

2015

## POSTSCRIPT

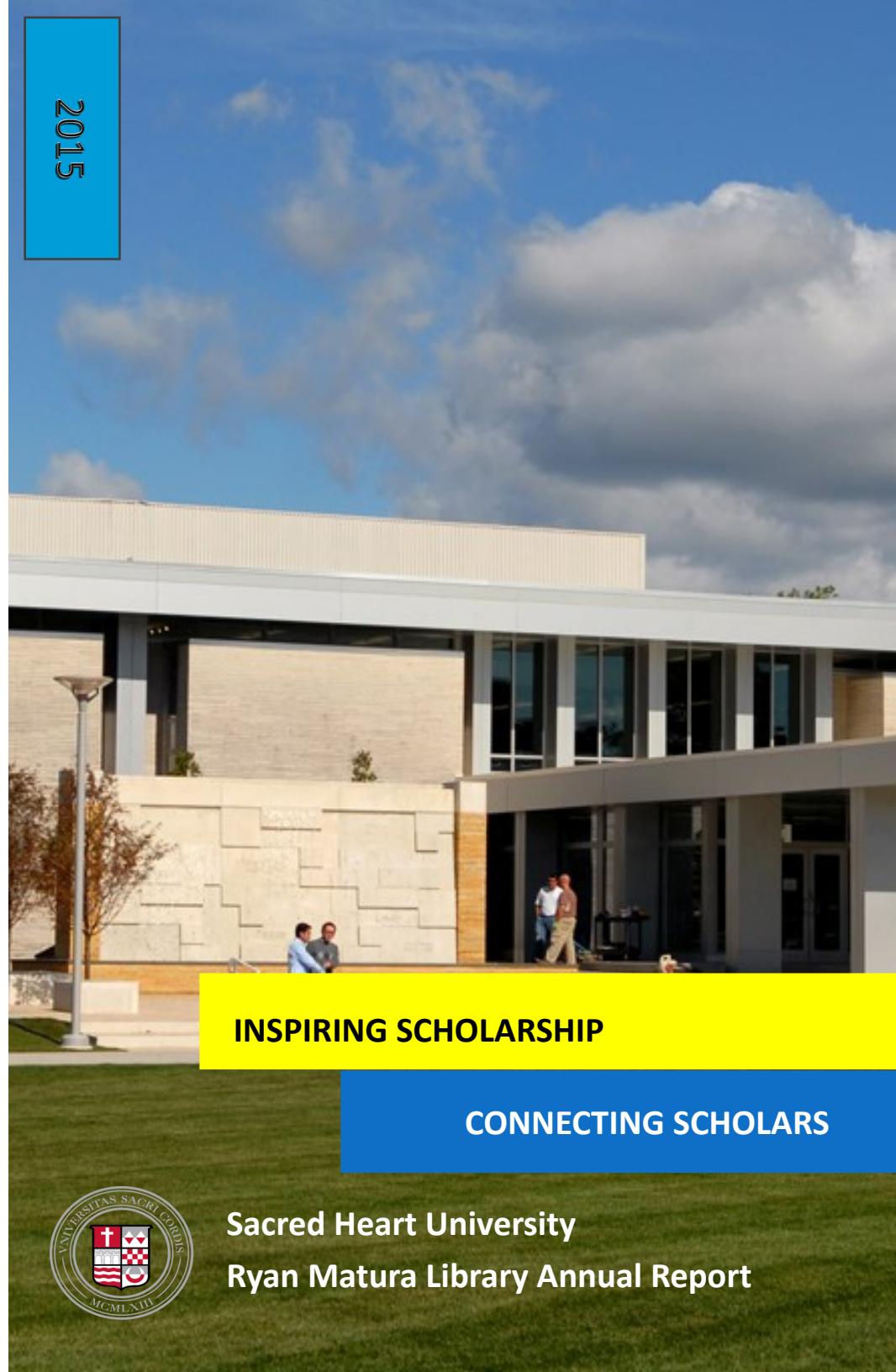
The past year has brought many changes to the Library, and more will come. Our new staff members will bring new energies, interests, and ideas; new or revived projects such as a new library website, and a fully configured discovery service (Encore) can at last receive more attention. Partnerships with the Writing Center, the Office of Digital Learning, and the Common Core teams will be re-invigorated.

The Library's strategic plan characterizes our service with three cardinal values: *openness*, *trust*, and *generosity*. Merely pretty words? I hope that this annual report gives body to those words and concepts. The Library's commitment to *openness*, transparency, and honest, equal treatment of all points of view is our intellectual lodestone. The Library enjoys enormous community *trust*, above all with respect to users' privacy. Libraries are almost the only remaining zone where neither a government nor a corporation is monitoring users' behavior or trading surveillance for "free services." A few years ago this was often regarded as an anachronism; now suddenly it has turned out to be an asset. Our users trust us not only to be honest with them, but also to protect their intellectual workspace from corporate intrusions so far as we are able. I hope this report has document librarians' remarkable *generosity* with time, attention, and commitment to student success and retention.

*Openness*, *trust*, and *generosity* are certainly more than pretty words in service of an obsolete institution. These terms are woven into everything the University Library its librarians do. These values enact our portion of the University's stated mission of the preservation and transmission of the Catholic Intellectual Tradition. Far from being an anachronism, our Library is a key component in the pursuit of uncompromising integrity, courageous leadership, and overall excellence from every member of our University community.

I am proud to serve as University Librarian. – Gavin Ferriby

*Many thanks to Renata Cioffi for the layout and editing, and to every member of the Library for contributing to this report.*



**INSPIRING SCHOLARSHIP**

**CONNECTING SCHOLARS**



**Sacred Heart University**  
**Ryan Matura Library Annual Report**

## STRATEGIC DIRECTIONS

### Openness:

The key library asset: resources, services, standards, and outreach: strengthen the University commitment to scholarship and service

### Trust:

Libraries enjoy the confidence of their communities: fairness, discretion, privacy, quality, and resources that include almost all points of view

### Generosity:

Resources and services available to users without regard qualification; librarians' time is available to all; the physical environment is open to all qualified users without restriction

Before the 2015-2015 academic year the Library has formed a marketing group that has undertaken several significant projects to communicate the Library's services and resources better. Examples:

- ◆ The group prepared folders for every full-time faculty member, with contents relevant to broad subject areas (such as health sciences, business, or education). They distributed these folders to the departments and programs in August and September, usually visiting offices personally. Faculty responded enthusiastically and new faculty members in particular were thankful for this help.
- ◆ The group has prepared subject-area information sheets for Humanities, Social Sciences, Business, Health Sciences, Education, Sciences, and pre-law studies. Giving basic information, links, contact information, and other suggestions, these sheets have proven very popular, especially with graduate students.
- ◆ The group created a banner for Digital Commons to be used at faculty events such as the Digital Teaching Initiatives poster sessions, produced by the University's print shop.
- ◆ The group coordinated the Spring Library newsletter.
- ◆ The group has distributed publicity materials to Undergraduate Orientation parents and the Welcome Week packets – such things as pens, stickies, and other items.
- ◆ The library's Facebook page has been revived and is collecting "likes."

The group has re-energized communication and outreach efforts and looks forward to reaching other groups such as ESL students, student athletes, and student seeking career-related information (such as company background research).

Members: Robert Berry, Renata Cioffi, Nancy Delvecchio, Gavin Ferriby, Barbara Hampton, Elizabeth (Libby) Knapik, Beverly Lysobey, Jeffrey Orrico, Deana Santoro-Dillon, and Kara Turman.

# NEW ENDEAVOURS

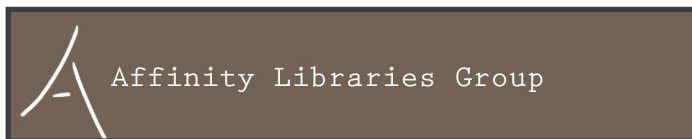
## Affinity Libraries Group Statistics: A New Focus

Renata Cioffi, Director of Library Budget and Information, was named to collect and maintain the statistics of the Affinity Libraries Group in July 2014, upon the retirement of Evelyn Minick, University Librarian at St. Joseph's University (Philadelphia), the previous statistician.

Collecting and compiling these statistics is one of the main activities of the Affinity Libraries Group. Comprising 32 other libraries serving Masters-1 private institutions, these libraries fall between the statistics gathered by the Oberlin Group (80 liberal arts college libraries) and the Association of Research Libraries (125 research university libraries). The statistics focus on questions of finance and collections, and provide a benchmark for the group's members to understand their roles, strengths, and needs.

Several Affinity Group Libraries serve institutions that have been officially designated as "peer" or "aspirational peer" universities, including University of Scranton, Fairfield University, Quinnipiac University, and Providence College. This overlap makes the statistical compilation even more valuable.

Ms. Cioffi's work is a substantial contribution to the Group and puts the University Library squarely in the middle of the Group's planning and programming. Typically the University Librarians or Directors meet in locations coordinated with the Annual and Midwinter gatherings of the American Library Association. Given several recent retirements, the group is undergoing a time of transition and renewal, and firmly resolved at its recent meeting at St. Mary's College of California to continue and develop programming to assist our colleagues at Affinity libraries.



## ANNUAL REPORT

### AN INTRODUCTION FROM UNIVERSITY LIBRARIAN GAVIN FERRIBY

Libraries are measured by lots of numbers, and they are valid and important indicators and outputs of an organization. But a library is also much more than numbers—simply describing a library by its numbers is to sell it short.

The genuine value of a library is found in those moments when individuals take responsibility for their own learning—that true “powerful outcome” of a SHU education. When does a biology major become a biologist, a physical therapy student a physical therapist, a English student a writer? The moments when an individual internalizes learning are the moments that change lives—and that change is the key component to the intellectual health and vitality of the University. Information that becomes responsible real-world knowledge is an integral element for learning to think differently, more broadly, with greater depth and clarity. Sometimes those moments do not even happen inside the library building, but as a result of its Library's work nonetheless, when student discover new thinking through its digital resources.

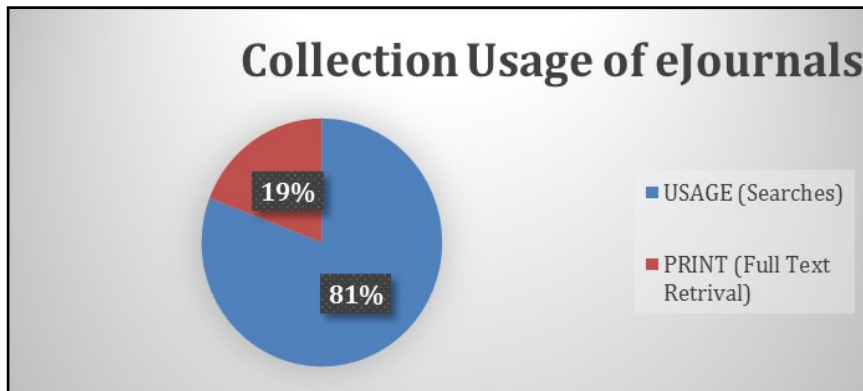
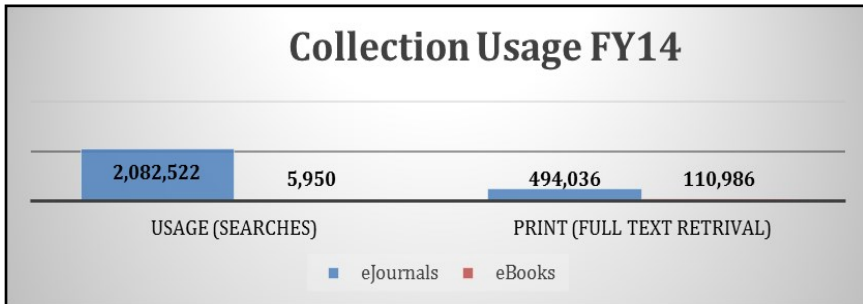
Those moments of transformation are hard to categorize and measure by numbers. The Library contributes resources, people, environment, and guidance. While those moments are easily overlooked, they are nevertheless the point of the organization. The Library's impact is not always readily apparent, nor can it be assumed, but it is real nonetheless.

I hope that this annual report suggests how to think differently about all libraries, and how this Library impacts this university and the wider world.

## BY THE NUMBERS

### USE OF COLLECTIONS

Totals FY2014		
COLLECTION USAGE:	USAGE (Searches)	PRINT (Full Text Retrieval)
eJournals	2,082,522	494,036
eBooks	5,950	110,986



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eBooks	5,950	110,986

(Note: most numbers reflect FY 2014 since vendors have not yet made cumulative FY2015 statistics available)

library. Some are unaware that online contacts and tutorials do exist, or the source of digital resources they use. One person complained about *Harvard Business Review's* disappearance from Business Source Premier (database), apparently unaware that that was exclusively HBR's decision. One graduate student wrote that ScienceDirect was "taken away," which most certainly is not the case.

Lesson learned: the library needs to communicate better and more intentionally with graduate students, part-time undergraduate students, and online students.

Another persistent complaint worth noting: the so-called "library fee." Graduate students are under the impression that the library fee actually goes directly to the library, which is not the case. Some feel they "never use the library," (physically, perhaps yes), unaware that the library is paying for resources that they do use in their studies at a distance. It may be worth considering an alternate label for the fee, such as "information services," because the current label seems to cause resentment and the fee does not directly fund the library.

MISO survey results are sometimes hard to use better because comparison results from the other institutions (28 college and universities in 2015) arrive in late summer. This timing makes programmatic decisions based on the results difficult to achieve before the next MISO survey in February. For this reason, the survey will focus every other year on full-time on-ground undergraduate students, with other groups in intervening years.

The faculty was not specifically surveyed in 2015, and needs to be consulted with the appropriate instrument (that may or may not be MISO). The ITHAKA local faculty survey is a candidate, although it is expensive and typically by much larger institutions such as Marquette University, Washington University in St. Louis, or Baylor University.

One hope for the new library staff is to help with previous (and insufficient) efforts to "close the loop" between assessment, results, analysis, and actions. Design thinking requires this however (see adjoining article), as a necessary part of evaluation, refinement, and implementation.



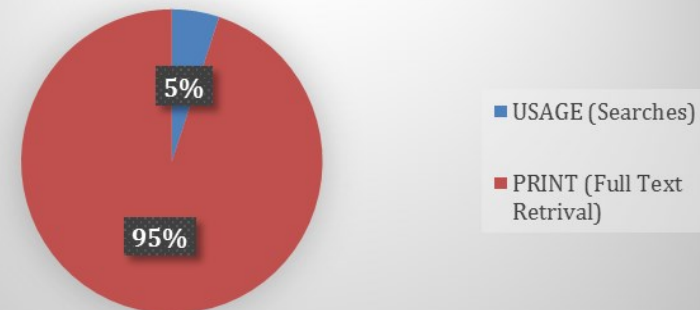
## Surveying Users, Assessing Results

While daily user feedback is most important, and enables quick action. More assessment is still necessary. The major assessment project of the year was participation in the 2015 Measuring Information Services Outcomes (MISO). This survey is undertaken in partnership with the Department of Information Technology, since the outcomes measured are based upon services not only of the library, but also of information technology offices.

In 2015 the University Library elected to survey part-time undergraduate students, graduate students, and SHU online students. Taken together, these groups gave varying assessments in part because they are so different from each other. In general the library staff received high marks, although as in all online surveys there was some variation. For example: Online students respond: Is the library reference staff friendly? 97.17% “agree” (90.57%) or “somewhat agree,” (6.6%), while 2.83% “somewhat disagree” or “disagree.” Part-time undergraduate students by contrast responded: 97.75% “agree” (86.47%) or “somewhat agree (11.28%), and 2.26% “somewhat disagree” (none fully “disagree”).

The emerging comments, however, are both more illuminating and idiosyncratic. The question, “Do you have additional comments or suggestions” elicited a wide variety of responses, some relevant to information technology more than the library. Many responses boil down to “keep up the good work,” but others voice different concerns. Some find user library resources hard to use, and telephone contact inconsistent. Part-time students ask for more quiet in the library –a theme familiar from the 2014 MISO survey. (Librarians took action then –apparently more is needed.) A number of students indicate that since all their classes are in Oakview, Cambridge, or Stamford campuses, they feel they have little contact with the

## Collection Usage of eBooks



- ◆ Instruction: 7 scheduled events ; 79 research consultations; 131 classes
- ◆ VisitS: 229,915
- ◆ Public service hours per week during semester: 117
- ◆ Total census of users: 105,452
- ◆ Total physical volumes: 126,290
- ◆ Total titles (physical and digital): 278,002
- ◆ Databases: 112
- ◆ Library physical and digital circulation: 143,735 (as reported to IPEDS)
- ◆ Total study room users: 12,795

*(Note: most numbers reflect FY 2014 since vendors have not yet made cumulative FY12015 statistics available)*

**RESOURCE SHARING:**

**Biggest suppliers: Where we borrow from 1020 requests in 2014-2015**

University of North Carolina, Wilmington	52	5.10%
Cornerstone University, Grand Rapids, Michigan	42	4.12%
Lamar University, Beaumont, Texas	36	3.53%
Auburn University, Auburn, Alabama	34	3.33%
Quinnipiac University, Hamden, Connecticut	27	2.65%

**Biggest clients: Where we lend or send to 277 filled requests in 2014-2015**

University of Hartford	29	10.47%
University of Bridgeport	29	10.47%
Central Connecticut State University	25	9.03%
University of Evansville (Indiana)	21	7.58%
Framingham State University (Massachusetts)	18	6.50%
(. . . 17 other institutions, then surprisingly): Yale University	6	2.17%

**DIGITAL COMMONS In Academic year 2014—2015**

- ⇒ New works: 1,123 – which have been downloaded 13,098 times
- ⇒ Total works: 4,740
- ⇒ Total referrals: 117,510
- ⇒ Total referrals from domains outside the USA: 17,127 (14.57%)

**Expanding Access to High-Quality Digital Resources**

The University Library has been able to add or alter significant intellectual resources in 2014-2015 within budgetary restraints. The biggest changes affect the leased e-books available to students and faculty. The year marked the third and final year of a commitment to lease ProQuest Ebrary Academic Complete, an element of digital collections since 2008. Librarians felt, however, that the quality of the collection was suffering, and some significant publishers had withdrawn their content, so a new commitment to Ebsco Academic Collection was negotiated at a considerable savings. These Ebsco books will become available in August.

Librarians have questioned over-reliance on book leases, insofar as the content becomes unavailable unless the annual contract is renewed. In the long run such reliance could limit the viability of the Library’s purchased intellectual resources. Therefore, the Library decided to purchase several digital collections from Springer and Ebsco to provide perpetual access to scholarly books in the humanities, social and behavioral sciences, computer sciences, higher education, and teaching English as a foreign language (TOEFL). The Library continues to acquire printed books, of course, since many users continue to prefer the traditional format, and because copy rights are far less restrictive than most licenses for digital content.



The Library was also able to add JSTOR journals (Arts & Sciences Collection VII) and made JSTOR books available through a user-driven acquisition program. In such a program a certain level of usage (determined time, pages, and printing) triggers a purchase. JSTOR books is a university press academic collection, and a number of such high-quality books were purchased. (Librarians have established limits and procedures that prevent unwarranted claims on the budget.)

Finally, using savings accrued over several years the Library was able to negotiate a very favorable contract for ARTstor and its related digital publishing software, SharedShelf. ARTstor is quickly described as “JSTOR for images” –over 1.8 million images in art, architecture, the humanities, and the sciences. Due to personnel changes this resource has yet to be fully integrated into the library’s resources. This will be a task soon at hand for the new resources management librarians to come.

# CLASS RESOURCES:

## New Wine and Old Wineskins

The cost of academic textbooks and other educational resources to students (and their parents) continued to be major topic in the media in the past year. Just why textbooks have continued to increase in price so rapidly is a complicated question, but the result is simple: they cost too much. Contrary to popular myth, instructors do care about how much these books cost, but feel there is little they can do about it. Frequently they do not know how or where to find appropriate substitutes.

Enter *Open Educational Resources*, or *OER*. This new phrase requires some unpacking: *open* refers not only to open-access (“free” to users), but openly editable resources, depending upon the terms of the Creative Commons license. *Educational* means “directly related to pedagogy” and not simply informative. (By contrast, many library resources are highly informative, even authoritative, but not directly related to pedagogy.) *Resources* means “more than books” –problem sets, laboratory exercises, project guidelines: any content an instructor might use to achieve pedagogical goals and learning outcomes.

What’s does this have to do with the Library? The OER movement has gained significant traction in cost-sensitive community colleges and land-grant universities. Private universities such as SHU thus far have lagged behind. The University Library could play a unique role: we already have the publishing platform (Digital Commons) and the expertise to find resources (librarians). What is needed is faculty acceptance (buy-in) that such resources really could be adequate alternatives to traditional textbooks. Naturally, faculty views will vary, and some classes or field of study may benefit more than others.

The OER movement extends a traditional library function: reserve reading. The use of print course reserves has actually increased in the past year, due to instructors’ sensitivities to textbooks costs (especially in Computer Science). The number of digital course readings that have been loaded into Blackboard has grown as well. These services are helpful, but only the seed of the resources that could be found and published. Numerous questions remain, regarding copyright and Creative Commons licenses, editing, format (print, digital, strictly online, or all of those), and above all pedagogy. The Library’s partnership with the Office of Digital Learning will be crucial. The course lies before us: we have to set sail.

## Top five countries referrals to SHU Digital Commons:



And 147 other countries, including Republic of Korea (385), Nigeria (246) Myanmar/Burma (15), Iraq (19), Ukraine (54)

Rare location: Le Port, Reunion: *L’Observation du Comportement du Nouveau-Ne*, co-authored by Prof. Yvette Blanchard, Department of Physical Therapy

(Reunion is a small island about 200 miles east of Madagascar, an overseas département of France, and the most remote outpost of the Eurozone)

## ACADEMIC PARTNERSHIP: Digital Commons and Selected Works

Digital Commons continued and expanded its development this year (including the scanning and presentation of past *Prologues*, described elsewhere). Led by Beverly Lysobey, the project took a major step forward in partnership with the John F. Welch College of Business with the publication of *The New England Journal of Entrepreneurship*, a fully double-blind peer-reviewed journal, Chun (Grace) Guo, editor-in-chief. Publishing this journal on the Digital Commons platform is the culmination of years of work, beginning uploaded files from previous years as far back as 2004 (Vol. 7). This partnership involved not only Ms. Lysobey and Dr. Guo, but also staff members from Berkeley Electronic Press in a multi-faceted project.

An important element of Digital Commons is its inclusion in the Digi-

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## THE LIBRARY AS MAKER SPACE: 3D PRINTING

In partnership with Prof. Enda McGovern of the John F. Welch College of Business, the library hosted a 3D printer, a “2<sup>nd</sup> generation” MakerBot. More than a printer, this is properly a replicator, and reproduces 3D designs formulated or customized using software and designs archived by the fast-growing world-wide 3D community.



The replicator has a “print head” or nozzle that extrudes plastic filament in a very highly articulated manner. A “replicator” may sound like something from *Star Trek*, and the design does not yet allow one to order “green tea with lemon, hot.” 3D printing is, however, in its infancy. The products are as varied as human imagination can allow, however: reproductions of part of human anatomy useful in exercise science classes; marketing artifacts; custom-designed puzzles; tools.

This partnership also allowed the library staff to enter an anticipated learning curve without having to mind the machine constantly. Lessons learned: the replicator really requires a dedicated and attached up-to-date workstation using the Ethernet (wired) network. Plastic filament can become jammed. Replication times are indicated before a job commences, and are important information: some reproductions can take hours.

With this experience, the library has purchased a newer “5<sup>th</sup> generation” MakerBot with the intention of making it available to users (not only Welch College of Business users) after a short course of training. Another lesson learned: using a replicator is more complex than simply making a photocopy or scanning a document.

Important lesson learned: the library is place for creative thought and expression, and extends its mission through such a “maker space.” Far from a technological fad, 3D printing provides an instance of “design thinking,” a style of thinking that has so engaged academic community during the Spring Semester.

ilar services and resources to students and faculty would vastly exceed the roughly \$2 million that the University allocates for its annual budget.

- *Impact on learning:* This is the most difficult measurement to grasp. Existing inputs and outputs tell us nothing about our students’ mastery of information literacies, grade point averages, or student retention. Correlating library use with student GPA is not simple (and not only as regards privacy!): are students successful *because* they use the library’s resources and services, or do the successful students use them in the first place? The library profession is exploring ways to gain access to and mine data recording such events as entering the library, downloading an article, or consulting with a librarian, but such data mining also raises fundamental concerns regarding privacy and trust. To date there are no “easy” impact metrics, but the search continues for responsible answers.

These are some of the efforts the University Library is making to provide evidence not only about what the library offers, but how it is used, and with what impact. “How does the library enable students to be successful learners?” is a question far harder to answer in aggregate than simply compiling the anecdotes and insights of individuals. Nevertheless we have set a course for providing evidence of our impact on the University’s academic mission, and we will be continuing to work to describe the impact of our contributions on learning enterprise.





libraries in the profession, as well as continuing conversation about the framework for digital information literacy are both helping to formulate valid queries to be posed to valid metrics.

Underlying these three perspectives is the reality of the University Library's changing roles. Is the library a dinosaur or a rising phoenix? No longer is a library just a place to house books and journals. It not only has to guide users to authoritative information (wherever it can be found), but provide an environment for academic work, strengthen the University's ties to the scholarship, and serve as a model of collaboration—all empowered by high-quality services, evidence-based decisions, and the library's fundamental commitment to openness, trust, and generosity.

This is a work in progress! Here are some insights I have gained:

- *Service Quality*: The library is fundamentally a service organization. Our clients are students, their parents who pay for the academic experience, and the faculty who enact the University's educational mission. The data captured through MISO surveys (as well as NSSE and FSSE) can be used to identify what our clients value the most. This information can be bolstered (or contradicted) by our daily service encounters. For example, some users like the new group study online reservation service, some don't know about it, and a few dislike it. How can we provide better service and measure its effectiveness in terms of service and cost?
- *Return on Investment*: The University Library has heeded the national call to develop valid comparative ROI data. Sharing this data is one focus of the Affinities Library Group, of which the University Library is a member. Since ROI is often calculated (in commerce) using compensation as a crucial metric, obviously adjustments to the commercial model have to be made. (Students aren't paid to study—rather the other way around!) I used one calculator provided by the National Network of Libraries of Medicine, "Valuing Library Services" that suggested that the University realizes a benefit of \$20.33 for every dollar budgeted (or an ROI of 2033%). The calculator's underlying assumptions are arguable, of course. But if it is even one-third correct, it suggests that one kind of ROI is about 677%—an impressive metric. This number suggests that if the Library did not exist, the cost of supplying sim-

The University Library sponsored guest speaker Clive



Clive Thompson

Thompson, a Canadian free-lance journalist, author, blogger, and writer about science and technology, in cooperation with the Common Core Colloquium. Appearing on October 27, he spoke not only about his book *Smarter Than You Think: How*

*Technology is Changing Our Minds for the Better*, but he held a packed assembly of student spellbound in the Pitt Center for more than sixty minutes. Thompson provided a distinct contrast to Jaron Lanier (whom Thompson—one of Lanier's friends—gently called a "curmudgeon") and Lanier's considerably darker view of where technology is taking society and the economy.



Adrian Bonenburger

With the English Department and Art Design, the University Library sponsored two speakers for Literary Spring 2015: Adrian Bonenburger, author of *Afghan Post*, an epistolary memoir of his tour of duty in Afghanistan (April 14),

and Rachel Urquhart, author of *The Visionist*, a novel of the period of extraordinary visions experienced by Shakers in the 1840s (April 21). These speakers brought to students and faculty alike not only their texts but the reasons for their literary and aesthetic choices, and *how* they chose to communicate what they had to say.



Rachel Urquhart

## POSTSCRIPT FOR *PROLOGUE*

During the past year library student assistants, directed by Cindy Li, Wenling Ma, and Beverly Lysobey, have scanned and uploaded pages and images from the University's yearbook, *Prologue*. To date volumes (or portions of volumes) from 1967 (in inaugural volume), 1969, 1973, 1975-1981, 1994-1996 and 1998 are already in the repository, with more in queue. The goal is to provide the alumni and campus community with a comprehensive cataloging of activities, sports, and various other events, which have occurred throughout the academic years.

Alumni and alumnae have been particularly appreciative of this project which has made these volumes accessible in a manner that could never have been foreseen at the time of publication. These yearbooks provide a valuable visual representation of the University's past at a time when the University is building a sense of its own history. These *Prologues* supplement the collection of 898 (and counting) photographs from University Marketing and Communications that the library is scanning for preservation. That collection can be seen on flickr: <https://www.flickr.com/photos/128076509@N06/>

### ACADEMIC PARTNERSHIP: Digital Commons and Selected Works

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tal Commons Network. This network brings together open-access (free), full-text scholarly articles from hundreds of universities and colleges worldwide. The Network Commons is further divided into subject area "commons" to facilitate the co-listing and comparison of contributions in particular fields of study. In August 2014 SHU Digital Commons was in the 5 top business commons sites in 5 areas: Account, Business Law (etc.), Business and Corporate Communications, Business Finance, and Technology and Innovation. Prof. Andra Gumbus holds the distinction of authoring the all-time most-downloaded article, a book review of *Giving Voice to Values: How to Speak Your Mind When You Know What's Right*, by Mary Gentile



## The Challenges of Measuring Impact

By Gavin Ferriby

"How has the library helped you be a successful student?" This is a question I love to ask students when I teach a class in the Theology & Religious Studies Department. "What do you value in the library?" I like to ask this question when I meet faculty in University settings – social, academic, and even simply over coffee in the library café.

Academic librarians are rightly concerned about the real impact of their work. Over the last century, many reports, formalized through accreditation studies and standards, have reflected a library's purpose and what it does. Librarians have become very good at counting and tabulating statistics and numbers –but what those really mean is harder to sort out.

Librarians share these concerns with those who make the financial decisions about library support –whether taxpayers, trustees, donors, tuition-payers, academic leaders, or others—all rightly concerned to understand the library's impact. The old assumption that "more is better" is neither valid nor sustainable, but what can provide dependably valid, helpful evidence of impact?

The University Library is evolving ways to measure value and impact from three perspectives: client perceptions of service quality; fiscal return on investment; and demonstrable impact on learning. Establishing valid metrics is a both local and global quest, and includes our work with Institutional Data, the department of Information Technology, Student Affairs, and colleagues across the campuses. Beyond the University, the national conversations about the value of academic

## Academic Partnership in Action: Problem-Based Learning

distinguish veracity, fairness, point of view, and reliability, comparing some possible resources with others. Whether using the Library's digital resources or something else found via Google, those problems are the same.

The problem of finding how a piece of information (discrete fact, document, or logical argument) functions in the information ecosystem is the point of what has been called "information literacy." Increasingly this has come to be regarded as a framework for learning rather than a set of what used to be called "library skills." What are the threshold concepts of a field of study? What is the structure of authority and accountability inside that field –who has earned the privilege of public expression, and who is left out? Information is never just a neutral utility –*whom* does the piece at hand serve, and *why*?

Although they are not usually associated, both digital information literacy and problem-based learning not only talk the education talk, they walk the education walk. They are about *how* something gets done as well as *what* gets done. The goal is the same: building the enterprising, creative, motivated problem-solving habits of mind that give independent learners their true independence –because after graduation, all students will become independent learners.

(Yale University Press, 2010). Undergraduate honors theses are also included in Digital Commons, and take their place in context of the Undergraduate Research Commons, which links to undergraduate research in many universities.

SelectedWorks sites represent individual faculty members as an adjunct and extension of Digital Commons. Twenty-five new sites were added and went live in 2014-2015. Profs. Beau Greer and Matthew Moran customized their sites with further development, and noteworthy new resources were added to sites for Profs. Yvette Blanchard, Michelle Cole, Alka Jauhari, Claire Marrone, and John Roney.

## PARTNERSHIP WITH PATENTS: The Experience of a Fellow

The University Library has hosted a Patent and Trademark Resource Center since 2009. In that time work and technology has changed, but the need for training has not. This year Elizabeth (Libby) Knapik and Barbara Hampton, Interim Social and Behavioral Sciences Reference Librarian, traveled to Alexandria, VA for the annual USPTO training event. Ms. Hampton has offered patent and trademark information sessions in a number of venues, and connected with the UConn School of Law Intellectual Property and Entrepreneurship Law Clinic.

Robert (Buck) Berry, our on-going Social and Behavioral Sciences Reference Librarian, became the 27<sup>th</sup> Patent and Trademark Resource Center fellow at the United States Patent and Trademark Office in Alexandria, VA, beginning October 1, 2014. This partnership lends his expertise as reference librarian to the Center, which in turn provides him with additional experience and expertise with customer service in areas of intellectual property. He has undertaken the Patent Examining for Non-examiners course with supplemental training, and authored a script for a video demonstrating the convenience of the USPTO's Quick Links feature on its website.

In addition, Buck gained experience and contacts at the Special





## PARTNERSHIP WITH PATENTS: The Experience of a Fellow

Librarian Association meeting in Boston (June 2015), and he presented to the training group that included Libby Knapik and Barbara Hampton (as noted above). He has done substantial research on the history of the patent office, in particular the period around the 1836 Patent Office fire, which destroyed documentation and legal records. He travelled to Akron-Summit County Public Library (Ohio) for a staff training event in April, where he made three presentations.

The University Library is proud to have shared Robert Berry's expertise with this Federal office, and will benefit from his expertise when he returns from an extended fellowship on August 1, 2016.

## University Partnerships: The Library in the Community

University librarians joined the Office of Digital Learning's *Teaching Innovations: Experiments from the Classroom* on April 22, and in particular contributed poster sessions on using Echo360. Elizabeth ("Libby the Librarian") Knapik and Jeffrey Orrico presented their innovative videos, including the Competitive Edge series which has received a significant number of hits and enjoyed growing popularity among University students. In addition, librarians offered support to specific faculty projects in the 2015 Digital Learning Summer Institute, and have served on the Office of Digital Learning Advisory Committee.

The English As A Second Language (ESL) became a neighbor during the Spring semester, and was frequently in residence in the Bibliographic Instruction Room on the second floor. Kim Macomber oriented several instructors to the library and its resources, and library staff had frequent contact with ESL students. Kim tells this story:



## Academic Partnership in Action: Problem-Based Learning

The Welch College of Business (WCOB) Problem-Based Learning (PBL) Lab is an experiential learning program designed to expose students to real-world business problems requiring real-time applied solutions.

Simply put, local businesses provide real projects for our students to complete. Projects range from consulting, marketing, analysis, re-research, pricing, economic impact studies, branding and product development. The program is designed to mutually benefit our students and the local business community, by providing high-quality business solutions to some of today's complex business problems.

Elizabeth (Libby) Knapik worked with students as they formulated analyses and recommendations for Stratford Public Library. She accompanied the students as they presented their recommendations to the Stratford librarians. One student wrote:

One of the most attractive things about the Problem-Based Learning class was the thought of working with the professors rather than having them just as teachers. . . . I feel as though you (Libby) are really part of the team. The amount of time you have spent to help us was truly unexpected.

In reality, a great deal of independent learning that happens in the context of library resources (whether in the building or digital) is problem-based. Students with an assignment face choices about what or whom they consult, where they find their resources, and how they



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sions as placement of large tables in front of the big picture windows on the (SHU) Library's second floor. That modest decision has proven very popular: those are often the first-choice seats when students come to the building.



The coming year will offer the opportunity to revisit design thinking in the library in relation to a variety of technologies, resources, and questions about the building: understand, observe, visualize, evaluate & refine, imple-

ment. The path to improved library user experiences will find the way through those verbs.

Support for the first-year seminars, writing and literacy, undergraduate research, capstone courses and projects, and global learning will be re-conceptualized and grounded in discernment and observation.



*There was an assignment for ESL students that they needed to interact with English speakers and have their assignment sheet signed by the person they spoke with. Three men approached the reference desk where Nancy, Libby and Kim were sitting. Two of the men just held their papers out to us and asked us to sign it. We all refused to sign anything that we hadn't read. Upon reading the assignment, we realized that the men needed to have a conversation with English speakers and list any new words that they learned in the course of the conversation. Needless to say, all three of us librarians grilled the men with questions about their country, their families and their experiences in America. They actually ended up enjoying the long conversation, learning new words and making friends with us.*

In addition, Barbara Hampton was a judge in the annual Ethics Bowl in early December. Other partnerships with the English Department and the Common Core Curriculum are noted elsewhere.





It's a Monday night and the Library is packed. Downstairs every group study is filled and other study groups are meeting at tables on the first floor and lower level. Over 85% of those seats are filled. Some students want work on group projects, but others simply like to work close to their friends. The library is their place to be on task: away from residence hall distractions, social encounters in the Mahogany Room or Hawley Lounge, or the small tables in the Linda E. McMahon Commons.

A first-year student upstairs needs help with her paper on Italian opera but doesn't want to risk giving up her seat. So she e-mails the reference librarians, or asks a question using the LibAnswers service. She can stay on task, keep her seat, and use the library services remotely in the building. A contradiction? Not to her.

Think that a University library is a relic, a dinosaur? **Think again.** In the last year more than 229,000 visits to the Ryan Matura Library or the Cambridge Campus Resources Center were recorded. Head counts every two hours show the ebb and flow of users, many of whom stay longer than two hours, with a surprising number recorded in the morning. The Library café sales have increased—a proxy number to be sure, but an indicator of the use of the building.

The Library is the place many students choose to stay on task, especially at “crunch time” late in the semester, or before major projects are due. A Project Information Literacy report from the Information School at the University of Washington in 2011 pointed out the mis-

# Design Thinking in the Library

## Better User Experiences

In April President John J. Petillo asked the academic community (via e-mail): Is “Design Thinking” the New Liberal Arts? His question was prompted by an article with the same title in *Chronicle of Higher Education* (April 3, 2015). A flurry of messages followed from many contributors. No surprise: faculty members of the Department of Art & Design were delighted by this turn in the community conversation.

The conversation died away under the pressure of the end of Spring semester. But the issues raised go to the heart of liberal arts education, as well as engaging a number of “high impact practices” identified by AAC&U’s *Liberal Arts and America’s Promise* initiative, and the focus of development in the University’s division of Academic Affairs.

Peter N. Miller, author of the *Chronicle* article, identified five modes of action—empathize, define, ideate, prototype, test—under three headings: hear, create, deliver. This is a new way to think about “material culture”: the intersection of human creativity, the world as it is, and the human past. “A truly human-centered design, if it takes culture at all seriously, would have to take pastness seriously.” As Miller writes, this has been a blind spot in some design thinking as it has been practiced. So it is not the new liberal arts yet. But design thinking that takes the past seriously “could provide a framework in which humanists and scientists could work together on problems that need to be understood and even solved, such as climate, food, poverty, health, transportation, or built environments.”

Design thinking is not new to academic libraries: a 2008 article in *Library Journal* by Stephen Bell, “Design Thinking,” was very influential in developing ideas for the 2011 renovation of the Library’s first floor. Design thinking guided the benchmark study of academic libraries by Nancy Fried Foster (now University Librarian at Yale), *Studying Students: the Undergraduate Research Project at the University of Rochester*, 2007. That anthropological study traced students’ interaction with the built and scholarly environments, and influenced such local deci-





## Group Studies: On Task Together

The University Library's eight group study rooms remained one of its most popular services in 2014-2015 academic year.

Students began booking study rooms exclusively via the on-line LibCal services on March 1; previous to that time they made requests using both on-ground (paper) workflow and this online application. Because the different systems counted statistics in different ways, arriving at final numbers presents a challenge.

Until February 28, 2,904 requests were made on behalf of 8,892 users for 13,347 separate time slots counted in each room. During that time, 327 requests had to be denied for lack of space: the rooms were already full.

For the period January 1-June 30, 2015, the LibCal system reported 1,728 approved bookings for 7,533 time slots (the average time slot length is 30 minutes). In the same period, 64 bookings were denied for 240 time slots, again reflecting no vacancies. (The LibCal application does not count the total number of users in each group.) Given these refusals, the Library clearly needs more group studies.

Booking these rooms online can be done via QR code as well –used 116 times. The Library anticipates promoting this technology much more in the coming year. Many students do not yet have a code scanner on their smart phones –a necessary first step. The students who have used the code love it, however, suggesting that wider acceptance and usage depends upon its promotion.



*(If you hold your smart phone scanner on this code, your phone will open to LibCal Mobile, and you can follow the instructions to book a room.)*



## The Environment to be On-Task

conception of students as unbridled users of information technology. On the basis of 560 interviews on 10 national campuses they found

the majority of students were getting down to the nitty gritty demands of preparing assignments and studying for classes while in the campus library. Most considered the library a place that was a safe harbor from everyday distraction.

These students choose the library as a part of their growing self-discipline:

Most students weathered the final weeks of the term by applying self-styled techniques for dialing down their devices and reining in the Web sites and applications they were using while in the library.

The surest evidence of the level of use is the necessity of re-finishing wood furniture originally installed in the renovation of 2011. The furniture has received a level of wear and tear beyond the most optimistic predictions. In May the University Library partnered with Campus Operations to remove soft furniture from the second floor that had become unsightly and overly worn, and brought in “gently used” soft furniture from other University locations.

The University Library's challenge is not to get students into the building. The challenge is to help them to realize that help is available in the environment they have chosen. So much scholarly information is available that it can easily overwhelm the students. How to choose the best sources for the topic at hand? That's the special competency of the librarians: finding a path through the forest of resources.



## What Makes a Library a Library?

David Lankes is a national library leader: he is Dean's Scholar for the New Librarianship at Syracuse University's School of Information Studies. He likes to shock university faculty and administrators with this provocative claim:

*I have long contended that a room full of books is simply a closet, but that an empty room with a librarian in it is a library.*

What makes a library a library? The intellectual resources, the human resources, the built environment? —in truth, all three. Lankes' assertion highlights the importance of the second of those: without librarians, the university simply has a building with stuff in it. Librarians are the Library's crucial and decisive resource.

This past year the Library said Godspeed to three librarians: Amy Jansen, Cindy Li, and Bonnie Figgatt, and a library assistant, Lylah Franco. Combined these four individuals represented 44 years of service to the University: Amy Jansen the shortest (3) to Lylah Franco the longest (16). Their departure, after a long period of relative staff stability, has offered a new opportunity to re-conceptualize the people that

make the library the library.

Consequently, three librarians changed their focus: Elizabeth (Libby) Knapik became Business, Marketing, and Digital Information Literacy Librarian, Kim Macomber became Education Reference and User Services Librarian, and Jeffrey Orrico became Director of Digital Library Services. These three transitions both marked significant new professional endeavors and recognized existing commitments that were obscured by previous job titles. Wenling Ma became Manager of Library Information Technology, recognition of her previous work as well as taking up expanded responsibilities for critical applications such as the Sierra integrated library system. Shari Baron became User Services and Building Manager, recognizing her work far beyond "circulation," and Deana Santoro-Dillon added "User Services Assistant" to her work as InterLibrary Loan Assistant.

In preparation for these transitions, the Library also retitled the previous Technical Services Department as Resources Management, more accurately reflecting their work in managing the preponderance of digital resources in the Library's collections. Nancy DeVecchio became Resource Development Librarian, recognition that her focus has long been much broader than only physical collections.

The University Library also initiated searches for four more individuals, two of whom were identified by June 30. On August 3 we will welcome Geoffrey Staysniak as new Health Sciences Reference Librarian, and on August 17 Zachariah Claybaugh as new Digital Learning Initiatives Librarian. Searches for a Metadata and Resource Management Librarian, and a Digital Projects and Resource Management Librarian, are underway and will bear positive results soon.

