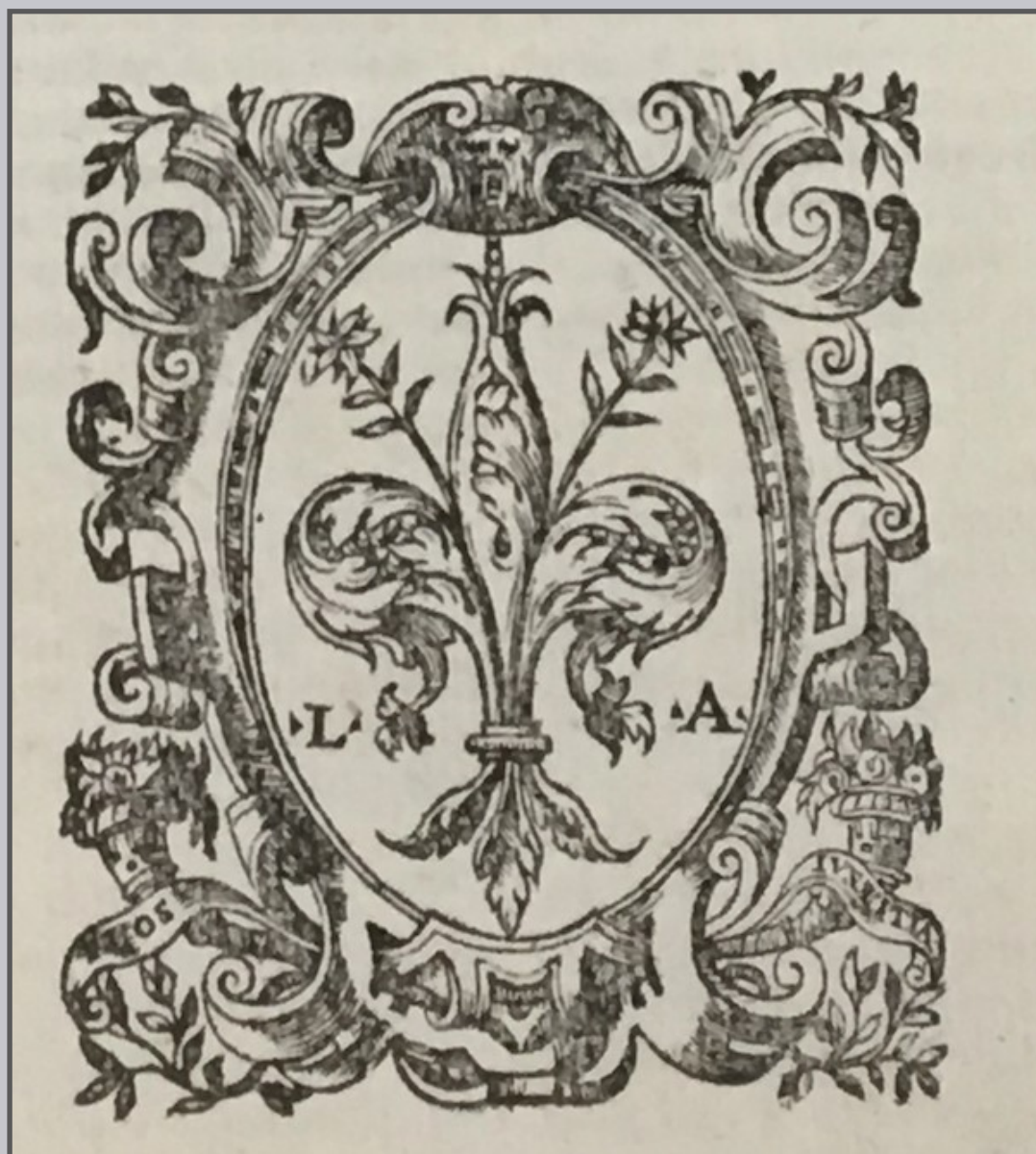


Inspiring Scholarship - Convening Community



Ryan Matura Library

Annual Report 2017—2018



Sacred Heart University

All the illustrations and side-bars in this Annual Report are copied from pages of books in the University Library's small Special Collection. Books have been given to the Library over the years by friends, alumni, and area collectors (some clergy among them). While the Special Collections has no specific plan of development, it is a location for materials identified as requiring special care and segregated shelving.

Many of these books can be seen in the glass-doored Special Collection shelving in the rear of the Library Cafe.

The caption notes for each illustration are intended to set the image in context. The Library owns a number of books which are or were central to the Catholic intellectual tradition, and reflect the history, challenges, and tensions of Catholic communities in Europe. Other books reflect groups that dissented from the Catholic Church. In any case, these books bear eloquent testimony to the care with which the traditions of reflection, scholarship, and service which have formed the basis of the University's mission and its members service to the global community.

Note: The cover image is the Florentine *giglio* ("lily") or printer's mark of LucAntonio Giunti, 1457-1538. A printer's mark was a device or emblem used as a trademark of authenticity by early printers. A Florentine, he established the first Giunti press in Venice in 1500, and subsequently about thirty members of the family continued the firm, with numerous bookshops or warehouses throughout Italy and Europe. The Venice press was a leading publisher and exporter of liturgical and patristic texts.

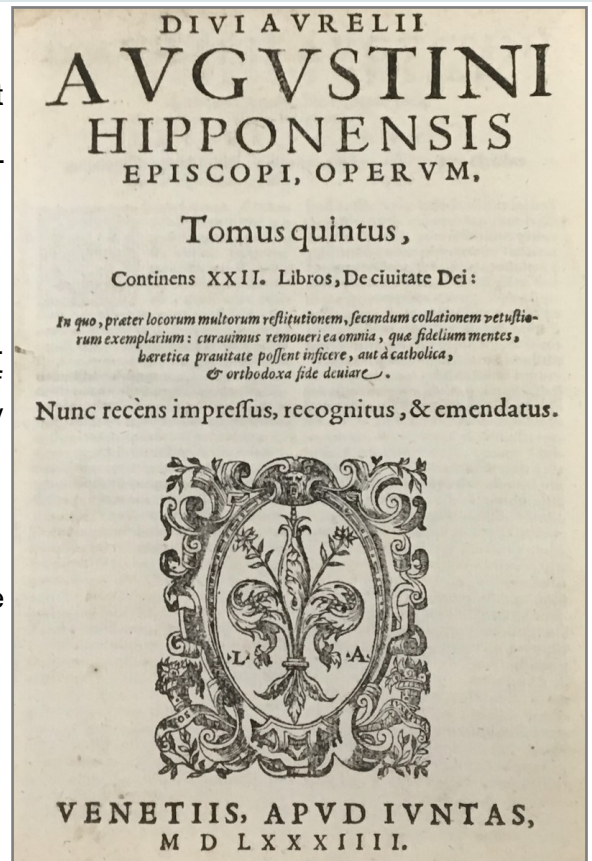
AN INTRODUCTION FROM UNIVERSITY LIBRARIAN GAVIN FERRIBY

The past year has seen profound challenges to the role and value of higher education in the United States, and even the globe. The worth of a college degree has been questioned, not just in economic terms, but in cultural and intellectual values: partisans have questioned whether education is simply indoctrination and have sought to emphasize job training. The values of free expression, inquiry based on ideas of truth and accuracy, and the even the objective validity of scientific methods have been the occasion of an ill-informed mistrust and suspicions that fuel drives for restrictive higher education policy. The ugly rhetoric on display in media venues has inflamed public discourse and impeded useful discussions with assertions of so-called “alternative facts,” and implications that truth is simply a matter of opinion, and that higher education is merely an excuse for partisan expressions of opinion.

Higher education is an endeavor in trouble. Where the goal of higher education becomes seen as simply the perpetuation of institutions, and the formal and submerged curricula emphasize training and entertainment, libraries will be seen as luxuries. When higher education is functioning well, the goal of libraries will not be seen as simply the organization and diffusion of information, but as a means to change the lives of students, teachers, researchers, and those whom they serve and will serve. The goal of libraries is to make the world a better place, in partnership with many other organizations. When social change is seen only as threatening previous hegemonies, civil discourse becomes nearly impossible, as recent experience has shown. Fostering informed debate and civil discourse, in a toxic cultural climate, forces librarians to go back to the basics: why read? Why write? Why teach? Why learn? The view that higher education is simply an amalgam of training and entertainment sells our teachers and learners short. The related view that libraries simply organize information and make it accessible likewise sells our readers, writers, and citizens short as well.

The point of higher education is to change, to lead forth (educate). By contrast, training suggests that students simply need to learn skills and content that will allow them to conform to whatever social and organizational expectations they will encounter; entertainment suggests that there really is nothing to be taken seriously in what they might learn. But the point of *this* University is that teachers and students will take a great deal to heart: that their learning will form their character to promote the common good and to serve others, especially the poor and the suffering. To make a difference – means reading, writing, thinking, teaching, and learning. Back to basics. The point of the library is to enact its relevant portion of the university's mission.

The library's story is to serve those basics: to provide a suite of services and resources that will make a difference for our students and our teachers. This report is evidence of how we did that in 2017 and 2018.



The title-page of one of the two oldest books in the Sacred Heart University Library, volumes 4 -6 of a 12-volume complete edition of St. Augustine's works (*Opera*), 1584. This volume 5 presents *De ciuitate Dei* (The City of God) in an edition prepared by Desiderius Erasmus (1466-1536), also printed in Venice the same year by Damiano Zenaro. This edition was printed by the descendants of LucAntonio Giunti, whose printer's mark appears on the cover of this Annual Report. Special Collections, BR65 .A5 1584.



Capital A, from the preface to *Missale Romanum*, Antwerp 1613. This A formed the first letter of the salutation from Albert and Isabella, Archduke and Isabella Clara Eugenia, sovereign of the Spanish Netherlands (modern Belgium and Luxembourg) in 1613. Albert VII reigned as ruling Archduke of Austria for six months of 1619, the shortest Habsburg reign. Christophe Plantin and his assistant Jan Moretus; Moretus' widow and heirs printed this *Missale* under grant of Papal monopoly on the printing of liturgical texts in Spanish dominions. Library Special Collection BX2015 .A2 1613

BY THE NUMBERS

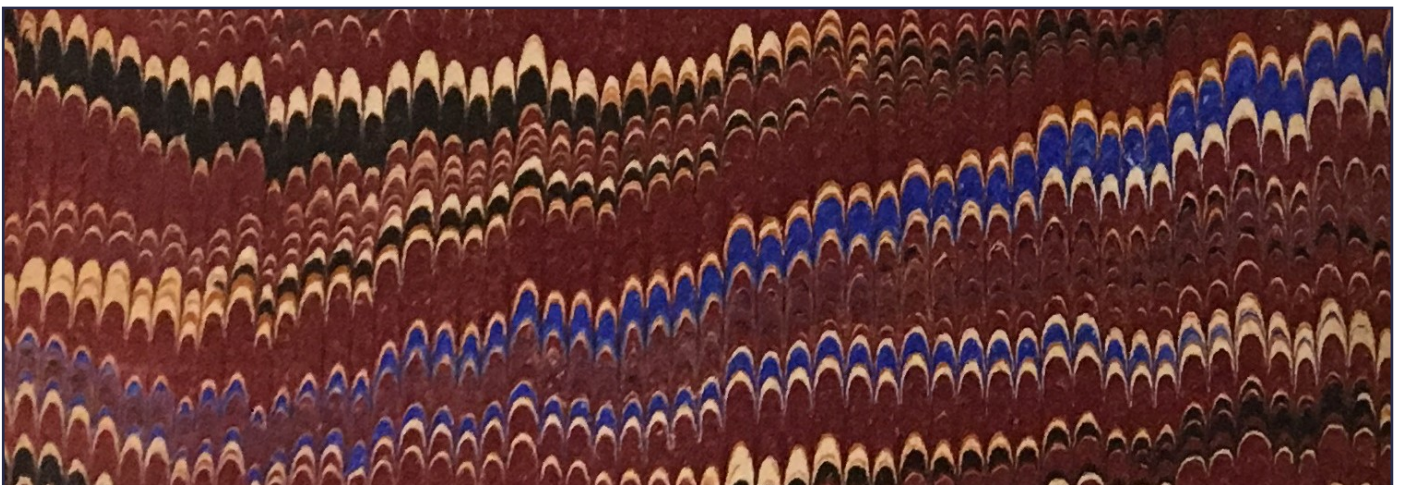
The University Library's numbers illustrate some of the directions identified by Ithaka S+R. Those changes become especially visible by comparing two years of reporting:

	2015	2016	2017	2018
Total printed volumes	125,472	122,977	89,498	89,846
Digital books	151,680	183,824	205,348	228,647
Print book circulation	8,751	7,275	5,353	4,915
Digital book searches	4,619	12,652	12,055	21,751
Subscriptions to Databases and Journals	\$410,116	\$462,508	\$498,001	\$532,133
Subscriptions to Print Journals and Annuals	\$191,154	\$69,512	\$41,584	\$32,628
Print Book Purchases	\$38,547	\$6,408	\$49,609	\$33,908
Digital Book Purchases	\$30,607	\$29,586	\$44,857	\$51,857
Resources Shared to other libraries:	616	653	532	557
Resources Shared from other libraries:	1,522	2,169	2,628	3,494
Open-Access Journals	13,326	12,769	13,381	16,256
Open-Access Books	0	0	9,589	11,469
Digital Commons + Selected Works	630	1,300	1,393	1,152
Digital Commons & Selected Works full-text Downloads	154,257	166,507	187,547	303,004
Total Number of Research Guides	163	161	225	163
Total Views of Research Guides	14,330	22,219	326,022	571,173



The Ithaca S+R directions do not summarize every kind of work. Other important numbers complement those numbers in comparison:

	2015	2016	2017	2018
Gate Count	201571	221,158	246,734	232,000
Instruction Sessions	127	144	165	165
Website visits	118,574	149,895	199,369	385,258
Study Room Times (total students)	7,545	18,345	18,244	19,347
Reference & Research Questions	3,995	4,010	3,953	3,672



Endpapers bound with John Henry Newman's *Parochial Sermons*, 5th edition, London 1844, a year before he left the Church of England and was received into the Catholic Church. Many of these sermons were preached in the University Church of St. Mary the Virgin, Oxford. Library Main collection, BX 5133 .N4P3 volume 1

Our Story: What We Do, What Difference It Makes, and How We Do It



The “Golden Sun” was the printer’s mark of Jan van Keerbergen (1565-1621), step-son of Henrik Wouters, who shop was named the “Golden Sun” on the main Kammerstraat near the main market-place. In this era Antwerp accounted for as much as 40% of world trade. This mark appeared on the title page of the *Opera* (Works) of St. Gregory the Great, in six volumes, 1615, vol. 1 Library Special Collection, BR 65 .G5 1615

Last year the Library published a statement of its vision, mission, and value that concluded with these points:

Our Story: The University Library’s core mission is:

- To develop a trusted infrastructure that will sustain the life-cycle of scholarly communication in this university, from inception to publication to preservation;
- To nurture the skills, habits, and dispositions necessary for members of the University to engage in teaching, learning, and sustain the wise use of information resources;
- To extend the University’s mission through collaborations within the University and beyond it through external partnerships.

What Difference the Library Makes: The Library provides distinctive value to the University:

- Through its engagement with all University members’ collaborations and partners with the complexities of learning and scholarly communication; and
- Through its nurture of their skills, habits, and dispositions necessary for their wise, socially informed use of knowledge and engagement with cultural memory.

How the Library Does It: To engage and to nurture our members, the Library has developed a suite of resources and services in nine key areas:

1. Convene Campus Community: Provide spaces and facilitate programs that generate intellectual engagement, outreach, and inclusion for the broad community or specific portions of it;
2. Enable Academic Success: Support instruction, facilitate learning, improve information literacy, and maximize the retention, progression, graduation, and later life success of our students;
3. Facilitate Information Access: Enable the discovery and usage of information resources of any format or ownership, and provide preservation for local physical and digital collections;
4. Foster scholarship and creation: deliver expertise, assistance, tools, and services and support research and creative work;
5. Include and Support Off-Campus Users: Provide equitable access for part-time students, distance & online learners, external adjunct faculty, and other principally off-campus or non-local University members;
6. Preserve and Promote Unique Collections: Ensure the long-term stewardship of information resources that are found only at this University;
7. Provide Study Space: Provide physical spaces for academic collaboration, quiet study, and technology-enhanced teaching and learning;
8. Showcase Scholarly Expertise: Promote research excellence and subject-oriented expertise of scholars and partners, including open access to digital resources;
9. Transform Scholarly Publishing: Drive towards modernized formats, revamped business models, and reduced market concentration in partnership with external scholarly stakeholders.

This nine-fold suite of resources and services provides a framework for this annual report about exactly what the Library did. This list is based on work done by Ithaka S+R, *The Services Portfolio of an Academic Library, A Framework*, by Roger C. Schoenfeld, published in March 2018.¹

1. Convene Campus Community:

The Library provides physical spaces and digital and instructional “spaces” as a metaphor, both for specific groups and the broader University membership.

The Library sponsored or conducted several events to convene the broad University community and specific portions of it. The Library convened the broader community and presented guest speaker Kelsey Timmerman in October. Timmerman’s presentation was well-received by a capacity audience; he spoke about becoming globally-aware consumers and the manner in which western, consumerist lifestyles interact with impoverished workers elsewhere in the world. Timmerman also visited a communications class and an ethics class and was co-sponsored by the Colleges of Arts and Sciences and Health Professions.

The Library’s weekly Trivia Contest also convenes the campus community in a different way: the question is posted weekly on a board visible when users enter the library. Weekly winners are announced via e-mail and the Library’s Facebook page. The Contest typically receives 25-30 responses weekly; four winners are identified at the end of the academic year. Specifically aimed at those entering the library, the contest has drawn entries from Deans and Vice-Presidents in addition to students and faculty.

The Library’s Book Club meets several times a year to discuss lighter fiction and reading, with particular appeal for staff members. Attendance has been variable, in part because of fluctuating weather and work-flows, but many have appreciated the opportunity to share a reading with a group. This project extends the reach of the Popular Reading leased collection, which brings several hundred books to the library on a temporary and rotating basis for several months.

Convening portions of the campus community for events and spaces metaphorically, the Library published two printed newsletters (especially popular with prospective students and their parents through the Office of Undergraduate Admissions), three online newsletters for faculty, and two “special edition” newsletters for faculty: one delineated Open Access; one was intended specifically for adjunct instructors. The Library participated in Welcome Week in late August with third year of Library mini-golf and has participated in the Web Accessibility Task Force charged with making instruction and campus information technologies and resources truly accessible for all University members and guests. The Library hosted its first Institute for Faculty (discussed further below) in May. The Library hosted the June meeting of CCALD (Council of Connecticut Academic Library Directors), in which the University Librarian was elected Vice-Chair for the coming year.

2. Enable Academic Success

Support for University instruction at all levels, and facilitating learning, is one of the core missions of the Li-



The printer’s mark of the eagle over the snakes, archetypes of “air” and “earth,” and the motto *In virtute et fortuna* (In virtue and fortune) was long emblematic of printers in Lyons. George Wither (1588-1667) wrote in English, “When in this emblem here observe you shall / An Eaglet perched upon a ball . . . and have ey’d / The snakes assailing him . . . you should straight apprehend / Their state, whom Wealth and Vertue doe befriend.” In other words: imitate the Eagle. From the title-page of *Disputationes scholasticae de Incarnatione Dominica* by Juan de Lugo, Lyons, Jacob Prost, 1633. Library Special Collection BX890 >83 1633. Juan de Lugo (1583-1660) was a Spanish Jesuit and theologian.

1. <http://www.sr.ithaka.org/blog/the-services-portfolio-of-an-academic-library-a-framework/>

brary, “to nurture the skills, habits, and dispositions necessary for all its members to engage teaching and learning and sustain the wise use of information resources.” Appropriately, this service emphasis is the largest single focus of the library’s resources of time and money.

The Library held its first Library Institute for Faculty in May, two full days with enrollment of seventeen faculty including those from Computer Science, Social Work, Health Professions, the Honors Program, and First Year Seminars. The Institutes theme was creating and assessing better research assignments. It included many hands-on exercises and time for individual projects; the enrolled instructors assessed the Institute very highly and gave valuable feedback for next year. This project involved every member of the library staff and was felt to be highly successful.

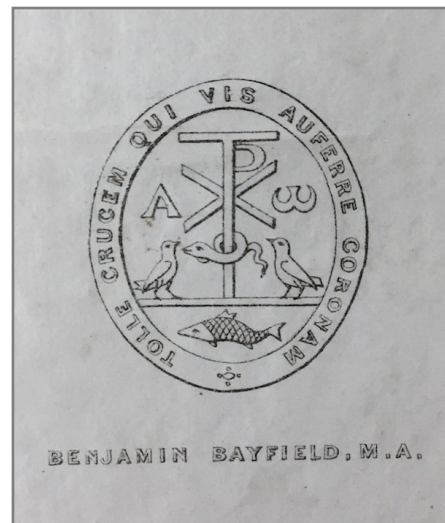
Librarians participated regularly with advising and collaborating with First Year Seminar instructors. Zach Claybaugh taught nearly fifty Information Literacy-focused sessions to First Year Seminar classes, and with Dan Fitzroy and Urszula Lechtenberg built in-class assessment mechanism using a GoogleForm, with 117 submissions in Spring 2018, a mix of group and individual responses. This has enabled librarians and seminar instructors to gauge the effectiveness of this instruction, including building further digital learning objects. This success also reflects faculty member’s growing understanding of the role of librarians in the classroom.

Librarians continued advocacy of Open Educational Resources and provided updates to the [Open Educational Resource 2017 Textbook List](#). The University’s Open Textbook project is a collaboration with the Office of Digital Learning. Open Textbooks were fully adopted in Mathematics, Physics, and Computer Science courses, and substantial Open Access, Open Educational Resources, and library-provided content were present in classes in the Health Professions, Nursing, and Sociology. Research on cost-saving data, including tabulating how many students purchased print Open Textbooks, or used the the digital version in Mathematics 106 (College Algebra) and 140 (Precalculus) indicated a probable savings of \$107 per student for those who purchased print copies in MA106, and \$96 per student in MA 140. Given enrollments in Spring and Fall 2017, projected costs of commercial textbooks (\$86,136) compared with estimated costs for OpenStax textbooks (\$4,730), which calculates an estimated total savings \$81,406, or approximately \$147 per student. This demonstrates that the adoption of Open Textbooks has a significant impact on student costs, and by implication encourages course and degree completion.

Librarians also led workshops including a Jump Start Information Literacy session for university athletes, an OER workshop for Health Professions faculty, and internal training for library staff. Zach Claybaugh also provided a workshop and supported instruction at the St. John Fisher Seminary Residence, a house of study sponsored by he Diocese of Bridgeport. Librarians were also instrumental in assuring continuity of library service for St. Vincent’s College students as the College became part of the University.

Librarians have developed new library guides, including “Navigating the Research Process” which received more than 1,200 views during 2017-2018. Videos as learning objects also received widespread usage; the video that shows how to use library resources off-campus received the largest number of views (183), and other videos received significant viewing including *Quicksearch: Articles and Research911*. Interactive tutorials were developed for the primary research course in Biology (BI 399), a Quick Guide to Citing in CSE (Council of Science Editors) Style, a library guide for PO 200, “Approaches to Political Science,” and an interactive tutorial for using the ERIC database (Education). Continuing the library’s partnership with Credo Reference, librarians helped to develop a tutorial about using [Business Source Premier](#) and [ABI/Inform](#) for BU 121, “Introduction to Business.” Other work included updated resources for using Zotero citation management. Work has also begun on library guides, tutorials, and learning objects for Social Work programs.

Funding allowed subscriptions to several new resources (from new program funds), including seven Gale databases on communications and mass media, criminal justice, diversity studies, war and terrorism, and other subjects, the TRIP (Turning Research Into Practice) clinical search engine of evidence-based content for the health professions, and Kanopy Streaming Video, a demand-driven leasing service holding over 30,000 documentary, independent, and classic films accessible on numerous devices and in support of curricula. When a lease is triggered beyond a generous threshold of use, films are typically leased for a year



The book by Juan de Lugo was later owned by the Rev. Benjamin Bayfield, M.A., of Catherine Hall, Cambridge, England ca. 1838. Catherine Hall became St. Catherine’s College of Cambridge University in 1860.

with unlimited showing, allowing the selected portion of the total archive to evolve with the curricula.

Such services and resources were assessed in February 2018 by deploying the MISO survey instrument (Measuring Information Services Outcomes), a collaboration with the University's Information Technology Division, and joining 47 other colleges and universities. The Library has participated in MISO since 2013, allowing useful longitudinal comparisons of assessment data. The Library has been assessed as performing well (in 2018 by full-time on-ground undergraduates, full-time faculty, and staff). Respondents most frequently requested more power outlets, expanded restrooms, and a larger selection at the Library Cafe. Other significant and repeated requests were for better library furniture upstairs, more quiet individual study space, and more group study rooms.

3. Facilitate Information Access

The Library went live with the Ebsco Discovery Service, branded as *QuickSearch*, in July 2017 after months of work. This new service is a substantial improvement over a previous service, and has been well received by faculty and students alike. Links configured to appear in lists of search results have also led to increased use of library research guides, digital reference resources on the Credo Reference platform, and increased use of digital books. Presentation of the new discovery service prompted further continuing review and revision of library research guides, now numbering over sixty guides always available, and one hundred designed for specific courses and events and available to users when those occur.

After research, trials, and due diligence, the Library has chosen to migrate its integrated library system (now termed a library services platform) to the open-source Koha platform, to be supported by Bywater Solutions and slated to go live in May, 2019. Insofar as this services platform controls and coordinates information from many sources (bibliographic descriptions, shelving and availability information, links to outside resources, user information, policies, acquisitions, subscription, vendor, and budget information and processes, etc.), migration is a significant undertaking that has not occurred at this University since the selection of the Millennium (now Sierra) library system in 2000. Migration will be a major continuing project in 2019.



Colophon image from the same book by Juan de Lugo. Colophons appeared at the end of the printed text as a mark of authenticity (a sort of copyright) and an advertisement for the printer. The word came from Greek for "finishing touch" or "summit" (of a mountain).

The Library also more fully implemented Tipasa (web-based interlibrary loan service), including initiating limited usage of unmediated borrowing, in which "borrowing" (digital article) requests are handled almost entirely by machine transactions with little hands-on human interaction. So far this has met with relative success and this development will continue in 2018-2019.

In collaboration with the Student Success Center, the Library contracted for the SensusAccess self-service alternate media solution that will facilitate conversion of many documents and images into a range of alternate media including audio books, e-books, and digital Braille. This will expedite learning for those

with special learning needs as well as students in less common study contexts—for example, on board a team bus to a far-distant athletic event.

The Library is also collaborating with the Office of Digital Learning (now Center For Excellence and Innovation Teaching) on a Universal Design for Learning project to reach fruition in the coming academic year. In addition to enabling further academic success, this project will facilitate information access for all learners and teachers. As an aid to professional development, the self-paced UDL course will provide faculty with foundational knowledge of UDL principles and guidelines for designing courses, materials, assignments, and activities. The course itself models UDL principles and their implementation, and includes different examples to illustrate their use in a variety of classrooms, whether in person or online. This course will provide faculty with the tools they need to create courses that engage with learner variability and that remove learning barriers for all students.

4. Foster Scholarship and Creation

The Library supported research and creative work by further developing the *Sacred Heart University Scholar*, a digital journal dedicated to the research of undergraduate students, with the goal of sharing exemplary scholarship from all disciplines within this University community, and the global community beyond. Published Fall 2017 on the Digital Commons platform, this is a highly successful collaboration with the Committee on Undergraduate Research and the Undergraduate Research Initiative in the College of Arts and Sciences.

In April 2018 the Library collaborated with the Office of the Provost, the Assistant Provost for Teaching and Learning, and faculty with the presentation of the annual Academic Festival. Submission of papers was handled through the Digital Commons platform. This year awards were given in a variety of categories, and librarians contributed as judges for the “interdisciplinary” category. Trent Thompson, a Business and Economics Major, Class of 2018, won with his paper, “The Impact of a Nation’s Research and Development Expenditure on Scientific Literacy,” work he also presented the 2018 Posters on the Hill conference in Washington, D.C., sponsored by the Council on Undergraduate Research.

Zach Claybaugh and Chelsea Stone presented a poster session at the New England Faculty Development Consortium Conference (NEFDC) in November 2017, “OER Awareness, Advocacy, and Adoption: An Institutional Approach,” which highlighted processes and achievements to that date. In April 2018 Dr. Jaya Kannan (Office of Digital Learning) and Zach Claybaugh presented, “OER Project at Sacred Heart University –Five Factors That Are Driving Change” at the Online Learning Conference OLC-Innovate in Nashville, a premier national forum.

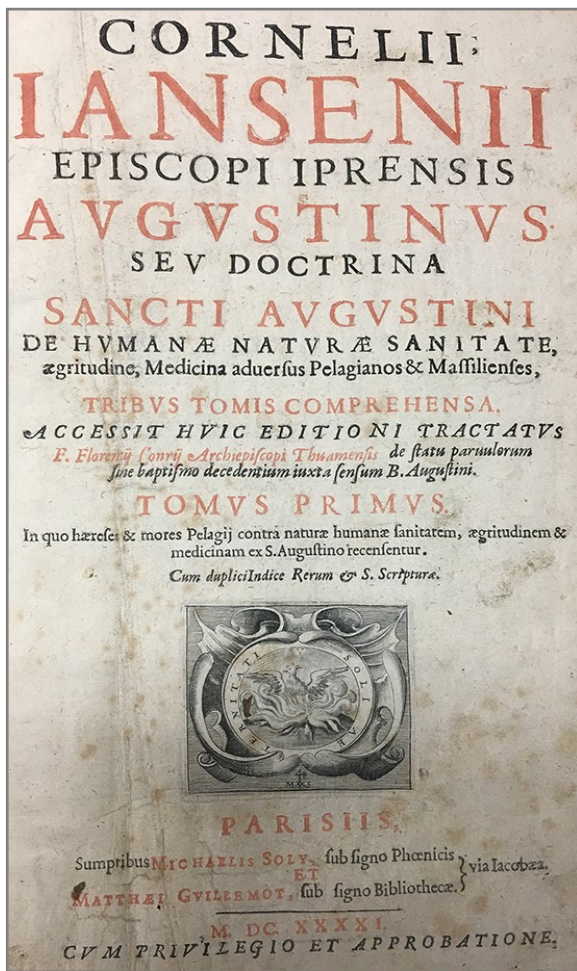
Zach Claybaugh completed his final manuscript for *A Research Guide to Southeastern Europe: Print and Electronic Resources* for Rowman and Littlefield, another volume in a long-running and well-received series of research guides from Rowman and Littlefield. It will be intended to serve as a go-to resource for scholars, librarians, and other interested in researching this dynamic region. The book is scheduled for publication in March 2019.

Gavin Ferriby, University Librarian, wrote an article “Carolingian and Insular Hymnody” (of the Western European medieval era) for *Legacy of Hymnists: Historical and Theological Introductions*, to be published by Cascade Books, Eugene OR, forthcoming 2019.

Librarians attended a variety of conferences, including American Library Association Midwinter (Denver), LOEX 2018 in Huston (a premier Library and Information Literacy conference), ODL-Innovate and NEFDC (above), The Charleston Conference (digital resources development), and the CAHSL and NAHSL meetings on conferences in Health Sciences librarianship, and Ithaka Next Wave (New York City). These conferences are vital for continuing education and communication with vital centers of innovation and venues for development.



Printer's mark of the firm of Leonardo Venturini, which published Constantine Roncaglia's "correction" of Noël Alexandre's *Historia ecclesiastica Veteris Novique Testamenti*. Alexandre, a French Dominican, was accused of "Gallic" (Jansenist) thinking that had been condemned and placed in the infamous Index (list of prohibited books). This text was further amplified by notes by Giovanni Domenico Mansi (1692-1769), a massively learned scholar and historian still cited for his encyclopedia edition of the texts of church Councils in 31 volumes. The image shows Aurora, a female spirit of the winds, in the valley of the Serchio river, which flows through Lucca. The wheel (with seven spokes) also suggests St. Catherine of Alexandria, to whom a major Baroque church in Lucca is dedicated. Library Special Collection BR143 .A44 1748, nine volumes.



Title-page of Cornelius Jansen's (1585-1638) posthumously published major work condemned by Pope Innocent X in 1653. This 1641 edition (one year after first publication) reproduced a *success de scandale*, and was printed by Michel Soly who in same that year published the first edition of Descartes' *Meditations*. Many followers of Jansens' interpretation of Augustine's teaching on grace were sympathetic to Descartes. This work was prohibited in 1653, an action which ironically led to its further popularity, since Jansenists were notably hostile to Jesuits and supported the expulsion of the Society of Jesus from France in 1764.

position has not been renewed. Consequently, work on the University Archives has effectively halted, with the exception of some work undertaken by a highly qualified volunteer, Kelly Shand M.L.S., and the library is thankful and grateful for her service.

During the year two scholars from Lehigh University and one scholar from Montclair State University have expressed interest in the Gloria Naylor Archive. One of the scholars has discovered a significant unpublished draft and additional materials which could aid public historians and literary scholars substantially with assessment of Naylor's work. The University Library has made initial verbal agreements for a collaboration with Lehigh University Library regarding digitization and digital publication of materials by both libraries in concert. This external partnership, as it develops, will become an excellent example of library collaboration of the benefit of the scholarly and creative communities.

5. Include and Support Off-Campus Users

The Library has consciously designed as many services as possible to include and support off-campus users, especially those at significant distance. The Library's reliance upon digital resources, library research guides, and instructional videos has fostered service parity between on-campus and off-campus users; many in-house members make use of resources equally available outside the building. Librarians can also be contacted numerous ways in real time, including voice telephone, text messages, chat messages, and asynchronously through the Library's knowledgebase and question service, LibAnswers. The Library's development of tutorial videos has been noted (above).

A significant portion of the Health Sciences Librarian's time (Geoffrey Staysniak) has been interaction with and support of students in online NU 602, Evidence Based Practice. Each student is responsible for interaction with a Health Sciences Librarian, and means are being developed to scale this service appropriately for less repetitive 1-1 interaction and more group learning in a synchronous webinar. Nursing students are also encouraged to make use of appropriate video tutorials, such as Off-Campus Database Access.

The project to switch library research and service transactions to secure web protocols (<https://>) was of significant benefit for off-campus users and helps to insure their security and privacy while they are using library resources. The Library renewed the security certificates and upgraded the content of web pages to use secure protocols exclusively, especially as regards the Library web site. In addition, we coordinated the use of secure protocols with all those vendors and content providers that support them.

6. Preserve and Promote Collections Unique to Sacred Heart University

During 2017-2018 the University Library's reception of University archival materials accelerated due to numerous offices moving and several changes in University staff. Materials were received from the Offices of Service Learning, Campus Ministry, University Athletics, Irish Studies, and archival materials relating to several retired or late University faculty from off-campus donors.

Coping with these materials has been a significant project undertaken by librarians and student library assistants; the library most involved resigned from the University in March and her

In addition, the Library has undertaken a review of requirements and processes to establish secure backup and archiving of resources and objects in Digital Commons, JSTOR Forum, and elsewhere on an independent and professionally-maintained preservation platform. The Library hopes to be able to add University datasets (such as the Limulus Crab database) to these assets so that data will not be lost through inadvertent deletion, equipment malfunction, or other unforeseen emergencies.

7. Provide Study Space

The physical space of the new Center for Healthcare Education opened in August. The Library Resources center on the first floor hosts a physical collection of several hundred textbooks, as well as group study rooms and a consultation space for interaction with the Health Sciences Reference Librarian.

Usage of the Ryan Matura Library continued to be strong during both semesters and especially at the high-volume periods of midterms and finals. The library recorded 19,347 uses of the group study rooms (counting each student in each group that used a room), compared with 18,244 the previous year.

Since the number of rooms and possible time slots did not increase, this 6% increase demonstrates the strong demand for these rooms. By clearing spaces previously used for shelving the bound periodicals collection (which has substantially shrunk, but not disappeared), the Library created 40 new study spaces on the lower level. This area has been very popular with course tutors, nursing study groups, and ESL students, and was furnished with tables and chairs moved from the former Cambridge Campus.

The use of the Library has continued to outpace the growth of the University, but this use has probably reached its upper limit. On the MISO survey several respondents indicated that they have often given up planning to study in the library because they do not anticipate being able to find a space. The pressure on the limited study space in the library will only grow with the completion of new residence halls on the upper quad in the next two years. It is imperative for the University to complete the renovation of the library begun in 2011, and to re-configure spaces for offices and instructional spaces on the lower level and the second floor now that the School of Computer Science will be moving to the West Campus.

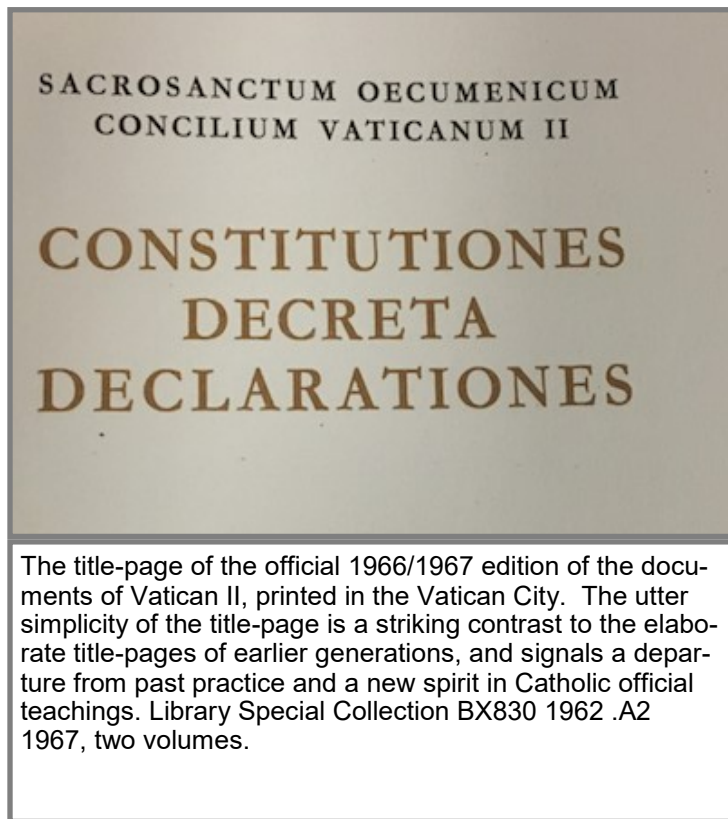
The Library began preliminary plans for a library presence in West Campus, but this conversation has been suspended pending other decisions about the assignment and usage of space there.

8. Showcase Scholarly Expertise

The Library has continued to develop Selected Works, an Expert Gallery web application adjunct to Digital Commons. Two hundred sixty-nine individuals now have Selected Works pages, including one Dean, two Vice-Presidents, two librarians, and several program directors.

A major purpose of Digital Commons has been to showcase the University's scholarship to the world and to raise the University's academic profile. The database now includes over 4,500 papers and documents, and full-text files have been downloaded over 213,000 times in the past year. The total of over 900,000 downloads since the 2010 inception of DigitalCommons@SHU will grow past 1 million sometime during the winter for 2018-2019. The top five downloads include one by former Health Professions faculty, two from the College of Education, one from the Jack Welch College of Business, one from the College of Arts and Sciences. Every College of the University is well-represented.

Given budget constraints, the Library has been hard-pressed to support faculty research needs at a level that would truly promote the faculty's research excellence. The Library has funded PIVOT in collaboration with the Office of Sponsored Programs. PIVOT is a web-based discovery and workflow tool that combines a



comprehensive source of global funding opportunities with a large collection of scholar profiles. Researchers and administrators can discover funding opportunities uniquely matched to their scholarly profiles to build a strategy that can support both intermediate and long-term funding needs.

In the coming year the Library hopes to pursue opportunities to participate in ORCID, an organization that provides an open-source non-proprietary alphanumeric code to uniquely identify scholarly authors and contributors. Participation in the ORCID will help to link University scholars to research opportunities and strategic relationships that can further showcase the University's scholarly expertise. The Library participates in Lyrasis, a nation-wide collaboration of libraries, museums, and cultural heritage organizations to manage scholarly and professional information and to extend operations through joint ventures in technology, management, and scholarly resource acquisition.

9. Transform Scholarly Publishing

One of the greatest challenges in scholarly communication today is the disruption of long-established patterns of scholarly communication at every stage of the research and publication cycle. Disruption is in part due to rising costs, technological changes, and changing constraints on research and university funding. Disruption is experienced by researchers, universities, grant-funders, publishers, and academic societies, not only by libraries.

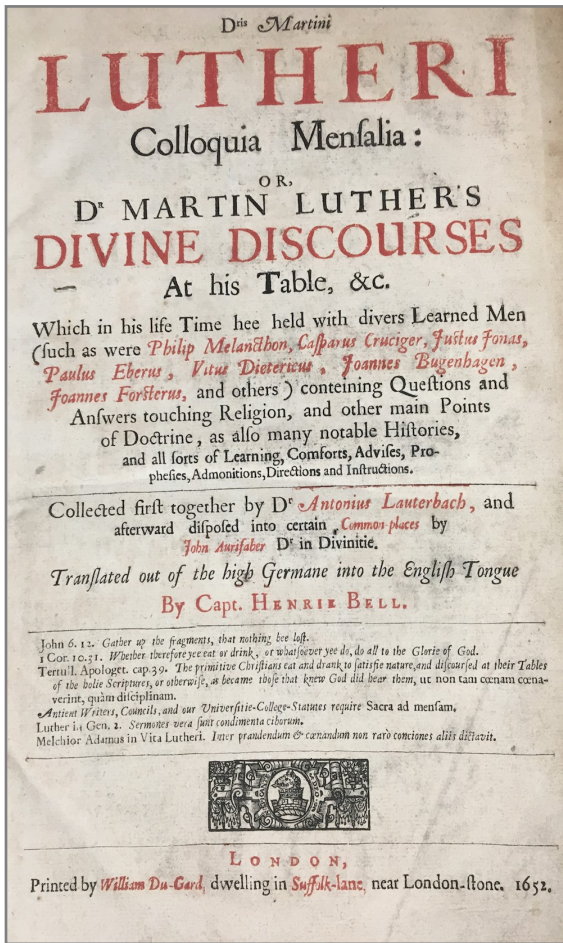
The major reason, however, is the vertical consolidation of publishing and communication ventures by major corporations such as RELX (Reed-Elsevier), Taylor and Francis, Springer Nature, and a few others. Studies in the past several years suggest that RELX (Reed-Elsevier), Wiley-Blackwell, Springer Nature, Taylor & Francis, Wolters-Kluwer, and Sage publish about 50% of all papers and 70% in the social sciences. RELX in particular, through acquisitions of Mendeley, Hivebench, SSRN, Scopus, and BePress (and others) increasingly behaves as a rentier, seeking income from every stage of the research and publication.² RELX reported an adjusted operating margin of 31.1% in FY2017. This reflects exorbitant fees paid by universities, libraries, and researchers; a financialization that is driving up the cost of knowledge, "the increased linking, translation and interactions between a financial mode of apprehending the world and other social domains."³



One of the beautiful copperplate printer's devices of Peter van der Aa, adorning *Opera omnia* (complete works) of Desiderius Erasmus (1466-1536), Leiden 1703-1706. A bust of Erasmus sits on a pedestal and receives a laurel wreath from two cherubs below the symbolic elevation of Truth by Time (a skull). Two figures, allegories of Vigilance and Science, imply the printer's motto *studio et vigilantia*, encircled by an ouroboros (a snake that swallows its own tail). The motto *Tandem bona causa triumphat* has been associated with Erasmus' patience that his point of view would prevail: *finally the good cause triumphs*. Van der Aa was best known for his maps and atlases, and pirated editions of foreign bestsellers. He acquired most of the historic Elzevier printing business upon its dissolution in 1713, and was known for his aggressive commercial behavior. Library Special Collection PA8500 D.43 1701, ten volumes.

² Posada, Alejandro; and Che, George. (2017) *The Knowledge Gap: Geopolitics of Academic Production Preliminary Findings: Rent Seeking by Elsevier*. <http://knowledgegap.org/index.php/sub-projects/rent-seeking-and-financialization-of-the-academic-publishing-industry/preliminary-findings/>

³ Larivière, Vincent, Haustein; Stefanie; and Mongeon, Philippe. (2015) *The Oligopoly of Academic Publishers in the Digital Era*. PLoS ONE 10(6): e0127502. <https://doi.org/10.1371/journal.pone.0127502>



Title-page of Martin Luther's *Table Talk* in a 1652 translation by Capt. Henry Bell. Bell served English interests in Germany during the reigns of Kings James and Charles I, and discovered a German copy of Luther's *Tischreden* that had been buried decades earlier during the suppression of Protestant texts under Holy Roman Emperor Rudolf II. Bell was directed by a "spirit" (ghost, vision) to translate Luther's book, and subsequently did so during nine year's imprisonment, charged with forgery of documents by the King's Privy Council. Upon his release in 1641 Bell petitioned Parliament, and after examination and expert testimony in 1646, Parliament authorized printing in 1650. A prefatory note claims that Luther disclaimed his earlier teaching of consubstantiation, insofar as that was a sensitive theological matter in the Puritan Commonwealth under Lord Protector Oliver Cromwell. (Luther never did so.) Library Special Collection BR332 .T4 B4 1652

Sacred Heart University Library is a minor player on this world-wide stage dominated by research universities. Nevertheless, strategic thinking befits support of alternatives to the financialization of information and vertical rent-seeking, especially since such behavior degrades the environment of knowledge creation and transmission. The Library is not alone in seeking change: the German and Dutch national academic consortia, and the California state consortium, have recently rebuffed publishers' so-called "big deals." Piracy of copyright assets through sites such as Sci-Hub have also contributed to changing behavior. Publishers, libraries, researchers, and funders all have a stake, however, in ascertaining that the research and publication stream is sustainable. Disruption and rent-seeking integration is not always innovative in a positive direction. RELX' acquisition of BePress in August 2017 has been a negative development despite its leadership's protests.

In the past few years the Library has actively supported the search for alternatives such as *Knowledge Unlatched*, the *Open Library of the Humanities*, *Open Book Publishers*, JSTOR e-books, and other ventures at modest cost with clear, definable benefits. In choosing Koha as our future library services platform, the Library is also open to further development of FOLIO, a technological collaboration by major universities, funders, and national consortia to develop and sustain library information technology owned by and responsible to the library community.

Conversations convened by SPARC online, at American Library Association meetings, and elsewhere expedited development of institutional repository software that will, it is hoped, supersede BePress (now owned by RELX) as a "best in class" suite of applications compatible in the Open Science Framework, ORCID, Fedora, and other developing platforms and architectures. Making wise and cost-effective choices in the future will require awareness of the environment and expertise with configuration. This skill and wisdom will help the University realize its goal of a heightened academic profile in a cost-effective manner aligned with the interests of researchers, teachers, and librarians.

Organizing How We Do It: Human Resources

The Library's most precious and scarce resource is not money, but time. How well can librarians organize their time to enact our core mission and make a difference to the University and the global community?

In July 2017 the Library undertook a significant consultation and self-study assisted by consultants from the Operation Performance Group of Woodbridge, CT, a group already familiar with the University. The purpose of the process was to help sustain and improve the Library's culture regarding staff community, collaboration, and cultural unity. Three focus groups were held; OPG aggregated the received data and extracted themes to aid

the design of a three-hour staff workshop to address some of the areas that the Library might develop or strengthen. OPG submitted a final report in August, 2017.

The report found significant strengths: firm resolve to support the SHU community, encouraging pride in the library's work, fostering collaboration, encouraging new ideas and creative thinking, keeping up with library trends and technology, and others. The Library faced challenges regarding underdeveloped conflict resolution skills and protocols, needs for establish office norms to ensure consistent behavior, a lack of clarity on

staff roles and reporting relationships, inconsistent internal communication, and a desire for more recognition by and collaboration with other programs and activities on campus.

The three-hour workshop in August, 2017 identified “twelve steps” for sustaining strengths and remedying challenges that included communications and conflict resolution, role and project clarification, clarity on policies and procedures, self-management and cultural norms, and enhanced creative thinking together.

Following this report and workshop, the Library was reorganized into several functional groups better to aid project and personal assessment, clarity with roles and policies, and internal communication. Four existing groups (Marketing, Digital Services, and Instructional and User Services, and Budget) were joined by a Communications and Training Group and a Management and Coordination Group.

Four members of the Management and Coordination Group attended a two-day workshop on Mastering the Art of Group Facilitation, held by OPG in September, 2017. This workshop fostered skills regarding planning, executing, recording, and reporting meetings to make one-hour meetings with clear agenda a Library cultural norm.

These skills were then employed immediately with a significant number of meetings and group initiatives. These meetings resulted in significant progress with important library projects, such as the Library Institute for Faculty, the investigation and selection of a new library services platform, increased and improved use of instructional technology, new channels of internal communication, and increased transparency with budgeting and finances. Occasionally some librarians perceived the number of meetings to be a burden, but they described them as useful for undertaking the new thinking together and new initiatives that the staff as a whole has long desired.

During the year two librarians left the University; Chelsea Stone moved to Colorado, and Nancy DeVecchio retired (and moved to Virginia). A search for a new Resources Development and Assessment Librarian has begun, and other work reorganized and library staff re-deployed to meet the changing environment and needs for library services to enact our core mission and provide our key value to the University community. This new initiative began to be enacted in July 2018 and will be described in next year’s annual report.



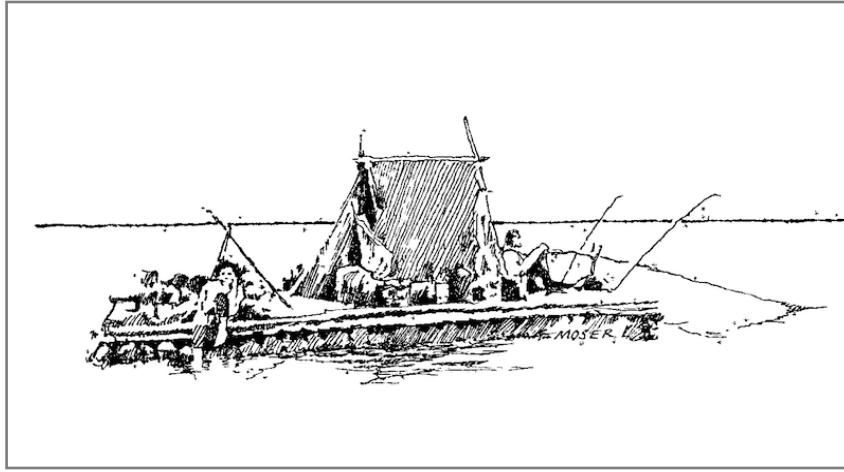
Title-page device from an edition of the works of St. Cyprian, Bishop of Carthage (d. 258 CE), edited by Nicolas Rigault (1577-1654), a French classical scholar and librarian to King Louis XIII. He annotated editions of Phaedrus, Martial, and other “pagan” writers and turned similar textual methods to texts by Tertullian and Cyprian. Library Special Collection BR65 .C8 1649



Title-page emblem for Johann Heinrich Heidegger’s *Medulla theologiae Christianae* (Marrow or Epitome of Christian Theology). Heidegger (no relation to the later Martin) expounded Reformed Christian orthodoxy, and Bodmer printed the book in Zürich, a Swiss Reformed center. Bodmer changed his mind, however. A military commander in a Swiss civil conflict in 1712, he later sharply attacked civic corruption. He withdrew from politics and embraced Pietism, the exact opposite of Heidegger’s viewpoint, and was banished from Zürich in 1721. The motto *Coelo irrorante*, roughly “nourished by the dew of heaven,” was shared with the printer David Gessner, who later took over Bodmer’s shop. The Reformed theologian Johannes Henricus Ursinus taught *ecclesia mons ceolo irrorante perennat*, the church endures as it is nourished by heaven (1699) Library Special Collection BT70 .H44 1696



Endpaper in the extant binding of Erasmus’ *Opera omnia*, Leiden 1703-1706 (see above), volume five.



"Huck and Jim on the raft," *Adventures of Huckleberry Finn* by Mark Twain, illustrated by Barry Moser, University of California Press, 1985. Library Special Collection PS1305 .A2 F5 1985

The Library's Strategic Imperatives: Progress in the First Year, 2017-2018

As another member of the Affinity Libraries' Directors Group noted, "our data does not do justice to our story." The impact of library services and the key value we provide to the University cannot be described by numbers alone. We have undertaken a vision of a global library for a global university as described in our Strategic Directions, published with the Annual Report for 2016-2017.

The vision of a global library was developed with three continuing themes, as noted above. These themes have informed our enactment of our three strategic imperatives, goals, and assessments.

- I. We will engage every member of the University with teaching and learning the skills, habits and dispositions of creating and sharing knowledge.

We said we would know when we had done this when:

1. *We have strengthened instruction for student and outreach to faculty:* we undertook:
 - a. The first Library Institute for Faculty;
 - b. Strengthened programs for First Year Instruction;
 - c. Improved information literacy instruction for graduate nursing students at scale;
 - d. Partnership with the Office of Sponsored Programs;
2. *We have collaborated on initiatives:* Continuing collaboration with our Open Educational Resources projects, especially the Open Textbook project led by the Office of Digital Learning;
3. *We have encouraged and enhanced undergraduate research:*
 - a. Visible participation and assessments in the Academic Festival;
 - b. Publication of the first digital issue of the Sacred Heart University Scholar;
4. *We have initiated partnerships with local and regional cultural memory organizations:*
 - a. Collaboration with faculty from Lehigh University to preserve, digitize, and make accessible the Gloria Naylor archival collection.
5. We still have work to do:
 - a. Build closer collaborations with each College's curricular and program planning;
 - b. Develop visible and sustainable relationships with our global alumni/ae, clinical faculty

affiliates, and retired faculty members;

c. Initiate further partnerships with local and regional cultural memory organizations.

II. We will enhance the library's digital and physical resources to support its members' participation in deep, broad learning, and the life-cycle of research, information, and scholarly communication.

We said we would know when we had done this when:

1. *We have evaluated and implemented library services to provide a sustainable infrastructure for discovery, research, digital publication, and digital workspaces:*
 - a. Implementation and initial assessment of the Ebsco Discovery Services (QuickSearch);
 - b. Investigation, selection, and planned migration to the Koha open source library services platform;
 - c. Enhanced implementation of interlibrary loan services using OCLC Tipasa;
 - d. Enhanced security and privacy by implementing the https secure protocol wherever possible;
 - e. Enhanced accessibility to digital resources through:
 - i. SensusAccess web application;
 - ii. Participation in the university-wide web accessibility task force;
 - f. Implementation of the Library Resource Builder (Ebsco's Curriculum Builder) for improved access to digital course readings;
 - g. Enhancements to Digital Commons and Selected Works, including use of the citation harvesting tool for identification of publications by university faculty.
2. *We have expanded subscriptions to additional digital resources, and purchased selected digital and printed books:*
 - a. TRIP health sciences information discovery tool;
 - b. Gale databases;
 - c. Kanopy Streaming Video demand-driven video license leases;
 - d. JSTOR demand-driven acquisition of digital books;
 - e. Enhanced selection and acquisitions services using Ebsco's GOBI service.
3. We still have work to do:
 - a. Institute more effective regular reviews and assessments of library tangible and digital resources;
 - b. Creation of a library space in the West Campus to support academic programs located there;
 - c. Complete the renovation of the Ryan Matura Library lower level and second floor.

III. We will foster the trust that sustains all scholarly communication, and the inclusive values implicit in Catholic social traditions that seek a just, fair, and diverse global society of all University members, collaborators, and partners.

We said we know we will have addressed this imperative when:

1. *We have upgraded public services for all members by accelerating the implementation of relevant technology, and aligned practical services goals with the Library's key value, and a sustainable scale:*
 - a. Reviewed library services goals and configuration in accordance with changing demand and needs, with a plan to begin implementation in July, 2018;
 - b. Hired and trained Graduate Library Student Assistants to provide enhanced service continuities at our primary public services point;
 - c. Continued application of Library chat services for all users;
 - d. Provided regular channels of communication with our members through printed and digital newsletters, book club discussions, presence and key points and moments outside the building, and library promotions such as the trivia contest;
2. *We have established a University Archives to maintain the integrity of key elements of the University's identity and history, aligned with the University's mission:*
 - a. Performed initial sorting and selection of over forty boxes of university archival materials;
 - b. Located and enhanced documentation regarding the University's and Library's archival holdings;
 - c. Undertaken significant investigation and initial implementation of digital archival services;
 - d. Begun a consultation project to determine future goals, needs, and costs regarding a functioning University archives;
3. *We have developed and applied consistent learning standards, rubrics for evaluation, and assessments (for all our interactions):*
 - a. We have implemented, regularized, and refined our understanding of the levels and kinds of reference and research interactions we provide according to nationally-recognized scales;
 - b. We are participating in university-wide development of Universal Design for Learning projects and assessments;
 - c. We have continued to monitor library services and resources through the MISO survey as an instrument for assessment;
4. *We have amplified existing marketing plans and outreach project, and addressed carefully targeted messages of new and potential University members, and outside communities and cultural memory organizations:*
 - a. We have amplified our outreach to new faculty during the Fall semester (newsletters, e-mail outreach, consultations);
 - b. We are developing a faculty reception and demonstration to be held during the pre-semester week in August 2018;
 - c. We marketed our Library Institute for Faculty, receiving over 25 applications (eventual enrollment was 17);
 - d. We continued our messages to student groups such as departing seniors, and students identified as at-risk following the midterm reports.

5. We still have work to do:

- a. We need to establish an informal library planning group with faculty participation, and input from UAA officers, administrators, and students;
- b. We need to develop a Friends of the Library group to involve alumni/ae, local and distant friends, and further collaboration with the Office of University Advancement;
- c. We need to identify and refine library learning standards to guide future assessments of services and resources;
- d. We need to continue to pursue the development of Archives within the constraints of our staff.

We continue to live with several tensions, concerns, and constraints:

- The curation and development of our tangible resources (books, DVDs) that continue to serve a significant constituency *while at the same time* we must enhance our digital resources to meet the evolving needs and complexities of the University;
- Our discovery services have improved, and the linear logic of keyword and citation searching provides enhanced services *while at the same time* nonlinear paths to discovery and the identification of unexpected connections is a challenge to our current implementation of library information technology;
- The University continues to grow in enrollment, programs, and complexity *while at the same time* we are continually understaffed, our ability to meet the resource and research needs of our students and teachers is severely constrained, and our subscription costs rise annually while our subscription budget remains unindexed and essentially static.

Conclusion: Scaling Services, Resources, and Assets

The library possesses important assets: our staff members' commitment to service; the trust and goodwill of our members and community; our resolve to provide the best resources we can within our constraints. In an era when every institution in higher education is under-funded and under-staffed, these assets are significant.

Without a university library, our student and teachers would be forced to locate, purchase, and retain their own information resources on-the-fly and in a manner which would neither sustain nor engage economies of scale. Our students could never afford individually the resources we provide at scale and would fail to afford or obtain the resources they need to excel and achieve academic distinction. Our teachers and learners would have great difficulty with sustaining the habits, skills and dispositions necessary to engage the frameworks complexities of information literacy.

Our core mission emphasizes our development of a reliable and trusted infrastructure, our nurture of teachers and learners, and our extension of the University's mission through internal collaborations and external partnerships. We make a difference to this university by engaging its members, collaborators, and partners with the complexities of teaching and the usage of information resources, and nurturing their habits, skills, and dispositions for their wise, socially informed use of knowledge and engagement with scholars and researchers over boundaries of time, space, and format.

We connect scholars and convene our community to engage with resources and services that enhance and support teaching and learning. It is a privilege to serve this University community.

We can make our minds so like
still water that beings gather
about us that they may see, it may
be, their own images, and so live for
a moment with a clearer, perhaps
even with a fiercer life because of
our quiet.

W. B. Yeats.