



Postscript

Last year I wrote in these pages about the library's strategic commitment to openness, trust, and generosity. In the past twelve months we have seen demonstrations of fetishistic commitments to narrowness, suspicion, and selfishness both internationally and within our own country. How sad!

The Library's commitments are more than pretty words. In our daily work we hope to embody them. This work requires persistence, problem-solving, intuition, creativity, and persuasive skills –and those are exactly the skills we want to communicate to our users. The free-text responses in the MISO survey administered in February frequently pointed both to the helpfulness of the library staff and the real limitations of space, collections, wiring, and seating in the building. The staff cannot correct any of those, but does actively seek to reach out to those who are outside of our “silo” building: online, in Martire, in the Jandrisevits Learning Center, in the classrooms –anywhere, really.

The Library's strategic commitments, and the qualities that Autor outlined, and required for our work, are exactly what we want to share with all our users, whether as colleagues, students, or visitors. These qualities embody the best that can be found in the Catholic Intellectual Tradition, and are far from simply anachronisms. Our Library is a key component in the pursuit of uncompromising academic integrity, courageous leadership, and excellent in service that are the goals of every member of our University community.

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

Many thanks to Renata Cioffi and every other member of the library staff for their kind, prompt, and patient contributions to this annual report, and without whom the work of the library would not go on. You are truly an asset and ornament of this University!



Sacred Heart University Ryan Matura Library Annual Report



INSPIRING SCHOLARSHIP

OPENNESS

TRUST

GENEROSITY

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 to qualifications; librarians' time is available to all; the physical environment is open to all qualified users without restriction

Library mini-golf

During Welcome Week, September 2 - 3, 2015 the Library and the SHU Print Shop cosponsored the first annual Library Mini Golf Event. This event was put together by the Library Marketing Committee that wanted a way to get students to have a fun and learn about library services. The event was a great success. There were over 200 players who completed at least some portion of the 18 holes, which were set up through the first and second floors. Play culminated with a championship series with prizes. There were four winners: Coltyn Hansen, Meagan Bonner, Luca Partesano, and Connor Doherty.



A Continued Challenge:

Measuring the Impact of Library Services

Continued from page - 21

federal Institute of Museum and Library Services. This project has nurtured numerous initiatives under the collective title "Assessment in Action" –and reported on all 60 of them, even the initiatives which did not work as intended (*Documented Library Contributions to Student Learning and Success: Building Evidence with Team-Based Assessment in Action Campus Projects*, April 2016). These numerous projects have spurred thinking among University librarians about how we can develop assessments and evidence in our context that can show what impact we have had, and where we might have greater impact in the future.

The Library has also re-implemented its assessment of return on the investment in makes in database subscriptions. Usage figures have been familiar for some years but have been difficult to calculate and compare accurately, apples-to-apples. Several enhancements in our vendors' software have improved our calculations this year, and improved access through the application LibInsight, and the Access database that Renata Cioffi has created, will help to provide evidence of return on investment, and how those commitments might be changed or enhanced.

Assessment of the real impact of the library's service on student success might also be enhanced by consistent use of "learning analytics" combined with what is known about library usage. Responsible formulation of this information, however, must maintain the time-honored library commitment to the user's privacy, and shield the users from further corporate encroachment. Libraries are some of the last public spaces not overtly identified with corporate sponsorship and surveillance, even though thanks to Google and a host of web trackers, what our users do in our building is no longer as private as librarians might prefer. Eroding such trust would be a high price to pay for assessments, however valuable. Consistent attention to the maintaining the core library values of openness, trust, and generosity means that libraries can continue to enjoy their historic levels of public confidence.

Marketing our Services: To SHU Community

In the fall of 2014 the library staff formed a Library Marketing Committee. This committee was tasked with finding new and creative ways to market library services, resources, and materials to the SHU Community. The Committee found multiple successful ways in which to reach its users. One of these ideas was to create tangible marketing materials which could be distributed to faculty, students, and guests outlining all the library has to offer them. To date there have been three specific brochures created addressing different groups on campus: faculty, students, and the general population. These brochures include a variety of information from InterLibrary Loan, Circulation, Electronic Resources, and contact information. In conjunction with the brochures discipline specific information sheets have been created which can be used by faculty to distribute to students. These sheets will be very helpful to students who might not be familiar with the resources available to them at the library or whom to contact to get started on their research.

In FY2016 the Library Marketing Committee continued to work on finding ways to promote library services. We created additional information sheets for the groups which were not previously addressed and also updating previous documents. Looked at ways to spread the word of library services through social media such as Facebook, Twitter, and Instagram. We hired a photo booth company to come in at the beginning of the spring semester for students to stop by the library and take fun pictures. This event was somewhat successful and will be held again next spring but later on in the semester instead of the beginning. The Committee booked a guest speaker in the spring from the Connecticut Storytelling Center who demonstrated to attendees how to create stories and share them with audience and looked at ways to do cross promotion by library staff members at other locations on campus. Here are a few examples: Zachariah Claybaugh working with the JLC, Elizabeth Knapik and Nancy Del Vecchio with Business Students on special project, and Renata and Gavin with Art & Design to get students art work hung in the library on a rotating basis. Lastly updated its library website with correct information and instructions from group study rooms to Inter Library Loan

Library weekly trivia contest

In October the Ryan Matura Library started a weekly trivia contest. The contest consisted of having one new trivia question every Monday, written on a dry erase board in the inner foyer of the library. Students would fill in their answer on a piece of paper and drop it in a ballot box provided. Every Friday a ballot was selected randomly from the box; the first ballot drawn with the correct answer would earn a lucky participant a prize and recognition through a campus wide email. A Grand Prize was given at the end of the semester when all the weekly prize winning ballots were entered in a final drawing. This contest was a great success, every week we had multiple students/faculty/staff entering their answer. We ended up having over 275 participants in the 20 weeks we ran contest.

ANNUAL REPORT

AN INTRODUCTION FROM UNIVERSITY LIBRARIAN GAVIN FERRIBY

MIT economist David Autor wrote an acclaimed article in *Science*, 2014:

A technologically advanced economy requires a literate, numerate and technically and scientifically trained workforce to develop ideas, manage complex organizations, deliver healthcare services, provide financing and insurance, administer government services, and operate critical infrastructure. . . . The ongoing process of machine substitution for routine human labor complements advanced workers who excel in abstract tasks that harness problem-solving ability, intuition, creativeness and persuasion – tasks that are at present difficult to automate but essential to perform.”

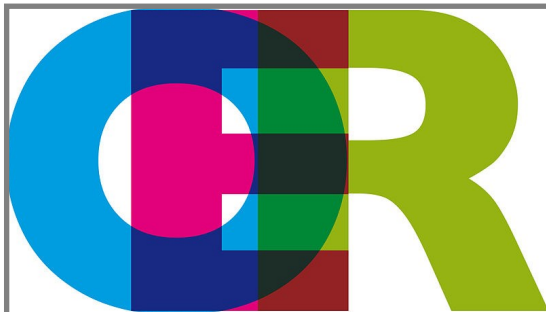
Autor sets the terms of discussion for the information fluency necessary to future advanced workers: problem-solving ability, intuition, creativeness, and persuasion. All of these are involved in the threshold concepts of almost all the subjects taught in this University, and combined with shifting emphases in the work of the University Library.

In the age of Google, libraries are more important than ever. Neil Gaiman wrote, “Google can bring you back 100,000 answers. A librarian can bring you back the right one.” How exactly the librarian arrives at that one right answer depends on core commitments: books are for use; every book its reader; ever reader his or her book; save the reader’s time; the library is a growing organism. These “five laws” were formulated by S. R. Ranganathan, an Indian mathematician, in 1931 –and continue to be relevant today: embed the library into user’s workflows; know the library’s community and its needs; develop the physical and technical infrastructure; increase discoverability, access, and use; the library is a growing organism. Gaiman’s “right answer” is not “right” because the librarian simply was clever or snarky, but because flexible thinking has been enabled by a reliable, pliant, and robust technical structure that can discover it with nuance and panache.

“Our data does not do justice to our story,” said my colleague LizBeth Chabot, College Librarian at Ithaca College. Our story of problem-solving, intuition, creativity, and persuasion during the past year follows in these pages, and how librarians show our value proposition and assess our performance will begin to come clear. Much more work needs to follow, but we have made an excellent new beginning.

“Skills, Education, and the Rise of Earnings Inequality among the ‘Other 99 Percent,” *Science* May 2014, pages 845 and 846.

Giving It Away For Free: Open Educational Resources (OER) in the Academic Economy



The Open Educational Resources (OER) movement is growing from K-12 to higher education. OER was a major emphasis of the library's services, this year. Librarians Zachariah Claybaugh and Chelsea Stone joined with Dr. Jaya Kannan, director of the Office of Digital Learning, to begin the OER conversation on the SHU campus.

These two academic support organizations joined forces to undertake an open education textbook initiative. Chelsea and Zach compiled a 34-page OER textbook list tailored to the SHU curriculum. With Jaya, they presented on the topic to the Provost's Council, the College of Nursing, the College of Health Professions, the Mathematics Department, to a general faculty audience over WebEx, the College of Arts and Sciences Council, and the Office of Digital Learning's 2016 Summer Institute. Faculty responses varied from enthusiasm to polite skepticism. Zach compiled a complementary list of resources concerning student success and OER to assist with informing the conversation.

What makes open educational resources open? Educational? And even a resource?

'Open' has become a buzz-word so broad that it can lose meaning. It refers to accessibility: not only "not proprietary" (and protected by intellectual property law), but "accessible" in the basic sense of "you can get these easily." Resources means simply anything you can use for teaching and learning: texts, images, sounds, problem sets, evidence, and case studies.

Open educational resources (OER) can mean so many things to so many people that the phrase may have already run its course. Add an emotional layer: anxiety not only that the phrase implies major changes in the way higher education is conducted, but legitimate concerns about the value of instruction, instructors, and how they not only can earn a living but establish academic reputations. Little wonder that some discussions of OER might seem to be a pretext for slipping in something else, such as further corporate incursion into the academy. When a controversial and aggressive publisher such as Elsevier proclaims its commitment to OER, questions are bound to arise.

Back to the beginning: originally all texts used for academic instruction and disputations were "open" –they circulated as notes, compendia, and exempla for centuries. The development of copyright law since the 18th century incentivized publishers (all small by modern standards) to begin to exert control over the reproduction of standard educational texts: Aristotle, Bacon, Euclid. Teaching the new physical sciences fit hand-and-glove with increasingly proprietary instructional texts –that now seem "normal." Sharing such resources openly and outside of



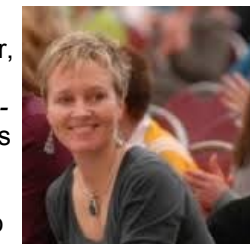
In March the Library hosted Tom Lee of Connecticut Storytelling to a session in which he spoke about how stories are constructed, giving lively examples. Lee presented folktales in particular, universal in their appeal but easily made local.



Literary Spring 2015 presented Rennie McQuilken, the poet laureate of Connecticut and resident of Simsbury. He read poems and reflected on his life of teaching and mentoring poets through the Sunken Garden Poetry Festival at the Hill-Stead Museum in Farmington. During his 5-year term (2015-2020) McQuilken will advocate for poetry collections and events at Connecticut libraries.



In April the Library co-sponsored a faculty book co-presentation by Profs. Christel Manning and Brian Stiltner, authors of *Losing Our Religion: How Unaffiliated Parents Are Raising Their Children*, and *Toward Thriving Communities: Virtue Ethics as Social Ethics*. They took questions from a number of colleagues not only from their own department, but others in the university as well, and a lively discussion following. The Library is always very happy to support faculty authors with events such as this.





Library Presents: a Novelist, a Story-teller, a Poet, and a Research Scientist

The Library presented six speakers during the academic year. The first, Jon Soderstrom, is Managing Director of the Office of Cooperative Research at Yale University. This office is “responsible for developing and executing commercialization strategies for inventions created by Yale’s faculty research. The Office negotiates patent license agreements, research partnerships with corporations and the formation of venture capital-financed start-up companies.” (website)



Dr. Soderstrom spoke about how he became involved in research commercialization strategies, and spoke about the passion he felt for wise technology transfer of drug patents and manufacturing that would help HIV+ persons in third world countries. In part this was a response to student and faculty pressure to prompt Yale to make available its patent on the antiretroviral drug d4T to persons with HIV in South Africa. This controversy caught some at Yale by surprise, and contributed to serious reflection about technology transfer, commercialization, and the ethical dimensions of university research. Dr. Soderstrom spoke with urgency, asking students to examine their own lives, and to be open to unexpected and unplanned social activism.



The novelist Michael C. White returned to the University to read from his recent book *Resting Places*. He tells the story of Elizabeth, who must cope with the devastating news of the death of her son Zach, and a chance meeting which prompts her to undertake a long journey to the site of her son’s death in the hope of understanding what has happened to her. White traces her journey from despair to hope and a cautious affirmation of the reality of things unseen. White appeared as part of Literary Spring 2015, a series of events co-sponsored by the Department of English and the Office of the Provost.

evolved copyright law is really a return to earlier practice. So why now?

OER is a rising movement because of two developments. Distance education has come to imply that the organization offering the distance education will make many or all of the resources necessary for the curriculum available at no further cost (beyond tuition). This was at first a practical necessity: students at a distance do not have access to campus bookstores or other means of obtaining “required reading,” but necessity became the norm. The second development is the steeply rising cost of textbooks: according to NBC, 1041% since 1977 (compared with 308% overall inflation). The “norm” of distance education has washed back into “on-ground” just when the textbooks used for on-ground education have become so expensive that students often simply decide not to purchase them.

In order to make these realities concrete, the OER Textbook Initiative at SHU has presented several models as a basis for conversation and questions. These models may or may not be directly helpful, but at least suggest ways that other institutions are investigating open educational resources.

Particular OER models embody these concerns. *OpenStax* textbooks have been developed in association with Rice University, supported by grants from major foundations (Hewlett, Gates, etc.) These “peer-reviewed” textbooks are available in a variety of formats (print, pdf, or digital) at low-or-no cost to students, and can be customized by faculty and consultants familiar with adaptive learning technologies.

The *Open Educational Initiative* at UMass (Amherst) is “a faculty incentive program that encourages the use of existing low-cost or free information resources to support our students’ learning.” Rather than developing a textbook, for example, Prof. Ysaaca Axelrod’s project finds readings and video on the web that parallel materials in current education and human development textbooks. The *BCcampus OpenEd Open Textbook Project* (British Columbia) offers not only textbooks, but also curricular guidelines and authoring guides for faculty to create their own.

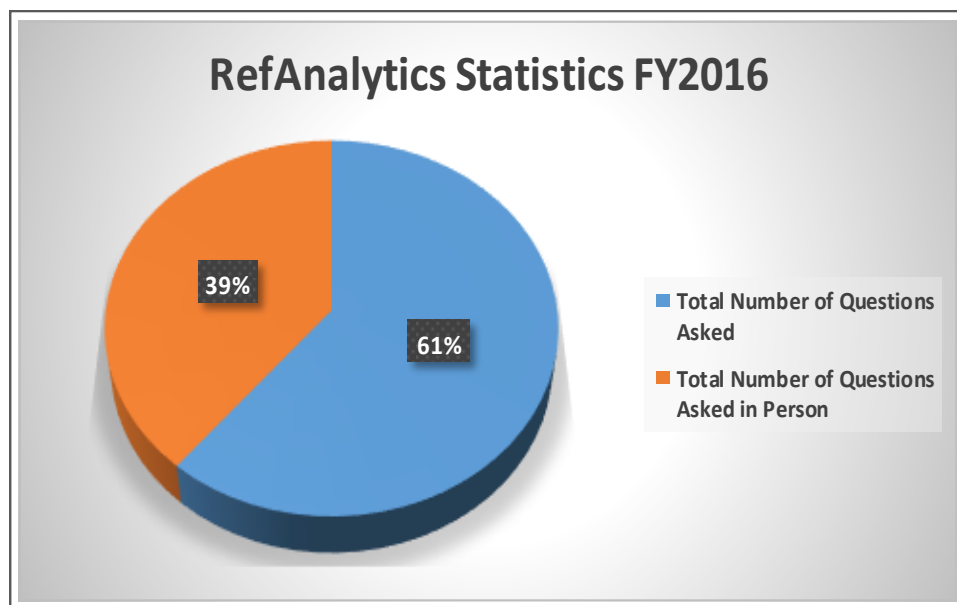
Sacred Heart University librarians have teamed up with faculty advisors, the Office of Digital Learning, and the Jandrisevits Learning Center to explore OER models that can be relevant and useful here. If students face no impediments to purchasing or obtaining course materials, student engagement, success and retention can improve along with faculty satisfaction with teaching. Advancing academic excellence is the first objective of the University’s core mission, and OER can have a useful, creative role.

BY THE NUMBERS

USE OF COLLECTIONS

Collection usage FY2016		
	USAGE (Searches)	PRINT (Full Text Retrieval)
Databases	539,988	2,415,714
EJournals	55,846	301,368
Ebooks	n/a	12,652

RefAnalytics Statistics FY2016	
Total Number of Questions Asked	5,309
Total Number of Questions Asked in Person	3,404



LibGuides Usage FY2016	
Total Number of LibGuides	202
Total Number of Views	74,717

New App for Scholarly Reading: Browzine



Example of a Browzine "shelf" Image of BrowZine shelf with downloaded documents

This year the library presented Browzine to the University community. (<http://browzine.com>)

BrowZine is a new service used by hundreds of institutions around the world that allows readers to browse, read and follow thousands of the library's scholarly journals. Built to complement research needs, BrowZine provides a great mechanism for readers to keep track of their favorite journals and to learn about the new developments in your field. It also can allow them to easily see similar titles to the ones they are familiar with in order to broaden their knowledge of related scholarly literature.

Browzine is an app for iOS and Android devices (tablet and phones), and also works very well on full-screen desktops or laptops. It syncs across these devices, so after a user establishes an account, she or he can log as associated with SHU and see journals and bookshelves as previously chosen. Browzine clearly labels content that is available from content that is not. For example, JSTOR journals typically have a rolling embargo on the past several years, and Browzine knows that. On the other hand, if later years are available elsewhere (such as an Ebsco database), Browzine will display those later years as available, as well.

What's the point? Scholars often used to like the library's "journal reading room," a location where they could see recent issues of various journals of interest arranged logically and close to each other. Shifting to digital journals has eliminated that convenience. In addition, it is hard to keep track of journals that a scholar has already scanned from those not yet reviewed. Browzine pulls together digital journals from the library's subscriptions and locates them according to a scholar's personal choices, and can prompt him or her to review new issues. It is a great way to survey the literature and find articles of interest that a scholar did not anticipate or purposely seek. Browzine has re-created the former journals reading room, but in a very handy digital format.

In addition, Browzine can be used in teaching. Instructors can use it to group similar journals together, or identify similar, superior, and lesser publications, and to assign specific readings. It easily integrates with Blackboard and library research guides, and across devices, using durable links and "saved" articles for later use in Zotero or Papers, as well as available via Dropbox. In the coming months Browzine will add a new feature –instructors will be able to post reading lists in Browzine for students and colleagues.

Browzine is another way that the library serves users outside the "silo" –both those next door and those at a distance.

LISTENING, THINKING, AND PLANNING TOGETHER:

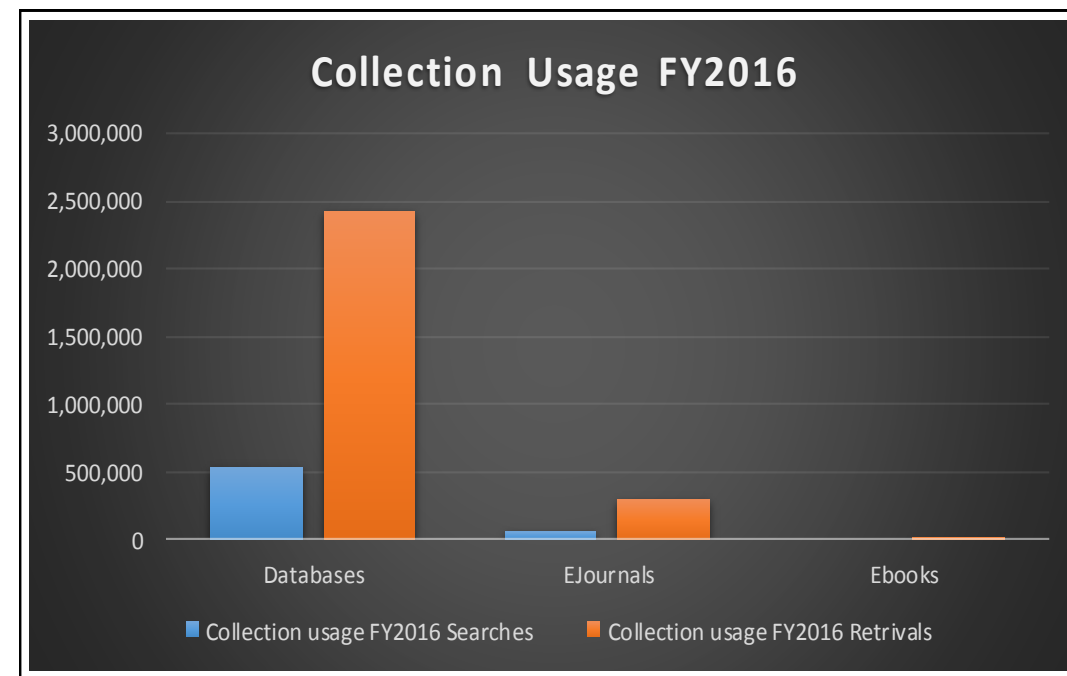
Strategic Directions for Library

The library staff has begun a project of listening, thinking, and planning together regarding the strategic directions of the library in the next years. The University's Strategic Plan has been extended until 2017, so beginning to think about the next cycle of planning is useful now. The arrival of four new members of the library staff also makes now the right time to begin re-thinking library directions, as well as the slated renovation of the library's lower level and second floor in 2017.

"Our data does not do justice to our story." This statement by Lizbeth Chabot, College Librarian at Ithaca College (a fellow Affinity Libraries Group member), condenses the position of our library: we have a lot of information, and can generate more, about library services, usage, and resources, and finances. But what does it all mean? What is our story, and how do we tell our value proposition –that is, what difference does the library make? What in particular does the library contribute that no other SHU organization makes? And how do we do that –what is our thinking, our service plan, our design?

Gavin Ferriby (University Librarian) initiated a process to respond to these questions. The first conversations are among librarians, and in the Fall the conversations will be expanded to key library stakeholders on- and off-campus. One key concern will be the design and provisions of renovated library spaces, and a second related question will be the management of the library's print and digital resources. In order to arrive at necessary insights for those questions, the library will be working with the Welch College of Business' Problem-Based Learning Lab to assess student usage and desires for those renovations, and strategic thinking about library spaces.

This process involves both speaking and listening, reflection and action. Already the library staff have considered such issues as: what makes each of us tend to toward immunity to change? What are our competing commitments? How do we even conceive of a library –what is our mental map of what we do? The intent of this process is to explore deeper than step-by-step planning to ask: what is it we are really trying to do, and with whom? What difference does it make, and how do we tell that story? In the end, strategic thinking is about the process as much as the product, and the final result of our plans may only approximate what we intended originally. That's the point –the world of librarianship and academic is changing so fast that today's plans are bound to be up-ended in the next five years. How do we count on change, disruption, and how to do we design our thinking to become re-thinking? Listening, thinking, and planning *together*, our library will become an engine for change on-campus and off-campus.



Library Services and Building Usage 2015—2016	
Instruction:	
Scheduled events	18
Research consultations	304
Classes	219
Visits:	201,571
Public Service hours per week during semester:	117
Total census of users:	
Total physical volumes:	126,750
Total Titles (physical & digital):	312,008
Databases:	122
Library physical and digital circulation:	90,996
Total Study Room Users:	15,090

(Note: most numbers are an estimate since vendors have not yet made cumulative FY2016 statistics available)

RESOURCE SHARING:

Biggest suppliers: Where we borrow from (1590 requests in 2015-2016)

University of North Carolina Wilmington	155	9.75%
Auburn University	76	4.78%
University of Texas-Pan American Library ILL	64	4.03%
East Tennessee State University	55	3.46%
Cornerstone University	52	3.27%

Biggest clients: Where we lend or send to (300 filled requests in 2015-2016)

University of Bridgeport Library	28	9.33%
Westport Library	23	7.67%
Wesleyan University Library	23	7.67%
University of Evansville Libraries	22	7.33%
Framingham State College	19	6.33%

Demographics: Who on campus had the most requests 2015-2016

Students	
Undergraduate	424
Graduate	772
Faculty	584
Staff	108

DIGITAL COMMONS In Academic year 2015—2016

Total full text downloads	165,000
Number of Countries Downloading	214
New Works Added	1,600
Total Works in both platforms	6,000

A Continued Challenge:

Measuring the Impact of Library Services

As noted in last year's report, measuring the impact of the library on its users is a continuing challenge. As noted in the accompanying article on the Strategic Directions Initiative, "our data does not do just to our story" –but our data is still important, and has to be reliably calculated, consistently formulated, and relevant for our stakeholders.

Three ways have measuring impact have evolved, each with its strengths and drawbacks. Client perceptions of quality can reveal a lot about the library's life and work day to day, and how well that work is fitted to the needs and desires of our users. Fiscal management is another matter: how do we commit our resources, and what results do we receive? The gold standard is demonstrable impact on learning, but that is also the most difficult to achieve in a sufficiently robust manner.

The Library's changing role is an underlying factor: the library of the last generation is not the library of today, nor of the future. A library is not just a place to store books –but it does that as well as many other things. It is not just a guarantor of an accessible cultural and intellectual legacy –but it does that as well as many other things. It is not just an academic service provider –but it does that as well as many other things. "Our data does not do just to our story" –and the story is what sets the terms of our value proposition –what it is we do that makes a real difference to our users, the university, and the world. Assessment of the Library's contribution to teaching and learning both depends on and shows how well we fulfill our value proposition, and how compelling is the Library's story for our stakeholders.

In practical actions, the most important activity that assesses client perceptions of quality is the MISO survey. This year it was again administered to full-time undergraduates, faculty, and staff, as it was in 2013. One slight drawback of the MISO survey is the length of time required to receive full results, but the library did receive preliminary tabulations and free-text responses. Overall satisfaction with library services was quite high, but some frustration was noted with the lack of electrical outlets, lack of space, lack of seating and of different kinds of seating. One user (a history major) noted insufficient books, and that the amount of digital books "did not sit well with me because of the amount of reading that I need to do. It is much better to read with psychical copies of books [sic]. . ." –perhaps the library should acquire more books on psychics. The concerns with space (and electrical outlets) must certainly inform conversations about any future renovation of library spaces. For their part, faculty in general felt very positive about the level of service, but requested more training and better introduction to library resources for new members.

The library's role on the Academic Support Assessment group directed by Prof. Michels has been noted in an accompanying article.

Several years ago the Association and College and Research Libraries (ACRL –the primary professional organization for academic librarians) initiated a project on the Value of Academic Libraries, with funding since 2012 from a National Leadership Demonstration grant from the

with our knowledge base (LibAnswers), and additional services such as online group-study reservations, and chat reference service. Long in development, this new site has been tested by users and represents a substantial improvement in legibility and (for librarians) efficient production. The team carried out extensive analysis of the library's previous practice, best practices elsewhere, and research on the most effective library web designs. The new design will be device-friendly and responsive to screen size.

An additional background application for library workers is the allied LibStaffer, an online application that streamlines scheduling of library services. Already used by regular staff, it will be rolled out for use by student library assistants and graduate assistants in the Fall. Libstaffer, the web site, LibChat, LibAnswers, and LibGuides are all part of a suite of services from Springshare, a vendor with whom the library has had a long and very productive relationship.

Our link resolver (360Link) now includes a citation finder and far better coordination with ILLiad, our inter-library loan application. A link resolver is an application that uses the web protocol OpenURL to look for a full-text resource (or article) among the several databases and services to which the library subscribes. For example, a user who finds a citation to an article in one journal or database can use the 360Link the library provides to ascertain whether the full-text of that article can be obtained in another database. The linking service with inter-library loan means that if full text is not available, that user can request that article using a web form pre-populated with the correct citation information. The citation finder allows a search for a "known article," when the user knows a citation, but has not yet searched any database or journal. The 360Link works almost invisibly. A student searching a vendor database (for example, Ebsco's *CINAHL Nursing*) might find a citation listed there available in full-text in ProQuest's *Nursing & Allied Health* by using a 360Link that does not "look like" the library, but in fact functions only because the library has implemented it.

During the year the Library also re-organized its records for digital books –now a format more frequently found in our catalog than are printed books. By moving management of more than 175,000 records to OCLC's WorldShare Collection Manager, the library realized far greater production efficiencies while saving the user's time by more clearly labeling the links. As vendors introduce changes to our digital books database, the library's re-implementation speeds our local updates. This kind of upgrade is usually almost invisible to users, but highly useful even though they are unaware of it.

Over summer 2016 the Library and Divisions of Information Technology intend to finish implementation of a single sign-on service that will allow a user who is signed into MySHU to gain access to digital library resources without having to re-enter the user ID and password. Some users have also encountered spurious warning messages that a few library resources are "insecure" ("get me out of here!") caused by glitches with uncooperative security enhancements. The Library will be implementing alternative security software (EZProxy) so that users will not encounter such alarming and misleading warnings.

The Library has also re-implemented new and evolving features in our web catalog and discovery service (Encore). These improvements make the occasionally confusing search results more readily understandable, and improve system response time. Over the coming year the library will be re-evaluating its discovery service with an eye to usefulness, user experience, and cost.

Top Six countries referrals to SHU Digital Commons:



China
United Kingdom
India
Canada
Australia
Germany

DigitalCommons' Notable Year: Half-Million Downloads

The Library's publishing platform DigitalCommons achieved several milestones and turning points in the past year. DigitalCommons, and the allied SelectedWorks, are produced by Berkeley Electronic Press (BePress), and allow us to participate in DigitalCommons Network, a discovery tool that brings together open-access, full-text scholarly articles from hundreds of academic institutions worldwide.

Beverly Lysobey, our Digital Commons manager since 2011, attended a 5-day intensive training for managers at BePress headquarters in Berkeley, CA in October (as noted elsewhere in this report). She is now certified as a manager, consolidating her long-time professional role. She was joined in September by Chelsea Stone, Digital Projects & Resource Management Librarian, who is responsible for overseeing the College of Arts & Sciences resources in DigitalCommons, and SelectedWorks. SelectedWorks is a faculty-oriented and faculty-enabled applications that builds individual scholarly research profiles, and is closely integrated with the institutionally-oriented organization of DigitalCommons.

Both platforms host more the 6,000 items by University organizations, faculty, and staff, 1,300 of which were added during the year. More than 165,000 downloads from 209 countries were recorded, and the top countries outside the USA were China, United Kingdom, India, Canada, Australia, and Germany. There are now 195 SelectedWorks faculty profiles. On May 19, our DigitalCommons reached the milestone of 500,000 full text downloads since its inception in 2009.

Library student assistant Sean Ferguson (Class of 2016) completed the scanning project for the *Prologue* year books. All yearbooks from the first graduating class of 1967 through 2014 are now available online. To date there has been a total of 740 full-text downloads, mostly in the United States but also in Europe, the Middle East, and as far away as the Philippines – evidence that truly our alumni/ae are all over the world. Sean will continue to work with DigitalCommons during his MBA program in the Jack Welch College of Business. Sean has become a contributor to this service with an importance far exceeding his official position as a library student assistant.

During the year a notable series were added to DigitalCommons: Farrington College of Edu-

cation Sixth-Year Theses, from the program for the Certificate of Advanced Studies in Educational Leadership. Currently there are eight papers in this series, which have been downloaded 805 times.

The American Irish Newsletter, published by the American Irish Political Education Committee (PEC) from 1975-2006, can now be downloaded in full-text. Sean Ferguson scanned each of the 233 newsletters, valuable primary source materials for the History and Irish Studies programs in the College of Arts and Sciences. In 1975 John Finucane founded the PEC with the belief that American news coverage of events in Northern Ireland reflected only the points of view of the British government and military, and in 2016 he donated remaining funds of \$5,000 to the library for acquisitions of materials to support the Irish Studies Minor. The Library and University are deeply grateful to Mr. Finucane for his generosity and trust.

Projects for the coming year includes scanning more original source materials found in the library and in Irish studies collections, and adding the University's Graduate and Undergraduate catalogs. The University Registrar and the Library have received an increasing number of queries from alumni/ae requesting descriptions of courses taken that are necessary for job applications and resumes.

With half-million downloads and 195+ research profiles, DigitalCommons and SelectedWorks have unquestionably come to maturity, and these publishing platforms now constitute one of the Library's major services to the University and to the world.

NEW PARTNERSHIPS ON CAMPUS

Learning Center and College of Nursing

This past year Zachariah Claybaugh, Digital Learning Initiatives Librarian, undertook a new level of partnership with members of the Jandrisevits Learning Center. In particular he worked with Dr. Ardiana Sula (Director of the Center), and Denise Lovett of the Writing Lab to extend new support services to undergraduate students, to faculty, and in particular to online Nursing students in need of assistance with writing and research.



In partnership with the College of Nursing, Zach joined Geoffrey Staysniak, Health Sciences Reference Librarian, in creating resources that assisted online faculty and supported online students in NU601, *Principles of Health Care Research for Contemporary Nursing Practice*. This course requires students (all working nurses) to read and summarize the impact of professional and scholarly articles on nursing practice, evaluating evidence, method, results, and recommendations. This course requires its students to read, analyze, and summarize at a level some have found challenging to achieve.

Such partnerships invariably involve more than one organization on campus—in this case, the writing center, nursing instruction, online instruction, and the library. The point is to foster faculty and student success. This new venture suggests a model for collaboration with other academic programs, and has implications regarding student success that transcend one course.

Demand-Driven Acquisitions: One Year In

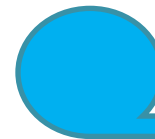
In 2014 the Library began a quiet experiment: if the catalog were “seeded” with digital books that could be purchased upon some level of usage, what would be purchased? Would this idea bust the budget? What, exactly, would be purchased?

The concept of “demand-driven acquisitions” has been discussed in the librarianship since digital books became a productive reality about 2010. In the print world, “demand-driven acquisition” is called a bookstore. In the digital realm, such books might be purchased, or might not—depending upon usage in a library context. How does it work?

The library loaded 37,000 bibliographic records into the catalog, books selected by JSTOR, and published by recognized university and academic presses. These publishers, and selection by JSTOR staff, assured an acceptable level of intellectual quality, and established limits on potential price per book. In turn JSTOR records access from SHU Library users based on the University's internet addresses and the library's proxy service. At a certain very generous level of usage—determined by number of times accessed, printing, length of usage—a “purchase” would be triggered. This “purchase” had to be approved by the Resource Development librarian (Nancy DeVecchio), and after approval was debited against a deposit account—a sort of charge to the library's debit card at JSTOR.

What happened? Since the experiment began, 695 books have been purchased in a wide variety of subjects—all of them solid contributions that fit well with the University's academic profile. More than \$20,000 has been expended on these books that *library users have actually used*—money well spent since it represents content that users needed. No one subject has dominated these purchases. Usage had to be significant—the JSTOR usage threshold is set high, to prevent inadvertent purchase of a book a reader examined and quickly rejected.

Demand-driven acquisitions is not the only way to build a useful collection, but it has been shown to have an important place. It constitutes one sort of evidence about what users need and actually use, and this is an important supplement to the predictive nature of many purchasing decisions.



Continual Enhancements to Digital Services

This year the Library re-implemented three significant digital services better to serve our users' needs. The Digital Services Group has formed specific teams for each task. Perhaps the most immediately noticeable project is the rejuvenated display screen that greets users as they enter the first floor.

In June the library introduced a new website, similar though improving the one in production since 2011. This new website particularly integrates content in our research guides (LibGuides)

New Digital Resources Bring New Content to Campus

With cooperative funding from the Physicians Assistant Studies program of the College of Health Professions, the Library introduced *Access Medicine* and *Access Physiotherapy* to campus in January.

The logo for ACCESS Medicine, featuring the word "ACCESS" in blue and "Medicine" in a lighter blue font, with a stylized gear icon between them.

Access Medicine is a comprehensive medical resource that provides a complete spectrum of knowledge, including the latest editions of the world's most respected medical texts such as *Harrison's Principles of Internal Medicine* and *CURRENT Medical Diagnosis and Treatment*.

Beyond textbooks, *Access Medicine* offers an extensive multimedia library, case studies differential diagnostic tools, multiple quick reference tools, and self-assessment to assist students with preparations for professional examinations. The allied *Access Medicine App* offer a variety of diagnostic tools and concise evidence-based outlines of conditions and disorders that support point-of-care solutions for clinicians.

Access Physiotherapy is devoted to physical therapy, combining leading textbooks, hundreds of practice and exercise videos self-assessment tools, and even a cadaver dissection tool optimized for viewing on any device. Curricular features enable program directors to customize and manage student learning, and self-assessment tools assist users prepare for the professional NPTE examination.

New, upgraded content is now available in *Literati* by Credo Reference. *Literati* is an online platform that provides reliable, citable reference content integrated with the library's resources and helps students develop faster, more effective fluency with research skills and content. With numerous media –videos, images, sounds, and tools such as an audible pronunciation guide, quotation identifier (and even a cross-word puzzle solver), *Literati* is an excellent resource for anyone investigating a new subject. *Literati's* topic pages bring together vetted reference content and suggested articles, books, and other resources. For example, the topic page "physical therapy" not only introduces the field and its evolution, but also suggests further resources from leading databases, suggests books in the library, and recent news articles. In the Fall the library is embarking upon a evidence-based trial purchase arrangement in which the library can choose to purchase additional content and works that users have already used. The complements the library's existing demand-driven acquisitions model already in use with *JSTOR Digital Books*



In this manner, these organizations help to achieve the University's goal of increased academic excellence and amplifying the impact of academic success on the communities we serve.

Department of Art & Design

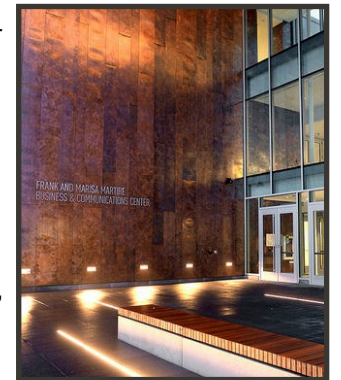
The University Library now exhibits student works evaluated and recommended by jury on the library art wall, an exhibition space on the east wall of the main floor. Long in planning, the first exhibit displays 13 works including sports illustration, graphic article layout, sketch books, and posters. These works are by 2016 graduates of the program –a program that has achieved considerable, quiet success. As this partnership grows, the library hopes to preserve student works, portfolios, or examples in SharedShelf, the library's new graphical repository (see related article, page 12). The library is particularly pleased to provide an additional exhibition space for student work on the Fairfield campus, and during the academic year.



University Marketing and Communications, Sports Communications, and Archives

During the year the library undertook significant projects with materials that originated in several offices, especially University Marketing and Communications, and the office of University Athletics. In December the Library received 5 boxes of materials from University Athletics including large scrapbooks of clippings and photographs from the earliest years of the University's teams. In March the Library received over 21 boxes of materials that had been stored in the basement of Curtis Hall, including slides, negatives, videotapes, paper files, computer discs, photographs and publications from numerous university projects, offices, and programs –some continuing, some now defunct.

The University has no real archives, and has never funded archival preservation and organization per se. The Library has limited means to handle archival materials, but given the stark choice between library review or the dumpster, the library chose to review the materials. To assist with this review, Chelsea Stone, Digital Projects and Resource Management Librarian, has undertaken study in a program of the Society of American Archivists, and Susan Luchars, intern from Simmons College Graduate School of Library and Information Science, provided hours of assistance with sorting and separating materials that could be preserved from materials that were damaged by moisture or mold. Sorting and handling these materials is a major challenge during the coming year, especially in light of the slated renovation of library spaces in 2017.



Assessment of Academic Support Services

In 2015 the University named Dr. Steven Michels, Associate Professor of Government, Poli-

tics, and Global Studies, to be the new Director of University Assessment. He oversees a University-wide effort to improve teaching and learning continuously through the use of evidence-based assessment tools. His primary task is to integrate the good work that has already gone on, and to make it more efficient.

The Library is no stranger to assessment –this year marked the third year of involvement with **Measuring Information Services Outcomes**, or MISO, a combined assessment of library and information technology services and support. In addition, the Library has employed more informal instruments such as user surveys and questionnaires in the past several years. The library also assesses the importance and usage of databases and other digital resources, and maintains active statistics based on transactions both in the integrated library system, and with reference and instructional librarians. By participating in ACRL and Affinity Group statistical reports, the library has been able to assess its collections and services with benchmarks provided by peer institutions, both peer universities and peer libraries.

The Library's assessment activities with Dr. Michel's office and programs will increase during the coming year, and to facilitate such involvement Gavin Ferriby, University Librarian, identified an Assessment Group of members of the library staff in the Spring of 2016.

NEW PUBLISHING PARTNERSHIP



In 2014 the Library began to subscribe to a new resource, ARTstor Digital Library, an online resource of more than 1.9 million images in the arts, humanities, social sciences, and architecture –both still images and videos. Not only was this an important resource for numerous areas of study within the university (including the health sciences and business), the subscription included access to Shared Shelf, a Web-based cataloging and image management software service that allows the Library to catalog, edit, store, and share local collections.

Shared Shelf is ARTstor's "enterprise-wide media management solution," which allows libraries to upload, catalog and disseminate their digital/electronic collections with other institutions through the digital library. All content is given appropriate metadata and reproduction permissions as denoted by the creator and/or the institution holding the copyright.

The configuration of Sacred Heart University Library's instance of Shared Shelf is still in stages of development and setup. The Library intends that it will begin exploring it with the creation of collection management, cataloging and sharing as an emphasis in the coming year. We will begin by identifying image files that have already been scanned to create our first collection. We will be working on this project with the help of our student library assistants, potential interns, and part-time staff. The selection of collections to build in Shared Shelf will also be a consideration. From students' artwork, to faculty videos, events photographs and special collections, we have a trove of visual materials with which to build the University's presence on Shared Shelf.

archival materials, as well as focusing on the curation of our digital collections, including past and future digitization projects. In October she attended the ITHAKA Next Wave conference in New York City in October. ITHAKA is the organization that sponsors JSTOR, ArtSTOR, the Portico digital preservation program, and has a research arm in higher education.

Kara Turman attended a workshop, Peer-to-Peer Outreach: Involving Students in Library Operations and Promotion sponsored by NERCOMP in October (NorthEast Regional Computing Program), and gained insights and ideas for involving our student library assistants more fully in the operations and marketing of library services.



LIBRARY WELCOMED

INTERN SUSAN LUCHARS

Susan Luchars interned at the University Library in May and June of 2016, with particular work on archives and resource description. A candidate nearing completion of her Master in Library and Information Science from Simmons College, her previous experience at the Westport Public Library and the United States Tennis Association (then located in White Plains, New York) prepared her well for her projects with archives (see related article on page 11). Susan is our fourth intern in the past six years, and we look forward to her as a colleague in the close-knit context of librarianship in Connecticut.

Organizing the Staff: Neither Too Much Nor Too Little

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These groups, which meet from two to four times each semester, supplement the informal working teams that librarians form for specific tasks, such as print management, security, digital troubleshooting, web applications, and outreach to specific campus groups (such as Honors students). The pattern of topic-oriented groups combined with task-oriented teams seems to have become a way to communicate in a consistent and inclusive way.

included David Ferriero, Archivist of the United States, Maura Marx, Deputy Director for Libraries of the (Federal) Institute for Library and Museum Services, Dan Cohen, Founding Executive Director of the Digital Public Library of America, and John Palfrey, Head of School, Phillips Academy, Andover.

Libby Knapik attended the Patent & Trademark Training Week at the United States Patent & Trademark Office in Alexandria, Virginia, part of her responsibility for the Patent & Trademark Resource Center here at Sacred Heart University.



Beverly Lysobey participated in Institutional Repository Manager training for DigitalCommons managers at BePress headquarters in Berkeley, California, and is now certified as a site manager. She learned many of the creative ways libraries present their campus research and special collections in Digital Commons, and new features such as readership maps and improved usage reports. She was quoted in *Library Journal*, "We're able to show how much our faculty really publishes, and it's great for professors to get that recognition. . . . We've had several faculty members approach us for help making sure their record was complete when they were up for tenure, and we've even found articles that authors themselves no longer had access to." (*Library Journal*, June 1, 2016)



Wenling Ma earned recognition as a system coordinator with advanced systems administration certification, WebPAC administration, and load table training with Innovative Interfaces, the library's integrated library system vendor. She is now authorized to make many kinds of high-level configuration and management decisions and implementations that save consulting and implementation costs incurred by consulting with III.



Jeff Orrico attended Computer in Libraries conference in Washington, DC, one of the premier conferences showcasing emerging technologies and the latest digital resources available. He gained invaluable insight that will help guide future decisions about technologies, resources, and management. He also participated in part one of the SHU-sponsored management training program lead by Profs. Steve Brown and Andra Gumbus. Jeff was accepted to and will be attending the Harvard Leadership Institute for Academic Librarians at Harvard Graduate School of Education in August.



Geoffrey Staysniak was a member of the 2016 Summer Digital Institute, sponsored by the Office of Digital Learning, as a member of a team from academic support offices. He and Zach Claybaugh are improving a online research guide intended for our on-campus and online nursing programs.

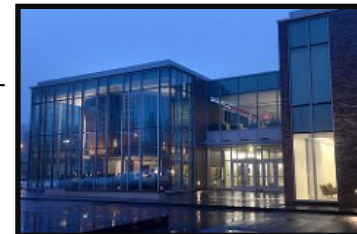
Chelsea Stone has undertaken the Digital Archives Specialist Curriculum and certification program of the Society of American Archivists. This is a series of online courses combined with on-ground conferences that present a detailed and holistic education in this important and emerging field, and one that has direct relevance to her work with DigitalCommons, SelectedWorks, and SharedShelf. Applying the best practices will allow for better organization and increased access to our



CONTINUING PARTNERSHIPS

Problem-Based Learning in the Jack Welch College of Business

During Spring semester Libby Knapik, Business, Marketing, and Digital Information Literacy Librarian participated in the Problem-Based Learning Lab with Profs. Kwamie Dunbar and Jose Medoza. The client was Modern Plastics, a local for-profit company. She regularly attended the scheduled classes as well as client meetings, conference calls, and onsite visits, and assisted students with their research on the company and maintained the class Research Guide throughout the semester.



Other work with Jack Welch College of Business faculty included library training in BU121, a required class for freshman students, and instruction for BU 640-641 *Dynamic Business Management I and II*. These classes required a demanding research project, and Ms. Knapik was invited back to evaluate the student projects with the panel of judges.

These partnerships represent "embedded librarianship," a pattern of service in which the librarian is situated in the learning environment on a regular basis.

THE LIBRARY WELCOMED FOUR NEW LIBRARIANS IN 2015

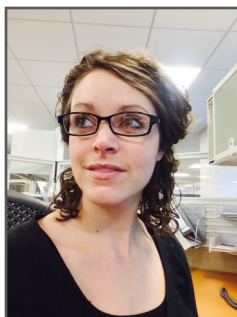


Geoffrey Staysniak joined the library in early August, becoming our new Health Sciences Reference Librarian. Geoffrey received his Master of Science in Library and Information Science from Simmons College in 2015, and previously worked at the libraries of the Massachusetts College of Pharmacy and Health Sciences, the Boston Architectural College, and the Draper Laboratory. A Phi Beta Kappa graduate of Fairfield University (and even Fairfield Prep –we liked him anyway), Geoffrey also created and taught several English-language courses at Jilin Medical College in Jilin City, China.



Zachariah Claybaugh joined the library in mid-August, becoming our new Digital Learning Initiatives Librarian. He received his Master of Science in Library and Information Science from the University of Illinois, Urbana-Champaign, where he had also received a Master of Arts in Russian, East European, and Eurasian Studies. He previously worked for Library and Information Science and Research Support Services, Collection Management Services, and Social Sciences, Health, and Education Library at the University of Illinois. Zach also has taught middle school in Florida, English as a Second Language in Minneapolis and Tirana, Albania, and is a graduate of West Texas A&M University. He is preparing a *Research*

Guide to Eastern Europe, to be published by Rowman & Littlefield Publishing Group, New York.



Chelsea Stone joined the library in September, becoming our new Digital Projects and Resource Management Librarian. She received her Master of Library Science from Southern Connecticut State University, where she specialized in Digital Libraries and Specialized Libraries and Documentation Centers, and where she also received her Bachelors in Science in Library and Information Science. Her previous experience included reference work for Fairfield University Library, the Young Men's Institute Library in New Haven, and MedTronic (Covidien) Information Resource Center in New Haven. Chelsea is pursuing a Digital Archives Specialist certificate with the Society of American Archivists, a program of courses and comprehensive examinations.



Daniel Fitzroy joined the library in November, becoming our new Metadata and Resource Management Librarian. Daniel's previous experience for five years as Systems and Electronic Resources Librarian at Henderson State University in Arkansas provided him with a wide-ranging background of skills and interests in metadata and resource management. He received his Master in Library Science from Simmons College, and his Bachelor of Arts in History from the University of Massachusetts, Amherst. A Connecticut native, Dan is not only happy to return, but to focus his skills particularly upon metadata and resource management and configuration.

Organizing the Staff: Neither Too Much Nor Too Little

Every organization contends with how best to structure staff communications and collaborations so that relevant information is available to all about projects, services, concerns, and innovations that affect them. Such a structure invariably involves meetings –productive (one hopes!), and neither too many, nor too few. The happy medium can be a very narrow path to find.

The Library has tried several patterns over the years, with varying success. The working reality for everyone is that every member of the staff wears more than “one hat” –that is, one traditionally-described kind of work. All our staff daily cross boundaries that are contentious and patrolled in larger, more formal organizations. We cross those boundaries better to serve our faculty and students –the users that we are here for.

This year the Library has finally seemed to settle on a pattern that finds the narrow path between too little and too much. The entire staff meets about one every five or six weeks. In the interim, the staff has evolved into several groups: Budget, Digital Services, Instructional Services, Marketing, and Mission & Assessment. The focus of these groups is not on membership so much as topic, since membership overlaps substantially (though each person is not in every group). Gavin Ferriby leads the Budget and Mission & Assessment groups, Jeff Orrico the Digital Services, Renata Cioffi Marketing, Libby Knapik Instructional Services groups.

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Professional development for librarians is essential, given continuous changes in librarianship. Because a small academic library has to make very smart choices about resources, services, and time, building staff expertise constitutes an urgent and strategic emphasis.

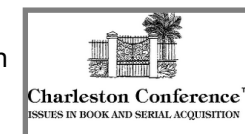
Renata Cioffi attended a development day in September for MISO site administrators (**M**asuring **I**nformation **S**ervices **O**utcomes). She also engaged in online MS Access training necessary for re-organization of the library's budget and vendor information. Renata also attended Human Resources' fourth installment of management training with Brooks Colburn, PhD. In May and early June. This fourth session of the program focused on *Winning Presentations*. This meant that participants in this session had to give oral presentations of a recent speech and then be recorded and critiqued on what they had done incorrectly and how to fix it. In the last session the presentations were given again but now participants had to take into consideration the critique and suggestions that had been given by Brooks on how to improve their speech. The exercise was successful, demonstrating the correct ways in giving a presentation and also how to do away or reduce some of the anxiety that goes along with giving speeches.



Zach Claybaugh attended the Online Learning Consortium International Conference in Orlando, particularly sessions on Open Educational Resources. He learned better to understand the demographics of our online enrollment and their specific needs, and more informed regarding the design of online guides. He returned to Orlando in June for an American Library Association pre-conference session on the confluence of information fluency instruction with emerging patterns of scholarly communication. In June Zach was a member of the Summer Digital Institute, sponsored by the Office of Digital Learning, as part of a team from academic support offices. He and Geoffrey Staysniak are improving a online research guide intended for our on-campus and online nursing programs.



Nancy DelVecchio attended the Charleston Conference, the premier venue for library resource development, allocation, and conversations with vendors and experts in the field of scholarly communications, publication, and resources management.



Gavin Ferriby attended an American Library Association winter pre-conference in Boston about engaging library consultants and planning. He returned to the area in March to attend a seminar on Library Leadership in the Digital Age at Harvard Graduate School of Education, where presenters

