiliated with the national Foundation Center in New York



The Wisconsin Idea - Outreach and Partnerships (continued)

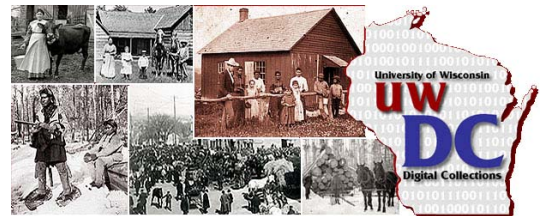
(Marquette University and UW-Madison are the other two). The Foundation Collection serves as a resource for information on private foundations, grants and philanthropy for the surrounding area in support of community and business partnerships. This service is available to individuals seeking grants or scholarships, local non-profit groups and larger institutions. Resources include print directories, reference tools, and databases that focus on foundation and grant seeking activities, and are available to patrons free of charge with the exception of printing costs. The Foundation Collection offers workshops and orientations to the university and community at large. During 2003-2004, three workshops were presented to groups that included Wisconsin YMCA Foundation Directors and the staff of the Global Environmental Management Education Center (GEM) on the UWSP campus. The collection even found its way into the classroom in 2003-2004. Professor Rich Wilke of Natural Resources integrated the materials into his coursework where students had to use the materials to identify foundations for grant seed money for various environmental issues.



During the year, **Nerissa Nelson** (pictured at right), UWSP's Foundation Librarian, became a member of the grant resources committee of the Community Foundation of Portage County, and attended the national meeting of the Foundation Center's Cooperating Collections at the American Library Association meeting in Toronto.

In 2003-2004, over 140 visitors came to the Foundation Collection, representing non-profit organizations, grant makers and individuals.

UW-System, Campus, and International Partnerships. In the planning stages for inclusion in the UW-System's new UW-Digital Collections Projects (UWDC), *The Art of Suzuki: Shinichi Suzuki at the American Suzuki Institute* will consist of the 24 unique videotapes of lectures and classes given by the renowned Japanese violinist and educator, Dr. Shinichi Suzuki at the American Suzuki Institute at UWSP in



1976. The tapes represent important footage from both a teaching and a historical standpoint, showing the founder and master teacher of one of the world's most significant educational movements at the very pinnacle of his career. Making these resources available will permit students, trainers and future teachers to see the master himself via the Internet and to study and discuss his ideas just as the founding generation did 30 years ago. The project is to be made available through the partnership of the University Library, the College of Fine Arts and Communication, the American Suzuki Center, the International Suzuki Association, the Council of University of Wisconsin Libraries (CUWL) and the Wisconsin Historical Society (WHS).

The Tutoring-Learning Center partnered with faculty to serve students from nearly every discipline on campus. As an example, just one of the TLC's four programs—Content-Area Tutoring—during 2002-2003 offered tutoring in 120 separate courses (and in multiple sections of courses), taught by 84 faculty in 22 disciplinary areas.

The Wisconsin Idea - Outreach and Partnerships (continued)

Regional Professional Development Conferences: In cooperation with Wisconsin's South Central Library System and the College of DuPage (Illinois), the University Library has since 1998 hosted national staff development satellite conferences for area librarians. In 2002-2003, seven satellite presentations were offered, including programs on digital reference services, web filtering, and digital archives. Attendees typically include UWSP library staff members, and librarians from Portage and surrounding counties. The programs are funded by a grant from the South Central Library System, and distributed with the cooperation of UWSP's University Telecommunications.

Technology-Enhanced Learning and Research

SFX and MetaLib: In 2001 the UW System Libraries Strategic Directions called for the implementation of applications that would "provide a variety of research and searching tools to allow online catalog or web access to the breadth of digital information and identification of the broad array of locally owned paper and multimedia resources." The University of Wisconsin System Office of Learning and Information Technology and the Council of UW Libraries (CUWL) formed the Electronic Resource Management Task Force to accomplish this goal. In January 2004, the UW contracted with the ExLibris Corporation to install their MetaLib and SFX federated search and cross-linking products across the UW System.



How are we implementing the new software at UWSP? **Find It** and **Article Finder** are the labels for the new UWSP Library search services using the SFX platform. Find It provides direct links from a citation in a database to electronic full-text of an article, performs a search in the UWSP Library catalog for a book or journal title, and allows users to request a journal/magazine article via Interlibrary Loan if the print or electronic version is not available. All in one smooth process! Currently, Find It is available in many databases subscribed to by the UWSP Library. In these databases, citations with a Find It button will link to a menu of possible options, or retrieve the full-text article.

What is **Article Finder**? Users armed with a citation for a journal article from any source, like a bibliography or reading list, who would like to find the article, may use Article Finder.



Article Finder 

University of Wisconsin-Stevens Point University Library

Entering as much information as they have in the search boxes and clicking on the Find It button is a fast way to discover whether the UWSP Library has access to the full text of the article.

Although the new Find It service was implemented during spring 2004, the **MetaLib** software, which is the "federated search" feature in the ExLibris suite, will be in the testing stages during 2004-2005, and is planned for full implementation in fall 2005. The MetaLib functions, yet to be named, will permit users to simultaneously search across the library's catalog, article databases, local information databases, and other Web resources. It will also permit users to define and save custom searches.

Technology-Enhanced Learning and Research (Continued)

New Research Indexes and Databases in the Humanities

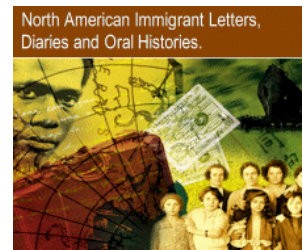
New digital resources in the areas of Women's Studies, American History, Drama, and Literature include the following titles:

Black Drama - 1850 To Present contains the full text of 1,200 plays written from the mid-1800s to the present by more than 170 playwrights from North America, English-speaking Africa, the Caribbean, and other African diaspora countries.

British & Irish Women's Letters & Diaries, 1500 - 1900. Currently includes the immediate experiences of 201 women, as revealed in approximately 38,000 pages of diaries and letters.

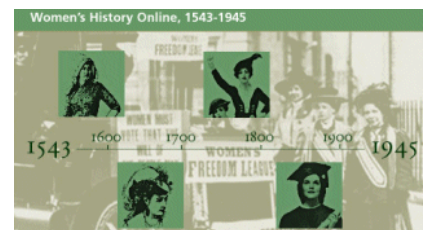
Early Encounters In North America. 170 sources with over 40,000 pages of letters, diaries, memoirs and accounts of early encounters between peoples, cultures, and the environment. The collection is centered on present-day Canada and the United States with some limited coverage of Mexico.

North American Immigrant Letters, Diaries, and Oral Histories. With writings from 71 authors, the collection provides a unique and personal view of what it meant to immigrate to America and Canada. Includes more than 100,000 pages of personal narratives including letters, diaries, pamphlets, autobiographies, and oral histories, . several thousand pages of Ellis Island Oral History interviews. The materials begin around 1840 and extend to the present, focusing heavily on the period from 1820 to 1880. People from many countries are represented, including recent waves from Latin America and Asia.



Scottish Women Poets Of The Romantic Period. Contains 60 volumes of Romantic Poetry from 47 poets, extensive contemporary critical reviews, as well as material specially written for this database by leading scholars.

Women's History Online, 1543-1945 (The Gerritsen Collection). An electronic collection containing page images of 4,000 books and 265 periodicals from around the world on the condition of women, evolution of feminism, and women's rights. The collection was begun in the late 1800s, by Dutch physician and feminist Aletta Jacobs and her husband C. V. Gerritsen. Materials relate to women's experience in the public arena, as well as women's lives within the home. A variety of topics covered include woman's relationship to her culture, lives of women in other countries, marriage, home and motherhood, education for "proper ladies," mental activity dangerous to women's health, women in industry, women in the professions, early popular health books, interaction between men and women, temperance movement, and the legal status of women. The anti-feminist case is presented as well as the pro-feminist; many



Technology-Enhanced Learning and Research (Continued)

other titles present a purely objective record of the condition of women at a given time. The broad scope allows scholars to trace the evolution of feminism within a single country, as well as the impact of one country's movement on those of the others. In many cases, it also provides easy access to primary sources otherwise available only in a few rare book rooms.

New digital resources for eighteenth and nineteenth century research include:

Eighteenth Century Collections Online provides the full-text of 150,000 English-language titles published between 1701-1800. A variety of materials--books, directories, Bibles, sheet music, sermons--are by a diversity of well-known and lesser-known authors. The database allows for full-text searching as well as

author and title browsing. Four subject areas currently included are: History and

Geography; Social Science and Fine Arts; Medicine, Science and Technology; Literature and Language. By June the collection will also include: Religion and Philosophy; Law; and Reference and will encompass over 33 million text-searchable pages.



Harper's Weekly features full-text and electronic searching of *Harper's Weekly*, 1857-1912, an important primary resource for examining the 19th century. Harper's Weekly was noted for its comprehensive week-by-week coverage, political editorials, and elaborate engraved illustrations. Its coverage, also including news stories, cartoons, and even advertising, shaped and reflected public opinion of the era. In

addition to full-text searching, a manually created index puts 19th century language and illustration content into 21st century terminology.

Wireless Laptops: In summer 2004, the University Library's Main Checkout Desk implemented laptop checkouts for current UWSP faculty and students. Laptop users are able to access UWSP and Library resources from the comfort of any floor, in any area. Laptops that are not in use or reserved for classes or presentations may be checked-out for two hour periods (one renewal) for use in the University Library in conjunction with the wireless network. Laptop storage carts were purchased to house the new equipment. The carts are nicknamed "Computers on Wheels," or "COWs." The carts, Datamation's Notebook PC Mobile Security Cabinet 16 module units, keep the laptops charged and ready for action at any time. The carts and laptops are funded in part by a UWSP Lab Modernization Grant, and with additional funding provided by UWSP Information Technology.



The Tutoring-Learning Center's in-house computer lab: Technology for special learners and Document design space. In "018 LRC," the home of the TLC, is an eight-booth computer lab for tutorials. One booth has applications for assisting selected students with learning disabilities. Another—newly created—is sized for those in wheelchairs or who are of larger physical size. The TLC also has a Document Design booth with a state-of-the-art scanner and design programs. This workstation

Technology-Enhanced Learning and Research (Continued)

supports, for example, the efforts of the students in Professor Dan Dieterich's Editing and Publishing course (English 349), who produce a commercial book each year.

Technology in the classroom. For the past 15 semesters (beginning spring 1996), the TLC Tutor Practicum instructors have included a Public Folders component in this credit-bearing Writing Emphasis course. This required component, titled "Tutor Talk," is designed to encourage peer tutors taking Practicum to delve more deeply into course readings, to lead discussion, and to write in response to their classmates' insights. Participating in formal online course conversation enables tutors to assist students across campus in learning how to deal with similar course requirements using technology.

Technology fostering tutor and student publications. As mentioned earlier, both the TLC's *The Tutor Practicum* and *English '57* publications are available online—increasing their readership and visibility (certainly an encouragement to our budding authors).

Faculty and Staff Activities

Professional activities: The 37 Faculty, Academic Staff, and Classified Staff in the TLR maintain a high professional profile. During 2003-04 they produced 34 scholarly papers, publications, exhibits, and reviews, served as 2 panel chairs or members at professional conferences, presented 55 clinics and outreach programs, received 1 grant, attended 26 professional conferences, were members of 40 professional groups, served on 37 professional committees, and chaired or held offices on 12 professional committees or societies.

Highlights of this activity included:

Dr. Maureen Giblin, Coordinator of the Tutoring-Learning Center's Reading Adjunct Program



received her doctoral degree in May 2004 at the University of Wisconsin-Madison. Her dissertation, *Conflicting Discourses in Post-Secondary Education: The Impact of Cultural Models on Student Success and Retention*, has special import for institutions, staff, and faculty seeking insights about ways to improve student retention and student success. Her PhD is in Literacy Studies, Curriculum and Instruction.

The Tutoring-Learning Center's **Laurie Schmeling** published "When Uncle Sam Invaded Broadway: Genre and Patriotism in the Critical Reception of Irving Berlin's *This Is The Army*," in *The Journal of American Drama and Theatre* 15 (Spring 2003): 28-42. Laurie's work explores how, for the diverse press of the period, *This Is the Army* became the exemplar of the American musical not because it broke new ground generically, but because it was the most overtly "American" musical. At its premiere on July 4, 1942, it was met with virtually unanimous praise on both patriotic and aesthetic



Faculty and Staff Activities (Continued)

grounds and generated numerous articles detailing its inception and reception. The show was hailed as an artistic success not in spite of its unabashed nationalism, but because of it.

Cathy Palmi, University Library, presented “Women School Teachers Speak: Providing Education in Early Wisconsin” at the inaugural Women and Gender Historians of the Midwest Conference held in



June 2004 at Loyola University, Chicago. For mid-1800s women school teachers, teaching and life were never without challenges. Their writings touched on such topics as conditions in school rooms, the nature of students, living arrangements for teachers, and happenings both funny and sad in and outside the classroom. Cathy’s narrative presentation describing education in early Wisconsin is woven with readings from the teachers’ writings and projected images of period photographs. In the last few years Cathy’s interesting story-telling



presentations have been a part of the programs at six national and regional library and history conferences from Maine to Wisconsin.

Yan Liao, University Library, has co-authored with Yoshinori J. Fukuya of the University of Hawaii at Manoa, an article titled "Avoidance of Phrasal Verbs: The Case of Chinese Learners of English" in *Language Learning* 54:2, June 2004, pp. 193–226. *Language Learning* is a peer-reviewed core journal in the field of second language acquisition. Her study



investigates the avoidance of English phrasal verbs by Chinese learners, and the results show that 3 factors---proficiency level, phrasal-verb type, and test type---affect learners’ avoidance of phrasal verbs. The authors speculate that the differences between first and second languages and the semantic difficulty of phrasal verbs may be reasons for the learners’ avoidance. The



study claims that learners’ phrasal verb avoidance behavior is a manifestation of interlanguage development. Yan arrived at UWSP in January 2003 from the University of Hawaii at Manoa, where she served as a cataloging assistant and reference intern in the Business, Humanities, and Social Sciences Department. Her experience at Manoa also included teaching English to adult learners and graduate students. She holds graduate degrees in Library Science, English as a Second Language, and American Studies. Her undergraduate degree is in English Language and Literature.



Tom Reich’s 2003 graduate thesis about UWSP’s role in advising the South Vietnamese government on education, *Higher education in Vietnam: United States Agency for International Development Contract in Education*, was named as the Midwestern Association of Graduate Schools (MAGS) 2004 Distinguished Thesis Award. He received the UMI/MAGS ParamGun Sood (translated this means "supreme goodness" or "excellence") Thesis Award for 2004, and a \$500 honorarium at the MAGS Annual Meeting, which was held April 13-16 in St. Louis. The criteria for the award is for those receiving their Master’s during the previous academic year, and Tom received his MST-History in May of 2003. This marks the first time a UWSP graduate student has received the award.

Tom’s quality work is no stranger to recognition. He is a recipient of the Chancellor’s Leadership Award (2003) and, while working as Graduate Assistant in the History Department, the Graduate

Faculty and Staff Activities (Continued)

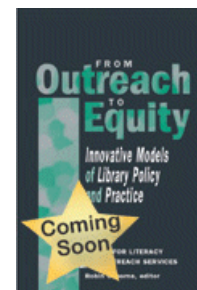
Council's Award for "Outstanding Research Assistant." In 2003, the Awards Committee of the UWSP Graduate Council selected his thesis to be UWSP's nomination for the Midwestern Association of Graduate Schools (MAGS) 2004 Distinguished Thesis Award, and it was also chosen as the UWSP 2003 Distinguished Master's Thesis.

Tom is a Library Services Assistant Advanced in Government Documents, and has served actively in the Library, the community and at UWSP. In addition to his service as graduate assistant for the History Department, he has been co-coordinator of the Central Region competition for National History Day in Wisconsin for five years, and during one year served as both state and regional coordinator. The event is sponsored by the College of Letters and Science, the Department of History, the University Library, the Offices of Chancellor and Vice Chancellor, and the Wisconsin Historical Society. The state history event, held in conjunction with National History Day, is a competition open to all Wisconsin students in grades 6-12. National History Day numbers over 400,000 participants from most of the 50 states, including Wisconsin.

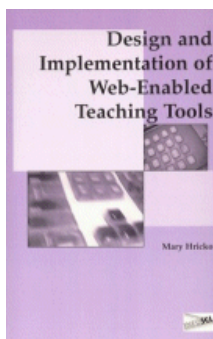


Dr. Axel Schmetzke, University Library, has recently authored chapters on online accessibility in two new publications.

His "Creating an Enabling Online Environment" appears in the American Library Association's new publication, *From Outreach to Equity: Innovative Models of Library Policy and Practice*. The book is edited by Robin D. Osborne and will be published in June, 2004.



The other recent publication is his "Web Accessibility at University Libraries and Library Schools: 2002 Follow-Up Study" in *Design and Implementation of Web-Enabled Teaching Tools*, edited by Mary Hricko (Hershey, PA: Idea Group Publishing, 2003: 145-189).



Axel is acknowledged as a leading advocate of online accessibility, and has done extensive research and writing on topics related to technology and information resources for the disabled. At UWSP, he wears multiple hats as a Reference Librarian, Coordinator of Instruction, and Coordinator of the Instructional Materials Center (IMC). He has served on the Editorial Advisory Board of the journal *Library Hi Tech*, where he was guest editor of two theme issues: *Accessibility of Web-based Information Resources for People with Disabilities* (Volume 20, 2/4, 2002). He is also currently co-chair of UWSP's Online Accessibility Task Force, charged with the major task of updating and re-writing the campus online accessibility policy

New Faculty and Staff

Toni Sage is the new Coordinator of the Content-Area Tutoring Program in the Tutoring-Learning Center. Toni comes to UWSP with a Bachelor's degree in Sociology from Washington State and previous experience as the America Reads Program Coordinator at the University of Utah's Lowell Bennion Community Service Center from 2000-2003. As the program coordinator, she recruited, trained, and placed college students as tutors in area elementary schools. From 1997-2000 she was the



Site Supervisor for the America Reads program at Parkview Elementary School in the Salt Lake City School District. In 1997, Toni received the Americorps Getting Things Done Award for her efforts in starting the tutoring project for Parkview Elementary School as an AmeriCorps member with Salt Lake County Reads and Promotes Service. Concerned about an adjacent lot that had become a haven for drug activity; she brought together local college students and residents to turn the area into a safe place for children and their

families. At left is a picture of Toni being congratulated by former President Bill Clinton! (Bill is *not* a new member of the staff.)

Laurie Schmeling is the new Reading Specialist in the Tutoring-Learning Center and Assistant Coordinator of the Reading Adjunct Program (RAP). Laurie is a doctoral candidate in Theatre History,



Theory and Literature, at Indiana University-Bloomington. No stranger to UWSP, she previously served as Associate Lecturer in the Upward Bound Program. She has also taught a range of courses in Indiana's Department of Theatre and Drama and was a Teaching Assistant at Ohio State University. She has experience as a tutor in the Educational Opportunities Program at St. John's University, working with undergraduates in English literature and composition, philosophy, and theology. Laurie



is a true "theatre person," who has worked in technical areas of theatre performance. Her work experience includes a stretch as an assistant night manager of the Arran House Hotel in London (pictured at right). The Arran House is a 200 year old Georgian House, located in the center of "Literary Bloomsbury," within walking distance of the British Museum, Piccadilly Circus, and the theatre district.

Retiring Faculty and Staff

In 2003-2004, Teaching-Learning Resources saw the retirement of two dedicated professionals with over 60 years of combined service to UWSP.

Theresa Chao recently read *Retire Smart, Retire Happy*, and after 33 years of being a librarian at the University of Wisconsin-Stevens Point Library, she hopes to achieve that goal.



Chao retired in May from her job as periodicals librarian, which included managing periodicals and subscriptions, giving reference service in both the reference room and government documents and teaching business research classes.

Retiring Faculty and Staff (Continued)

“It’s going to be a big change,” says Chao, “but I am going to jump in, explore and have fun.”

Born in Shanghai, Chao moved during her youth to Taiwan where she attended high school and college and met her husband, Henry. After they moved to the United States, Chao earned a master’s degree in library science at the University of Oklahoma at Norman. The couple moved to Wisconsin to take positions at Consolidated Papers Inc. in Wisconsin Rapids, where Chao was the corporate librarian.

An opening on the library faculty brought Chao to UWSP in 1971, where she was in charge of the periodicals and microfilm collections. Her job gradually included reference duties and teaching.

“My job evolved and that is what kept it interesting and enjoyable,” she said. “I will miss the academic environment and my colleagues,” said Chao. “I really enjoyed helping students and faculty find the best information.

The hardest challenges during her career were dealing with budget crunches, she said, but faculty and staff were understanding and cooperative during difficult times. Another problem occurred last year when the library’s subscription agent went bankrupt, she said, but she was able to reorder some publications and keep the collection intact after negotiating with many publishers.

“I feel I am leaving a highly usable periodical collection,” she said. “I have worked at achieving maximum cost effectiveness, which took years to attain.”

The technological changes in information processing and retrieval have not stopped since 1971, says Chao. Twice library staff members have had to automate their records, once in 1989, and again in 1999 due to Y2K concerns. Working at the library gives staff first hand knowledge about the impact of technology on information access, she said.

Another change lately has been the increased availability of electronic journals, which has improved access to information and added table of contents alert via e-mail, user-friendly search functions and reference linking, she said.

Chao and her husband plan to remain in Wisconsin Rapids, where she hopes to use her retirement to learn how to swim and to become more comfortable on a bicycle so she can explore Wisconsin bike trails. She manages the parish library for St. Vincent de Paul Catholic Church, and hopes to do more volunteer work. She also wants to spend more time with her family, which includes three grown children and four grandchildren.

(Article and photo courtesy of UWSP News Services)

Retiring Faculty and Staff (Continued)

Lois HuiZar retired in May 2004 following 27 years of service to the University Library. Lois came to UWSP in 1977 as coordinator of the Instructional Materials Center (IMC). In 1989 she became a



member of the Reference Department at the University Library. Her background was in education, with a bachelor's degree in elementary education from Michigan State University, a Master of Arts in audio visual media from Western Michigan University, and a Master of Education-Professional Development degree from UWSP.

Never lacking in her thirst for knowledge, Lois also received certification from UWSP's English as a Second Language program, and is a current student in our graduate Resource Management Major with an emphasis on Environmental Education & Interpretation. One of UWSP's early technology adaptors, Lois received Title III grant to be trained on the SMART program, a suite of desktop computer applications that preceded Microsoft Office at UWSP.

Lois did not confine her activities to the University Library, and was very actively engaged in the University community throughout her career. She taught in UWSP's English Language Institute and was the tour leader for the UWSP Semester Abroad Program in 1989, leading a group to China, Hong Kong, Japan, and Korea. Lois served on Library committees, and was a longtime member of the Mediation and Curriculum Committees.

Prior to her arrival in Stevens Point, from 1966-1976, Lois was a teacher in various Michigan elementary schools, and was Founder and Director of the Albion Montessori School in Albion, Michigan.

Following her retirement, Lois plans to settle in the Green Lake, Wisconsin area, and become fully acquainted with her new wireless laptop computer.

Former Director and Archivist Remembered

Nelis R. Kampenga, former University Library Director and University Archivist, died at the age of 95 on Thursday, Feb. 5, 2004, at the Portage County Health Care Center.



The Nelis R. Kampenga University Archives was named in honor of the emeritus professor who served the university from 1941 until his retirement in 1974. He was among the first archivists in the State University System.

During his 33-year tenure at UWSP, Kampenga also served as library director and was instrumental in the establishment of the first federal documents depository in the teachers college system and the first Area Research Center. Active in the Portage County Historical Society, he played an important role in having the collections of the

Former Director and Archivist Remembered (Continued)

society housed and cared for in the University Archives. He also served on the Portage County Preservation Projects Inc. and the Plover Plan Commission.

Throughout his career and his life, Kampenga was an advocate for strong ties between the university and the community. His career as a librarian spanned 52 years, beginning in his hometown as a schoolboy in 1922. He grew up in Muskegon, Mich., and earned two bachelor's degrees and a master of arts in library science from the University of Michigan.

He is survived by his wife, Marjorie Gerson Kampenga, a retired UWSP vocal music teacher, who lives in Stevens Point.



University of Wisconsin-Stevens Point

Teaching-Learning Resources Annual Report 2005-2006



The Teaching Learning Resource Center (TLR) provides information resources and services, technology training, and academic tutoring across the disciplines on campus in support of student and faculty academic success. The departments and units within Teaching-Learning Resources are the University Library, the Tutoring-Learning Center, University Archives, and Assistive Technology. Below are the highlights of TLR activities and services from 2005-2006.

Facilities Improvements

Central Wisconsin's First Green Roof: The "Green Roof", installed in June 2005 on the east side of the second floor of the Albertson Center for Learning Resources continues to grow and add to the aesthetic and energy efficiency of the LRC. A second phase of the green roof has been started on the west side of the second floor. This installation is the first green roof in Central Wisconsin.

What does a "green roof" actually do?

- Extend the life of the roof. This system protects the exterior roofing membrane against ultraviolet radiation and extreme temperature fluctuations, and puncture or physical damage from maintenance.
- Retain up to 100% of a 1-inch rainfall.
- Reduce machine, traffic, and airplane sound, minimizing the effects of noise on the building's occupants and increasing the value of the structure.
- Insulate and shade the building, reducing the heat island effect. The evapotranspiration of the plants on the green roof contributes to cooling the atmosphere in their vicinity.
- Reduce heating and cooling, resulting in a net reduction in the amount of energy required for their operation. Less energy means fewer greenhouse gas emissions from the burning of fossil fuels for energy. The plants used for the system, specifically sedums, are known to trap airborne particulates and absorb gaseous pollutants.
- Provide an oasis of green.

Improvements to the Library as a "Place"

One priority for the library this year has been to evaluate the library and the TLC as a "Place". The library lobby was renovated a few years ago but nothing much has been done to improve the appearance of the facilities since it was built. Carpets are worn out, windows are dirty, walls need painting and furniture needs updating on most of the upper floors. To help alleviate some of the furniture needs, the library purchased used furniture from the UC and plans on cleaning, recovering and repurposing these items. The addition of this used furniture should reduce the financial strain of upgrading LRC furnishings. Various sample furniture was evaluated and voted on by students and staff this year. The response to patrons having a "say" in the selection of chairs was overwhelmingly positive. This year we have concentrated on upgrading the administrative offices, designing and equipping the new library café, evaluating the building needs and developing a plan for the coming years. The major points of this plan include:

- *Work with Facilities to identify and request deferred maintenance projects.
- *Purchase a set of sample lounge/study area furniture to for testing purposes.

- *Develop a timeline for creating eight new/updated lounge areas for student study and gathering.
- *Communicating and advocating for the replacement of carpet on most floors.
- *Work with Facilities to improve the look of the grounds surrounding the LRC.
- *Identify, inventory and/or surplus storage items which are no longer of value to the LRC.
- *Eliminate broken and unsteady study furniture and replace study areas with small group furnishings instead of large tables.
- *Evaluate service desks on all floor and develop a plan for upgrading or removal.
- *Begin library and campus discussions involving the development of a teaching/learning commons.

New Library Café Opens

Summer of 2006 marked the opening of the new “Food for Thought” LRC café. This café has been a subject of discussion for a few years, but with the closing of the UC for renovation, the needs for the café escalated. The Library collaborated with Students Services, Food Services, and various food vendors to provide a pleasant study/gathering environment where patrons can purchase packaged food (sandwiches, cookies, salads, etc.) beverages and other portable food.

A campus-wide competition was held in the spring to determine a name for the new café. Over 250 votes were received and the winning suggestion was rewarded. The winning name is “Food for Thought” Café. Furniture and café equipment was donated by the UC and the food service is managed and staffed by campus catering staff.

LRC/ Computer Lab Hours Extended Next Year

An evaluation of service hours communicated to Library and IT staff that hours needed to be extended. The Lab hours were extended this year and the Library’s hours will be extended next year from 11:00 pm to midnight for most nights. Sunday night will continue to be open until 1:00 am during the regular terms.

Student Art Highlighted in Library

Susan Morrison, Art faculty, worked with the library this year to display both student art and her own paintings. Susan Morrison’s painting and ceramics classes created a wall ceramic piece, clay masks, architectural pieces, and a wonderful painted divider for the café. This student art adds tremendously to the look of the library and the comments have been very complementary. Susan will work further with the library in the coming semester to create a wall painting for one of the upper floors of the LRC.

Tutoring and Learning Center acquires more space

The Tutoring Center has been in dire need of additional space this year. The expansion of the program and the addition of services has created a critical situation that has been somewhat reduced through the relocation of some of IT services. The Library donated the old “dance studio” space in the basement to IT to create a better work area for their technicians. As a result of this move, some of the space across the hall from the Tutoring Center (used by IT) has been given to the Tutoring staff to expand student tutoring space. The new space should be ready by fall semester. In addition, the library provided two office spaces for the new computer guide program.

Center for Teaching Excellence moves to the LRC

The new Center for Teaching Excellence has moved into office space vacated with the retirement of Maija Strumbris. This move was agreed upon in an effort to increase the collaboration between academic services and the library. It also sets the stage for future collaborations of both programs and facilities.

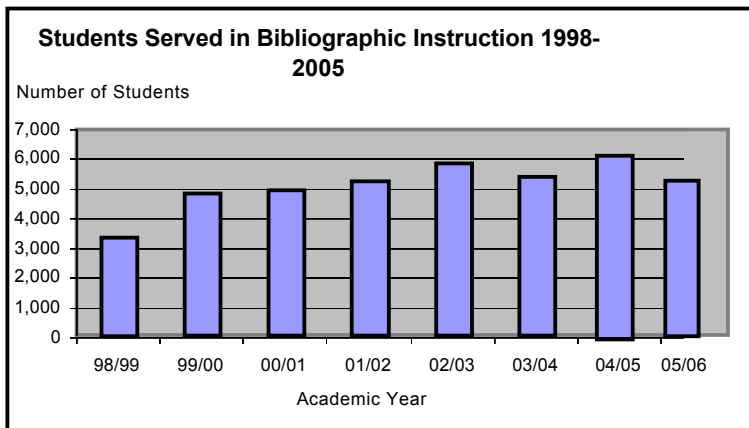
Budget Adjustments

The Library tightens its fiscal belt

With the cost of materials and subscriptions increasing as much as 10% and the cost of library supplies and processing materials increasing, it has come the time to evaluate all procedures, with savings in mind. The library experienced several large budget cuts last year and there is an additional \$14,000 budget cut planned for 2006-2007. The buying power of the library budgets will decrease this year and the need to evaluate all procedures and processes is even more crucial. Currently, we have retooled the library accounting procedures to more specifically track spending. Staff will be looking at postage, telephone, supply and other key areas with economy in mind. Periodical staff will be evaluating titles to determine whether there is any duplication between microfilm, paper or electronic subscriptions. It may also be necessary to cut the amount of book funds that are available to academic departments.

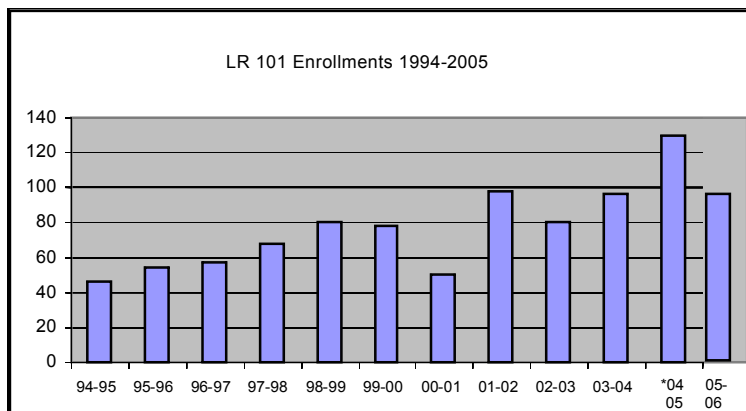
Student-Centered Excellence

The University Library provides a rich array of print, media, and electronic resources in support of faculty and student research and academic success. The physical collections consist of almost 2 million items. Electronic access is provided to millions of other resources. Library Faculty and Staff provide



users with assistance in finding sources appropriate for their needs through individual and classroom consultation and instruction. Over 50,000 users seek individual reference assistance each year. The Library's classroom offerings consist of credit and non-credit classes offered by Library Faculty (Learning Resources 101 and Computer), and presentations for individual classes. 2005-2006 saw a decrease in the number of students served in classroom presentations over the previous year. This drop in instruction

can be attributed to a turnover in librarians and having one librarian gone on sabbatical this year. Most of the drop of students served is a result of the Communication Department discontinuing a poetry resource instruction session required for all COM 101 students. The Communication Department determined that their teaching assistance could more efficiently



integrate this information into the regular class meetings.

In 2004-2005, the Learning Resources 101 (LR 101) class was expanded to three sections due to enrollment increases, which have risen steadily since 1994. A “hybrid” section was also added, consisting of a mix of online and classroom learning. Enrollments have declined but students who do take this course report that it is of real value to their success in classes. It is probably time to promote this course to faculty because that has not been done lately. Also this course will be promoted in the new first year seminars that are planned for this fall.

The Tutoring-Learning Center (TLC): The TLC is a full-service tutorial center, offering seven main programs: the Integrated Reading and Writing Program (one to one); English '57 (credit-bearing; one to one); Reading in the Disciplines Program (credit-bearing; group); Content-Area (mainly group with one to one for students with special needs); and Academic Literacies (one to one; service available to students referred by staff or faculty); TLS Writing Circles (groups; assist in selected writing-intensive university courses); and the Computers Guide Program (one-on-one program to empower the learner to problem-solve and become comfortable working with computer technology in their daily academic life).

In 2005-2006 the TLC offered tutorials to 21% of the student body. During fall 2005, 1,102 students (12,505 tutorials) participated. During spring 2005, 952 (12,656 tutorials) students participated. Comparing fall 2005 with the previous fall, TLC numbers remained constant with 6 more students served, 1,691 fewer tutorials offered and 17 more tutors participating.

Student Retention and Success: The TLC served 381 First-year students during fall 2005 which accounted for 35% of TLC service across all programs. It is positive that first-year students see upperclassmen—particularly the tutors themselves—also participating in tutorial learning. Novice learners do well when they model the academic behaviors of successful older students. Juniors, seniors, and grads combined accounted for 65% of TLC tutorial service in Fall 2005-2006. Limited budgets and tutoring facilities serve as a barrier to meeting all requests for tutorial service.

Encouraging Diversity Students to Participate in Tutorials: For Fall 2005, the TLC included one professional staff member with a learning difference serving in two of our main programs. Four peer tutors serving in four of our main programs had either a physical impairment or a learning difference. While the professional staff includes no American minorities, eleven peer tutors (8% of peer staff) serving across all four peer-led programs are members of an American minority. A number of the peer tutors self-identify themselves as either gay or lesbian. The TLC served 86 students self-identified as American minorities. This number represents 8% of the total number of students who use the TLC and 20% of the entire campus American minority population.

Community and Professional Outreach

In addition to hosting and maintaining the online catalog of the Portage County Public Library, the Library's strong community partnerships also include providing wireless Internet access to the Public Library, including the main building and the Plover branch (since 1998) and providing their staff with e-mail via the UWSP Microsoft Exchange system. The wireless connection was the first of its kind (connection between a public and academic library) in the nation, and the shared catalog platform the first of its kind in Wisconsin. The University Library also hosts the Portage County Public Library's Web site, as well as the Web site and research collections of the Portage County Historical Society. The IT department took over maintenance of the wireless network connection during Spring 2006.

Regional Professional Development Conferences: UWSP librarians hosted the WAAL (Wisconsin Association Academic Library) conference during fall, 2005. The conference was very successful and the library hosted a well received cocktail party on the 6th floor of the LRC.

Technology-Enhanced Learning and Research

Library Web Site Gets a Face Lift

Librarians completed a total reworking of the library web site this year. Nerissa Nelson lead a team of librarians and tech staff to evaluated the web needs and implements changes to enhance the readability, address accessibility issues, integrate broadcast searching to the page, and to better meet the web needs of our library's users.

Chat Reference Discontinued

An evaluation of the Chat Reference revealed to librarians that this service was not being used and did not warrant investing further resources. Chat Reference was discontinued this spring.

Wireless Laptop Popularity Grows: In fall 2005, the University Library's Main Checkout Desk, in cooperation with the IT services, implemented laptop checkouts in the LRC for current UWSP students. 36 laptops and accessories were made available to students, through student technology fees, for a three day loan period. This program adds to the existing faculty/student checkout program implemented last year. The laptop program has been tremendously successful this year and plans are to expand the number of laptops available to 48 for next fall.



Collaborative Activities:

One of my priorities this year has been to look for opportunities to build relationships between the library and other teaching and learning support services. Below are examples of some of these projects/efforts:

*Podcasting project – A collaborative project with the Center for Teaching Excellence – Involving five faculty - project that integrates digital audio and video podcasting technology into the various disciplines.

*Grant proposals

1. OPID grant –funded - written in collaboration with the Center for Teaching Excellence to support the offering of a mini-conference on Teaching Commons during fall 2006.
2. Japan Foundation – library resource grant – Written in cooperation with History Dept. unfunded but I will reapply during fall'07.
3. UPDC Grant – Podcasting grant – unfunded.
4. Laptop checkout program – in cooperation with IT
5. Relocation of UC food and information desk services – in cooperation with Student Services.

Faculty and Staff Changes

Retirements/Separations:

Arne Arneson, University Library Director since 1987.

Miaja Stumbris - University Business Specialist

Dawn Hurning – TLC Receptionist

Kathy Willkom – Government Documents - LTE

Long Yang – Government Documents

New Hires:

Dr. Kathy Davis– University Library/LRC Director

Mindy King – Periodical Librarian

Tom Reich – Collection Development Librarian

Heather Tetzlaff – University Business Specialist

Sue Marie Rendall – Government Documents

Tim Krause – TLC – Academic Literacies/Asst. Coord. Reading in Disciplines

Liz Zentner – Government Documents – Part-time staff /Library Administration – LTE

Graduate Internship

Alyssa Cleland-UW – Milwaukee, School of Information Studies – spring 2006 (110 hours)

Promotions

Axel Schmetzke – promoted to Full Professor

Patti Becker – promoted to Full Professor

Rob Clint – promoted to Information Processing Consultant



University of Wisconsin-Stevens Point

Albertson University Library

Annual Report 2006-2007

The Albertson University Library provides information resources and services, technology training, and academic tutoring across the disciplines on campus in support of student and faculty academic success. Departments and units reporting to the Library Director include the Albertson University Library, the Tutoring-Learning Center, University Archives, and Assistive Technology Services. Below are the highlights of activities and services from 2006-2007.

Library Hours extended

Library hours have been extended from 11:00 p.m. to midnight Monday through Thursday. Sunday hours were changed to 11:00 a.m.- 1:00 a.m. and Saturday hours 9:00 a.m. - 9:00 p.m.

Improvements to the Library as a “Place”

New furniture plan designed and installed on 1st and 2nd floors.

Additional computer pods (12 computers) added to first and second floor

Developed and installed new Tutoring Annex – 9 private tutoring carrels

Computer Guides classrooms created

Computer equipment added to selected study carrels

Selected deferred painting projects completed

Storage areas were cleared and old and obsolete equipment and furniture have been surplus.

Building surplus staging area created

Green Roof plaque installed

New signage plan proposal in development – to be completed in 2007-2008

More student art added – new painting mural installed on 5th floor, kite mobile in lobby

Anderson Collection installed on 5th floor

Monthly Faculty Scholarship displays initiated

Collection and special interest displays initiated

Used book sale procedure developed and sale area set up in lobby

Temporary meeting spaces, displays, offices and service desks were set up to accommodate campus needs as a result of the UC being closed all year.

The Library tightens its fiscal belt – All financial budget areas have been reviewed and monitored this year with budget savings in mind. Maintenance contracts and postage habits were monitored, reviewed and revised, resulting in substantial savings.

A seven year study of acquisition budgets was completed, demonstrating a consistent decline in library purchase power and budgets over the studied period.

A two year proposal for acquisition budget increases has been submitted to the administration. The proposed increase will temporarily eliminate the need for drastic cuts in both general and academic department allocations. A longer term university commitment and funding plan for the University Library is needed.

Periodicals, Serials and Reference materials cut – To help meet the faculty resource acquisition demand, 33 print titles were cut this year for a total savings of \$12,078. An additional \$9,176 was saved from cuts to microfilm subscriptions. These funds were used to maintain existing commitments to online products and to fill outstanding faculty book orders.

Student-Centered Excellence

The library is proud of its Library Resources 101 (LR101) course, which has provided hundreds of students over the years with the skills and confidence to use the library more effectively and efficiently. The remarks of some recent students are representative of the positive feedback the course attracts: “It’s a great class!” “Even if you’ve been in school a while it helps.” “Not only is it a straight-forward class, but there’s a lot of useful information taught.” “[You] can carry information learned with you and apply to many different areas.” “Very valuable.” “It is good for you.” “It’s awesome.”

In 2006-2007 an additional section was added, an 8-week hybrid for the second half of both semesters. In both semesters the enrollment averaged 25 students, which is the class size limit and is larger than any of the other sections during the same period. The additional section helped to increase overall LR101 enrollment, too, continuing the generally upward trend of the past decade. Currently six library faculty members teach LR101, and many library faculty and staff participate in tours and guest lectures.

LR 101 Enrollment History 1994/5 2006-07

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	*04-05	05-06	#06-07
Fall	19	37	44	34	29	42	38	52	42	48	57	55	78
Spring	27	17	13	34	51	36	12	46	38	48	73	40	67
Total	46	54	57	68	80	78	50	98	80	96	130	95	145

*3 sections, introduction of Hybrid section
 # added fourth section, a hybrid for second half of term

General Library Instruction

Library instruction has been at an all-time high--in terms of the number of students served and in the hours of bibliographic instruction provided. For the academic year 2006-07, the number of library sessions was 261, an increase of 36% compared to the previous year. The number of student served went up by 17% (to 5,801), while the time spent in (group) instruction went up by 42% (to 272 hours). 10 library sessions were provided during the summer session of 2006.

Main Reference Activities

The Reference Collection received an initial weeding to reduce the size of the collection, use the budget as effectively as possible, and eliminate overcrowding in some areas, an activity that will continue during 2007-2008. As part of this process, items received on standing order are being closely scrutinized using a combination of usage and price data. Items not on standing order are being examined on a title-by-title basis for weeding or relocation within the library.

The UWSP Library receives reference questions on the telephone, via email, and in person at the main reference desk. The number of reference questions continues a slow decline, a situation that mirrors longstanding national trends. This might be due to increasing self-reliance on the part of users as we strive to make more library resources available on the Web and to make their successful use more transparent. However, reference staff members have observed that many of the questions received at the reference desk are complex and time-consuming to answer.

Access Services

- ❖ *The New Faculty Page & Delivery Service* received just over 1,000 requests for this service since its inception last fall. Faculty requested materials are delivered by library staff to faculty offices. The response to this service has been very positive.
- ❖ *Security enhancement-* A project to check every book in the library and remove old due date cards with former student and faculty social security numbers has been completed. All cards have been destroyed.
- ❖ The library main circulation desk extended the campus information desk an invitation to share the library service desk space during the renovation of the UC. This cooperative effort proved to be appropriate for both the library and the UC Information Desk.
- ❖ *The Student Lap Top Checkout Program* continued to be very popular and was increased with an additional 25 computers in fall, 2006. Additional laptops will be added for the 2007-2008 academic year.
- ❖ *Interlibrary loan services* initiated a default for electronic delivery of articles.

Archives

Archivist, Ruth Wachter-Nelson:

- ❖ Provided bibliographic instruction sessions to history and English classes.
- ❖ Presented highlights of Stevens Point history to two Stevens Point Area High School Wisconsin History classes.
- ❖ Supported undergraduate research by assisting students with the selection and transfer of 185 archival collections from the Wisconsin Historical Society for UWSP students in FY2005–06, more than doubling previous FY transfers. (86 transfers in FY2004-05).
- ❖ To promote a legal and efficient records management program throughout the UW System, worked with UW-Milwaukee Archivist Michael Doylan and Regent Records Policy Advisor, Laura Dunek to create the UW Records Officers Counsel and its UW System general schedule initiative, which is supported by the Board of Regents. May 2005 – October 2006.
- ❖ Archives staff arranged, cataloged, and created finding aids for 82 linear feet of UWSP records in FY2005–06.

Records Manager/Assistant Archivist, Mike Jan:

- ❖ Representative on the UW Records Officers Counsel.
- ❖ Worked with the University Center, Tutoring Learning Center, and the Psychology Department to write 34 Records Disposition Authorizations, which were approved by the Wisconsin Public Records Board.

Annual Archives Stats

Annual patron registrations – 1084
Class assignments supported – 360
UWSP Administration supported – 56
Scholarly project supported – 35
Genealogist supported – 382

Local History projects supported – 216
Business/commercial/legal- 35
Average hours open per week – 37.5
Linear Ft. added – 133
Linear Ft. deaccessioned – 277
Linear Ft. accessioned – 195
Tours/presentations – 9 (159 participants)
Instruction sessions – 15 (282 participants)
Collections transferred – 128
Off-site reference requests – 982

Instructional Media Center/Media Lab - IMC: Over 10,891 items were checked out by IMC users; 2,258 items were renewed. In addition, audiovisual materials, such as CDs, video tapes, and DVDs were requested for in-house use 3,930 times. In support of the campus' podcasting project, the IMC now provides 24 MP3 players and 34 iPods to students in selected courses. The Media Lab now makes available a set-up that allows the digitization of audiotapes (both reel-to-reel and cassettes) and records.

Library Technology – projects completed

- ❖ *Proxy server implementation* – This project provides easier password access to digital resources restricted to use by the UWSP community, such as online books, indexes and journals.
- ❖ Library technology staff developed a cooperative data backup procedure with IT.
- ❖ *Sequel server databases were migrated* to an IT server to improve reliability and security.
- ❖ *TLR2 server was rebuilt and unsecure legacy servers* were removed from service.
- ❖ *Library classrooms were upgraded* to include projectors, plasma screen televisions and an additional set of portable laptops for library instruction use.
- ❖ *Library web server and web site was upgraded and redesigned*
- ❖ *Software upgrades* - Library's Voyager system and the Ex Libris SFX system.
- ❖ A more collaborative, cooperative, and communicative working relationship has been developed with IT staff.
- ❖ The student laptop checkout program was expanded and laptop printing was initiated by IT.
- ❖ Supported the iPod and MP3 player campus pilot by grant writing, program planning and distributing / monitoring equipment.
- ❖ *Community computer area* (4 dedicated computers) in reference room are planned for summer implementation.

Library Community and Professional Outreach -

The primary target for outreach and PR efforts was faculty this year. Cathy Palmmini worked with library administration and faculty to develop a PR plan for the year that included:

- ❖ New faculty and teaching staff lunch and information session.
- ❖ New faculty/staff orientation—information table, library information folder with carabineer key ring, library orientation session and tour.
- ❖ Faculty scholarship and creative expression display and reception.
- ❖ “Library Resources at UWSP” presentation for Chemistry Department.
- ❖ Support of academic speakers - Marge Piercy presentation (10/16, 7pm, CCC101) – English Department organized and Library supported.
- ❖ Support of Empty Bowls Project with a UWSP library basket for raffle.

- ❖ Contact letter and two ‘how to search’ handouts sent to new writing emphasis instructors via Bill Lawler, Coordinator.
- ❖ Library web site redo, “New Arrivals – book of the week” column and Homepage ‘News flash’ link.
- ❖ Message of the day communications to faculty and students.
- ❖ Postcard promoting instruction to faculty members.
- ❖ Academic department Library representative thank you letter and carabineer/key ring give away.
- ❖ Reception for installation of Menominee art display- display of Menominee library holdings displays.
- ❖ Quantitative Reasoning Library book and article display at the Faculty Teaching Conference.
- ❖ New Book Displays.
- ❖ Author Pat Rothfuss’s book talk and book signing for Name of the Wind.
- ❖ Faculty Scholarship monthly displays.
- ❖ Monthly collection and thematic displays.
- ❖ Campus Special Interest displays.
- ❖ Faculty and Student Art Displays.

IPOD/MP3 (Mobile Digital Technology) Technology Explored – Kathy Davis, in collaboration with Patricia Ploetz, Center for Academic Excellence and Student Engagement, proposed and was rewarded a grant to support a pilot project involving the use of mobile digital technology (video iPods and MP3 players) in the academic program. IMC implemented checkout procedure and policies for the circulation of the equipment. The project culminated with a presentation to the National Association of Broadcast Educators, Las Vegas, spring 2007.

Japan Foundation Grant – Kathy Davis and Michael Laver, History Professor, were awarded a \$5,000 library resources grant from the Japan Foundation. Subjects covered by these materials include Japan culture, history, art, geography, music, anthropology, etc. Materials should arrive sometime early in fall of 2007.

Student Technology Grant supports the purchase of three new online reference products – With the help of IT, the library successfully submitted a proposal for a grant of \$25,000 to purchase three new full text online reference products that will support a wide range of research topics. SPORTDiscus with Full Text is the world's most comprehensive source of full text for sports & sports medicine journals, providing full text for more than 350 journals. Communication & Mass Media Complete provides the most robust, quality research solution in areas related to communication and mass media. Science Online, the world's leading journal of original scientific research, global news, and commentary, is published by The American Association for the Advancement of Science. Science Online is a title that has been requested by both faculty and students for some time.

Wisconsin Documents -What is new in Wisconsin documents? The UWSP Library is a regional depository of the Wisconsin Document Depository Program, the purpose of which is to collect and distribute state publications to libraries. In the past those state documents have arrived in paper format, but increasing are being published electronically on the web. The nature of web information—available today, gone tomorrow—has created an urgent need to preserve this information, so that a large portion of Wisconsin history is not left undocumented.

The Wisconsin Digital Archive Project is developing permanent electronic access to web content located on Wisconsin state agency websites. What does this mean for the average UWSP Library user? Our online catalog provides a record and a link to those agency reports. In the past 12 months over 300 permanent links have been added to our online catalog and reports may be located using the usual catalog searching strategies.

A few examples of new digital reports: Healthy Wisconsin Council Report: Reducing Wisconsin's Uninsured Rate and Lowering Health Care Costs for Businesses and Families (Dept. of Health and Family Services); The Shoreline Friends Guidebook: Environmental Education for Owners of Shoreland Property (DNR); Charter Schools in Wisconsin (Dept. of Public Instruction); Manufacturing in Wisconsin: an Industry Perspective (Dept. of Workforce Development). With adequate state funding, a growing number of agency reports published on the web will have a permanent home via the Wisconsin Depository Program and be easily accessible from the UWSP library catalog.

The Tutoring-Learning Center (TLC): The TLC is a full-service tutorial center, offering seven main programs: the Integrated Reading and Writing Program (one to one); English '57 (credit-bearing; one to one); Reading in the Disciplines Program (credit-bearing; group); Content-Area (mainly group with one to one for students with special needs); and Academic Literacies (one to one; service available to students referred by staff or faculty); TLS Writing Circles (groups; assist in selected writing-intensive university courses); and the Computers Guide Program (one-on-one program to empower the learner to problem-solve and become comfortable working with computer technology in their daily academic life).

The TLC Senior Staff has spent the past three semesters: (1) schooling themselves on best assessment practices, (2) analyzing and evaluating current assessment methodologies and reporting, and (3) experimenting with additions to or replacements for our past ways of gathering, analyzing, and reporting the efficacy of our various programs. At this stage, the assessment process- learning objectives reflected in assessment instruments, data collection and analysis, reporting and looping of findings for program refinement and increase in student learning- is reasonably refined and productive.

Number of student served - 1,738
Percent of Student Body Served - 21%
Disciplines Served – 38
Course supported – 241
Instructors supported - 261

LRC Food for Thought Café a success!!! Students and faculty have been very responsive to the new Food for Thought Café. The traffic in the café during the 2006-2007 has exceeded the Library and Food Services expectations. The coffee offerings expanded to include fair trade coffee. Other changes included:

Café furniture was repaired and upgraded.
Student and faculty art was installed
Hours for the café were extended
Menu has been expanded

Faculty and Staff Changes

Retirements/Separations

Carole Van Horn – retired

Pam Becker – retired

Tim Krause – resigned

New Hire/New Titles

Terri Muraski – Named Information Systems Librarian replacing Carole Van Horn

Cheryl Solinger - Tutoring Center

Margaret Strong – Assistive Technology Program Coordinator (begins in August)

Promotions

Nerissa Nelson – promoted to associate professor/tenure

Searches in Progress

Access Services Librarian position

Librarian Professional Development Activities

Dr. Patti Becker - Patti Becker, professor and coordinator of reference, is a member of the UWSP Accreditation Steering Committee and leads one of five accreditation task forces. Her main responsibility is to lead a group of faculty and academic staff in seeking evidence for and writing up a chapter of the self-study detailing how UWSP “promote[s] a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.” As a member of the Steering Committee, she will also assist with other aspects of the accreditation process as needed. The site visit by representatives of the Higher Learning Commission will take place March 31-April 2, 2008. Although service took precedence over scholarship in 2006-2007, Becker published a chapter in a book on the history of the UW-Madison library school. Entitled “Moving Up to the University: The Allez Years, 1938-1950,” the chapter was part of Tradition and Vision: Library and Information Studies, A Centennial History, edited by Louise S. Robbins, Anne H. Lundin, and Michele Besant. The book was published in Madison, WI by the School of Library and Information Studies.

Dr. Kathy Davis-Committees: Serves as the campus-wide Copyright Officer, Member of the University Technology Committee, Member of the Podcasting Planning Committee, Member of the Teaching Conference Planning Committee, Faculty Senate representative to the Telephone Rate Advisory Committee, Member of the Academic Affairs Administrative Council, Secretary of the Council of University of Wisconsin Libraries (CUWL), UWSP Representative to College and University of Wisconsin Library Organization (CUWL), Chair IT Technology Support Specialist search committee, member of the Assistive Technology Coordinator search committee.

Grant Work: Total Written (7) Successful Grants (5) - Library Resource Grant (\$5,000)– Japan Foundation awarded spring 2007; University of Wisconsin Stevens Point Curriculum Redesign Grant (\$4,800)– Podcasting in Higher Education: The Merit and Application of Podcasting in Multiple Contexts. – Cooperatively planned with Patricia Ploetz and a team of six faculty members and one academic staff member. Awarded Fall 2006; University of Wisconsin Conference Grant – supports the development of a system-wide symposium on Teaching/Learning Commons in Higher Education (\$1,000); Gaming Conference Grant (\$500.00)– To fund attendance of the second annual Games, Learning & Society (GLS) Conference Sponsored by University of Wisconsin-Madison School of Education and the Academic ADL Co-Lab. Student Technology Grant to support new online subscriptions (Nature, Sports Discus, Communication and Mass Media Complete) - \$25,000.

Presentations: Planned and participated in system-wide Teaching/Learning Commons Symposium – UW Stevens Point; Co-lead UWSP Teaching Conference session on using Library Resources in Teaching; Presentation to National Association of Broadcasting Educators. Using Podcasts as a Curricular Tool: The UWSP Experience– April 2007 Las Vegas, Nevada
Submitted proposal for annual Educause presentation – Mobile Digital Technology as a Curricular Tool: the UWSP Experience – notification pending.

Conferences: Wisconsin Library Association Conference; Educause Annual Conference – Dallas, Texas; Second annual Games, Learning & Society (GLS) Conference Sponsored by University of Wisconsin-Madison School of Education and the Academic ADL Co-Lab; Chancellor’s Leadership Retreat - 2007

Mindy King - Mindy is in her second year at UWSP as the Serials Librarian. She is responsible for overseeing journal, magazine, newspaper and microfilm subscriptions (both print and electronic), as well as man the reference desk and participate in bibliographic instruction. Currently, Mindy is in the process of completing her second Master’s degree in Business Administration.

Yan Liao – Publications: Food and festivals of China. Philadelphia: Mason Crest Publishers, 2006.

Liao, Yan. Famous people of China. Philadelphia: Mason Crest Publishers, 2006.

Terri Muraski- Presentations- Co-presented with David Null of UW-Madison at the Wisconsin Association of Academic Librarians (WAAL) and the Wisconsin Library Association (WLA) entitled "Wikis and Libraries". Awarded mini-technology grant to support new technology for Reserve services. Published Library blog, highlighting new books and other resources available at the library.

Nerissa Nelson - Review of the "Documents from the Women's Liberation Movement: An Online Archival Collection – Duke University" (Website) in *Reference Reviews*, Vol. 20 (6), 2006: 17-18.
Marge Piercy Lecture - helped with publicity by contacting various news outlets and other local organizations (October 2006). Attended Network Days as part of my role as a Cooperating Collection Supervisor. Foundation Center: Knowledge to Build On, New York City (October 2006). Co-chaired Women's History Month events on campus (March 2007).

Cathy Palmi - Cathy Palmi served as chair and paper discussant for the session "Women and the Struggle for Community and Identity" at the Women's and Gender Historians of the Midwest Conference, Maryville College, St. Louis, MO in June 2006. An essay "The Archives, Common Wisconsin Women, and Me" was published on the website of the Wisconsin Humanities Council at <http://www.wisconsinhumanities.org/palmi.html>.

Tom Reich - completed ACRL online course/seminar: Electronic Collection Development for the Academic E-Library - July, 2006,
Conferences and workshops:
Eleventh Annual UWSP Teaching Conference, Jan. 2007, Literacy's: Connecting across the Liberal Arts.
WLA 2006 Conference – Wisconsin Dells, Nov. 1, 2006
WAAL 2007 Conference – Wisconsin Dells, April 18, 2007
Presented professional paper and served on conference panel.
Northern Great Plains History Conference, Sioux Falls, SD. Presented my academic paper, "Higher Education in Vietnam: USAID Contract in Education, Wisconsin State University-Stevens Point and the Republic of Vietnam;" participating on Society for Military History Session panel discussion: 'Military Presence in the Upper Midwest.'
UWSP College of Letters & Science Humanities Forum: formally presented my research: "James Albertson, the Wisconsin Team and the Republic of Vietnam." April 12, 2007

Dr. Axel Schmetzke - Axel Schmetzke took advantage of his sabbatical to work on two projects: research pertaining to the life and work of the late 19th-century German-Jewish sculptor Hugo Rheinhold; and a study of the accessibility of North American library and library-school websites for people with disabilities. Supported by a UPDC grant, the first project resulted in a peer-reviewed article, "Hugo Rheinhold's philosophizing monkey - a modern Owl of Minerva," co-authored with Jochen Richter, a historian of science in Berlin, and accepted for publication in *NTM International Journal of History and Ethics of Natural Sciences, Technology and Medicine*. His web accessibility research led to a peer-reviewed contribution: ("Accessibility of Online Library Information for People with Disabilities") to the *Encyclopedia of Information Science and Technology* (in press). A second accessibility-related article, co-authored with a colleague at the University of Buffalo, is being prepared for publication in *Library Hi Tech*. Five presentations to state, national and international audiences provided additional venues for Axel's research.

Sybil Strupp – Attended Wisconsin Library Association and Wisconsin Academic Library Association annual conferences.

Ruth Wachter-Nelson – Taught a 3 credit course, “Archival Principles and Practices,” as an adjunct of the History Department during the fall semester. She served as the chair of the University of Wisconsin System Archives Council, May 2005 – October 2006.



University of Wisconsin-Stevens Point

Albertson University Library

Annual Report 2007-2008

The Albertson University Library provides information resources and services, technology training, and academic tutoring across the disciplines on campus in support of student and faculty academic success. Departments and units reporting to the Library Director include the Albertson University Library, the Tutoring-Learning Center, University Archives, and Assistive Technology Services. Below are the highlights of activities and services from 2006-2007.

Justus F. and Barbara J. Paul Endowment – Justice and Barbara Paul presented to UWSP an endowment that provides an annual gift that supports faculty sabbaticals in the College of Letters and Sciences and the University Library.

The University Library Undergoes Self Study and External Review

All departments and service areas within the University library have been conducting an intensive self study during the 2007-2008 academic year. Library Director Kathy Davis, Nerissa Nelson, and Cathy Palmimi served on the steering committee. All staff members participated a process of writing departmental reports and conducting SWOT (strength, weakness, opportunity, threat) analyses of their areas and the Library as a whole. The study also included surveys of a representative sample of faculty and students as well as a survey of campus department chairs and library representatives. Focus groups were conducted with a sample of School of Education faculty and with a group of students with disabilities. In addition to local statistics and LibQual data, comparative statistics from the Academic Library Survey were included.

An external review team composed of Larry Hardesty (Winona State University), Anita Evan (UW-LaCrosse) and Kathy Pletcher (UW-Green Bay) will visit our library in September to review the self study and conduct a review of the University Library facilities, collections, services and programs. This information, along with the self-study will be used to develop a strategic plan for the library during the 2008-2009 academic year.

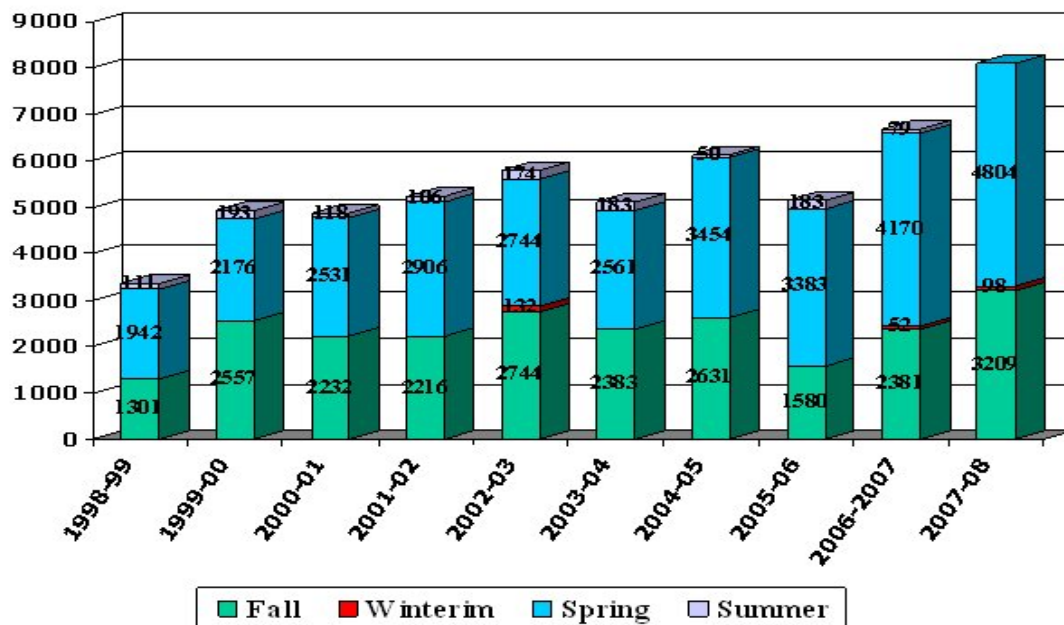
Strategic Planning Goals for 2008-09

1. Complete final self study and prepare a plan for the external review.
2. Use recommendations from the self study document and the external review to inform a strategic planning process.
3. Complete a final strategic plan by May 2009.
4. Implement the strategic plan by Fall 2009

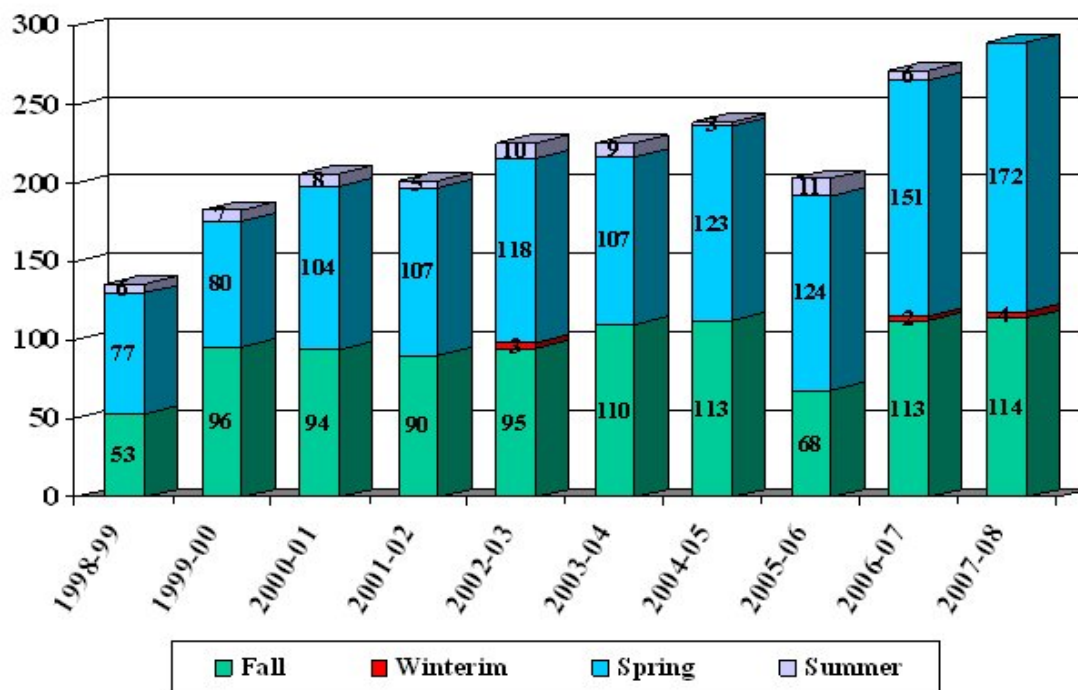
Instruction Increases to an All time High - During the academic year of 2007/08, the Library faculty taught 290 bibliographic sessions—an increase of 9% compared to last year’s figure. The combined student count in these sessions increased by 29%—to 8,111.

BI—Number of Students Served

(sum of student counts in the various sessions)



BI—Number of Sessions



Library Course – LR 101 - Library faculty who teach LR101 are constantly incorporating new materials, technologies, and student research needs into the class. This year we added Web 2.0 content and are in the process of updating other sections. There has been a small decline in enrollment in the LR 101 classes but this could be attributed to a change in the time the classes were offered.


Library Instruction Goals

- Review librarian teaching load distribution and develop an improved teaching allocation plan.
- Evaluate teaching outreach activities and work on increasing the awareness of instructional library sessions to faculty.
- Improve teaching facilities by upgrading technology and furnishings in some of the LRC classrooms.
- Continue to evaluate and update teaching resources.
- Provide faculty training for Artstor.
- To experiment with clickers in the classroom.
- To further pursue the idea of a Library teaching lab.

Library Collections - Periodicals, Books, Media, and Reference Collections

During this time of stressed budgets collection development has worked hard to battle escalating costs and maintain the ability to purchase new materials and information resources. Through a collaborative effort between library and campus faculty, Collection Development continues to support the planned development of a quality collection of materials to meet the educational needs of UWSP students and faculty.

- In 2007-2008, with added support from Library Administration, collection development collaborated with the College Deans to provide matching funds for forty-two new teaching hires (\$1,000 total each position) for the one-time purchase of new library materials.
- Librarians conducted a review of duplicate journals (available in print and online) resulting in elimination of over 200 print titles. Access to the content of these journals will not be compromised and will still be available online. It is estimated that this project will save approximately \$30,000.
- The coordinators of main reference collection development have been engaged in an on-going examination of reference standing orders and serials to identify unused or underused titles for cancellation. To date numerous titles have been cancelled that cost the library over \$19,900 per year. Also, a few new standing orders have been ordered in response to request or demand. Reference materials are transitioning to more web-based reference sources which are more widely available and convenient for students, faculty and staff. For instance, this year the library cancelled the paper subscription of Philosophy Index and replaced it with a web version. As time permits, the selecting of items in Reference for discard or relocation will continue. Reference staff have also been working with Career Services to update their list of library holdings on career-related topics. This process also identified several titles that needed to be updated or withdrawn.

- For the first time in fiscal 2008, the Library received special funding support from UWSP Information Technology Student Fees. Initial funds supported the licensing of additional electronic resources: Science Online, EBSCO SportDiscus with full text, and EBSCO Communication and Mass Media Complete. For fiscal 2009 this special funding is being extended beyond these three e-resources to include ARTstor. ARTstor is a digital library of approximately 700,000 images in the areas of art, architecture, the humanities, and social sciences with a set of tools to view, present, and manage images for research and pedagogical purposes. These products have a wide appeal to students in a variety of disciplines. *Sage Premier* an online journal package consisting of over 450 journal titles was added to the library using the periodical budget.
- The Collection Development Committee approved the use of acquisition's general funds to provide additional support for new curricular programs. This year we began to update our holdings in areas related to Art and Design, Business, Health Sciences, Social Work, Ecology, Biofuels, Sustainable Energy, and other subject areas. UWSP's growth agenda will continue to provide significant opportunities for Collection Development to widen our collections in a supportive manner.
- Beginning in 2008-2009 a new system-funded collection analysis tool, Library Dynamics (Learning Dimensions software), will be used to meet the need of evaluating local collections through data analysis. This project will help to identify the collections' strengths and weaknesses, collect and provide data for program reviews and assessments requested by academic departments, determine areas and levels of duplication of system-wide holdings, and evaluate usage of titles to better facilitate selection and weeding.
- Due to deterioration of compact shelving units, a project has been initiated to review all bound journal titles. A determination of how the library will continue to house the remaining bound items will be a priority during the 2008-09 academic year.
- Collections Development, Periodical and Acquisition staff reviewed, repaired and/or replaced over 100 journal issues as a result of a patron vandalizing incident.
- Seventy six individuals have donated materials (1893 titles) to the library during this academic year. There have been no sizable gifts, mostly selected titles from personal and professional collections.
- Children's literature books, including poetry, were relocated from the general collection to the Instructional Materials Center (IMC) to be shelved with other preK-12 materials.
- The Science Fiction collection (IMC) cataloging project was completed with full bibliographic records in the catalog instead of the previous brief records.
- All electronic journals in the library catalog were changed to the SFX  access.
- Acquisitions successfully migrated from BroDart to Blackwell vendors in response to a UW System mandated change.
- The UWSP Library is a regional depository of the Federal and Wisconsin Document Depository Program, the purpose of which is to collect and distribute national and state publications to libraries. In the past those documents have arrived in paper format, but increasing are being published electronically on the web. The Wisconsin Digital Archive Project is developing permanent

electronic access to web content located on Wisconsin state agency websites. In the past 12 months over 300 permanent links have been added to our online catalog and reports may be located using the usual catalog searching strategies. A few examples of new digital reports include: Healthy Wisconsin Council Report: Reducing Wisconsin's Uninsured Rate and Lowering Health Care Costs for Businesses and Families (Dept. of Health and Family Services); The Shoreline Friends Guidebook: Environmental Education for Owners of Shoreland Property (DNR); Charter Schools in Wisconsin (Dept. of Public Instruction); Manufacturing in Wisconsin: an Industry Perspective (Dept. of Workforce Development). With adequate state funding, a growing number of agency reports published on the web will have a permanent home via the Wisconsin Depository Program and be easily accessible from the UWSP library catalog. That Federal Document program has undergone similar challenges and changes.

Library Collection Goals

- Increase funding for faculty orders and electronic resources
- Continue to explore web-based resources for possible inclusion in the collection in reference and periodicals.
- Relocation of the Foundation Collection and atlas cases to another part of the reference room to free up space for new computer stations that would facilitate group projects.
- Review the retention and housing of ERIC fiche.
- Identify bound journals for deselection or storage to accommodate the removal of the compact shelving units on 2nd floor.
- Develop a library resource grant to support emerging degree programs, new courses or areas of the collection needing extensive support.
- Integrate or eliminate uncataloged gift collections.
- Evaluate the special collection policies, practices, support and location.
- Develop a collection assessment plan and implement procedures for reviewing at least two target collections.
- Continue to evaluate and weed government document collections.

Access Services – New Access Librarian Joins the UWSP Library staff.

Aaron Nichols joined the library as the new Access Services Librarian during the spring 2008. Aaron and his family relocated to Wisconsin from Amherst, Massachusetts where Aaron was the Head of Reserves, Media & Microforms Department at University of Massachusetts.

Access Services Highlights:

- The entire library stack collection was searched for old check-out cards which contained personal patron information. An estimated 100,000 cards were removed and destroyed. Also the entire stack collection was shelf-read and organized. Fifth floor stack collections were shifted as a result of the children's materials being relocated to the IMC.
- The Building Management System changed from using a relatively large number of building managers(11) to using a relatively small number of assistant managers(5) The assistant managers work more hours, get better pay and are better trained. These managers supervise building security, maintenance, and operation during night and weekend hours.

- The main circulation desk and reserve modular offices were shifted to create better a work-flow to accommodate the laptop check-out service. Compartmental shelving was added to the counter to accommodate laptops and save the student staff steps.
- Main Circulation staff created and conducted Student Employee Information Sessions in both the fall and Spring Semesters (30-40 students each session).
- The Access Services Manager worked with the library administration staff to maintain, organize and update the LRC facility.
- ILL student handbook was revised and updated.
- The Main desk hosted the Information Center during the UC remodel.
- Access Services staff assisted in the planning for moving of the reserve collection. Reserve collections were weeded and moved to a new area. This move allowed for the construction of the new group technology project room.
- Developed a plan for implementing a ILL purchase program for adding quality scholarly ILL resources to the collection.

Access Services Goals:

- Pilot test using Interlibrary Loan as a collection Development tool.
- Implement the ILL purchase program.
- Pilot test streaming video for e-reserves.
- Review and revise policies for Access Services departments.
- Hire and train a Reserve staff member
- Review and revise reserve collection policies and procedures

Library Expands Computer Access for study and group projects

New Group Technology spaces designed: With funding from the Lab Modernization Grant, the library has develop a plan to renovated two space on the first floor to accommodate students and faculty collaboration. These areas will be equipped with large screen monitors, electric projection screen and digital projector, mobile white board, computer, digital camera and mobile furnishings to encourage and accommodate group study and projects. The two new areas will be completed during the summer for use in the fall by students and faculty. Front desk staff will support the use of the new project/classroom by setting up laptop computers and arranging furniture to meet reservation requests. When this area is not reserved, students will be able to use the space on a first come-first served basis.

Project Group Study Rooms created on 4th floor – Two group study rooms have been renovated to create student technology presentation rooms. These new spaces will allow students and faculty to practice group or technology enhanced individual presentations. Each of these rooms will be equipped with digital projection equipment, computers and comfortable group seating.

Additional Computing/study spaces created - In addition to the new group spaces on 1st. floor and the new presentation rooms on 4th floor, four new computer/study areas have been created in the library. Eight computer stations will be added to the IMC (3rd floor), four computer stations will be added to the 6th floor (Government Documents) and a new lab top lounge has been created on the 5th floor. Also, laptop seating areas have been added to the reference room. These new areas add approximately twenty two addition wireless and wired options for students and faculty. In addition to these computer areas, the new group areas will add up to 20-30 spaces where students can use technology to assist in the development of individual and group research and scholarship.

IT Adds Student Support to work with additional computing services. IT will be adding an additional student support staff member to serve LRC floors 2-6 public computing needs.

LRC Computer Access Goals 2008-09

- Continue to plan for the upgrade of patron and staff computer equipment, facilities and policies.
- Work with IT to refine a viable support system for library computers.
- Expand presentation room availability on fourth floor as to meet demand.
- Revise laptop checkout policies to shorten checkout period to four hours. This change will discourage abuse of the equipment and laptop program and encourage in-house use of laptops for study and research.
- Redistribute public computing stations on the 1st floor.

Library Technology – New computer spaces, collaborations, and upgrades

- Nerissa Nelson and Dave Timm launched a redesign of the library's website, and added a new site index.
- Upgrades were completed for all major systems: Voyager, Metalib, SFX and Illiad. All library staff computers were upgraded to Office 2007.
- New technology was added – in presentation rooms, large announcement screens at main circulation, many staff workstations.
- New cooperative agreements were launched with campus IT to provide upgraded general computing access stations for patrons.
- Local library databases were upgraded to .Net 2.0 and security issues were resolved on a number of these applications.
- Cooperative ventures between IT and the Library were developed to support public and staff computing. IT's redesigned equipment allocation policies and procedures provided an opportunity to redefine how computers are distributed and utilized within the LRC.

Library Technology Goals:

- Increase the number of public access computer stations in the library.
- Provide more technology designed to foster collaboration and collaborative teaching available in the library.
- Provide updated public scanning and printing technology in the library.
- Expand computer stations for students to upper floors of the library.
- Continue to foster collaborative projects with campus information technology.

- Design and promote library course pages for use in D2L.
- Customize an Electronic Resources Management system using a UW System MS Access tool.
- Subject and course web guides are in development for Fall, 2008 to provide easy access to library resources in Desire2Learn, the campus course management system. The web guides will provide quick access to the library catalog, article indexes, recommended websites, RSS feeds, citation assistance, and any other library resources that would be useful for a specific course or assignment.

Instructional Materials Center/Media Lab plans for updating of services and facilities

- During this academic year, the IMC made significant inroads toward planning for the improving of the facility. The staff of the IMC met with representatives of the Education Department to discuss their concerns and needs. This resulted in a plan to make improvements in the physical space. The goal of this redesign is to make a more versatile and appealing space where students can review and view media and curriculum materials, provide meeting spaces for classes, provide improved viewing and computer spaces, and to extend hours to more closely mirror the main library's operation hours. During this process, plans were developed to add eight computer stations with printing capabilities, reduce the number of AV cubicles to reflect the use of computers for media viewing, improve the lounge seating, and renovate the three viewing rooms. The goal is to attract more students to the IMC for both media services and general study. Preview rooms will also double as group study rooms when available.
- In addition to the upgrade of the area, the University Library's juvenile fiction collection has been moved to the IMC. Weeding of the media and curriculum collections continues as time permits.
- In close cooperation with other units/departments (IT, Communication Dept., Dept. of Computing and New Media Technology), the Media Lab (Fall 2007) took on the role of a depository of digital still and video cameras, available for check-out to qualifying users. We are still in the process of ironing out some of the bugs.
- The Voyager Media booking system was activated and implemented for the circulation of lap tops, digital cameras, and assistive tech equipment.

Instructional Media Center/Media Lab Goals:

- To continue to work with the Education Department and other campus groups to improve the services and resources within the IMC/Media Lab.
- To expand hours to more closely match the main LRC hours and to accommodate students who want to use resources and study.
- To investigate the integration of the media lab services into a campus-wide media plan.

Archives and Records Management Highlights –Archives hosted 993 visitors for FY 07-08 including students, faculty, staff, and the community. In addition to personal visits, there were 1153 substantive email and phone requests for information. (Substantive requests do *not* include answering simple questions about hours or how to find the facility. We do not record these types of questions.) 277 requests for information came from UWSP offices, 145 from students working on assignments, and 731 from the community.

- Copy Editor and Research Consultant – Reviewed 16.2 linear feet of Portage County Historical Society (PCHS) and UWSP photographs to meet Pediment Publishing’s criteria for content and format for *Portage County: The Early Years*, a joint Portage County Historical Society – *Stevens Point Journal* book project. Archivist also researched and provided caption information for some photos and served as one of several copy editors.
- Portage County Historical Society Photo Vertical File – Updated existing name, place, and subject indexes for this heavily used collection. Indexed and added 2 linear feet of photos. Added 403 new subjects, which included see and see also references.
- Lecturer and Resource Contact for the *Wisconsin Academy for the Study of American History* Grant Program operated by UW-Oshkosh and CESA 6. The program’s goal is to assist grade 4 – 12 teachers with developing student-centered curriculums, which increases their students’ academic achievement in U.S. history and also raises their level of appreciation for history. A component of the program is showing teachers how to integrate archival resources into their curriculums.
- Portage County Naturalization Index, 1844-1956 – Coordinated joint Stevens Point Area Genealogy Society – UWSP Archives indexing of the county’s naturalization records. A paper index has been published and an online database hosted by the UWSP Archives is planned for the future.
- Portage County Clerk of Courts, Criminal Case Files, 1849-1919 – Coordinated joint Stevens Point Area Genealogy Society – UWSP Archives indexing of the county’s criminal case records. A paper index has been published and an online database hosted by the UWSP Archives is planned for the future.
- Portage County Register of Deeds, Birth Registrations, 1876-1897 – Coordinated joint Stevens Point Area Genealogy Society – UWSP Archives indexing of the county’s birth records. A paper index will be published and an online database hosted by the UWSP Archives is planned for the future.
- Wisconsin Historical Records Advisory Board and Wisconsin Historical Society Wisconsin Manuscript Collection Project – Surveyed UWSP and PCHS holdings for Wisconsin, regional, and local manuscripts in order to improve the collecting of post-World War II state history. WHS will publish the collected data in an analytical report, and a web based Wisconsin repository directory will be created.

Records Management

- Deaccessioned and destroyed 616 feet of UWSP records as scheduled and approved by the Wisconsin Public Records Board.
- New Records Disposition Authorizations (RDA’s) were approved for the Small Business Development Center, and Conference and Reservations. Approval is pending for a new RDA for Counseling Services.
- As a member of the UW Records Officers Council, the records manager participated in writing system-wide general schedules for student registrant records and library records. These projects are in the final stages of approval across the UW System.

Archives and Records Management Goals

- To continue and improve our role as the official repository of the UWSP and as a member of the Area Research Center Network.
- To continue and improve our partnerships with the Wisconsin Historical Society and ARC Network, and the Portage County Historical Society.
- To improve our facility and reference area furnishings to better meet current and future needs as an archival repository and resource.

- To increase our permanent staff to better meet current and future needs as an archival repository and resource.

Library Community and Professional Outreach

Marketing continues to be a priority for the University Library. Below are some of the projects undertaken this year to promote the library's collections and services.

- New faculty and teaching staff lunch and information session.
- New faculty/staff orientation—information table, library information folder with carabineer key ring, library orientation session and tour.
- Faculty scholarship and creative expression display and reception.
- Support of Empty Bowls Project with a UWSP library basket for raffle.
- Library web site redo,
- Message of the day communications to faculty and students.
- New Book Displays.
- Sponsorship and promotion of Autism Presentation
- LRC Information System – provides constantly changing promotion of LRC events and activities.
- Support of Education's Scholastic Book Sale
- Faculty Scholarship monthly displays.
- Monthly collection and thematic displays.
- Campus Special Interest displays.
- Faculty and Student Art Displays.
- Special cooperative projects with Food for Thought Café
- Miniature Book Traveling Display – supplied by the Miniature Book Society

Marketing and Outreach Goals

- Continue to work with campus organizations and programs promote the library as a integral part of the university and academic program.
- Continue to promote collections and services via displays, receptions, events, orientations and information sessions and campus information systems such as Message of the Day.
- Continue to update and revise the library publications and web site to communicate the changing library environment and changing needs of our users.
- Work with food services, academic department/faculty and campus programs and staff to integrate new ideas, art work and campus events in the library.
- Continue to work with Student Services to improve the quality of the Food for Thought Café.
- Continue to support and promote faculty and staff scholarship.
- Continue to research traveling display resources

Assistive Technology – Marge Strong joins the LRC as the Assistive Technology Manager – Assistive Technology serves approximately 42 students who have been diagnosed with physical or learning disabilities.

Highlights:

- Evaluated and reviewed resources
- Worked with publishers, UWSP text rental, and RFB&D (Reading for the Blind and Disabled) to acquire materials for students.
- Researched and communicated new technologies to assist students.
- Created a new brochure
- Created an equipment lending library to assist students with listening equipment (tape recorders, mp3 players).
- Updated web page
- Developed orientation program in collaboration with Disabilities Services to reach incoming students and high school students in the area. This program will be implemented in the Fall, 2008.

Assistive Technology Goals for 2008-09

- Continue to work with IT to implement new software and equipment to better serve disabled students.
- Implement an Assistive Technology orientation program in collaboration with Disabilities Services.
- Submit a UW Technology Grant to acquire individual playback equipment for students.
- Produce a Assistive Technology DVD to inform current and potential students about Assistive Technology Services.
- Develop a cooperative project for local public schools to inform public school students about services and resources that are available to them.
- Provide a brown bag session and mini workshops for library staff, university faculty, and students to orient them on Assistive Technology services.
- Continue to research sources, materials, and technology to enhance the services provided to students with disabilities.

The Tutoring-Learning Center (TLC): The TLC is a full-service tutorial center, offering six main programs: the Integrated Reading and Writing Program (one to one); English '57 series (independent writing courses, credit-bearing; one to one); Reading in the Disciplines Program (credit-bearing; group); Content-Area (focusing primarily on the sciences and mathematics, mainly group with one to one for students with special needs); and Academic Literacies (one to one; service available to students referred by staff or faculty); and the Computers Guide Program (one-on-one program to empower the learners to problem-solve and become comfortable working with computer technology in their daily academic life).

Five of the TLC programs have undergone an assessment process that includes measurable learning objectives. Four of the five programs included a separate slate of student objectives and tutor objectives. The fifth program--Academic Literacies--is delivered by a professional not peer tutors. The percentage rate for student objectives ranged from 53% to 100% - with most of the percentages in the 80's and 90's. The percentage rate for tutor objectives ranged from 58%-100%- with most of the percentages in the 80's and 90's. All coordinators determined the strengths of their programs in relation to students and tutor learning, as well as areas for improvement, and have plans to loop these findings for fall semester of 2008.

The TLC served 70 students who identify themselves as American minorities last fall. This number represents 7% of the total number of students who made use of the TLC services and 15% of the entire campus American minority population.

Fall 2007 Stats

Number of student served was 1060

TLC provided 13,951 half-hours of tutorials to students served

Average number of one-half hour contacts per students was 9.8

133 tutors served students

70 American Minorities participated in TLC tutoring

Tutoring Center Goals

- Continue to refine assessment procedures.
- Complete a self-study for TLC programs and services.
- Continue to work with faculty and campus programs to market TLC programs and services.

Plans to improve the Food For Thought Café – The library administration has been working with Chartwells to improve the Food for Thought Café by improving the menu, upgrading signage, developing a TV viewing lounge, and upgrading furnishings. The Library Director has also been working with the new Museum of Anthropology Curator, Ray Riser to develop programs and access from the café.

Faculty and Staff Changes

Retirements

Marg Whalen – retired

Kathy Wrycza – retired

Joan Gresens – retired

New Hire

Aaron Nichols – Access Services Librarian

Amanda Meidl – Academic Literacies Specialist

Sue Mory – Cataloging – LSA Advanced

Positions Open

Government Documents Librarian

Cataloging – Classified position

Library Faculty Accomplishments: In addition to their library instruction, reference, library personnel and policy committees and liaison work, all library faculty participated in a year-long self study process. Library faculty have made the following additional accomplishments.

Patti Becker is a member of the Council of University of Wisconsin Libraries (CUWL) Working Group on New Reference Models, which is exploring various ways to provide reference service, old and new. The group is in the middle of working on its charge, which should be completed by the fall 2008 semester. She also serves on the UWSP Curriculum Committee, which both helps to inform library

collection decisions and provides a library perspective to the committee. In addition, Patti finished her participation as a member of the University's Accreditation Steering Committee where she chaired one of the five self-study task forces that wrote the accreditation report.

Kathy Davis - Committee memberships include: University Technology Committee, Podcasting Planning Committee, Teaching Conference Planning Committee, Faculty Senate representative to the Telephone Rate Advisory Committee, Member of the Academic Affairs Administrative Council, UWSP Representative to College and University of Wisconsin Library Organization (CUWL) and UWSP representative for Wisconsin Women in Higher Education Leadership (WWHEL). Courses and presentations include: Extension Life Course – “Taking the Mystery Out of Using the UWSP Library”; Charleston Collection Development Annual Conference, “The Impact of Globalization and Internationalism on University Library Services and Collections”; Distance Education course, CIMT 656 – School and Public Library Administration – for Indiana State University School of Education. Spring, Summer 2008, Educause Regional Conference Presentation “Partnering Effectively with Cross-Campus Groups and Organizations”; Conferences attended include: CUWL board meetings, Wisconsin Library Association Conference, Wisconsin Women in Higher Education Leadership Conference, Charleston Conference – Charleston, N.C., UWSP Faculty Conference.

Yan Liao wrote two articles for *Women in American History: an Encyclopedia* (to be published by Facts on File) and peer-reviewed a research article “Cataloging Free E-resources: Is It worth the Investment?” for *Library Hi-Tech*. Yan served as the faculty advisor for the UWSP Chinese Culture Club, which held a number of successful cultural events on campus including the Annual Moon Festival and the Annual Lantern Festival.

Mindy King –Mindy made the following presentations: “What’s New in Digital Wisconsin?” Wisconsin Association of Public Libraries Conference (with Cathy Palmi), “From Freshman Orientation to Class: By Way of the Wilderness.” Wisconsin Academic Advisors Association Conference, River Falls, Wisconsin (with Jim Joque).

Terri Muraski - Terri Muraski serves on the CUWL Technology Coordinating Committee and the UW System Metalib Assessment Task Force. She participated in a joint presentation on campus collaboration at the Midwest Regional Educause conference, and attended a Library Journal Green Design Seminar. She also serves on the University Personnel Development Committee.

Aaron Nichols –Aaron is an active committee member on STARS (ALA division) Rethinking Resource Sharing Committee.

Cathy Palmi - Cathy Palmi served as chair and paper discussant for the session "Women and the Struggle for Community and Identity" at the Women's and Gender Historians of the Midwest Conference, Maryville College, St. Louis, MO. An essay “The Archives, Common Wisconsin Women, and Me” was published on the website of the Wisconsin Humanities Council at <http://www.wisconsinhumanities.org/palmi.html>.

Tom Reich - Tom continues to serve as active representative and member of CUWL consortium restructured committees including the Collection Development Committee (CDC), Collection Resource Sharing Coordinating Committee (CRSCC). Presentation and Panel Participation includes: 6th Triennial Vietnam Symposium, Texas Tech University, Lubbock, TX. Tom served as panelist on “Education and the Vietnam War,” presenting his academic paper, “USAID Contract in Higher Education: Wisconsin State University-Stevens Point and the Republic of Vietnam.” The paper and presentation were

included in virtual conference proceedings and Vietnam Center Archives. At the conference Tom also served as the panel moderator/chair for: "Political Warfare, American Protest, and South Vietnamese Intellectuals." Tom Attended CUWL Annual UW Library Staff Conference, "One System, One Library". He also Attended Government Information Day – Madison, WI. In addition Tom serves on the UWSP Faculty Senate and the UWSP Faculty Affairs Committee. Tom is also the National History Day Regional Coordinator - Wisconsin History Day, Central Wisconsin Regional History Day

Axel Schmetzke - Axel functioned as guest editor for a special-theme issue of *Library Hi Tech* ("Accessibility of Electronic Information Resources for All"), to which he also contributed two articles of his own: "Leadership at the American Library Association and Accessibility—a Critical View" and, in collaboration with David Comeaux, "Web Accessibility Trends in University Libraries and Library Schools." A third peer-reviewed article, "Hugo Rheinhold's Philosophizing Monkey - a modern Owl of Minerva" (co-authored with Jochen Richter) appeared in *NTM International Journal of History and Ethics of Natural Sciences, Technology and Medicine*. At the annual conference of the Wisconsin Association of Academic Libraries, he gave a presentation entitled "Web Site and Online Database Accessibility at Academic Libraries: A Critical Overview of the Recent Research and Policy Developments." Axel also served on the University Affairs Committee.

Ruth Wachter-Nelson - Ruth serves as Lecturer for the *Teaching American History Grant Program* operated by UW-Oshkosh and CESA 6. As Copy Editor and Research Consultant Ruth has Reviewed 16.2 linear feet of PCHS and UWSP photos to meet Pediment Publishing's criteria for content and format for *Portage County: The Early Years*, a joint Portage County Historical Society – *Stevens Point Journal* project. She also researched and provided caption information for many photos and served as one of several copy editors. Presentations include: "Crime and Punishment in Shooting Point: The Lynching of the Courtwright Brothers," 40th Annual Northern Great Plains History Conference, Duluth, MN and "UWSP Archives and Area Research Center Resources," Life Course, UWSP. Ruth was nominated for the Governor's Archives Award by the Portage County Historical Society. Conferences, Workshops, and Meetings include: Northern Great Plains History Conference; Wisconsin Public Records and Open Meeting Laws, Attorney General J. B. Van Hollen; and University of Wisconsin System Archives Council. Committee membership include: University of Wisconsin System Archives Council and the Preservation Committee, subcommittee of University Affairs. Ruth's service to the community includes: Providing expertise in the areas of preservation and archives administration to the Portage County Historical Society, the Marshfield Clinic, and other organizations and individuals as needed.



University of Wisconsin-Stevens Point

Albertson University Library

Annual Report 2008-2009

The Albertson University Library provides information resources and services, technology training, and academic tutoring across the disciplines on campus in support of student and faculty academic success. Departments and units reporting to the Library Director include the Albertson University Library, the Tutoring-Learning Center, University Archives, and Assistive Technology Services. Below are the highlights of activities and services from 2008-2009. The Library staff will complete the strategic plan this fall, complete with annual activity goals. Therefore goal statements have been left off of this document and will be available later in the fall.

The University Library Undergoes External review and Embarks on Strategic Planning

An external review team composed of Larry Hardesty (Winona State University), Anita Evans (UW-LaCrosse) and Kathy Pletcher (UW-Green Bay) visited our library in September, 2008 to review the Library Self Study and conduct a review of the University Library facilities, collections, services and programs.

1. Staffing adjustments: The visitation team recommended some adjustments in responsibilities, within the context of existing and any new positions. Also, it was suggested that a workload analysis be conducted to determine both bottlenecks and capacities to take on additional workload. Staffing recommendations included:
 - a. The creation of an Electronic Resources Librarian Position.
 - b. The creation of a Media Librarian position with appropriate media skills.
 - c. Decrease in Government Publication staffing.
 - d. Creation of an Instruction Librarian Coordinator.
 - e. The designation of a staff member with responsibilities for marketing and outreach.

2. Facilities: The visitation team recommended that a space study be conducted of the Learning Resource Center to assess how space is currently used and make recommendations for changes that will make the most effective and efficient occupancy and use of the space. The team recommended that the proliferation of service desks be examined as well as the placement of non-library functions within the building. Careful consideration should be made of the "fit" of "non-library" areas currently housed within the LRC. The team commended the work that the library has done on moving toward rethinking library space for collaborative learning and integrated learning technologies. They recommended that the library continue to revise spaces along the model of a learning commons approach. It was recommended that Special Collections materials could be better integrated with the University Archives area as well and that the University Archives facility needs to be expanded. The visitation team recommended that library staff continue to update building furnishings and facilities and provided a few examples of improvements such as lockers, bean bag chairs, and browseable media materials.

3. Library Programs and Services:
 - a. The team recommended the suspension of offering LR 101 for a few years to determine the positive impact of shifting staff resources to the general information literacy program and related efforts.
 - b. Media Lab - with an update of its services, particularly offering computer-based media services and hands-on production (webpage design, video editing, and services as noted in the Self-Study) opportunities directly to students, it could play an important role on campus.
4. Library Collections:
 - a. Library should review its collections for currency and coverage.
 - b. The collection should be weeded to eliminate the impression that collections are cluttered and out of date. Unneeded collections also exert unnecessary pressures on space.
 - c. The visitation team recommended a review of the current accession list of government publications, cancellations to reduce the depository level, and a major weeding effort undertaken to eliminate little used and dated materials that are not required by virtue of depository status.
 - d. Provide users with a browseable media collection.
5. Governance and Decision-Making:
 - a. The library director has the responsibility for providing leadership to the library, and, to successfully carry out this responsibility, the library directors needs the appropriate authority. The library director clearly needs hiring, evaluation, and termination authority, all within the usual processes and tradition of faculty governance at UWSP.
 - b. A Library Faculty Advisory group should be formed to provide a useful faculty perspective to library decision making.
6. Public Relations and Outreach:
 - a. The team recommended more liaison and outreach activities by assigning outreach duties to specific library staff.
7. Budget: The budget should be more centralized so that resources can be allocated more effectively to support Library and the UWSP priorities. Print budgets should be reallocated to support the conversion from print to electronic.
8. Strategic Planning: The visitation team provided valuable guidance on the next steps needed to take the self study and the team's recommendation to create a Strategic Plan for the library.

Strategic Planning

During Spring 2009, strategic planning was initiated. A steering committee composed of Terri Muraski, Aaron Nichols, Mindy King and Kathy Davis designed a plan and timeline for the activity. The Mission Statement was revised and an Environmental Scan and Vision Statement was completed and approved by library staff members. Goal and Objective statement drafts were developed by the Steering Committee during Summer '09 and will be taken to the library staff during Fall '09 for approval. Once these documents are approved, annual activity plans, which support Goals/Objectives, will be constructed for the '09-10 academic year.

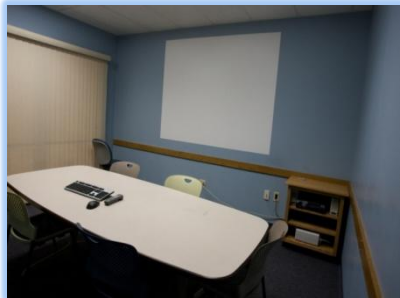
Group Study Spaces Created –

Several new group study spaces were completed this year with rave reviews.



The Idea Studio was created from a reserve book collection area to serve both students and faculty as a collaborative work space complete with digital viewing, computer, video production and digital projection capabilities.

Other collaborative spaces were created in the Reference Room, 2nd floor and 4th floor. New presentations rooms were created to facilitate student and faculty presentation practice and production.



In addition, all group rooms and preview rooms on 3rd and 4th floor have been renovated and technology has been updated.

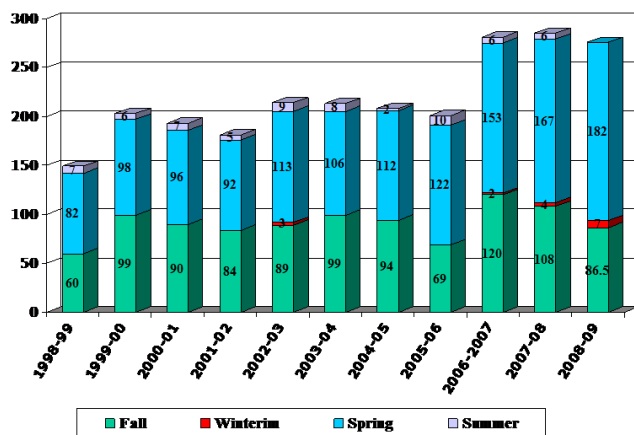
Reference Services

Physical changes to the Reference room include new group study areas with standard campus load computers; new chairs for the tables; a reduced number of community computers from four to two (the lobby received two community computers, so community access has not decreased, just changed location); the completion of a project by circulation and cataloging to move the UWSP thesis collection to Reference, where they are housed on new oak shelves; and the relocation of the atlas case to a more visible location. Changes to the collection include on-going weeding and collection evaluation (especially standing orders); the use of Reference Universe, which has opened more Reference books to users and library faculty and staff; and the incorporation of select items from the Government Documents reference collection into the Reference collection. Service changes include new logon requirements from Information Technology for community users, which have led to a decrease in those eligible for accounts.

Library Instruction – Library Instruction continues to be a popular Library services. Fall semester statistics show a small decline in fall semester classes while the spring semester shows an increase of

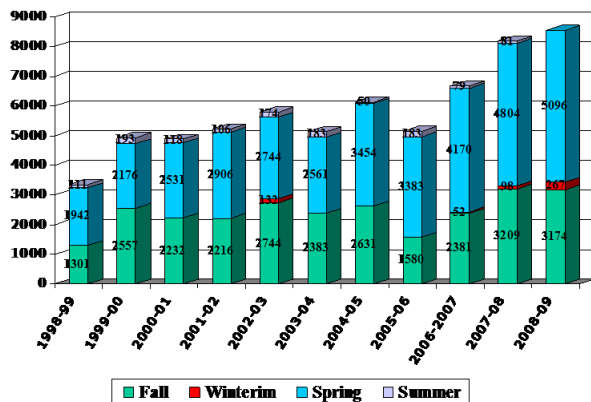
eleven sessions over last year's spring figures. A comparison of students served from 07-08 and 08-09 shows an increase of 257 students served.

BI—Hours



BI—Number of Students Served

(sum of student counts in the various sessions)



Library Course – LR 101 - In 2008-09, 119 students enrolled in Library Resources 101 (in 2007-08 we enrolled 134 students). As a result of the Library Self Study and External Visiting Team assessment, the need for four sections was evaluated and it was decided to drop to three sections: two 16-week and one 8-week (second half of semester). Although enrollment in LR101 tends to fluctuate over time, Library Faculty agreed that more outreach and advertising is needed to raise awareness among advisors. Of all the sources of awareness of LR101 listed by students in the Getting to Know You questionnaire, hearing about the class from an advisor is among the most common (along with having the class recommended by a friend or roommate). The library also gained permission to offer Library Resources 380, Internship in Academic Librarianship, a 1-3 credit course especially for those who are interested in academic librarianship as a career. The course will be offered as demand warrants and as faculty are available.

Library Collections - Periodicals, Books, Media, and Reference Collections

Support of new campus faculty: Collection Development collaborated with the college deans to provide matching funds in support of twenty-eight new teaching hires (\$1,000 total each position) for the one-time purchase of new library materials.

Databases: Our Collection Development Group approved the addition of **Reference Universe (Paratext)**, a database which searches within our reference collection and other cataloged books and then links to those works available in print in the UWSP library. We also added **Music Index (EBSCO) Online**, canceling the library's MI print subscription. The Music Index is the single most comprehensive subject-author guide to music periodical literature. The Music Index has been available in print since 1949, and our holdings date back to the original edition. MI online coverage spans from 1976 to the present, containing surveyed data from 775 international music periodicals from over 40 countries, with English translations from 22 languages. Also, the library obtained the complete print set and online version (one-year access) of the **Oxford Dictionary of National Biography**. The Oxford DNB contains more than 50,000 illustrated biographies of people who were noteworthy or influential in shaping Britain's past, 4th Century BCE – 2000. The biographies do not include any living subjects, online updates include those who have died since 2000. All 38,600 names in the original DNB have been included, with the majority completely rewritten in the light of new research. The library's **NISC databases (Family & Society Studies Worldwide, Fish and Fisheries Worldwide, Wildlife & Ecology Studies Worldwide, and Women's Studies International)** were transferred to EBSCOhost. For fiscal year 2009 UWSP Information Technology Student Fee special funding was extended to include **ARTstor**. ARTstor provides many diverse collections to the UWSP community and all campus faculty can setup instructor privileges enabling them to develop class folders and build personal and institutional collections. ARTstor Hosting Services has agreed to facilitate new Scholars Resources images licensed by UWSP.

Collection analysis: Library Dynamics (Learning Dimensions software) data analysis was used to evaluate local holdings acquired during the period 1999-2007 with system-wide holdings, demonstrating library support for UWSP Paper Science and Engineering program's 2008 review for ABET accreditation as a general engineering program. During the summer/fall 2009 Library Dynamics software and other procedures will be used to evaluate several other LC classifications.

UWS cooperative collection development: Due to unending budget constraints and challenges UW System Shared Electronic Collections dropped funding for Criminal Justice Abstracts, the UWSP library decided it would not subscribe independently. On a more positive note, UW- Madison garnered all UW campuses access to the electronic back-files of Gale's **Literature Criticism Online** titles (10 in total) as the CIC (Committee on Institutional Collections - Big Ten U's +') made the one-time purchase of these back-files. The CIC also extended access to all UW campus for **The Times (London) Digital Archive (Gale)**. The *Times* digital archive covers the years 1785-1985. Thanks UW-Madison! Collection Development Coordinator Tom Reich continues to serve as member of UW system's Collection Development Committee (CDC) and was recently elected secretary/chair elect for 2009-2010.

Periodicals

Highlights:

- Added microfilm reader/scanner and photocopier/scanner. Electronic copies of print and microfilm journals can now be scanned and emailed.
- Participated in Document Delivery Service pilot in conjunction with Interlibrary Loan. This pilot offers more convenient access to articles from over 3,000 Elsevier and Wiley journals.

Articles are requested through the Interlibrary Loan form and are delivered via email within 24 business hours at no cost to the patron. This service is for all faculty, staff and students. Low use/high cost print journals available through this new service were identified as potentially being replaced by the document delivery service. A total of 36 titles have been identified for a cost savings of more than \$50,000.

- Continuing review of compact shelving.
 - Due to safety issues a section of compact was closed to the public and items located in this area are retrieved by staff.
 - Developed plan to transition of bound journals housed in compact periodicals to other locations. This will be accomplished with a combination of weeding and remote storage.
- Completion of duplicate journal project. A total of 247 print tiles (also available in electronic format) were either closed or withdrawn. Resulting in approximately \$30,000 savings.

Outreach:

- Communicated with campus departments regarding the new Document Delivery Service pilot.

Foundation Services

The University Library at the University of Wisconsin-Stevens Point (UWSP) contains one of four Cooperating Collections in the state of Wisconsin (Marquette University, University of Wisconsin-Madison and the L.E. Phillips Memorial Public Library in Eau Claire). All of these collections fall under the auspices of the Foundation Center in New York City. It is a unique service that benefits both UWSP and the Central Wisconsin community. **The mission of the UWSP University Library's Foundation Collection** is to serve as a resource for information on private foundations, grants and philanthropy for the surrounding area in support of community and business partnerships and our campus community. This service is available to individuals seeking grants or scholarships, local non-profit groups and larger institutions. Resources include print directories, reference tools, and databases that focus on foundation and grant seeking activities, and are available to patrons free of charge with the exception of printing costs.

Charitable Giving - Outlook (*Source: Foundation Center Press Release, May 2009*)

Charitable giving by the nation's nearly 2,500 corporate foundations remained virtually unchanged in 2008, according to *Key Facts on Corporate Foundations*. Giving totaled an estimated \$4.4 billion last year. Corporate foundation giving in 2009 will most certainly decline; 51 percent of corporate foundations responding to the Center's survey said they expect to reduce their giving this year.

Sources & Services

Below is a snapshot of some of the online databases and print collections we offer to the public. Orientations, classes and individual appointments are conducted on an on-going basis. We serve local non-profit organizations, courses on campus (NR 320 and ENG 351) and faculty:

Electronic Databases

- *Foundation Directory*
- *Foundation Grants to Individuals*
- *Foundations in Wisconsin (published by Marquette University)*

Print Publications

- *The Foundation Directory*
- *Foundation Grants to Individuals*
- *The Foundation 1000*
- *Guide to Funding for International & Foreign Programs*
- *Guide to U.S. Foundations, Their Trustees, Officers, and Donors*
- *The National Directory of Corporate Giving*

Foundations Today Series

- *Foundation Giving Trends*
- *Foundation Growth and Giving Estimates*
- *Foundation Yearbook*

Access Services

Highlights:

- 1) Streaming video proposal was drafted and accepted by Student Government and IT. \$5,000 was awarded for this pilot.
- 2) Interlibrary Loan
 - Adopted the new CUWL Commercial Document Delivery program.
 - Interlibrary Loan and Periodicals worked together cut expensive journal subscriptions and offer pay-per-use article delivery to users instead.
 - Interlibrary Loan pilot-tested the Purchase on Demand project. The project was successful and will continue next year.
- 3) Collection Management
 - Relocated the Union Catalog from the stacks to the closet on 6th floor.
 - Reorganized and relabeled the oversize section of the stacks.
 - Relocated the reserve and thesis collections.
 - Selected new items for the leisure reading collection.
 - Updated the shelving signage for visibility.
- 4) Circulation –
 - Reworked and implemented the checkout & support system for the additional & enhanced study rooms on the fourth floor and at the main desk.
 - The Voyager Media booking system was deactivated and Voyager circulation was implemented for the circulation of lap tops, digital cameras, and assistive tech equipment.
 - Implemented support for the new color scanning station.
 - Created numerous, signs, displays, posters, brochures and power-point slides in support of library services, activities and events.
 - Relocated the public workstations to the lobby area.
 - Implemented the use of an online fine appeals form.
 - Discontinued the Reserve Circulation Location and absorbed services into the Main Circulation Desk.
 - Implemented a check & maintenance system for the classroom laptop computer collection. Added a third service terminal.
 - Replaced old equipment – ie. scanning guns, receipt printers.
 - Created and conducted Student Employee Information Sessions.
 - Created new system and forms for reporting and recording building events/issues
- 5) Reserves Services:

- Evaluated, weeded, and reorganized the print reserve and electronic reserve collection. Deleted/weeded hundreds of old documents were no longer being used.
 - Checked all the links on each instructor's page and corrected errors when they were found.
 - Worked with a programmer to improve e-reserves. Anticipated test period will begin the summer of 2009.
 - Updated the reserve/e-reserve request form and had it posted on the website so it can be accessed more easily by instructors.
 - Put sleeves on all reserve books so that they would be easier to distinguish as reserve items and so that their item type (2-hr, 1 day, etc) would be easier for the student to see.
- 6) Updated outdated Access Services information on the website (due dates, fines)

Outreach:

- Co-developed and lead the Book Pointers streaming video book recommendation program.
- Organized and submitted book recommendations to the Pointer newspaper.

Instructional Materials Center/Media Lab plans for updating of services and facilities

– Considerable updating of the IMC area has been conducted this year. All preview rooms were painted and updated technology was installed. The service desk was replaced and new carpet has been installed. Dated media carrels have been reduced and 4 new computer pods have been installed (16 computers) to support student study and to facilitate an open classroom/lab pilot being conducted by Library Faculty in 09/10. Service hours were increased to more closely comply with LRC hours (increased from 9:00 pm closing to midnight closing Monday-Thursday). Weeding of dated materials continues including the elimination of obsolete Laser Disk technology.

Stats:

- Circulation: 17,670 transactions (including check-outs, renewals, and in-house use—4/15/08-4/15/09)
- Use of the IMC open area: We have not collected any data, but daily informal observations reveal a clear picture:
 - After the addition of the 8 computers, the IMC area has gone from “mostly rather empty” to “quite busy during most of the day time/early evening hours.”
 - Late evening usage still tends to be low, even though there seems to be a slight increase (which was particularly noticed before mid-terms).
 - The IMC space is increasingly used for teaching purposes. Teaching in this area has grown from 4 (fall semester 2008) to 28 (spring semester 2009).
- Viewing rooms (Sept 2008-April 2009): 252 uses (158 scheduled, 170 unscheduled).

Archives and Records Management - *Archives gets a face lift:* The Archives area has been long overdue for a renovation. In response to worn furnishings and carpet and safety issues, new carpet and furnishings were installed this year. These installations also gave staff an opportunity to rearrange the area to improve accessibility to non-archival reference materials and increase security to Area Research Center Collections. Negotiations continue on the replacement of the compact shelving in the Archives area. Technology was also improved with the addition of a computer for our LTE and a new scanner. In particular, the scanner directly benefits students from multiple sections of Natural Resources 369/569 who we serve nearly every semester.

Highlights

Special Projects

- Portage County Register of Deeds, Birth Registrations, 1876-1897 – Archivist coordinated joint Stevens Point Area Genealogy Society – UWSP Archives indexing of the county's birth records. Included troubleshooting and finding solutions for the many inconsistencies in the collection's arrangement. A paper index will be published and an online database hosted by the UWSP Archives is planned for the future. March 2008 to November 2008
- Portage County Naturalization Index – Archivist coordinated joint Stevens Point Area Genealogy Society – UWSP Archives indexing of naturalization records. Included troubleshooting and finding solutions for the many inconsistencies in the collections arrangement that had to be dealt with in order to index it. Available online at: <http://www.rootsweb.ancestry.com/~wisps/pags/naturalization.html> September 2007 to March 2008

Records Management and Records Manager Activities

- As a member of the UW Records Officers Council (UWSAC), the records manager participated in writing system-wide general schedules for student registrant records and library records. These projects are in the final stages of approval across the UW System. The records manager was also involved with the development of system-wide general records schedules for Health Services and WIAC athletic records.
- The records manager recently submitted Records Disposition Authorizations (RDAs) to the Wisconsin Public Records Board for UW System Outside Activity Reports. He also submitted RDAs for Leave Records (including Family and Medical Leave) that will be added to the system-wide Unclassified Staff Personnel General Records Schedule.

Outreach

- Lecturer and Resource Contact – Archivist was a lecturer and regional contact for the *Wisconsin Academy for the Study of American History* Grant Program operated by UW-Oshkosh and CESA 6. The program's goal is to assist grade 4 – 12 teachers with developing student-centered curriculums, which increases their students' academic achievement in U.S. history and also raises their level of appreciation for history. A component of the program is showing teachers how to integrate archival resources into their curriculum. November 2007 to July 2009
- Archival and Preservation Consult – Oneida Nation of Wisconsin, Nicholas Reynolds, Cultural Heritage Department. Archivist is serving as mentor and consultant as the Oneida establish and develop their archives. Provided them with readings on basic archival and preservation methodologies, showed them how we preserve photos, documents, maps, and memorabilia. Discussed future plans including a consultation at the Oneida Archives. Suggested possible grant opportunity to the Oneida Nation, 13 May 2009.

Library Community and Professional Outreach

Marketing continues to be a priority for the University Library. Below are some of the projects undertaken this year to promote the library's collections and services.

- New faculty and teaching staff lunch and information session.
- New faculty/staff orientation—information table, library information folder with carabineer key ring, library orientation session and tour.
- Faculty scholarship and creative expression display and reception.
- Support of Empty Bowls Project with a UWSP library basket for raffle.
- Library web site updates and maintenance
- Message of the day communications to faculty and students.
- New Book Displays.

- Participation in Library/Museum Rock Art Series & Presentations, Campus Open House.
- LRC Information System – provides constantly changing promotion of LRC events and activities.
- Support of Education’s Scholastic Book Sale
- Monthly collection and thematic displays.
- Campus Special Interest displays.
- Faculty and Student Art Displays.
- Special cooperative projects with Food for Thought Café

Assistive Technology –

The assistive technology office has serviced approximately 64 students, who have been diagnosed with visual, physical, or learning disabilities and Attention Deficit disorders, this academic year.

Highlights:

- Partnered with UWSP IT to implement the Premier Tools software to all campus load computers.
- Promoted the Premier Tools program using posters, brochures and bookmarks.
- Implemented an orientation program, Leading Edge, along with the Office of Disability Services in the Fall of 08 and the second one for Fall 09.
- Provided brown bag and demo session for AT clients, general student body, and professional development for staff and faculty.
- Provided an overview of our AT office to academic classes, such as, ComD. 360, ComD. 367, & Edu. 351.
- Expanded the AT Lending Library with equipment.

Stats: Program growth from Spring 08 to Spring 09

- Went from 42 to 64 student’s serviced
- Request from students 156 to 313
- Digital files from publishers 23 to 163

Outreach:

- Working on the Sub-committee for Disability Advisory Council to form the month long “Disability Awareness & Accessibility Program” for October 2009.
- Did an overview of the AT program to campus departments

The Tutoring-Learning Center (TLC):



Chemistry One-to One Tutoring in the Content-Area Tutoring Program

The TLC is a full-service tutorial center, offering six main programs: the Integrated Reading and Writing Program (one to one); English '57 series (independent writing courses, credit-bearing; one to one); Reading in the Disciplines Program (credit-bearing; group); Content-Area (focusing primarily on the sciences and mathematics, mainly group with one to one for students with special needs); and Academic Literacies (one to one; service available to students referred by staff or faculty); and the Computers Guide Program (one-on-one program to empower the learners to problem-solve and become comfortable working with computer technology in their daily academic life).

Service Statistics -2007-2008

--Served 19% of the student body (one of every five students participated in TLC tutoring) - in **50 disciplines**, in **271 courses** (parent courses not sections of courses), taught by **293 instructors**, Peer-Tutoring Staff numbered 170
An **increase** of one discipline, 19 courses, and 18 instructors over the previous academic year.

Fall 2008 - 41 more students than in Fall 2007

- --12% of the student body as in Fall 2007
- --Peer-Tutoring staff numbered 120 (13 less than in Fall 2007)

Honors and Recognitions for Junior and Senior Staff

1. The TLC was selected as top pick for **Best Place to Work on Campus** by SIEO.



2. **Maureen Giblin**, Coordinator, Writing and Reading Center, and **Toni Sage**, Coordinator, Content-Area Tutoring Program, were selected as **Distinguished Employers** by SIEO.
3. **Fifteen TLC peer-tutors** received the **University Leadership Award** for Spring 2009 (five of these serving in two TLC programs)
4. **An additional fourteen of our peer-tutors** earned **Chancellor's Leadership Awards** during 2008-2009.
5. Six of our tutors earned the prestigious **Albertson Medallion** for 2008-2009.
6. **Dr. Maureen Giblin** and **Dr. Bobbie Stokes** were tapped for honorary membership in **Sigma Alpha Pi**, UWSP Chapter of The National Honorary for Leadership and Success, for their "commitment to excellence in developing leadership in students." Giblin and Stokes were 2 of 5 campus faculty/staff to receive this recognition.

7. **Ken Price**, Tutor for Content-Area, will serve as one of the **student speakers for Commencement**, Spring 2009

Publications and Conference Presentations by Students and Junior and Senior Staff

8. **Chris Cahill**, veteran Writing-Reading Tutor, just had the article he has written as part of his course requirement for **Independent Writing** through the TLC **accepted for publication** in *Musky Hunter* magazine. Kudos to Chris and to his tutor, Prof. Emertus Rich Behm.
9. **Twenty of the TLC peer-tutoring staff** who serve the **Content-Area Tutoring Program** and the **Writing and Reading Center** (and a number who serve both programs) presented their research at **The Tenth Annual Undergraduate Research Symposium** this April, sponsored by the College of Letters and Science. Notably, Writing-Reading Tutor and TLC Honors Intern **Barbara Thatcher**, English, presented **research related to her work in the TLC** (“The Importance and Value of Collaboration in Creative Writing Tutorials”).

Other tutors presenting were K. L. Wawrzaszek and K. Levanetz, Chemistry; Jaimie Klemish, Biology; Krista Moroder, English; and Courtney Weigand, Alina Ott, and Amanda Samson, Biology. Poster presenters included Angela Larsen, Rebecca Slattery, Tanya Wayda, and Abby Purdy, Biology; Maria Kuzynski, Biochemistry; Benjamin Gamoke, Keith Baehr, Ross Rortvedt, Eric Terrell, Brandon Warner, and Kasimier Wawraszek, Chemistry.

10. During 2008-2009, the TLC has sponsored and supervised **three different publication series** of student or student-tutor work.

The first series is **Word Play**, the publication (limited hard copy and online versions) of the creative work of students in the Independent Writing courses housed in the TLC (Prof. Dan Dieterich, instructor of record; Dr. Maureen Giblin, coordinator of the tutors who deliver the course). **TLC Honors Interns** are responsible for soliciting, selecting, and editing each number of *Word Play*. Fall 2008’s Independent Writing Honors Intern is **Krista Moroder**; Spring 2009’s is **Isaiah Sonnenfeld**—both supervised by Maureen Giblin. Our Interns also arranged and hosted a **formal evening of Readings by the student authors**.

The second series is the **Tutor Practicum Publication**, which includes an exploratory piece and an article about tutoring by each Practicum Tutor, available in both hard copy and online versions, supervised by Dr. Giblin and Dr. Bobbie Stokes. Fall 2008 is entitled “Sugar, Spice, and a Comma Splice”; Spring 2009’s “Drafted into the Philosophical Circus.”

The third series is the **first compilation of Tutor Practicum** pieces, “A Search for Meaning: Insights from a Dozen Years of Practical Experience,” edited by **Renee Carter**, veteran Writing-Reading Tutor and TLC Honors Intern (online version only), supervised by Bobbie Stokes.

11. **Maureen Giblin, Amanda Meidl-Grundman, and Bobbie Stokes** presented “Reading in the University Writing Center,” one of the two highlighted sessions at the OPID Reading Conference, March 2009, Madison, WI.



French Group in Content-Area Tutoring

Outreach

We continue our extensive outreach to the campus—students, staff, and faculty—via a range of delivery systems. Some examples follow.

1. **Online:** SMOD and MOD advertising our tutoring programs for students
Media: Feature stories in both *The Stevens Point Journal* and *The Pointer*
2. **Website with both passive and active information. In the active portion, students may sign up for Content-Area Tutoring groups online.** Have hired a tech person to rebuild other portions of the site, but work not completed yet.
3. Part of the **national Grammar Hotline** (and we do receive calls monthly)
DUC Week-Long Promotion (with our fresh-baked cookies) fall semester 2008. Tutors from our various programs represented the TLC.
4. **New Faculty Information Fair:** Senior Staff members met with new faculty to introduce them to the range of programs available in the TLC (a very productive venue for promotion).
5. **Residential Living Fair:** Senior Staff members presented information to 300 leaders in the residence hall in groups of 20.
6. **Presentations to classes:** Senior Staff introduced the TLC to sections of Education 105 and LR 101.
7. Invitations sent to **all Freshman English instructors** (101, 102, 150) to have one of our student-tutor Tutor Ambassadors present briefly in their classes. Instructors could also print out our promotional handouts for their students. Our Tutor Ambassadors did present to hundreds of FE students.
8. Hour-long training session for **Residential Living ARCs**
9. Packets of materials sent to all--
Writing Emphasis instructors
Resident Hall Directors
SAAC advisors
Student Disabilities Services staff
12. **New series of TLC posters** (4 different views), disseminated to the entire campus—residential and classroom buildings
13. Solicitations to **Freshman English instructors and MCA staff for Writing-Reading tutor candidate recommendations**

TLC and Library Staff Changes

Retirements - Cathy Palmmini, Library Faculty

New Hire - Diane Lang, Spencer Brayton – Archives LTEs

Position Changes – Terri Muraski, Yan Liao – Promoted to Associate Faculty and Tenured, Toni Sage - reclassified from Instructional Specialist to Developmental Skills Specialist

Positions Open

Government Documents Librarian

State Document Librarian/Outreach

Cataloging – Classified position

Library Faculty Accomplishments: In addition to their library instruction, reference, library personnel and policy committees and liaison work, all library faculty participated in a year-long self study and strategic planning process. Library faculty members have made the following additional accomplishments.

Patti Becker- Patti Becker participated in the CUWL User Services Coordinating Committee (USCC) Working Group on New Reference Models, which produced a report for CUWL and is currently undergoing discussion of print vs. online reference resources; she co-coordinated a USCC teleconference on print and electronic reference sources; and she will participate in CUWL annual June meeting as a panelist on evaluating and selecting print and electronic versions of reference sources. In addition, Becker served as mentor to one prospective librarian (a former UWSP student) who did job shadowing at the Reference Desk on Monday nights.

Kathy Davis - Committees: University Technology Committee, Teaching Conference Planning Committee, Faculty Senate representative to the Telephone Rate Advisory Committee and the University Affairs Committee, Member of the UWSP Foundation Board, UWSP Representative to College and University of Wisconsin Library Organization (CUWL), member of the Wisconsin Women in Higher Education Leadership (WWHEL). **Presentations:** *Library DIY: Create, Collaborate, Innovate:* April 21 -24, 2009, WAAL Conference, Green Lake, WI. **Conferences/Workshops:** HLC Annual Conference, HLC Assessment Academy, CUWL board meetings, Wisconsin Library Association Conference, Wisconsin Women in Higher Education Leadership Conference, Educause National Conference, Orlando, Florida, UWSP Faculty Conference.

Mindy King – Completed MBA degree Spring 2009. **Committees:** UW System Collection Development, University Awards. **Conferences Attended:** CUWL Annual Conference: One System One Library (June 3, 2008), Library Technology Conference, Macalester College, St. Paul, MN (March 18-19, 2009), WAAL, Green Lake, WI (April 22-23, 2009). **Presentation:** King, M. and Nichols, A. *The 411 on Providing Pay-Per-Use Access to Journal Articles.* Wisconsin Association of Academic Libraries Conference, Green Lake, Wisconsin, April 23, 2009.

Terri Muraski - Completed MS in Communication at UWSP. **Committees:** UW System Library Technology Coordinating Committee, CUWL Metalib Assessment Task Force

Nerissa Nelson – **Committees** - Library's Steering Committee for the Self-Study Report this year. She also served on the Social Engagement Award Scholarship Committee through the College of Letters & Science, and is working with the FSGSA committee discussing various LGBTQ issues on campus.

Presentations - *A Collaborative Cruise through LGBTQ Resources* with Phyllis Holman Weisbard & Melissa Adler (UW-Madison) at the Wisconsin Association of Academic Librarians in Green Lake, WI, and at the 34th Wisconsin Women's Studies/LGBTQ Conference in Madison, WI. **Women's Studies Coordinator**, she chairs the Women's Studies Advisory Committee and serves on the Women's Studies System Librarian Advisory Panel and is the UWSP representative for the UW System Women's Studies Consortium. **Articles** - ("Laura Fermi," "Emily Post," "Dance Halls and Dance Hall Girls"), for *Women in American History: An Encyclopedia* (to be published by Facts on File). She is also in discussion about co-authoring an article on LGBTQ media for a peer-reviewed journal, *Library Trends*. **Foundation Collection Coordinator**, Nerissa attended "Network Days" hosted by the Foundation Center in New York (New York City, October 2008) and a "Meet the Grantmakers" workshop held at UW-Madison in March 2009.

Aaron Nichols – Committee- Serve as a committee member on STARS (ALA division) Rethinking Resource Sharing Committee. **Presentations:** WAAL 2009 conference: *IT/Library Collaboration Makes It Happen: The Idea Studio and other Collaborative Learning Spaces at UW-Stevens Point; The 411 on Providing Pay-per-Use Access to Journal Articles*. Peer-reviewed two articles for *Library High Tech* (a scholarly journal).

Tom Reich - Presentation: "WSU-SP/USAID Report Architectural Notes in Vietnam, 1974: Campus designs for South Vietnam blending the native environment with educational architecture," at the 2009 Vietnam Center Conference: *Laos, Cambodia, and Thailand and the Vietnam War*, March 13th-14th, 2009, at Texas Tech University, Lubbock, TX. **Poster sessions:** "The James H. Albertson Learning Resource Center: A Leader, A Legacy, and Center of Innovation." 2009 WAAL (Wisconsin Association of Academic Librarians) Annual Conference in Green Lake.

Committees: UWSP Faculty Senate and UWSP Faculty Affairs Committee, elected FAC chair for the 2009-2010 academic year. Reich remains the Regional Coordinator for National History Day and Wisconsin History Day. On April 5 Reich coordinated Central Wisconsin Regional History Day, an outreach activity bringing together volunteer judges and several hundred students (grades 6-12), teachers, and family members to the UWSP campus for the annual NHD regional competition. Participants competed to advance to the state finals hosted by the Wisconsin Historical Society in Madison and NHD finals in College Park, MD.

Axel Schmetzke – Publications- Axel Schmetzke and David Comeaux, "Accessibility Trends among Academic Library and Library Schools Websites in the USA and Canada." *Journal of Access Services*. 6(1-2), 2009: 137-152. "Accessibility of Online Library Information for People with Disabilities." In Mehdi Khosrow-Pour, ed., *Encyclopedia of Information Science and Technology I-V*. 2nd ed. Hershey, PA: Information Science Reference, 2008. Vol. 1: 1-7. **Presentations** - Suzanne Byerley and Axel Schmetzke, "Accessibility Trends in Libraries: Websites and Databases Revisited." Presented at the 11th Annual Accessing Higher Ground: Assistive Technology and Accessible Media in Higher Education Conference, Boulder, CO, Nov. 13, 2008. Das "Invisible College" im Zeitalter des Internets; illustriert am Beispiel eines Forschungsprojekts zu Hugo Rheinholds Skulptur des philosophierenden Affens (The "Invisible College" in the Age of the Internet; illustrated through a research project pertaining to Hugo Rheinhold's "Philosophizing Monkey" sculpture.). Berliner Bibliothekswissenschaftliches Kolloquium, Humboldt Universität Berlin, May 26, 2009.

Ruth Wachter-Nelson –

Teaching and Bibliographic Instruction - designed curriculum and taught a new 3 credit course, “Archival Internship: Preservation” (History 399) as an adjunct of the UWSP History Department. One intern spring 2008-09. Participated in Library’s bibliographic instruction program teaching sections of English 150 and History 290 (now History 300). ***Professional Activities and Research Consultations*** - ***Lecturer and Resource Contact*** – Lecturer for the *Teaching American History Grant Program* operated by UW-Oshkosh and CESA 6. November 2007 – July 2008. ***Archival and Preservation Consult*** – Oneida Nation of Wisconsin, Nicholas Reynolds, Cultural Heritage Department. Serve as mentor and consultant as they establish and develop their archives, 20 March 2009 ***Presentations*** - “Finding and Using Area Research Center Resources,” Wisconsin Academy for the Study of American History, UW-Oshkosh and CESA 6 grant, UWSP, 2 sessions, 22 and 29 July 2008 “Norwegian Genealogy Resources,” Lag Stevne (Norwegian Genealogy group), UWSP, 18 July 2008. ***Conferences, Workshops, and Meetings Attended*** - Society of American Archivists, Archival Content Management Systems Web Seminar, UW-Madison School of Library and Information Studies, 31 March 2009. *Historians and Educators: Building and Assessing Partnerships*, UW-Eau Claire, 7 November 2008. ***Service*** - University of Wisconsin System - University of Wisconsin System Archives Council, 1999 – to date.

Tutoring Staff Accomplishment

Maureen Giblin, Coordinator, Writing and Reading Center, and **Toni Sage**, Coordinator, Content-Area Tutoring Program, were selected as **Distinguished Employers** by SIEO.

Maureen Giblin, Amanda Meidl-Grundman, and Bobbie Stokes presented “Reading in the University Writing Center,” one of the two highlighted sessions at the OPID Reading Conference, March 2009, Madison, WI.

Dr. Maureen Giblin and **Dr. Bobbie Stokes** were tapped for honorary membership in **Sigma Alpha Pi**, UWSP Chapter of The National Honorary for Leadership and Success, for their “commitment to excellence in developing leadership in students.” Giblin and Stokes were 2 of 5 campus faculty/staff to receive this recognition.



University of Wisconsin-Stevens Point

Albertson University Library

Annual Report 2009-2010

The Albertson University Library provides information resources and services, technology training, and academic tutoring across the disciplines on campus in support of student and faculty academic success. Departments and units reporting to the Library Director include the Albertson University Library, the Tutoring-Learning Center, University Archives, and Assistive Technology Services. Below are the highlights of activities and services from 2009-2010.

One of the major accomplishments during the 2009-2010 academic year was to finalize the Library's strategic plan and develop an assessment plan. The Library's assessment plan involves developing action plans based upon library goals each spring. The process includes a review of the current year's plans and an assessment of the success and/or development needs of the current year's plans. This review will culminate with the creation of action plans for the coming year. In the fall of each year, supervisors will review action plans with staff and develop any tasks needed. The action plans should be reflected in each staff member's review..

Technology Services Highlights- New cooperative agreements were launched with campus IT to provide upgraded general computing access stations for patrons. This new initiative includes moving the maintenance and replacement of public computers to IT and the further development of the LRC as a technology rich hub for research and course material preparation.

Upgrades were completed for all major systems: Voyager, Metalib, SFX and Illiad. All library staff computers were upgraded to Office 2007. New technology was added in presentation rooms and many staff machines were upgraded through replacement or "trickle down" equipment. Local library databases were upgraded to .Net 2.0 and security issues were resolved on a number of these applications. Workshops were presented on Web 2.0, Library use of Wikis, Office 2007 and the library's website.

Aaron Nichols was named to fill the new Emerging Technology Librarian position. His duties will include researching new library technologies, developing a plan to promote digitization projects, promoting instructional opportunities for staff and patrons on new hardware and software, and working with library faculty and administration to plan for the future of the Learning Commons concept within the University LRC.

Nerissa Nelson was named Outreach/Marketing Librarian and will be responsible for coordinating all library outreach and marketing activities to students, faculty and the community. Access Services has been assigned the responsibility for developing projects that target student outreach specifically.

A new librarian position was created and approved to supervise the development and maintenance of the library Web Site. The search for this position will be conducted during Fall, 2010. Nerissa Nelson and Dave Timm launched a redesign of the library's website, and added a new site index.

Plans were completed for the renovation of the 3rd floor Media Lab. This space will be used to create a technology classroom. The primary use of this new space will be to support library instruction but students and faculty can use the space when available.

Access Services Highlights – Access Services includes circulation, reserve and interlibrary loan services. One of the major accomplishments this year was the development and implementation of a new electronic reserve system. Rob Clint was instrumental (with the aid of AIS) in the development of this new system. Andy Pech continued to enhance the Access Services Student Manager Professional Development Program. The Reserve web site was redesigned this year as well.

Interlibrary Loan highlights:

- The Reserve Assistant began cross-training in ILL duties to provide help during most busy ILL request times of the academic year
- Continued use of purchase on demand (POD) option to Interlibrary Loan option has proven to be a well-received and popular service. Video materials purchased through POD are providing professors with classroom-use material through IMC collection. POD is also providing article support for faculty and distance education students through the Document Delivery service. This service also supports our collaborative ILL services with other institutions.
- Testing the Mercury program and the connection to OCLC Resource Sharing will be done this summer.

The Access Services department has created a new emphasis in **Outreach/Marketing**. Some of the activities this year included:

- Designed and implemented the Song Readers Society; a library popular music club designed to bring faculty and students together to discuss popular music
- Created anime exhibits; held a student anime art show; showed an anime movie; worked closely with two student anime clubs to developed the anime collection; set up anime exhibit at the PCPL
- Created Martin Luther King JR exhibits for Black History Month; Author Arthur Herman spoke at the library about Martin Luther King JR
- Helped several education students develop and implement an educational assessment program with the use of the library's Wii
- Helped design and implement a Central Wisconsin Libraries Conference; authors Ron McCabe and Holley Hassel spoke at the conference; library employees from all over central Wisconsin attended the one day conference.

Periodicals Department Highlights:

- **Removal of Compact Shelving:** In anticipation of removal of compact shelving, located on second floor, developed plan to relocate 1,836 journal titles (or 39,725 volumes). This was accomplished through a combination of weeding, integrating higher use titles into Bound Periodicals (2nd floor), and moving the rest to a new remote Compact Periodicals area (6th floor). The area on second floor previously occupied by Compact Periodicals will be developed into a student Learning Commons consisting of additional computers, study space, and collaborative group spaces.
- **bX Recommender:** In conjunction with UW System, implemented *bX Recommender* which is a new service that taps into the power of the networked scholarly community to generate

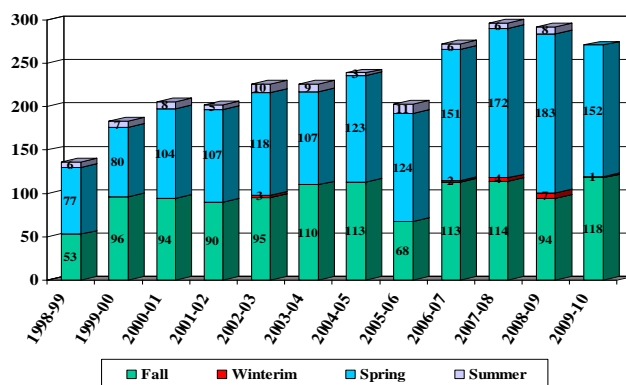
recommendations based on article usage. This new service provides a new avenue to our users to help them identify the articles that are of importance to their research.

- **Oxford Journal Package:** The *Oxford University Journal Collection*, providing electronic access to 222 journals, was added to the collection at the start of 2010.
- **Microfilm:** Trialed new digital microfilm product for the *New York Times* and *Wall Street Journal*. Digital microfilm enables users to access content from these newspapers from any computer with an Internet connection rather than having to come to the library to use on a traditional microfilm machine.
- **Photocopy Service:** Ceased charging faculty for copies provided via the Photocopy Service. When able, began scanning and emailing requested articles rather than sending through campus mail.
- **Focus on Electronic Access:** Continued to identify and transfer appropriate journals from print to electronic to make content more accessible to users.
- **Portico:** Began membership to *Portico*, a digital preservation and electronic archiving service that will ensure that we will have continued access in the future to the electronic journal content that we are paying for.

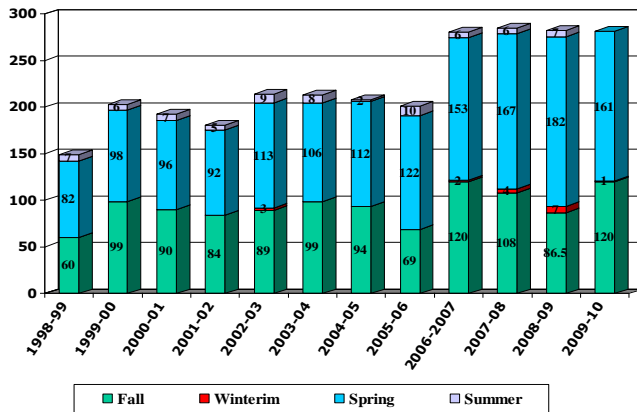
Library Instruction Highlights: Library instruction, in terms of hours, continues to be high, while the demand for BI sessions has slightly dropped.

- Computer workstations in the IMC have increased to 16 and are frequently used for hands-on teaching
- The conversion of the former Media Lab (housed within the IMC) into a Library Instruction Computer Lab has been approved and will be completed this summer.

BI—Number of Sessions

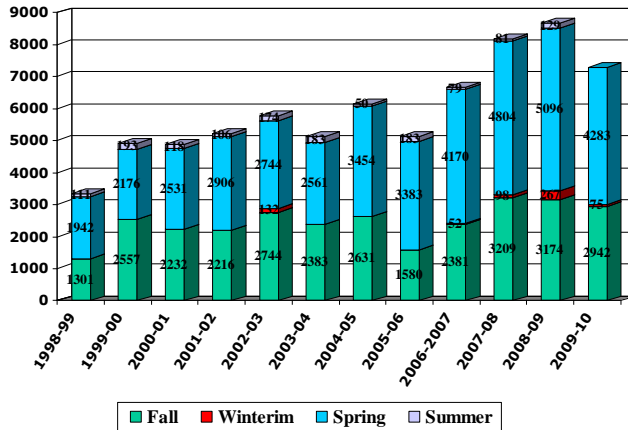


BI—Hours



BI—Number of Students Served

(sum of student counts in the various sessions)



In addition to the above instructional group sessions, librarians provided 47 individual consultations (for a total of 74 hours).

LR101 and LR380

As part of the outcome of the library self-study, faculty who teach Library Resources 101 formulated the following Unit Goals in fall 2009. Progress on each follows in parentheses:

- Set learning outcomes (use January Teaching Conference to start). (The LR101 coordinator drafted a rubric with learning outcomes in spring 2010. LR101 faculty will discuss them in fall and finalize them.)
- Devise a method for measuring learning outcomes. (Once the learning outcomes are finalized, we will investigate and implement method(s) for measuring them.)
- Consider making LR101 a graded course. (During the 2010/2011 school year we plan to ask Curriculum Committee for permission to change the text of the LR101 catalog copy. If we have worked out the details at that time, we could also ask them to approve a change from pass/fail to graded.)

LR101 - We reduced the number of sections each semester from four to three. Six library faculty teach LR101 at this time, with each having only one section a year. With new hires on the horizon, the library faculty will have to discuss how/if to incorporate them into the LR101 teaching rotation. All who teach it agree that it is a valuable experience for them (and students, whose course evaluations remain high), and it provides teaching evaluations, which are especially helpful for probationary faculty. In 2009-2010 we averaged 21 students per section (the enrollment limit is 24). This is up from all previous years, which averaged 18 students per section.

LR380 - Two students who are interested in librarianship as a career have enrolled in LR380 for fall 2010. Their work throughout the library for this class will be under the supervision of Nerissa Nelson

Instructional Media Center (IMC) Highlights

- Two additional pods added to the IMC, increasing the number of computer work stations in the IMC to 16 and resulting in a tremendous increase in the usage of the IMC open space
- New carpet has been laid, which makes the IMC a much more inviting place
- The number of AV carrels was reduced (some are still needed for older technology)
- Media weeding project started
- Significant increase in the use of the IMC—by individual students, small groups, and classes
- IMC Circulation: 19,628 transactions (including check-outs, renewals, and in-house use—5/1/09-5/31/10)
- Use of the IMC open area: We have not collected any data, but daily informal observations reveal a clear picture:
 - After increasing the number of computer work stations to 16, usage of the IMC area has further increased. Even late evening usage of the IMC space has gone up (particularly before mid-terms).
 - The open IMC space is increasingly used for teaching purposes. Teaching in this area has grown tremendously during the past two years:

Classes conducted in IMC by faculty

		Table area	Computer area	Table or computer areas
2008-09	Fall			4
	Spring			28
	Year total			32
2009-10	Fall	9	27	36
	Spring	14	43	57
	Year total	23	70	93

- Use of viewing/group rooms has increased by 58% from the previous year:

		Scheduled	Unscheduled	Scheduled or unscheduled
2008-09	Fall			
	Spring			
	Year total	158	170	328
2009-10	Fall	220	30	250

	Spring	227	40	267
	Year total	447	70	517

- IMC tours: 5 in the fall and 6 in the spring.

Collection Development Department Highlights

- 246 Scholars Resource art images were added to our ArtStor UWSP Institutional Collection.
- Collection Development partnered with the college deans to support twenty new faculty members in acquiring new library materials.
- Collection Development also collaborated with Library Administration and Access Services in several new projects, including the widening of our Leisure Reading collection to include audio books, and Purchase-on-Demand pilots for Interlibrary Loan and Reserve.
- Our Acquisitions budget and campus faculty orders were kept at the same level for FY10. Savings from FY09 cancellations and/or items that cost less were put into a new fund line called “New Products” to accommodate new needs with new resources. Suggestions for “New Products” come from campus faculty to our Collection Development Group for decisions.
- New Products added during FY10 include: SciFinder; Credo Reference; Horn Book Guide; a new Oxford Journal package, Portico (<http://www.portico.org/digital-preservation/>); and PBS Streaming Videos. One example of approving comments from our campus faculty (Chemistry) included: “Many thanks. We have to say that the library, and SciFinder, have been invaluable to our work.”
- Combining with additional funding support from Library Administration, our remaining FY10 New Product funds were applied to the purchase of the New York Times (1851 - 2003) (ProQuest Historical Newspapers) – offering full page and article images with searchable full text. The collection includes digital reproductions providing access to every page from every available issue.
- New for FY11, UWSP Information Technology Student Fee special funding will be extended to include: Films on Demand, JSTOR Life Sciences, and additional PBS streaming videos.
- UWS cooperative collection development - In September, the University Library hosted the joint fall meeting for our UW System (UWS) collections committees, the Collection Development Committee (CDC) and Collection Resource Sharing Coordinating Committee (CRS). A CDC Working Group did a comparison between ProQuest’s ABI/Inform Global product, which System currently subscribes to, and EBSCO’s Business Source Complete product. As a result, the CDC and CRS recommended that UWS upgrade to ABI/Inform Complete provided by ProQuest at no additional cost. The Institute of Electrical and Electronics Engineers, Inc. [IEEE Xplore] extended access to its Electronic Library to the rest of the UW System libraries who did not currently subscribe (including Green Bay, River Falls, Stevens Point, Superior and Whitewater) for a nominal extra cost. A new system-wide license was extended to all campuses for online access to The Business Journal (Bizjournals), which includes *The Business Journal – Milwaukee* and 39 other business journal publications from throughout the country, as well as their Books of Lists. In other UW system-wide news our primary book vendor, Blackwell, was purchased by Baker & Taylor/Yankee Book Peddler (YBP). Our Acquisitions department was among the first UW campuses to successfully migrate the majority of our book orders to GOBI (YBP) from Blackwell’s Collection Manager. Finally, an important UWS shared resource highlight for 2010 was the recent purchase of the online U.S. Serial Set Congressional Publications (Lexis Nexis) by UW-Madison and the Wisconsin Historical Society. Lexis-Nexis has agreed to provide access at *no* additional charge to all the campuses except Milwaukee.
- Collection analysis - The CUWL CRS Library Dynamics (LD) Working Group used various LD functions in UWS collections analysis to cover a wide range of subjects in primarily high use

areas. The working group's report recommends that four copies of a title should, in most cases, meet the needs of all UWS library users. This recommendation will impact our selectors as we strive to carefully select items while at-the-same-time implement new policies, procedures, and strategic directions for system-wide library issues.

Reference Services Highlights:

During the semester reference services were provided at the Reference Desk each school day and most nights (including Sundays), using a combination of library faculty and one classified staff member. The rest of the year the reference schedule varies but we always provide desk service when classes are in session. Although reference questions asked throughout the library are not as numerous as previously (559 in a "typical week" in 2008; 512 in 2009), many are complex and time-consuming. Sometimes the more involved questions require an appointment for a research consultation with a librarian in his or her office. (Beginning this year, these consultations are counted by the Library Instruction Coordinator.)

Since January 2010 the library has subscribed to CREDO, an online multi-disciplinary reference service that combines hundreds of dictionaries, encyclopedias, and other reference tools which can be searched individually or collectively. Usage figures from Jan. – June show a bell curve with the highest peak in April. Once it receives a more prominent location on the library website and/or LibGuides we expect the use of this product to increase. We will monitor the usage activity of CREDO (numbers of searches, sessions, items retrieved).

Reference standing orders continue to be reviewed. Acquisitions staff has drafted a single list of all current Reference standing orders to provide an overview of what we are receiving and how much we pay. In addition, the Reference Coordinator maintains a list of all standing order decisions to date, including cancellations, new frequencies, continuations, and new standing orders. Our goal is simple: to continue to receive ONLY what we need, when we need it. That requires knowing what we are getting, when, from whom, why, and for how much.

Reference staffing was stable in 2009-2010, but we expect to add a new library faculty member to the desk rotation in fall 2010, when a colleague will be on maternity leave.

Cataloging/Acquisition Department - Highlights

- Cataloging "moved", via location changes in the catalog and new labels on book spines, several thousands of mostly books from one collection area in the library to another; including LC/Govt., SuDoc/U.S. Govt., plat books, Native American collection, Rare Books, WisDocs, Periodicals, and IMC.
- The Cat/Acq unit outlined an action plan to meet goals in the Library Strategic Plan.
- Cataloging withdrew materials from the collection as a result of weeding projects in the IMC and in several subject areas of Stacks.
- WiLS workflow study of the unit was begun, April 2010, to accomplish part of the action plan; final report will be available later in the summer.
- Acquisitions migrated to a new vendor, Yankee Book Peddler (YPB) and their Gobi ordering system, replacing Blackwell.

Archives and Records Management Department Highlights- Records Management:

- Provided records management support to the History Department, School of Education, Athletics Department, Communicative Disorders, and Academic Affairs.

- Met with the Information Technology Director and Policy and Planning Advisor to discuss records management of electronic records and current requirements. Contributed to an Information Technology Policy document on electronic records retention.
- When new UW System records retention schedules were developed by UWROC, solicited feedback in the developmental stage and notified the relevant UWSP departments when the schedules were approved. Also notified departments about records schedules that govern their areas.
- Updated UWSP records management website with announcements and identified areas due for a major revision.

Archives:

- Updating//remodeling Archives – In conjunction with the Library Director and Building Manager, worked with various vendors to identify and develop a plan to eliminate safety and space issues. The plan includes plans for new offices, new compact shelving, reading room, security vault, and accession storage.
- Planning for University of Wisconsin Archives Council (UWSAC) / University of Wisconsin Digital Collections Center (UWDCC) Historic Photo Project.
 - Developed project statement of purpose and selected 129 photos that represent the history of UWSP from its founding in 1894 through the end of the Twentieth Century.
 - Attended UWDCC metadata workshop in preparation for beginning to enter descriptive information for each photo this summer.
- Waupaca Area Genealogy Society (WAGS) Naturalization Index Project-Met with members of WAGS to promote, set up project and train volunteers. When indexing is completed the data will be entered into our Genealogy Index.
- Genealogy Index – Coordinated the development of an e-commerce index with Andy Franz and Rob Clint that will provide access to all of our current and future indexing projects.
- Taught “Basic Archival Principles and Practices” as an adjunct of the UWSP History Department. History 399, 3 credits, fall and spring 2009-2010, 2 interns.
- Arranged and created finding aids for 41 linear feet of UWSP and Portage County Historical Society (PCHS) collections and series including: News Service Photos, UWSP Accreditation, Menominee Restoration, and the Malick Family Papers.
- Deaccessioned and deselected 69 linear feet of material based on UWSP records disposition authorizations and state/UW System general schedules. PCHS material that was appropriate for exhibits or that duplicates materials already processed were returned to the Society.
- Created a basic accession database and updated it on a monthly basis to ensure accuracy.
- Selected, arranged and described approximately 38 linear feet of primarily PCHS material dating back to the 1980’s that was unaccessioned and uncataloged.
- Assisted with reorganization of all University and PCHS material based on size to conserve space and ensure order.
- Located materials in online catalog that were deaccessioned and worked with Cataloging to have them removed from catalog. Also created a comprehensive list of materials not

located in the online catalog and a list of inaccurate records that needed to be corrected.

- Directed student folder list project. The box lists will be an important part of reference and paging materials during and after construction of reading room.
- Separated restricted university material from non-restricted material. In the process, also reorganized material, created more finding aids, and updated box lists.
- In preparation of the removal of 6 compact shelving units for construction, all Area Research Center collections had to be compressed into the remaining units. Planned the project and supervised students during it. Inventoried collections to ensure that all were accounted for and in call number order.
- Processed portions of the accession backlog from the 1960s – 1990s. Arranged and created finding aids for 25 linear feet of accessions (161 UWSP and PCHS collections, series, small collections, and small series).
- Preserved and improved access to:
 - UWSP memorabilia collections
 - UWSP and PCHS flat collections
 - PCHS map collection
- Outreach
 - Library Hootenanny - Displayed archival material and staff was on hand to answer questions about the Archives and Area Research Center. 17 September 2009
 - “Review of Available Primary Sources for Teaching Grades 4 through 12” presented by Archivist. Wisconsin Academy for the Study of American History, UW-Oshkosh and CESA 6 grant, UWSP. Sept. 26, 2009
 - Marathon County Genealogical Society workshop, UWSP, 13 October 2009
 - University of Wisconsin Archives Council (UWSAC) / University of Wisconsin Digital Collections Center (UWDCC) Historic Photo Project, January 2010 to date
 - Waupaca Area Genealogy Society (WAGS) Naturalization Index Project- Volunteers have begun to index records that will eventually be part of our e-commerce genealogical index.
 - WSAW, Channel 7, Wausau, WI – Worked with WSAW Program Manager Dennis Dalsky to find relevant topics, interviewees, and photographs for their *Our Town Plover* series.
- Archives Statistics: Total Daily Registrations: 962 (through 31May 2010) –Users: *Students* – 410, *UWSP Faculty/Staff* – 111, *Non-campus researchers* – 441.
Types of use: *Administrative* – 38, *Scholarly* – 58, *Class assignment* – 374, *Genealogy* – 201, *Legal* – 4, *Business/commercial* – 29, *Local history, Misc.* - 258

**Closed for shelf shifting/deselection project December 21, 2009 – January 22, 2010.

**Closed for the removal of 6 compact shelving units June 1 – June 3, 2010.

- ARC Transfers – Collections Transferred - 149 (*Nearly all incoming transfers support undergraduate research.*) Collections transferred to other institutions - 31
- Bibliographic Instruction & Outreach

events	participants	
UWSP BI session ^s	5	130
Outreach presentations	2	29

Library Community and Professional Outreach Highlights:

Marketing continues to be a priority for the University Library. Below are some of the projects undertaken this year to promote the library's collections and services.

- New faculty and teaching staff lunch and information session.
- Support of COFAC Japan: The Floating World project with a book display and library related displays.
- Created a Face Book presence for UWSP Library.
- New faculty/staff orientation—information table, library information folder with carabineer key ring, library orientation session and tour.
- Faculty scholarship and creative expression display and reception.
- Support of Empty Bowls Project with a UWSP library basket for raffle.
- Library web site updates and maintenance
- Message of the day communications to faculty and students.
- New Book Displays.
- LRC Information System – provides constantly changing promotion of LRC events and activities.
- Support of Education's Scholastic Book Sale
- Monthly collection and thematic displays.
- Campus Special Interest displays.
- Faculty and Student Art Displays.
- Special cooperative projects with Food for Thought Café

Assistive Technology Program, (AT) –

The assistive technology office has serviced approximately 120 students, who have been diagnosed with visual, physical, or learning disabilities and Attention Deficit disorders, this academic year.

Highlights:

- We continue to partner with UWSP- IT to implement the Premier Tools software, text-to-voice reading program, to all campus load computers.
- Implement the use of the NEW AccessText Network, to request digital text files for our students.
- Continued the orientation program, Leading Edge, along with the Office of Disability Services which was held in the Fall of 08 and 09. The 3rd is planned for Aug. 31 & Sept. 1st, 2010.
- Partnered with two student organizations and held workshops on technology for all college students.
- Planned and organized with the sub-committee for Disability Advisory Council, a month long "Disability Awareness & Accessibility Program" in October 2009.
- Planned and organized the moving of the Assistive Technology program office and lab, to a new and bigger location. This will provide more computers and space for our students to work and study.

- Expanded the AT Lending Library with new and updated equipment.

Stats: Program growth from Spring '09 to Spring '10

- Went from 64 to 120 student's serviced
- Request from students 313 to 463
- Digital files from publishers 163 to 212

Outreach:

- Completed overviews of the Assistive Technology program to campus departments
- Presented at a Transition Expo, April 19, 2010, for local high schools
- Presented to a local school district on what UWSP's Disabilities and Assistive Technology programs can offer and support to incoming college students.

TLC and Library Staff Changes

Retirements – Jim Maas, IMC

New Hire - Samatha Schmidt – Archives LTE

Position Changes – Aaron Nichols – Emerging Technology Librarian
Nerissa Nelson – Outreach/Marketing Librarian

Library Faculty Accomplishments: In addition to their library instruction, reference, library personnel and policy committees and liaison work, all library faculty participated in a year-long self study and strategic planning process. Library faculty members have made the following additional accomplishments.

Patti Becker: UWSP Service highlights include the completion of six continuous years of service on Curriculum Committee, serving as a judge for the International Dinner talent show, and participation in several library working groups (2nd floor learning commons, electronic-only serials, and new electronic classroom).

Professional activity highlights include participation as one of three committee members to select the winner of ALA's Eliza Atkins Gleason Award for the best book written in English on library history, 2007-2009.

Scholarship includes a very fruitful beginning of a new project on poet Stanley J. Kunitz, who worked as editor of various library publications at H.W. Wilson from 1928-1943. Stay tuned for more information on the man some have called "an unsung library hero."

Mindy King: Committees: UW System Collection Development, ProQuest ABI/Ebsco Business Source Complete Evaluation Working Group, Faculty Affairs, Library Instruction Action Plan/Assessment Committee, Assess Services Librarian Search & Screen Committee

Conferences Attended: North American Serials Interest Group (NASIG) Conference, Palm Springs, CA (June 4-6, 2010), CUWL Annual Conference: One System One Library, Madison, WI (June 2, 2010), American Library Association Midwinter Conference, Boston, MA (January 16-27, 2010).
Presentations: King, M. and Nichols, A. *Pay-Per-Use Article Delivery at the University of Wisconsin – Stevens Point*. North American Serials Interest Group Conference, Palm Springs, CA (June 6, 2010),

King, M. and Nichols, A. *Pay-Per-Use Article Delivery at the University of Wisconsin – Stevens Point*. American Library Association Midwinter Conference, Boston, MA (January 17, 2010), King, Mindy, and Aaron Nichols. “Pay-Per-Use Article Delivery at the University of Wisconsin – Stevens Point.” *Against the Grain* 21 (December 2009/January 2010): 20-24, Peer-reviewed an article for *Library Hi Tech*.

Yan Liao - Yan Liao was invited by TESOL Quarterly to review a manuscript for the journal in Feb. 2010. She served as faculty advisor for the UWSP Chinese Culture Club, who won the 2009/2010 Best Student Organization in Programming.

Terry Muraski - serves on the CUWL Technology Coordinating Committee and the UW System Metalib Assessment Task Force. She participated in a joint presentation on campus collaboration at the Midwest Regional Educause conference, and attended a Library Journal Green Design Seminar. She also serves on the University Personnel Development Committee.

Nerissa Nelson - "Nerissa Nelson served as the Vice-Chair for the Chancellor Search and Screen Committee this year. She is also transitioning into a new position, Outreach and Marketing Librarian, starting in the fall. Currently, she is working on a book chapter with a colleague, Holly Hassel, "A Signature Feminist Pedagogy: Connection and Transformation in Women's Studies," for the book Exploring More Signature Pedagogies: Women's Studies, published by Stylus Publishing."

Aaron Nichols – Publications: King, M., & Nichols, A. (2009-2010). Pay-per-use article delivery at the University of Wisconsin – Stevens Point. *Against the Grain*, 21 (6), *The 411 on Providing Pay-per-Use Access to Journal Articles* - ALA Midwinter 2010, Presented at NASIG (National Conference)

Tom Reich - Publications: Peer-reviewed article: Tom Reich, *Journal for the Study of Peace and Conflict*, “Reforming Higher Education in a Society at War: Wisconsin State University-Stevens Point’s Advisory Mission in South Vietnam, 1967-1974,” pp. 1-23, 2009. **Presentations:** Northern Great Plains History Conference, St. Cloud, MN: “The USAID/Wisconsin Team Legacy of Campus Designs for South Vietnam: An Educational Interconnection between Indigenous Resources and Environmental Architecture.” Conference panel: U.S. Lofty Goals meet the Real World in the Late 20th Century, (Oct. 17, 2009). Poster Session: co-presented (A. Nichols & T. Reich), “Streaming Video at UW-Stevens Point: Delivering Video at the Speed of Light,” WAAL Annual Conference, (April 20-23, 2010), Milwaukee. Reich also participated in the University Library *Song Reader’s Society*, giving a presentation on the “Music of Bob Dylan;” and attended the 2009 ALA Annual Conference in Chicago and UW Library System Summer Conference, Madison, (June 2-3, 2010.) **Committees:** UWSP Faculty Senate, Executive Committee, Faculty Affairs Committee (Chair), UW-System Liberal Arts Essay Scholarship Committee; CUWL Collection Resource Sharing Coordinating Committee, CUWL Collection Development Committee (Chair), and CUWL Summer Conference Planning Committee. Reich remains the Central Regional Coordinator for National History Day and Wisconsin History Day.

Axel Schmetzke - Presentation: *From Monkey Business to Serious Research: Reflections on the Utility of the Web for Scholarly Inquiry*. Central Wisconsin Libraries Conference, April 13, 2010, Committee: Assessment Subcommittee (UWSP).

Ruth Wachter-Nelson - Coordinator, University of Wisconsin System Archives Council, Special Collections Sub-committee, June 2009 – Set up Rare Books Workshop, 9 November 2009

Serve on the UWSP Historic Preservation Committee, University Affairs Subcommittee, January 2000 to date. Updating/remodeling Archives – In conjunction with the Library Director and Building Manager, work with various vendors to deal with safety and space issues. Compact shelving, Summer 2008 to date. Planning for new offices, reading room, security vault, and accession storage.

University of Wisconsin Archives Council (UWSAC) / University of Wisconsin Digital Collections Center (UWDCC) Historic Photo Project, January 2010 to date - wrote project statement of purpose and selected 129 photos that represent the history of UWSP from its founding in 1894 through the end of the Twentieth Century; Attended UWDCC metadata workshop in preparation for beginning to enter descriptive information for each photo this summer; Waupaca Area Genealogy Society (WAGS) Naturalization Index Project, April 2010 to date - Meet with members of WAGS to promote project. Set up guidelines and work form for consistent entry of data. Meet with volunteers to begin project. When indexing is completed the data will be entered into our Genealogy Index; Genealogy Index – Coordinating the development of an e-commerce index with Andy Franz and Rob Clint that will provide access to all of our current and future indexing projects. June 2009 to date; Taught “Basic Archival Principles and Practices” as an adjunct of the UWSP History Department. History 399, 3 credits, fall and spring 2009-2010, 2 interns.



University of Wisconsin-Stevens Point

Albertson University Library

Annual Report 2010-2011

The Albertson University Library provides information resources and services, technology training, and academic tutoring across the disciplines on campus in support of student and faculty academic success. Departments and units reporting to the Library Director include the Albertson University Library, the Tutoring-Learning Center, University Archives, and Assistive Technology Services. Below are the highlights of activities and services from 2010-11.

Collection Development/Acquisitions Highlights

Partnership Highlights: July 2010-June 2011 marked the first year that Acquisitions, Gifts, and Collection Development partnered as unified library units. A restructuring and enhancement of unit staff responsibilities/duties has led to markedly better efficiencies in library acquisitions, while opening new collection development efforts. Acquisitions staff has cleared any backlogs associated with the ordering, receiving, and processing of library materials, while beginning several additional projects. New efforts are focusing on collection analysis, (weeding of copy 2's and beyond), and the digitalization of the Library's existing "thesis collection." For 2011-2012, we are currently pending a proposal, through shared –governance, to expand the Library/College of Natural Resources e-thesis requirement campus-wide to all colleges. Another effort to build wider library, campus, and community partnerships, includes the updating of the Library's Gift Acceptance Policy and its wider solicitation.

In FY 11, a number of ongoing collection development partnerships in support of faculty and students, continued to serve as critical building blocks that insure print and electronic library collections are connected to curriculum development, student-centered excellence, and the overall missions of the library, colleges, and university. These include: 1.) Collection Development/Acquisitions partnered with the college deans providing matching funds in support of twenty-four new teaching faculty members acquiring new library materials. 2.) Collection Development/Acquisitions established a new annual allocation line in support of library materials needed for the campus' new First Year Seminar program. 3.) Through cooperative planning between the University Library and UWSP Information Technology, Student Tech Fees now support electronic resources licensing that include: ArtStor, Science Online, Films on Demand (Films Media Group), EBSCO SportsDiscus w/full text, EBSCO Mass Media & Communication, JSTOR Life Sciences, Ancestry Library Edition, Horn Online Book Guide, and Tom Lord Jazz Discography. 4.) Acquisitions collaborated with the Academic Affairs' Office of Policy Planning and Analysis to award four randomly selected participants in the Higher Education Research Institute (HERI) Survey \$500 each in library acquisition funds. Special "thanks" go to the Office of the Provost and the Library Administration for providing funding support toward the HERI participation awards.

UW System Cooperative Collection Development: Library Resources gained via UW System Cooperative Collection Development continue to exhibit the true durability of the Wisconsin Idea. The 2010 purchase of the online U.S. Serial Set by UW-Madison and the Wisconsin Historical Society was followed by the 2011 purchase of the complete Digital U.S. Congressional Hearings; with electronic

access for both sets freely extended to all UW campuses except UW-Milwaukee. UW Madison also extended e-resource licensing, for the entire UW System, to several additional databases, including: 1.) the new Reaxys search system for Beilstein chemistry; 2.) NewsBank - Readex "Early American Newspapers," "African American Periodicals 1825-1995" and "*African American Newspapers (1827-1998)*;" and 3.) Through a UW Madison and CIC consortium agreement, the purchase of 1,529 Brill and Global Oriental eBooks (2007-2011) has been made accessible to all UW campuses. Furthermore, through UW Madison and CIC consortium licensing, UWSP was able to add several e-resources at discounted rates, these include: 1.) Accessible Archives, which contains primary source materials from 18th and 19th Century American Publications; and 2.) Wiley Interscience Journals, and Wiley Online Books.

Technology Services Highlights-

- Upgrade Voyager, Illiad, Reserve - completed upgrades for Voyager and Course reserve. Illiad interface revised, upgrade will occur during Summer, 2011.
- Coordinate Website redesign
- Plan design, platform and integration of Guides - Libguides, Course guides
Many (30+) Libguides and Course guides were added to the website. Guides were developed to facilitate including search boxes and article indexes in all guides.
- Provide means to integrate new digital, electronic collection resources
Continued to primarily use Metalib for this purpose. Resource discovery product should assist with this objective in 2011-12
- Incorporate SharePoint into technology projects
Limited progress on Sharepoint intranet – learning opportunities have been limited and work done had to be restarted
- Participate in Learning Commons research and planning
- Participated on planning groups for 2nd floor, Reference area and LRC 316 lab.
- Plan possible collaborations with IT in Media Services and Learning Commons – ongoing, worked collaboratively in development of 316 lab with interactive Smart projector.
- Develop links to online tools (toolbars, Libx, etc) – working on LibX and Reference chat through Meebo or LibH3LP. Research and testing in progress, implementation planned for 2011-12.
Developed library search box – will work with web librarian for implementation in 2011-12 – in conjunction with UW Resource Discovery tool (current RFP)
- Investigate access via mobile technologies – working on mobile Voyager interface. Assisted Mindy with Ebsco mobile platform. Will assist new Web librarian in developing mobile web interface.
- Participate in UW System resource discovery activities – serving on RFP committee
- Support library assessment activities – surveys, reports
- Number of Voyager reports requests has increased, assisting in Serials, Reference Documents, and IMC reviews as well as with general collection management activities
- Further define technology roles- two new positions added; will need to move forward with definitions in 2011-12
- Improve access to library services and resources for DE students
- Expanded number of LibGuides to assist with online research. Participating in UW authentication improvements, which should move forward in 2011-12 towards universal sign in for all library resources.

Access Services Highlights

Access Services includes circulation, reserve and interlibrary loan services. Access Services achieved its major goal this year of rolling out the new eReserves system. This was a combined effort on the part of reserves, IT, and the Emerging Technologies librarian.

ILL staff moved forward with the new ILLiad 8 software, and have incorporated scanning and purchase-on-demand into their workflows. In addition, Wisconsin Library Services came to campus to do an ILL workflow assessment on our department, to be reviewed in the fall.

Circulation provided support for major shifting projects, and continues to develop the Student Assistant Managers program.

We reviewed all of the policies and procedures currently in place for ILL and Circulation. Minor changes were made, and published policies on the website were updated. We will continue to review and update our policies and procedures as the library evolves to face new challenges.

- **Partnerships:**
Collaborated with campus IT to continue to provide laptops for checkout by students. Partnered with Portage County Public Library on Reel-to-real film viewings about the Vietnam War, and the locally-grown food movement.
- **Diversity initiatives:**
Provided displays, materials, and promotional support for the Hmong and SE Asian Club and Gay Straight Alliance.
- **Student success/First year initiatives:**
Participated in the annual Student Involvement Fair; provided informational materials and support for residence hall staff to provide for 1st and 2nd year students.
- **Outreach/marketing activities:**
Provided ongoing support for Library's outreach programming, including the Hootenanny, Reel to Real, Poetry Open Mic night and other events and displays.
- **Other Notable activities or accomplishments:**
The interlibrary loan department also worked with the library's Technology team to implement a set of updated web forms for requests. These forms are cleanly integrated with online databases and represent a marked improvement to the previous forms.

Stats

45,500 checkouts at the main desk.

4,050 reserve item checkouts and 4,200 laptop checkouts.

4,163 items borrowed (articles, books, etc.) for our patrons via ILL.

4,788 items loaned to other libraries.

96 items (including 75 articles) acquired via the ILL purchase-on-demand programs.

Library Instruction Highlights:

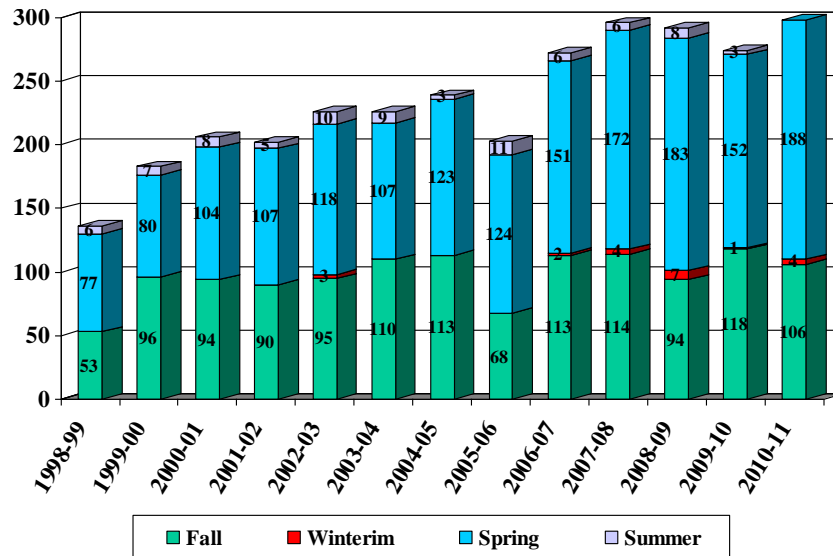
With 298 sessions and 312 hours of contact time, Library group/class instruction reached an all-time high.

- Individual library instruction sessions more than doubled—from 66 in 2009/10 to 141 in 2010/11.
- The Media Lab (housed within the IMC) was converted into a Library Instruction Computer Lab. Since it began operating in mid-September, it was used for 192 instructional events.
- A faculty survey shows a high level of satisfaction with the Library’s instructional group sessions, with regard to both format and content.

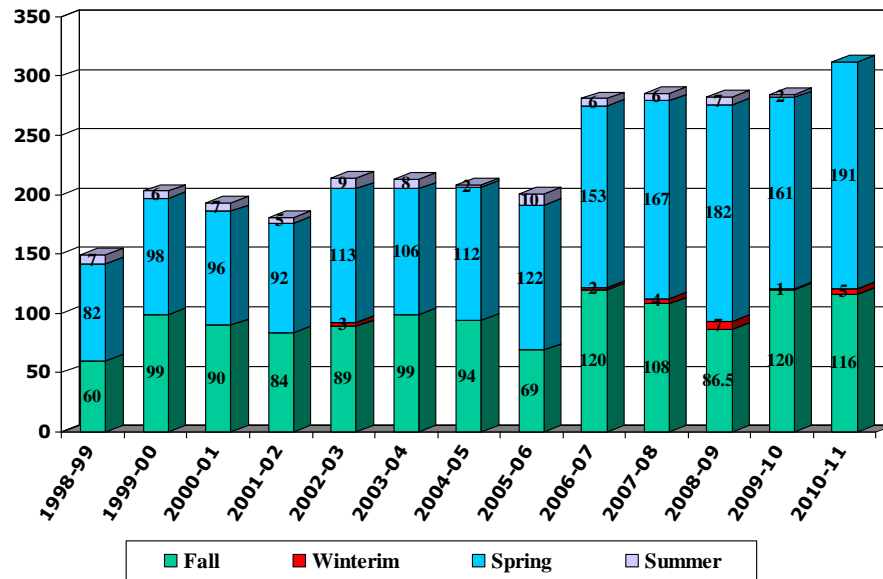
Stats: Library group/class instruction

(Note: Summer 2011 data were not available at the time when the report was written)

BI—Number of Sessions

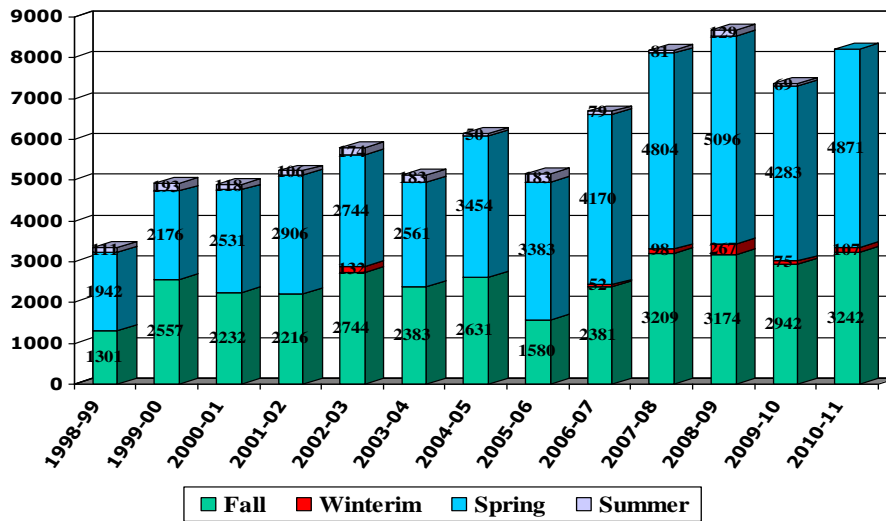


BI—Hours



BI—Number of Students Served

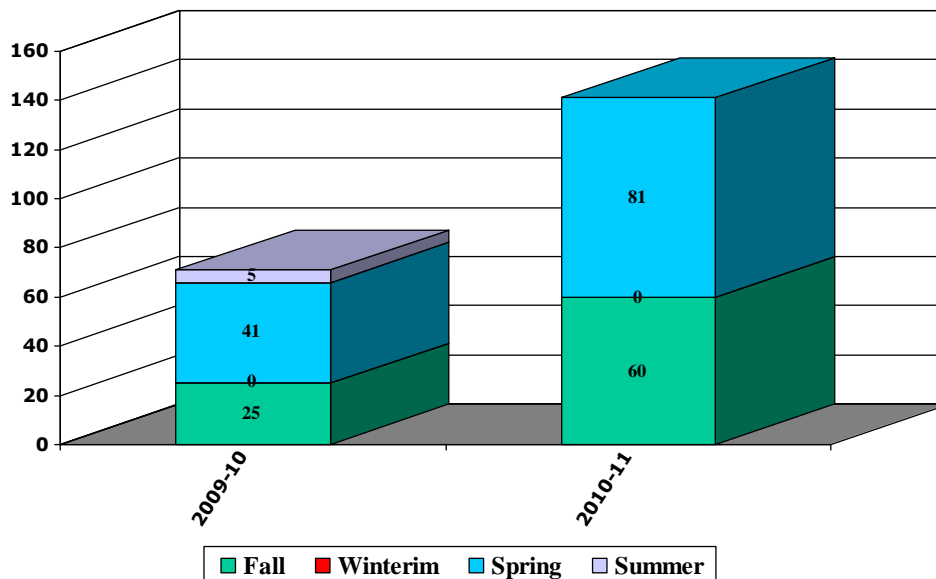
(sum of student counts in the various sessions)



- Individual consultations aside from reference service

Librarians provided 141 individual consultations (for a total of 110 hours).

Major individual consultations—occurrences



- Use of the Library Instruction Computer Lab (LICL), LRC 316

	2010-2011
Fall (starting 9/15)	56
Spring	119
Summer (1 st half, until 7/15)	17
Total (9/15-7/15)	192

Staffing changes:

Library instruction is a responsibility shared by all members of the Library faculty (but not necessarily to an equal extent). Several vacancies (2 in the fall, 3 for most of spring) put considerable strain on library faculty members, who were struggling to meet the increasing demand for instruction. The filling of these vacancies should provide much needed relief.

Outreach: I approached new faculty individually and explained our instructional services. The opening of the Library Instruction Computer Lab was announced in a MOD/SMOD. I “advertised” the Library’s instructional services among the participants in the FYS pilot project. Brian Hale (one of the FYS instructors) and I experimented with an extended BI model for weaving information-literacy components into the course and for using student achievement data for assessment purposes. Our experiment created some interest among other FYS instructors; it will continue in the fall semester.

Goals for next year:

- Meet the high (and possibly further increasing) demand for library instruction.
- Monitor developments within the new General Education Program and suggest changes to the Library’s instructional program (if necessary).

- Take advantage of the opportunities that come with the new Library Instruction Computer Lab and encourage experimentation with more interactive modes of instruction.

Assessment: Faculty Library Instruction Satisfaction Survey

Of the 42 course instructors that responded to the survey, the responses were consistently positive—with regard to both format/teaching methods and content. The response to the following question is perhaps most indicative of instructors’ overall satisfaction: 100% of the instructors responded to the question “Would you recommend library sessions like this to your colleagues?” with an unequivocal “yes.” (For the details, see the summary report attached to the email.)

Library Resources 101 has a new home for some of its instructors, the lab called LRC316. This has made it easier to provide a reliable and convenient “hands-on” component to the course. Enrollment fell by 30 students when compared to the 2009-2010 academic year. Some of this is due to the sudden cancellation of an all-online section when a faculty member resigned, which resulted in rescheduling and some inevitable drops. The section offered during the last eight weeks of each semester was fully enrolled but the other sections had openings. Perhaps it is also time to promote the class again, especially to advisors. Terri Muraski has offered to continue the work of developing an all-online section. Next fall Tom Reich will drop out of the teaching rotation and Mark Rozmarynowski will join it.

Regarding our action plan, faculty who teach LR101 developed learning outcomes and assessment methods for them. At this point assessment results are used primarily by each instructor to improve content and delivery of course material. We have decided not to pursue the idea of making LR101 a graded course at this time.

Library Resources 380 attracted its first students this year. Over the two semesters four students took this course under the guidance of either Nerissa Nelson or Terri Muraski. Each earned from 1-3 credits by doing a tailor-made combination of projects, readings, and written assignments.

Instructional Media Center (IMC) Highlights

- Conversion of the former Media Lab (housed within the IMC) into a Library Instruction Computer Lab.
- IMC hours expanded to that of the main Library areas.
- Further increase in the use of the IMC open space—by individual students and small groups. This includes the computer stations, tables, and alcoves by the windows.

Stats: Circulation: 16,085 transactions (including check-outs, renewals, and in-house use—5/1/10-5/31/11)—an 18% drop compared to the previous year.

- Scheduled usage of the viewing/group rooms has decreased by 60% from the previous year. The likely reasons for this drop are the increase in collaborative workspaces (equipped with computers with integrated DVD players) and the gradual shift towards streaming media.

		Scheduled	Unscheduled	Scheduled or unscheduled
2008-09	Fall			
	Spring			
	Year total	158	170	328
2009-10	Fall	220	30	250
	Spring	227	40	267

	Year total	447	70	517
2010-2011	Fall	60	Not recorded	
	Spring	121	Not recorded	
	Total	181	Not recorded	

- Use of computers in the open IMC area (LRC 302) and the Library Instruction Computer Lab (LRC 316):

	Area	Logins	Users	Av. Login Duration	Usage
Fall 2010	LRC 302	7266	1731	1:05	63%
	LRC 316	4831	1569	1:05	25%
Sp. 2011	LRC 302	7626	1794	1:07	65%
	LRC 316	5388	1831	1:04	26%

- Other use of the IMC open area: Only limited data are available, but daily informal observations reveal a clear picture:
 - With the opening of the Library Instruction Computer Lab (LRC 316), usage of the IMC area has further increased. The IMC is a busy place—even in the evenings (particularly before mid-terms).
 - The open IMC space continues to be used for teaching purposes, although to a lesser degree than during the previous year. There are two likely reasons for this drop: changes within the music and education faculty, and the opening of the Library Instruction Computer Lab. It is worth noticing that despite the opening of the Lab, the pods in the open computer area are still occasionally used for teaching (typically during peak instruction periods.)

		Table area	Computer area (pods)	Total: Table or computer area (pods)
2008-09	Fall			4
	Spring			28
	Year total			32
2009-10	Fall	9	27	36
	Spring	14	43	57
	Year total	23	70	93
2010-11	Fall	7	7	14
	Spring	7	3	10
	Year Total	14	10	24

- IMC tours: 5 in the fall and 5 in the spring

Staffing changes:

- Upcoming retirement of Gail Allen.

- After a temporary increase in student workers in spring 2010 (to meet demands associated with the circulation of camera/video equipment), student staffing level dropped down to “normal.”

Outreach:

DVD display in the IMC; DVD display for the Lobby created in spring 2011, but there is a hang-up with its framing.

Goals for next year:

- Participate in the discussion of what role the IMC service desk could play in the future.
- Continue to participate in the discussion about the “learning commons” concept and explore how this concept can be further applied to the IMC space.
- Participate in the discussion about revising the Library’s general collection policy and adjust the IMC’s policy accordingly.
- Have a computer installed in each of the viewing rooms—so that they can double up as overflow for group study meetings (when not used for viewing videos). (This was approved in spring 2009, but—for reasons beyond my control—only Rm. 308 has been equipped with a computer so far.)
- Arrange a different scheduling system for the group/viewing rooms with Andy—through the main circulation desk. Students who need these rooms for watching videos should continue to have preferred reservation privileges.
- Continue efforts to eliminate ¾” technology—partially through weeding and partially through format conversion (to DVD or streaming video).
- Move the media collection into the open IMC stacks.
- Weed the VHS collection.
- Coordinate/collaborate with Library-wide signage efforts

Collection Development Department Highlights

- 246 Scholars Resource art images were added to our ArtStor UWSP Institutional Collection.
- Collection Development partnered with the college deans to support twenty new faculty members in acquiring new library materials.
- Collection Development also collaborated with Library Administration and Access Services in several new projects, including the widening of our Leisure Reading collection to include audio books, and Purchase-on-Demand pilots for Interlibrary Loan and Reserve.
- Our Acquisitions budget and campus faculty orders were kept at the same level for FY10. Savings from FY09 cancellations and/or items that cost less were put into a new fund line called “New Products” to accommodate new needs with new resources. Suggestions for “New Products” come from campus faculty to our Collection Development Group for decisions.
- New Products added during FY10 include: SciFinder; Credo Reference; Horn Book Guide; a new Oxford Journal package, Portico (<http://www.portico.org/digital-preservation/>); and PBS Streaming Videos. One example of approving comments from our campus faculty (Chemistry) included: “Many thanks. We have to say that the library, and SciFinder, have been invaluable to our work.”
- Combining with additional funding support from Library Administration, our remaining FY10 New Product funds were applied to the purchase of the New York Times (1851 - 2003) (ProQuest Historical Newspapers) – offering full page and article images with searchable full

text. The collection includes digital reproductions providing access to every page from every available issue.

- New for FY11, UWSP Information Technology Student Fee special funding will be extended to include: Films on Demand, JSTOR Life Sciences, and additional PBS streaming videos.
- UWS cooperative collection development - In September, the University Library hosted the joint fall meeting for our UW System (UWS) collections committees, the Collection Development Committee (CDC) and Collection Resource Sharing Coordinating Committee (CRS). A CDC Working Group did a comparison between ProQuest's ABI/Inform Global product, which System currently subscribes to, and EBSCO's Business Source Complete product. As a result, the CDC and CRS recommended that UWS upgrade to ABI/Inform Complete provided by ProQuest at no additional cost. The Institute of Electrical and Electronics Engineers, Inc. [IEEE Xplore] extended access to its Electronic Library to the rest of the UW System libraries who did not currently subscribe (including Green Bay, River Falls, Stevens Point, Superior and Whitewater) for a nominal extra cost. A new system-wide license was extended to all campuses for online access to The Business Journal (Bizjournals), which includes *The Business Journal – Milwaukee* and 39 other business journal publications from throughout the country, as well as their Books of Lists. In other UW system-wide news our primary book vendor, Blackwell, was purchased by Baker & Taylor/Yankee Book Peddler (YBP). Our Acquisitions department was among the first UW campuses to successfully migrate the majority of our book orders to GOBI (YBP) from Blackwell's Collection Manager. Finally, an important UWS shared resource highlight for 2010 was the recent purchase of the online U.S. Serial Set Congressional Publications (Lexis Nexis) by UW-Madison and the Wisconsin Historical Society. Lexis-Nexis has agreed to provide access at *no* additional charge to all the campuses except Milwaukee.
- Collection analysis - The CUWL CRS Library Dynamics (LD) Working Group used various LD functions in UWS collections analysis to cover a wide range of subjects in primarily high use areas. The working group's report recommends that four copies of a title should, in most cases, meet the needs of all UWS library users. This recommendation will impact our selectors as we strive to carefully select items while at-the-same-time implement new policies, procedures, and strategic directions for system-wide library issues.

Reference Services Highlights:

Reference directly promotes student-centered excellence through one-on-one information service, offered at the reference desk, over the telephone, on email, and in individual consultations, aided by the provision of appropriate online and hardcopy resources. Statistics indicate that recorded usage of reference services was higher than in the previous year (589 in a "typical week" versus 512 the previous year.) The questions asked at the desk are often those that have eluded the students, and as a result tend to be very time-consuming and difficult.

Last summer we began a thorough weeding of the reference collection to withdraw outdated titles, replace them as necessary, and to relocate items more suitable for stacks. The original plan for the summer of 2011 was to complete the weeding project. However, a summer 2011 plan to replace carpeting in the Reference Room, combined with a new initiative to create a large glass-enclosed study space, have caused us to change our focus a bit. We will weed what we can this summer, but understand that the rest of that project will be completed in the summer of 2012. In the meantime, we are working closely with IT, Access Services, the Cataloging Department, Library Administration, and University Facilities to move computers, books, furniture, and services out of the room until late July while the renovations take place. At that time a smaller collection will be moved back into the west end of the Reference Room, and new furniture, including a new reference desk, will be installed. At this writing the Technology Librarian is investigating the use of Meebo to provide chat reference. Since the

collection may be inaccessible and the room itself will be under construction, that might enable us complement our service in a useful fashion beginning this summer.

Partnerships

Reference regularly partners with many different library and other departments in providing service. This year two reference librarians also reached out to the Academic Resource Coordinators (ARCs) in Residential Living to share ideas about promoting the library to residence hall students. As a result of this initial outreach several ARCs brought student groups to the library for tours this semester. Other activities are being planned by the library's Outreach and Marketing group.

University Archives and Area Research Center

Student-Centered Excellence:

Worked with students Michael Bixby, Julienna Hagan, John Lenz, and Faculty Mentor Dr. Valerie Barske to provide an interactive archival component for their College of Letters & Science Undergraduate Research Symposium exhibit entitled *UWSP Archives on East Asia: Analyzing Works from the Malcolm L. Rosholt Collection*. The students analyzed East Asian primary sources from the Rosholt Collection as a part of an ongoing initiative to help UWSP students conduct original historical research on topics that connect East Asia and Central Wisconsin. The exhibit examined Rosholt's personal narratives on *Chennault's* Flying Tigers, his in-depth journal of Chinese-to-English translations, and visual artifacts from the "Four Great Masters" of the Yuan Dynasty.

Archives outreach/marketing activities

- Stevens Point Area Genealogy Society Workshop, UWSP Archives, 6 April 2011
- "Fleshing Out the Bones: Tracing Your Roots – Genealogy 101" presentation, UWSP Continuing Education Life Course, UWSP Library, 28 March 2011
- University of Wisconsin Archives Council / University of Wisconsin Digital Collections Center Historic Photo Project:
 - Submitted 143 photographs and corresponding metadata for the *History of UW-Stevens Point* segment.
 - Submitted 3 text histories of UWSP.
 - Available on the web January 2011 (<http://uwdc.library.wisc.edu/collections/UW/UWSP>)
 - Chancellor Patterson used the photo collection during his State of the University Address.
- "The Genealogical Resources of the UWSP Area Resource Center: ArCat and More" presentation, Family History Conference, Wausau, WI, 16 October 2010
- Waupaca County Naturalization Indexing Project, June 2010 to date
 - Coordinating joint Waupaca Area Genealogical Society – UWSP Archives indexing of the county's naturalization records, which will be made available to researchers on the web when completed.
- E-Commerce Genealogical Database, March 2009 to date
 - Working with Rob Clint to create one searchable database for all of our current and future genealogical indexes, which will be available to researchers on the web when completed.
- The Archives had a record setting fiscal year in 2010-11 for the number of researchers using our collections. Since we began keeping statistics in 1999, our high for student use was 452 in 2005-

06. This FY, 625 students used the resources of the Archives. We also broke our 2005-05 high of 1323 for the annual patron use count by serving 1326 researchers this FY.

- Collection Development:

- Arranged, cataloged and created finding aids for 129 linear feet of UWSP and Portage County Historical Society (PCHS) collections, series and photograph lots including: Ray Specht Photo Collection, Faculty Senate Records, Carlsten Gallery Records, College of Natural Resources, Forestry Hall of Fame Records, Malcolm Rosholt Chinese Newspaper Collection, Jim Pierson Photo Collection, and the George Becker *Fishes of Wisconsin* Research Collection.
- Deaccessioned 192 linear feet of material. Deselection of UWSP material was based on UWSP records disposition authorizations and state/UW System general schedules.
- Created a searchable Excel accession log to manage and access unprocessed material.
- Separated restricted university material from non-restricted material and moved it to the security vault. In the process, reorganized material, created more finding aids, and updated folder lists to improve access to material.
- Assessed the value of older archival accessions (1970s), most are obsolete media formats. Deaccessioned those with no historical, legal, or administrative value. Searched for cost-effective solutions for conversion to useable formats for those with permanent value.
- Conducted an inventory of our book collections (PCHS, Archives, FHAW, Rare and Rare Oversize). Presently working with cataloging to correct inaccuracies.
- Reprocessed and preserved approximately 20 linear feet of contact sheets from Photo Services. Created finding aids for improved accessibility.
- Digitized all photos relating to Nelson Hall and the former Hyer Hall.
- Rare Books and Special Collections:
 - Completed the first phase of the rare book and oversize rare book assessment.
 - Assessed books donated by Ray Specht for rare books.
 - Completed a preliminary assessment of the books located in the Assassination Collection. Worked with Cataloging to relocate duplicates to stacks.

Remodeling Archives and Compact Shelving Projects – In conjunction with Library Administration, worked with various vendors to deal with safety, space, and security issues.

- Reading room addition, space and security issues, May 2010 – May 2011
- Security vault and accession storage, space and security issues, 2009 – Summer 2010
- Compact shelving, safety and space issues, Summer 2008 – August 2011

Archives Stats

Collections	Last Year's Total		Additions		New Total	
	linear ft.	reels	linear ft.	reels	linear ft.	reels
ARC public records	<u>1922</u>	<u>271</u>	<u>1</u>	<u>0</u>	<u>1923</u>	<u>271</u>
ARC manuscripts	<u>669</u>	<u>57</u>	<u>3.50</u>	<u>0</u>	<u>672.5</u>	<u>57</u>
UWSP archives	<u>5834.5</u>	<u>2125</u>	<u>62.50</u>	<u>11</u>	<u>5897</u>	<u>2136</u>
UWSP manuscripts	<u>205</u>	<u>3</u>	<u>34</u>	<u>0</u>	<u>239</u>	<u>3</u>
Portage Co. Historical Society (PCHS) collections	<u>1249</u>	<u>50</u>	<u>32.50</u>	<u>0</u>	<u>1281.5</u>	<u>50</u>

3. Accessions UWSP linear ft. 207 PCHS linear ft. 2

4. Deaccessioned Material - Deselection of UWSP accessions and collections was accomplished through ongoing records management efforts, including adhering to state and UW System general schedules, UWSP Records Disposition Authorizations, and eliminating duplication. Reappraisal of UWSP and PCHS accessions dating back to the 1970s continued this year. Reappraisal efforts will continue as time permits.

UWSP linear ft. 184.5 PCHS linear ft. 8 ARC linear ft. 0 Total linear ft. 192.5

5. Daily patron data

July	<u>97</u>	Oct	<u>135</u>	Jan	<u>54</u>	Apr	<u>123</u>
Aug	<u>85</u>	Nov	<u>224</u>	Feb	<u>96</u>	May	<u>59</u>
Sept	<u>68</u>	Dec	<u>55</u>	Mar	<u>250</u>	June	<u>80</u>

Total daily registrations 1326

Library Community and Professional Outreach Highlights:

Marketing continues to be a priority for the University Library. Below are some of the projects undertaken this year to promote the library’s collections and services.

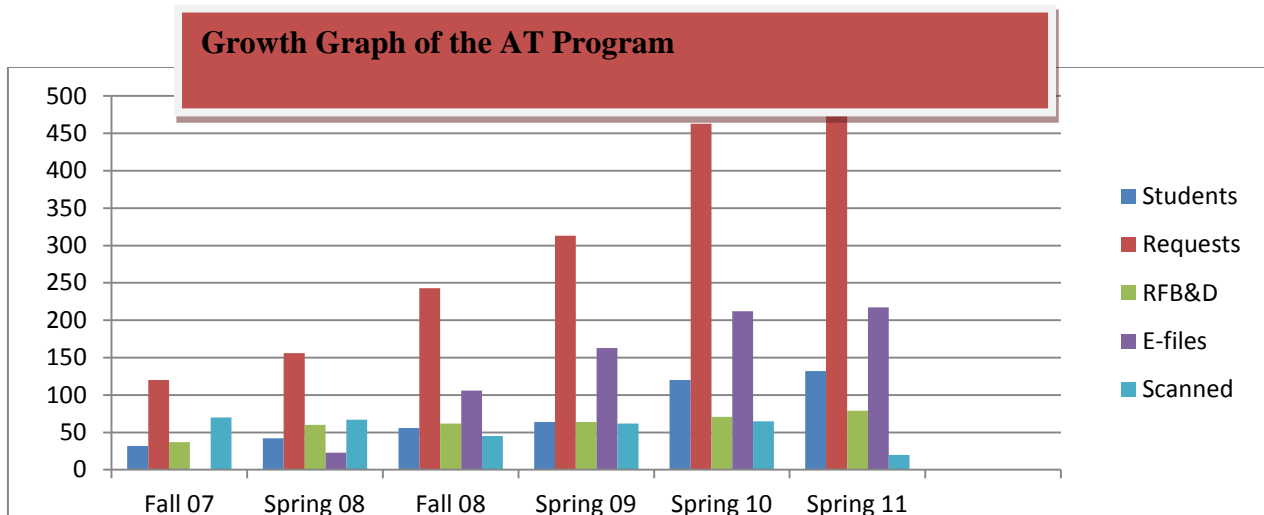
- New faculty and teaching staff lunch and information session.
- Refined the Face Book presence for UWSP Library.
- New faculty/staff orientation—information table, library information folder with carabineer key ring, library orientation session and tour.
- Faculty scholarship and creative expression display and reception.
- Support of Empty Bowls Project with a UWSP library basket for raffle.
- Library web site updates and maintenance
- Message of the day communications to faculty and students.
- New Book Displays.
- LRC Information System – provides constantly changing promotion of LRC events and activities.
- Support of Education’s Scholastic Book Sale
- Monthly collection and thematic displays.
- Campus Special Interest displays.
- Faculty and Student Art Displays.

Assistive Technology Program, (AT) –

Assistive Technology Program Data compared from Fall 2007 to Spring 2011

	Fall – 07	Spring – 11	
Students	32	132	
Request	120	475	
RFB&D	37	79	

Request for publisher's e-file	0	217	
Scanned	70	20	
Publisher request - Permission only		179	



Assistive Technology Highlights

- Moved into a New lab and office space – 604 LRC
- Partnered with IT to equip nine computer workstations, with a printer and scanner.
- Implemented added software to support students' needs
- Student use of the AT lab went from 158 to 341 after the move, just in the Spring' 10 to Fall' 10, semester count.
- Implemented a new dictation work room with computer and voice-to-text software, Dragon Naturally Speaking, in 316A LRC. Students use the room for dictating their papers and notes.
- Use of the AccessText Network - Request have been taking as little as 72 hours to 2 weeks, compared to 4-5 weeks - Used ATN for 175 of the 217 e-files for Spring 2011.
- **Grant Writing** - Worked with grant support person to write grants to fund pilot programs that work with high school students and incoming freshmen students with disabilities. These pilot programs would include support of portable assistive technology equipment and training for the students - 4 "letters of inquiry" to smaller granting Foundations - 2 pre-proposals for two system grants - 1 full grant application - Metlife application
- Continued an orientation program for incoming freshman and transfer students with disabilities, in collaboration with Disabilities Services Office.
- **Leading Edge Program - Sept. 28 & 29, 08 - 11 students - Aug. 31 & Sept. 1, 2009 – 24 students - Aug. 31 & Sept. 1, 2010 – 31 students**
- Continued working with the Climate Subcommittee for the Disability Advisory Council to help with disability awareness. Planning an Awareness Program for Oct. 2011.

- Continued to work with Disability Service's to set-up appointments for students wanting to review the Assistive Technology Program.
- Continue to work with IT to implement new software and equipment to better serve disabled students.
- Develop a cooperative project for local public schools to inform public school students about services and resources that are available to them
- Participated in the Transition Expo Fair, April 2011
- Provided mini workshops for library staff, university faculty, and students to orient them on Assistive Technology services both Fall 10 & Spring 11
- Continue to research sources, materials, and technology to enhance the services provided to students with disabilities.
- Developed support and informational material for students, staff and schools.
 - AT office procedure Hand book, 2010
 - Technology guides for students, 2010
 - AT equipment booklet, 2011
 - Put together an information rack outside the AT lab
- Expanded equipment for AT lab and Lending Library.
 - New technology for low-vision students for both the lab and portable use
 - Updates some of the portable equipment
 - Added new portable equipment to Lending Library
- Present an overview of the Assistive Technology Program in related academic programs
 - Spec. Education Block Class
 - Comm. D class

Tutoring Learning Center Highlights

Activities:

Student-Centered Excellence. During the 2010 academic year the Tutoring-Learning Center served 2,059 students across all programs, 24% of fall enrollment. Undergraduate peer tutors, discussion leaders, and writing consultants focus on knowledge and skill sets essential for post-secondary learning.

Partnerships. 1) *Faculty partnerships:* Discussion sessions (1 credit) for 20 faculty members in 8 disciplines to support their teaching, and 7 writing workshops for six professors in three colleges; collaborations with faculty to recruit the 117 peer tutors in math and the sciences. 2) *Interdepartmental partnerships:* with coaches by hosting Study Table with peer tutors; with Assistive Technology for Leading Edge presentations and peer training on Premier; with Disability Services for peer-to-peer mentoring as well as assistance with study skills and time management; monthly meetings with other support program representatives (A-Team).

Diversity Initiatives: Peer tutors in the MCRC and Veteran's Club; recruitment of students of color for peer educator staff; outreach to minority students resulting in a 9% increase in service numbers over the previous year (served 32 % of diversity student enrollment); Safe Zone training for all staff members; staff membership on FSGSA; students and staff participation in CAESE *Inclusivity is Good Pedagogy* workshop, May 2011.

Student Success: All learning outcomes across programs were met; Amanda Meidl Grundman presented to two First Year seminar classes on post-secondary reading and study skills; Toni Sage presented her research on probationary students and she serves on the FYS Advisory Committee.

Outreach:

Staff members from the TLC spoke to the ARCS in August, presented to Campus Leaders during their orientation and all sections of Education 105, participated in Leading Edge for students with disabilities, spoke with graduate students in Health Promotion, Communicative Disorders, and the Student Academy of Audiology as well as students in Disability Services, and forged new ties with MCRC and Veteran’s Club.

Notable Activities:

In order to meet the increased demand for tutorial services across our programs, the TLC made significant changes this year in staffing, funding and space management. Since the 2007-2008 academic year tutorials have increased 29% in the Content Tutoring in Math and Sciences, 24% in the Writing Lab, and 14% in Reading in the Disciplines. To meet these needs the TLC has

- 1) increased hours of operation extending into the evening;
- 2) hired additional tutors (193 on staff) and expanded training to include Safe Zone, helping students with

Traumatic brain injury (TBI) and Asperger’s Syndrome, and the use of Premier and Inspiration software;

- 3) refigured TLC space to add a second group room and expand the reception area;
- 4) update our web presence (in progress;)
- 5) hired an LTE ,(50 CAT and ,50 Academic Literacies);
- 6) taken students and staff to the NCTEAR research Symposium in Madison, WI.

Statistics:

Students Served by year*		Students served by College*		Diversity students served*	Other Populations*	Number of Tutorials	Faculty served By program (some duplication)		
GR	45	L&S	644	Native American	21	Veterans	79	Student contacts: 1/1 12,244	Fall Content Tutoring 123 Writing lab 164 Reading in Discipline 10
SR	398	COPS	636	East Asian	49	Students with Disabilities	149		
JR	435	CNR	461	Black	45	Foreign Students	72	Group 7,493	Spring Content Tutoring 104 Writing Lab 137 Reading in Discipline 14
SO	511	COFA	107	Hispanic	50				
FR	633	UND	189	Other Asian	18				
ESL	21	ESL	21	Multi-racial	27				
SP	16	SP	1	Other	0				
Total	2,059	Total	2,059	Total	210	Total: 19,737			

*Numbers are unduplicated

CURRICULUM VITAE

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Education

- Ph. D. (2002) University of Wisconsin-Madison (Library and Information Studies)
- M.A. (1985) Drew University (English and American Literature)
- M.S. (1981) Columbia University (Library Service)
- B.S. (1974) University of Wisconsin, Stevens Point (High Honors)

Honors

Beta Phi Mu, 1981

Professional Positions

- 2006- Coordinator of Reference/Instruction Librarian/Professor. University of Wisconsin-Stevens Point
- 1996-2006 Coordinator of Reference/Instruction Librarian/Associate Professor. University of Wisconsin-Stevens Point
- 1993-1995 Reference Librarian/Assistant Professor. University of Wisconsin-Stevens Point
- 1987-1993 Head Cataloger. Marquette University
- 1986 Area Librarian. Vancouver Island Regional Library
- 1985-1986 Contract Librarian. British Columbia Ministry of Consumer and Corporate Affairs
- 1981-1985 Catalog Librarian. Drew University

Teaching Experience

- 2004 Adjunct Instructor, University of Wisconsin-Milwaukee. SOIS531: Organization of Information (on D2L, summer session; I declined the offer to teach this in summer 2005).
- 2003 Adjunct Instructor, University of Wisconsin-Madison. LIS569: History of American Librarianship (summer session; I declined the offer to teach this in summer 2005).
- 1994- University of Wisconsin-Stevens Point.
LR101: Effective Use of Library Resources.
- 1993- Provide library instruction for a variety of classes at UWSP, as many as 60 sessions per year.
- 1995 University of Wisconsin-Stevens Point.
Co-taught CIS102: Driving the Information Highway.
- 1992, 1995 Adjunct Instructor, University of Wisconsin-Milwaukee, School of Library and Information Science. LIS350/550: Introduction to Bibliographic Organization.

Guest Lecturer

- University of Wisconsin-Madison, School of Library and Information Studies, LIS 654, Management of Libraries and Information Agencies, taught by Louise Robbins, June 21, 2007.
- University of Wisconsin-Superior, UW-Stevens Point joint class, Education Law, taught by Dick Carter, "Library Resources," Sept. 9, 1997 and Sept. 10, 1998.
- Mount Scenario College, Public Administration class taught by Dan Demmell, March 31, 1997.
- University of Wisconsin-Stout, distance learning Art class taught by Patricia Briggs, "Library Resources," Feb. 12, 1997.
- Menomonee College, Wildlife Ecology class taught by Patricia Huff, "Selected Wildlife Resources in the UWSP Library," Nov. 3, 1995.
- University of Wisconsin-Milwaukee, School of Library and Information Science, Cataloging class taught by Yan Ma, "Cataloging in Its Larger Context," Dec. 12, 1994.

University of Wisconsin-Milwaukee, School of Library and Information Science,
Administration class taught by Michael Pate, "The Academic Library," July 29,
1992.

Papers Presented

"Give the Books You Want to Keep: The Victory Book Campaigns of World War II." ALA Library History Round Table invited speaker, ALA annual conference, June 27, 2004, Orlando, FL.

"Wisconsin Libraries at War." Presentation at MacMillan Public Library, May 20, 2003, Wisconsin Rapids, WI.

"Telling It Like It Is: Doctoral Dissertation Research." Wisconsin Library Association annual conference, October 31, 2002, Middleton, WI.

"American Libraries in Time of War." Wisconsin Association of Academic Librarians annual conference luncheon speaker, April 18, 2002, Green Lake, WI.

"Give the Books You Want to Keep: The Victory Book Campaigns of World War II." Beta Phi Mu guest dinner speaker, May 17, 2001, Madison, WI.

"Give the Books You Want to Keep: The Victory Book Campaigns of World War II." Society for the History of Authorship, Reading, and Publishing (SHARP) annual conference (peer-reviewed) July 18, 1999, Madison, WI.

"The Allez Years." UW-School of Library and Information Studies (SLIS) Centennial Lecture. May 1, 1998, Madison, WI

"Rallying the Homefront: Wisconsin Public Libraries during World War II," Wisconsin Library Association annual conference, Milwaukee, November 6, 1997.

"Dewey Decimal Classification: 20th Edition." Wisconsin Library Association annual conference, Oshkosh, Wisconsin, October 1989.

Publications

Becker, Patti Clayton. "Moving Up to the University: The Allez Years, 1938-1950," in *Tradition and Vision" Library and Information Studies, A Centennial History*, ed. by Louise S. Robbins, Anne H. Lundin, and Michele Besant (UW-Madison School of Library and Information Studies, 2006): 443-61.

Becker, Patti Clayton. *Books and Libraries in American Society during World War II: Weapons in the War of Ideas* (Routledge Press, 2005).

Becker, Patti Clayton. "In Time of War," *American Libraries* 34:5 (May 2003): 54-57.

Becker, Patti Clayton. Review of *Not Seeing Red: American Librarianship and the Soviet Union, 1917-1960* by Stephen Karetzky (Lanham, MD: University Press of America, 2002). *Portal: Libraries and the Academy* 3 (July 2003): 538-539
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http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v004/4.2letters.html

Becker, Patti Clayton. *Up the Hill of Opportunity: American Public Libraries and ALA during World War II*. Thesis (Ph.D.) – University of Wisconsin-Madison, 2002.

Becker, Patti Clayton. Review of *Librarianship and Legitimacy: The Ideology of the Public Library Inquiry* by Douglas Raber (Westport, CT: Greenwood, 1997). *Progressive Librarian* 15 (winter 1998/1999) http://libr.org/PL/15_Clayton.html

Becker, Patti Clayton. *Limitations of the Imagination: the War Fiction of Edith Wharton*. Thesis (M.A.) - Drew University, 1985.

Professional Memberships

American Library Association (ALA), 1981-
Library History Round Table (ongoing)

Wisconsin Library Association (WLA) 1987-
WLA Task Force on Recruitment (1988-1989)
Technical Services Section (1980s)
Library Research Round Table (ongoing)
Reference and Adult Services Section (ongoing)

Wisconsin Association of Academic Librarians (WAAL), 1987-

Society for the History of Authorship, Reading, and Publishing (SHARP), 1996-

Professional Association Offices Held

WLA WeLead Mentor, 2005-2007

Co-Chair, WAAL 2006 Annual Conference Planning Committee, 2005-2006

Member at Large, WAAL Board, 2001-2003

Chair, Library Research Round Table, WLA, 1997-1998

Vice Chair/Chair Elect, Library Research Round Table, WLA, 1996

Conferences Attended (Selected list)

Higher Learning Commission Annual Meeting, Chicago, April 2-4, 2006, and April 21-23, 2007 (as part of the UWSP delegation, in preparation for accreditation process)

UWSP Teaching Conference, Jan. 20, 2005, and Jan. 17, 2007.

Wisconsin Association of Public Libraries, annual conference, Stevens Point, May 8-9, 2003

UW System Retention Conference, Feb. 4-5, 2002, Madison (this led to my continuing involvement in the UWSP Student Success Committee)

Society for Authorship, Reading, and Publishing (SHARP), annual conference, Madison, WI, July 18, 1999, and Minneapolis, MN, July 10-12, 2007.

“Defining Print Culture for Youth: Children and Reading since 1876,” Madison, WI, May 9-10, 1997.

UWSP Technology Summit, Jan. 16-17, 1997.

UWSP Seminar on Teaching, Scholarship, and Service, Oct. 11, 1996.

WILSWorld, Madison, WI, July 16-17, 1994, June 13, 1996, and July 24-25, 2000.

UWSP Faculty Technology Conference, May 20, 1996.

Allerton Institute, Monticello, IL, Oct. 23-25, 1994. “New Roles for Classification in Libraries and Information Networks.”

WLA Annual Conferences, 1989, 1991, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2005, 2006, 2007 (various locations)

WAAL Annual Conferences, 1987, 1989, 1992, 1995, 1996, 1997, 2000, 2001, 2002, 2004, 2005, 2006, 2007 (various locations)

ALA Annual Conferences, 1982, 1988, 1989, 1990, 1992, 1993, 1997, 2004 (various locations)

Workshops Conducted (Non-UWSP) and Community Library Service

Since 1993 I have conducted a variety of workshops for UWSP library faculty and staff, and several for the university community, usually on a new library product or service. I also work with several Central Wisconsin high school and technical college student groups who visit the UWSP library for special research days. I consider these all to be part of my position as Coordinator of Reference, and I have not listed them here.

WAAL Leadership Day, Oct. 23, 2001, co-coordinator.

Wisconsin Indian Youth Conference, Aug. 15, 2001. "Internet Resources."

Wisconsin Indian Youth Conference, Aug. 9, 2000. "Library Resources on the Internet."

Portage County Public Library, Mar. 3, 2000. "Catalog Use Demonstration."

Wisconsin Computer Genealogy Group, Nov. 11, 1995 & Oct. 1, 1997, Stevens Point, "Selected Genealogical Sources on the Internet."

River City Business Expo, Oct. 14, 1995, Wisconsin Rapids. Assisted at UWSP Library booth.

Portage County Business Expo, May 11, 1995, Stevens Point. Co-presenter, "Internet Workshop."

Portage County Public Library, April 26, 1995. "Catalog Use Demonstration."

Portage County Public Library, March 28, 1995. "NOTIS (Catalog) Training."

Wisconsin Library Association, Support Staff Section, March 2, 1995. Co-presenter, "Internet Demonstration."

Wisconsin InterLibrary Services (WILS) workshops, 1991-1992. Team-taught "Advanced PRISM Searching" in Menomie, Oshkosh, Brookfield, Milwaukee, Platteville, Kenosha.

Library Council of Metropolitan Milwaukee (LCOMM) Archives Committee workshop, Nov. 14, 1990. Co-presenter, "Library of Congress Subject Headings Workshop."

Grants and Sabbatical

UW-Stevens Point Technology \$1,000 Minigrant (co-recipient with Terri Muraski,) (Spring 2004). This grant was used to purchase the GROOPZ Software necessary for the UWSP library's chat reference service.

UW-Stevens Point sabbatical (Spring 2002) (prepared manuscript and book proposal)

Delmas Foundation Grant (July 1999) (to attend SHARP conference)

Recipient of \$1000.00 new faculty grant from UW-Stevens Point University Professional Development Committee to conduct research on public libraries during World War II (awarded Spring 1995)

University of Wisconsin System Service

Member, Reference Coordinators Committee, 2002-2006

Member, Council of University of Wisconsin Libraries (CUWL) Digital Task Force, 2000-2001

University Service

Chair, UWSP Accreditation Task Force Four: Acquisition, Discovery, and Application of Knowledge, 2006-

Member, UWSP Accreditation Steering Committee, 2006-

Member, Curriculum Committee, 2004-

Chair, *ad hoc* Library Director Search and Screen, 2004-2005

Member, *ad hoc* Information Technology Director Search and Screen, 2004-2005

Member, *ad hoc* UWSP Teaching Conference Planning Committee, 2004-2005

Member, University Personnel Development Committee, 2002-2004

Member, *ad hoc* Student Success Committee, 2002-2003, 2004-2005
Chair, First Year Seminar Subcommittee, 2002-2003

Member, Faculty Affairs Committee, 2000-2001

Member, Search and Screen Committee, Associate Vice Chancellor for Budget and Personnel, 2000-2001

Chair, University Planning Committee, 1998-2000

Member, Executive Committee, 1998-2000

Member, Faculty Senate, 1998-2000

Member, Enrollment Management Committee, 1998-2000

Member, Teaching, Scholarship, Service Task Force, 1996

Member EDUC2000, 1995

Member, Internet Task Force, 1994-1995

Member, University Planning Committee, 1994-1998

UWSP Library Service (Selected list)

Member, UWSP Library Energy Conservation Task Force, 2006-

Chair, *ad hoc* Search and Screen, Serials Librarian, 2004

Convener, *ad hoc* University Library Faculty Handbook Revision Committee, (2003 - 2006)

Member, *ad hoc* Search and Screen, Information Processing Assistant, 2001

Member, *ad hoc* Search and Screen, Reference and Instruction Librarian, 1998

Member, *ad hoc* Committee on Post-Tenure Development, 1997-1998

Co-convener and scribe, Reference and Instruction Committee, 1996-

Co-chair, Salary and Merit Committee, 1995-1998, 2003

Member, Library Graphics Committee, 1993-1996

Miscellaneous Non-Library Community Service

Participant in Aldo Leopold Audubon Society bluebird research project, 2005-
(Involves weekly monitoring of and reporting on activities in 35 bluebird nest boxes from April-September. Requires approximately 4 hours per week.)

Curriculum Vitae

Kathy M. Davis, Ed.D.

*University of Wisconsin Stevens Point
James H. Albertson Learning Resources Center
Stevens Point, Wisconsin 54481
715-346-4193
715-346-2367 fax
Email: kdavis@uwsp.edu*

PROFESSIONAL PROFILE

- Experienced administrator in the area of academic, public libraries and instructional media services – including instruction, reference, music library, science library, visual resource center, archives and special collections, government documents, collection development, library automation, and instructional media services.
- Innovative teacher/librarian with rank of full professor
- Creative building and program consultant
- Accomplished librarian with a knowledge of library technology and innovation

EDUCATION

- Ed.D. East Texas State University Commerce, Texas, 1981 Curriculum, Supervision and Instruction/Ed. Media & Technology
- M.L.S. East Texas State University Commerce, Texas, 1981 Library Science
- M.S. East Texas State University Commerce, Texas, 1977 Educational Media and Technology
- B.S. North Texas State University Denton, Texas, 1972 Elementary Education

TEACHING/PROFESSIONAL EXPERIENCE

August 2005 – Present	Director of Library/Teaching Learning Resources University of Wisconsin Stevens Point Stevens Point, Wisconsin
January 2005- June 2005	Associate Dean of Academic Affairs, Full Professor, DePauw University, Greencastle, Indiana
July 1991 – December 2004	Director of Libraries, Associate Professor DePauw University, Greencastle, Indiana
March – July 1991	Acting Director of Libraries & Coordinator of Instructional Media Services, Assistant Professor, DePauw University, Greencastle, Indiana

July 1988- March 1991	Coordinator of Instructional Media Services, Assistant Professor, DePauw University Greencastle, Indiana
August 1986- July 1988	Acting Director of Libraries & Coordinator of Instructional Media Services, Assistant Professor, DePauw University, Greencastle, Indiana
June 1986- July 1991	Coordinator of Instructional Media Services Assistant Professor, DePauw University, Greencastle, Indiana
January 1986- June 1986	Director of Media Service, Vigo County Public Library, Terre Haute, Indiana
1981-1985	Coordinator of Media Services and Graduate Library/Media Programs, Georgia College, Milledgeville, Georgia
1984-85	Instructor – Curriculum Supervision in Higher Education, East Texas State University
1977-1980	Supervisor of Media Programming and Scheduling Center for Educational Media and Technology East Texas State University
1972-1977	Public School Teacher – elementary Dallas Public School System, Dallas, Texas

CONSULTING/PRESENTATIONS

- **Westinghouse Corporation** – Plan, design, and equip a library/media television production facility for vocational institutions, Cairo, Egypt. - 1983
- **Wabash College, Crawfordsville, Indiana** – Plan, design and equip proposed Instructional Media Center. 1988
- **World Bank, Washington, D.C.** – Plan, design and equip fourteen proposed instructional media productions facilities, Republic of China. 1988
- **Illinois Wesleyan College, Bloomington, IL** – Evaluate facility plan for new foreign language media lab. 1989
- **Williams College Library, Williamstown, Massachusetts** – Plan, design, equip and supervise installation of new media reserve listening and viewing services area. 1989
- **Williams College, campus wide, Williamstown, Massachusetts** – Review various media services on campus and report on overlaps, gaps and shortcomings in those areas. 1994
- **“Collection Development at DePauw University”** – presentation at the District 5 Indiana Library Federation Conference. 2000
- **American University of Kyrgyzstan, Bishkek, Kyrgyzstan** – Consulting, teaching, lecturing. 2001

- **“Issues Facing the Changing World of Libraries in the United States”**, Bishkek Humanities University – Bishkek, Kyrgyzstan. 2001
- **“Using of the Internet as a Research Tool”** – American University of Kyrgyzstan – English as a second language faculty – Bishkek, Kyrgyzstan. 2001
- **“Networking, a Solution to Automating Libraries”** – Public Association of Kyrgyz Republic – Bishkek, Kyrgyzstan. 2001
- **Libraries in Kyrgyzstan** – A review of the network of libraries in Kyrgyzstan, Indiana State Library Board Meeting. 2001
- **“Building Global Collections in a Liberal Arts University** – Co-presented with Dr. Joyce Dixon-Fyle – 21st. Annual Charleston Conference, Charleston, S.C. 2001
- **“Dealing with Information Technology and Library Resources”** – Retention Forum III, Indiana University/IUPUI 2001
- **“Instructional Design: A Look at the Real World”**, Indiana State University, doctoral level class (CIMT 620). 2001
- **“The Libraries of Kyrgyzstan”** – Indiana Library Federation Annual Conference – Indianapolis, Indiana 2001
- **“Library Technology Presentation”** - DePauw Faculty Institute –2002
- **“DePauw University Libraries”** – DePauw Visiting Board – 2001
- **“DePauw University Libraries Priorities for the Future”** – DePauw Development presentation – 2002
- **“Copyright Compliance in Public Schools”** – Greencastle Public Schools 2004
- **Annual Teaching Conference** – UWSP poster session - 2005
- **“Teaching/Learning Commons in Higher Education” Symposium** – UWSP, 2006
- **Annual Teaching Conference** – UWSP 2006

TEACHING/ADVISING/WEB DESIGN

University of Wisconsin Stevens Point – Graduate Student Advisor – 2006-2007
 “Taking the Mystery out of Using the University Library” – UWSP Life Course – fall 2007.

DePauw University: Freshman Advisor

Individual and group workshops on media equipment operation and utilization

Guest lectures – “TV Production, Copyright and the Media” – DePauw University – Communication class, “Instructional Design: A look at the Real World” – Indiana State University- Doctoral level instructional design class – 2002

Formal Classroom Instruction – Comm. 401 (TV Field Production), 1988, 1989, ED 209 (Computer in Education)– 1990

Winter Term Courses – “Studio & Field Production for Cable Access”-1989, “Family” – part of a Winter Term Core group – 1993, 1994

Winter Term Student Co-Curricular – “Web searching strategies” – 2003, “Good Googly Moogly” – advanced Google searching strategies - 2004, 2005 – “Using the Hidden Web in Your Research” - 2004-2005

Staff workshops – “Mining the Invisible Web” 2003, “Keeping Current in 30 Minutes” 2003
 “The Search Engine Process”- 2003, “The Google Experience”- 2003

Web Design Projects - “Graduate Studies After DePauw University”, “Science Fiction Resources At DePauw University”, “DePauw University Library” Web Site

WORKSHOPS/TASKFORCES/CONFERENCES

Workshops/Presentation

Media: “Time Management”, “Using Time Lapse Video Techniques in Instruction”; “Video Production Equipment and Techniques”; “Editing Techniques”, “AV Equipment Utilization in Instruction”

Management: “Common Approach to Continuous Improvement”, “Dealing with Conflict”, ILF (Indiana Library Federation) Leadership Workshop, Improving Customer Service Seminar

Library/Instructional Technology: Collection Management and Development Institute, World Wide Web Workshop, Web Publishing Workshop, WLN Training – Collection Conspectus Training, Amigos Training – Collection Assessment, Faculty Instructional Technology (FITS) workshop – staff teaching resource design using RoboDemo software, Search Academy – Computers in Libraries preconference Teaching/Learning Commons Symposium, UWSP, 2006 – UWSP Teaching Conference

2007- UWSP Teaching Symposium— Presenter and Planner

National Association of Broadcasting Educators Conference– **Using Podcasts as a Curricular Tool: The UWSP Experience**– April 2007 Las Vegas, Nevada
Charleston Conference on Collection Development – **The Impact of Globalization and Internationalism on University Libraries** – November 2007, Charleston, S. Carolina

2008 – UWSP Teaching Symposium - Teaching with a Global Perspective:

Preparing students to be Global Citizens, January 2008; UWSP, Stevens Point, WI
Educause – Regional Conference - **Partnering Effectively with Cross-Campus Groups and Organizations**, March 2008, Chicago, Illinois

Planning & Focus Groups/Committees

University of Wisconsin Stevens Point: Digital resources, Podcasting, Personnel, Grant Writing, Budget Planning, Strategic Planning, Copyright, Technology.
DePauw University: Stone Hills Library Network – various planning and focus groups
Music Resource Cooperative Planning Committee – Cooperative planning between Wabash College, Univ. of Indianapolis, DePauw University
Indiana Digital Library Task Force – developing plans, procedures, and vision for the Indiana Digital Library - Chair
Academic Libraries of Indiana (ALI) Digital Task Force - formulation of policies and procedures for developing cooperative digital image production, storage and access.
Project Kaleidoscope – “Structures for Science” conference – DePauw team member – Davidson College

Conferences

National Media Markets – Las Vegas, Nevada, Indiana Library Federation – District 5 Conference, Charleston Conference – Collection and Acquisition of Library Resources, INCOLSA – OCLC Day – various years, ILF (Indiana Library Federation) Annual conference, ACRL Annual Conference, NAFSA – Association of International Educators – Salt Lake City, Utah, EDUCAUSE annual and regional conferences, GLCA (Glitter Conference) – Librarians’ Conference, Indiana, Book Expo – Chicago,

Oberlin Director's conference – Annually - co-hosted 2003 conference, American Library Association Annual Conference – various years, Computers in Libraries - Washington, D.C., Wisconsin Library Association (WLA), Wisconsin Association of Academic Libraries (WAAL), Council of University of Wisconsin Libraries (CUWL).

Grant Work - Current

Japan Foundation - Library Resource Grant – awarded
University of Wisconsin Stevens Point Curriculum Redesign Grant – **Podcasting in Higher Education: The Merit and Application of Podcasting in Multiple Contexts.** – Cooperatively planned with Patricia Ploetz and a team of six faculty members and one academic staff member. Awarded
University of Wisconsin Conference Grant – supports the development of a system-wide symposium on Teaching/Learning Commons in Higher Education.
Gaming Conference Grant – To fund attendance of the second annual Games, Learning & Society (GLS) Conference Sponsored by University of Wisconsin-Madison School of Education and the Academic ADL Co-Lab

MEMBERSHIPS/BOARDS

- American Library Association
- College and University of Wisconsin Libraries (CUWL)
- Wisconsin Library Association

UNIVERSITY SERVICE (sample of committees)

Coordinating/Senate Committees:

Academic Affairs committee – 2006, Technology Committee – 2006, 2007, University of Wisconsin Stevens Point
Committee on Academic Policy and Planning, member and chair, DePauw University

Other Committees:

University of Wisconsin Stevens Point – Copyright Officer, various search committees, Library Faculty Committee, Podcasting Planning Committee, Annual Teaching Conference Committee, Wisconsin Women in Higher Education, campus liaison.

DePauw University - Board of Control of Student Publications, Committee on Administration Faculty Committee on Financial Affairs, Faculty Development Committee, member and chair, Hartman Center Steering Committee, member and chair, Library Faculty Advisory Committee, Publications Committee, Science Library Advisory Committee, Women's Study Committee International Education Committee, member and chair Academic Computer Advisory Committee, Campus ID Committee
Campus Web Site Planning Committee and Advisory Board
Center for Contemporary Media Planning Committee and Advisory Board

Committee on Academic Policy and Planning – Chair, Computer Services
Committee, Faculty Committee on Financial Affairs
Faculty Development Committee , FITS – Faculty Instructional Technology
Services Planning, Hartman Center Advisory Board – Chair
Music Library Advisory Committee, Personnel Resource Allocation
Committee, Petitions Committee, President’s Resource Allocation Committee
Public Access Channel Advisory Board, Public Occasions Committee
Science and Math Building Planning Committee, Sexual Assault Board –
member of hearing board, Student Publication Committee. Technology
Committee, Y2K Planning Committee, Women’s Studies Committee
361 Strategic Planning Committee, Science Building Planning Committee
Campus-wide Printing Committee, “Honors After DePauw” planning
committee, DePauw Division 1 – officer

CURRICULUM VITAE

MINDY KING

EDUCATION

- 2005 – Present University of Wisconsin -- Oshkosh
Master's of Business Administration
- Completed 16.5 of 16.5 foundation level courses
 - Completed 10.5 of 33 master's level courses
 - Anticipated graduation: Spring 2009
- May 1998 University of Wisconsin -- Milwaukee
Master's of Library and Information Science
- May 1996 Concordia College -- Moorhead, Minnesota
B.A. (Major: Biology, Minors: Chemistry, Russian)

EMPLOYMENT

- October 2005 --
Present SERIALS LIBRARIAN, UNIVERSITY OF WISCONSIN
STEVENS POINT
- Oversee the assessment, selection, acquisition, and deselection of serials
 - Coordinate the acquisition of and access to electronic journals
 - Manage the overall operation of the Periodicals Department
 - Teach Library Resources 101: Effective Use of Library Resources
 - Teach bibliographic instruction sessions (campus wide)
 - Provide reference service
 - Serve as liaison to Biology, Computer and New Media Technology (CNMT), Health, Exercise Science and Athletics (HESA), and Math departments
 - Supervise two classified periodicals staff
 - Active on library and university committees
- December 1998 --
September 2005 HEALTH SCIENCES LIBRARIAN, SAINT MICHAEL'S
HOSPITAL, STEVENS POINT, WISCONSIN
- Developed and planned library operational budget
 - Developed and taught bibliographic instruction courses
 - Performed literature searches and provided reference services
 - Coordinated assessment, selection, acquisition and deselection of library materials
 - Developed and maintained library web page

- Coordinated ordering and delivery of interlibrary loan requests using Docline
- Supervised work-study students and volunteers
- Marketed library services and resources to patrons
- Coordinated Continuing Medical Education program
- Maintained online book catalog

JOB PERFORMANCE

➤ Primary Responsibilities as Serials Librarian

- Oversee the assessment, selection, acquisition, and deselection of serials
- Coordinate serials holdings information in Integrated Library System Voyager
- Maintain electronic serials holdings information in openURL link resolver SFX
- Serve as liaison to serials vendor EBSCO
- Maintain periodical usage data
- Manage a \$450,000 serials budget
- Supervise two classified periodicals staff

➤ Teaching

- Library Resources 101: Effective Use of Library Resources (1 credit)
- Develop and teach bibliographic instruction sessions (campus wide)

➤ Reference

- Participate in reference schedule
- Attend Reference & Instruction department meetings

➤ Collection Development

- Serve as liaison for Biology, CNMT, HESA, and Math departments
- Attend Collection Development meetings
- Attend UW System Collection Development Committee meetings

SCHOLARLY ACTIVITIES

➤ Publications

- King, Mindy. "Apgar, Virginia." In *Women in American History: An Encyclopedia*, edited by Hasia R. Diner. New York: Facts on File. (in preparation)
- King, Mindy. "Baumgartner, Leona." In *Women in American History: An Encyclopedia*, edited by Hasia R. Diner. New York: Facts on File. (in preparation)
- King, Mindy. "Burns, Eveline M." In *Women in American History: An Encyclopedia*, edited by Hasia R. Diner. New York: Facts on File. (in preparation)
- King, Mindy. "Carnegie, Hattie." In *Women in American History: An Encyclopedia*, edited by Hasia R. Diner. New York: Facts on File. (in preparation)
- King, Mindy. "Consumer Health Information through Badgerlink." *Wisconsin Health Sciences Library Association Newsletter* 320 (2004): 7-8.
- Dimitroff, A., A. M. Ancona, S. B. Berman, A. M. Dodge, K. L. Hutchinson, M. J. LaBonte [King], T. L. Mays, and D. T. Simon. "Problem-Based Learning in a Health Sciences Librarianship Course." *Bulletin of the Medical Library Association* 86 (1998): 340-45.

➤ Professional Presentations

- "From Freshman Orientation to Class: By Way of the Wilderness." Wisconsin Academic Advisors Association Conference, River Falls, Wisconsin, September 21, 2007.
- "Basic Internet Searching." Developed a one hour training session presented to Saint Michael's Hospital physicians and staff, 2000 -- 2005.
- "Advanced Internet Searching." Developed a one hour training session presented to Saint Michael's Hospital physicians and staff, 2000 -- 2005.
- "Finding Health Care Information on the Internet." Developed a one hour training session presented to Saint Michael's Hospital physicians and staff, 2002 - - 2005.

➤ **Continuing Education Activities**

- Master's of Business Administration (completed 27 of 49.5 total credits)
 - *Completed 16.5 of 16.5 Foundation Level Courses
(completed 6 credits within last year)
 - *Completed 10.5 of 33 Masters level courses
(completed 9 credits within last year)
(currently enrolled in 3 credits)
 - *Anticipated Graduation: Spring 2009

➤ **Professional Memberships**

- North American Serials Interest Group (2006 -- present)
- Wisconsin Library Association (2004 -- present)
- Wisconsin Association of Academic Libraries (2004 -- present)
- Association of Portage County Librarians (1999 -- present)

➤ **Conferences, Workshops, Seminars, and Meetings Attended**

- “Creating the Capacity for Change: Workflow Analysis Workshop,” R2 Consulting, Madison, WI, September 28, 2007
- “Monitoring Electronic Serials,” EBSCO Webinar, UWSP, August 23, 2007
- “EndUser 2007 Conference,” Schaumburg, IL, April 26-28, 2007
 - “A Resource Discovery Framework for Library Resources”
 - “Fighting Cyber Pirates and Winning: Securing EZproxy Using PHP, the Voyager Patron Database, and Active Directory
 - “Come Together: A Look at Today’s Ex Libris Product Suite”
 - “SFX Special Interest Group”
 - “Bringing Local Acquisitions Procedures and Voyager Together: THE ATU Bluecard Database
 - “SFX Joins Forces with Verde”
 - “Implementing Predictive Check-In at UCLA: A Case History”
 - “Managing Monographic Standing Orders in Voyager”
 - “Serials Special Interest Group”
- “SFX Refresher Training,” Minneapolis, MN, March 7, 2007
- “EBSCONet: Comprehensive Overview,” UWSP, Webcast, August 11, 2006

➤ **Conferences, Workshops, Seminars, and Meetings Attended (continued)**

- UW System Ex Libris Annual Meeting, Madison, WI, August 1, 2006
- “Voyager 5.0: Evolution in Acquisitions & Serials”, UWSP, Webcast, June 19, 2006
- North American Serials Interest Group Annual Meeting, Denver, CO, May 4-7, 2006
 - “E-Resources = E-Opportunity: Connecting Systems, Technical Services & Patrons”
 - “Envisioning the Future of ERM Systems”
 - “How Did We Ever Manage Without the OpenURL?”
 - “Changing Landscape of Serials: Open Access”
 - “Generating E-Collections Lists for Dummies”
 - “Climbing Peaks and Navigating Valleys: Managing Personnel from High Altitude”
 - “Mountains, Valleys and Pathways: Serial Users’ Needs & Steps to Meet Them”
- Wisconsin Association of Academic Librarians Annual Meeting, Stevens Point, WI, March 28-31, 2006
 - “World of Wikis and Libraries”
 - “New Directions in Library Education”
 - “Journal Value Project”
 - “Implementation of MetaLib at the University of Wisconsin-Madison”
 - “Moving Reference in New Directions”
 - “Collection Development Performance Indicators in a Collaborative World”
 - “Library Course Pages: Pointing Students to Library Resources”
- “Significant Learning: A Decade of Focusing on Teaching,” Tenth Annual UWSP Teaching Conference, January 19, 2006
- Soaring to Excellence Teleconference Series, UWSP
 - “Google and Your Patrons,” November 18, 2005
 - “Library as Place: Where People Want to Be,” March 18, 2005
 - “Role of Teaching in Modern Libraries,” November 19, 2004
 - “Virtual Reference Services: What, Why & How,” February 8, 2002

SERVICE

➤ **University of Wisconsin System Service**

- Collection Development Committee (Fall 2005 -- present)

➤ **University Service**

- University Awards Committee (Fall 2007 -- present)
- UWSP History Day Judge (April 15, 2007)
- Pathways to Point Wilderness Trip Leader (Summer 2006 -- present)
- Pathways to Point Interim Coordinator (Nov 2006 -- Nov 2007)
- UWSP Open House Planning Committee (Spring 2006)

➤ **Library Service**

- Chair, Search and Screen Committee, Access Services Librarian (Spring 2007 -- Fall 2007)
- Library Self Study (Fall 2007 -- present)
- Salary and Merit Committee (2006 -- present)
- Search and Screen Committee, Information Systems Librarian (Fall 2006)
 - Working group for Information Systems Librarian (Spring 2006)
- Collection Development Committee (Fall 2005 -- present)
 - Liaison to the Departments of Biology, CNMT, HESA, Math
- Reference and Instruction Committee (Fall 2005 -- present)
- Social Committee (Fall 2005 -- present)

➤ **Professional Association Service**

- Wisconsin Association of Academic Librarians, 2006 Annual Conference Dessert Reception Planning Committee

CURRICULUM VITAE

Yan Liao

1528 Franklin Street, Apartment 3
Stevens Point, Wisconsin 54481
Telephone: (715) 252-6039
E-mail: yliao@uwsp.edu

EDUCATION

2002	MLIS, Library and Information Science, University of Hawai'i at Manoa
2002	MA, English as a Second Language, University of Hawai'i at Manoa
1996	MA, American Studies, Sichuan University, Chengdu, China
1993	BA, English Language and Literature, Sichuan University, Chengdu, China

TEACHING EXPERIENCE

01/2003 – present	Assistant Professor University of Wisconsin – Stevens Point <i>"Library Resources 101: Effective Use of Library Resources"</i> Taught one section of this course in fall 2004, spring 2005, fall 2005, fall 2006, and fall 2007 semesters. Provided library instruction for a variety of courses at UWSP, including <i>Education 105, English 102, Geography 380, Interior Architecture 160, Natural Resources 151, Religious Studies 321, Religious Studies 341, Religious Studies 342, and Theatre 452.</i>
10/1999 – 12/2001	English Instructor Hawai'i English Language Program, University of Hawai'i at Manoa Taught various courses in English reading, listening, writing, vocabulary, and TOEFL skills to adult learners from Japan, Korea, China, and other countries.
07/1996 – 07/1998	English Lecturer Graduate Division, College English Department, Sichuan University, Chengdu, China Taught various courses in English reading, listening, speaking, writing, vocabulary, and TOEFL skills to graduate students.

LIBRARY EXPERIENCE

01/2003 – present	Assistant Professor University Library, University of Wisconsin – Stevens Point Catalog Librarian, Reference, Instruction, and Collection Development
06/2002 – 10/2002	Cataloging Assistant Cataloging Department, University of Hawai'i at Manoa Libraries

08/2001 – 08/2002	Reference Intern Central Information Services/Business, Humanities, and Social Sciences Department, Hamilton Library, University of Hawai'i at Manoa
08/2000 – 08/2002	Graduate Assistant Asia Collection, Hamilton Library, University of Hawai'i at Manoa
01/2002 – 05/2002	Cataloging Intern Cataloging Department, University of Hawai'i at Manoa Libraries
09/1998 – 08/2001	Student Assistant, Student-In-Charge Wong Audiovisual Center, Sinclair Library, University of Hawai'i at Manoa

PUBLICATIONS

- Currently writing two articles for *Women in American history: An encyclopedia* (Publisher: Facts on File).
- Liao, Y. (2006). *Famous people of China*. Philadelphia: Mason Crest Publishers.
- Liao, Y. (2006). *Food and festivals of China*. Philadelphia: Mason Crest Publishers.
- Liao, Y., & Fukuya, Y. J. (2004). Avoidance of phrasal verbs: The case of Chinese learners of English. *Language Learning*, 54, 193-226.
- Zeng, Y., Liao, Y., Wang, L., & Sun, L. (1997). *A dictionary of English synonyms and antonyms for college students and postgraduates*. Chengdu, China: Sichuan People's Publishing House.
-

PRESENTATION

- Liao, Y., & Nelson, N. *Institutional repositories: Exploring the issues*. Wisconsin Association of Academic Libraries Annual Conference, Madison, WI, April 21, 2005.
-

GRANT

- UWSP – New Faculty Grant (\$1,800). *Hidden treasures: Survey of the natural history collections in Wisconsin's museums and related facilities*. (2004).
-

SERVICE ON PROFESSIONAL ORGANIZATIONS

- | | |
|-------------------|----------------------------------------------------------------------------------------------------|
| 01/2004 – 05/2007 | Information Literacy Committee, Wisconsin Association of Academic Librarians |
| 09/2005 – 04/2006 | Conference Planning Committee, Wisconsin Association of Academic Librarians 2006 Annual Conference |
| 08/2002 – 05/2005 | Committee on Public Services, Council on East Asian Libraries (CEAL) |

SERVICE ON UNIVERSITY COMMITTEES

08/2004 – present	UWSP Nominations and Elections Committee
07/2003 – present	UWSP Institutional Repository Team
01/2003 – present	UWSP Faculty Mediation Committee
08/2005 – 08/2007	UWSP Award Subcommittee

SERVICE ON LIBRARY COMMITTEES

08/2003 – present	Library Salary and Merit Committee
08/2006 – 05/2007	Library Search and Screen Committee for Information Systems Librarian
08/2004 – 05/2005	Library Search and Screen Committee for Library Director
01/2004 – 03/2006	<i>University Library Faculty Personnel Policies and Procedures</i> Revision Committee
08/2003 – 05/2004	Library Search and Screen Committee for Serials Librarian

CONFERENCES ATTENDED

09/2007	WiLS Workshop: <i>Creating the Capacity for Change: Transforming Library Workflows and Organizations through Workflow Analysis and Redesign</i> . Madison, Wisconsin
04/2007	<i>Discover WAAL @ Wisconsin Dells</i> . Wisconsin Association of Academic Librarians Annual Conference, Wisconsin Dells, Wisconsin
01/2007	11 th Annual UWSP Teaching Conference
10/2006	WiLS OCLC Peer Council Fall Meeting, Madison, Wisconsin
04/2006	WiLS webconference on OCLC Local Holdings Maintenance
03/2006	<i>Pointing Toward New Directions</i> . Wisconsin Association of Academic Librarians Annual Conference, Stevens Point, Wisconsin
02/2006	WisLine webconference on OCLC Local Holdings Maintenance
01/2006	10 th Annual UWSP Teaching Conference

10/2005	WiLS OCLC Peer Council Fall Meeting, Madison, Wisconsin
04/2005	<i>Our Capital Convergence.</i> Wisconsin Association of Academic Librarians Annual Conference, Madison, Wisconsin
01/2005	9 th Annual UWSP Teaching Conference
10/2004	<i>Your Library, Your Choice.</i> Wisconsin Library Association Annual Conference, Lake Geneva, Wisconsin
10/2004	WiLS OCLC Peer Council Fall Meeting, Madison, Wisconsin
05/2004	WiLS OCLC Peer Council Spring Meeting, Madison, Wisconsin
04/2004	<i>Information and Technology Literacy.</i> Wisconsin Association of Academic Librarians Annual Conference, Elkhart Lake, Wisconsin
10/2003	<i>Libraries @ the Heart.</i> Wisconsin Library Association Annual Conference, Milwaukee, Wisconsin.
10/2003	WiLS OCLC Peer Council Fall Meeting, Madison, Wisconsin
05/2003	WiLS OCLC Peer Council Spring Meeting, Madison, Wisconsin
04/2003	<i>Connect in the City.</i> Wisconsin Association of Academic Librarians Annual Conference, Milwaukee, Wisconsin.

PROFESSIONAL MEMBERSHIPS

2003 – present	Wisconsin Association of Academic Librarians (WAAL)
2003 – present	Wisconsin Library Association (WLA)
2003 – present	Association of College and Research Libraries (ACRL)
2001 – present	American Library Association (ALA)

VITA

Theresa L. Muraski

Information Systems Librarian
University of Wisconsin-Stevens Point Library
Stevens Point, Wisconsin 54481
715-346-3349

Education

Master of Science degree in Library Science (summa cum laude), University of South Florida, Tampa, Florida, 1986

Bachelor of Arts degree in English (cum laude), Ripon College, Ripon, Wisconsin, 1978

Lincoln High School, Wisconsin Rapids, Wisconsin, valedictorian, 1975

Professional Experience

May, 2007 – present – Information Systems Librarian

Library, University of Wisconsin – Stevens Point, Stevens Point, Wisconsin

Provide leadership for all aspects of library technology. Plan, assess, implement and maintain library systems, including Voyager acquisitions, circulation, serials, cataloging, universal borrowing, media scheduling and reporter modules. Administer Metalib federated search system and gateway to electronic indexes. Troubleshoot and support SFX open URL resolver, OCLC and Illiad systems. Provide reference service and participate in the library instruction program. Act as liaison to the campus Information technology department and collection liaison to three academic departments.

January, 2003 to May, 2007 - Access Services Librarian

Library, University of Wisconsin – Stevens Point, Stevens Point, Wisconsin

Management responsibilities at UW-Stevens Point include the main circulation area, interlibrary loan and reserves. Plan and direct services for distance education students. Participate in the regular reference schedule at the main desk and in the library instruction program. Act as collection liaison for Paper Science and Health Promotion & Human Development departments.

August, 2000 to January, 2003 - Librarian

Newman High School & St. Matthew Middle School, Wausau, Wisconsin

Librarian/school media specialist at small college preparatory high school and middle school serving approximately 400 students. Primary responsibility for reference, instruction, selection, and cataloging of all materials. Work closely with faculty to integrate library use into curriculum and promote reading, especially at the middle school level.

August, 1990 – July, 2000 - Academic Librarian

Library Learning Center, University of Wisconsin-Stout, Menomonie, Wisconsin

Responsibilities at UW-Stout included management of the periodicals collection with a budget of more than \$250,000 and supervision of three full-time serials employees. Responsibilities also included planning, designing and maintaining the Library's website. Participated in the instruction and reference teams, providing service and bibliographic instruction on a regular basis. Managed interlibrary loan services including planning and supervision. As Assistant to the Director for Special Services (1990-1996) developed library services and resources for special needs groups, including students with disabilities, minority students and nontraditional students.

January, 1998 – 2003 - Instructor, Online Internet Literacy Course

**Continuing Education, University of Wisconsin-Stout,
Menomonie, Wisconsin**

Member of instruction team for introductory Internet Literacy course offered via the World Wide Web which introduces students to electronic mail, online resources and developing a web site. The course includes online instruction modules, chat sessions, an electronic mail discussion group and online grading.

Other Professional Experience

1989 - 1990

Cataloger for Menomonie School District, Menomonie, Wisconsin

1988 – 1989

**Reference Librarian and Instructor in undergraduate Library Science program
(adjunct, part-time)**

Allen Memorial Library, Valley City State University

1984 – 1988

**Reference, Government Documents, Serials Librarian
Library, St. Thomas University, Miami, Florida**

1981-1984

**Office Manager, Administrative Assistant
Northwestern Mutual Life Insurance, Evansville, Indiana**

October, 1978 – May, 1981

Special Assistance tutor, James Williams Junior High, Rhinelander, Wisconsin

Presentations

Muraski, T. & Null, D. *Wikis and Libraries*. Wisconsin Library Association (WLA) Annual Conference, Wisconsin Dells, WI, November 2, 2006.

Muraski, T. & Null, D. *Wonderful world of wikis*. Wisconsin Association of Academic Librarians (WAAL) Annual Conference, Stevens Point, WI, March 29, 2006.

Who are our students? The Millennial generation: Preconference Panel. Wisconsin Association of Academic Librarians (WAAL) Conference, Stevens Point, WI, March 28, 2006.

Muraski, T. & Stephens, R. The Patriot Act and Online Intellectual Freedom. Learning is ForEver (LIFE), Stevens Point, WI, September 29, 2004.

Muraski, T. *Using Metasearch to provide Library Resources for Distance Education*. 20th Annual Conference on Distance Teaching & Learning, Madison, WI, August, 2004.

Muraski, T. *Using the Internet in the Classroom*, Cray Academy, Eau Claire, WI, July, 1999.

Muraski, T. & Richmond, B. *Training Staff to Use the Internet*, two day workshop co-presenter for The Electronic Library Series: Nothing But Net, School of Library and Information Studies, University of Wisconsin-Madison/Extension, August, 1994.

Muraski, T. & Banks, R. *Checklist of Academic Library Accommodations for Patrons with Disabilities*, Association of College and Research Libraries Multistate Conference, 1993.

Grants Awarded

L & S Technology Mini-Grant, *Mobile digital technology and library reserve*, \$990, 2007

Technology Mini-Grant, co-authored with Patti Becker, *Development of an online chat reference service*, \$2000, 2005

Hybrid Course Curricular Redesign Grant, to convert Library Resources 101 to hybrid (blend of online and face-to-face) instruction format, \$1800, 2005

UW-System Academic Staff Professional development grant to support attendance by a team of Reference/Instruction librarians at the *National Association of College and Research Librarians Conference* in Detroit, Michigan, \$3,500, 1999

Pilot Project by the University of Wisconsin-Stout Library Learning Center to Develop Distance Education Resource Services, principal investigator, Stout Foundation, \$10,900, 1996

A Pilot Project of the University of Wisconsin-Stout Library Learning Center to Provide Access to and Delivery of Electronic Resources, principal investigator, University of Wisconsin System Undergraduate Education Systemwide Funds, \$34,000, 1994-1995

The Stout Campus Wide Information System: A Collaborative Workshop, co-principal investigator, University of Wisconsin-Stout Professional Development grant, \$1,400, 1994.

Publications

Althea Gibson. (2008) In *Encyclopedia of American Women's History*. New York: Facts on File. (in process)

Harriet Maxwell Converse. In *Encyclopedia of American Women's History*. New York: Facts on File. (in process)

Helen Sekaquaptewa. In *Encyclopedia of American Women's History*. New York: Facts on File. (in process)

Mildred "Babe" Didrikson Zaharias. In *Encyclopedia of American Women's History*. New York: Facts on File. (in process)

Title IX. In *Encyclopedia of American Women's History*. New York: Facts on File. (in process)

ARBA Book Review, Gale Directory of Publications and Broadcast Media, June, 2004.

Book Review: Adaptive technology for the Internet. *Journal of Academic Librarianship*. September, 2000.

Library Services for Students with Disabilities at the University of Wisconsin-Stout. *Journal of Academic Librarianship*, July-August, 1993.

Disability-Related Gophers: Providing a New Level of Access to Information for People with Disabilities. *Library Hi-Tech News*, October, 1993.

Professional Development Activities

Wilsworld Conference, Madison, WI, July, 2007

Voyager User's Group National Meeting, Chicago, IL, April, 2007

Wisconsin Library Association Annual Conference, Wisconsin Dells, WI, November, 2006

Wisconsin Association of Academic Librarians Annual Conference, Stevens Point, WI, March, 2006

Distance Teaching and Learning National Conference, Madison, WI, August 2005

Community and Professional Service

Council of University of Wisconsin Libraries Technology Coordinating Committee (2007-2009)

UW System Library Automation Managers Committee. (2007- present)

University Personnel Development Committee, UW-Stevens Point (2004 - present)

Copyright Advisory Group, UW-Stevens Point, (2005 – present)

University Awards Committee, UW-Stevens Point, (2004-2005)

History Day research liaison, D.C. Everest High School (2004 – present)

Webmaster for D.C. Everest Little League (2004 - present)

UW System Collection Development Committee (1993-2000)

Co-chair of initial campus working group to establish campus wide information system at UW-Stout.

Menomonie Public Library Board, 1997-2000 , Chair of personnel and technology committees. Chair of search committee for Public Library Director, 1999.

Curriculum Vitae
Nerissa Nelson

University of Wisconsin-Stevens Point
University Library
900 Reserve Street
Stevens Point, Wisconsin 54481
Tel: 715-346-4204
Email: nnelson@uwsp.edu

EDUCATION

M.A. Communication

University of Wisconsin-Stevens Point 2001
Thesis: "The Effects of Media Concentration on the Quality of Local News:
A Case Study of a Community Newspaper"

M.A. Library and Information Studies

University of Wisconsin-Madison 1997

B.A. Journalism

Columbia College, Chicago, IL 1994

LIBRARY/TEACHING EXPERIENCE

Associate Professor

University of Wisconsin-Stevens Point 2007-present
University Library

Assistant Professor

2001-2007

Primary Responsibilities:

- Instruction - Teach *Library Resources 101: Effective Use of the University Library* and numerous bibliographic instruction sessions for courses across disciplines.
- Reference - Provide reference services to students, faculty, staff and community members.
- Web - Coordinate and maintain Library Homepage and oversee the Library Web Committee.
- Foundation Collection - Coordinate Foundation Collection resources and programs.
- Collection Development - Participate in Collection Development.
- Liaison Activities - Serve as the library liaison to English, Business/Economics and Women's Studies Departments.
- University and Library Service - Serve on University and Library Committees.

Other Campus Responsibilities

Interim Coordinator of Women's Studies Program 2008-present

Teaching Assistant

University of Wisconsin-Stevens Point 2000-2001
Division of Communication
- Taught three sections of *Communication 101: Introduction to Public Speaking*.

Information Specialist

- Renaissance Learning – Wisconsin Rapids, WI 1998-2000
- Established company's first corporate library. Created specialized databases and catalogs of educational materials. Provided market, company and industry research to employees.

Information Analyst

- Bank of America Research Library – Chicago, IL 1997-1998
- Provided market, company and industry research to bank associates. Instructed employees in the use of the Library and Web resources. Created and maintained a database of historical exchange rates that was used globally.

Library Assistant/Intern

- University of Wisconsin-Madison 1995-1997
- Business School Library (Internship)
 - Taylor-Hibbard Library (Library Assistant - Dept. of Agricultural Economics)
 - Journalism Reading Room (Library Assistant - Dept. of Journalism and Mass Communication)
 - WILS (Library Assistant - Wisconsin Interlibrary Loan Services)

Library Assistant

- Chicago Tribune – Marketing Information Center – Chicago, IL 1993-1995
- Provided several current awareness newsletters of the retail and auto industries, and market and demographic research for employees.

Library Para-Professional

- C. Berger & Company – Downer's Grove, IL 1993 & 1996
- Provided cataloging and reference services for Blue Cross/Blue Shield and the Bellwood Public Library.

PUBLICATIONS

"Dance Halls and Dance Hall Girls," "Emily Post," "Laura Fermi." Women in American History: An Encyclopedia. Facts on File (publisher). (not yet published).

Nelson, Nerissa, Nancy Chick and Holly Hassel. "Unasked Questions and Unforeseen Outcomes: Blunders and Assumptions in a Cross-Institutional Cybercollaboration Developing an Online First-Year Composition Resource." In preparation for Teaching English in the Two-Year College [Peer Reviewed].

Review of the "Documents from the Women's Liberation Movement: An Online Archival Collection" (Web site) in Reference Reviews, Vol. 20 (6), 2006.

Review of "Population Reference Bureau," (Web site) in Reference Reviews, Vol. 19 (4), 2005: 18.

"Visual Literacy and Library Instruction: A Critical Analysis." Education Libraries, Vol. 27 (1), Summer 2004: 5-10. [Peer Reviewed].

"Back into the Limelight: An Annotated Bibliography of Principal Dancers from American Ballet Theater, 1940-1960." <http://library.uwsp.edu/nnelson>.

"Integrating Information Literacy in the Hybrid Environment," Teaching with Technology Today, Vol. 10 (5), March 2004.

Review of "Investigating Natural Disasters through Children's Literature," (Book) by Anthony D. Fredericks, Education Libraries, Vol. 26 (1), Summer 2003: 38.

"Quality Reporting under Different Ownerships: A Case Study," Grassroots Editor, Vol.44 (4), Winter 2003.

Warren, Hillary and Nerissa Nelson. "Digital Differences: Attitudes among major campus stakeholders on technology implementation - an empirical study." AEJMC Conference Paper (Association for Education in Journalism and Mass Communication). September 6, 2001. Available from the AEJMC archive at:
<http://list.msu.edu/cgi-bin/wa?A2=ind0109A&L=AEJMC&P=R37443&I=-3>

"Can Computer-Mediated Communication Democratize the Workplace?" Information Outlook, Vol.4 (6), June 2000: 18-22.

Review of "Consider the Earth: Environmental Activities for Grades 4-8," (Book) by Julie M. Gates, Education Libraries, Vol. 23 (2), 1999: 43-44.

Review of "Global Links: A Guide to Key People in Institutions Worldwide," (Book) by Cynthia J. Levy & Jeffrey D. Schultz, Education Libraries, Vol. 22 (3), 1998: 34-35.

"Agricultural and Applied Economics Publications Bibliography." [Department of Agricultural and Applied Economics Publication]. University of Wisconsin-Madison. 1996.

"Woids Fum Da Mayor: Chicago Politicians Fumble for Words," Chicago Arts and Communication, Vol. 96: 1994: 96.

Columbia College Chronicle (1993) - Feature Writer and Dance Reviewer.

PRESENTATIONS

May 19, 2008

January 17, 2007 **Information Literacy Standards.** Presentation (with Patti Becker and Kathy Davis) at the 11th Annual Teaching Conference. UWSP.

April 18, 2006 **Finding the Funds Locally**
Workshop presentation for the Portage County Volunteers Association. UWSP.

April 1-2, 2006 **Collaborating in Cyberspace: Developing Freshman Composition Resources**
Poster session at the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Colloquium. "Evidence, Impact and Momentum." Madison, WI.

April 21, 2005 **Institutional Repositories: Exploring the Issues**
Conference presentation (with Yan Liao) at the Wisconsin Association of Academic Librarians annual state conference. Madison, WI.

Sept. 27, 2004 **Uncovering Potential Funders**
Presentation at the Community Foundation of South Wood County. UWSP.

April 22, 2004 **Introduction to the UWSP Foundation Collection Resources**

- Presentation at the YMCA Annual Directors Meeting.
Stevens Point, WI.
- Jan. 15, 2004 ***Integrating Information Literacy into Women's Studies Curriculum in the Hybrid Environment***
Presentation at the Women's Studies Consortium –
"Feminist Pedagogy and Technology." UW-Madison.
- Oct. 23, 2003 ***Exploring GEM Funding Sources***
Presentation at the Global Environmental Management
Advancement Meeting Group. UWSP.
- March 16, 2003 ***Finding the Funds: A Guide to Resources for Grantmakers***
Presentation at the annual conference of the Wisconsin
Hospital Association and Office for Rural Health.
Wisconsin Rapids, WI.
- Jan. 18, 2003 ***Grant Writing Resources for UWSP Faculty***
Presentation at the "Grant Writing Workshop with David
Bauer." UWSP.
- May 18, 2002 ***Introduction to Grant Writing Basics and Funding Sources***
Presentation at the annual Wisconsin Groundwater
Guardian Statewide Meeting. UWSP.
- Aug. 28, 2001 ***Digital Differences: Attitudes Among Major Campus Stakeholders on Technology Implementation – An Empirical Study***
Presentation (with Dr. Hillary Warren) at the Association
for Education in Journalism and Mass Communication.
Washington, D.C.

CONFERENCES/WORKSHOPS ATTENDED

- Oct. 17-18, 2008 **Women's Studies Consortium** (Fall Retreat). Wausau, WI.
- Oct. 9-11, 2008 **Foundation Center: Building Community Resources**
(Network Days). New York City, NY.
- April 4-5, 2008 **32nd Annual Women's Studies and LGBTQ Conference: Women and the Environment: Literary, Scientific and Cultural Perspectives.** UW-Green Bay.
- Nov. 9, 2007 ***Promoting Grantsmanship Workshop.*** UWSP.
- February 22, 2007 ***Understanding Digital Content Management Software.***
Wisconsin Inter-Library Loan Service hosted webcast. UWSP.
- Oct. 6-7, 2006 ***Foundation Center: Knowledge to Build On*** (Network Days).
New York City, NY.
- April 1-2, 2006 ***Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Colloquium: Evidence, Impact and Momentum.*** Madison, WI.

- March 29-31, 2006 **Academic Libraries: Pointing Toward New Directions.** Annual state conference of the Wisconsin Association of Academic Librarians. Stevens Point, WI.
- January 19, 2006 **Significant Learning: A Decade of Focusing on Teaching.** Tenth annual UWSP teaching conference. UWSP.
- June 20, 2005 **Coordinated regional workshop “Foundation Funding for Your Nonprofit Organization,”** presented by Erika Wittlieb, Coordinator of Cooperating Collections, from the Foundation Center in New York City. UWSP Library
- Oct. 13, 2005 **Designing Web Sites for Academic Libraries.** Association of College and Research Libraries – Web cast.
- April 19-22, 2005 **Our Capital Convergence.** Annual state conference of the Wisconsin Association of Academic Librarians. Madison, WI.
- Nov. 2-4, 2004 **Your Library Your Choice.** Annual state conference of the Wisconsin Library Association. Lake Geneva, WI.
- Nov. 19, 2004 **The Role of Teaching in Modern Libraries.** Teleconference sponsored by the South Central Library System.
- April 21-23, 2004 **Up to Speed: Information and Technology Literacy for Lifelong Learning.** Annual state conference of the Wisconsin Association of Academic Librarians. Elkhart Lake, WI.
- Jan. 14-16, 2004 **Feminist Pedagogy and Technology.** Women’s Studies Consortium - University of Wisconsin System. UW-Madison.
- Oct. 28-30, 2003 **Libraries @ the Heart.** Annual state conference of the Wisconsin Library Association. Milwaukee, WI.
- June 19-25, 2003 **American Library Association.** Annual national conference. Toronto, CN.
- April 2-4, 2003 **Connect in the City.** Annual state conference of the Wisconsin Association of Academic Librarians. Milwaukee, WI.
- February 7, 2003 **Reference Services: Virtual, Digital & In-Library: A New Model for Effective Delivery.** Teleconference sponsored by the South Central Library System.
- Oct. 29-31, 2002 **Libraries: A Basic Freedom.** Annual state conference of the Wisconsin Library Association. Middleton, WI.
- April 17-19, 2002 **Resources and Renewal.** Annual state conference of the Wisconsin Association of Academic Librarians. Green Lake, WI.
- Oct. 24-26, 2001 **Still Libraries After All These Years.** Annual state conference of the Wisconsin Library Association. Appleton, WI.

GRANTS/AWARDS

2005-2006	University of Wisconsin System - Learning Technology Development Council (\$42,734) <i>"Developing a D2L Resource Site and Instruction Shell for Freshman Composition."</i> Curricular redesign project with six faculty from the UW campuses.
2003	UWSP - New Faculty Grant UPDC (\$2,000) "Back into the Limelight: An Annotated Bibliography of Dancers from American Ballet Theater, 1940-1967." New faculty grant research project.
2003-2004	Stevens Point Arts Council (\$400) Operations grant awarded to Point Dance Ensemble.
2002-2003	Stevens Point Arts Council (\$1,500) Operations grant awarded to Point Dance Ensemble.
1999-2000	Leland Burroughs Scholarship Award (\$1,000) Division of Communication – UWSP.

UNIVERSITY/LIBRARY SERVICE

2007-2008	Self-Study Steering Committee (Library)
2004-2006	Faculty Senate (University)
2002-2007	Faculty Affairs Committee (University)
2002-present	Women's Studies Advisory Committee (University)
2006-2007	Web Advisory Committee (University)
2006-2007	Search & Screen Committee - Chair (Library) (Information Systems Librarian position)
2003-2005	Search & Screen Committee (Library) (Serials Librarian position)
2002-2003	Salary & Merit Committee (Library)
2001-2002	Search & Screen Committee (Library) (Cataloging Librarian position)

PROFESSIONAL COMMITTEES

2008-present	UW System Women's Studies Consortium Representative for UWSP as Women's Studies Coordinator.
2008-present	Advisory Panel – UW System Women's Studies Librarian

- 2005-2006 **Local Arrangements Co-Chair**
Conference planning committee for the Wisconsin Association of Academic Librarians annual conference.
- 2003-2004 **Web/Publicity Coordinator**
Conference planning committee for the Wisconsin Association of Academic Librarians annual conference.

CAMPUS ACTIVITIES

- 2007 **Women’s History Month**
Co-chaired two events celebrating Women’s History Month.
- 2006 **Marge Piercy Lecture**
Helped with publicity by contacting various news outlets and other local organizations.
- 2005 **Notable Books Marathon**
Coordinated a books marathon event at the Library. Sponsored by the University Library, English Department and Barney Street.
- 2005 **Guerilla Girls**
Helped secure funding from the University Library for Guerilla Girls event on campus.
- 2005 **Winter Commencement Ceremony (Reader)**
- 2008 **Women’s History Month**
Coordinated several events held at the University Library celebrating Women’s History Month.

COMMUNITY SERVICE

- 2004-present **Stevens Point Arts Council (Board Member)**
- 2003-present **Community Foundation of Portage County (Grants Facilitation Committee)**
- 2003 & 2004 **National History Day (Judge)**
Sponsored by the Wisconsin Historical Society. UWSP.
- 2002 **Career Exploration Retreat (Presenter)**
Presented “Career Explorations for Future Librarians” at the Lions Camp. Sponsored by the UWSP Counseling Center.

PROFESSIONAL MEMBERSHIPS

- 1998-present **American Library Association**

Divisions:

- Association of College & Research Libraries
- Library & Information Technology Association
- Intellectual Freedom
- University Libraries
- Library Instruction/Information Literacy

2001-present

Wisconsin Library Association

Division:

- Wisconsin Association of Academic Librarians

1993-1997

Special Libraries Association (Illinois Chapter)

OTHER WRITING EXPERIENCE

"I'm sorry for." Poem submitted to Identity Theory (online literary magazine).
"Granny Has Curls." *Banyan Review*. Accepted for publication in Winter 2007.
<http://www.banyanreview.com/>. (Creative non-fiction essay).

2005-present

Part of a creative writing group of local teachers and writers working on various personal projects.

OTHER EXPERIENCE (DANCE RELATED)

Teaching:

1999-2004

Point Dance Ensemble (Co-Artistic Director)
Co-Artistic director of local non-profit dance company.

1999-2003

UWSP Summer Music & Dance Camp (Faculty)
Taught Intermediate and Advanced Ballet, Pointe and Repertory Classes.

1998-2008

Turning Point Dance Academy (Faculty)
Taught Intermediate and Advanced Ballet and Pointe Classes.

Choreography:

2006

Turning Point – Summer Performance
"Legs" (Music by Art of Noise)

2003

UWSP – Summer Music & Dance Camp
"Seeing the Music" (Music by Stravinsky)

2002

Point Dance Ensemble (Annual Performance)
"String in C Major" (Music by Tchaikovsky)

2001

UWSP – Summer Music & Dance Camp
"La vie en Rose" (Music by Edith Piaf)

2001

Point Dance Ensemble (Annual Performance)
"Scherzo a la Russe" (Music by Stravinsky)

2000

Point Dance Ensemble (Annual Performance)
"The Man I Love" (Senior Co. piece. Music by Gershwin).

Training and Performances:

1972 – 1992:

Performed with the Boston Ballet, Chicago City Ballet and the Lyric Opera of Chicago. Studied ballet in Chicago, New York City and Boston.

Aaron F. Nichols

EXPERIENCE:

March 2007 –
January 2008

University of Massachusetts – Amherst, MA

W.E.B. Du Bois Library

HEAD, RESERVES, MEDIA & MICROFORMS DEPARTMENT

- Supervised, trained, and mentored eight full-time and one half-time staff members.
- Planned and implemented complex projects that improved service in the Reserves, Media & Microforms Department.
- Engaged in the continual evaluation of reserves, media, and microforms services. Prepared statistical data, reports, and copyright compliance records. Analyzed data and reports for trends and recommended improvements to meet the needs of students and faculty.
- Maintained accurate Web pages for the department, including electronic reserves interface and policies.
- Maintained awareness of changing technologies, rules, policies, and best practices in the field. Recommended appropriate technologies and systems to be incorporated into departmental and library-wide services.
- Participated in the administration of the Library through membership on both the Senior Management Group and Heads of User Services.

August 2004 -
March 2007

University of Wisconsin – Marinette, Marinette, WI

Library

PUBLIC SERVICES LIBRARIAN

- Provided comprehensive reference and research services to students, faculty and the public; utilized print resources, electronic databases, and the World Wide Web.
- Developed and maintained library Web pages using Dreamweaver 8. Authored several instructional Web pages and reorganized the library Web site to improve user navigation.
- Administered access services operations in conjunction with the Library Director. Trained and supervised the Library Assistant and student workers; organized and disseminated reserve materials; facilitated user access to all library information resources.
- Managed and operated interlibrary loan and document delivery services using ILLiad, Odyssey, and the University of Wisconsin Universal Borrowing consortium. Created and implemented new, more efficient, interlibrary loan procedures.
- Created bibliographic instruction programs. Instructed courses and served as the primary liaison to all faculty members regarding library instruction.
- Former member of the UW-Colleges Library Council including the Electronic Resources Committee and the Web Voyager Enhancements Committee.
- Participated in UW-Marquette campus governance activities.

April 2003 –
May 2004

Providence College, Providence, RI
Phillips Memorial Library
REFERENCE ASSISTANT

- Provided complete reference services and research assistance to students, faculty, staff, and clergy.
- Instructed students, faculty, and staff in identifying and using the library's print and electronic resources - in person, over the phone, and online; assisted in bibliographic instruction sessions.
- Reorganized and indexed the online and print policy and procedures manual. Programs used included basic HTML and Dreamweaver MX.
- Primary Reference Librarian for the student athlete outreach program. Provided reference and research support to student-athletes; created new guidelines and practices for the program.
- Performed basic troubleshooting on computers and equipment; installed and updated software as needed.
- Created a list of frequently asked questions for the library's e-mail reference service.
- Participated in Virtual Reference online chat sessions using LSSI.

August 2002-
April 2003

Providence Athenaeum Library, Providence, RI
CIRCULATION ASSISTANT

- Managed the circulation of library materials and oversaw the organization, maintenance, and flow of library serials.
- Planned and executed a major weeding project for the serials collection.
- Provided courteous and responsive customer service and reference assistance to library members and students of the Rhode Island School of Design.
- Aided in the development of library procedures.

August 2000-
July 2002

Vista Higher Learning, Boston, MA
SALES REPRESENTATIVE

- Achieved 156% above yearly sales goal; received Certificate of Achievement for outstanding sales, 2001.
- Collaborated with senior editorial team on present and future marketing initiatives aimed at increasing market share.

January 1999-
August 2000

Cahner's Publishing, Newton, MA
PRODUCTION ASSOCIATE

- Developed working guidelines and best practices for ad serving capabilities. Set expectations with clients; improved client satisfaction; and increased ongoing account revenue generation.
- Trained co-workers in Net Gravity, a software application used for posting electronic ads.

September 1997-
January 1999

Kluwer Academic Publishers, Norwell, MA
PRODUCTION EDITOR

- Managed projects from manuscripts to bound books and journals.
- Responsible for composition and print quality, schedules, as well as liaison with editors, freelance writers, and vendors.

EDUCATION:

University of Rhode Island, Kingston, RI
Master's of Library and Information Studies, 2004

University of Massachusetts at Amherst, Amherst, MA
Bachelor of Arts in History, 1997

Databases: Highly skilled at extracting information from nearly all databases used in academic libraries as well as electronic government resources.

Technical Skills: Microsoft Office, Captivate, LSSI, Dreamweaver 8, HTML, Voyager, Millennium Circulation, Aleph 500, OCLC Connexion, WebCT, D2L, PowerPoint, ILLiad, Odyssey

Professional Affiliations:

- Association of College and Research Libraries
- American Library Association
- Wisconsin Library Association

CURRICULUM VITAE

Cathleen C. Palmi
2724 N. Reserve Dr.
Stevens Point, WI 54481
341-2345; cpalmi@uwsp.edu
October 30, 2007

EDUCATION

- Certificate of Advanced Study - School of Library and Information Studies, University of Wisconsin-Madison, August 1999
- MST/English - University of Wisconsin-Stevens Point, May 1991
- Certification as School Librarian - University of Wisconsin-Stevens Point, May 1986
- M.S. in Library Science - University of Illinois, Urbana, Illinois, August 1970
- B.A. in English - Morningside College, Sioux City, Iowa, June 1969

EMPLOYMENT

- **University of Wisconsin-Stevens Point, University Library**

Reference, Wisconsin Documents Librarian (half-time)

Associate Professor, September 2005 –

Acting Access Services Librarian (half-time), Fall 2007.

Collection Development Coordinator, Reference, Wisconsin Documents Librarian,
Associate Professor, August 2000 – August 2005

Reference/Wisconsin Documents/Instruction Librarian, Assistant Professor, August
1996 - August 2000.

Main Reference/Government Publications, Librarian, temporary, Sept. 1995 - May 1996

Government Publications, LSA-Senior, half-time, May 1988 to August 1995

- **Portage County Public Library, 1986-1987**

Reference and ILL, LTE, part-time, Spring 1987

Children's Department, LTE, part-time, Fall 1986 and Fall 1987

- **Stevens Point Public School District, Jackson Elementary School, Spring 1986**

Instructional Media Center Director, temporary

- **Helmetta Elementary School, Helmetta, New Jersey, 1976-1978**

School Librarian, part-time

- **Library Research Center, University of Illinois, Urbana, Illinois, 1971-1973**

Librarian, Researcher

- **Portage County Public Library, Stevens Point, Wisconsin, 1970-1971**

Assistant Librarian

PUBLICATIONS

"The Archives, Common Wisconsin Women, and Me". Essay online Wisconsin Humanities Council website. <http://www.wisconsinhumanities.org/palmini.html> . April 2007.

"The Broad Lakes Roll Between Us': Wisconsin Women's Letters Home." Inland Seas: Journal of the Great Lakes Historical Society. Spring 2003, p. 46-57.

"Across the Unknown Waters to Wisconsin: the Migration Narratives of Women Settlers". Transactions of the Wisconsin Academy of Sciences, Arts and Letters. December 2000, p. 105-120. Also: <http://digital.library.wisc.edu/1711.dl/WI.WT2000>

"The Impact of Computerization on Library Support Staff: A Study of Support Staff in Academic Libraries in Wisconsin." College & Research Libraries, March 1994, p. 119-127.

Pioneer Women of the Prairie: Portraits from the Novels of O. E. Rolvaag and Willa Cather and the Personal Writings of Pioneer Women. MST/English thesis, University of Wisconsin-Stevens Point, 1991.

The Books by Mail Programs of Bur Oak, Corn Belt, and Rolling Prairie Library Systems. Beatrice Winston, joint author. University of Illinois at Urbana-Champaign, Library Research Center, 1974.

A Selected Bibliography on Continuing Education, 1965 to Date. Mary Michael, joint author. University of Illinois at Urbana-Champaign, Library Research Center, 1973.

A Study of Urban Library Needs. Prepared for the Urban Library Trustees Council. University of Illinois at Urbana-Champaign, Library Research Center, 1972.

PROFESSIONAL PRESENTATIONS

"What's New in Digital Wisconsin." Wisconsin Association of Public Librarians. Presenting with Mindy King. Scheduled for May 2008.

"Women and the Struggle for Community and Identity." Session chair and paper discussant. Women's and Gender Historians of the Midwest Conference, Maryville College, St. Louis, Missouri. June 2, 2006.

"Three Uncommon Schoolmarm's from Wisconsin." Northern Great Lakes History Conference, Eau Claire, Wisconsin. September 30, 2005.

"Redheaded Schoolmarm and Associates: Early Wisconsin Teachers Speak." Wisconsin Library Association Annual Conference, Lake Geneva, Wisconsin. November 4, 2004.

"Women School Teachers Speak: Education in Early Wisconsin." Women's and Gender Historians of the Midwest Conference, Loyola University, Chicago, Illinois. June 12, 2004.

"Images and Stories from our Immigrant Past." Women's History Month Program, UW-Stout, Menominee, Wisconsin. April 2, 2004.

"Across Unknown Waters to Wisconsin: Migration Writing of Women Settlers."
Women's Private Writing/Writing Women's History Conference, University of New
England, Portland, Maine. June 16, 2000.

"Over the Waters to Wisconsin: The Migration Narratives of Women Settlers",
Wisconsin Library Association Conference, LaCrosse, WI. October 21, 1999.

"Wisconsin on the Web," WAPL (Wisconsin Association of Public Librarians)
Conference, Wausau, WI. May 7, 1998

"The Joys and Sorrows of Teaching the Internet," WAAL (Wisconsin Association of
Academic Librarians) Conference, Wisconsin Dells, WI. April 18, 1997

"Settling of the Midwest--in the Words of Pioneer Women," WAAL Conference,
Fontana, WI. April 18, 1996

"Settling of the Midwest--in the Words of Pioneer Women," COLT (Council on
Library/Media Technicians) pre-ALA Annual Conference, Chicago. June 23, 1995

"The Impact of Computerization on Library Support Staff," Wisconsin Association of
Academic Librarians Conference, Stevens Point, WI. April 30, 1992

SABBATICAL

Loneliness and Landscape: Women's Voices from Settlement Arizona and
Wisconsin, spring 2003. Continued collecting writings from mid-1800s Wisconsin
women. Conference presentations based on these materials. From Arizona
Historical Society Archives identified and copied over 700 pages of writings by
women from pre-1900s Arizona. Read but still unpublished.

GRANTS

UPDC Grant, spring 2003
Loneliness and Landscape, sabbatical support research grant, \$3240.

UPDC New Faculty Grant, 1997-1998
"Neither Time nor Distance Will Erase from my Mind the Remembrance": the
Writings of Lesser-known Pioneer Women. \$1000.

CURRENT RESEARCH

Singing Schools are mentioned in women's writings from 1800s Wisconsin. Currently
developing an article on how they developed earlier in the east (pre-1800) and how
they changed as they moved west with the settlers.

Studying the digital holdings of three major holders of digital collections in Wisconsin—
University of Wisconsin System, Wisconsin Historical Society, and Wisconsin Historical
Collections—prior to spring conference presentation

CONFERENCES/WORKSHOPS ATTENDED (2000-2007)

Wisconsin Library Association

- 2004, Nov. 3-4. Lake Geneva.
- 2003, October 29-30. Milwaukee.
- 2001, October 24-25, 2000.

Wisconsin Association of Academic Librarians

- 2006, March 28-30. Stevens Point.
- 2002, April 17-18. Green Lake.
- 2001, April 25-27. LaCrosse.
- 2000, April 12. Fond du Lac.

Government Information Day (WLA, Government Information Roundtable)

- 2006, May 25. Memorial Library, Madison.
- 2004, June 4. State Historical Society, Madison.
- 2003, May 30. State Historical Society.
- 2002, May 31. State Historical Society.

Teleconferences

- "Library Management Hot Topics," March 10, 2006.
- "library Marketing: Tips and Techniques," February 18, 2005.
- "Role of Teaching in Modern Libraries," November 19, 2004.
- "Digital Treasures—American Memory Project," October 10, 2003.
- "Virtual Reference Services," Feb. 8 and April 19, 2002.

Workshops/Tutorials

- Teaching Commons Approach to Engaged Teaching and Learning Conference. UWSP, December 8, 2006.
- How to Design Eye-catching Brochures, Newsletters, Ads, and Reports. Fred Pryor Seminar, Appleton, Sept. 26, 2006.
- Writing Effective Workplace Correspondence, UWSP Seminar, April 23, 2002.
- Licensing Essentials for Library Professionals, ALA tutorial, February-May 2002.
- Winning Grants Seminar, David Bauer, January 18-19, 2001.
- ALA Copyright tutorial via email, February-May 2000.

UNIVERSITY/COMMUNITY PRESENTATIONS

"Early Wisconsin Teachers Speak."

- Point Basse Historical Society, Wisconsin Rapids. September 11, 2004.
- National Library Week Program, Public Library, Stevens Point. April 21, 2004.

"Over Unknown Waters to Wisconsin: the Migration Narratives of Women Settlers."

- Stevens Point PEO Group. November 10, 2005.
- Point Basse Historical Society, Port Edwards, WI. March 8, 2004.
- UWSP Women's History Month Program. March 5, 2004.
- Waupaca Public Library. September 19, 2002.
- Stevens Point Retired Teachers' Association. November 12, 2001.
- Older American's Day, Marathon County Public Library, Wausau. Apr.30,2001.
- Genealogy Conference for Three County Area, Stevens Point. Sept. 30, 2000.
- 'Get to the Point' Series, Portage County Commission on Aging. Sept. 29, 2000.

"Midwest Pioneer Women"

- United Methodist Church Luncheon, Stevens Point. February 14, 2000.

- Stevens Point Area Genealogical Society. October 6, 1999.
- Portage County Public Library, National Library Week. April 13, 1999.
- Genealogical Society, Wisconsin Rapids. Marcy 18, 1999.
- Stevens Point Fortnightly Study Group. November 18, 1988.
- Lutheran Church Library Association. September 19, 1998.
- University Open House. April 5, 1998.
- Wausau Area Genealogy Society. October 14, 1997.
- United Methodist Annual Conference. May 31, 1997.
- Women in Higher Education. May 6, 1997.
- Stevens Point PEO Group. February 27, 1997.
- Portage County Aging "Get to the Point" Series. September 13, 1996.

PROFESSIONAL MEMBERSHIPS/SERVICE

Member of American Library Association, ACRL, and Wisconsin Library Association.

UW System Collection Development Committee, 2000-2005.

NetLibrary Consortium representative from UWSP, 2000-2005.

Wisconsin Library Association, Documents Services Roundtable, Secretary, 1998-1999.

Wisconsin Distinguished Document Award Committee (WLA/DSRT), 1998-1999.
Chair, committee to revise criteria for Distinguished Document Award, 1999.

Association of College and Research Libraries Conference. Served as juror for papers submitted for presentation at the ACRL 1995 Spring Conference.

UNIVERSITY SERVICE

UWSP FACETS (Faculty Alliance for Creating and Enhancing Teaching Strategies) Reading Group (2005)

New Faculty Fairs and Workshops, one of library representatives (2001-2004)

UWSP American Democracy Project Committee, 2004

University Personnel Development Committee (1998-2002). Chair (2000-2002)

UWSP Executive Committee (2000-2002)

UWSP Faculty Senate (2000-2002)

Interim Director of Grant Support Services Search and Screen, Chair (2000-2001)

National History Day, regional judge (2001+); state judge (2001)

Wisconsin Women in Higher Education Leadership Steering Committee (1999-2000)

"New Faces in Leadership: Academic Administrative Internship Program."

Review-Selection Committee, WWHEL representative (1999-2000)

Graduate Council (1997-1999)

Women in Higher Education, co-chair (August 1997-May 1999)

UWSP Technology Summit (January 16-17, 1997)

Workshops/Training Strategies Group - facilitator, reporter to Summit

Library Committees and Subcommittees:

Library Self-study Steering Committee, Chair, fall 2007-

Reference/Instruction (ongoing)

Collection Development member and liaison to Natural Resources, Interior

Architecture (ongoing). Chair (2000-2005). Current selector of Choice

Outstanding Academic Books and co-selector from New York Times Book Review.

Library Marketing Coordinator, fall 2006-

Access Services Librarian, Search and Screen (2007)

New Faculty Fair (fall) and Library Lunch (spring), (2006-)

Travel Policy Committee (2006)

LSA-Senior in Government Documents, Search and Screen (2006)

LSA-Advanced in Government Documents Search and Screen (2005)

Serials Librarian Search and Screen (2005)

Records Manager/Assistant Archivist Search and Screen, Chair (2004)

Library Faculty Handbook Committee (2003-2006)

Cataloger/Reference Librarian Search and Screen (2001-2002)

Faculty Staffing Directions Committee, chair (2001-2005)

Library Computer Lab 110 Committee (2000)

University Archivist Search and Screen (1999)

Library Computer Policy Group (1998-1999)

Post-tenure Review Policy Committee (1997)

Virtual Reference Desk Group (1997-1998)

Marcive Committee (1996-1997)

Special Collections Committee (1996-1997)

TQM Circulation Survey Committee (1995-1996)

TQM General Student Questionnaire Committee (1995-1996)

Vita: Thomas C. Reich
Reference/Instruction/Collection Development Coordinator
University Library
University of Wisconsin-Stevens Point
E-mail: reich@uwsp.edu Telephone: 715-346-4200
<http://library.uwsp.edu/faculty/reich.htm>

EDUCATION

M.L.I.S. – University of Wisconsin – Milwaukee
Library and Information Science (2005)

M.S.T. – University of Wisconsin – Stevens Point
Teaching History/Thesis (2003)

B.S. - University of Wisconsin - Stevens Point
Political Science, Bd. Field Social Sciences, Education (1973)

TEACHING EXPERIENCE

University of Wisconsin-Stevens Point (University Library)

- Assistant Professor (2005-present)
 - Library Resources 101 - Effective Use of the University Library
 - Library/Bibliographic Instruction Sessions - across disciplines
- UW-Stevens Point Department of History and School of Education:
 - Teaching and Graduate Research Assistant (1996 – 2001)

LIBRARY EXPERIENCE

- Assistant Professor (2005-present)
 - Collection Development Coordinator:
 - Prepare and manage the acquisitions budget; Chair local collection development group; Represent the University in consortia.
 - Reference & Instruction Librarian: Provide reference and instructional services to students, faculty, and community members
- Prior UW-Stevens Point Library duties:
 - LSA Advanced-Lead/Government Publications (2000-2005)
 - LTE and Student Library Assistant [circ., stacks, reserve, Archives](1994-1999)

PROFESSIONAL PRESENTATIONS AND CONFERENCES

- Academic paper presentations:
 - Northern Great Plains History Conference, Sioux Falls, SD, “*The Wisconsin Contract in Higher Education and other USAID/Wisconsin Team efforts.*” (Oct. 2006)
 - UWSP College of Letters & Science Humanities Forum, “USAID Contract in Higher Education: Wisconsin State University-Stevens Point and the Republic of Vietnam” (April 12, 2007)
 - 6th Triennial Vietnam Symposium, March 13th-15th, 2008, Vietnam Center, Texas Tech University, Lubbock, TX. “The Wisconsin Team.” (Paper included in 2008 conference proceedings and virtual Archives)
- Conference panels:
 - Moderator/chair:

- “Political Warfare, American Protest, and South Vietnamese Intellectuals,” 6th Triennial Vietnam Symposium, (March, 2008)
 - Panelist:
 - “Education and the Vietnam War,” 6th Triennial Vietnam Symposium, (March, 2008)
 - “Military Presence in the Upper Midwest,” Northern Great Plains History Conference, Sioux Falls, SD, (Oct. 2006)
- Other Professional Conferences/Workshops Attended
 - WLA 2005 Conference – La Crosse, WI, (Oct. 2005)
 - XXV “Charleston Collection Development Conference” – Charleston, S.C. (NOV. 2-5, 2005)
 - WAAL 2006 Conference – Stevens Point, WI, (March 2006)
 - WLA 2006 Conference – Wisconsin Dells, WI, (Nov. 2006)
 - WAAL 2007 Conference – Wisconsin Dells, (April 2007)
 - Government Information Day – Madison, WI, (May 2007)
 - “Managing Multiple Priorities, Projects, and Deadlines,” Fred Pryor Seminars, Park University Enterprises – Wausau, WI, (Jan. 2008)

UNIVERSITY/UW-SYSTEM COMMITTEES AND SERVICE

- Library Liaison duties: Chemistry, Physics, International Studies, Peace Studies, and Deans/library matching funds for new teaching faculty
- UWSP Faculty Senate (2006-current)
- UWSP Faculty Affairs Committee (FAC) (2007-current)
- Council University Wisconsin Libraries (CUWL): Collection Development Committee (CDC) (2005-current); Collection Resource Sharing Coordinating Committee (CRSCC) (2007-three year appointment)
- NetLibrary Consortium (2005-2007)
- Search & Screen Committee – Chair (UWSP Library Business Specialist, 2006)
- UWSP Classified Staff Advisory Committee (CSAC) (2003-05)
- History Club Advisor (2001)

OUTREACH SERVICE

- NHD Regional Coordinator - Wisconsin History Day, Central Wisconsin Regional History Day (1999-current)
- Wisconsin History Day State Coordinator - National History Day (2000-2001)

AWARDS, GRANTS, OTHER DISTINCTIONS

- *Winn Rothman Award*, Portage County Historical Society: research and manuscript based on local history, (2004)
- *Param Gun Sood MAGS Thesis Award*, Midwestern Association Graduate Schools: "Higher Education in Vietnam: United States Agency for International Development Contract in Education, Wisconsin State University-Stevens Point and Republic of Vietnam," (2003)
- Wisconsin Historical Society Grant, \$5000.00 for National History Day (2000)
- UWSP Graduate Research Grant, \$500 (1998)
- UWSP "Distinguished Master's Thesis Award," (2003)
- UWSP "Chancellor's Leadership Award," (2003)
- UWSP Graduate Council Award, "Outstanding Graduate Assistant," (1998)
- "Who's Who of American University Students," (1997–1998)
- UWSP Department of History Scholarship Award, (1996)

MEMBERSHIPS

- American Library Association (ALA)
- Association of College and Research Libraries (ACRL)
- Wisconsin Library Association (WLA)
- Wisconsin Association Academic Libraries (WAAL)
- Phi Alpha Theta International Honor Society of History
- Pi Gamma Mu International Honor Society of Social Science

Axel Schmetzke, PhD

Reference, Coordinator of Instruction, Head of IMC
Liaison to Education, Psychology and Sociology

Email: aschmetz@uwsp.edu
Tel: 715-346-4658



Education

M.L.I.S. University of Wisconsin-Milwaukee

- Library and Information Science (1998)

Ph.D. University of Wisconsin-Madison

- Educational Policy Studies (1993)

M.S. University of Wisconsin-Madison

- Behavioral Disabilities (1979)

Education, Diplom & Staatsexamen (with distinction)

- Philipps Universität Marburg (Germany - 1978)

Ph.D. Dissertation: Paternalism and respect: Resolving an ethical dilemma in the treatment of severely mentally retarded people (1993).

Instruction

- Library (Bibliographic) Instruction Sessions

Experience

University of Wisconsin-Stevens Point (University Library)

- Professor (2006-)
- Associate Professor (2001-2006)
- Assistant Professor (1998-2001)
 - Head of the Instructional Materials Center (IMC) and the Library's Multimedia Lab
 - Coordinator of library/bibliographic instruction
 - Reference Librarian
 - Liaison to Education, Psychology and Sociology

University of Wisconsin-Madison (Department of Educational Policy Studies)

- Honorary Fellow/Instructor (1994–95; 1997-98)

University of Wisconsin-Whitewater (Department of Educational Foundations)

- Academic Staff (1995–97)

Edinboro University of Pennsylvania (Department of Special Education and School Psychology)

- Assistant Professor (1993–94)

Prince William Sound Community College (Valdez, Alaska)

- Instructor (Adjunct Faculty) and Research Associate (1987–1990)

Valdez City Schools (Valdez, Alaska)

- Special Education Teacher (1988–1991)

Harborview Developmental Center (Valdez, Alaska)

- Qualified Mental Health Professional/Unit Supervisor (1986–1988)

Lower Kuskokwim School District (Bethel, Alaska)

- Teacher (1985–1986)

Cooperative Educational Service Agency (Fennimore, Wisconsin)

- Speech and Language Clinician (1984–85)

University of Wisconsin-Madison (Department of Educational Policy Studies)

- Graduate Assistant (1980–84; 1992–93)

Publications

Axel Schmetzke and David Comeaux, "Accessibility Trends among Academic Library and Library Schools Websites in the USA and Canada." *Journal of Access Services*. 6(1-2), 2009: 137-152.

"Online Accessibility and Leadership: a Critical View at the American Library Association." *Information Technologies and Disabilities*, 12(1) 2008. Available at <http://people.rit.edu/easi/itd/itdv12n1/schmetzke.htm>.

"Accessibility of Online Library Information for People with Disabilities." In Mehdi Khosrow-Pour, ed., *Encyclopedia of Information Science and Technology I-V*. 2nd ed. Hershey, PA: Information Science Reference, 2008. Vol. 1: 1-7.

"Leadership at the American Library Association and Accessibility—a Critical View." *Library Hi Tech*, 25(4), 2007: 528-537. Also available at http://library.uwsp.edu/aschmetz/Accessible/ALA_article2007.htm.

David Comeaux and Axel Schmetzke, "Web Accessibility Trends in University Libraries and Library Schools." *Library Hi Tech*. 25(4), 2007: 457-477.

Accessibility of electronic information resources for all. (Guest Editor). *Library Hi Tech* (Special Theme Issue), 25(4), 2007.

Jochen Richter and Axel Schmetzke, "Hugo Rheinhold's Philosophizing Monkey - a modern Owl of Minerva." *NTM International Journal of History and Ethics of Natural Sciences, Technology and Medicine*. 15(2) 2007: 81-97.

"Access to Online Resources for All: The Role of Policy and Policy Change." *Interface*. 27(4) 2005: 4-5, 11. Also available at:

<http://www.ala.org/ala/ascla/asclapubs/interface/archives/contentlistingby/volume27/accesstooinlinelibraryresources/policychange.htm>

"Web Accessibility at University of Wisconsin Libraries." *Wisconsin Association of Academic Librarians (WAAL) Newsletter*. 22(3) 2005: 5-9. Available at <http://www.wla.lib.wi.us/waal/newsletter/223.html#webaccess>.

Ron Stewart, Vivek Narendra and Axel Schmetzke, "Accessibility and Usability of Online Library Databases," *Library Hi Tech*. 23(2), 2005: 265-286.

Jochen Richter and Axel Schmetzke, "Der Philosophische Affe und die Eule der Minerva." In Horst Kant und Annette Vogt, eds., *Aus Wissenschaftsgeschichte und -theorie. Hubert Laitko zum 70. Geburtstag*. Berlin: Berliner Verlag für Wissenschafts- und Regionalgeschichte Dr. Michael Engel, 2005: 11-31. Also available at http://www.wissenschaftsforschung.de/Richter_2005.pdf.

"Digitization of Library Information and its Accessibility for People with Disabilities." In Mehdi Khosrow-Pour, ed., *Encyclopedia of Information Science and Technology I-V*. Hershey, PA: Idea Group, 2005. Vol. 2: 800-805.

"Creating an Enabling Online Library Environment." In Robin Osborne, ed., *Outreach Policy and Practice: Something for Everyone @ your library*. Chicago: American Library Association, 2004: 84-86.

"Web Accessibility at University Libraries and Library Schools: 2002 Follow-Up Study." In Mary Hricko, ed., *Design and Implementation of Web-Enabled Teaching Tools*. Hershey, PA: Idea Group Publishing, 2003: 145-189.

Accessibility of Web-Based Information Resources for People with Disabilities. (Guest Editor). *Library Hi Tech*(Special Theme Issue-Part II). 20(4), 2002.

Accessibility of Web-Based Information Resources for People with Disabilities. (Guest Editor). *Library Hi Tech*(Special Theme Issue-Part I). 20(2), 2002.

"The Accessibility of Online Library Resources for People with Print Disabilities: Research and Strategies for Change." In Klaus Miesenberger, Joachim Klaus, and Wolfgang Zagler (ed.), *Computers Helping People with Special Needs. 8th International Conference, ICCHP 2002, Linz, Austria, July 2002 (Proceedings)*. Berlin: SpringerVerlag, 2002: 390-397. Also available at <http://library.uwsp.edu/aschmetz/pubs/ICCHP2002.htm>.

"Online Distance Education - 'Anytime, Anywhere,' but Not for Everyone." *Information Technologies and Disabilities*, 7(2) 2001. Available at <http://people.rit.edu/easi/itd/itdv07n2/contents.htm>.

"Distance Education, Web-Resources and Compliance with the Americans with Disabilities Act." In Hugh A. Thompson, ed. *Crossing the Divide. Proceedings of the Tenth National Conference of the Association of College and Research Libraries*, March 15-18, Denver, Colorado. Chicago: Association of College and Research Libraries, 2001: Available at <http://www.ala.org/ala/acrl/acrl/events/schmetzke.pdf>

"Web Accessibility at University Libraries and Library Schools. *Library Hi Tech*, 19(1) 2001: 35-49.

"Finding Resources on the Internet: An Introduction for Teachers and Scholars of German Language and Culture." *Voice of the Wisconsin Association of Foreign Language Teachers (WAFLT)*, 27(2) 2000:14-18.

"Design Differences in Thermocouple Vacuum Gauges." *The Bell Jar*, 9(1) 2000: 10-14.

"The Utility of German WWW Search Services for North American Users." *Reference Services Review*. 26(1) 1998: 43-50.

"Disability-Related Resources on the Internet," *Intervention in School and Clinic*, 32(2) 1996: 69-81.

Presentations

"Accessibility of Online Library Resources for People with Disabilities. An Update on Web Accessibility Research." Co-presented with David Comeaux at the *Wisconsin Association of Academic Libraries (WAAL) Conference*, Stevens Point, WI, April 27, 2011.

"Accessibility of Online Library Resources: Trends, Policy Issues, and Perspectives." Presented at the *12 State Inc., First Annual Midwest Vision Conference*, Madison, WI, Oct. 22, 2010.

"From Monkey Business to Serious Research: Reflections on the Utility of the Web for Scholarly Inquiry." *Central Wisconsin Libraries Conference*, Stevens Point, WI, April 13, 2010.

"Das 'Invisible College' im Zeitalter des Internets; illustriert am Beispiel eines Forschungsprojekts zu Hugo Rheinholds Skulptur des philosophierenden Affens." *Berliner Bibliothekswissenschaftliches Kolloquium (BBK)*, Institut für Bibliotheks- und Informationswissenschaft, Humboldt-Universität zu Berlin, Germany, May 26, 2009.

Suzanne Byerley and Axel Schmetzke, "Accessibility Trends in Libraries: Websites and Databases Revisited." Presented at the *11th Annual Accessing Higher Ground: Assistive Technology and Accessible Media in Higher Education Conference*, Boulder, CO, Nov. 13, 2008.

"Web Site and Online Database Accessibility at Academic Libraries: A Critical Overview of the Recent Research and Policy Developments." Presented at the *Wisconsin Association of Academic Libraries (WAAL) Conference*, Manitowoc, WI, April 17, 2008.

"Shortcomings of ALA's Leadership with Regard to Promoting a Barrier-Free Online Library/Information Environment ... and What We Can Possibly Do About It." Presented to the Accessibility Assembly, *American Library Association Midwinter Meeting*, Seattle, January 20, 2007.

"From Monkey Business to Serious Research: Reflections on the Utility of the Web for Scholarly Inquiry." Presented to the Germanists Discussion Group of WESS (Western European Specialist Section), *American Library Association Midwinter Meeting*, Seattle, January 19, 2007.

"From Monkey Business to Serious Research." Presented at the *Wisconsin Library Association (WLA) Conference*, Wisconsin Dells, WI, Nov. 2, 2006.

"'Vom Affen zum Dynamit' - Leben und Werk des Bildhauers Hugo Rheinhold." Presented at the *Förderkreis Industriemuseum Geesthacht e. V.*, Geesthacht, Germany, April 4, 2006.

"Barrier-free Access to Library Resources for Citizens with Disabilities in a Networked Environment." Presented at the *95. Deutsche Bibliothekartag*, Dresden, Germany, March 23, 2006.

"Accessibility of Online Resources in Academic Libraries." Presented at the *8th Annual Accessing Higher Ground: Assistive Technology and Accessible Media in Higher Education Conference*. Boulder, CO, Nov. 11, 2005.

Panelist, "Electronic Accessibility in Library and Information Services." Webcast, *National Center on Disability and Access to Education (NCDAAE)*, Sept. 14, 2005. Archived at <http://www.ncdae.org/webcasts/library.cfm>.

"Access to Online Library Resources for All—an Agenda for Change." Presented at the *American Library Association*, panel on "Best Practices in Accessibility and Universal Design," Chicago, June 27, 2005.

"Web Accessibility on University of Wisconsin Campuses: 1999-2005." Poster session. Wisconsin Association of Academic Libraries (WAAL) Conference, Madison, WI, April 20, 2005.

"Digital Collections of Historical Documents and Accessibility." Presented at the *7th Annual Accessing Higher Ground: Assistive Technology and Accessible Media in Higher Education Conference*. Boulder, CO, Nov. 10-12, 2004.

"Web Accessibility on University of Wisconsin Campuses: 1999-2004." Poster session. Wisconsin Association of Academic Libraries (WAAL) Conference, Elkhart Lake, WI, April 22, 2004.

"Barrier-Free Access to Online Information Resources at Academic libraries." Presented at the *Wisconsin Library Association (WLA) Conference*, Milwaukee, WI, Oct. 29, 2003.

"Accessibility, ADA and Other Legal mandates: Tools and Strategies for Change." Presented at the *American Library Association Pre-conference Workshop* on "Breaking Free: Recreating Your Library Web Site from A-Z." Toronto, Ontario, Canada, June 20, 2003.

"Making the Online Library Environment Accessible to All: Strategies for Change." Contribution ("Institutional Online Accessibility Policies") to and moderation of a panel session held at the *Association of Academic and College Libraries (ACRL) Conference*, Charlotte, N.C, April 11, 2003.

"Web Page Accessibility at UW Libraries: Policy Mandate versus Reality." Poster session. *Wisconsin Association of Academic Libraries (WAAL) Conference*, Milwaukee, WI, April 3, 2003.

"Strategies for Creating a Barrier-Free Virtual Library Environment." Presented at the *5th Annual Accessing Higher Ground: Assistive Technology and Accessible Media in Higher Education Conference*. Boulder, CO, Nov. 6-8, 2002.

"The Accessibility of Online Library Resources for People with Print Disabilities: Research and Strategies for Change." Paper delivered at the *8th International Conference on Computers Helping People with Special Needs (ICCHP)*, 15-20 July 2002, Linz, Austria.

"Die Zugänglichkeit der 'Neuen Medien' an amerikanischen Universitäten." Colloquium presentation at ZIFF (Zentrale Institut für Fernstudienforschung), FernUniversität, Gesamthochschule Hagen, Germany, July 9, 2002.

"Accessibility of Online Resources for Users with Disabilities: An Overview of the Latest Research." (Planner, moderator and presenter). Panel program at the *Annual American Library Association (ALA) Conference*, Atlanta, GA, June 17, 2002.

"Accessibility of Online Library Resources and Services: the Scope of the Problem and Strategies for Change." Presented at the *Annual American Library Association (ALA) Conference*, Atlanta, GA, June 15, 2002.

"Accessibility of Electronic Information Resources for Users with Disabilities: A Review of the Latest Research." Presented at the *Wisconsin Association of Academic Libraries (WAAL) Conference*, Madison, WI, April 19, 2002.

"Are We Making Progress? Accessibility of UW Library Web Sites for People with Disabilities." Poster session. *Wisconsin Association of Academic Libraries (WAAL) Conference*, Green Lake, WI, April 17, 2002.

"Accessibility of Online Resources in Higher Education. Problems and Strategies for Change." Presented at the *4th Annual Accessing Higher Ground: Assistive Technology in Higher Education Conference*, University of Colorado-Boulder, Nov. 16, 2001.

"Access Barriers to Online Learning Resources for People with Disabilities." Presented at the *2001 Conference on Information Technology*, League for the Innovation of the Community College, Minneapolis, Nov. 14.

"Access Barriers to Web-Based Information in Higher Education. Problems and Strategies for Change." Presented at the *NERCOM (North East Regional Computing Program) Web Accessibility Workshop*, Amherst College, Amherst, MA, Oct. 8, 2001.

"Barriers to Barrier-Free Distance Education. Problems and Strategies for Change." Presented at the *AMTEC 2001 (Association for Media and Technology in Canada) Conference*, Halifax, Nova Scotia, June 3-6, 2001.

"Web Page Accessibility on University of Wisconsin Campuses: 2001 Survey Data." Poster session. *Wisconsin Association of Academic Libraries (WAAL) Conference*, Fond du Lac, WI, April 18, 2001.

"Accessibility of Electronic Library Resources for Users with Disabilities." Co-presented at the *Wisconsin Association of Academic Libraries (WAAL)*, Fond du Lac, WI, April 18, 2001.

"Distance Education, Web-Resources and Compliance with the Americans with Disabilities Act." Paper delivered at the *ACRL 10th National Conference*, Denver, CO, March 15-18, 2001.

"German Dialects on the Internet: Web Resources for German Language Teachers." Presentation at the *Annual Wisconsin Association of Foreign Language Teachers (WAFLT) Conference*, Nov. 4, 2000. Available at http://library.uwsp.edu/aschmetz/German_Resources/WAFLT2000/German_dialects.htm

"Reference Services for People with Disabilities." Presented at the *Annual American Library Association (ALA) Conference*, Chicago, July 10, 2000.

"Web Accessibility at U.S. Universities: Facts, Figures and Policies." Presented at the *5th International DEED 2000 Conference (DEED=Disabled, Enabled, Empowered, Determined)*, Rochester, N.Y., April 29, 2000.

"Accessible Web Design." Poster session at the *Wisconsin Association of Academic Libraries (WAAL)*, Fond du Lac, WI, April 12, 2000.

"German Resources on the Internet: An Introduction for Teachers and Scholars of German Language and Culture." Presentation at the *Annual Wisconsin Association of Foreign Language Teachers (WAFLT) Conference*, Nov. 6, 1999.

"How Accessible Are Our Web Pages?" Presentation to the Wisconsin Association of Academic Libraries (WAAL), Madison, WI, April 15, 1999.

"Search Tools for German Web Resources." Presentation to the Germanists Discussion Group at WESS (Western European Specialist Section), Annual Mid-Winter ALA Meeting, Philadelphia, January 30, 1999.

"Multicultural Resources on the Internet and their Educational Utility." Presentation at the North Central Regional Educational Laboratory (NCREL) Conference, "Teacher Education and Technology. Issues and Ideas," Indiana University, Bloomington, April 17-19, 1997.

"Electronic Resources on Diversity." Presentation at the University of Wisconsin System Institute on Race and Ethnicity Workshop, "Race and Ethnicity in the Classroom: A Sharing of Ideas and Teaching Methods," Madison, WI, March 14, 1997.

"To Surf or Not to Surf? An Introduction to Disability-Related Resources on the World-Wide Web." Paper presented at the 11th Annual Conference of Technology and Persons with Disabilities, California State University, Northridge, Center on Disability, March 19–23, 1996.

Memberships/Distinctions

- American Library Association (ALA)
- ALA-Western European Specialists Section (WESS)
- Association of College and Research Libraries (ACRL)
- Association of Specialized and Cooperative Library Agencies (ASCLA)
- Wisconsin Library Association (WLA)
- Wisconsin Association of Academic Libraries (WAAL)
- Library Hi Tech Editorial Board
- Moderator of AXSLIB-L
- 2008 Outstanding Reviewer Award (Emerald LiteratiNetwork)
- 2006 Francis Campbell Award
- 2002 Literati Club (Emerald) Award for Outstanding Paper
- Honorary Fellow, UW-Madison, Dept. of Educational Policy Studies (1994–95)
- Harborview Human Rights Committee, Valdez, Alaska (1988–90)
- Valdez Consortium Library Advisory Board, Valdez, Alaska (1988–91; chair 1990–91)
- German Foreign Office stipend award - Graduate Student Intern Program at the U.N. (summer 1982)
- German Academic Exchange Service (DAAD) fellowship (1978–1979)

VITA

SYBIL STRUPP

EDUCATION

- 1976 M.L.S., Indiana University (Bloomington)
- 1974-78 Graduate credits, English, University of Wisconsin-Stevens Point
- 1971(Dec.) Teaching Certification, upper elementary, University of Wisconsin-Whitewater
- 1971(Jan.) B.A., History, University of Wisconsin-Whitewater

EMPLOYMENT

- 10/1976- **Instructor**
University of Wisconsin-Stevens Point
Cataloging
Library Instruction
Instructional Resources Dept. Instructor
Reference
- 3/1972-10/1976 **Library Assistant**
University of Wisconsin-Stevens Point
Acquisitions
- 1/1972-3/1972 **Substitute Teacher**
Campbellsport, Wis., elementary and junior high schools
Lomira, Wis., elementary school

RESPONSIBILITIES

Cataloging

- 2007- Coordinator of Cataloging/Acquisitions
- 2002- Mentor new cataloging faculty member
- 1997- Catalog videocassettes for Wisconsin Center for Environmental Education
- 1976- Catalog print, non-print, and music for University Library
catalog formats: card catalog, OCLC, LS2000, NOTIS, Voyager

Reference

- 1980- Government Documents Reference Desk
1976-1993 Main Reference Desk

Collection Development

- 1989- Liaison to Departments
Music, 1989-
Theatre/Dance, 1994-
Instructional Resources, 1989-1996

Gifts Librarian

- 2002- Coordinator, Gift Acceptance and Dispersal

Uncataloged Music Collection

- 1996- Coordinator

Instruction

- 1994 Current Trends in Young People's K-12 Literature and Related Media, instructor, 3 credits, graduate seminar, UW-Whitewater summer session (4 weeks)
- 1991-1993 Coordinator, print instructional aids
- 1990-1992 Coordinator, UWSP Library High Schools Instruction Program
- 1988-1994 Learning Resources 101, 2 sections each semester
- 1986-1988 Learning Resources 101, sessions on the card catalog
- 1984-1988 Instructional Resources 211, session on cataloging
- 1982-1985 Coordinator/Co-coordinator of Bibliographic Instruction
- 1978-1995 Bibliographic Instruction, all subjects
- 1977-1990 Instructional Resources 321, General Cataloging and Classification, 4 credits

PROFESSIONAL ACTIVITIES

Presentations

- 1996 Wisconsin Educational Media Association, Spring Conference, "Count on Reading Multi-type Library Project in Portage County" (with E. Vollrath (Portage County Public Library), M. Moore (Stevens Point Public Schools), L. Chase (Sentry Insurance Headquarters Library))
- 1994 Wisconsin Education Media Association, Spring Conference, "UWSP Library Bibliographic Instruction for High School Students" (with L. Schuler, M. Tsosie, P. Pray (Stevens Point Area Senior High))

Professional Memberships

- 1976- American Library Association
- 1977- Wisconsin Library Association
Wisconsin Association of Academic Librarians
Technical Services Division
Outreach Services Division
- 1987- Online Audiovisual Catalogers
- 1987- 2004 Wisconsin Educational Media Association

Conferences and Workshops Attended (selected)

- American Library Association Annual Conference, 1976, 1978, 1985-88, 1990-93, 1995-2002, 2004-05
- Wisconsin Library Association Fall Conference, 1976, 1977, 1981-84, 1987, 1990, 1994-2001, 2004-07
- Wisconsin Association of Academic Librarians Conference, 1977 (spring & fall), 1979 (spring & fall),
spring, 1980-1985, 1987-89, 1992, 1993, 1996, 1999-2001, 2003-07
- Wisconsin Library Association, Technical Services Section, meetings, 1980, 1981, 1989 (spring & fall)
- WiLS/OCLC Peer Council, 2001 (fall), 2002 (spring), 2003-06 (spring & fall), 2007 (fall)
- Wisconsin Educational Media Association Conference, 1985 (fall), 1990 (spring, took 4 students), 1990
(fall), 1991 (spring & fall), 1992 (spring), 1994 (spring), 1996 (spring), 1997 (spring)
- 2007 WiLS Workflow Analysis Workshop, Madison
- 2003 OCLC Connexion workshops, spring & fall
- 2002 Online Audiovisual Catalogers Biennial Conference, St. Paul, Minn.
- 1999 Wisconsin Association of Public Libraries Spring Conference
- 1996 Wisconsin Library Association, Public Relations Committee workshop, "Grassroots
Communications: Growing New Support for Your Library"
- 1995 UWSP Introduction to Word for Windows (6.0)
- 1990 Wisconsin Association of Academic Librarians, workshop on the future of cataloging
- 1984 Wisconsin State Superintendent's Meeting for Library Media Specialists
- 1980 American Library Association/Research & Technical Services Division and Library of
Congress, AACR2 Regional Institute
- 1979 Midwest Federation of Library Associations Conference
- 1978 Midwest Academic Librarians Conference
- 1978 Marquette University Workshop on Library Instruction
- 1978 University of Wisconsin-Extension Newsletter Workshop

SERVICE (selected)

Library

- 2006 Committee to Redefine Library Automation/Cataloger Position, chair
- 2003 Facilities Planning Committee
- 2001-06 Faculty Staffing Directions
- 1999/00 Computer Implementation Group
- 1998 Future of Library Instruction
- 1996 UWSP Open House, Dick and Jane museum exhibit (with A. Swenson)
- 1995- Reference and Instruction
- 1995 Represented library at Wisconsin Rapids Business Expo
- 1989- Collection Development
- 1987-1994 Bibliographic Instruction
- 1987-1989 Special Collections Policy
- 1986-1988 Materials Selection
- 1986 LRC Rededication, chair
- 1982- Retention and Tenure, 1988 chair
- 1977- Salary and Merit, 1977/78, 1980/81, 1985/86 (secretary), 1987/88, 1990/91, 1996/97, 1997/98, 1998/99, 2002/03
- 1977-1981 Newsletter, chair and editor
- 1977-1979 Special Collections
- 1977-1979 Informat
- 1976- Cataloging; chair, 2007-
Search and Screen; 2007/08, 2004/05, 2001/02; others
Social Committee, 1977/78, 1978/79,

Music Department

- 1996- ? Educational Resources
- 1996 Midwest Arts Conference (representing UWSP, College of Fine Arts)

University Committees

- 2001-2003 Mediation Subcommittee, also 1989-1991, sub-subcommittee chair, 1989
- 1998- Academic Affairs, also 1991-1994
- 1998-2000 Faculty Senate
- 1991 Academic Support Programs Review Task Force, News
Service/Graphics/Typing/Duplicating Subgroup
- 1989-1991 Curriculum
- 1983-2004 UWSP Open House, LRC chair, 1983-1987; co-coordinator, 1996-2004
- 1983-1985 University Affairs, also 1988 (fall)
- 1981 Faculty Affairs
- 1978-2002 Performing Arts Series (formerly Arts and Lectures)
- 1978-1991 Library Representative from Instructional Resources Unit
- 1978 Instructional Resources Think Tank
- 1977-1991 Instructional Resources Unit
- 1976-1979 Student Affairs

Professional Organizations

- 1996-1997 Wisconsin Educational Media Association, Coalition Committee (invited member)
- 1996 Wisconsin Educational Media Association, Legislative/Coalition Building Retreat
- 1993-1994 Wisconsin Educational Media Association Spring Conference, Local Planning
Committee
- 1992 Wisconsin Association of Academic Librarians Spring Conference, Local Planning
Committee
- 1986 Wisconsin Library Association, Education Section, Library Educators Forum

- 1985-1986 Wisconsin Association of Academic Librarians, Education and Library Use Committee
1985 University of Wisconsin System, Library Educators, meetings on Wis. Dept. of Public Instruction requirements for licensure of media specialists

Community Service

- 1994- Association of Portage County Librarians
Co-leader, 2000-2006
Subcommittee to organize poetry reading evenings
Favorite Poem Project community poetry reading, 2000
Wisconsin's Poet Laureate, Ellen Kort, poetry reading, 2002
- 1989-1999 Lutheran Church Library Association, Rib Mt. chapter
Taught workshop on cataloging for church libraries, 1991, spring meeting
Spring and fall meetings, 1989-
Secretary, 1989-1999
Host church for meetings; committee chair, 1994, 1998
- 1987- Church library committee, chair
a. Lead 7-member committee
b. Manage 5,000+ title collection from acquisitions through circulation
c. Plan and participate in promotion of collection
- 1983-1991 Big Brothers/Big Sisters of Portage County
Big Sister, 1983-1987
Jack Martin Award, 1984
Board of Directors, 1986-1989
Secretary, 1988-1989
Fundraising Chair, 1988-1989
Celebrity Bowl Fundraiser Co-chair, 1989
- 1981-1982 Volunteer cataloger, Stevens Point Public Schools
Jackson Elementary School
Bliss Educational Services Curriculum Library
- 1978-1979 Joint UWSP/Stevens Point Public Schools Committee to Standardize Practicum Experiences for Instructional Resources Students
- 1978- Consultant for collection organization
Area school librarians
Area public librarians

CURRICULUM VITAE

RUTH WACHTER-NELSON

EDUCATION

August 2004 University of Wisconsin-Eau Claire
M.A. History

May 1985 University of Wisconsin-Madison
M.A. Library and Information Studies
Emphasis: Archives Administration

December 1978 University of Wisconsin-Stevens Point
B.S. History

May 1978 University of Wisconsin-Stevens Point
B.S. Political Science

EMPLOYMENT

August 1999
to date UNIVERSITY ARCHIVIST, UNIVERSITY OF WISCONSIN-
STEVENS POINT, UNIVERSITY LIBRARY, ARCHIVES

- Manage the personnel, resources, services, and collections of the University Archives.
- Supervise staff including the Records Manager/Assistant Archivist, student employees, and volunteers.
- Appraise, collect, organize, catalog, and prepare finding aids for university and Portage County Historical Society collections.
- Teach two 3 credit archival courses as an adjunct of the History Department.
- Teach bibliographic instruction sessions as needed.
- Provide reference service.
- Serve as Area Research Center Coordinator for nine central Wisconsin counties.
- Additional responsibilities involve the daily operation of the department.
- Active on library, university, and University of Wisconsin System committees.

January 1997 –
August 1999 LIBRARY ASSISTANT ADVANCED/LEAD, UNIVERSITY OF
WISCONSIN-STEVENS POINT, UNIVERSITY LIBRARY,
GOVERNMENT DOCUMENTS

- Responsible for the daily operation of the department including technical processing of federal government material, supervising student employees, and providing reference assistance to researchers.

- August 1990 –
December 1996
- LIBRARIAN, SAINT JOSEPH'S HOSPITAL, MARSHFIELD,
WISCONSIN
- Managed the resources, budget, services, and staff of the Learning Resource Center, a nursing and consumer health library.
 - Services were provided to employees, University of Wisconsin-Eau Claire School of Nursing Marshfield Satellite Program faculty and students, patients, and the public.
- May 1989 –
August 1990
- HEALTH SCIENCE LIBRARIAN, SAINT MICHAEL'S HOSPITAL,
STEVENS POINT, WISCONSIN (Part Time)
- Managed library operations and provided reference service to health care professionals, patients, and the public.
- January 1990 –
June 1990
&
January 1989 –
June 1989
- REFERENCE LIBRARIAN (LIMITED TERM EMPLOYEE),
UNIVERSITY OF WISCONSIN-STEVENS POINT, UNIVERSITY
LIBRARY, REFERENCE DEPARTMENT (Part Time)
- Provided service at the main reference desk utilizing print and electronic resources. Taught patrons how to use the online catalog, databases, and paper indexes and abstracts.
- June 1988 –
August 1990
&
August 1987 –
December 1987
- ASSISTANT ARCHIVIST (LIMITED TERM EMPLOYEE),
UNIVERSITY OF WISCONSIN-STEVENS POINT, UNIVERSITY
LIBRARY, ARCHIVES (Part Time)
- Managed public service and general operation of the Archives during the archivist's absence.
 - Assisted patrons with research, answered reference correspondence, and processed collections.
- January 1986 –
May 1987
- UNIVERSITY ARCHIVIST/SPECIAL COLLECTIONS LIBRARIAN,
BANKS LIBRARY, PRAIRIE VIEW A&M UNIVERSITY, TEXAS
- Managed the collections, services, resources, and staff of the Archives.
 - Reorganized faltering department. Arranged available space, made high demand research materials available for reference, wrote the initial collection development policy, and established policies and procedures.
 - Provided reference service.

JOB PERFORMANCE

Primary Responsibilities as Archivist

- Manage the personnel, services, and three major collections of the University Archives, which includes university records, Portage County Historical Society (PCHS) collections, and Area Research Center (ARC) collections.

- Appraise, collect, organize, catalog, and prepare finding aids for university and PCHS collections.
- Responsible for compliance with federal and state laws that impact university and Area Research Center records.
- Supervise staff including the Records Manager/Assistant Archivist, student employees, and volunteers.
- Serve as the Area Research Center Coordinator for nine central Wisconsin counties.
 - Oversee the transfer of archival materials throughout the state-wide ARC Network and maintain transfer transaction records.
 - Provide reference service to clients seeking archival materials held at UWSP, other ARCs, and the Wisconsin Historical Society (WHS).
 - Participate in WHS and ARC projects that benefit the state of Wisconsin.
 - Enforce and comply with WHS policies and procedures including meeting their security standards for archival material.
 - Serve on the University of Wisconsin System Archives Council.
- Additional responsibilities involve the daily operation of the department including compiling statistical data.

Teaching

- Created and teach “Basic Archival Principles and Practices” as an adjunct of the UWSP History Department. History 399, 3 credits, fall 2005 to date
- Created and teach “Archival Internship” as an adjunct of the UWSP History Department. History 399, 3 credits, summer 2007 to date
 - Includes readings, assignments, 100 hours working as an intern in the Archives, and a paper.
- Teach bibliographic instruction sessions to Learning Resources 101, History 290, English 101 or English 150 each semester, and sessions for other classes as needed.

Reference

- Provide reference assistance in the archives a minimum of sixteen hours per week and up to thirty-seven hours per week based on need.
- Create hand-outs and pathfinders to enhance researcher’s understanding of our collections.
- Provide one-on-one archival resource instruction for students, staff, faculty, and community users.

Collection Development and Maintenance

- Responsible for the acquisition, legal transfer of ownership, appraisal, arrangement and cataloging, preservation, and security of archival material based on the collection development focus of the Archives, which includes university records, the nine counties served through the ARC Network including Portage County, and natural resource material.
- Serve as the library liaison for the Departments of Health Sciences and History.
- Select materials in the areas of history, records management, preservation, archives administration, and health care. Also select local histories and materials for the genealogical reference collection.

Other Responsibilities

- Serve on the University of Wisconsin System Archives Council, 1999 to date
 - Chair, May 2005 – October 2006
- Consult and provide expertise in the areas of preservation and archives administration to individuals, regional historical societies, and institutions seeking to establish archival programs or preserve artifacts and documents.
- Active on library, university, and UW System committees.

Special Projects

- Portage County Naturalization Index – Coordinating joint Stevens Point Area Genealogy Society – UWSP Archives indexing of the county's naturalization records. When indexing is completed a database will be created. September 2007 to date
- Portage County Historical Society Photo Vertical File – Updated existing name, place, and subject indexes for this heavily used collection. Indexed and added 2 linear feet of photos. Added 403 new subjects, which included see and see also references. June – November 2007
- Michael Dombeck Collection
 - First phase – Appraised 21 linear feet of papers donated by the former Chief of the Forest Service and created an outline for arranging the collection.
 - Second phase – Drew up standardized procedures for the three students who arranged the collection based on the outline. (Funding for the student positions was provided by the College of Natural Resources.)
 - Third phase – Currently refining the student's initial arrangement and draft finding aid. Also flagging materials that cannot be digitized due to copyright or privacy issues.
 - Final phase – When phase three is completed, will apply to have the collection digitized by the UW-Digital Center. January 2004 to date

- UWSP Archives Credit Card Project Coordinator – Researchers request and pay for genealogical and local history information online, which saves staff time. 2002 – completed spring 2005
- UWSP Campus-Wide Historic Artifact Inventory – Coordinated joint Archives-News Service Department-UWSP Historic Preservation Subcommittee project to create a photographic and written record of UWSP artifacts. September 2002 – May 2003 (copy available in Archives, UWSP Small Series 59)
- Cataloging Area Research Center Collections – Coordinated volunteer effort to copy and transfer all UWSP ARC cataloging records from the Wisconsin Historical Society’s online catalog to UWSP’s online catalog. Increased researcher access to ARC material located at UWSP. 2002 – November 2003
- Cataloging UWSP Collections – Coordinated volunteer effort to catalog UWSP small collections and small series. Increased researcher access to university history material. 2002 –November 2003
- Cataloging Portage County Historical Society Collections – Coordinated the volunteer effort to catalog PCHS collections to increase researcher access to local history material. November 2003 – 2004
- Portage County Historical Society Vertical File Index – Created index that aids researchers in accessing local history and genealogical information. 2002 (copy available in Archives)
- Portage County Historical Society Vertical File Photographic Index – Created index for photographs that aids researchers in accessing local historical photographs. 2002 (copy available in Archives)

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Presentations and Radio Interview

- “Crime and Punishment in Shooting Point: The Lynching of the Courtwright Brothers,” 40th Annual Northern Great Plains History Conference, Duluth, MN, 4 October 2007
- “UWSP Archives and Area Research Center Resources,” Life Course, UWSP, 27 September 2007
- “Polish Genealogical Resources at the UWSP Archives,” Polish Heritage Celebration, Stevens Point, WI, 3 May 2007
- “From Stevens Point Normal School to UWSP: Campus and Greek History,” Phi Omega Sorority, UWSP, 24 April 2007

- “Accessing History through Wisconsin’s Area Research Centers,” Teacher’s Workshop, “Wisconsin in the Civil War,” sponsored by the UWSP Archives and the Wisconsin Historical Society. Funded in part by a grant from the Wisconsin Humanities Council, UWSP, 11 November 2005
- “Roderick Nash: Advocate for the Rights of Nature,” 40th Annual Northern Great Plains History Conference, Eau Claire, WI, 29 September 2005
- Wisconsin Public Radio’s “Project Central Wisconsin” series, interviewed about the historical roots of place names in Portage and Wood Counties, 9 September 2005
- “Analysis of the Works of Environmental Historian William Cronon,” 2005 Distinguished Master’s Thesis Program sponsored by the University of Wisconsin-Eau Claire Graduate Council and Office of Graduate Studies, UWEC, 25 April 2005
- “Origins of William Cronon’s ‘The Trouble with Wilderness; or, Getting Back to the Wrong Nature,’” 39th Annual Northern Great Plains History Conference, Bismarck, North Dakota, 30 October 2004
- “Introduction to the Collections of the UWSP Archives and Area Research Center: Resources for Local History and Genealogical Research,” UWSP, Lincoln Senior Center’s “Get to the Point” series, 24 October 2003
- “Introduction to the UWSP Archives and Area Research Center: The Portage County Historical Society Collections,” Stevens Point, WI, 15 October 2003
- “Your House’s History Doesn’t Have to Be a Mystery,” UWSP Extension Learning Is Forever Program, the “A Lot You Know” series, UWSP, 1 October 2001
- “Using Written and Oral Traditions to Preserve Tribal Language and Culture in the Classroom,” given as a part of a group presentation, American Indian Studies Institute, sponsored by UW-Eau Claire and College of the Menominee Nation, Keshena, Wisconsin, 25–29 June 2001
- “Finding Your Roots: The Genealogical Resources of the UWSP Archives,” Classified Staff Advisory Committee program, UWSP, 20 February 2001

Exhibits and Web Projects

- Wisconsin Historical Society Wausau Centennial Collection Digitization Project – Coordinated the digitization of the heavily used and deteriorating Wausau Centennial Collection in conjunction with the Wisconsin Historical Society and the Church of Latter Day Saints. Digitization completed Spring 2007
- History of the University of Wisconsin System – Researched UWSP’s history and compiled a list of resources for the University of Wisconsin System Archives Council digital project, approved by the UW Digital Center. Digitization in process. Fall 2003

- Index to 1850–1880 & 1900 U.S. Censuses of Portage County, Wisconsin – Served as project coordinator, edited web page introduction, and wrote terms of service for the database. Mounted on the web in February 2003
<http://library.uwsp.edu/depts/archives/census/index.htm>
- Suzuki Digitization Project – Member of the joint American and International Suzuki Institute (AIS), UW Digital Center (UWDC), UWSP Archives and Library Digital Project. Videos of internationally known musician Dr. Shinichi Suzuki teaching institute students at UWSP in the 1970s were digitized. March 2002 – December 2006
 - During the writing of the memorandum of understanding (MOU), served as the arbitrator between the AISI attorney and director, and the UWDC representative. Rewrote the MOU based on all agreed upon revisions.
 - Served as editor for the website’s introduction.
 - Provided metadata for digitization and coordinated the transfer of the original videotapes. <http://digicoll.library.wisc.edu/Arts/subcollections/SuzukiAbout.shtml>
- Wisconsin Pioneer Experience: A Digital Collection of Original Sources Documenting 19th Century Wisconsin History – Joint Council of University Libraries and University of Wisconsin System Archives Council digital project. Reviewed collections and selected the George H. “Daddy” Salter Papers for inclusion in this UW System-wide project. October 2001 – December 2002 <http://libtext.library.wisc.edu/wipionexp/>
- Wisconsin in Wartime – Wisconsin Historical Records Advisory Board sponsored Archives Week, 20–26 October 2002. Co-sponsored and assisted with an exhibit entitled “Portage County at War: 1941-1945” at the Portage County Historical Society Museum. October 2002
- “Main Street: Building Wisconsin Communities,” Wisconsin Historical Records Advisory Board sponsored Archives Week, 22–28 October 2000. Created and researched web and library lobby photo exhibits entitled “Main Street Stevens Point.” September – October 2000
<http://library.uwsp.edu/depts/archives/gallery/mainst.htm>

Publications

- *Visions of Wilderness in the Works of Roderick Nash and William Cronon: 1965 – 2001.*
 - University of Wisconsin-Eau Claire, History Department, thesis, 2004
 - Winner of the UW-Eau Claire Distinguished Master’s Thesis Award, October 2004
- *Health Care Update and Current Acquisitions List.* Saint Joseph’s Hospital, 1990–1996.
 - Compiled and annotated current information from health care journals into a monthly newsletter. Subscribers included nursing faculty from UW-Eau Claire, UW-Oshkosh, and Mid-State Technical College; hospital and clinic nurses, and health care managers throughout Central, Northwestern, and Northern Wisconsin.
- *Register of the Leon Isaksen Papers, 1926–1978.* Joanne Hohler, joint author. State Historical Society of Wisconsin, Archives Division, 1985.

- *Register of the Sierra Club Mississippi River Task Force, 1969–1976*. Joanne Hohler, joint author. State Historical Society of Wisconsin, Archives Division, 1984.
- *User Fees and Intellectual Freedom*. Deb Schneider, joint author, 1984. (Annotated bibliography compiled for the fall 1984 Wisconsin Library Association Meeting.)

Professional Activities and Research Consultations

- Lecturer and Resource Contact – Central Wisconsin contact and will serve as lecturer for the *Teaching American History Grant Program* operated by UW-Oshkosh and CESA 6. November 2007 to date
- Copy Editor and Research Consultant – Reviewed 16.2 linear feet of PCHS and UWSP photos to meet Pediment Publishing’s criteria for content and format for *Portage County: The Early Years*, a joint Portage County Historical Society – *Stevens Point Journal* project. Also researched and provided caption information for many photos and served as one of several copy editors. August – October 2007
- Wisconsin Historical Records Advisory Board and Wisconsin Historical Society Wisconsin Manuscript Collection Project – Surveying UWSP, PCHS, and ARC holdings for Wisconsin, regional, and local manuscripts in order to improve the collecting of post-World War II state history. WHS will publish the collected data in an analytical report, and a web based Wisconsin repository directory will be created. October 2007 to date
- University of Wisconsin Records Officer Council – As Chair of the UW-System Archives Council worked with Laura Dunek, UW System Office of General Council, to create a UW System records management group and co-wrote its charge. Fall 2006
- Copy Editor – Edited UWSP Professor Emeritus Gerald Chappell’s manuscript “A Walk Down Memory Lane,” February 2006
- Copy Editor – Edited Kevin Knitt’s article “The Breweries of Weyauwega,” which was published in *Weyauwega Remembers: Weyauwega, Wisconsin, Waupaca County History*, January 2006
- Research Consult – Researched newspapers, and found photos and artifacts relating to Cardinal Karol Wojtyla’s (Pope John Paul II) visit to Stevens Point on 23-24 August 1976 for Dave Malm of CBS Affiliate WFRV, Green Bay, WI. 4-6 April 2005
- Archival Consult – Advised Miles Benson, Forest History Association of Wisconsin (FHAW) President regarding the Banzhaf Corporation papers. Appraised the records for potential research value to historians and foresters. Helped write a statement of gift to meet Banzhaf’s and FHAW’s criteria. Advised FHAW on how to organize the collection. July – December 2004
- Archival and Preservation Consults – Marshfield Clinic Archives, Alana Ziaya, Library Manger. Advised them on how to begin establishing their archives. Continued to assist by making onsite visits at each stage of its development. July 2000 – 2004

- Research Consult – Researched New York City based Lion Television’s topic for a segment of PBS’s *History Detective*. Acted as their community liaison when they filmed in Stevens Point. January – February 2004
- Research Consult – Researched Chicago based Tower Production’s topic for an A&E Network *Biography* segment. Acted as their community liaison when they filmed in Central Wisconsin. November – December 2003
- Research Methodology Consult – Advised *Badger Breweries: Past and Present* author Wayne Kroll on possible documents and photos for expanding the revised edition of his book. Advised contributing researcher Kevin Knitt on how to correct inaccuracies found in the first edition. October – December 2002 and 12 November 2003
- Archival Consult – Met with Sherin Bowen former Executive Director of Wisconsin-Nicaragua Partners of the Americas, Inc. and Director Nancy Mischnick to evaluate and advise them on how to organization and preserve their records and photographic collection. 28 April 2003
- Preservation Consult – Advised Bob Tomlinson on basic textile preservation for his World War II “silk” escape map. Found preservation and background information on these types of maps, and then put him in contact with a reputable Central Wisconsin textile conservator. April 2003
- Copy Editor – Served as editor for UWSP Professor Emeritus Gerald Chappell’s essays “College President William C. Hansen, 1940-1962: A Review” and “Early History of Communicative Disorders at the UWSP, 1962-1974: Faculty, Program, and Facilities.” February 2001 – February 2003 (copies available in the Archives, UWSP Small Collections 20 & 21.)
- Preservation Consult – Advised the Church of the Intercession, Stevens Point, WI how to preserve the Church’s mid-1800’s constitution and meeting logbook. September 2002
- Research Consult – Researched and provided information about the Medford Campus to UW-Baraboo/Sauk County Dean Aural Umhoefer for a book she is writing. 17 – 25 January 2002
- Research Consult – Provided extensive research assistance to Joan North, Dean of the College of Professional Studies, in preparation for the UWSP Department of Home Economics Centennial. March 2000 – December 2001
- Research Consult – Researched topic and provided artifacts for Wisconsin Public Television’s *Wisconsin Stories* segment “School Days” on internationally known educator Helen Parkhurst. May – November 2001
- Research Consult – Researched the history of the UW System merger for Mary Williams and Lee Sherman Dreyfus for a speech he was giving to commemorate the event. October 2001

- Research Consult – Researched and acted as community resource person for WSAW Channel 7 Wausau for the development of a four part *Our Town* story on Stevens Point and Portage County. June – September 2001 (copies of the videos are available in the Archives, UWSP VT 3, #113 – #116)
- Research Consult – Researched and found artifacts, memorabilia, photos, and information for College of Letters and Science Development Officer Holly Voll for an exhibit commemorating the college's 50th anniversary. August 2001
- Research Consult – Provided research assistance to Central Wisconsin Environmental Station Director Patti Dreier for the station's 25th anniversary celebration. Fall 2000
- Archival and Preservation Consult – Visited and advised the Adams-Friendship Historical Society Museum and Archives on how to organize and preserve their collections. 27 April 2000

Research

- Exploring possible venues for publication of “Crime and Punishment in Shooting Point: The Lynching of the Courtwright Brothers.”

Distinctions and Awards

- Nominated for the Governor's Archives Award by Tim Siebert, President of the Portage County Historical Society, June 2007
- Winner of the UW-Eau Claire Distinguished Master's Thesis Award, October 2004
- Honorarium Recipient, UW-Eau Claire Women's Studies Student Research Project Competition, graduate student category, 1990
- Graduate Assistant, UW-Stevens Point History Department, 1987 – 1988
- Internship, Wisconsin Historical Society, Conservation Service Center, January – May 1985
- Honorarium Recipient, UW-Stevens Point History Department, 1977

Professional Memberships

- American Society for Environmental History
- Forest History Society
- Midwest Archives Conference

Conferences, Workshops, Seminars, and Meetings Attended

- Northern Great Plains History Conference, Duluth, MN, 3-6 October 2007
- Wisconsin Public Records and Open Meeting Laws, Attorney General J. B. Van Hollen, Wisconsin Department of Justice, Stevens Point, WI, 18 September 2007
- University of Wisconsin System Archives Council Meetings, twice per year 1999 to date
- UWSP College of Natural Resources, Biology Colloquium Series:
 - “History in the Wilderness: Preserving the Legacy of the Apostle Islands,” Robert Mackreth, 30 November 2005
 - “Perspectives on Conservation in the 2007 Farm Bill,” Tom Weber, 7 April 2005
 - “From the Forest to the Faucet: Water the Most Important Forest Product,” Mike Dombeck, 6 April 2005
 - “Ethics: Beware of False Idols,” Michael Nelson, 2 March 2005
- “Wisconsin’s Traditional Building Materials and Methods,” Jim Draeger, UWSP College of Professional Studies, 17 November 2005
- Northern Great Plains History Conference, Eau Claire, WI, 29-30 September 2005
- Northern Great Plains History Conference, Bismarck, North Dakota, 27-30 October 2004
- “Soaring to Excellence Teleconference Series,” UWSP:
 - “Making Copyright Work for Your Library,” 24 September 2004
 - “Internet Power: How to Get It, How to Keep It, How to Pass It On,” 14 January 2000
 - “Periodical Database Teleconference,” 26 February 1999
 - “Tools of Our Trade III: Books, the Internet & Beyond,” 8 January 1999
 - “Techno-Lust, Techno-Stress and Techno-Babble,” 20 November 1998
- Legal Issues Seminar, UW System Council, UWSP, 11 March 2004
- Wisconsin Library Association Annual Conference, Madison, WI, 31 October 2002:
 - Photo Collection Preservation Basics Workshop
 - Photo Collections and Digital Solutions Workshop
- “A New Harvest: Revealing Hidden Resources with the Open Archives Metadata Harvesting Protocol,” UWSP, 26 March 2002
- “Seminar on Successful Grant Seeking,” UWSP, 15 November 2001
- “Beginning Access,” UWSP, 7–8 August 2001
- American Indian Studies Institute, College of the Menominee Nation and UW-Eau Claire, Keshena, WI, 25–29 June 2001
- Grant Writing Workshop, UWSP, 14 July 2000

- American Records Management Association Seminar, “Electronic Records: New Tools & New Rules,” Madison, WI, 2 May 2000
- American Library Association Online Copyright Tutorial, February – May 2000
- “Advantages to Grant Writing,” UWSP, 11 November 1999

SERVICE

University Of Wisconsin System and the Wisconsin Historical Society

- Coordinated accommodations for two Wisconsin Historical Society Workshops held at UWSP, fall 2005
- Chairperson, University of Wisconsin System Archives Council, May 2005 – to date
- “Wisconsin Historical Society Client Needs Survey,” provided input on the survey’s structure and compiled a UWSP Archives’ client list for the mailing of the survey. January 2002
- ARC outreach project coordinated with Virginia Fritsch, Public Records Archivist of the Wisconsin Historical Society, the transfer of legal custody and the physical relocation of thirty-two boxes of deaccessioned Waupaca County tax rolls to the Waupaca County Historical Society Library and Museum. December 2001 – January 2002
- Planned and hosted the two day spring University of Wisconsin System Archives Council meeting held at UW-Stevens Point. 26–27 April 2001
- Wrote UWSP’s response to UW-Milwaukee’s request for “Entitlement to Plan a Master of Science Degree in Archival Studies.” September 1999

University of Wisconsin-Stevens Point

- Historic Preservation Committee, University Affairs Subcommittee, January 2000 to date
- University Planning Committee, September 2000 – May 2002
- Faculty Affairs Committee, September 1999 – May 2000
- Women in Higher Education, 1997 - 2004

Library Committees and Subcommittees

- Collection Development Committee, 1999 to date
 - Library liaison to the Departments of History and Health Sciences, 1999 to date

- Salary and Merit Committee, 1999 to date (secretary, 1999-2000)
- Search and Screen Committees
 - Access Services Librarian, spring – fall 2007
 - Serials Librarian, spring – fall 2005
 - Technology/Instruction/Reference Librarian, fall 2004 – February 2005
 - Records Manager/Assistant Archivist, spring – fall 2004
 - Reference and Instruction Librarian, fall 2000
 - Librarian Objective, Main Circulation, spring 2000
- Staffing Structure Committee, 2000 – 2004
- Building Committee, December 1998 – September 1999
- Circulation Committee, January 1997 – August 1999

Community

- Consult and provide expertise in the areas of preservation and archives administration to individuals, regional historical societies, and institutions seeking to establish archival programs, or preserve artifacts and documents including but not limited to the Marshfield Clinic, the Adams County Historical Society, and the Portage County Historical Society. 1999 to date
- History Day Judge, regional competition, UWSP
 - 15 April 2007
 - 9 April 2005
 - 5 April 2003
 - 6 April 2002
- Gave the Northern Pines Genealogy Society permission to publish my genealogical how-to handouts and pathfinders in their newsletter. 28 February 2002
- Initiated and assisted with setting up the criteria to host the Portage County Historical Society website on the UWSP Library server. April 2001
- History Day Judge, state competition, UWSP, 28 April 2001
- Established contact with the Stake Family History Center in Wausau to provide better service to genealogists. We now update one another on changes in hours, exchange brochures, and notify one another of events. January 2001 to date
- Project Feeder participant – Collect data on birds feeding at my home for the Cornell Laboratory of Ornithology, Ithaca, New York, November – April, 1994 to date

Rob Clint

No curriculum vitae or résumé available.

Michael B. Jan
2317 Fourth Avenue
Stevens Point, WI 54481
(715) 342-3644
MJAN@uwsp.edu

EDUCATION

Master of Library Information Science, University of Wisconsin-Milwaukee, 2000.

Master of Arts in History, University of Wisconsin-Milwaukee, 2000.

Bachelor of Arts in History, Minnesota State University-Moorhead, 1997.

PROFESSIONAL EXPERIENCE

Records Manager/Assistant University Archivist, University of Wisconsin-Stevens Point, Stevens Point, Wisconsin. October 2004- .

Primary responsibilities include but are not limited to: providing reference service to students and staff, administrators, historians, genealogists, and members of the general public. I assist in developing and maintaining the collections of the University Archives, the Portage County Historical Society, and the Area Research Center; and assist patrons in using historical materials from the Archives collections. I administer and manage the Archives in the absence of the University Archivist. I am responsible for managing, logging and responding to written research requests sent to the department. I accession new acquisitions and index *The Pointer* student newspaper on a weekly basis.

As Records Manager and Records Officer for the University of Wisconsin-Stevens Point, I oversee the University's Records Management program which includes writing department specific records retention schedules. I provide guidance to and act as a liaison with UWSP departments, and represent UWSP by serving on the University of Wisconsin Records Officers Council (UROC). Initiatives moved forward and passed by UROC includes the drafting of a Public Records Management Policy and Guidelines that was approved and endorsed by the UW Board of Regents. A UW system-wide financial records schedule was developed that is currently being followed by all UW campuses. As part of a subgroup of UROC, I participated in the drafting of imaging guidelines that are included in the Public Records Management Policy and Guidelines. Current projects underway by UROC are the development of system-wide record schedules for the managing of campus e-mail and personnel records.

Archivist, Harley-Davidson Motor Company, Milwaukee, Wisconsin.
June 2000-July 2004.

Responsibilities included providing reference service, processing and cataloging documents and artifacts, and assisting in managing the archival collection of the Harley-Davidson Motor Company. Reference service was provided to internal and external stakeholders, vendors, and employees at all levels of the company. I arranged, described and cataloged company documents, artifacts, photographs, and ephemera, which included taking hundreds of digital photographs of motorcycle clothing, trophies, banners, antique parts, tools, posters and literature. I provided support to company projects and initiatives, and provided photography and fact finding for *Modern Marvels*, and various publications including *Forbes*, and *100 Years of Harley-Davidson*, a biography written by senior vice-president Willie G. Davidson, descendant of the company founders and chief styling officer for over thirty years. I provided tours of the Archives department and antique motorcycle collection to members of the motorcycle and automotive press, vendors, and overseas visitors.

Intern, Milwaukee Urban Archives, University of Wisconsin-Milwaukee,
Milwaukee, Wisconsin. 1999-2000.

Responsibilities included reference desk work, genealogical research for the five county Milwaukee metropolitan area; and answering reference requests in person, in the mail, and via email. Reference service was provided to professors and members of the general public. In addition to reference work, I processed a manuscript collection of Jonathan Coleman, a civil rights activist and author that consisted of writing a finding aid, creating a MARC record, and processing over two hundred audio tapes and computer disks. I assisted with the processing and cataloging of a collection of defunct Wisconsin Corporations, consisting of over 1,000 cubic feet of historical records dealing with the dissolution of incorporated businesses in southeastern Wisconsin. I transferred records from various departments at the UWM campus, and assisted with the transport of defunct Wisconsin corporation to an off-site storage facility in Madison. I assisted with the de-accessioning of duplicate UWM records and ephemera including vintage beer labels from defunct Wisconsin breweries.

Intern, Institute for Regional Studies, North Dakota State University,
Fargo, North Dakota. 1997.

Responsibilities included processing three collections; a photographic collection, a WW I veteran's small collection, and the collection of Erling Rolfsrud, a North Dakota newspaper columnist, author and historian.

UNIVERSITY AND COMMUNITY SERVICE

October-December 2007. Learning Resources Center Facilities SWOT Committee.
November 2007. "Holiday Fest" volunteer, Saint Paul United Methodist Church.
April 2007. Central Wisconsin History Day Judge.
June 2006. Mentor, Pittsville Historical Society.
April 2006. Learning Resources Center Travel Budget Committee.
February 2006. Learning Resources Center Furniture Budget Committee.
April 2005. Central Wisconsin History Day Judge.
June 2000. Harley-Davidson Harley Owner's Group Archives display volunteer.
February 2000. University of Wisconsin-Milwaukee Society of American Archivists student chapter fundraiser volunteer.

SEMINARS AND WORKSHOPS

November 2007. Government Web Resources, UWSP.
April 2006. "The Three-Legged Stool: Developing a Balanced Approach to Digital Preservation", sponsored by ARMA-Madison.
July 2005. Content dm Workshop, sponsored by WILS at UW-Madison.
April 2005. "Electronic Messaging as Records", sponsored by ARMA-Madison.
April 2005. Posting Documents to the Web, UWSP
February 2005. "Making Newspapers Accessible via the Web", sponsored by WILS/OCLC, (UW-La Crosse).
November 2004. "Managing University Records", sponsored by UW-Madison.
November 2004. "Intermediate Records Management", sponsored by the Wisconsin Department of Administration (Madison).
Dec. 2004. "Preserving Born Digital Material", sponsored by WILS/OCLC, (UWSP).
2004. Database Reference Workshop, UWSP.
2004. Genealogy Workshop, UWSP.

LECTURES

September 27, 2005 - HIS 399 Independent Study: Introduction to Archival Principles and Practices

September 20, 2006 - HIS 399 Independent Study: Introduction to Archival Principles and Practices

PROFESSIONAL MEMBERSHIPS

2006-present. University of Wisconsin Records Officers Council (UROC)
2004-present. Midwest Archives Conference (MAC)

Dave Timm

No curriculum vitae or résumé available.

Vita/resume

Name Gail Allen

Department I.M.C.

Present Position LSA Advanced, Lead, IMC Circulation Desk Supervisor

Date Hired in Present Position 1980

Years worked in library in any capacity 32

Degrees/certifications/coursework:

1973, BA from U.W.-Oshkosh; 1975, completed MLS coursework from UW-Oshkosh

Professional Development Activities: (committees, professional associations, presentations, grants, etc.)

Past member of UWSP Affirmative Action committee.

Past member of Chancellor's Committee on the Status of Women.

Past co-chair of Women in Higher Education (still maintain the WHE email membership list)

Honors:

In 2006, I received the "Friend of the Division of Communication Award" at the Communication Dept. awards luncheon.

Prepared 2007

Vita/resume

Name Colleen A. Angel

Department Reference and Interlibrary Loan

Present position LSA-Advanced

Date hired in present position 1990

Years worked in library in any capacity 27

Degrees/certifications/coursework

MA in Organization Communication UW-Stevens Point 99-03

MLIS (ALA approved) UW-Milwaukee 96-99

BS in Psychology UW-Stevens Point 80-88

Associate Degree in Science UW-Marshfield/Wood County 77-80

**Other Training
Dates**

Institution

Entrepreneur training business plan	UWSP's Small Business Association 07 Marshfield Chamber of Commerce
Cross-trained in Archives	UWSP Library 03-04
Information Literacy Training (UPDC Grant funded fees)	WAAL sponsored week long seminar at Edgewood 01 College
Literacy Training	Portage County Literacy 93
Hospice Volunteer Training	Hospice of Portage County 92
Reiki Training	Usui Method 90-92
Leadership/Teacher Training	Inman Method 90-91
Facilitator Training	Munedowk Spiritual College 89-90
Meditation Training	Christine Center for Meditation 86-87

**Professional Development
Dates**

Positions Held/Activities

Wisconsin Library Association	Chair Reference & Adult Services Section (RASS)07-08
Wisconsin Library Association	Surveyed RASS members using Survey Monkey 07
Wisconsin Library Association	Vice Chair RASS 06-07
Wisconsin Library Association	Past Chair Library Research Round Table (LRRT)05-06
L.E.A.D. Program Judge	Acted as judge and critique/commentator for 04&06 Leadership, Education, and Development Program
Wisconsin Library Association	Chair LRRT 03-05
Wisconsin Library Association	WLA LRRT sponsored research interests survey 04

Wisconsin Library Association	Presented WAAL session on LRRT research survey	04
Professional Publication	Printed survey results in WAAL Newsletter	04
UWSP Library	Co-chaired Classified Staff Directions Committee	03-04
Wisconsin Library Association	Chair-Elect LRRT	02-03
Wisconsin Library Association	Chair Interlibrary Loan Round Table (ILLRT)	01-02
Wisconsin Library Association	Editor ILLRT newsletter	01-02
Wisconsin Library Association	Chair ILLRT Membership Committee	00-01
Wisconsin Library Association	WAAL Professional Development Committee	00-08
	Member	
Professional Publication	Authored "Right to Privacy" article in <u>Journal of Information Ethics</u> .	00
L.E.A.D. Program Teacher	Instructor of Creative Problem Solving seminar for teens at UWSP.	00
Wisconsin Library Association	Presented poster session on Copyright Permission Processing at UWSP's Reserve Desk	84

Awards/Grants
Dates

Institution

Small Business Development grant	UW-Stevens Point SBA	07
UPDC Grant (Immersion)	UW-Stevens Point	01
Leland Burroughs Scholarship	UW-Stevens Point	00
Beta Phi Mu membership	UW-Milwaukee	00
Best Long Paper Award	UW-Milwaukee	99
Scholarship for Best Paper	UW-Milwaukee	99
Phi Kappa Phi membership	UW-Stevens Point	88
UPDC Grant (seminar)	UW-Stevens Point	85
UPDC Grant (signage)	UW-Stevens Point	84
Editorial Award in Journalism	UW-Marshfield (regional competition)	79
Dean's Scholarship	UW-Marshfield/Wood County	77-78

Vita/resume

Name: Patty Cray

Department: Library Administration

Present Position: LSA3 (Library Accountant)

Date Hired in Present Position: 9/1/87

Years worked in library in any capacity: 20 Years

Degrees/certifications/coursework:

B.A. Degree in Political Science, California State University at Chico.

Prepared 2007

Vita/resume

Name John Gallagher

Department Cataloging

Present position LSA - Senior

Date Hired in Present Position August of 1991

Years worked in library in any capacity Over 16 years

Degrees/certifications/coursework:

BA from UW-Milwaukee in English in December of 1981.

Twenty one credits in Library Science from Northern Illinois University in 1987 and 1988.

I have worked in three other libraries. I worked at Joliet Public Library as a Reference assistant in the Adult Services/Non-fiction Dept. from October 1986-October 1989. I worked at Golda Meir Library at UW-Milwaukee from Feb. 1982- August 1986. The first library that I worked in was the Milwaukee Public Library—Downtown Branch. I worked there from April 1981-Feb. 1982.

Vita/resume

Name James A. Maas

Department Media Lab

Present position LSA-Senior

Date hired in present position 1980

Years worked in library in any capacity 27

Degrees/certifications/coursework:

MS in Media Technology

Professional development activities:

Organizations

- Past Chair the Media & Technology Section of the Wisconsin Library Association.
- Member of the Academic Library Division of Wisconsin Library Association.
- Past Vice Chair of the University Equity and Affirmative Action Committee.
- Served in various offices of the AmVets Organization, Veterans of Foreign Wars, Unitarian-Universalist Fellowship, Benevolent and Protective Order of Elks.
- Member of the Point Boat Club and Boatowners of the U.S.

Awards

Twice awarded the Dollars for Your Sense award for “suggestions to improve operations and increase efficiencies for the University.”

Recipient of a national award for newsletter quality from the AmVets.

Christine Neidlein

No curriculum vitae or résumé available.

Andy Pech

No curriculum vitae or résumé available.

Sue-Marie Rendall

No curriculum vitae or résumé available.

Vita/resume

Name: Susan W. Sparapani

Department: Acquisitions

Present Position: Library Services Assistant 4, Acquisitions Manager

Date Hired in Present Position: 7-19-87

Years worked in library in any capacity: 22 in this library –3 in IU Bloomington—6 in IU Fort Wayne

Degrees/certifications/coursework:

BA Michigan State University 1967 English

Coursework for MA in English Indiana University Bloomington and Fort Wayne

(Second language not acquired: degree not granted)

Professional Development Activities: (committees, professional associations, presentations, etc.)

Business of Acquisitions Regional Institute

Virginia Commonwealth University, Richmond, VA, June 3-4, 1993.

Sponsored by the Association for Library Collections and Technical Services (ALCTS)

Honors:

Prepared 2007

Anne Swenson

No curriculum vitae or résumé available.

Vita/resume

Name Heather Tetzlaff

Department Library Administration

Present Position Business Manager

Date Hired in Present Position 4/2006

Years worked in library in any capacity 6

Degrees/certifications/coursework:

BS Business Administration minors in Accounting and Sociology 2005

Professional Development Activities: (committees, professional associations, presentations, grants, etc.)

- Classified Staff Advisory Council
- Sargis Award Committee
- Social Committee
- Energy Conservation Task Force
- Student Employment Advisory Committee

Prepared 2007

Vita/resume

Name Vogel, Linda L.

Department Library - Reserve

Present Position Library Services Assistant – Advanced

Date Hired in Present Position 07/17/2000

Years worked in library in any capacity 7.5

Degrees/certifications/coursework:

State Certification, Elementary Education (K – 8)

B.S. University of Wisconsin – Stevens Point, Elementary Education

UNIVERSITY SERVICE

Chancellor's Cabinet, 2006 – 2007

Classified Staff Advisory Council, 2005 – 2007

Judge, National History Day Regional Contest, 2002 – present

Co-Chair, Carolyn Rolfson Sargis Award Committee, 2006, 2007

Search Committee for Library Business Manager, 2006

Copyright Advisory Committee, 2005

Classified Staff Development Committee, 2002 – 2003

Secretary, Library Building Committee, 2001 – 2004

PUBLIC SERVICE

House of Peace (Meals), 2003 – present

Moose Lodge (Chapter 311), 2000 – present

Central Wisconsin HIV/AIDS Ministry Project, 1998 – present

Volunteer, Special Olympics (Summer Games), 1979 – present

Faith Formation Catechist, 2000 – 2004

Parent-to-Parent Mentor, 1999 – 2000

Junior Achievement Mentor, 1990 – 1999

Cadet Coordinator (Stevens Point Police Department), 1988 – 1999

Board of Directors – Safety Cadet Program, 1988 – 1999

Boy Scouts Den Leader, 1985 – 1987

Coach, Olympics of the Mind, 1983 – 1987

Vice-President, Mothers of Multiples, 1979 – 1983

Vita/resume

Name: Sara E. Weisensel

Department: Periodicals

Present Position: LSA-Advanced/Lead

Date Hired in Present Position: Jan. 1991

Years worked in library in any capacity: 27+ years. May 1980-July 1986 Full time Steenbock Memorial Library, UW-Madison, student, LTE, Project Assistant; July 1986-Dec. 1990 UW-Stout LSA-Adv/Lead.

Degrees/certifications/coursework:

1979 BA UW-Madison, Major – 19th Century American History, Minor –Geology

1983 Certificate of Environmental Studies, UW- Madison; 1984-1986 coursework completed toward MALA, Dept. of Landscape Architecture-Historic Preservation, no degree.

1979- present: numerous classes and seminars from UW-Extension, WDNR, MNDNR, WI Geological Survey; WI Chapter of IIDA.

Professional Development Activities: (committees, professional associations, presentations, grants, etc.)

Volunteer in various area clubs and organizations: Audubon, Sierra Club (now defunct in area), Friends of Wi. State Parks, Lactic Edge Triathlon, Heartland Bike and Nordic Ski Club, Women's Community Center (Wausau).

May 2000-Aug. 2005 Part time perennial yard employee, Jung's Garden Center, Stevens Point; Aug. 2005-Feb. 2007 permanent part time nursery yard employee, Jung's Garden Center, Stevens Point; March 2007 to present permanent part time Nursery Manager, Jung's Garden Center, Stevens Point.

Honors:

Spring 2007 Certificate of Nomination – Student Supervisor of the Year.

Prepared 2007

Vita/resume

Name Elizabeth Zenter

Department Government Documents/Administrative Offices

Present position LSA-Senior

Date hired in present position 2006

Years worked in library in any capacity 2

Degrees/certifications/coursework:

- Master of Science in Social Work, UW-Madison, 1990
- Master of Divinity, Luther-Northwestern Theological Seminary, 1982
- Bachelor of Arts, UW-Madison, 1977

Continuing Education

- Kairos and Associates development training workshops, 2000-2002
- Command & General Staff College, USAR, 1998-1999
- Small Group Instructor Training, WI Military Academy (WMA), 1997
- Instructor Training, WMA, 1996
- Meeting Management Course, WI Army National Guard (WIARNG), 1995
- Total Quality Awareness Training, WIARNG, 1994
- Total Quality Leadership, WIARNG, 1991

Previous Career History

- **Director of Community Relations**, Marywood Convalescent Center, Wausau, WI, 2004-2006
- **Resource Development, Organizational, & Leadership Consultant**, Kairos and Associates, Minneapolis, MN, 2000-2003
- **Parish Pastor**, 1984-2000, Bethlehem Lutheran Church, Kronenwetter, WI; Middle Coon Valley Lutheran Church, Chaseburg, WI; Cooksville Lutheran Church, Cooksville, WI
- **Chaplain (Major), WI Army National Guard, 1987-1999**, WI Military Academy, Fort McCoy, WI; Operation Desert Fix Battalion, Fort McCoy, WI; 132d Support Battalion, Madison, WI

COMMUNITY VOLUNTEER SERVICE

- Textbook Reader/Recorder for students with disabilities, Disability Services Office, UW-Stevens Point, 2005-present
- English as a Second Language tutor, North Central Technical College, Wausau, WI, 1999

- Volunteer Reading Tutor Coordinator, Coon Valley Elementary School, Coon Valley, WI, 1998
- American Red Cross military family assistance, Madison, WI, 1990

AWARDS

- Army Achievement Medal for Meritorious Service to the 132d Support Battalion, 1993
- Army Commendation Medal for Meritorious Service to the Desert Fix Battalion, 1992
- Bruce Prize for New Testament Scholarship, 1982



Larry Hardesty is currently the Interim University Librarian at Winona State University. He retired in 2006 after serving more than thirty years as an academic librarian, including as Dean of the Library (2004-2006) at the University of Nebraska at Kearney (UNK), College Librarian (1995-2004) at Austin College, Director of Library Services (1983-1994) at Eckerd College, and Head of the Reference Department (1975-1983) at DePauw University. He has served in several positions in the Association of College of Research Libraries (ACRL), including president (1999-2000), member of the board of directors, chair of the college libraries section (1995-1996), member of the *College and Research Libraries* Editorial Board (1990-1996) and chair of the Charlotte ACRL National conference (2003). His other publications include *Faculty and the Library: The Undergraduate Experience* (Ablex, 1991) and *Books, Bytes and Bridges* (ALA, 2000). His articles on library instruction, collection development, computer center and library relationships, and faculty and administrators attitudes towards the academic library have been published in *College & Research Libraries*, *Journal of Academic Librarianship*, *portal*, *Library Issues*, and numerous other library journals. His article ‘Faculty Culture and Bibliographic Instruction: An Exploratory Analysis,’ published in *Library Trends* (Fall 1995) received the ACRL Instruction Section’s Publication of the Year Award for 1995. He currently serves on the editorial boards of *portal* and *Library Issues*. In 2001, Hardesty received the ACRL Academic Research Librarian of the Year. In 2002, he received an outstanding alumnus award from UNK. Previously he had received the distinguished alumnus award from the School of Library and Information studies of the University of Wisconsin-Madison (2002), where he received his MALA and the Indiana University School of Library and Information Science (2000), where he received his Ph.D. in library and information science. He continues to serve as the Founding Director of the College Library Directors’ Mentor program and has matched over 200 first-year college library directors with mentors during the 15 year history of the program. He also continues to serve as the liaison between ACRL and the National Resource Center for the First Year Experience and Students in Transition.

RESUME

Name

Larry Hardesty

Address

Home: 7240 West 37th Street
Kearney, Nebraska 68845

Telephone

Home: (308) 233-3573
Cell: (308) 293-1764

E-Mail

General: Ebony51@frontiernet.net
Mentor Program: Libdirmentor@frontiernet.net

EDUCATION

Certificate in Public Management, 1983, Indiana University-Purdue University at Indianapolis

Doctor of Philosophy, 1982, Indiana University-Bloomington, School of Library and Information Science

Dissertation: The Development of a Scale to Measure the Attitudes of Classroom Instructors Toward the Role of the Academic Library in Undergraduate Education

Areas of Specialty: College Libraries, Research Design, Library Evaluation, Instructional Development, Library Instruction

Masters of Science in Education, 1978, (Instructional Systems Technology) Indiana University-Bloomington

Masters of Arts in Library Science, 1974, University of Wisconsin-Madison

Master's Paper: Student Use of the Library at Kearney State College

Masters of Science in Education, 1971 (History), Kearney State College, Kearney, Nebraska

Bachelor of Arts in Education, 1969, magna cum laude, (History-Political Science) Kearney State College, Kearney, Nebraska

PROFESSIONAL EXPERIENCE

2006- Krueger Library
Winona State University
P. O. Box 5838
Winona, Minnesota 55987

Position: Interim University Librarian

2004-2006 Calvin T. Ryan Library
University of Nebraska at Kearney
Kearney, Nebraska 68849

Position: Dean of the Library and Professor (tenured)

Responsibilities and Accomplishments:

Direct a library staff of nine other librarians, one professional manager, and fifteen support staff

Created position of Associate Dean

Implemented Docutek for electronic reserves

Implemented program of checking out laptop computers

PROFESSIONAL EXPERIENCE (continued)

Worked with Interior Design class to create plans for an Internet café; Implemented plans to create an Internet café that opened early September 2005

Identified funds used to carpet the public area of the main floor, which had not been recarpeted for more than 20 years.

Brought in a consultant to review technical services.

1995-2004

Abell Library Center
Austin College
Sherman, Texas 75090

Position: College Librarian and Professor

Responsibilities and Accomplishments:

Directed library staff of four other librarians, five and one-fifth support staff and a three-fourths time archivist

Reorganized library staff

Expanded and revitalized the library's role in first-year general education

Implemented in 2001-2002 with an outside grant of \$75,000: electronic reserves, Ariel interlibrary loan system, laptop computers for circulation, and additional computers for student use in the extended study room. Involved the cooperation of Institutional Advancement, Instructional Technology, and the Library

Developed in 1999-2000 with an outside grant of \$150,000: interactive electronic classroom in the library, purchase an additional server and hubs, and upgrade computers in a computer lab in the library.

Organized IDEAL (Now ScienceDirect) consortium subscription for several Texas public and private colleges and universities

Organized American Chemical Science consortium subscription for 21 private Texas Colleges and Universities

Organized Britannica Online subscription for Texas Independent Colleges and University Libraries

Initiated policy of interviewing all perspective new faculty candidates for tenure track positions

Established liaison relationship between librarians and the academic departments

Revised periodical request and funding process

Initiated McNaughton Browsing Book Collection

Developed and oversaw plans for remodeling and expansion of archives and special collections area

Received multi-year contract

PROFESSIONAL EXPERIENCE (continued)

Expanded and refined first-year librarian instruction program

1983-1995 Eckerd College Library
 Eckerd College
 St. Petersburg, Florida 33733

Position: Director of Library Services and Professor

Responsibilities and Accomplishments:

Awarded Hexennial Leave, 1994
Promoted to Professor, 1991
 Awarded Hexennial Leave, 1988
Awarded Tenure, 1987
Directed a library staff of three other librarians and
 five support staff
Participated in reference, bibliographic instruction, and
 collection development responsibilities
Introduced microcomputers and CD-ROM technology to
 library
Organized five Earlham College-Eckerd College Bibliographic Instruction
 Conferences (November 1984, December 1985, and February
 1988, February 1990, February 1992)
Initiated the policy of interviewing all perspective faculty candidates for
 tenure-track positions
Initiated the policy of reviewing all new course proposals to determine
 availability of library resources to support them
Initiated and guided the writing of a "Statement of Purposes of the Eckerd
 College Library" through the faculty library committee and final
 adoption by the general faculty
Reorganized librarians' responsibilities and implemented
 change of position titles
Initiated publication of a library newsletter
Initiated McNaughton Browsing Book Collection
Revised periodical request and funding process
Initiated extensive culling of the book and periodical collections
Established a book-a-year endowment fund for the library
Conducted several surveys of students and faculty
Wrote the Board of Trustee's "Library Task Force
 Recommendations" (1986)
Conducted various studies of library use, collection growth,
 and costs of library materials (see publications section)

PROFESSIONAL EXPERIENCE (continued)

Expanded participation of the Friends of the Library and wrote brochures and annual reports

Initiated twice-a-year Friends of the Library programs

Initiated weekly meetings with the director of media services, director of video services, and director of computer services

Established liaison relationship between librarians and the academic departments

1975-1983: Roy O. West Library
DePauw University
Greencastle, Indiana 46135

Position: Head of the Reference Department, 1975-1983
Project Director, College Library Project Grant, 1977-1982
Chairperson, DePauw University Library Self-Study Committee, 1980-1982
Project Librarian, Library Services Enhancement Grant Project, 1976-1977

Responsibilities and Accomplishments:

Awarded Sabbatical Leave, 1983

Promoted to assistant professor and awarded tenure, 1979

Supervised the reference department, including interlibrary loan, bibliographic instruction, and U.S. Government Publications selected depository collection

Initiated and directed an eighteen-month self-study of the DePauw University libraries; sponsored by the Lilly Endowment and the Office of Management Studies of the Office of Research Libraries

Wrote and directed a five-year grant funded by the National Endowment for the Humanities and the Council on Library Resources to enhance the role of the library in the educational process

Wrote and directed a one-year grant funded by the Council on Library Resources to enhance the role of the academic library in the educational process

Prepared and gave annually between twenty and fifty classroom presentations on use of the library

Wrote or supervised the writing of approximately forty bibliographic guides

Implemented and supervised a courier service between the DePauw University libraries and the Indiana University libraries

Conducted several studies of the DePauw University libraries, including

PROFESSIONAL EXPERIENCE (continued)

use of the general collections, use of the reserve collections, and student use of the libraries (see publications section)
Arranged for consultants in the areas of collection development, interior design, media center development, and library buildings to consult with administrators, librarians, and classroom faculty members
Initiated and supervised online database searching

1973-1975: Calvin T. Ryan Library
Kearney State College
Kearney, Nebraska 68847

Positions: Assistant to the Director and
Director of the Library
Learning Program, 1975
User Services Coordinator, 1974-1975
Assistant Reference Librarian and Educational
Media Instructor, 1973-1974

Responsibilities and Accomplishments:

Supervised the reference department and coordinated the activities of four librarians in the public services areas: reference, circulation, government publications and curriculum materials
Supervised the bibliographic instruction program and initiated the freshman library instruction program
Developed and wrote (with John Murphy, media specialist) a successful five-year grant awarded by the National Endowment for the Humanities and the Council on Library Resources to enhance the role of the library in the educational process.

MAJOR PUBLICATIONS

Monographs:

The Role of the Library in The First-Year Experience. (Monograph No. 45).
Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition, 2007. Edited work.

Books, Bytes, and Bridges: Libraries and Computer Centers in Academic Institutions. Chicago, ALA Editions, 2000. Edited work.

MAJOR PUBLICATIONS (continued)

Bibliographic Instruction in Practice: Dedicated to the Legacy of Evan Farber.
Ann Arbor, Michigan: Pierian Press, 1993. Edited with Jamie Hastreiter
and David Henderson.

Faculty and the Library: The Undergraduate Experience. Norwood, New Jersey:
Ablex Publishing, 1991.

Periodicals in College Libraries, (CLIP Notes #8). Compiled with Jamie
Hastreiter and David Henderson. Chicago: Association of College and
Research Libraries, 1987.

User Instruction in Academic Libraries: A Century of Selected Readings.
Compiled with John Mark Tucker and John Schmitt. Metuchen, New
Jersey: Scarecrow Press, 1986.

Mission Statements for College Libraries, (CLIP Notes #5). Compiled with Jamie
Hastreiter and David Henderson. Chicago: Association of College and
Research Libraries, 1985.

Use of Slide-Tape Presentations in Academic Libraries. New York: Jeffrey
Norton Publishers, Inc., 1978.

Chapters:

“Foreword.” In Faculty-Librarian Relationships, Paul Jenkins. xiii-xvi. Oxford,
Great Britain, Chandos Publishing, 2005.

“Convergence of Computer Centers and Libraries in Academic Institutions in the
United States.” In Managing Academic Support Services in Universities:
the Convergence Experience, ed. Terry Hanson. 202-211. London, Great
Britain. Facet Publishing, 2005.

“Future of Academic/Research Librarians: A Period of Transition—To What?”
In Global Issues in 21st Century Research Librarianship, ed. Sigrun Klara.
Hannesdottir. 576-601. Helsinki, Finland: NORDINFO, 2002.

“Computer Center and Library Relations among Small Colleges,” In Book, Bytes,
and Bridges: Libraries and Computer Centers in Academic Institutions, ed.
Larry Hardesty. 73-82. Chicago, ALA Editions, 2000.

MAJOR PUBLICATIONS (continued)

- “Benign Neglect of the 'Heart of the College'” In American Libraries: Their Rationale and Role in American Higher Education, eds. Gerard B. McCabe and Ruth J. Person. 29-41. Westport, CT: Greenwood Publishing, 1995 (with Lloyd Chapin, Vice-President and Dean of Faculty, Eckerd College).
- “What Do Liberal Arts College Deans Think About the Library?” In Advances in Library Administration and Organization Vol. 10, ed. Gerald B. McCabe and Bernard Kreissman. 145-186. Greenwich, CT: JAI Press, 1992.
- “Faculty Attitudes and Values and Collection Development in the College Library.” In Collection Development in College Libraries, eds. Joanne Schneider Hill, William E. Hannaford, Jr., and Ron Epp. 130-139. Chicago: American Library Association, 1991.
- “An Uncertain Crusade: The History of Library Use Instruction in a Changing Educational Environment.” In Academic Librarianship: Past, Present, and Future, eds. John V. Richardson and Jinnie Y. Davis. 97-111. Littleton, Colorado: Libraries Unlimited, 1989 (with John Mark Tucker).
- “The Role of the Classroom Faculty in Bibliographic Instruction.” In Teaching Librarians To Teach, eds. Alice S. Clark and Kay F. Jones, 155-187. Metuchen, N. J.: Scarecrow Press, 1986.

Articles:

- “Off to a Good Start: Foundations for Strong CAO-Library Director Relationships,” Library Issues 28 (September 2007): 1-4 (with Tom Kirk and Mignon Adams).
- “Excellence in Academic Libraries: Recognizing It,” Library Issues 27 (March 2007): 1-4.
- “Stranger in a Promising Land,” College & Research Libraries News 67 (June 2006): 360-361.
- “Successful Partnering to Transform the College Library: An Interview with Richard Ekman,” portal: Libraries and the Academy 4 (October 2004): 455-463.
- “The Reform Movement for the First Year Experience: What is the Role of the Library,” Library Issues 24 (May 2004): 1-4. With John Gardner.

MAJOR PUBLICATIONS (continued)

- “Recruiting and Retaining Academic Librarians: A Calm Before the Storm,” Library Issues 24 (September 2003): 1-4.
- “‘Best of the Best:’ The ACRL Excellence in Academic Libraries Award Program,” portal: Libraries and the Academy 3 (January 2003): 151-156.
- “Exciting Things Happen @ Your Library: ACRL Advertisements in the Chronicle of Higher Education,” College & Research Libraries News 63 (September 2002): 586-587. (with Theresa Byrd).
- “Demystifying the Program Selection Process: How to Submit a Successful Proposal for the 11th ACRL National Conference,” College & Research Libraries News 63 (April 2002): 269-270, 279.
- “Future of Academic/Research Librarians: A Period of Transition—To What?” portal: Libraries and the Academy 2 (January 2002): 79-97.
- “Academic Libraries and Regional Accreditation,” Library Issues 21 (March 2001): 1-4.
- “Do We Need Academic Libraries?” A Position Paper of the Association of College and Research Libraries (<http://www.ala.org/acrl/academiclib.html>) Reprinted in the NCRL Newsletter for Presidents, Vol. 6, No. 3, Winter 2000: 3-4.
- “ACRL/Harvard leadership institute: still receiving winning reviews in its second year,” College & Research Libraries News 61 (October 2000): 805-807.
- “Create Change: Shaping The Future of Scholarly Journal Publishing,” College & Research Libraries News 61 (June 2000): 515-518. (with Ray English).
- “The Age of Information; The Age of Foolishness,” College & Research Libraries 61 (January 2000): 6-8. (Editorial).
- “Reflections on 25 Years of Library Instruction: Have We Made Progress?” Reference Services Review 27.3 (1999): 242-246. (Entire issue selected to be in “The Top 20 Library Instruction Articles” for 1999 by the Continuing Education Committee of ALA’s Library Instruction Round Table).
- “Computer Center-Library Relations at Smaller Institutions: A Look from Both Sides,” Cause-Effect 21 (1998): 35-41.

MAJOR PUBLICATIONS (continued)

- “Library and Computer Center Relations at Smaller Academic Institutions,” Library Issues 18 (September 1997): 1-4.
- “College Library Directors Mentor Program: “Passing It On”: A Personal Reflection,” The Journal of Academic Librarianship 23 (July 1997): 281-290.
- “Bibliographic Instruction and Faculty Culture,” Library Trends 44 (Fall 1995): 339-367. (Received the ACRL Instruction Section’s Publication of the Year Award 1996; entire issue selected to be in “The Top 20 Library Instruction Articles” for 1995 by the Continuing Education Committee of ALA’s Library Instruction Round Table).
- “Searching for the Holy Grail: Core Collections in Undergraduate Libraries,” The Journal of Academic Librarianship 19 (January 1994): 362-371 (with Collette Mak).
- “College Library Mentor Program,” College & Research Libraries News 55 (January 1994): 7.
- “Who Are You Goin' to Call” (College Libraries Sections Mentor Program), CLS Newsletter (Fall 1993).
- “Earlham's BI Enhances Teaching and Learning,” College & Research Libraries News 53 (June 1992): 402-403 (with Jamie Hastreiter and David Henderson).
- “The Bottomless Pit Revisited,” College & Research Libraries 52 (May 1991): 219-230.
- “What Do Academic Administrators Think about the Library,” Library Issues 11 (March 1991): 1-4.
- “Life in the Minor Leagues; or, Crash Davis Finds Happiness,” College & Research Libraries 51 (September 1990): 397-398 (Guest Editorial).
- “How Many Psychology Journals Are Enough? A Study of the Use of Psychology Journals by Undergraduates.” The Serials Librarian, 16, 1/2 (1989): 133-153 (with Gail Oltmanns).

MAJOR PUBLICATIONS (continued)

- “Developing College Library Leaders of Tomorrow.” College & Research Libraries News, 50 (July/August, 1989): 573-574 (with Mignon Adams, Anne Commerton, Michael Kathman, and Jacquelyn Morris).
- “Mathematics Periodicals in Selected Liberal Arts Colleges.” Collection Building, 9, 1 (1988): 3-11 (with Jamie Hastreiter).
- “Use of Library Materials at a Small Liberal Arts College: A Replication.” Collection Management, 10, 3 (1988): 61-80.
- “Development of College Library Mission Statements.” Journal of Library Administration, 9, 3 (1988): 11-34 (with Jamie Hastreiter and David Henderson).
- “Book Selection for Undergraduate Libraries: A Study of Faculty Attitudes.” The Journal of Academic Librarianship, 12 (March 1986): 19-25.
- “Student Library Skills and Attitudes and Their Change: Relationships to Other Selected Variables.” The Journal of Academic Librarianship, 8 (September 1982): 216-220 (with John Wright).
- “Library-Use Instruction: Assessment of Long-Term Effects.” College & Research Libraries, 43 (January 1982): 38-42 (with Nicholas P. Lovrich Jr., and James Mannon).
- “Use of Library Materials at a Small Liberal Arts College.” Library Research: An International Journal, 3, (Fall 1981): 261-282.
- “The Role of Instructional Development in Mediated Library Instruction.” Drexel Library Quarterly, 16 (January 1980): 3-26 (with Frances Gatz).
- “Evaluating Library-Use Instruction.” College & Research Libraries, 40 (July 1979): 309-317 (with Nicholas P. Lovrich Jr., and James Mannon).
- “Use of Slide-Tape Presentations in Academic Libraries: A State-of-the-Art Survey.” The Journal of Academic Librarianship, 3 (July 1977): 137-140.
- “The Academic Library: Unused and Unneeded?” Library Scene, 4 (December 1975/March 1976): 14-16.

MAJOR PUBLICATIONS (continued)

ERIC Documents:

Evaluation of Bibliographic Instruction. U.S. Educational Resources Information Center, ERIC Document ED 271 115, January 1987.

Use of Media in Library Use Instruction. U.S. Educational Resources Information Center, ERIC Document 261 688, February 1986.

Use of the Library Reserve Collection at DePauw University. U.S. Education Resources Information Center, ERIC Document ED 192 724, February 1981.

Student Use of Libraries at DePauw University. U.S. Educational Resources Information Center, ERIC Document ED 187 335, October 1980.

Use of Multiple Regression to Predict Academic Achievement at a Small Liberal Arts College. U.S. Educational Resources Information Center, ERIC Document ED 185 960, September 1980.

Bibliographic Instruction: Defining, Organizing, and Promoting a Program. U.S. Educational Resources Information Center, ERIC Document ED 162 287, May 1979.

Council on Library Resources Library Services Enhancement Program, DePauw University, 1976-1977: Grant Program and Quarterly Reports, 1977. U.S. Educational Resources Information Center, ERIC Document ED 145 839, March 1978 (With James Martindale).

Survey on the Use of Slide-Tape Presentations for Orientation and Instruction Purposes in Academic Libraries. U.S. Educational Resources Information Center, ERIC Document ED 116 711, May 1976.

Computer-Based Information Networks: Selected Examples. U.S. Educational Resources Information Center, ERIC Document ED 094 685, December 1974.

MAJOR PRESENTATIONS

“College Library Directors’ Mentor Program.” Texas Council of Academic Libraries. Austin, Texas, September 25, 2007.

- “Dramatically Underrepresented: Librarians and the First-Year Experience.” Part of Panel Presentation at the 12th ACRL National Conference, Minneapolis, Minnesota, April 10, 2005
- “Librarians and Classroom Faculty: Exploring the Future Together.” LACUNY Institute 2004, Baruch College, New York, May 21, 2004.
- “Challenges of Implementing Information Literacy Initiatives.” 31st Annual National Conference for Independent College and University Chief Academic Officers. “Leadership Challenges: Competition, Resources, and Excellence.” Savannah, Georgia, November 2-4, 2003. Panel Presentation.
- “Academic Librarianship: Philosophy and Research in the 21st Century: Where Are We Going?” Florida Academic and Research Libraries Chapter Fall Workshop, Orlando, Florida, October 24, 2003.
- “ACRL New Director Mentoring.” Committee on Status of Women in Librarianship Program “Cross-Gender Mentoring: Breaking the Pink Glass Ceiling.” American Library Association Conference, Toronto, Canada, June 23, 2003.
- “Filling That Open Library Position: Recruitment Trends and Tips.” Pennsylvania Library Association Conference, Hershey, Pennsylvania, November 11, 2002.
- “Remembering Your Public.” University of Wisconsin-Madison, School of Library and Information Studies Commencement, Madison, Wisconsin, May 18, 2002.
- “The College Library Directors’ Mentor Program: Ten Years of ‘Passing It On.’” Association of Academic Health Science Libraries Conference, Washington, D. C., November 3, 2001.
- “College Librarians Perspective on the Regional Accreditation Process.” Part of Panel Presentation at the TCSUL Conference, Austin, Texas, October 2, 2001.
- “Partners in Progress: Using Campus Partnerships to Promote Information Literacy,” ACRL Instruction Section Program, American Library Association Conference, San Francisco, California, June 17, 2001.
- “The Age of Information; The Age of Foolishness,” Panel Presentation At Texas Library Association Conference, San Antonio, Texas, March 29, 2001.
- “Where Will We Find Our Replacements? Recruiting New Professionals to Academic Libraries,” Panel Presentation at the 10th ACRL National Conference, Denver, Colorado, March 16, 2001.

MAJOR PRESENTATIONS (continued)

- “Developing Future Leaders Through the College Library Directors Mentor Program,” Panel Presentation at the 10th ACRL National Conference, Denver, Colorado, March 17, 2001. Organized this panel.
- “What Do You Do If You Have Succeeded Beyond Your Wildest Dreams? Careers in Academic Libraries,” Presented to the faculty and students of the School of Library and Information Science, Indiana University, Bloomington, Indiana, December 4, 2000.
- “Knowledge Management in Higher Education,” CHEMA Conference, Baltimore, Maryland, June 6, 2000.
- “Why Academic Libraries? Demanding New Answers in a New Millennium,” New Jersey Library Association Annual Conference, Newark, New Jersey. April 27, 2000.
- “Books, Bytes, and Bridges: Library and Computer Centers in Academic Institutions,” Texas Library Association Annual Conference, Houston, Texas, April 12, 2000.
- “Creative Change: Embracing and Managing New Roles in Libraries,” Presented at the Minnesota State Colleges Universities (MnSCU) Library Day, Minneapolis, Minnesota, April 13, 2000.
- “The Millennium Librarian,” Oklahoma Association of College and Research Librarians, Stillwater, Oklahoma, November 12, 1999.
- “Where We’ve Been and Where We’re Now, and Where We’re Going: Academic Librarianship at the Turn of the Century,” Washington-Oregon Association of College and Research Libraries Chapter Annual Conference, Park Forest, Washington, October 28, 1999.
- “Understanding Faculty Culture,” Council of Media Organizations Annual Conference, Jekyll Island, Georgia, October 21, 1999.
- “Understanding Faculty Culture,” presented at the Iowa Library Association Annual Conference, Dubuque, Iowa October 15, 1999.
- “Understanding Faculty Culture and Other Imponderables: Reaching Out to the Faculty from the Library,” Western New York/Ontario Chapter of the Association of College and Research Libraries Conference, Amherst, New York April 23, 1999.

MAJOR PRESENTATIONS (continued)

- “Understanding Faculty Culture,” Tennessee ACRL Conference, Maryville, Tennessee, October 23, 1998.
- “Understanding Faculty Culture,” CARL Conference, Newport Beach, California, September 19, 1998.
- “Reaching Out To The Faculty,” Kentucky ACRL Chapter Annual Conference, Lexington, Kentucky, October 31, 1998.
- “College Library Directors’ Mentor Program,” Alabama ACRL Chapter Annual Conference, Birmingham, Alabama, April 16, 1998.
- “Library and Computer Center Relations: The Human Side,” Presented at "Through the Star Gate: A Conference on Information Technology," for the North Carolina Center for Independent Higher Education, Wake Forest University, Winston-Salem, North Carolina, October 25, 1995.
- “Cultural Diversity and Synergy: Collaboration Between Librarians and Academic Computer Center Staff,” ACRL 7th National Conference of the Association of College and Research Libraries, Pittsburgh, Pennsylvania, March 29-April 1, 1995.
- “The College Library Directors’ Mentoring Program,” College Libraries Section Program, American Library Association Annual Meeting, New Orleans, Louisiana, June 27, 1993.
- “Collection Overlap Among College Libraries,” Collection Management Institute, Winter Park, Florida, August 1991.
- “What do Academic Administrators Think about the Library?” Florida Library and Information Science Roundtable, University of South Florida, Tampa, Florida, March 1990.
- “Career Development for College Library Directors,” 5th National Conference of the Association of College and Research Libraries, Cincinnati, Ohio, April 5, 1989.
- “Small Libraries Do Not Mean Small Problems,” University of South Florida School of Library and Information Science Special Topics Seminar, "Management in the Nineties," Tampa, Florida, January 28, 1989.

MAJOR PRESENTATIONS (continued)

- “Recent Developments in Bibliographic Instruction,” Southern Education Foundation
“Networking for the Future: Developing Collections and Implementing New
Technologies,” Atlanta, Georgia, September 9, 1988.
- “Standards for College Libraries,” College Libraries Section Program, American Library
Association Conference, San Francisco, California, June 27, 1987.
- “Evaluation of Bibliographic Instruction,” Alabama Library Instruction Roundtable
Program at the Alabama Library Association Conference, Montgomery, Alabama,
April 9, 1986.
- “Application of Instructional Development Theory to Library Instruction
Through Use of Audiovisuals,” Library Instruction Roundtable Program of the
American Library Association Annual Conference, Dallas, Texas June 25, 1984.
- “Creating Slide-Tape Programs for Bibliographic Instruction,” Fifth Southeastern
Conference on Bibliographic Instruction, Gainesville, Florida, May 10-11, 1984.
- “The Influence of Selected Variables on Attitudes of Classroom Instructors
Toward the Undergraduate Educational Role of the Academic Library,”
3rd National Conference of the Association of College and Research Libraries,
Seattle, Washington, April 4-7, 1984. Published as part of the conference
proceedings.
- “Use and Effectiveness of the 1975 ‘Standards for College Libraries,’” 2nd National
Conference of the Association of College and Research Libraries, Minneapolis,
Minnesota, October 1-4, 1981 (with Stella Bentley). Published as part of the
conference proceedings.
- “Scholar-Librarian Cooperation,” Association of College and Research Libraries
Program of the American Library Association Conference, San Francisco,
California, June 28, 1981, (with John White, then Assistant Professor of Religion,
DePauw University).
- “Library Self-Studies,” Illinois Library Association Fall Conference, Chicago, Illinois,
November 14, 1980.
- “Bibliographic Instruction from an Instructional Development Point of View,”
Eighth Annual National Conference on Library Orientation for Academic
Libraries, Eastern Michigan University, Ypsilanti, Michigan, May 4, 1978.
Published as part of the conference proceedings.

MAJOR PRESENTATIONS (continued)

“Promoting A Program of Bibliographic Instruction,” First Annual Conference on Approaches to Bibliographic Instruction, College of Charleston, Charleston, South Carolina March 17, 1978. Published as part of the conference proceedings.

“Bibliographic Instruction: Defining, Organizing, and Promoting a Program,” Presented to the 1977-78 Library Services Enhancement Project grant recipients sponsored by the Council on Library Resources, Washington, D.C. November 16, 1977.

BOOK REVIEWS

Book Review Editor, Collection Management, 1987-1995.

Restructuring Academic Libraries: Organizational Development in the Wake of Technological Change, ed. Charles A. Schwartz. The Journal of Academic Librarianship, 24(November 1998), 495.

Gateway to Knowledge: The Role of Academic Libraries in Teaching, Learning, and Research, ed. Lawrence Dowler. The Journal of Academic Librarianship, 24 (May 1998), 250.

Brief Tests of Collection Strength, by Howard D. White. Collection Management, 20, 3/4 (1996), 219-220.

Leaders in Libraries, by Brooke Sheldon. Collection Management, 16, 2 (1992), 122-123.

Guide to Budget Allocation for Information Resources, by Edward Sheeves. Collection Management, 16, 2 (1992), 125-126.

If You Want to Evaluate Your Library. . ., by F. W. Lancaster. Collection Management, 11, 3/4 (1989), 192-193.

The Smaller Academic Library, ed. Gerald B. McCabe. Collection Management, 11, 3/4 (1989), 190-191.

Energies for Transition: Proceedings of the Fourth National Conference of the Association of College and Research Libraries, ed. Danuta Nitecki. College & Research Libraries, 47 (September 1986), 517-518.

BOOK REVIEWS (continued)

Academic Libraries: Myths and Realities: Proceedings of the Third National Conference of the Association of College and Research Libraries, eds. Suzanne C. Dodson and Gary L. Menges. College & Research Libraries, 46 (September 1985), 441-443.

Library Fund-Raising: Vital Margin for Excellence, ed. Sul H. Lee. Collection Management. 7 (Summer 1985), 86-87.

Non-Book Materials in Libraries: A Practical Guide, by Richard Fothergill and Ian Butchart. The Journal of Academic Librarianship, 5 (January 1980), 347.

Library Instruction for Librarians, by Anne F. Roberts. The Journal of Academic Librarianship, 9 (May 1983), 93-94.

GRANTS

\$75,000 from the Telecommunications Infrastructure Fund Board of Texas. Used to develop electronic reserves, Ariel interlibrary loan system, upgrade library computer network, purchase laptop computers for circulation, and additional computers for student use. May 2001 (with John West, Carolyn Vickrey, Larkin Tom, and Harry Bilger).

\$150,000 from the Telecommunications Infrastructure Fund Board of Texas. Used to develop an interactive electronic classroom in the library, purchase an additional server and hubs, and upgrade computers in a computer lab in the library. May 1999 (with John West, Larkin Tom, and George Mason).

\$2,300 from the Council on Library Resources to Explore Relationships between Libraries and Computer Centers at Selected Liberal Arts Colleges, April 1994.

\$22,600 from the Council on Library Resources to support a mentoring program for newly-appointed College Library Directors, April 1994.

\$24,000 from the Council on Library Resources to Support a mentoring program for newly-appointed College Library Directors, May 1992.

\$1,830 from the Council on Library Resources to Support a Faculty-Librarian Cooperative Project to Interview Academic Deans of Selective Liberal Arts Colleges, November 1988.

\$8,000 from the Tampa Bay Library Consortium to purchase an M-300 Enhanced IBM PC XT and for retrospective conversion, July 1986.

GRANTS (continued)

\$2,000 from the Council on Library Resources to support a bibliographic instruction conference at Eckerd College, 1984.

\$73,612 from the Council on Library Resources and the National Endowment for the Humanities for the Purpose of Enhancing the Role of the Library in the Academic Curriculum at DePauw University, October 1977.

\$10,266 from the Council on Library Resources for the Library Services Enhancement Project at DePauw University, May 1976.

\$46,000 from the Council on Library Resources and the National Endowment for the Humanities for the Purpose of Enhancing the Role of the Library in the Academic Curriculum at Kearney State College, May 1975 (with John Murphy).

CONSULTANTSHIPS

DePauw University, Library Instruction Program, October 2003

LaGrange College, Building Review, December 2002

Luther College, Outside Evaluator, April 2002

Southern Association Reaffirmation Team Member, Warner Southern College, February 2002

Southern Association Reaffirmation Team Member, Montreat College, February 2000

Southern Association Reaffirmation Team Member, Southern Wesleyan University, February 1999.

Southern Association Reaffirmation Team Member, Bellarmine College, February 1998.

Southern Association Reaffirmation Team Member, Transylvania University, November 1992.

Southern Association Reaffirmation Team Member, Houston Baptist, February 1991.

Hope College, evaluation of a bibliographic instruction program funded by the Lilly Endowment, August 1990.

Florida Southern College, establishment of a bibliographic instruction program, 1990.

Lake Forest, 1980-81, self-study of the academic library.

University of Evansville, March 1981, library-use instruction

Tougaloo College, April 1980, external evaluator of ADIP funded library-study skills program.

Selected by the Office of Management Studies of Association of Research Libraries as one of the first group of twenty academic librarians from a national search (over 250 applied) to participate in their consultant training program, November 1979.

Ohio State University, November 1979, library-use instruction.

CONSULTANTSHIPS (continued)

Western Illinois University, March 1978, assisted in the writing of a grant to support a library-use instruction program.

PROFESSIONAL MEMBERSHIPS

American Library Association, 1978-present; Life Member since 1987
Chair of ACRL Task Force on ACRL Awards, 2005 - 2006
Elected Councilor-at-large, American Library Association Council, 2003-2006
ALA Council, Resolutions Committee, Member, 2004-2005, Chair, 2005-2006
Member of ACRL Appointments Committee, 2006-2007
Member of ACRL Council of Liaisons, 2000-;
Liaison from ACRL to Council of Independent Colleges, 2000-2004
Liaison from ACRL to the National Center for First-Year Students and Students in Transition, 2005-
Member of Colleagues Committee for ACRL 12th National Conference, Minneapolis, Minnesota
Chair, ACRL 11th National Conference, Charlotte, North Carolina, April 10-13, 2003
Past-President, Association of College & Research Libraries, 2000-2001
President, Association of College & Research Libraries, 1999-2000
Initiated and successfully implemented the "Excellence In Academic Libraries" Award Program
Elected, Vice-President/ President-Elect of ACRL, April 1998
ex officio member of College Libraries Section Communications Committee, 1997-
ex officio member of College Libraries Section Leadership Committee, 1997-
Member of College Libraries Section Nominations Committee, 1998
Member of ACRL Appointments Committee, 1996
Past Chair of the College Libraries Section, 1996-1997
Chair of the College Libraries Section, 1995-1996
Chair of Leadership Committee of College Libraries Section, 1990-1995, Member of this committee 1995 - 1997, ex officio member, 1997-
Member of ACRL Task Force on Publications, 1992-1993.
Member of Planning Committee of the Association of College and Research Libraries, 1991-1994.
Member of the Board of Directors of the Association of College and Research Libraries, 1987-1991.
Member of the American Library Association Special Committee on Alternative Sources of Funding for Academic Libraries, 1989-1990.

PROFESSIONAL MEMBERSHIPS (continued)

Member of Subcommittee on Implementing the Operating Agreement with the American Library Association, 1989-1990.

Member of the Publications Committee of the Association of College and Research Libraries, 1986-1989. Chair of subcommittee on Nonserials Publications, 1987-1989.

Member of Program Committee of College Libraries Section, 1987-1989.

Member of Planning Committee of College Libraries Section, 1989-1990.

Secretary and Past-Secretary of the College Libraries Section, 1987-1989.

Chair of CLIP Notes publications committee of the College Libraries Section, 1985-1987; member of committee, 1981-1987.

Member of College Libraries Section National Advisory Council, 1985-1987.

Member of Standards and Accreditation Committee of the Association of College and Research Libraries, 1982-1984.

Member of Evaluation Subcommittee of Bibliographic Instruction Section, 1980-1983.

Chair of ad hoc Committee on Guidelines and Standards of the College Libraries Section, 1979-1981.

Member of Program Committee of the College Libraries Section, 1978-1981.

Member of Continuing Education Committee of the Bibliographic Instruction Section, 1978-1979.

Minnesota Library Association 2006 - present

Nebraska Library Association, 1973-1975, 2004 – 2006

Texas Library Association, 1995-2004

Florida Library Association, 1983-1995

Member of Citations and Awards Committee, 1993-1995

Member of Board of Directors, 1988-1990.

President of Florida Chapter of the Association of College and Research Libraries, 1986-87; president-elect 1985-86; past-president, 1987-88.

Member of Oberlin Group of Liberal Arts College Library Directors from 1986 to 2004.

Indiana Library Association, 1975-1983.

President-elect of College and University Libraries Section, 1982-1983.

Co-chair of Program Committee of the College and University Libraries Section, 1980.

American Association of University Professors, 1977 - present

Committee on Accreditation 2001- 2006

HONORS AND AWARDS

Distinguished Alumnus Award, University of Nebraska-Kearney, 2002
Distinguished Alumnus Award, School of Library and Information Studies, University of Wisconsin-Madison, 2002
Academic/Research Librarian of the Year, 2001, Association of College & Research Libraries
Distinguished Alumni Award, The Indiana University School of Library and Information Science Alumni Association, December 4, 2000.
Who's Who In America, 55th, 57th, 58th, 59th, 60th, 61st
Contemporary Authors, Volume 151, 1996, pp. 217-218
ACRL Instruction Section's Publication of the Year 1996
Who's Who in the South and Southwest, 1992-1993
Beta Phi Mu (Library Science Honorary), 1975
Phi Alpha Theta (History Honorary), 2003

LOCAL COMMITTEE MEMBERSHIPS

University of Nebraska at Kearney
Member of Chancellors Administrative Council, 2004 – 2006
Member of the Deans' Council, 2004 – 2006
Member of the Academic Information Technology Committee, 2004 – 2006
Member of the Data Assessment Committee, 2005 – 2006
Austin College
Member of the Curriculum Committee, 1995 - 2004
Member of the Audiovisual Committee, 1995- 2004
Eckerd College
Member of the Task Force on the Campus Infrastructure and the Library of the Future, 1993-1995
Member of Educational Policies and Programs Committee, 1983-1995
Chair of Search Committee for Media Center Director, 1993
Chair of Search Committee for Audiovisual Director, 1991
Member of Admissions Policy and Scholarship Committee, 1987-1988.
Board of Trustees' Library Task Force, 1986-1987.
Faculty Coordinating Committee, alternate member, 1984-1985.
ASPEC Liaison Committee, 1986-1987.
DePauw University
Chair of the Library Self-Study Committee, 1980-1982.
Member of Teacher Education Committee, 1980-1982.
Member of Faculty Development Committee, 1978-1979.
Member of ad hoc Faculty Development Committee, 1976-1977.
Division I Chair, 1982-1983, Secretary, 1981-1982, Nominating Committee, 1980-1981

OTHER PROFESSIONAL EXPERIENCES

Participated in the “Think Tank” “Project for the Future of Higher Education: The Libraries’ Response,” Tucson, Arizona, September 12-15, 2003.
Member of TexShare Fee Assessment Task Force, 2003-2004
Member of Editorial Board of Library Issues, 2003-present
Members of Editorial Board of portal, 2000-present
Attended Harvard Library Leadership Institute, August 2000
Member of AMIGOS Nomination Committee: 1998-1999
Member of Southern Methodist University Library Executive Board, 1998-2004.
Member of Editorial Board of The Journal of Academic Librarianship, 1997-1999
Member of Editorial Board of College & Research Libraries, 1990 to 1996
Member of Editorial Board of Collection Management, 1988 -1995
Directed the College Library Directors’ Mentor Program for first-year college library directors, 1992-present; 240 first-year college library directors and more than 100 experienced college library directors have now participated in this program during its sixteen years of existence.

COMMUNITY INVOLVEMENT

Kearney Chamber of Commerce, 2005-2006
Kearney Noon Rotary Club, 2005-2006
Faculty Advisor for University of Nebraska at Kearney Rotaract Student Club, 2005
Museum of Nebraska Arts, Spirit Fundraiser, 2006
Kearney Hub Newspaper, Community Advisory Board, 2004- 2006
Participate in Kearney Newcomers Club, 2004 - 2006

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LLH

Anita K. Evans

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University of Wisconsin - La Crosse
1631 Pine Street
La Crosse, WI 54601
(608) 785-8805
evans.anit@uwlax.edu

4720 Meadow Pond Lane
La Crosse, WI 54601
(608) 787-8900

EDUCATION

Michigan State University, M.A. in English Literature, 1984.
The University of Michigan, 1975. A.M.L.S. with concentration in Academic Libraries.
The University of Michigan, 1973. B.A. in English Literature. With Honors.

PROFESSIONAL HISTORY

- 1999 - Director, Murphy Library, University of Wisconsin-La Crosse
Oversee the operation of Murphy Library including budget, facility, planning, fundraising and personnel. Work with librarians and staff in collaboration with campus partners to provide for information literacy instruction; innovative learning spaces; excellent services and collections/access to information which complement the academic mission of the university. Represent the university library at the UW System level (Council of University of Wisconsin Libraries).
- 1996 - 1999 Interim Director, Murphy Library, University of Wisconsin-La Crosse
- 1987 - 1996 Electronic Services Librarian/Coordinator of Public Services (1994 - 1996 Library Dept. Chair; Associate Professor, 1995 -), Murphy Library, University of Wisconsin-La Crosse
Managed CD-ROM databases program and online services including collection development and technical issues. Provided reference services, taught course related classes and provided instruction for electronic services. Coordinated library public services operations. Participated in collection development in the humanities. As Department Chair, oversaw Department matters and library faculty personnel issues.
- 1985 - 1987 Reference Librarian/Online Coordinator, Social Sciences and Humanities Library, Michigan State University Libraries
Coordinated all aspects of online services for the Social Sciences and Humanities Library. Provided reference service and taught library instruction classes. Selected materials in language and literature for the reference collection.
- 1980 - 1985 Reference Librarian, Main Library, Michigan State University Libraries
Provided reference service in the social sciences and humanities to undergraduate and graduate students, faculty and staff. Administered library workbook program reaching over 2000 students in American Thought and Language classes.

- 1979 - 1980 Assistant Head, Undergraduate Library, Michigan State University Libraries
Coordinated reference and instructional activities for the Undergraduate Library. Selected materials in social sciences, religion and philosophy for the reference collection.
- 1976 - 1979 Assistant Humanities Librarian, Oklahoma State University Library
Provided reference service, library instruction, served as a faculty liaison and administered computer searches for the humanities departments. Developed library collection in foreign literature, religion and language.

GRANTS/ACADEMIC HONORS/FUNDRAISING

Murphy Library Endowment Fund: Leadership as Library Director for fund growth from \$72,000 in 1996 to nearly \$300,000 in 2007

“Andrei Codrescu Poetry Reading” (2007) with Ruthann Benson and Cris Prucha from the University of Wisconsin-La Crosse Foundation for \$2,375

“Cataloging the University of Wisconsin-La Crosse Oral History Collection” (2000 - 2001) with Charles Lee, Paul Beck and Charles Marx, grant from National Historical Publications and Records Commission (Grant #2000-070) for \$48,000.

“Retrospective Conversion Proposal for Curriculum Resource Materials” (1996) with Bill Doering, Charles Marx and Mary Esten, grant from UW System Retrospective Conversion Projects for \$4,200.

Outstanding Teaching Award Recipient, Library Department, 1992.

“Adding Diversity to Library Resources with Ethnic NewsWatch” (1991) with Sandra Sechrest, grant from the University of Wisconsin-La Crosse Foundation for \$1,863.

“Strengthening Sports Research: Sport Discus” (1990) with Pat Brunet and Sandra Sechrest, grant from the University of Wisconsin-La Crosse Foundation for \$1,448.

“ERIC on CD-ROM at Murphy Library” (1988) with Ed Hill and Sandra Sechrest, grant from the University of Wisconsin-La Crosse Foundation for \$3,500.

PUBLICATIONS/PRESENTATIONS/CONSULTING

Andrei Codrescu Poetry Reading Introduction, Toland Theatre, UW-La Crosse, September 11, 2007

Session moderator, “Cultural, Literary, and Historical Interpretations of Rivers,” International Conference on Rivers and Civilization, La Crosse Center, La Crosse, June 28, 2006

“CUWL Diversity Task Force,” WLA Board Presentation. With Twyla McGhee and Michelle Harrell Washington, Madison, February 17, 2006

“Innovative Academic Library Fundraising in a Challenging Economic Environment” (Roundtable Discussion) ACRL 11th National Conference, Charlotte, North Carolina, April 11, 2003

“CUWL Strategic Directions for 2001-2003,” UW System Joint Conference, Green Lake, October 1, 2001

Reviewer (offsite) for post-tenure evaluation of Professor Rheba Dupras, Elmer E. Rasmuson Library, University of Alaska Fairbanks, October 1998

Panel Member, “Supporting Your Support Staff: A Politically Incorrect Discussion,” Wisconsin Library Association Annual Conference, Lake Geneva, October 28, 1998

Editorial Board and Indexer. *For the Common Good : A History of Women's Roles in La Crosse County, 1920-1980* by Margaret Larson. La Crosse, Wis: League of Women Voters of La Crosse County: League of Women Voters Education Fund, 1996

Moderated panel, “Technologies for Supporting and Conducting Research,” for *The Dynamics of Research at the Comprehensive University*, La Crosse, August 29, 1995

Moderated session, “Users First: A Team Approach to Reengineering Library Services,” for Heads of Public Services Discussion Group, Chicago, June 25, 1995

“Practical Access to Internet Resources for Instruction and Research: A Hands-on Tour,” George Mason University, March 19, 1995. With David Bantz and Susan Perry. Three hour workshop sponsored by the American Association of Higher Education and held in conjunction with the annual conference

Moderated session, “Changing Relationships Among Public Services Units,” Heads of Public Services Discussion Group, ALA Conference, Philadelphia, February 5, 1995

Consultant for Small Business Development Center: Client Dialog Searching, Sept. 1994

“Electronic Reference Services: Mediation for the 1990s,” *Reference Librarian*, (1992), pp. 75 - 86. Published as a journal and book.

“Workshop on FirstSearch,” WILS Meeting, Madison, June 10, 1992

WAAL Leadership Conference, La Crosse, July 16, 1991: “ALA Coordination--Getting into it, and the Relationship of National to Local Organizations”

Chaired session, “Issues and Answers in Electronic Information Access,” *Information Access and Telecommunication Technologies in University of Wisconsin Libraries*, Madison, March 22, 1990

Editor, *La Crosse Wisconsin Voter* (bulletin of the League of Women Voters of the La Crosse Area), 1995 -

Editor, Wisconsin Association of Academic Librarians *Newsletter*, Spring 1990

“Going Online with ProSearch,” *Information Access and Telecommunication Technologies in University of Wisconsin Libraries*, Madison, March 22, 1990

“Managing the Computer Tangle at the Reference Desk,” ACRL Heads of Readers/Public Services Discussion Group, Chicago, January 7, 1990

(1989) RASD Occasional Paper no. 3, “Outline for Online Ready Reference Services.”
Contributing editor

“CD-ROMs: Myths and Realities,” Michigan Library Association Fall Conference, October 9, 1987

Frequent contributor and first editor of Murphy Library’s *Fine Print*, Spring 1988, no. 1 -

PROFESSIONAL SERVICE

National

OCLC (Online Computer Library Center) User’s Council, Wisconsin Delegate, 1998 - 2001

ALA (American Library Association) RASD (Reference and Adult Services Division),
Board Member, 1991 - 1994

RASD MARS (Machine Assisted Reference Service) Nominations Committee, Chair, 1989

ACRL (Association of College and Research Libraries) University Library Section, Nominating
Committee, 1995 - 1997

ACRL (Association of College and Research Libraries) Heads of Public Services Steering
Committee, 1990-1996 (Chair, 1994 - 1995; Secretary, 1993 - 1994)

ACRL Nashville (1997) Conference Roundtables Committee, 1995 - 1997

ACRL Bibliographic Instruction Section Conference Planning Committee, 1986 - 1988

RASD MARS Nominations Committee, Chair, and MARS Executive Committee, 1989

RASD MARS Measurement and Evaluation of Services Committee, 1987 - 1989

RASD MARS Conference Planning Committee, 1987 - 1989

State

WLA Foundation, 2008- (Elected October 2007)

Department of Public Instruction (DPI) Library Information Technology Advisory Committee
(LITAC), 2005 - 2007

WLA Conference Planning Committee, 2005

WLA (Wisconsin Library Association), Board Member and Secretary, 1999 - 2001

WLA Finance Committee, 1999 - 2001

WLA Conference Planning Committee, 1999

COWL (Council of Wisconsin Libraries), 1998 - 1999

WAAL Awards Committee, 1994 - 1995 (Chair 1995)
WAAL (Wisconsin Association of Academic Librarians) Board, 1990, 1992
WAAL Publications Committee, 1989 - 1990 (Chair 1990)
WAAL Professional Development Committee, 1991 - 1992 (Chair 1992)
WAAL Five State Conference Local Arrangements, 1988
MLA (Michigan Library Association) Awards & Resolutions Committee Chair, 1986 - 1987

UW SYSTEM AND UNIVERSITY SERVICE

UW System

CUWL (Council of University of Wisconsin Libraries), 1996-
Chair, Diversity Task Force, 2005 - 2006
Executive Committee, 2001 - 2005
Chair, 2003 - 2004
Chair, Strategic Directions, 2001 - 2003 Committee, 2001
Percent for Art, 1995
Library Automation Task Force, 1992
Conference Planning Committee, "Information Access and Telecommunication Technologies in University of Wisconsin Libraries" (Madison 21 - 23, 1990)

UW-La Crosse

University Committees/Councils:

Provost Council, 1996-
Search Committee for Vice Chancellor for Administration and Finance, 2007
Chancellor Inaugural Committee and Inaugural Scholars Committee, 2007
Growth & Access Committee, 2006 - 2007
International Conference on Rivers and Civilization Planning Committee, 2005 - 2006
Chancellor Inaugural Committee, 2001 - 2002
Joint Information Technology Services Committee, 2000 - 2004
Library Dedication Committee, 1995
Search Committee for the Information Technology Support Specialist, 1995
NCA Accreditation, Self Study Task Force on Organization of Support Services, 1994
Information Technology Action Group (subgroup of the Strategic Planning Committee), 1993
OCW, Co-Convener (1988 - 1989); YWCA Tribute Committee, 1989, 1990; Issues of Equity Committee, 1990
Administrative Computing Advisory Committee, 1989 - 1992

Faculty Senate & Committees:

Faculty Senate, At-Large Member (1991 - 1994)
Committee on Faculty Committees (1991- 1992)
Research and Grants Committee, 1993 - 1996
Subcommittee on Research Day, Summer 1994 & 1995
Subcommittee on Application Forms, 1993

Faculty Senate Library Committee (as Library Department Chair, Fall 1994 - 1996; as Library Director consultant, 1996-)
Subcommittee on Library Survey, 1994
Subcommittee on Budget Resources Allocation, 1989
Honors Committee, 1989 - 1991

COMMUNITY SERVICE

La Crosse Area Library Directors, 1996 -
Muscular Dystrophy Association "Lock-up," 2007
Oak Grove Cemetery Association Board (first woman Board member; Association incorporated 1872), 2006 -
League of Women Voters of La Crosse County
Board Member, May 1994 -
Action Chair, 1994
Website administrator, 2003 -
Bulletin Editor, 1995 -
Study Committee on Mental Health, 1990
Voter Services Chair, 1988
La Crosse Friends of International Students: sponsored students for 1993; 2003 - 2007
Gundersen Lutheran Hospital Library, Collection & Planning for Current and Future Space Committee, 1997 - 1998
Mobile Meals Volunteer, 2002 -
People's Food Co-op Board, 1996 - 1998
La Crosse Public Library Friends Board, 1989

Kathy Pletcher
Associate Provost for Information Services & CIO
University of Wisconsin-Green Bay

Contact Information

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E-mail: pletchek@uwgb.edu
Home: 515 Sunset Court, Denmark, WI 54208, (920)-863-8208

Education

M.L.S., University of Illinois, Champaign-Urbana, 1976
B.A., History, University of Illinois, Champaign-Urbana, 1975

Employment History, UW-Green Bay

Associate Provost for Information Services & Chief Information Officer, 1997-Present
Library Director, 1993-2001
Associate Library Director, 1985-1993
Head of Public Services, 1981-1985
Government Publications Librarian, 1977-1981
Catalog Librarian, 1976-1977

Key Accomplishments as CIO, 1997-present

Developed the first comprehensive campus-wide technology plans

Provided leadership and operations oversight for the successful implementation of

- PeopleSoft Student Administration with self-service fully deployed
- Voyager Library Management System with Universal Borrowing
- more than a dozen information and transaction systems
- switched and routed network backbone for campus buildings and Residence Halls
- wireless internet access in student union, library and common areas of all academic buildings
- firewall, VPN, bandwidth management, and security infrastructure
- end-to-end network services, including file and print management

Expanded classroom technology and improved reliability

Expanded general computer access labs and improved reliability

Reorganized IT staffing and resources to create

- Help Desk services
- Student IT training program
- Learning Technology Development Center to assist faculty integrate technology into their teaching

- Technology training programs for students, faculty, staff on all standard applications
- Campus web site design and web master services

Stabilized funding for basic technology services

- Infrastructure
- ERP systems
- Desktop licenses
- Workstation replacement for faculty, staff, classroom and lab computers (3 year cycle)

Improved work climate for Information Services Division

- Open communication
- Opportunities for input in planning and development
- Team approach
- Annual training budget
- Annual retreats on team building, conflict resolution, and other soft skills

Improved customer service to faculty, staff and students

- Better, more stable technology
- Fast turn-around-time on requests
- Documentation on the web, periodic “Computer Tips”
- Reliable classroom technology

Developed and implemented technology policies and guidelines for

- Acceptable Use
- Information Security
- E-mail
- Web Accessibility
- Computer Lab Accessibility
- Online Survey Services and Terms of Use

Leadership, Governance and Service, UW-Green Bay

Higher Learning Commission Accreditation Steering Committee, 2006-present

Academic Affairs Strategic Planning Committee, 2004-present

Founders Association Board, 2004-present

APBS Implementation Committee, 2004-2006

Leadership Council, 1996-present

Technology Council, 1994-present, Chair, 2002-present

SIS (PeopleSoft) Steering Committee, 1998-present

Student Needs Advisory Committee, 1998-present

Learning and Information Technology Committee, 1998-present

Campus Web Committee, 1998-present

Campus Web Site Redesign Committee, Co-Chair, 1996-1997

Academic Staff, Chair, 1995, 1987

Convocation Committee, 1995

Provost Search & Screen Committee, 1995
Northeast Wisconsin Technology Park Task Force, 1993
Affirmative Action Council Representative, 1989-94
Mission Review Task Force, 1987-1988
Awards and Recognition Committee, 1986-1987
Chancellor's Search & Screen Committee, 1985-1986

Leadership, Governance and Service, University of Wisconsin System

President's Search & Screen Committee, 2004
Desire2Learn System Steering Committee, Chair, 2003-present
e-Learning System Task Force, Chair, 2002-2003
Task Force on Distance Education Pricing Policies, 1999-2000
Working Group on Student IT Training Initiatives, 1998-1999
Chief Information Officers Council, 1997-present
Library Automation Task Force, Co-Chair, 1996-1998
Strategic Planning Group for Information Access, 1996-1997
Council of University of Wisconsin Libraries, 1993-2001, Chair, 1996-1997
Fringe Benefit Committee, 1992-1996

Leadership, Governance and Service, State of Wisconsin

WisNet Board, 2000-present, Chair, 2003-2005, Treasurer 2005-present
Governor's Council on Library and Network Technology 1999-present, Chair 2005-present
Wisconsin Library Association Foundation Board Strategic Planning Advisory Group, 2005
Wisconsin Dept. of Public Instruction Delivery Service Advisory Committee, 1999-2002
Council of Wisconsin Libraries (COWL) 1993-1998 (Secretary 1994-97)
Wisconsin Library Association Foundation Board, 1997-1999,
Wisconsin Library Association Board of Directors, 1989-1993 (President, 1992)
Wisconsin Association of Academic Librarians, Chair, 1989-1990

Leadership, Governance and Service, Local and Regional

Brown County Library Trustee, 2006- present
NEW Economic Development Summit, 2006
One Book/One Community Project Planning Committee, 2006-present
Brown County Diversity Summit, 2006
Brown County Library Strategic Planning Task Force, Chair, 2005-2006

National Service

EDUCAUSE, Planning Committee for Midwest Regional Conference, 2003
ALA Chapter Councilor, Wisconsin Chapter, 2000-2002
ACRL Strategic Planning Committee, 1990-1992, Chair 1991-1992
ACRL Wisconsin Chapter, President, 1990-1991

Awards/Recognition

Zonta Club of Green Bay, Zonta Achievement Award Nominee, 2000

Wisconsin Library Association Librarian of the Year, 1994

Founders Association for Excellence in Academic Services, UW-Green Bay, 1982

Sigma XI Scientific Research Society Recognition of Service Devoted to Promotion of Research in Science, 1982.