

Access & Engagement Unit, Academic Year 2024-25

Overview:

The Access & Engagement Unit encompasses Access Services and Reference Services. Within each of these areas, supporting our patrons and forming connections with them is crucial. In Access Services in the Main Library and Gary Strong Curriculum Center (GSCC), we seek to “connect [in-person and virtual U of I affiliate and community members] to library resources,” course reserves, spaces, and technology.¹ In Reference Services, we seek to “assist, advise, and instruct [in-person and virtual U of I affiliates and community members]” in finding, accessing, and evaluating information related to their information and research needs.² The work of this unit occurs synchronously and asynchronously.

Library KPIs:

- Primary Responsibility
 - Building Usage
 - Course Reserves
 - Research and Reference Assistance
- Relevant
 - Online Catalog
 - Physical Circulation
 - Student Savings

Fall 2024

- Fall 2024 Metrics: [AccessEngagementUnit-Metrics_2024-Fall.xlsx](#)
- Fall 2024 List of Reference Model Options: [2024 Reference Model Options.docx](#)

Spring 2025

- Spring 2025 Metrics: [AccessEngagementUnit-Metrics_2025-Spring.xlsx](#)

Continuing metrics

- Longitudinal Reference Metrics: [ReferenceMetrics_Longitudinal.xlsx](#)
- Binder Project Tracking: [Binder Project Tracking.xlsx](#)
- Mending Tracking: [Mending Tracking.xlsx](#)
- Main Library Space Count: [Space Count Fall 2024 & SPRING 2025.xlsx](#)
- Main Library Access Services Desk Count: [UI MAIN LIBRARY FRONT DESK TALLY 2024-2025.xlsx](#)

AY 2025 – 2026 Objectives Document: [Access-and-Engagement_ObjectivesKPIs_AY25-26.docx](#)

Objectives (includes timebound goals and projects):

Facilitate physical and electronic Course Reserves

- Why:
 - Save students money and increase access to required and recommended course materials
- How:
 - Support faculty and instructors in their use of Course Reserves

- Ensure that website information is kept up-to-date
 - Collaborate with the Open Strategies Team to advertise Course Reserves services
 - Seek feedback from the campus community
- **Success looks like:**
 - Continued or increased usage of Course Reserves by faculty and instructors
 - Positive interactions with faculty and instructors
 - Continued cost-savings for students
- **Fall update (8/19/2024 - 12/31/2024)**
 - 89 instructors (excluding those teaching ENGL 101/102 and MATH 170/175/275) across 103 courses and 40 subjects utilized Course Reserves for required and/or recommended readings in fall 2024. These courses served approximately 6,969 enrolled students and in total, physical course reserves circulated 107 times, Controlled Digital Lending items were viewed 4,646 times, and four additional ebook licenses were purchased based on turnaway notifications. We estimate that Course Reserves saved enrolled students over \$474,000 on the purchase of required and recommended physical items across all courses utilizing this service. Cost-savings by discipline ranged from \$718.40 across all Biological Engineering courses to \$83,109.90 across all English courses, with the average cost-savings by discipline equaling \$11,871.56. These data are affected by the number of courses utilizing course reserves, within each discipline, and the number of students enrolled in these courses. Estimated cost-savings of items on Course Reserves, by all discipline is available in Sheet 2 of the Fall 2024 metrics spreadsheet. This is the first year that we've gathered data on all courses using Course Reserves, instead of just courses who utilize this service for required readings. As such, a comparison between fall 2024 and AY 2023 – 2024 data is not feasible. However, current usage of Course Reserves by instructors as well as the number of circulations and views of items on Course Reserves appears to indicate that the Library is filling a need on campus. Data gathered for future reports will allow us to more clearly identify if usage continues or increases over time.
- **Spring update (1/1/2025 - 5/9/2025)**
 - 76 instructors (excluding those teaching ENGL 101/102 and MATH 170/175/275) across 91 courses and 41 subjects utilized Course Reserves for required and/or recommended readings in spring 2025; these courses served approximately 5,396 enrolled students.
 - In total, physical course reserves circulated 253 times, Controlled Digital Lending items were viewed 3,653 times, and two additional ebook licenses were purchased based on turnaway notifications.
 - We estimate that Course Reserves saved enrolled students over \$417,000 on the purchase of required and recommended physical items across all courses utilizing this service.
 - Cost-savings by discipline were the largest for History courses and smallest for Curriculum & Instruction courses. These data are affected by the number of courses utilizing Course Reserves, the number of items on reserve for each course, and the number of students enrolled in these courses.

- The estimated cost-savings of items on Course Reserves, across all disciplines, are available in Sheet 2 of the Spring 2025 metrics spreadsheet.
 - Current usage of Course Reserves by instructors as well as the number of circulations and views of items on Course Reserves appears to indicate that the Library is filling a need on campus.
- **Final outcomes**
 - Over the last year, Course Reserves were utilized by instructors across more than 40 subjects. Physical items were checked out 360 times and Controlled Digital Lending items were viewed more than 8,200 times. These data appear to indicate that the Library is filling a need on campus.
 - The cost-savings metric we use for physical items demonstrates that Course Reserves saves students across campus a combined total of more than \$400,000 per semester. Savings appear to be largest for students enrolled in English and History courses and smallest for students enrolled in Biological Engineering and Curriculum & Instruction courses. However, these cost-savings data are not perfect and vary based on the number of courses utilizing Course Reserves, the number of items on reserve for each course, the number of students enrolled in these courses, and the accuracy of the average book cost used.
- **Challenges and opportunities for next year**
 - Moving forward, it would be useful to investigate whether other cost-saving metrics could provide a more accurate picture of the impact of Course Reserves on student costs. Right now, we are using an average book cost to determine cost-savings, but in the future, it could be worth exploring whether we could use actual book costs (as shared on the bookstore's website or Amazon) for each course to determine cost-savings. This would require much more time on the part of staff to gather these data and calculate the cost-savings, but it might lead to more accurate data.
 - There might also be an opportunity to partner more closely with liaisons, who can contact faculty of courses with high enrollment prior to the semester and offer to purchase required texts for Course Reserves.
 - One ongoing challenge is gathering qualitative feedback from instructors and students on Course Reserves. Starting in Fall 2025, the Library will conduct focus group with students across campus and we hope that these conversations will result in data that can inform our services.

Review and maintain physical collection stacks

- **Why:**
 - Save patron time
 - Increase usability of physical collection stacks
 - Reduce patron confusion
- **How:**
 - Shelve returned and new items in a timely manner
 - Conduct ongoing review of physical collection stacks for accuracy, damage, cleanliness, and order
- **Success looks like:**

- Reduction in un-loaned items labelled as missing
 - Orderly and accurate physical collection stacks
- **Fall update (8/19/2024 - 12/31/2024)**
 - Main Library Access Services continued their review of physical collection stacks, reviewing the A-G call number ranges. During their review, they identified more than 500 missing/lost items, 20 mis-shelved items, 8 items with call number issues, and 134 items not in Alma. Throughout the course of the semester, they pulled 296 items for mending and 602 duplicate items for review by subject librarians. They also identified 686 un-loaned items as missing. This time-consuming collection maintenance work ensures that patrons are able to find what they need when they visit our stacks. In Fall 2024, the Gary Strong Curriculum Center (GSCC) added 696 items to their collection and removed/deleted 819 items. Again, this work ensures that our collections are usable and relevant for our patrons.
- **Spring update (1/1/2025 - 5/9/2025)**
 - Main Library Access Services continued their review of physical collection stacks, reviewing the E-F call number ranges.
 - During their review, they identified more than 1,200 missing/lost items, 19 mis-shelved items, 28 items with call number issues, and 53 items not in Alma.
 - Throughout the course of the semester, they pulled 878 items for mending and mended 332 items
 - 665 duplicate items or multiple editions were also pulled for review by subject librarians.
 - The Gary Strong Curriculum Center (GSCC) added 1,214 items to their collection and removed/deleted 333 items.
- **Final outcomes**
 - Reviewing and maintaining the Main Library's and GSCC's physical stacks is a time-consuming, but beneficial task that ensures that our collections are usable and accessible for our patrons.
 - The comparison between Alma and the Main Library's physical stacks has resulted in the identification of more than 1,700 missing/lost items, 39 mis-shelved items, 36 items with call number issues, and 187 items not in Alma.
 - Over the course of the year, more than 600 items were mended, and more than 1,200 duplicates/multiple editions were pulled for review by subject librarians.
 - This was also a busy year for the GSCC, with the addition of more than 1,900 new items. This year's curriculum adoption was English Language Arts.
- **Challenges and opportunities for next year**
 - The project workflow for comparing Alma and the Main Library's physical stacks will shift slightly based on discussions between the Access Services Manager, Unit Head for Access & Engagement, and the Associate Dean of Operations & Access once the fourth floor is complete.
 - Continue the comparison between Alma and the stacks
 - Identifying mis-shelved items, missing items, etc.
 - Reduce mending criteria

- Only pull those items that are falling apart, moldy, or needing a new label
- Reach out to liaisons once to ask about duplicates/multiple editions
 - Ask if they want a list to review for any of their call number areas, or if they want to keep/remove all duplicates and older editions, keeping the most recent

Provide relevant and timely point-of-need Reference and Circulation services

- **Why:**
 - Ensure that Access & Engagement service points reflect the current needs of patrons
- **How:**
 - Track and analyze point-of-need service point interactions
 - Track and analyze data on hold requests
 - Seek feedback from the campus community
- **Success looks like:**
 - Positive interactions with patrons
 - Monitoring usage of point-of-need Reference and Circulation services and making recommendations based on data
 - Completing IDOC resident students' 'Requests For More Sources' within one week of receipt
 - Filling hold requests for physical items (held by U of I Library) in timely manner
- **Fall update (8/19/2024 - 12/31/2024)**
 - Reference, Main Library Access Services, and GSCC employees staffed their service points at various hours throughout the semester. In Fall 2024, Reference received 1,691 questions (a 2.2% increase when compared to Fall 2023) and the GSCC received 380 questions (a 55% increase when compared to Fall 2023). In Fall 2024, 68% of reference questions were classified as READ level 2 or higher, while only 54% were classified similarly in Fall 2023. Main Library Access Services continued to utilize LibAnswers to track questions and began a basic desk count in late October, reporting more than 2,000 interactions with patrons. These data are currently being used to inform schedules and service models, with both Reference and the GSCC considering changes to their hours in future semesters. In fall 2024, the Reference Coordinator, Access Services Manager, and Unit Head also began discussing cross-training Access Services students on known-item reference assistance. So far, we've surveyed students about their knowledge and experience answering reference questions and met to discuss our goals for training. An initial training is planned for February 2025 and will include Main Library and GSCC Access Services student employees, with the goal of holding smaller/shorter check-in trainings in the future. Four IDOC requests were received in fall 2024, with librarians completing these requests within 2.5 days, on average, and the entire request being completed within 9 days. Hold requests for physical items were filled at a consistently fast rate, with the time between request submission and placement on the hold shelf averaging 30.9 hours, or 1.2 days (this data is available

in Alma Analytics/Shared Folders/University of Idaho/Reports/Access and Engagement/AverageTime HoldsProcessed).

- **Spring update (1/1/2025 - 5/9/2025)**
 - Reference received 1,074 questions (a 21% decrease when compared to Spring 2024).
 - 68% of reference questions were classified as READ level 2 or higher, while only 63% were classified similarly in Spring 2024.
 - When looking at questions by format and READ Level, 89.6% of IM questions were rated as READ Level 2 or above, compared to 52.8% of in-person questions.
 - In Spring 2024, 81.9% of IM questions were rated as READ Level 2 or above, compared to 48% of in-person questions.
 - The GSCC received 278 questions (a 17% increase when compared to Spring 2024).
 - Main Library Access Services continued to utilize LibAnswers and a basic desk count to track questions, reporting more than 3,601 interactions with patrons.
 - The Reference Coordinator provided a cross-training session for Access Services students on known-item reference assistance. Unfortunately, only a small number of students were able to attend.
 - Reference support of IDOC requests for more sources ended in Spring 2025 as the Idaho Department of Correction was able to participate in the JSTOR Access in Prison Initiative.
- **Final outcomes**
 - In AY 2024 – 2025, reference received 2,765 questions, an 8.5% decrease when compared to AY 2023 – 2024.
 - READ Level 2 questions and higher increased by 7.9% in AY 2024 – 2025 when compared to the previous academic year.
 - Most questions in AY 2024 – 2025 came from U of I affiliates (89%) and more than half of all questions were asked in-person (57.6%). These statistics are on par with what was reported in AY 2023 – 2024.
 - When looking at questions by format and READ Level, 91.7% of IM questions were rated as READ Level 2 or above, compared to 53.7% of in-person questions. In comparison, in AY 2023 – 2024, 73.7% of IM questions were rated as READ Level 2 or above, compared to 44.9% of in-person questions
 - The GSCC received 658 questions, a 39% increase in questions when compared to AY 2023 – 2024.
 - A plurality of questions in AY 2024 – 2025 were related to book requests (24.3%), most questions came from students (65.3%), and almost all questions were asked in-person (93%).
- **Challenges and opportunities for next year**
 - Errors in the Alma Analytics report created to track timing for fulfilling hold requests and the inability to separate out Summit requests meant that the data associated with this metric were inaccurate in Fall 2024 and could not be reported in Spring 2025. Looking ahead, more time will need to be spent within Analytics to see if this

data can be generated. If not, it will be necessary to identify other metrics to track the rate of filling hold requests for physical items (held by U of I Library).

- Starting in Fall 2025, we plan to schedule shorter, check-in trainings with Access Services students throughout the semester.

Provide timely access to the Main Library and Gary Strong Curriculum Center (GSCC)

- **Why:**
 - Ensure that Main Library and GSCC building hours reflect the current needs of patrons
- **How:**
 - Gather and analyze gate count data
 - Analyze space usage gathered by other Units/Teams
 - Seek feedback from the campus community
- **Success looks like:**
 - Continued or increased usage of the Main Library and GSCC during open hours
- **Fall update (8/19/2024 - 12/31/2024)**
 - Between August 2024 and December 2024, the Main Library gate count reported more than 122,527 visitors, a 7% decrease when compared to Fall 2023. However, these numbers are lower than expected as the gate counter malfunctioned and stopped counting at various times throughout the semester. Even with these issues, data do indicate an 11% increase in footfalls in October 2024 when compared to October 2023. The GSCC also had consistently high usage with a total of 924 visitors, with 365 footfalls in September 2024 alone. Space tracking undertaken by Main Library Access Services also indicates consistently high usage of the Library's open and reservable spaces. Data collection last year was inconsistent so a comparison is not feasible, but data from Fall 2024 indicate that first-floor open spaces averaged more than 4,000 users per month, with October being the busiest month. The open and reservable group study rooms on the first, third, and fourth floors averaged 105 users per month, while the reservable individual study rooms averaged 34 users per month. Although a few study carrels were used frequently, overall, these spaces showed limited use, with occupants identified as using these spaces only approximately 7 times per month, on average.
- **Spring update (1/1/2025 - 5/9/2025)**
 - Between January 2025 and May 2025, the Main Library gate count reported approximately 129,316 visitors, a 22% increase in footfalls when compared to Spring 2024.
 - The open spaces on the first floor were the most used area in the Main Library and the first-floor reservable group study rooms had the most usage, on average, when compared to other reservable and open study rooms.
 - Usage of the Data Hub space increased 85% between Fall 2024 and Spring 2025.
 - Space tracking undertaken by Main Library Access Services also indicates consistently high usage of the Library's open and reservable spaces.

- Data indicate that first-floor open spaces averaged more than 3,400 users per month, with February being the busiest month.
 - The open and reservable group study rooms on the first, third, and fourth floors averaged 82 users per month, while the reservable individual study rooms averaged 27 users per month.
 - Space tracking identified users in all 12 study carrels at least once during the semester. Overall, these spaces showed limited use when compared to the two reservable individual study rooms, with occupants identified as using these spaces approximately 4 times per month, on average.
- The GSCC reported fewer visitors in Spring 2025 (670 visitors) than in Fall 2024, with January and April being their busiest months.
- **Final outcomes**
 - In AY 2024 – 2025, the Main Library gate count reported approximately 251,843 visitors, a 3% decrease when compared to AY 2023 – 2024. We did experience gate counter malfunctions in Fall 2024 and consider this decrease minor.
 - Space tracking undertaken by Main Library Access services indicates that the open spaces on the first floor were the most used area in the Main Library.
 - The first-floor reservable group study rooms had the most usage, on average, when compared to other reservable and open study rooms.
 - Usage of the Data Hub space increased approximately 84% between Fall 2024 and Spring 2025.
 - On average, carrel usage was low when compared to the usage of the two reservable individual study rooms.
 - The GSCC's tracking sheet indicates 1,594 visitors during AY 2024 – 2025, with a total of 12 class visits.
- **Challenges and opportunities for next year**
 - After collecting space tracking data for an entire academic year and being more diligent in confirming that the gate counter is functional, we can begin the process of examining the Main Library's open hours to determine if they still meet the needs of our campus community as well as considering whether we need more student employees at specific times of time of the day. We might also be able to leverage the upcoming focus groups to gauge the times when students use or want to use the Library.
 - Based on the space tracking data, we also have the information necessary to justify transitioning additional carrells to reservable individual study rooms.
 - Across the Main Library and GSCC, we can potentially use gate count and space tracking data to inform when we want to host Library events.
 - Consistency in completing space tracking in the Main Library improved in Spring 2025, but gaps in data collection remain. As we move into the next academic year, we will need to ensure that student employees remain diligent in this work and that gaps are minimized.

Timebound: Investigate new reference model options

- **Why:**
 - Ensure that the reference model used meet the needs of patrons based on point-of-need interaction data
- **How:**
 - Review reference models at other academic libraries
 - Review point-of-need reference interactions
 - Discuss model options with Reference group and Library leadership
- **Success looks like:**
 - By the end of the year, develop a list of reference model options, with pros and cons for each option, and a recommendation for AY 2025 – 2026
- **Fall update (8/19/2024 - 12/31/2024)**
 - Reference librarians generated a list of three reference models with pros and cons for each option. These were shared with the Dean of Libraries and Associate Dean of Operations and Access.
- **Spring update (1/1/2025 - 5/9/2025)**
 - Following additional conversations with the Dean of Libraries and Associate Dean of Operations and Access as well as meetings with the Reference group, Reference Services will pursue a pilot project for AY 2025 – 2026.
 - This will include moving the Reference Desk to the second floor, having two librarians staff a larger portion of open hours, and inviting colleagues outside Access & Engagement to staff the desk.
- **Final outcomes**
 - Reference Services spent the year exploring the philosophical and practical implications of changes to our reference model.
 - We believe that shifting to a model where two librarians staff a larger portion of open hours, rather than equally dividing hours amongst the Reference group, ensures that we maintain a high level of service, while also ensuring that librarians have sufficient time to step away from the desk and engage in other aspects of their jobs.
- **Challenges and opportunities for next year**
 - Moving to a new location on the second floor could create space for more in-depth reference questions and allow for greater opportunities to collaborate with the Writing Center and Tutoring Services.
 - There are concerns about whether patrons referred from the Circulation Desk to the Reference Desk will follow through. There are also concerns about whether returning patrons will notice our empty space at the first-floor desk, miss the new directional signage, and assume that the Reference Desk is closed, rather than located elsewhere.

Unit/Team Metrics:

- Objective 1: Facilitate physical and electronic Course Reserves
 - # of courses using course reserves
 - # of faculty/instructors using Course Reserves
 - # of students enrolled in courses using Course Reserves

- # of times course reserves items circulated
 - # of times course reserves items were viewed (Controlled Digital Lending items)
 - # of additional ebook licenses for Course Reserves items requested and purchased during the semester (based on turnaway notifications)
 - Estimated cost-savings of items on Course Reserves, by course discipline and semester
 - Feedback from campus community
- Objective 2: Review and maintain physical collection stacks
 - Call number ranges reviewed
 - # of physical items pulled for mending
 - # of duplicates and older editions pulled for review by subject librarians
 - # of physical items not in Alma
 - # of physical items with call number issues
 - # of physical items mis-shelved
 - # of physical items labelled missing
 - # of physical items labelled lost
 - # of new and returned items
 - # of shelving assignments completed
 - # of un-loaned items labelled as missing
 - # of items added to the GSCC collection
 - # of physical items deleted/removed from the GSCC collection
 - Data from other projects involving physical items
- Objective 3: Provide relevant and timely point-of-need Reference and Circulation services
 - # of service point interactions by location, READ level, mode, etc.
 - # of IDOC requests received and completed, by timeframe
 - # of hold requests for physical items held by the U of I Library
 - Average time between request submission and placement on hold shelf
 - Feedback from campus community
- Objective 4: Provide timely access to the Main Library and Gary Strong Curriculum Center (GSCC)
 - Gate counts by month
 - Reservable space bookings by month
 - Feedback from campus community
- Objective 5: Timebound: Investigate new reference model options
 - List of reference model options, with pros and cons for each option, and a recommendation for AY 2025 – 2026

Membership:

- Jylisa Kenyon (lead)
- Suzie Davis
- Aarika Dobbins (through 1/2/2025)
- Hanwen Dong
- Haley Hunter
- Victoria Kerr
- Pam Martin
- Alisa Melior
- Kelly Omodt

- Diane Prorak
- Tyler Rodrigues
- Rochelle Smith
- Lex Van Horn (as of 3/24/2025)

Reporting to:

- Jylisa Kenyon (Unit Head)
- Rami Attebury (Associate Dean, Operations & Access)

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¹Warren, B., Armstrong, D., Boucher, A., Harper, J., Pierard, C., Thoulag, J., & Ketchum, D. (2020). *A framework for access services librarianship: An initiative sponsored by the association of college and research libraries' access services interest group* [Report]. Association of College and Research Libraries. <https://alair.ala.org/handle/11213/17206>

² Huling, N., Dallas, L. J., Kinder, R., Whitlatch, J. B., & Woodard, B. (2017, September 17). *Professional competencies for reference and user services librarians*. Reference & User Services Association (RUSA). <https://www.ala.org/rusa/resources/guidelines/professional>

Overview and Objectives Document

DISCOVERY & ACQUISITIONS UNIT, 2024-2025

Overview:

The Discovery & Acquisitions unit acquires, maintains, and makes discoverable and accessible through a wide variety of resources for library patrons. It does so by curating the Library's general collection, including print, media, e-resources, and government publications, and by facilitating borrowing and lending requests from other libraries. To enhance the general collection, unit members review information about new products, renewals, usage, requests, and costs to make recommendations to library decision makers. The unit also fulfills patron requests via interlibrary loan, Summit, and digitization for resources not held by the library itself.

Library metrics:

- Electronic Resources (Primary responsibility)
- Physical Circulation (Primary responsibility)
- Resource Sharing (Primary responsibility)
- Course Reserves (Relevant)
- Online Catalog (Relevant)

Objectives:

- **OBJECTIVE #1: Acquire, activate/process, and maintain accessible general collection resources in a timely manner.**
 - **Why:**
 - To provide the university community with accessible, interdisciplinary resources needed for coursework, research, and lifelong learning.
 - **How:**
 - Investigating and communicating resource options to stakeholders.
 - Accurate and timely orders, invoices, processing, and activations.
 - Maintenance of discovery systems.
 - Accepting and processing general collection donations.
 - **Success looks like:**
 - Quick acquisition and availability of accessible resources that meet the needs of the university community.
 - Easy discoverability of available resources.
 - **Fall 2024 Update:**

- During the fall, the following number of POLs were created: 131 ebooks, 1 e-journal; 631 physical books; 3 physical journals.
 - 3,769 items records were added.
 - The EBSCO ebooks clean-up project resulted in all but 359 ebooks fixed (from an original 5,000+)
 - Autoholdings were set up for Elsevier, JSTOR, Project Muse, Ebook Central, Springer, Taylor and Francis, and Wiley.
 - The bindery process resulted in 310 (306 periodicals, 6 books) items being sent to and returned from the bindery.
 - Processed 277 donated items.
 - **Spring 2025 Update:**
 - 179 electronic resources POLs and 1,147 physical resources POLs were created.
 - 7,121 item records were added.
 - Quickly addressed a large water leak in the basement, withdrawing damaged items and shifting to prepare for floor restoration.
 - Upgraded JSTOR to incorporate 8 new products.
 - Undertook a big reorganization of the 2nd floor newspapers collection
 - Began the configuration process for enabling the GOBI API for acquisitions.
 - Transitioned from Marcive records for government publications to the use of OCLC's Worldshare Collection.
 - Began processing Special Collection's new Kolln materials.
 - Checked 131 serial items for holdings accuracy between book storage and stacks.
 - Processed 100 donated items.
 - Provided resource suggestions to the M arcom team for promotions of library resources in each newsletter.
 - Development of a Primo analytics dashboard for Discovery Team use to analyze Primo usage trends.
 - **Final Outcomes:**
 - Day-to-day and clean-up operations continued with no major challenges this year.
 - Over 10,000 new items were added to the catalog. These include not only new resources, but also batch added items from collections as well as some retroactively added government information publications.
 - New processes were developed, including autoholdings, WEST print serial withdrawals, and government document record loading.
 - **Challenges and Opportunities for Next Year:**
 - Work with the new GOBI API and the new Rialto/Collecto platform.
 - Continue withdrawing print serials based on WEST holdings
- **OBJECTIVE #2: Continually monitor and assess use of electronic collections and, in conjunction with Library leadership, strategically manage subscriptions and acquisitions to maximize return on investment and utility to the university community.**
 - **Why:**
 - To provide the widest possible range of useful resources in a financially responsible manner.

- **How:**
 - Gather and analyze cost-per-usage statistics for ongoing electronic resources
 - Provide projections early in the fiscal year as to what subscriptions are the best candidates for cancellation at renewal time.
 - Develop and enact strategy for long-term planning by taking into consideration multi-year subscriptions.
 - Gather and analyze request data and purchase requests to identify collection deficiencies
 - **Success looks like:**
 - Accurate and timely review of subscriptions for decision-making purposes.
 - Low CPU subscriptions.
 - Staying within budget.
 - **Fall 2024 Update:**
 - The unit continued to provide CPU data and FY projects to the Collections Team for decision making purposes in advance of each team meeting. By the end of Fall 2024, the team had reduced expected inflation by \$57,220 by cancelling underperforming subscriptions. Work on gathering and analyzing request data remains to be done.
 - **Spring 2025 Update:**
 - The unit continued to provide CPU data and FY projects to the Collections Team for decision making purposes in advance of each team meeting. By the end of Spring 2025, the team had reduced expected inflation from an initial projection of \$96,412.85 down to \$2,989.10 by identifying \$103,694.17 in cancellations.
 - Initial configurations of COUNTER loads of 5.1 have been set up.
 - Reharvests of ebook (TR_B1) stats occurred due to concerns about lower than expected numbers.
 - **Final outcomes:**
 - The unit continued to refine reports for the Collections Team, editing, creating, and sunsetting Analytics reports as needed.
 - We opted not to continue using LibInsights due to limited reporting capabilities with it.
 - **Challenges and Opportunities for Next Year:**
 - The unit will need to adjust reports as needed to account for the updates to COUNTER 5.1.
 - The unit still needs to identify processes for analyzing request data in order to guide decision-making processes.
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- **OBJECTIVE #3: Continually monitor and assess use of print resources and, in conjunction with Library leadership, strategically manage approval plan and firm order acquisitions to maximize return on investment and utility to the university community.**
 - **Why:**

- To provide the widest possible range of useful resources in a financially responsible manner.
 - **How:**
 - Gather and analyze circulation and cost statistics for firm and approval acquisitions
 - Gather and analyze request data and purchase requests to identify collection deficiencies
 - Share CPU and subject trends with selectors.
 - **Success looks like:**
 - Accurate and timely review of circulation and cost statistics for decision-making purposes.
 - Steady or increasing use of firm and approval plan acquisitions.
 - Staying within budget.
 - **Fall 2024 Update:**
 - The creation of reports with circulation statistics for approval plan items began in the fall. A general report with all call number ranges was first produced. At the request of the Collections Team, two additional reports (with loan numbers, publication date, and receiving date) with individual call number ranges (E and QC) were produced. Work to create similar reports for firm orders will continue into Spring 2025 for comparison.
 - **Spring 2025 Update:**
 - Approval and firm order circulation reports were combined into a single report by call number range, both to help with approval plan revisions and to share with liaisons. The team is heading into summer with plans to make recommendations by call number for needed changes.
 - **Final Outcomes:**
 - This objective was slow to come to fruition this year, but at this point we have a plan going forward to make recommendations regarding the approval plan.
 - **Challenges and Opportunities for Next Year:**
 - The LRFOT (approvals, reserves, ILL, replacements) went over its allocated budget in May. Next fiscal year, we will undertake a revision of allocations based on the Collections Team recommendations for firm orders and approval plans.
 - Although we are at a point of making recommendations for the approval plan, we still need better communication with liaisons and a process for communicating circulation numbers with them. That said, this may be a Collections Team, not a unit, issue.
 - **OBJECTIVE #4: Ensure quick and accurate fulfilment of patron requests for items not currently held by the library.**
 - **Why:**
 - To provide patrons with the resources they need for coursework, research, and lifelong education.

- **How:**
 - Fulfill borrowing and lending ILL, Summit, and digitization requests.
- **Success looks like:**
 - Steady or increasing fill rates.
 - Steady or decreasing cancellation rates.
 - Timely communication with patrons when challenges arise.

- **Fall 2024 Update:**
 - A patron satisfaction survey was created and embedded in notification emails and the Illiad platform. Two responses had been received by the end of the semester.
 - Summit fill rates continue to be consistent with previous semesters
 - ILL lending rates continue to exceed borrowing rates, and appropriate team members will be meeting with our ILL rep in January to discuss how to adjust our automated rejection configuration and our fees structure to try and address this disparity.
- **Spring 2025 Update:**
 - Met with our OCLC Illiad rep to adjust configuration settings, including our fees structure.
 - Borrowing rates were higher in the spring than the fall.
 - Lending requests were 188% higher than borrowing requests.
- **Final Outcomes:**
 - Lending and borrowing rates continued to rebound from their pandemic-slump five years ago.
 - Adding in a student worker to ILL was vital in keeping up with increasing numbers.
- **Challenges and Opportunities for Next Year:**
 - Hire a new ILL supervisor.
 - Evaluate whether changes in fees structure had any impact on the number of lending requests filled.
 - Rapido implementation!

Metrics:

- [# of electronic collections spot checked for linking issues per year.](#)
- [# of POLs and invoices created each year \(Can be found in Analytics\)](#)
- ~~[# of new resources \(print and electronic\) acquired each year](#)~~
- [Beginning of the fiscal year inflation projections.](#)
- [Overview of previous year's CPUs for year-long planning.](#)
- [Overall cost per use for each renewal](#)
- [Aquisition costs and circulation numbers for approval plan by LC range and for firm orders by liaison fund.](#)
- [ILL](#)
- [Summit](#)
- [Digitization](#)

Membership

Rami Attebury, Associate Dean (Acting Unit Head)
Samantha Thompson-Franklin, Collections & Government Information Librarian
Clinton Johnson, E-Resources Manager
Rachel Kerr, Library Technician/ERM Assistant
Matthew Strupp, Copy Cataloging Assistant
Abby Kirkham, Technical Services Assistant
Victoria Kerr, Resource Sharing and Reserves Manager
Dakota Willett, ILL Supervisor
Dakota Woodward, ILL Assistant

Reporting:

Unit Head and Collection Development Librarian report to the Dean.

E-Resources Supervisor reports to the Unit Head.

Librarian Technicians report to the E-Resources Supervisor.

ILL Supervisor reports to Unit Head.

ILL Assistant reports to ILL Supervisor.

Digital Scholarship and Open Strategies Unit 2024-25

Overview

The Digital Scholarship and Open Strategies unit enriches learning opportunities and advances research, scholarly and creative activity related to digital scholarship, open education, open publishing, web development, and asynchronous and online learning. Serving as the home for programs such as the Center for Digital Inquiry and Learning, the Open Access Publishing Fund, and the Think Open fellowship program, the unit fosters the infrastructure and expertise necessary to support and sustain the library's efforts in digital projects, services, and project management.

- DSOS Meeting notes, [DSOS Meetings 2024-25.docx](#)
- CDIL Lab Check In notes, [CDIL Lab Checkin Notes 2024-25.docx](#)
- CDIL Faculty Meeting notes, [CDIL faculty meetings fall 2024.docx](#)

Library KPIs:

- Digital Collections
- Research Information Management
- Web Properties
- Fellowships (Primary)
- Student Savings

Objectives:

Facilitate access to and preservation of unique collections and scholarly outputs (CDIL, digitization).

- Why:
 - The library has an important responsibility to steward and promote University of Idaho's unique collections and scholarship. Since these resources may not be formally published and are unavailable anywhere else, the Library serves as a hub to preserve and provide lasting access to users.
- How:
 - Improve digital archive storage to meet NDSA standards for Level 3 digital preservation.
 - Ensure the public and campus are made aware of new scholarly productions and digital collections when released.

- Ensure scholarly outputs and digital collections are easily discoverable, useable, and accessible.
- Success looks like:
 - Key faculty and staff are conversant with digital preservation standards and have documented practices to use digital preservation storage.
 - Regular updates promoting new digital collections and scholarly outputs are sent out via a variety of communication channels, leading to increased traffic to new content.
 - Web navigation and discovery of digital collection and digital scholarship is user friendly and meets accessibility guidelines.
- **Fall Updates:**
 - Unit members have worked with Spec and Digital Collection Team to facilitate digital preservation processes. We contributed to discussions on implementing Archive-It service for web archiving and developing policies for other born digital workflows. Access to the digital archive drive was updated and better documented. A step by step review based on NSDA standards has not yet been completed.
 - Some digital collection update and launch workflows were disrupted due to the departure of key staff over the summer (Klytie and Sarah). Significant effort went into rewriting all [Digital Collections documentation](#) to include step by step checklists for all processes to help coordinate activities while onboarding new members (over 50 commits to the documentation in this period). This has helped clarify work based in CDIL/DSOS vs Spec and establishes steps to better record data about activities in the unit. Going forward, our [launch checklist](#) is being followed to help improve communication of new collections and recorded in our tracking spreadsheet (2 collections completed the checklist this period). Andrew developed a new digital screen slideshow display for the Library living room area to highlight new and featured digital collections.
 - This period saw a complete overhaul of the Digital Collection templates and home page which brought more consistent branding, updated colors, and usability and accessibility improvements. Complete redeploying of all collections was necessary to prep the data used for our Search index.
 - We soft-launched our new Search app and deployed search to 111 of 115 eligible digital collections. This represented a huge investment of time for DSOS with application development, metadata fixes, collection template updates/fixes, and redeployment. Metadata for about 100 collections and 60,000 records were updated to ensure better consistency in our aggregated

fields. We also improved data about the collections for better reporting. The work helped grow confidence and skills of CDIL staff which is essential for ongoing digital collection and website maintenance.

- DSOS members have been evaluating the impact of new accessibility requirements and reviewing our existing web properties. In working towards accessibility goals, we continued a major project to create and deploy transcripts for all audio/video items in our collections, adding more than 230 new transcripts (only one collection still has any items needing a transcript, LCOH—transcripts are created but not yet deployed). We have contributed accessibility updates to Digital Collections, Inside Idaho, LibGuides, and Pressbooks (particularly fixing color contrasts and improving alt text).
- CDIL lab (Kevin) contributed important work on custom digitization requests that support research on campus and beyond. These often involved obsolete formats (VHS, reel-to-reel), consulting on process, and quick turn arounds. 7 request projects were recorded for this period.
- DSOS members have been involved in exploring possibilities for IR, OA/OER, and data reporting in VERSO. They have helped develop policies and transferred data for Ag Extension publications and ETD.
- **Spring updates:**
 - DSOS supported the creation of 6 new digital collections, moving 4 through the collection launch process (to ensure communication to the public and internal audiences). Completed maintenance for regularly updated archive projects such as McClure Center Archive and Friday Letter, and outreach projects such as Digital Library of Idaho. Restarted [IWDL](#) in collaboration with IWRRI with major redesign and new data.
 - Significant work was done on refining metadata and fixing consistency issues (which were easier to detect due to the work done on prepping data for the Search app). Location fields were normalized across dozens of collections to improve discoverability and usefulness of the data.
 - CDIL lab has worked with students to integrate AI summarization with human review to speed up metadata creation for large PDF collections.
 - DSOS members and students have worked to enhance existing oral history transcripts with better copyediting and work on Spanish language materials.
 - DSOS members worked on policy and workflow for creating DOIs for published digital scholarship and Pressbooks projects.
 - Continued development of Search app, refined workflow for ingest, and started establishing new self-managed hosting servers.

- Consulted and helped with web migration and archiving for people impacted by main University web hosting changes. This has led to some new collection content such as [Michigan Nitrogen Gradient Study](#).
- Migrated Library files and content off old webpages server to new locations (due to IT hosting changes).

Provide collaborative opportunities for learning and project development (e.g. fellowships programs and collaborative digital scholarship projects) that impact campus research and teaching.

- Why:
 - The Library's unique resources and expertise can directly impact scholarship on campus by opening new research and learning opportunities. This includes developing OER to impact costs and empower instructors, and developing digital methods that enable unique research and communication.
- How:
 - Facilitate Think Open Fellowships.
 - Facilitate CDIL Digital Scholarship student and faculty fellowships.
 - Maintain, develop, and improve digital scholarship on campus through CDIL.
 - Organize campus events for fellows to publicly share projects and outcomes.
- What success looks like:
 - Fellowship programs receive competitive applications.
 - Fellows publish their projects, present to audiences at the library, and are promoted online.
 - Publication of 2-3 significant digital scholarship projects.
- **Fall updates:**
 - CDIL fellowships were prepped for applications in Spring. Data about fellowships was gathered to prepare for a more centralized representation of the work and outputs.
 - DSOS/CDIL hosted the [Library Fellowship Showcase](#) in October with three fellows presenting. DSOS members have taken an active role in facilitating the MRIC presentations move into the Library (including weekly work from Kevin to assemble and deploy an A/V setup).
 - DSOS has collaborated on a wide variety of digital scholarship projects with faculty and students. We provided ongoing support to Spec, CDIL, and Think

Open fellows' projects (more than 5 during this period). Outputs published in Fall 2024 include:

- [School of Cello Playing](#), Mirada Wilson (Music, faculty) - translation project with Evan Williamson, published on Pressbooks.
- [Basic Financial Education Curriculum for Students](#), Upal Kundu and Udit Sipani (ASUI, undergraduates) - literacy project with Leesa Love, published on Pressbooks.
- [Aural Skills](#), Miranda Wilson (Music, faculty) - open textbook converted to Pressbooks project for potential reuse.
- [The Cook Undergraduate Research Journal \(CURJ\)](#), with Markie McBrayer and Florian Justwan (Political Science, faculty) - undergraduate research journal project.
- [Donald E. Crabtree Lithic Technology Collection](#), final publishing of long grant funded scholarship project, with significant custom features.
- DSOS members also did significant consultations with researchers across campus, reporting over 12 meetings during the fall semester. We taught over 10 public workshops / class sessions related to our area.
- **Spring updates:**
 - Continued extensive collaboration and consultation around digital scholarship projects, including:
 - [Context Podcast Digital Collection](#), collaborating with Idaho Humanities Council, an archive of podcasts.
 - [Taylor Wilderness Research Station Archive](#), a variety of collaborators from Taylor, Confluence Lab, and CDIL to complete a complex archive of documents, research, artifacts, and oral histories.
 - [Martin Journal](#), collaborating with Martin Institute, migrating from main university website to library hosting, and establishing new journal home page.
 - [Moscow High School Archaeology](#), Massey Jordan and Kat Eichner (Anthropology), public outreach project highlighting work done at MHS and the stories artifacts can tell.
 - [Tender Spaces](#), Alicia Gladman (English), completed CDIL fellowship project featuring oral history braided narrative.
 - Travelers in Egypt, Matthew Strupp and Sarah Ketchley (UofW MLIS), consulted on collection with objects hosted by Internet Archive.
 - [Chinese American Heritage in Idaho](#), Matt Fuerst (Anthropology), resources for Chinese American Heritage in Idaho Teaching Trunk.

- Selected CDIL fellows for 2025. We had 12 complete graduate applications, 4 complete undergrad applications, and 1 faculty development application coming from 9 different programs across campus. Both groups were highly competitive with several truly excellent applications. Applications were reviewed by a committee, and we selected a grad, undergrad, and faculty development fellow who have started work for summer 2025.
- Hosted [CDIL Digital Scholarship Camp](#) for fellows and librarians to collaboratively learn about the web, digital exhibits, and digital scholarship.

Facilitate social and technical infrastructure for open publishing both on campus and worldwide (OAPF, web development, Pressbooks).

- Why:
 - The Library invests in the future of publishing beyond traditional subscription models, supporting and developing alternative open publishing opportunities to increase access to knowledge.
- How:
 - Pressbooks platform and service is promoted, documented, and maintained for campus users.
 - Open Access Publishing Fund is managed to directly support open publishing for U of I researchers.
 - CollectionBuilder and related approaches are developed and promoted for sustainable web projects.
 - Meetings and events are hosted that promote Digital Scholarship and Open scholarship collaboration on campus.
- What success looks like:
 - Use of Pressbooks to create OER and other projects increases.
 - Metrics for OAPF continue to show impact supporting open publishing.
 - CollectionBuilder continues to get engagement beyond campus.
- **Fall updates:**
 - The Pressbooks home was revised to improve presentation and catalog consistency. Leesa has worked on documenting best practices for Pressbook service and growing our capacity to support projects. She has developed Pressbooks templates, covers, draft policies, project management document template, and better data for tracking projects. 2 new Pressbooks projects were published (listed above section), and 2

additional projects created. Additionally, 5 Pressbooks were added to the Library's main catalog and VERSO, and 4 were promoted.

- OAPF continued as normal, closing in period #1 early with high demand. Leesa took over leadership of the program and everything went smoothly.
- CollectionBuilder opened applications for the second round of the LIS Student Program and received over 70 applications from 25 different schools. The CB blog and Slack have seen increased engagement. CB team has collaborated on a number of projects beyond campus, including:
 - Lauren McCormick (grad, Princeton University), Judean Pillar Figurine Exhibit, "Let There Be Light: Recoloring Ancient Artifacts",
<https://laurmcco.github.io/judeanpillarfigurineexhibit/>

- **Spring updates:**

- OAPF period #2 closed as normal, successfully spending out FY25 funding.
- Several new projects have started in Pressbooks and new contacts expressing interest.
- CollectionBuilder IMLS grant was terminated, ending funding. However, LIS Student program continued with 12 students (several dropped out after funding cut disruption). CB Digital Librarian Cohort program received 35 quality applications from 34 institutions. After funding was cut, 6 librarians decided to join the cohort without funding. CB team members presented at a conference and taught a week long course at DHSI. Major updates were added to the templates, including a new About page layout and advanced search features on Browse—these features are driven by our digital scholarship projects on campus and are refined for reuse to enhance the public templates. Consulted on a variety of external projects, including Michael Aronson's Historic Theaters project.
- Established a new Open Journals System instance for hosting journals at domain “journals.lib.uidaho.edu”. Initially set up for the [Fire Lookout Journal](#), but will be available for other future projects.

Unit/Team Metrics:

- # of staff/faculty conversant with NDSA standards
 - Fall: 2.
 - Spring: 2.
- Levels of digital preservation report
 - Fall: no.

- Spring: no.
- # of scholarly outputs and digital collections produced, # of Pressbooks projects
 - Fall: 2 Pressbooks published. 2 new Pressbooks projects.
 - Spring:
- Web traffic to publications
- # of communications announcing new digital collections, projects, scholarly outputs, and fellowship opportunities
 - Fall: 6 recorded.
 - Spring:
- # of templates and scholarly outputs reviewed using Lighthouse or other accessibility auditing tools
- # of fellowships and applications
 - Fall: n/a, supported finishing Spec fellow projects.
 - Spring: 12 complete graduate applications, 4 complete undergrad applications, and 1 faculty development application coming from 9 different programs across campus. 3 new fellowships (1 undergrad, 1 grad, 1 faculty development).
- # of public events
 - Fall: 1 showcase, 10 workshops/classes.
 - Spring:

Final Outcomes 2024-25

After significant personnel changes in the previous year, 2024-25 saw DSOS add a new faculty member (Leesa Love filling the newly designed Open Publishing Librarian position) and new staff member (Maryelizabeth Koepke, filling Digital Projects Manager position). Personnel activity was also impacted by the unavoidable extended absence of one of our faculty members. The previous year saw huge change in our digital infrastructure, which also impacted our activities in 2024-25, with new national requirements (accessibility rules update), IT mandated changes (webpages hosting changes and main university web redesign), and Library initiatives (Digital Collections Search app and metadata aggregation). DSOS has flexibly adapted to continue making progress on our objectives while growing internal skills to sustain our projects.

Reflection on 2024-25 objectives:

- *Facilitate access to and preservation of unique collections and scholarly outputs* – the unit made key improvements to better communicate about our collections and make them more discoverable.
 - Improved workflow for launching new collections and recording data about the processes.
 - Rebranding and improved navigation of Digital Collections area of the Library website, clarifying the purpose and scope of the collections.
 - Launch of new Digital Collections Search that centralizes full text search of all digital collection content, and continued development and refinement of the application. Work also included significant enhancement of digital collection metadata to improve the consistency and value of the aggregated data.
 - Accessibility improvements, including text transcripts for all audio and video collection items, to enhance useability for all people.
 - Direct collaboration with others across campus to help develop alternative hosting of unique content impacted by IT mandated changes to hosting on their main website and old webpages server.
 - Although work was done on our digital archive drive (improving documentation, discussion of NDSA standards, exploration of new more extensible hardware to meet growing storage needs), we did not complete a formal assessment following NDSA and will carry that goal forward to next year.
- *Provide collaborative opportunities for learning and project development (e.g. fellowships programs and collaborative digital scholarship projects) that impact campus research and teaching* – the unit did significant collaboration with faculty and students across campus to create and publish unique scholarship and build skills.
 - CDIL published above the targeted number of unique projects with fellows and others on campus, building strong collaborations which led to unique scholarship that is openly shared. The Think Open Fellowship was closed, although work continued on several projects.
 - New publishing opportunities have opened up with Pressbooks and student “journals” hosted with the library.
 - CDIL hosted one successful public presentation event, contributed to workshops, MRIC, and a fellows training event.
- *Facilitate social and technical infrastructure for open publishing both on campus and worldwide* – the unit continues to develop support for open publishing and digital scholarship that impact campus and beyond.

- OAPF continues to see demand and successfully spent out the funding.
- Pressbooks service was improved and has started to gain traction on campus. An OJS instance was started to support potential journal publishing.
- CollectionBuilder continues to have worldwide engagement, while enabling our local digital scholarship projects. The termination of grant funding will limit future travel and outreach opportunities, but will not hamper continuing development.

Challenges and Opportunities for Next Year

The current objectives seem to still embody meaningful goals for DSOS going into 2025-26, with slight tweaks to the specifics listed in “how” sections. Here are some challenges and opportunities that will impact our work next year:

- *Updates to Title II ADA requirements for web accessibility:* new rules which come into effect in 2026 have led to a lot of confusion and challenges in digital libraries. We have already done significant work evaluating and improving digital collections and other resources to meet the requirements. However, further challenges may remain as details of the ruling become clearer. We will need to devote time to evaluating potential issues, reprocessing PDF files, and remediating older areas of our web content.
- *Rethinking Think Open:* with the Open area at full strength, some changes in statewide mandates, and growing capacity with publishing, we have an opportunity to reshape the Think Open Fellowship program and area. We anticipate CDIL making support for open publishing and OER more explicitly part of our “digital scholarship” activities. We hope to build more capacity for open digital publishing in the library with DOIs, communication, and discoverability that can support scholarly communication on campus.
- *Lack of grant funding for CollectionBuilder:* with IMLS and NEH grants being terminated and new funding unlikely to arise, we will have less money to support travel and outreach for CollectionBuilder, and less salary funds paid to the library from contributions to other external grant projects. This will reduce our flexibility and require careful thought about how to allocate limited resources. Faculty may need to explore new alternative funding and networking opportunities.

Membership:

- Evan Peter Williamson (head)
- Kevin Dobbins
- Maryelizabeth Koeppele
- Leesa Love
- Marco Seiferle-Valencia
- Andrew Weymouth

Reporting to:

- Associate Dean, Research & Instruction

Research & Experiential Learning Unit

Overview:

The Research & Experiential Learning (REL) offers dedicated spaces and services to U of I students, staff, and faculty to engage in curricular, research, or personal learning experiences. The REL Unit delivers services through four programs: the MILL, the Studio, the Data Hub, and VERSO. Unit personnel emphasizes excellence in service delivery, creative and innovative learning opportunities, and efficient management of its resources in support of the Library's strategic priorities.

Library KPIs:

- Geographic Information Systems
 - Usage via unique logins, # of items created, collections purchased
- Research Information Management
 - Records added via Smart Harvesting, Deposits, Other
- Building Usage
 - Space usage in Data Hub, Studio Bookings, MILL Door Counts
- Research and Reference Assistance
 - Questions answered in LibAnswers
- Workshops and Presentations
 - Tech Talks
 - MILL Workshops

Objectives (includes timebound goals and projects):

Maximize user engagement with program equipment and services

- Why:
 - To facilitate student and patron use of Library resources effectively
- How:
 - Providing spaces that allow students to engage in experiential learning activities, including using MILL equipment, Studio equipment, and Data Hub equipment.
 - Providing state of the art tools that enable research and academic work in making, rapid prototyping, audio/visual production, and GIS/data-intensive computing.
 - Providing trained, educated personnel to answer queries and provide support for using the tools and equipment.
 - Promoting the spaces, tools, and personnel offered across campus
- Success looks like:
 - Usage metrics that meet or exceed previous performance
 - Qualitative data that indicates patron satisfaction with resources
- Fall Update

- MILL [door counts](#) exhibited an increase from 12650 in Fall 2024 vs. 9986 in Fall 2023. Annually, 2024 had higher door counts than 2023.
- Data Hub space usage (numbers of people observed during staffed times) was at its peak in Fall 2024 with an average of 9.3 people per day, up from 8.2 people in Fall 2023. The desk saw 79 questions asked, compared to 34 the previous Fall semester.
- Studio bookings were 141, which is down from 228 in Spring 24, but up from 104 in the Fall 23. We suspect a cyclical pattern with high spring usage and lower fall usage. Likewise, the hours the Studio was in use per week was 13, up from 10.75 in Fall 23, but down from Spring 24, which was 22.9 hours per week.
- **Spring Update¹:**
 - MILL [door counts](#) were slightly down from Fall 2024 (12650 people) to 11532 in Spring 2025. However, the Spring 2025 numbers were up from the previous Spring 2024 (8649) or Spring 2023 (9978).
 - Data Hub space usage was consistent with the Fall 2024. In spring 2025, we recorded approximately 10 people per day on average during our staffed shifts (not including event participation). This is very modestly improved on Fall 2024 (9.3), and greatly improved on Spring 2024 (6.7). Interestingly, the Access Services review of the space (recorded differently than us) yielded about 217.6 people per month, which when measured similarly is pretty consistent. The desk saw 33 questions, compared to the previous Spring 2024 of 45 questions.
 - Studio bookings were 213, which is down from 228 in Spring 24, but up from 141 in the Fall 24. The hours the Studio was in use per week was 21, up from 13 in Fall 24, but down from Spring 24, which was 22.9 hours per week.

Create effective learning and research experiences

- **Why:**
 - To advance information and digital literacy while improving student and patron capacity to utilize a range of tools
- **How:**
 - Producing instructional resources that allow asynchronous learning
 - Developing workshops and learning events led by experts
 - Providing services that support the curriculum directly
 - Promoting the resources, workshops, events, and services offered across campus
- **Success looks like:**
 - Consistent, well-attended workshops and events
 - Course/class engagement with REL programs
 - Research lab/group engagement with REL programs
- **Fall Update**

¹ I edited the Fall 2024 Data Hub numbers to be our “Avg People w/o events” count of 9.3, which is different than the previously reported number of 12, which was the Fall 2024 “Avg People w/ events”. This is because we started counting differently in 2025 and the Avg People w/ Events number is discontinued, so there is now no comparison. Now the Fall and Spring use the same number.

- Data Hub Tech Talks declined this semester, both in numbers of talks given and in terms of attendance vs. Spring 2024.
- MILL Workshops exhibited a decline in overall attendees from the Fall 2023, but an increase in attendance vs the spring 2024. The trend of annual attendance (spring + fall) is still increasing.
- Course and class engagement continued.
 - The Data Hub continued to be used by VTD 254, scheduled almost weekly throughout the semester. ENVS 497 and GEOG 385 had students visit us for help.
 - The MILL has several classes that work with it, including GERM 301, FOR 274, SPAN 306, and several campus groups.
 - The Studio engaged the School of Music directly, receiving feedback for enhancing the space for their use and is used frequently for coursework.
- **Spring Update:**
 - Data Hub Tech Talks were held similarly with the Fall 2024, with 5 talks. Total, mean, and median attendees were down slightly from 43/8.6/7 to 38/7.6/5 respectively.
 - MILL workshops grew in both number and attendance in Spring 2025, with 168 attendees in Spring 2025 vs. 136 in Fall 2024 or 98 in Spring 2024. This is partly due to 2 more workshops than the previous two semesters. Average attendance was about 18.6 in Spring 2025, compared to 19.4 in Fall 2024 and 14 in Spring 2024.
 - Course and Class engagement continued:
 - Studio: About half of the bookings were class-related. The School of Music faculty have also requested new software (Logic Pro) installed and reserved the space for class use. For example, Prof. Dylan Champagne and Prof. Corbin Hohstadt have reserved the space 12 and one time, respectively.
 - The MILL interacts with several classes, including GERM 301, SOC404, SPAN 409 and several campus groups and individual students.
 - The Data Hub was used by VTD 254 again repeatedly throughout the semester. IIDS began using the Data Hub frequently for its various gatherings and brown bags. The Computer Science department began to use the Data Hub as a location to deliver its CSAC – computer science course assistance.

Manage research information and data collections efficiently and effectively

- **Why:**
 - To support university and library goals of tracking and promoting university-generated research outputs
 - To provide long-term, persistent, public archival support for university research information, including data and document deposits
- **How:**
 - Provide support for research data management through data management plan assistance

- Provide support for geospatial resources and services through the management of ArcGIS resources and platforms
- Manage information streams through Esploro/VERSO
- Work with the DSOS Unit and relevant teams to ensure the repository functions of Esploro/VERSO function well
- **Success looks like:**
 - Continued high use of ArcGIS platforms
 - Consistent updating of VERSO
 - Engagement by at least one unit from each UI College with VERSO
 - Use of data management support meeting or exceeding previous performance
- **Fall Update**
 - GIS platforms continue to exhibit strong use patterns. Fall 2024 (August-December) unique users averaged 492 per month vs. 422 per month in Fall 2023.
 - VERSO was continually updated throughout the fall, with Research Impacts Team members managing smart harvesting and the acquisition of several larger collections of content, namely UI Extension bulletins and the RCDS data repository.
 - Based on Analytics reports ([Esploro Updates - 2024](#)), there is widespread updating of profile information. The reports make it difficult to verify but virtually all colleges appear to be represented there.
 - Data management support (in the form of DMP consultations) was down in 2024 from 2023), however, there appeared to be more RDM-related questions at the Data Hub than in previous semesters.
- **Spring Update:**
 - GIS platforms are doing well. We saw approx. 552 unique users per month in Spring 2025 compared to 492 per month in Fall 2024 or 443 per month in Spring 2024.
 - VERSO was continually updated throughout the spring. The RCDS data collection was completed in Spring 2025 and regular updates and patron deposits continued to occur.
 - Data management support continued on the same lines as the Fall 2024, with about 3 formal consultations.

Revamp the “License to MILL” program (2024-2025 project)

- **Why:**
 - To create a system of validation/credentialing for students that have learned how to use various MILL equipment
- **How:**
 - Refresh the tracking document for the current MILL equipment and services
 - Establish a tracking tool internally for the MILL manager
- **Success Looks Like:**
 - A small number of students starting the program each semester
 - 100% completion by a subset of those students

- Promotion of achievement through the MILL's communication channels
- Fall Update
 - The MILL Manager has started to outline the new achievements for the License to MILL program. We have not yet formalized the changes yet.
- Spring Update
 - The tracking document has been revamped/refreshed with updated information for the current capabilities of the MILL. Likewise, the tracking tool for internal use is prepared. We should be ready for the program in the Fall 2025.

Unit/Team Metrics:

All Programs

- Qualitative information provided through follow-up surveys or anecdotal/testimonial information
 - Fall Update: [MILL feedback](#)
 - Spring Update: [MILL feedback](#)
- Total # of appointments booked to use a given space
 - Fall Update: [MILL](#) – 154 bookings; [Studio](#) – 141 bookings
 - Spring update: [MILL](#) – 193 bookings; [Studio](#) – 215 bookings
- Total # of visits to each program web site
 - Fall Update: (Aug-Dec) [VERSO](#) – 44,852; [GIS Pages](#) – 30,699; Studio – 981; MILL – 2,846; Data Hub – 143; RDM Guide – 306
 - Spring Update (Jan-May): [VERSO](#) – 49,028; [GIS Pages](#) – 22,994; Studio – 779; [MILL](#) – 2,880; [Data Hub](#) – 196; [RDM Guide](#) - 367
- # of consultations provided at each location
 - Fall Update: [Studio](#) – 7; [MILL](#) – 762; Data Hub – 79 (LibAnswers)
 - Spring Update: Studio – 8; MILL – 1029; Data Hub 33 (LibAnswers)
- # of instructional materials added online (e.g. pages or discrete tutorials) for each program
 - Fall Update: [Studio](#) – 3; MILL – unknown; Data Hub – 0; VERSO – 0
 - Spring Update: Studio – 0; MILL – 0; Data Hub – 0; VERSO – 2.
- # of appts specifically defined for class or research projects
 - Fall Update: [Studio](#) – 73/141; [MILL](#) – 22/154; Data Hub – 79/79
 - Spring Update: [Studio](#) – 106/215 bookings; MILL – 37/193; Data Hub – 33/33.
- # of workshops provided in each program (if relevant)
 - Fall Update: [MILL](#) - 7 (Make), 15 (Learn); [Tech Talks](#) – 5
 - Spring Update: MILL – 9 (Make), 9 (Learn); Tech Talks - 5
- # of campus partners involved in each program
 - Fall Update: [MILL](#) – 6; Studio – 1 (Music); Data Hub – 3 (2 tech talks, 1 class reservation)
 - Spring Update: MILL – 3; Studio – 1 (Music); Data Hub – 3 (1 class, 1 tech talk/other events; 1 service partner)

Studio-specific

- % of Studio bookings that are new (vs. previous years)

- Fall Update: 81%
- Spring Update: 89%
- *# of hours per week The Studio is in use, according to the bookings data.*
 - Fall Update: 13.5 hours
 - Spring Update: 21.76 hours
- *# of circulations of equipment associated with The Studio*
 - Fall Update: 134
 - Spring Update: 143

DataHub-specific

- *Usage of ArcGIS Online and/or other GIS platforms*
 - Fall Update: Unique Users – 2460; New Users – 367; Items Created – 2500; Unique Creators – 525; Item Views: 625,683
 - Spring Update: Unique Users – 952; New Users – 269; Items Created – 4503; Unique Creators – 375; Item Views: 684,297
- *Ratio of questions as GIS to non-GIS*
 - Fall Update: Don't have a good method for this yet. Most questions were GIS.
 - Spring Update: Still don't have a good method for this.
- *# of classes using the space*
 - Fall Update: 1 (VTD)
 - Spring Update: 1 (VTD)
- *# of people using the space, according to usage data*
 - Fall Update: Count (incl. events): 889; Count (excl. events): 614, Avg (incl. events): 12, Avg (excl. events): 9.3
 - Spring Update: Count (incl. events): 1223; Count (excl. events): 823, Avg (excl. events): 10.

MILL-specific

- *# of partnerships with programs outside of the library*
 - Fall Update: 6
 - Spring Update: 3
- *# of visitors at Mobile MILL events or other tabling events*
 - Fall Update: 711
 - Spring Update: 1,032
- *# of events attended to by the Mobile MILL or other programs in the unit*
 - Fall Update: 3
 - Spring Update: 7
- *MILL Door Count*
 - Fall Update: 12,650
 - Spring Update: 11,532

Membership:

- Jeremy Kenyon (lead)
- Bruce Godfrey
- Hanwen Dong

- Jessica Fleener
- Norm Lee
- Seth Thompson

Reporting to:

- Jeremy Kenyon (Unit Head)
- Devin Becker (Associate Dean)

Final Outcomes

In all, 2024-2025 was a year of transition for multiple programs within REL. The MILL's renovation was completed in the Fall and set up a great year with traffic up in this year, far beyond the 2023-2024 academic year. Workshops were also improved with an increase in workshops and an increase in attendance, including new records. The Studio followed suit with a major renovation – still ongoing – and a move to the first floor. We have initiated some new partnerships with Music, longer hours, and have new software and new resources available to students. We've seen bookings keep their pattern of higher in the Spring than the Fall, but with a minor decline against the previous year. We feel the completion of the renovation might help change that.

The Data Hub also saw mixed results, with an increase in general space usage, especially studying and research-related use. However, we've seen a decrease in questions asked – with some regular patrons shifting to individual consultation after coming to the desk, and a decrease in the attendance of the Tech Talks. Both will require reflection for the next year. GIS platform and collection use continues to be strong, with higher unique users counts than the previous year. Finally, the VERSO program has had its first full year in production, with a permanent Research Information Coordinator in place throughout the year. The results are difficult to judge as there are not prior years against which to compare, but we achieved our goals and projects for adding and improving content in the system and the result is a more robust institutional repository than a year ago.

Accomplishments include:

- More than 50% of patrons to the MILL require assistance and the MILL has over 1500 recorded visitors per semester (using our sign-in sheet). MILL staff and students handled each and every request for help.
- The Mobile MILL has never been more successful at reaching out to students through events. REL staff and faculty also successfully shared success with the Mobile MILL in an international conference.
- The MILL directly supported a number of class and research projects. We also continued our partnership with the Fortunato Lab to 3D print nontoxic parts that can be used in wet laboratory experiments. We worked with a CNR team to create plot flags for use in the

- Arboretum. Students produced exhibit material for art shows, created replicas of real-world objects like the Chernobyl dome, and resources for hydroponics projects.
- Successful re-envisioning of the Studio by library faculty. We made clear choices regarding items to keep and grow – podcasting facilities – and items to remove – the eGlass equipment. While not yet complete, our traffic is on par with previous semesters.
 - Successfully formed a partnership with Music to build the Studio's support for their Digital Audio Workstation (DAW) courses.
 - The Data Hub combined with the Computer Science Assistance Center (CSAC) this year. This involved the introduction of staff and student work space and equipment, as well as new signage in the library.
 - Successfully built a relationship with IIDS to host more of their networking, fellows, and AI events in the Data Hub space.
 - VERSO collections have grown. We have successfully added the current UI Extension documents and taken over the data repository role from ORED and imported their previous collection.
 - VERSO profiles and metadata are also more robust. We have successfully cleaned and improved profiles from every college and research unit in the university and are successfully managing the flow of deposits from researchers and harvest from our automated harvesters.

Challenges and Opportunities for Next Year

Challenges:

- The current Studio space lacks substantial soundproofing, which has resulted in occasional noise leakage. In some instances, patrons playing loud music prompted noise complaints from nearby areas. To mitigate this, we needed to develop a stronger response to both recording noise complaints and enforcing the rules, which entails documenting the issues and contacting the offending patrons. Thus far, it appears to be working.
- In all three patron-facing programs, there are continuing challenges in reaching out to faculty, building relationships, and growing volume of the service. In each case, we have several programs that work with us, but the potential ceiling (how many partnerships we have) is much higher than we have likely been able to attain.
- The Data Hub, specifically, hasn't been able to grow its question base consistently. We have ebbs and flows, without strong or consistent engagement. While other libraries have similar services, it is tough to know what the necessary factors are that we are possibly missing. For the staff who work the desk, the question is whether working a shift diminishes productivity. If so, we may need to rethink the time spent on the desk.
- The Tech Talks have proven to be a tough nut to crack. We have seen talk attendance be inconsistent, but also willingness to give talks. The only consistent thread is AI tech talks have been popular. Remains to be seen what the best approach is.

Opportunities:

- The completion of the Studio's renovation promises to enable a wide range of services depending on patron interest. With significant investment, we will have made a much better podcasting and audio production facility than elsewhere on campus. There is tremendous opportunity to turn this into a high-volume service.
- The growth and adjustment of our staff and faculty's activities in support of REL programs offer opportunities as well. Everyone in the unit will have been in place for over a year, each unit will be supported by multiple personnel, and they know their areas of responsibility and will be prepared to deliver for the unit.
- MILL workshops have not been formally documented and their learning outcomes not yet tied to library literacies or other broader outcomes. We have created some resources to begin this process and will result in improved pedagogical support for workshop activities.
- We have seen a few examples of students benefitting from our PCs in the Data Hub, especially to train geoprocessing models requiring the hardware of the PC. These often can take days and the students have few other options. This may be an area of growth.
- With the "License to MILL" program ready – we have an opportunity to revisit gamifying the process of learning creative technology skills. While we will need to market the program, it may be an area of positive engagement with students.

Special Collections and Archives Department

Overview: The Special Collections and Archives (Spec) department supports stakeholder access to unique and rare materials that are crucial to studying the history of the university, the state, and the region. A significant portion of Spec's holdings are not duplicated anywhere else in the world, and the archives are curated to serve the needs of students, faculty, and the community. Users of Spec holdings apply their findings to scholarly research projects, industry-driven inquiries, university storytelling efforts, personal or family studies, and more.

Library KPIs:

Primary Responsibility

- Special Collections and Archives
 - Fall = Aug. 15 to Dec. 31, 2024; Spring = Jan. 1 to June 11, 2025

| | FALL | SPRING |
|---|----------------|-----------------|
| # of extant finding aids | 1,274 | 1,352 |
| Newly created finding aids | 70 | 78 ¹ |
| Modified finding aids | 14 | 43 ² |
| # of visits to Archives West | 10,243 | 11,872 |
| # of patron interactions | 105 | 164 |
| University/non-university | 32/73 | 46/118 |
| # of linear feet added through new accessions | 98.75 | 206 |
| # of GB added to digital archive drive | 0.11 | 3.76** |
| # of linear feet currently in use | Not yet avail* | Not yet avail* |
| # of linear feet vacant for future use | Not yet avail* | Not yet avail* |

**We are working to get better starting measurements of our space so we can more thoroughly report on this in the future*

***Not included is 167MB of data captured from U of I web properties using Archivelt*

Relevant

- Digital Collections
- Exhibits
- Fellowships
- Instruction
- Research and Reference Assistance
- Workshops and Presentations

¹ Total Spring Extant FAs minus Fall Extant FAs

² Total number of modified FAs from period, minus # of newly created FAs

Stats to Reference

[Accessions Aug24-June25.xltx](#)

[SpecPatronInteractions_Aug24-June25.xlsx](#)

[Finding Aids Modified_Aug24-June25.csv](#)

[AW Views_Aug24-June25.xls](#)

Objectives (includes timebound goals and projects):

1. Curate collections that are unique and useful to patrons
 - **Why:** Patrons to Spec are best served by collections that are thoughtfully arranged, are related to the department's collecting priorities, and are comprised of materials that are not redundant to other repositories
 - **How:** Bring intentionality to each step of the curatorial process – from donation acceptance to weeding to arrangement; cultivate donations of materials that are unique and compliment other holdings in the archives; use patron feedback and collection usage data to make informed choices about what to collect in the future
 - **Success looks like:** Developing a more detailed scope of collections that empowers members of Spec to make decisions during processing that support departmental, Library, and university priorities; the ability to connect patron inquiries to relevant collection resources in Spec
 - **Fall Update:** Over the fall semester, Spec acquired several notable collections as well as a broad variety of materials that add to the strengths of our archive. The Kolln book collection, that consisted of more than 1,000 volumes, is a remarkable assemblage of books written by and about American women. For scholars of women's history, it will be a significant asset once fully catalogued. We partnered with the National Forest Service to save nearly 10,000 historic images from the Kooskia Ranger Station from destruction. Several extension offices have asked us to take possession of important records related to 4-H and other programs organized through the University of Idaho. We added almost 100 linear feet in new accessions between Aug. 15 and the end of December.
 - **Spring Update:** Our department continued to add meaningful collections to the Library archives throughout the semester. One major focus of our efforts was gathering materials from offices that were forced to close in January due to changing state rules around diversity programs. Both physical and digital materials were gathered from now-shuttered offices like the Women's Center and the Office of Multicultural Affairs. Another time-sensitive collecting initiative involved archiving U of I web properties that are likely to be cut from the University's website during a forthcoming redesign. The Library purchased a subscription to Archivelt in order to document webpages quickly and securely. Between December and June, Rebecca archived 167MB of data. The process for turning that

material into accessible public-facing items is under development. Most of our collecting in Spring '25 was in service to documenting University history.

2. Make collections easy to find and use

- **Why:** Our work is only meaningful when patrons can engage with it. Barriers to accessing archival information should be dismantled where possible.
- **How:** Invest time and energy into processing collections with robust finding aids, then sharing those via Archives West; commitment to good customer service and helping patrons to the best of our abilities; collaborate with colleagues across the Library to think creatively about expanding digital access to archival materials
- **Success looks like:** Processing all new accessions measuring less than 3 cubic feet before shelving; devote student staff and regular staff time to processing backlog accessions; publishing new finding aids and making updates to existing finding aids; working closely with the Digital Collections Team to make Spec materials available online
- **Fall Update:** We continue to make significant progress on processing our backlogged material. The majority of recent donations have been processed quickly, and at least one large legacy donation was finally cataloged in the fall. A major benefit of processing older accessions is the reduction in size of their footprint. The Lauren Fins donation, which was originally acquired in 2008 and totaled more than 40 boxes was reduced by nearly 50%. Over the course of the semester 70 new finding aids were added, representing newly accessible material, and another 14 were updated for increased usability. A major effort this fall involved creating finding aids for book collections that were otherwise absent from Archives West, the platform we are most often directing patrons to use.
- **Spring Update:** During the spring, with the help of student workers and a fully staffed department, we added 78 more finding aids to Archives West and updated more than 40 more. Many of those new finding aids reflected very recently acquired materials. We are making good progress on decreasing lag time between donation acceptance and public access. A few examples of complex donations that were quickly processed include a collection of more than 1,000 political campaign buttons as well as a large set of letters belonging to a Vandal alumnus (MA2025-03/MG 660 and MA2025-15/MG666, respectively).

3. Demonstrate the importance of archiving and the relevance of our collections

- **Why:** Potential users of the archive are more likely to engage with materials if they understand their importance and the basic principles of archiving (a.k.a. *archival intelligence*)

- **How:** Offer instruction for students and community members; participate in workshops both on and off campus; create displays using archival materials; publish writing in public-facing mediums about archiving or archival materials in our collection
- **Success looks like:** Build and maintain relationships with faculty who integrate archival instruction into their course; pursue outreach opportunities to connect with the campus community and beyond; develop topical displays and write articles that highlight parts of our collections
- **Fall Update:** We created two new displays during the fall to highlight archival material – one on the Library’s 2nd floor and one in the University house. We once again provided printed materials for the university’s Veterans Day dinner. Four more pieces were submitted to the *Moscow-Pullman Daily News* for their “Nearby History” column. The ETIL workshops led by Dulce and Kelley both highlighted the importance of archival material, and a Graduate Student Essentials workshop also focused on archival resources. There were 6 classroom instruction sessions offered.
- **Spring Update:** In a variety of ways, faculty and staff in Spec promoted the value of the Library’s special collections and more broadly the relevance of historical primary sources. ETIL workshops led by all three of the department’s faculty focused on archival or primary source topics. Six classroom instruction sessions touched students in the History, English, and Math departments. Another four profiles of U of I archival material were carried by the local newspaper. Ten new posts were added to the *Harvester* blog. The department collaborated with the Lionel Hampton Jazz Festival for a display of materials belonging to Leonard Feather, located on the Library’s second floor. Dulce took on leadership roles in two interdisciplinary efforts – one to see the Moscow campus designated on the NRHP and one to coordinate America250 commemorations at the university. Both opportunities will provide venues to highlight the Library’s unique historical collections. Lastly, the sudden closure of long-standing campus offices brought the value of historic records to the forefront of many people’s minds. It was beneficial that Spec had a standing relationship with some of those offices, and a reputation for good work that made it easy to connect with those who had not interacted with our office in the past.

Additional Reflection: Objective 1 calls for us to “use patron feedback and collection usage data to make informed choices about what to collect in the future,” while Objective 2 calls for a “commitment to good customer service and helping patrons to the best of our abilities.” In service to these two objectives, we used AI to mine the data we collect in our Patron Support Report form. Spec faculty and staff use the form to report on their interactions with patrons, and the Reading Room interactions our student staff have are input into the form as well.

Here is comprehensive analysis: [AI Analysis of Patron Interactions.docx](#)

The key takeaways that are most useful to consider moving into the next year are as follows.

- Metadata accuracy: the highly varied, user-supplied collection labels argue for tightening controlled vocabulary in the inquiry form (auto-suggest or drop-downs) to reduce ambiguity.
- Outreach: with scholarly researchers, genealogists, and students comprising most activity, tailored online guides for those segments could reduce reference e-mail volume and speed triage.

Final Outcomes: The biggest measurable achievements of the Spec department over the last year include the number of new finding aids added to Archives West, the number of new donations we accepted and processed, and the number of patrons we served with a wide variety of needs. Important efforts were made to better organize our archival storage so that like materials were housed together. Student staff were trained and managed to increase our processing productivity as well as maintain robust public hours in the Reading Room. New investments in digital archiving allowed for important acquisitions and the ability to respond quickly to the needs of campus partners.

The most important achievement of the department, however, is more difficult to measure. As a group of faculty and staff, we have developed strong working relationships that support collaboration and collegiality. There is open communication which makes problem solving not just routine but enjoyable. The trust and respect that is being built in Spec makes it easier to tackle long-standing challenges and approach projects with enthusiasm and a plan.

Challenges and Opportunities for Next Year: A recent report from the state's insurance provider outlined some significant changes that need to be made to our physical storage spaces within the next several months. This will take teamwork, both to find a solution to the identified problems and physically because of the volume of shifting that will need to take place. Space – how much we have, how we use it, and how we can augment it to make it safer for our collections – continues to be one of the biggest challenges we face in Spec.

A great deal of work has been completed over the last year to establish how we preserve and access digital archival material, and that should be counted as an accomplishment. As we wrap up our second year of having a full-time Digital Archivist (and Rebecca marks one year on the job), we have opportunities to refine our collecting and management protocols for born-digital materials. We also have an obligation to consider how to integrate AI tools into our department's work. Having a representative on the Library's AI working group/team will help us meet that obligation.

Link to [Annual Objectives 2025-26](#) (in progress)

Unit/Team Metrics:

- # of extant finding aids
 - Fall (Aug. 15-Dec.31): 1,274
 - Spring (Jan. 1-June 11): 1,352
- # of finding aids added or updated
 - Fall: 84
 - Spring: 121
- # of patron interactions (see Reference and Research Assistance)
 - Fall: 103
 - Spring: 164
- # of visits to digital assets (see Web Properties)
 - <https://lookerstudio.google.com/reporting/44b06426-d596-4e51-9d5a-81c1ab7bc641>
 - Archives West views:
 - Fall: 10,243
 - Spring: 11,872
- # of displays created and exhibited within building (see Physical Spaces)
 - Fall: 1 – “Foundations for Learning: Reflecting on University of Idaho’s Historic Campus”
 - Spring: 1 - “Leonard Feather: Legend of Jazz,” partnership with Jazz Fest
- # of displays created and exhibited outside building (see Physical Spaces)
 - Fall: 1 – University House display on alumni veterans
- # of exhibits hosted (see Physical Spaces)
 - Fall: 1 – Smokey Bear paintings
- # of workshops offered (see Workshops and Presentations)
 - Fall: 5 – Exploring the Information Landscape, Kelley x2 and Dulce x2; UI New Employee Orientation presentation on history of university
 - Spring: 7 - Exploring the Information Landscape, Kelley, Rebecca, and Dulce x2; UI New Employee Orientation presentation on history of university
- # of classroom instruction sessions offered (see Instruction)
 - Fall: 6
 - Spring: 6

Membership:

- Dulce Kersting-Lark, Department Head
- Kelley Moulton
- Rebecca Hastings
- Ariana Burns
- Zoe Stave (Beginning Jan. 2025)

- ~~Erin Gestani~~ (Until Sep. 2024)

Reporting to:

- Ben Hunter, Dean

ATS Team, Academic Year 2024-2025

Last updated 6/16/2025

Overview:

The ATS Team coordinates work between the access and technical services units of the library to ensure resources are available to patrons in a timely fashion and that the library's catalog accurately reflects what is on the shelves.

Relevant Library KPIs:

- Course reserves
- Electronic resources
- Online catalog
- Physical circulation

Objectives:

- **Objective #1:**
 - Ensure optimal workflows between access and technical services activities
 - **Why:**
 - To ensure patrons have timely access to needed materials
 - To ensure accuracy between the library's catalog and the library's shelves.
 - **How:**
 - Coordinate steps between processing and shelving new materials.
 - Coordinate training and supervision of student employees performing ATS and mailroom tasks.
 - Coordinate the withdrawal/catalog deletion of withdrawn physical materials.
 - Coordinate activities for the relocation/re-cataloging of any physical material collections.
 - Coordinates searches for lost and missing items and ensure catalog reflects most current status.
 - Regularly review "in transit" items.
 - **Success looks like:**
 - Quick turnaround between material arrival and shelving.
 - Limited errors in cataloging and availability of materials on shelves.
 - Limited "in transit" for longer than 30 days.

Fall Update:

- **Metrics:**
 - # of new physical materials received/shelved
 - **1322 periodical issues**
 - **714 books/serials**
 - # of physical materials withdrawn
 - **1315 item records deleted**
 - # of lost and missing items:
 - **Lost Status: 661**
 - **Missing Status: 674**

Access Services:

- This Fall Aarika extensively searched for lost and missing books, even going so far as to bring in a video camera that could look between the shelving units! We are due for another extensive search this March over spring recess. Haley has done an exceptional job this Fall, training students in mending and newspaper processing. She trained 4 students in mending and 5 in how to process papers. This has had a significant impact on the turnaround time for both workloads. There are still a few outliers on the “in transit” status, but I have been able to notably reign it in and mostly determine where and why we were having so many long-term issues.

Technical Services:

- Standard procedure continued unabated in Fall 2024, with additions and withdrawals proceeding as usual. Abby Kirkham, Rachel Kerr, and Clinton Johnson spearheaded a digitization effort of 20 different regional newspapers requested by Ancestry that included hundreds of rolls of microfilm being shipped out and reshelfed upon return. Matthew Strupp began the process of aiding the Herbarium in copy cataloguing their Botanical Library for ease of access. Samantha Thompson-Franklin and Clinton worked to set up an Evidence Based Acquisition eBook plan with IGI Global.

Spring Update:

- **Metrics:**
 - # of new physical materials received/shelved
 - **1575 periodical issues**
 - **1029 books/serials**
 - # of physical materials withdrawn
 - **1401 item records deleted Spring 2025**
 - *An additional 4950 volumes were withdrawn during Fall/Spring 24/25 that did not have item records to account for in Analytics*
 - # of lost and missing items:
 - **Lost Status: 554**
 - **Missing Status: 686**

Access Services:

- The students that trained in the Fall for mail room tasks (papers, periodicals, donations and mending) have done an exceptional job managing the workflow. Our “lost” items were down by over 100 from Fall to Spring and our “missing” materials only increased by 12. We are still working to determine why some materials are in a prolonged “in-transit” status and Lex has volunteered to track the issues on a more frequent basis going forward.

Technical Services:

- This Spring saw the continuation of the cataloguing work Matthew has been doing for the Herbarium, as well as a new project processing an initial batch of titles for the new SPEC Kolln Collection of books by and about women. Rachel Kerr continued withdrawals in accordance with the needs of the WEST Archive and continued the work of withdrawing targeted periodicals on 2nd to coincide with the ongoing space optimization analysis. Additionally, Rachel and Clinton aided in the emergency relocation and withdrawal of materials affected by the Spring flooding incident in the basement. IGI Global EBA eBooks plan reached its conclusion with the addition of 28 new eBook titles.

Final Outcomes:

- AY 24-25 proved to be very successful in satisfying our Teams objective of optimizing workflow between Access Services and Technical Services. The additional use of our students in the mailroom was our most prominent success. We no longer have donations, periodicals and papers piling up for days and not making it onto the shelves for weeks. We now have a daily turnover for these materials. Lost, missing and In-transit materials stayed fairly stable throughout the year which is also a positive and indicative that our processing, and handling of materials is functioning well.

Challenges and Opportunities for Next Year:

Hiring a new lead and implementing Rapido in ILL will present both a challenge and a wealth of opportunity for their unit. Access Services plans to reinvigorate the lost/missing/in-transit workflows in hopes to determine a more meaningful metric for tracking in the coming year. Fall 2025 should see the completion of the bulk of the Herbarium Botanical Library copy cataloging project. Technical services would be happy to assist should the Herbarium require additional copy cataloging for new materials.

[ATS Team, Charging Document FY25-26.docx](#)

Team/Unit Members:**Leads:**

Alisa Melior (AS)
Johnson, Clinton (TS)

Access Services:

Haley Hunter
Suzie Davis
Victoria Kerr

Technical Services:

Abby Kirkham
Matthew Strupp
Rachel Kerr
Samantha Thompson-Franklin

ILL:

Dakota Willett
Dakota Woodward

Reporting to:

- Rami Attebury

Scheduled Meetings Fall 2024:

Sept 16th

Nov. 4th

Dec 16th

Meeting Notes (Victoria Kerr):

COLLECTIONS TEAM, 2024-2025

Overview:

The Collections Team is responsible for leading the development of the Library's general collections, which includes working in conjunction with subject liaisons and ensuring existing collections budgets are being spent efficiently. They ensure the campus community is able to provide feedback on the Library's collections and investigate new opportunities for resource acquisitions.

Library KPIs:

- Relevant
- Course Reserves
- Electronic Resources
- Online Catalog
- Physical Circulation

Objectives (includes timebound goals and projects):

Review the library's existing general collection resources and analyze usage

- Why:
 - To maximize university investments through the library and responsibly steward university resources
- How:
 - Identify and analyze overlapping subscriptions in our existing collections.
 - Identify potential new subscriptions aligned with the library's collection development goals.
 - Create, maintain, and analyze circulation reports for both approval plan and firm order acquisitions.
- Success Looks Like:
 - Recommendations given based on analyzing a selection of our existing collection
 - Recommendations given on new subscriptions throughout the year
 - Reports shared with selectors and recommendations given on those reports
- Fall Update
 - On a monthly basis, usage statistics were reviewed of every collection due for renewal in 1-2 months. Recommendations were made to the Dean for renewal or cancellation per that discussion. We have made progress developing circulation reports for our approval plan and firm order titles, with a goal of producing reports to enable liaisons to make adjustments to their spending or to the approval plan.
- Spring Update
 - On a monthly basis, usage statistics were reviewed of every collection due for renewal in 1-2 months. Recommendations were made to the Dean for renewal or cancellation per that discussion. In Spring, we added overlap analyses, where relevant, to the renewal process. We have also initiated a process of evaluating the approval and firm order purchasing patterns with circulation data and making changes to the approval plan.

Ensure two-way communication with campus community about collections

- Why:

- To ensure the campus is aware of existing resources and to provide an opportunity for feedback in case of changes to the collections
- How:
 - Identify underperforming electronic subscriptions.
 - Develop promotional plan to publicize and increase use of selected collections.
 - In conjunction with liaisons, develop process to gather patron feedback
 - Analyze community feedback 2-3 months in advance of renewal deadline.
- Success Looks Like:
 - Cancellation or changes to underperforming subscriptions
 - Collections promoted through Marketing and Communications Team channels
 - Feedback collected on underperforming subscriptions
- Fall Update
 - During Fall 2024, we maintained contributions to the Library's newsletter, *Letters from the Library*, that promoted collections that we sought to raise awareness of. We also used the liaison program to reach and gather information regarding potential cuts when appropriate.
- Spring Update
 - In Spring, we continued to eliminate underperforming resources and promoted resources through the *Letters from the Library* newsletter. As appropriate, we used the liaison program to evaluate the potential loss of subscriptions before making a decision.

Make recommendations on collection renewals, new subscriptions, approval plan purchasing, and firm order areas of emphasis.

- Why:
 - To maintain a rich, diverse, and valued set of collections
- How:
 - Recommendation at least one month prior to renewal deadline for continuation or cancellation of each subscription resource.
 - Report to selectors and admin at least once per year on trends in firm order circulation
 - Report to selectors and admin at least once per year on trends in approval plan circulation, with recommendation for changes as needed.
 - Determine CPU standards (e.g., minimum acceptable usage) for non-journal content like A&I databases
- Success Looks Like:
 - Meeting renewal deadlines
 - Receiving feedback from selectors regarding trends in approval/firm order circulation
- Fall Update
 - We have met all of our renewal deadlines in the Fall 2024 with recommendations. We are currently creating/designing reports to send out to selectors regarding trends in book circulation. We have not yet addressed CPU standards for non-journal content.
- Spring Update
 - We have continued to meet our renewal deadlines. In Spring we sent reports to the liaisons regarding book ordering in different LC subject areas to get feedback on changes to ordering. Having received little feedback, we have moved forward with plans to shift more book spending onto demand-driven channels and re-educate liaisons on book ordering procedures and processes.

- We have also begun to address standards for CPU-like measures for non-journal content. Discovery and Acquisitions developed a spreadsheet to use in comparing similar non-journal content's CPUs (i.e. full-text databases, abstracting and indexing services, etc.) and identifying the proper usage metrics for those resources (e.g. for A&I services looking at searches vs. investigations). This will allow us to consider the value of those databases separately from journal content. We also have reports on ebook usage and are beginning to review that content.

Unit/Team Metrics:

Objective #1

- CPU reports for most electronic vendors based on Counter stats - SUSHI harvested or manually created if necessary
 - Fall Update: [Available here](#)
 - Spring Update: [Available here](#)
- Circulation statistics for approval plan collection
 - Fall Update: under development
 - Spring Update: [Available here](#)
- Circulation statistics for firm orders by LC range
 - Fall Update: under development
 - Spring Update: [Available here](#)
- % of subscription aggregator collections are compared for overlapping content
 - Fall Update: 0%
 - Spring Update: 100% when applicable
- % of print journals compared with electronic collection access
 - Fall Update: 0%
 - Spring Update: 0% (did not pursue this topic)
- % of titles from wish list that are added to collection
 - Fall Update: 1
 - Spring Update: 0

Objective #2

- # of collections promoted
 - Fall Update: 12
 - Spring Update: 8
- # of feedback responses received
 - Fall Update: 0
 - Spring Update: 0
- % of renewals where feedback was used to make a decision
 - Fall Update: 100%
 - Spring Update: 100%
- # of collections with CPU increase after promotion
 - Fall Update: too early to tell
 - Spring Update: difficult to parse this data reliably
- # of collections with no CPU increase after promotion
 - Fall Update: too early to tell
 - Spring Update: difficult to parse this data reliably

Objective #3

- Circulation statistics for approval and firm orders
 - Fall Update: [under development](#)
 - Spring Update: [Available here](#)
- # of collections cancelled and \$ saved
 - Fall Update: 8 collections; \$74,656 saved
 - Spring Update: 2 collections; \$25,360.35 saved
- # of new collections and \$ cost
 - Fall Update: 1 collection; \$12,000 cost
 - Spring Update: 1 collection; \$373 cost
- % of deadlines met with a recommendation
 - Fall Update: 100%
 - Spring Update: 100%

Membership:

Jeremy Kenyon, Team Lead

Rami Attebury

Samantha Thompson-Franklin

Clinton Johnson

Rochelle Smith

Jylisa Kenyon

Reporting to:

Rami Attebury, Associate Dean

Final Outcomes

The Collections Team maintained strong, consistent progress on achieving our team goals. We kept at improving our processes for evaluating collections on time and in advance of deadlines. We added elements to improve the quality of our decision-making, like the introduction of overlap analysis and a rethinking of our metrics used in evaluating abstracting and indexing databases. We also tackled the approval and firm order project with more verve this year, yielding some improvements in our data – we identified a few process errors that affected our information – and a plan to adjust our approval plans to better fit our campus needs and requirements.

Accomplishments

- Produced better circulation and ordering analyses for making decisions about approval plans and firm ordering
- Identified errors in some of our processes that affected data and reports
- Consistently renewed or cancelled resources on time and schedule, giving each resource its consideration
- With approximate \$96,000 of inflation going into FY25, we were able to trim the continuing resources budget by \$103,694
- Adding a long-sought engineering standards resource in the ASTM Compass database
- Began to develop a process for reviewing non-journal resources in a systematic way by producing better reports and data to use in evaluating them

- Produced a regular *Letters from the Library* feature to highlight resources

Challenges

- Some of our evaluations are still in their infancy – evaluating Read and Publish agreements, for example. They are complex and there are a range of ways to evaluate them.
- Usage for print materials continues to decline. There is a tension between following metrics (like usage) as targets and building formative and quality scholarly collections regardless of metrics, especially for a research library.
- Future cuts to the collections may be increasingly fraught. Some of the items that are seeing declining use but cost quite a bit may be more politically challenging or seemingly essential to a discipline.
- Liaisons as a feedback mechanism hasn't been too productive (exception of those on the Collections Team).

Opportunities

- More direct engagement with liaisons at the Collections Team meetings to invite dialogue and feedback.
- Shift more book purchasing onto demand-driven channels, such as implementing faculty requests in Primo/Alma.
- Formalize more variation in how liaisons manage their collections – encouraging those with less investment in doing collection development to automate more of their processes, while allowing others to do more bespoke collection development.

Digital Collections Team 2024-25

Overview:

The Digital Collections Team works to determine policy and workflows for the production and publishing of digital collections to produce a consistent, engaging user experience for patrons across the Library's web platforms and discovery services. The team encourages ownership of and communication regarding digital collections and staff and faculty investment in their excellence across the library.

Library KPIs:

- Digital Collections (Primary)
 - Extant digital collections
 - Newly created digital collections
 - Total pages/items
 - Usage of digital collections (see Web Properties)
 - Web Properties
 - Fellowships

Objectives (includes timebound goals and projects):

Guidelines and procedures are created for the digital archive drive and Special Collection & Archive's born-digital collection development processes.

- **Why:**
 - Improve the documentation and effectiveness of our digital preservation practices
- **How:**
 - Review digital archive drives for documentation and organization
 - Procedures for born-digital collection development discussed, drafted, and revised using feedback from team
- **Success looks like:**
 - 80% of our digital archive drives will be reviewed and improved with documentation and organization by the end of the 2025 Spring Semester.
 - Procedures for born-digital collection development processes are communicated and supported by the team.
- **Fall Update:**
 - With a new digital archivist onboarding and developing workflows, this has not been a focus for fall 2024.
 - Once high priority Archive-It needs have been fulfilled, the team will coordinate a presentation with Rebecca Hastings to ensure the group understands how the software functions and other digital preservation opportunities we can explore, in addition to the above goals of digital archive drive review and improvement.

- **Spring Update:**
 - Most high-priority web content has been successfully captured using Archive-It in advance of the university website overhaul. A few additional capture requests may still come in as we approach the transition date.
 - We've begun considering additional applications for Archive-It beyond archiving the main university site. While no major expansions occurred this year, this remains an area of interest for future development.
 - The Spec partition of the Archive Drive remains in solid shape and continues to meet current needs. The general partition still requires review and organizational cleanup. Minimal progress was made on this front during the year, and further work is recommended in the coming year.

Review Digital Collections for accessibility of media files and improve with additional connective, interpretive material.

- **Why:**
 - Improve the quality and accessibility of our digital collections in light of the upcoming DOJ ADA rule change deadline
- **How:**
 - Review digital collections media files for accessibility, particularly alt text and transcript availability
 - Identify and address any accessibility issues that may be discovered, and discuss and institute accessibility improvements as necessary
- **Success looks like:**
 - 100% of our digital collections are Web Content Accessibility Guidelines (WCAG) 2.1 Level AA accessible, meeting the new DOJ ADA requirements for title 2
- **Fall Update:**
 - All of the four monthly Digital Collection Team meeting and the six bi-weekly check-in meetings have centered on gauging the current accessibility of our digital collections in anticipation of the DOJ ADA ruling. Work has included overviewing the ruling and its definition of terms, conducting a survey of a sample of digital collections, testing accuracy of Python tools for generating alt text descriptions and beginning a conversation around changing metadata description practices in the future.
 - Some elements of digital collections, like maps and data visualizations, remain challenging for accessibility. Since no widely accessible solutions exist for these materials, the WCAG AA Guidelines do not provide explicit requirements for them.
 - This process also involved creating transcripts for 230 audio files that previously lacked transcriptions over the summer of 2024.
- **Spring Update:**

- Using the Taylor Wilderness Research Station Archive and the Context Podcast Digital Collections as launchpads, the Digital Collection Team and Devin Becker collaborated to improve the accessibility of the Oral History as Data template and standardize it closer to our central digital collection templates.
- After an attempt at interdepartmental testing was unsuccessful, the team collaborated to create two accessibility testing devices on Linux laptops equipped with Orca screen readers for testing library web sites.
- The team has hired and will supervise a student worker throughout summer of 2025 to transcribe the remaining 60 LCOH audio files.
- Presentations were given about an iteration of an AI computer vision Python tool that could be used to describe photos for alt text fields or simply extract text from images, and its strengths and weaknesses. Special collections is experimenting with other AI workflows on collections that will be published this summer and opportunities with these tools continue to be of interest in the coming year.

Improve user engagement with our digital collections through use of web statistics

- **Why:**
 - To measure and improve upon user experience and user acquisition for our digital collections
- **How:**
 - Use Google Analytics and other data sources to evaluate engagement throughout the collections and make improvements to areas where necessary/available
- **Success looks like:**
 - Using analysis of user behavior, revisions are made to our digital collections infrastructure that improve engagement and/or acquisition of users for our digital collections
- **Fall Update:**
 - While this period did undertake an extensive redesign for the digital collections browse page and updates across all digital collections, these were driven by a need to update template elements and the development of a new tool which allows the patron to search across collections. That said, one of the goals for this Spring period can be using analytics to track how users are engaging with the browse and search pages to inform a possible redesign. Analytics Dashboard Report templates were developed for easier reading and recording of metrics.
- **Spring Update:**
 - Implementing analytics, accessibility standards and intuitive navigation, the digital collections team undertook redesigning and rewriting the [Digital Collection Docs Page](#), the [Digital Collection Browse Page](#), the base template

[About Page](#), the [Special Collections Page](#) and completed the [search tool](#), which included opting in all applicable digital collections to this functionality.

- Formalizing the [Digital Collection Launch Checklist](#) and incorporating GA4 QR codes into outreach material over the course of this year has also helped us to understand what types of campaigns are most effective.

Unit/Team Metrics:

- o ~~# of digital archive folders reviewed for documentation and organization~~
- o ~~% of archive drive documented~~
- o ~~# of published documentation for preservation workflows and guidelines~~
- o # of digital collections meeting WCAG 2.1 AA
 - Fall update: 133 (Latah Oral History Collection still pending transcripts)
 - Spring Update: 139 (Latah Oral History Collection still pending transcripts but this process is underway over the course of summer 2025)
- o % of media items with transcripts made available
 - Fall update: added 145, 99.25% increase of items previously missing transcripts (All but LOHC)
 - Spring update: added 123
- o % increase in size of digital collections
 - Fall update: 3.08%
 - Spring update: 4.51%
- o Web engagement statistics :
 - Fall update: from [Combined Digital Collection Report](#), Aug.15-Jan. 1
 - Total users: 105,155
 - New users: 98,693
 - Views: 517,251
 - Views per user: 4.94
 - Sessions: 178,531
 - Average session duration: 00:03:22
 - Engaged sessions: 98,508
 - Engagement rate: 55.18%
 - Spring Update: from [Combined Digital Collection Report](#), Jan.2-June 10th
 - Total users: 148,388
 - 27.6% increase
 - New users: 138,365
 - 25.9% increase
 - Views: 1,123,587
 - 98.5% increase
 - Views per user: 7.62
 - 55.6% increase

- Sessions: 445,366
 - 124.9% increase
- Average session duration: 00:03:43
 - 6.6% increase
- Engaged sessions: 201,602
 - 88.1% increase
- Engagement rate: 45.27%
 - 16.4% decrease
- *# and type of record revision contacts ("contact us about this record")*
 - Fall update: 3
 - Spring update: 29
- *# of visits to digital collections' contextual/interpretive content*
 - Fall update: 3,692
 - Spring update: 4,666
 - 13.6% increase

Possible Revisions/Additions to Objectives for 2025-2026

Work in progress from discussion with next year's digital collection team lead Rebecca Hastings.

- Enriching About Pages
- Improving image quality on some collections
 - Such as Iddings Lantern Slide
 - Thinking about watermarked images and rescanning
- Same archive drive objective but maybe more precise language
- Accessibility – feeling good on audit and transcripts but thinking about rubric for taking on university wide materials. What is reasonable to maintain and how do we communicate that?
- Accessibility – testing on devices that we have set up with screen readers. What does the testing look like?
- Accessibility – formalizing Alt Text processes
- AI – Can we use our own tools and refine the Python iterations for extracting text and describing images? Better than working with third party tools and keeps us communicating about developing tech.

Overall: thinking about how to lessen the impact of possible data emergencies in the future.

Membership:

- Ariana Burns

- Kevin Dobbins
- Rebecca Hastings
- Dulce Kersting-Lark, Ex-Officio
- Maryelizabeth Koepele
- Kelley Moulton
- Zoe Stave
- Andrew Weymouth (Lead)
- Evan Williamson

Reporting to:

- Associate Dean, Research & Instruction

DISCOVERY TEAM, 2024-2025

Updated 8/14/24

Overview:

The Discovery Team is responsible for optimizing discovery of the library's resources. Team members participate in systematic testing of specific features/options, keeping in mind diverse patron needs.

Library KPIs:

- Online catalog (Primary responsibility)
- Course reserves (Relevant)
- Electronic resources (Relevant)
- Physical Circulation (Relevant)
- Web properties (Relevant)

Meeting Minutes

- [2024-2025_runningMeetingMinutes.docx](#)

Objectives:

- **OBJECTIVE #1: Maintain or enhance Primo as an accessible and inclusive discovery tool, by identifying features/options for implementation.**
 - **Why:**
 - Primo is one of the library's primary discovery tools and is used by patrons to identify information relevant to their educational needs.
 - **How:**
 - Make recommendations/decisions on configurations, following each new [Primo quarterly release](#).
 - Create/maintain/analyze relevant analytics reports related to Primo usage
 - Map configuration changes to relevant analytics reports for analysis
 - **Success looks like:**
 - Implementation of new Primo features useful to patrons.
 - Decisions made on configuration based on patron usage.
 - **Fall Update:**
 - This semester, the team tested four new Primo VE features and decided collectively not to implement any of them at this time.
 - **Spring Update:**
 - This semester, the team tested three new Primo VE features and decided collectively not to implement any of them at this time.
- **OBJECTIVE #2: Ensure cohesion among the library's various discovery tools.**

- **Why:**
 - To ensure a consistent patron experience as they use various tools to find the information they need.
- **How:**
 - Review and test library discovery tools.
 - Identify inconsistencies in search mechanisms, design, and branding among discovery tools available on the library's website.
 - Identify changes that will contribute to a consistent patron experience.
- **Success looks like:**
 - Similar or well-defined search mechanisms, design, and branding among discovery tools.
- **Fall Update**
 - The team developed a plan for reviewing the discovery tools, focusing on documenting observations related to search scope and accuracy, design and branding consistency, user experience issues or barriers, and recommendations for improvements. The team is scheduled to meet in February 2025 to discuss findings from these observations, aiming to address the KPI for Objective #2: ensuring cohesion among the library's various discovery tools.
- **Spring Update**
 - Each team member tested one or more discovery tools and documented their findings on search scope and accuracy, design and branding consistency, user experience issues or barriers, and recommendations for improvements. Several inconsistencies in search mechanisms, design, and branding among discovery tools have been identified and corrected.

Final Outcomes

This year, the team evaluated new Primo VE features and collectively decided not to implement any at this time. Additionally, the team successfully tested nine discovery tools and resolved the identified inconsistencies. Both objectives for the year were fully accomplished.

Challenges and Opportunities for Next Year

Looking ahead, the team will engage in several projects over the summer, including reviewing the language used for ILL/Summit services, assessing EBSCO's Natural Language Search functionality, and conducting usability testing of an AI research assistant. In the coming year, the team will continue evaluating new Primo VE features and work to optimize related discovery tools.

Metrics:

- # of usage reports created
- # of configuration options tested
- # of configuration options implemented
- # of Discovery tools reviewed
- U/A Testing?

Team/Unit Members:

Hanwen Dong, Team Lead

Diane Prorak, Reference

Dakota Woodward, ILL

Kelly Omodt, FYE

Jean Mattimoe, Law Library

Rami Attebury, Primo Admin

Kelley Moulton, SPEC

Evan Williamson, Website

Pamela Martin, Instruction/User Services

Rachel Kerr, E-resources

Reporting to:

- Rami Attebury (Associate Dean)

First Year Experience (FYE) Team

Overview:

The First Year Experience Team is part of a university-wide commitment to connect and support students as they transition to collegiate studies and research. Through instruction, outreach, and engagement, this program aims to improve student retention, foster student success, and empower students to be information literate in the classroom and beyond.

Library KPIs:

- Relevant
 - Research and Reference Assistance
 - Workshops and Presentations
 - Instruction

[FYE meeting running agendas and notes 2024-25](#)

Objectives (includes timebound goals and projects):

Provide orientation and instruction to Engl101 students

- **Why:**
 - New students will be more successful if they know about and use the resources and services located in the library or through our website
- **How:**
 - Refine and implement Engl101 orientation scavenger hunt activity
 - Develop and implement Engl101 activity for students to learn how to find books and articles and to use reference services, particularly online chat
- **Success looks like:**
 - The majority of groups participating in the ENGL101 activities and responding to the survey indicate that they are aware of library resources and services and will likely return to use them. They are also able to list resources and services that they think will be helpful.
 - **Fall 2024 update:** *Below are the survey results from the early fall Engl101 activities.*
 - *20 Engl101 tour times were offered, attended by 45 sections, around 852 students.*
 - *752 students completed the survey, 86% of all ENGL101 students from Fall 2024.*
 - *99.66% of respondents indicated that they would return to the library to utilize a resource. The breakdown is as follows:*

Q23 - Select all of the resources that you think you would use here in the library. Percenta
ge

| | |
|----------------------|---------------|
| <i>Study Rooms</i> | <i>71.82%</i> |
| <i>Tutoring</i> | <i>70.10%</i> |
| <i>Research Help</i> | <i>63.92%</i> |
| <i>Print Books</i> | <i>59.45%</i> |

| | |
|-----------------------------|--------|
| <i>MILL</i> | 54.30% |
| <i>Studio</i> | 48.11% |
| <i>Maps</i> | 44.33% |
| <i>Data Hub</i> | 42.61% |
| <i>DVDs</i> | 41.24% |
| <i>Course Reserves</i> | 40.55% |
| <i>Magazines/Newspapers</i> | 35.40% |
| <i>Special Collections</i> | 31.62% |

- **Spring 2025 Update**

- *14 sections (277 students) attended tours in January 2025.*
- *In previous spring semesters, we had offered the tours as an option to Engl101 instructors for their sections instead of requiring attendance. This was based on previous experience indicating that many spring Engl101 students had already had a class with a library introduction in the fall. However, we found out this no longer seemed to be true, so we decided to schedule and require all sections to attend. When informally surveying instructors and students, we found that most had not had Engl101 or another library session before and quite a few were new students to the campus. Therefore, we found that requiring these tours during the spring semester was appreciated and effective.*
- *KPIs are collected in the fall semester for this activity so there is no updated survey results. I am confident that the results would be similar to fall survey results.*

- **Final Outcomes**

- *This activity continues to be effective. Both students and Engl101 instructors seem to enjoy and support it. Some questions and details need revision, but the overall management, implementation and assessment of the activity should proceed next year.*
- The majority of groups participating in the book and article activity indicate that their confidence in finding books and articles in the library improved by the end of the activity.
 - *Fall 2024 update: As this was a new activity, we expected some challenges. Overall, it went well, with students engaging with the chat service and locating books. We received feedback from Tyler Easterbook and Engl101 instructors. We are making some changes based on assessment for the spring semester. One change is to make it more of a stand-alone activity, with the goal of learning more about library organization and assistance. The Engl101 essay following the activity will no longer contain a group bibliography, so we will create our own topics and groups when classes arrive.*
 - **Spring 2025 Update**

- *207 students in 14 sections participated in the Engl101 book and article finding activity in spring 2025.*
- *After communication with the FYC director and Engl101 instructors, we revised the book and article activity in a couple significant ways. We decoupled it from the writing assignment as mentioned in the fall update. This allowed more flexibility in scheduling. While it generally is beneficial to connect library instruction with assignments, it didn't seem to be effective in the fall. Part of the issue was that our activity was based on the original plan of having students do group research, which didn't work well in Engl101. Therefore, by having this as a standalone activity, librarians helped students form groups based on the attendance that day (eliminating issues with absent students in a previously formed group). Also, we provided topics that had been checked against books available in our library. Groups picked a topic from a container. This made for more successful book searches. These changes seemed very effective. Students seemed less confused and more engaged than in the fall and it lessened the burden on Engl101 instructors.*

▪ **Final Outcomes**

- *FYE added the book and article activity this year and it was largely developed based on the desire of the FYC director to provide more library research skills experience to Engl101 students. We tried to design it so that it did not require a lot of actual instruction or preparation for the librarians. Therefore, we used small groups to reduce total numbers and a Qualtrics survey they could largely use on their own. However, preparation, scheduling, monitoring, meeting, covering chat and follow up still add up. During the class sessions there is heavy use of the online chat service, which the FYE librarians tried to cover. This became more of a burden than expected. Therefore, the activity still felt like a significant addition to the teaching load of the FYE librarians, despite the "self-directed" approach. There needs to be some discussion and consideration of the sustainability of this activity to decide how and whether to continue it.*

Provide integrated information literacy instruction in Engl102

- **Why:**
 - Empower students to develop foundational and transferable information literacy skills
- **How:**
 - Collaboration with First-Year Writing Director and course instructors
 - Teach ENGL102 instruction sessions in-person and provide online equivalent content for online sections
 - Develop and revise ENGL102 instructional content and grade library assignments
 - Support students as they complete their ENGL 102 research assignment.
- **Success looks like:**

- Continued partnership with the First-Year Writing Program and Director
 - **Fall 2024 update:** After collaborating with Tyler Easterbrook on changes in our library instruction to match the new curriculum, we feel the move to link our assignment to the now-required annotated bibliography was quite helpful. Informal assessment indicates that it improved the relevance of our instruction and assignment. Some instructors indicated that they needed to adjust the timing of the library sessions in spring semester, as they had based their fall scheduling requests on the previous curriculum.
 - **Spring 2025 Update**
 - The updated library unit continued to work well with the new curriculum. Spring semester scheduling, instruction and results were largely similar to the fall. Therefore, if the First Year Composition program does not change its curriculum, we should continue with a similar approach in the next academic year. Connecting the library assignment to the annotated bibliography remains a key component of success. In-person instruction by librarians (for in-person sections) is also considered essential.
 - **Final Outcomes**
 - Our collaboration and implementation of library instruction with the new curriculum was successful, based on instructor and librarian feedback as well as student assignment assessment (below). For next academic year, it will be important to meet with the FYC director to determine if there will be any changes to the curriculum. If not, we can retain most of the library unit (with minor revisions), but may want to consider ways of streamlining the grading of assignments by librarians. Grading continues to be a time consuming task and there is some question about whether students benefit from or take advantage of the effort librarians make in grading.
- Data collected indicates that the majority of students who attended ENGL 102 library sessions and submitted the assignment retained the foundational information literacy skills taught during Library week
 - **Fall 2024 update:** In fall 2024, 76% of Engl102 students ($n=688$) submitted a library assignment, and 95% of those completed 75% of the answers correctly. These numbers indicate library faculty are having a positive impact on Engl102 students information literacy.
 - **Spring 2025 Update**
 - In spring 2025, 72% of Engl102 students ($n=696$) submitted a library assignment, and 92% of those completed 75% of the answers correctly. These numbers continue indicate library faculty are having a positive impact on Engl102 students information literacy. While the percentages are somewhat lower than in fall, there are some differences in the population of students who take Engl102 in the spring semester compared to fall.
 - **Final Outcomes**

- While there may be some revisions needed in the assignment and in the instruction, overall the results indicate that students are finding the assignment worth completing and learning foundational information literacy skills that they can apply to research for their annotated bibliography. It also indicates that the collaboration with the FY Composition program is effective since instructors support the library sessions, unit and assignment and encourage their students to participate and complete it.

Challenges and Opportunities for Next Year

- Our current FY instruction program continues to be high-touch, engaging and instructionally effective.
- The instruction load (including prep, communications, Canvas management, in-person instruction, grading and Information Landscape (IL) workshops) for FYE librarians is very high and may not be sustainable without some changes.
- While many other library faculty teach IL workshops, the bulk of the burden for managing them falls to FYE. This hidden work includes recruiting for and scheduling the workshops, creating links and handouts to it, creating the attendance spreadsheets, promoting the workshops in class announcements, recording attendance, reminding students, responding to student questions, assigning asynchronous options, communicating with instructors, etc. We may need to find efficiencies, perhaps in grading, IL workshop management or Engl101 activity implementation, including alternate ways of covering chat service during the book and article activity.
- With a new team leader and new instruction librarian incoming, there may be opportunities for new ideas and approaches.

Unit/Team Metrics:

Fall 2024

| | |
|-------------------------------|-------|
| English 101 and 102 Sessions | 109 |
| English 101 and 102 Attendees | 2,789 |
| Lower Division Sessions | 20 |
| Lower Division Attendees | 742 |
| K-12 Sessions | 2 |
| K-12 Attendees | 53 |
| ETIL Sessions | 19 |
| -ETIL Attendees | 338 |

Spring 2025

| | |
|--------------------------------|-------|
| -English 101 and 102 Sessions | 151 |
| -English 101 and 102 Attendees | 3,685 |
| - ETIL Sessions | 32 |
| - ETIL Attendees | 589 |

- # of FY class sessions taught: *above*
- # of FY students taught: *above*
- # of ETIL workshops taught: *above*
- # of ETIL students taught: *above*
- Survey results from Engl101 class activities: *above in report*
- # of Engl102 students who completed the Library assignment: *521 in fall 2024, 688 in spring 2025*
- % of Engl102 students who completed the assignment and answered at least 75% of the assignment questions: *95% in fall 2024, 92% in spring 2025*

Link to FYE Team running agenda

[FYE meeting agendas and notes Fall 2024](#)

Membership:

Diane Prorak, team leader

Pam Martin

Kelly Omodt

Tyler Rodrigues

Reporting to:

Rami Attebury (Associate Dean, Operations & Access)

INSTRUCTION TEAM

Overview:

The Instruction team supports students' success by ensuring and improving the coherence, quality and impact of instructional practices through the formation of communities of practice, the assessment of instructional practices, and the enhancement of the discoverability and usability of the library's online educational resources.

[Instruction Team Running agenda and notes 2024-25.docx](#)

Library KPIs:

- Instruction Stats (Primary)
 - Attendees by type/area
 - Sessions by type/area
- Web Properties
- Workshops and Presentations (Primary)
 - Workshops by type
 - Attendees

| KPI Area | Fall 2024 |
|---|-----------|
| Total Sessions | 209 |
| Total Attendees | 5,304 |
| Total Course Based Sessions | 134 |
| Total Course Based Attendees | 4,336 |
| Unique Course Based Attendees | 3,601 |
| -English 101 and 102 Sessions | 109 |
| -English 101 and 102 Attendees | 2,789 |
| -Upper Division / Discipline Specific Sessions | 41 |
| -Upper Division / Discipline Specific Attendees | 752 |
| -Lower Division Sessions | 20 |
| -Lower Division Attendees | 742 |
| -K-12 Sessions | 2 |
| -K-12 Attendees | 53 |
| Total Workshop Sessions | 69 |
| Total Workshop Attendees | 1,569 |
| - Renfrew Sessions | 12 |
| - Renfrew Attendees | 780 |
| - ETIL Sessions | 19 |

| | |
|-------------------------------------|-----|
| - ETIL Attendees | 338 |
| - Tech Talks Sessions | 5 |
| - Tech Talks Attendees | 43 |
| | |
| - Grad Student Essentials Sessions | 6 |
| | |
| - Grad Student Essentials Attendees | 95 |
| - MILL Workshops Sessions | 26 |
| - MILL Workshops Attendees | 273 |

Spring 2025 Update

| | Spring 2025 |
|--|-------------|
| Total Sessions | 290 |
| Total Attendees | 6,350 |
| Total Course Based Sessions | 187 |
| Total Course Based Attendees | 4,604 |
| Unique Course Based Attendees | 2,166 |
| - In-Person Sessions | 170 |
| - In-Person Attendees | 4,266 |
| - Online Sessions | 3 |
| - Online Attendees | 48 |
| - Hybrid Sessions | 5 |
| - Hybrid Attendees | 130 |
| - Asynchronous Sessions | 5 |
| - Asynchronous Attendees | 102 |
| -English 101 and 102 Sessions | 151 |
| -English 101 and 102 Attendees | 3,685 |
| -upper division and/or discipline specific Sessions | 28 |
| -upper division and/or discipline specific Attendees | 519 |

| | |
|---|-------|
| -lower division and/or interdisciplinary Sessions | 0 |
| -lower division and/or interdisciplinary Attendees | 0 |
| -K-12 Sessions | 0 |
| -K-12 Attendees | 0 |
| Total Workshop Sessions | 65 |
| Total Workshop Attendees | 1,655 |
| - Renfrew Sessions | 14 |
| - Renfrew Attendees | 778 |
| - ETIL Sessions | 32 |
| - ETIL Attendees | 589 |
| - Tech Talks Sessions | 5 |
| - Tech Talks Attendees | 38 |
| - Grad Student Essentials Sessions | 0 |
| - Grad Student Essentials Attendees | 0 |
| - MILL Workshops Sessions | 9 |
| - MILL Workshops Attendees | 168 |

Objectives (includes timebound goals and projects):

Host a series of conversations around Instruction techniques and practices among all faculty

- o **Why:**
 - Improve collaboration, assessment, and understanding of instructional practices across diverse faculty practices
- o **How:**
 - Modelling this after AI sessions from January 2024, set up a series of 2-3 sessions (1-2 hours long) that cover: individual pedagogical practices, general information literacy pedagogical ideals/theories, AI use in pedagogy going forward, and an initial discussion of scaffolding of content/objectives
- o **Success looks like:**
 - Planning, execution, and delivery of series in Fall 2024
- o **Fall 2024 Update:**
 - *The Instruction Team held three faculty conversations:*
 - *Thursday, October 24*

- Topic: Scaffolding information literacy learning objectives across the curriculum
 - Speaker: Tyler Easterbook, Director of First Year Composition
 - Friday, November 8
 - Topic: Teaching methods, in-person and online, for one-shot presentations
 - Speaker: Jen Elbek, CETL (via Zoom)
 - Thursday, December 5
 - Topic: AI in information literacy instruction
 - Speakers: Bert Baumgaertner and Casey Johnson
- We had attendance of the majority of faculty at each and good engagement. With the first two, the team had faculty contribute content during activities, and that information is available in the Instruction Team folder.
- Spring 2025 Update
 - No new conversations were held during spring semester.
 - Final Outcomes
 - The Instruction Team was successful in gathering faculty for professional development and conversation. The faculty had not really done this type of sharing in some time. This could be a model going forward.

Scaffold learning objectives and instructional content across lower and upper division instruction

- Why:
 - Improve coherence of information literacy instruction for students
 - Improve quality and coherence of instruction practices for all faculty
- How:
 - Continue improving draft of charts and documents laying out levels and types of information literacy instruction across divisions
 - Build consensus among faculty about categories/divisions and approaches
- Success looks like:
 - Finalized and distributed curriculum map in use for library faculty by the Spring Semester
 - Fall 2024 Update
 - At the faculty discussion on October 24, faculty reacted to a draft curriculum map that Norm developed from earlier content. Small groups of faculty provided written feedback in group documents ([Faculty discussion on learning objectives October 24](#)) The team plans to use this content and develop a public-facing document or infographic that explains our learning objectives across the curriculum.

- **Spring 2025 Update**
 - *The Instruction Team discussed the charge for creating the content regarding learning objectives in the January 2025 meeting ([Instruction Team Running agenda and notes 2024-25.docx](#)) Dulce brought our questions and comments to the Leadership Team. Eventually, Leadership shifted the charge for this to become a library-wide project to create Library Literacies. The work then moved out of the Instruction Team and is mostly complete, but still in progress.*
- **Final Outcomes**
 - *Due in part to the Instruction Team's previous year's work and fall faculty conversation on scaffolding and instructional content, the library now has developed a solid draft of literacies that will be important in guiding our future instructional objectives*

Aggregate all online instructional content into one accessible portal

- **Why:**
 - Improve coherence and discovery of online resources for students,
 - Improve usability and access of resources for those new to using library resources
- **How:**
 - Work with Library Website team to:
 - Create a central landing page that directs students towards relevant resources
 - Create navigational cues throughout the website to direct students in need to asynchronous resources
 - Facilitate the creation of walkthroughs/tutorials for new users that offer varied options and mediums (video, textual, interactive) for learning basic library skills and get feedback from team and interested parties
- **Success looks like:**
 - Publish new landing page, visual cues, and resources/tutorials by the Spring Semester
 - ***Fall 2024 update***
 - *On Monday, September 9 (see [Instruction Team Running agenda and notes 2024-25.docx](#)) the team discussed the work completed during the summer by Hanwen and Norm. We made comments and determined that the next step should be to take the proposal to the Web Team.*
 - ***Spring 2025 Update***
 - *Our proposal is still awaiting the next step from the Web Team.*

- **Final Outcomes**
 - *Norm and Hanwen, in collaboration with the Instruction Team, have developed a solid proposal for a landing page which would improve access to our online instructional materials. Hopefully it will be prominently linked on the revised Library website.*

Challenges and Opportunities for Next Year

- The Instruction Team worked on three major objectives this past year and feels it accomplished a great deal. It does not seem like the team needs to take on as much next year.
- One challenge is that we could not move forward on the instructional materials landing page because the next step lies with the Web Team. When the web team is ready, the Instruction Team could provide insight and input about asynchronous instructional materials on the library website.
- Scheduling and finding enthusiasm for attendance at formal faculty conversations can be challenging. This team believes its best use of time going forward is to support a “community of practice” for instruction across the library faculty. This could be set up more informally, perhaps as “brown bags” and without outside speakers.

Unit/Team Metrics: (note progress or edit if not needed)

- Engagement with Instructional Website - not necessary right now: *in progress*
- # of resources gathered on aggregated page: *in progress*
- # of educational resources revised and/or deleted: *NA*
- Instructional scaffolding document : *Moved to library leadership and faculty*
- Instruction Discussion Series held: *completed Fall 2024*

Membership:

- Hanwen Dong
- Dulce Kersting-Lark
- Norman Lee
- Pam Martin
- Diane Prorak (lead)
- Rochelle Smith

Reporting to:

- Associate Dean, Research & Instruction

LIAISONS TEAM 2024-2025

Overview:

The Liaison team enriches formal and informal learning opportunities and advances the research, scholarly, and creative activity of faculty and students by broadly communicating library offerings, services, and capacities, building individual and institutional relationships with faculty in the various colleges, and providing discipline specific instruction and assistance for students and faculty.

Library KPIs:

- Course Reserves
- Electronic Resources
- Geographic Information Systems
- Physical Circulation
- Research Information Management
- Instruction
- Research and Reference Assistance
- Workshops and Presentations

Meeting Minutes:

- [Meeting Agenda 2024-2025.docx](#)

Objectives (includes timebound goals and projects):

Library liaisons will engage in significant interactions and collaborations (as recorded on the interactions form) with faculty and students from across the University

- **Why:**
 - To build connections across campus and advance the educational and research missions of the university
- **How:**
 - Support university faculty and students in Liaison areas through research assistance, instruction support, and project collaboration
- **Success looks like:**
 - Liaisons and faculty will, by year's end, have had at least one significant interaction with students and/or faculty from every department on campus.
- **Fall Update:**

- Currently we have not come close to meeting this goal. We have not interacted with 15 departments, including (by college):
 - College of Art and Architecture
 - architecture
 - interior architecture and design
 - landscape architecture
 - virtual technology and design
 - College of Agricultural and Life Sciences
 - agricultural economics and rural sociology
 - agricultural education, leadership, and communications
 - margaret ritchie school of family and consumer sciences
 - College of Business and Economics
 - accounting and mis
 - College of Education, Health and Human Sciences
 - leadership and counseling
 - movement sciences
 - College of Engineering
 - College of Letters, Arts, and Social Sciences
 - lionel hampton school of music
 - school of global studies
 - College of Natural Resources
 - natural resources and society
 - fish and wildlife sciences
 - College of Science
 - Chemistry
- **Spring Update:**
 - Due to lack of interest and complexity of tracking, we decided to move on from this goal.

Individual Library liaisons will share information about their liaison areas and practices with the rest of the team

- **Why:**
 - Improve library faculty knowledge of university colleges and initiatives
 - Share practices and experiences to help other liaisons improve their work
- **How:**

- Each Liaison will present to the team an overview of their college, colleges, or area (GIS/SPEC) and their liaison activities therein.
- **Success looks like:**
 - Each liaison will present at least once during the year to the rest of the team
- **Fall Update:**
 - So far, four Liaisons have presented to the group on their respective areas and colleges. These have covered CNR, CBE, CLASS (Social Sciences), and CDIL.
 - Presentations have led to fruitful discussions and suggestions for improved service.
- **Spring Update:**
 - All Liaisons presented on their areas and/or specialties this year. We all found these really illuminating, and the presentations led to some excellent conversations and recommendations. I hope that having this grounding in each others areas and practice will help this team move forward more collaboratively and individuals do their jobs more effectively.

The Liaison Team will serve as a feedback mechanism for other library teams and for those working on library initiatives

- **Why:**
 - Liaisons possess unique knowledge and experience of the university that can be leveraged for advice and insight into possible library actions and projects.
- **How:**
 - The team will be available as a feedback mechanism for any other team or faculty initiative via regular meetings and will advertise this function to the larger library.
- **Success looks like:**
 - The team will provide feedback for several library programs/teams/initiatives throughout the year
- **Fall Update:**
 - We have not received any requests for feedback yet. We also have not really advertised our services in this regard ... For the spring, we will make sure folks know this is an option.
- **Spring Update:**
 - We gave a small amount of feedback to the Collections team, but otherwise didn't do much in this area.

Unit/Team Metrics:

- # of faculty meetings - 5
- # of presentations - 10
- # of colleges/areas presented - 10
- # of times feedback is requested - 1

Membership:

- Devin Becker (Lead)
- Bruce Godfrey
- Jeremy Kenyon - CNR
- Jylisa Kenyon - CLASS - Social Science
- Dulce Kersting-Lark - SPEC
- Norman Lee - CoS + Engineering
- Marco Seiferle-Valencia - COEHHS
- Rochelle Smith - CLASS - Humanities/Music + CAA
- Samantha Thompson-Franklin – CBE
- Andrew Weymouth - CALS

Reporting to:

- Dean

Final Outcomes

This was our first year operating as a mostly informational/social group, and I think reconfiguring the group this way was a good start. Our main project was having everyone present on their area. The presentations were really excellent overall, with individuals going into detail about their networking, instruction, and collecting processes. The presentations about the liaisons' colleges gave particularly good insights, and often led to discussions and recommendations about/for individuals' practice.

While feedback wasn't specifically sought by any but the collections group this year, we did end up considering the literacies project presented by the library as well. And while this part of the objectives wasn't really fulfilled, I believe establishing this baseline of shared practice will be fruitful overall in this area, especially for the newer liaisons, as we look to invite more direct collaboration going forward (see below).

Challenges and Opportunities for Next Year

For next year, we intend to invite representatives from other teams to present for each meeting. We're thinking specifically we would like to hear from and converse with the following teams:

- Collections team
- Instructions team
- Research Impact team
- Open Engagement
- Wider University/Library Admin Update

And we'll look to structure these conversations towards similar goals for this year – information sharing and improving our practices.

Otherwise, this group looks forward to updating each other and conversing again next year. Overall, this is a strong group of faculty doing excellent and important work for the library, and we'd like to maintain our connections and expand our reach. As I work on the goals for next year, I also look forward to finding some means toward collaborative work, perhaps related to work with the Instruction Team and the ongoing literacies project, as I feel like the intersection of those teams is a good spot for that work to be accomplished.

MarCom Team

Overview:

The Marketing & Communications Team ensures consistent, coordinated, and professional messaging from the Library to the wider university and general public about Library collections, events, and services with the goal of increasing awareness and use of Library offerings.

Library KPIs:

- Relevant
 - Building Usage
 - Course Reserves
 - Digital Collections
 - Electronic Resources
 - Exhibits
 - Fellowships
 - Geographic Information Systems
 - Instruction
 - Physical Circulation
 - Research and Reference Assistance
 - Research Information Management
 - Special Collections & Archives
 - Student Savings
 - Web Properties

Objectives (includes timebound goals and projects):

- Finish formalizing MarCom processes.
 - **Why:**
 - Ensure that users know about Library offerings in a timely way.
 - Save staff and faculty time.
 - Reduce confusion and redundant work.
 - **How:**
 - Create, refine, and communicate to entire library
 - Document fully in Library Annual Manual.
 - **Success looks like:**
 - Consistent use of processes throughout Library.

Final Outcomes

A form for submitting marketing and communications requests was created (<https://tinyurl.com/LibraryMarCom>) and distributed to the Library; usage has been low, with about twelve submissions. Continuing to remind people about this form/process will be important.

- Hire a student employee to help with social media accounts and possibly other marketing and communication activities.
 - **Why:**
 - Have more of a student voice in our marketing and communication efforts.

- Ensure consistent marketing and communication efforts.
 - Lessen the burden on fulltime Library employees.
- **How:**
 - Hire a student in the fall
 - Determine an appropriate scope and amount of work
 - Document processes and expectations
- **Success looks like:**
 - A successful hire and a clear position description and set of goals that can be used from year to year.

Final Outcomes

We hired a student and had success with him contributing to social media and working with our templates. Though we gave him space to pursue his own marketing ideas, he didn't end up producing anything. It's unclear if this is due to position description, expectations, or the motivation of the individual in that position. Overall, this position was a success and could be further developed to be more successful in the coming years.

- Continue distributing and improving "Letters from the Library."
 - **Why:**
 - Ensure that users know about Library offerings in a timely way.
 - **How:**
 - Continue coordinating content and distribution using established processes.
 - **Success looks like:**
 - Increasing newsletter usage statistics.

Final Outcomes

We published a total of eight monthly newsletters, though we only received statistics for five. The table below shows a slight increase in our final newsletter, though this is not part of a sustained trendline. These numbers give us a baseline to try and improve on next year.

| Month | Emails Sent | Delivered | Unique Opens | Unique Clicks | Bounces | Unsubscribes | Open Rate (%) | Click Rate (%) |
|--------|-------------|-----------|--------------|---------------|---------|--------------|---------------|----------------|
| Oct-24 | 4839 | 4351 | 1615 | 46 | 93 | 2 | 37.12 | 1.06 |
| Nov-24 | 4829 | 4258 | 1585 | 45 | 23 | 0 | 37.22 | 1.06 |
| Dec-24 | 4826 | 4238 | 1600 | 44 | 21 | 1 | 37.75 | 1.04 |
| Mar-25 | 4819 | 4173 | 1660 | 21 | 15 | 2 | 39.78 | 0.5 |
| May-25 | 4821 | 4148 | 1620 | 65 | 19 | 2 | 39.05 | 1.57 |

Unit/Team Metrics:

- Engagement with Library social media

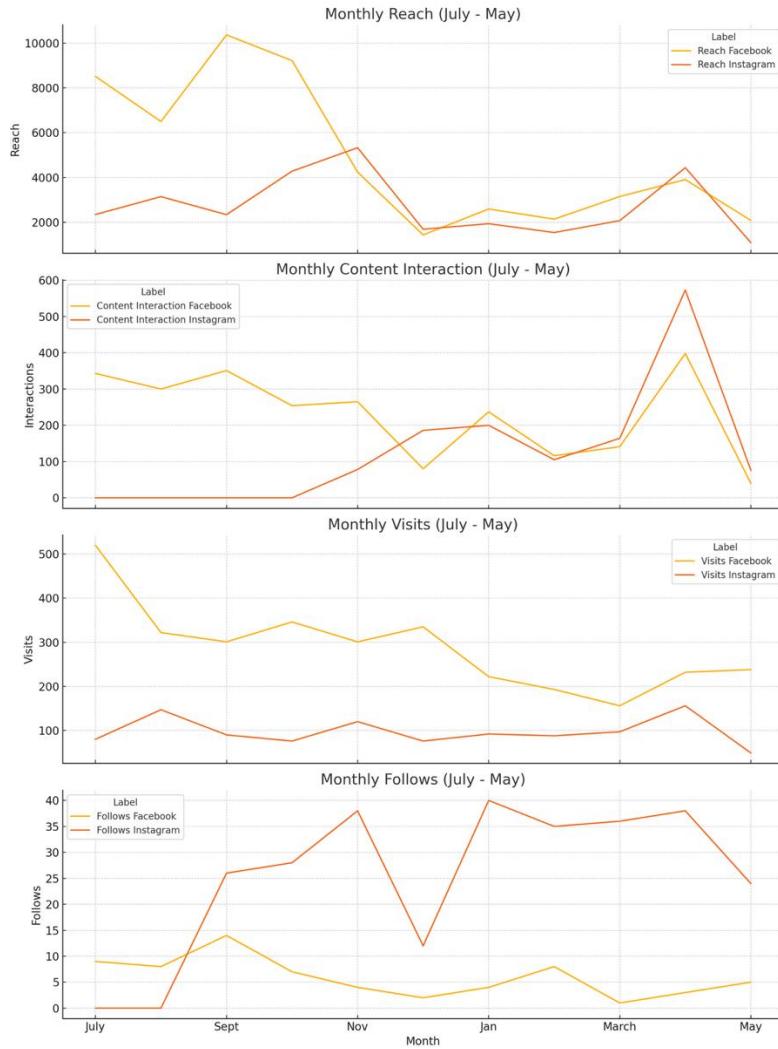
- Newsletter usage statistics

Final Outcomes

Overall social media usage was generally stable, though there seemed to be a decrease in engagement in the second half of the year.

| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June |
|--------------------------------------|------|------|-------|------|------|------|------|------|-------|-------|------|------|
| Reach Facebook | 8511 | 6495 | 10365 | 9215 | 4236 | 1433 | 2589 | 2137 | 3147 | 3902 | 2081 | 528 |
| Reach Instagram | 2343 | 3141 | 2336 | 4278 | 5325 | 1685 | 1934 | 1538 | 2069 | 4433 | 1089 | 240 |
| Content Interaction Facebook | 343 | 300 | 351 | 254 | 265 | 80 | 237 | 116 | 141 | 398 | 40 | 28 |
| Content Interaction Instagram | 0 | 0 | 0 | 0 | 78 | 186 | 200 | 105 | 164 | 573 | 76 | 30 |
| Visits Facebook | 520 | 322 | 301 | 346 | 301 | 335 | 222 | 193 | 156 | 232 | 238 | 58 |
| Visits Instagram | 80 | 147 | 90 | 76 | 120 | 76 | 92 | 88 | 97 | 156 | 49 | 14 |
| Follows Facebook | 9 | 8 | 14 | 7 | 4 | 2 | 4 | 8 | 1 | 3 | 5 | 3 |
| Follows Instagram | 0 | 0 | 26 | 28 | 38 | 12 | 40 | 35 | 36 | 38 | 24 | 3 |

*Note June statistics were collected early in the month



Membership:

- Ben Hunter (Team Lead)
- Ariana Burns
- Jessica Fleener
- Clinton Johnson
- Jylisa Kenyon
- Norman Lee

Reporting to:

- Dean

OPEN STRATEGIES TEAM Academic Year 2024-2025

Created May 23, 2025

Finalized June 5th, 2025

Overview:

The Open Strategies Team supports student success and the transformation of scholarly communication by building understanding, engagement, and capacity for open access, open education, and open scholarship practices both in the Library and throughout the university.

Library KPIs:

- Course Reserves required course materials
 - Estimated total savings for students for AY 24-25 is \$174,437, across 64 courses and reaching 1,927 students.

| Course Reserves for Required Materials | Fall 2024 | Spring 2025 | Academic year 24-25 |
|--|-----------|-------------|---------------------|
| # of Courses using Leganto for required readings | 31 | 33 | 64 |
| # of Students Served by Required Leganto Reading lists | 948 | 979 | 1927 |
| Estimated Course Reserves Savings (Required courses) | \$80,326 | \$94,110 | \$174,437 |

From OST KPI's

- Student Savings (Primary)
 - Amount saved via ThinkOpen program:
 - This year we did not have any new Think Open Fellowships.
 - Program savings to date is estimated to be: \$877,892
 - Amount saved via Reserves
 - \$174,437 is the 24-25 year estimate for savings for required course materials offered in course reserves

Objectives (includes timebound goals and projects):

1) Make University of Idaho students' education more affordable

- Why:
 - To save students money and Increase access to materials for students and overall affordability of education at the university
- How:
 - Support and promote the use of open educational resources, open textbooks, open pedagogy practices, and other strategies
 - Create a workshop Mini-Series on Open on Campus, 3 to 4 short video workshops to get folks up to speed
 - Focus course marking communications to staff and faculty vs messaging to students
 - Increase low and zero-cost courses offered on campus
- Success looks like:

- Save students at least \$100,000 through open practices

Fall Updates:

- Links to the Open at U of I pressbook and course marking tool were added to the [Course Marking](#) page in lieu of creating a video for finding these tools
- Discussions were had re: marketing/communicating course marking initiative:
 - Having a representative at the bookstore during textbook adoption time to discuss course marking (inclusive access has a representative)
 - Presenting on course marking at faculty orientation
- Involving academic advisors

Spring Updates:

- Planning an OA week for October 2025 to help build faculty awareness around Open
- Planning and deciding a communication format to share Open opportunities both hosted by the library and elsewhere (likely a blog with an email list blast to previous Think Open fellows and other Open interested folks)
- Key findings from the 2023 survey show:
 - Students report needing only modest price reductions (\$11) to make classes materials feel more affordable
 - Around half are skipping a required text
 - 18% report not having a choice in what classes they pick
 - The most expensive colleges are SBE and SAA, however the SAA students report a bigger affordability gap (SBE students actually report they can afford their materials). EHHS also has a notable affordability gap. Work with Liaisons to share what their college findings are.

2) Leverage Verso to measure and improve OA publication on campus, including CDIL projects, Pressbook publications, and open access publication by the faculty, particularly related to the Open Access Publishing Fund

- **Why:**
 - To create a better understanding of and support infrastructure for open access publishing on campus
- **How:**
 - Use OAPF to help faculty publish their articles as open access
 - Improve tools and options available for open publishing on campus
 - Work with Research Impact Team to use VERSO to measure and increase visibility for open access publications (including OAPF articles) and projects by university faculty

- Measure engagement and create persistent open presences for Pressbooks and CDIL projects via VERSO and its DOI functionalities
 - **Success looks like:**
 - OAPF funds expended
 - DOIs assigned to pressbooks, CDIL projects, and select digital collections (as decided by team)
 - Statistics tracked/communicated via VERSO for OAPF and OA articles generally in OA Campus Report

Fall update:

- Took over the OAPF Collection in VERSO
 - Currently up to date through FY24, includes 147 articles
 - Drafted [OAPF VERSO workflow](#) for keeping the collection updated in conjunction with annual OAPF reports
- Most catalogued pressbooks added into VERSO and library catalog
 - Other pressbook policies (including DOIs) in progress
- Proposed metrics to track via VERSO:
 - # of OA-tagged items (4,092)
 - # of OA peer-reviewed journals (1,200)
- OAPF funding period #1 fully encumbered as of 11/7 (\$15,000)

Spring update:

- OAPF funding period #2 fully encumbered as of 3/27 (\$15,000)
- Explored questions related to DOI authority and how to balance that across our diverse digital ecosystem of Pressbooks, CDIL projects, and other

3) Assess contractual and other opportunities for advancing open activities on campus through contracts (i.e. Transformative Publishing Agreements, etc.)

- **Why:**
 - Better understand open publishing possibilities available via subscription
- **How:**
 - Track and assess the various options available to the library via subscription
 - Communicate opportunities to collections team, the dean, and library faculty regularly
- **Success looks like:**
 - Final report in Spring 2025 that outlines possible contractual opportunities for increasing open activities on campus

Fall update:

- Received access to tracking data from Rami
 - APC savings from 2023 to 2024: \$97,547

- Identified some ways to improve tracking:
 - # of departments and colleges represented
 - Reorganize the data
- Identified ways to improve communication re: agreements:
 - Add links/lists of specific journals covered under agreement (e.g., Spring Nature only waives fees for hybrid journal APCs and provides a list on their site)
 - Update call out to transformative agreements on OAPF pages as potential alternative
 - Update page organization
- Identified most common publishers from OAPF that could be worth pursuing agreements with:
 - Frontiers (16 OAPF-funded articles)
 - Wiley (15) (I believe this is in progress?)
 - PLOS (8)

Spring update:

- The OAPF FAQ regarding transformative agreements has been updated to reflect the library's expanded read and publish agreements, as well as a link to VERSO.

Unit/Team Metrics:

- # of think open inquiries and applications
 - 0, likely due to Marco being out but also suggests less organic interest than in previous peak years
- # of staff and faculty communications regarding affordability/open
 - 38 contacts regarding OAPF
- i/o Publish campus open survey report
 - The scholarly article for the undergraduate results is almost ready. Leesa and Marco are working on an outreach strategy to share the results.
- # of Open Access publications by U of I faculty
- 2,261 of 21,508 total faculty & research scholarship items
- % of faculty work in RIM system that is openly accessible
 - 10.5% is OA

Membership:

- Marco Seiferle-Valencia (Lead)
- Leesa Love
- Bruce Godfrey
- Maryelizabeth Koepele

- Kelly Omodt
- Tyler Rodrigues
- Victoria Kerr (Leganto)

Reporting to:

- Associate Dean, Research & Instruction

Final Outcomes

- Objective 1 – Savings Students Money
 - We did not have new Think Open Fellowships, but we still estimated \$170,000 in annual savings from existing fellowships
 - The Think Open program savings to date is estimated at around \$875,000
 - Course reserves saved students around \$175,000 this year by offering required materials for 64 courses, and reaching approximately 2,000 students. This means about 16% of Vandal students are using course reserves.
- Objective 2 – Leverage Verso and Maintain OAPF
 - Created and updated the OAPF collection in Verso, creating a record of all scholarship funded by the OAPF since inception
 - Collaborated with other teams to link VERSO, Pressbooks, Library generated DOI's, with the library catalog to improve discoverability
- Objective 3 – Assess transformative publishing agreement possibilities
 - Researched and understood transformative publishing agreements
 - APC savings from 2023 to 2024: \$97,547
 - Identified specific strategies to improve communication

Challenges and Opportunities for Next Year

For objective 1, student savings, our focus will be on outreach to course schedulers, to ensure existing zero and very low cost courses are marked. We saw a big drop off in marked courses because the library was not able to do outreach this year. We are also planning to connect with CETL and hopefully catch more faculty earlier on in their course material decisions process.

Additionally, we are planning an OA week event and OA-centered podcast, which are hoped to help demonstrate what we are already doing, celebrate students and faculty who have been participating in open across campus, and help get people inspired about new projects. This will also likely be an opportunity to present the findings from the 2023 student course materials affordability survey.

We will be deemphasizing the cost savings and volume of Think Open fellowships going forward but still offering them as curricular fellowships through CDIL. We saw less interest in Think Open this last year, though it is unclear if that is related to Marco being out and there being less outreach and promotion.

For objective 2, VERSO outreach, the OST may have met our core goals here of making sure we have strategic connection and representation of OA published properties in VERSO. Similarly, objective 3, saw a lot of progress, with research and internal Infromation sharing on transformative publishing agreements. However, more work remains to communicate both these opportunities to stakeholders and potential users.

These proposed ideas work well with the proposed vision of moving some of the KPI'S collected by OST to actually being DSOS unit KPI's, and restructuring and recharging the OST team to be focused on open campus engagement with the libraries open and cost savings options.

Physical Spaces and Public Programming Team

Academic Year 2024-2025

Last updated 06/16/2025

Overview:

The Physical Spaces and Public Programming Team seeks to provide safe, usable, and accessible public spaces for U of I affiliates and community members who visit the UI Library in-person. They make space recommendations to library leadership based on local space assessments and national library trends. They also oversee the physical use of the building for programming and events.

Library KPIs:

- Exhibits (Primary responsibility)
- Building usage (Relevant)

Meeting Agenda:

- [2024-25 Physical Spaces & Public Programming Agenda.docx](#)

Objectives:

*Fall updates in blue.

*Spring updates in pink.

- **OBJECTIVE #1:**
 - Ensure accessible and usable spaces that meet the diverse needs of Library patrons by collecting and analyzing data on usage and by monitoring trends (local and national) over time.
 - **Why:**
 - Ensure the campus community and public patrons have adequate space to meet their educational needs.
 - **How:**
 - Provide reservable spaces that meet the diverse needs of U of I students.
 - Prioritized recommendations to remedy and/or improve areas where accessibility is problematic.
 - Address building issues reported by employees and patrons.
 - Maintain relationship with campus safety operations.
 - Walk-through conducted at the end of each semester to document building and furniture issues (like broken chairs, damaged white boards, etc.) that need to be addressed.
 - Ensure brand unity in library signage.
 - Updates made to the Library Floor Maps on an as-needed basis.
 - **Success looks like:**
 - Steady or increasing usage of library public spaces.
 - **Fall Updates:**

- LibCal reservations are being utilized.
- Groups inquiring about spaces are being referred to the appropriate PSPP members and relevant Access Services staff.
- We are prioritizing accessibility on the first floor for this year.
 - Column at Circulation Desk, cuts off view of front desk from staff stations. This sometimes leads to slow service for patrons.
 - ◆ Could this column be reduced in size for better visual access?
 - The display cases filled with SPEC items on the first floor by the genre cubbies do not allow easy access for wheelchair users to go around them and they block visual access to the MILL.
 - ◆ The recommendation is to move them elsewhere in the building and put in their place another study table as this front area is very popular with students.
- Campus Safety/building issues: From Samm's email regarding the last inspection: "email from Beau and he did let me know that all of the items form our list from last year had been addressed on the department level."
- Walkthrough to be conducted at the end of Spring 2025.
- Standardized flyers have been created and placed in SharePoint by a previous Spaces Team member.
- Blank floor plans have been sent over from facilities. The PSPP team will update them to reflect the evacuation meet-up point outside of Renfrew.

➤ **Spring Updates:**

- Walkthrough of all 4 floors and the Special Collections Offices conducted.
 - PSPP Team members split into pairs.
 - ◆ Each pair had a checklist to take notes.
 - See SharePoint for pdf, link below.
 - [2025_Library.Walk-Thru.Checklist](#)
 - Priority items to address:
 - ◆ **See Appendix for photos correlating to Priority Items.**
 - ◆ Study Booth cushions on first and second floor are used very often and are ripping at the seams.
 - There is also one booth (possibly removed for damage) from 1st floor, southside, facing MILL.
 - ◆ Metallic silver chairs in the living room area show wear.
 - ◆ Purple benches by computer lab on first floor show wear.
 - ◆ Monday morning cleaning rotation. Can we get priority?
 - Carpet on 4th floor – stains throughout.
 - Carpet in Renfrew Presentation space.
 - Carpet by Circulation and Reference area.
 - Vacuuming beneath booths.
 - Wiping tables.
 - Trash throughout all floors.

- Miscellaneous items:
 - ◆ Small wall scrapes and dings.
 - ◆ Air filter replacement in Team Rm 2.
 - ◆ Missing corner guard/corner protector on 4th floor.
 - ◆ Missing glass board tray in Team Rm 2.
 - ◆ Floor signs.
 - Temporary updates as needed for changes to floors.
 - Reference Desk shift to 2nd floor.
 - Studio moved to 1st floor.
 - Possible change:
 - Graphic novels and Travel Guides moved to 1st floor.
- Evacuation Floor Maps.
 - Originally going to redo from blank floor maps.
 - Victoria Kerr forwarded along revised maps from 2023.
 - ◆ Kelley Moulton edited to show correct meetup position.
 - All Evacuation Floor Maps have been replaced on all floors.

Metrics:

- # of patrons using spaces, including:
 - Study rooms and graduate carrels.
 - Public spaces on the 1st – 4th floors.
 - ~~Metrics will be broken down further for the End Year Report.~~
 - Full metrics here: [Space Count Fall 2024 & SPRING 2025.xlsx](#)
 - According to the floor counts conducted by Access Services, Fall 2024 and Spring 2025: These numbers include individual/group study rooms and open study areas on all 4 floors of the Library.
 - ◆ September = 8,657
 - ◆ October = 15,050
 - ◆ November = 10,578
 - ◆ December = 6,722
 - ◆ January = 9,459
 - ◆ February = 11,629
 - ◆ March = 8,423
 - ◆ April = 11,283
 - ◆ May = 2,355
- Data Hub/Map Room.
 - Fall 2024 (usage for entire semester)
 - ◆ Count of people using DataHub w/ Events = 889.
 - ◆ Count of people using DataHub w/o Events = 614.
 - Spring 2025:
 - ◆ Average daily count of DataHub use w/o Events = 10.

- ◆ Count of people using DataHub w/o Events = 823.
- Language from Excel sheet shared by Jeremy Kenyon: [spaceUsage_aggregateData.xlsx](#)
 - New data points used rather than those placed in 2024-25 PSPP MidYearReport.
- **GSCC:**
 - Suzie tracks patrons in the space by an hourly tally sheet which is used as the Gate Count, so this would be a redundant count.
- # of building issues reported.
 - Discussed creating an excel to track these, however we worried it would be more work than was necessary.
 - Rami Attebury created Auto-populating Excel Sheet to list any issue that is forwarded along to the lib-bldg email address.
 - ◆ All issues forwarded to UI Facilities will include CC: the lib-bldg email address starting Fall 2025, so as to populate Rami's Excel sheet.
 - Reached out directly to UI Facilities and they reported back:
 - 58 were in response to issues or special requests.
 - ## response to issues or special requests.
- # of furniture issues identified.
 - Not available right now, Facilities just reported the number of issues, not what they were about.
 - Furniture issues addressed in Spring 2025 walkthroughs:
 - 14 booths to replace for student study spaces, 1st and 2nd floors.
 - ◆ 24 booths total in Library, if we want to have all the booths updated all at once.
 - 6 purple benches near 1st floor Living Room space.
 - 4 metallic silver chair cushions in 1st floor Living Room space.
 - See Appendix for all issues and correlating photographic evidence.
- Gate count Main and GSCC.
 - Main: 122,195 (August 18 – December 31, 2024)
 - GSCC: 924 (August 18 – December 31, 2024)
 - Main: 129,308 (January 1 – May 10, 2025)
 - GSCC: 670 (January 1 – May 10, 2025)
- **OBJECTIVE #2:** Provide oversight for space use related to programming and events, such as the colloquium series, external workshops, public readings, therapy dogs, tabling, etc.
 - **Why:**
 - Ensure the campus community and public patrons have adequate space to meet their educational needs.
 - **How:**
 - Communicate with event organizers and access services staff to coordinate space reservations and any needed furniture arrangement.

➤ **Success looks like:**

- Consistent programming throughout the year that enriches the educational environment of the campus and public community.
- Utilizing attendance metrics to guide programming decisions.

➤ **Fall 2024 Updates:**

- When events pop up, the appropriate folks have been looped in, Jylisa, Alisa, and the PSPP Team Lead. An example of this: when the NASC study coordinator reached out for repeat reservations for the current semester.
- Why we crossed out the final bullet point under “success looks like” please see note under Metrics for “# of attendees”.
 - Programming decisions can be discussed later on with the Associate Dean, Rami Attebury.

➤ **Spring 2025 Updates:**

- Reservations for 1st floor tabling space have been addressed.
 - New Microsoft Form for tabling to be implemented Fall 2025.
 - Another check to keep track of which student groups/campus offices use the main UI Library for promotion and/or club activities. To use in conjunction with LibCal.
- Renfrew presentation space used for displaying student work from HIST424.
 - Sensing Place: An Environmental History Exhibit.
 - ◆ Photos in SharePoint for context.

➤ [05_Sensing.Place_HIST424](#)

Metrics:

❖ # of events (**Fall 2024**)

- 17 - Renfrews/Read-Ins.
- 25 - ETIL workshops.
- 06 - Graduate Student Essentials.
- 05 - DataHub Talks.
- 04 - visits from Therapy Dogs.
- 02 - student groups tabling.
- **59 = total.**

❖ # of events (**Spring 2025**)

- 13 - Renfrews/Read-Ins.
- 39 ETIL workshops.
- 10 - DataHub Talks (5)/IIDS presentations (5).
- 05 - visits from campus offices: Therapy Dogs (4)/Health Hut (1).
- 05 - UI affiliated groups tabling.
 - Taste of Nepal = 8 days.
 - UI Geology Club = 2 days.
 - International Programs Office = 1 day.
 - Study Abroad Office = 2 days.

- India Student Organization = 4 days.
- 01 - Miscellaneous (presentation on 1st floor).
 - HIST424: *Sensing Place* paired with a display of student work.
- **73 = total.**
- ~~#of attendees~~
 - There is not an efficient way to do this as not every event is attended by a PSPP Team Member, so we cannot keep accurate numbers.

Team/Unit Members:

- Bruce Godfrey
- Samm Green
- Haley Hunter
- Kelley Moulton
- Tyler Rodrigues
- Rochelle Smith
- Kelly Omodt, Team Lead

Reporting to:

- Rami Attebury

Final Outcomes:

- ❖ We're seeing consistent use of all four floors. Sponsored events seem to be well attended.
- ❖ Our study spaces are so well loved by students that we need to replace some furniture.
 - Mainly booth cushions on 1st and 2nd floors, as well as a few seating areas in the Living Room on 1st floor.
- ❖ Our building is so well used it deserves some TLC in return.
 - Mainly in the form of cleaning – see final point under the next section.

Challenges & Opportunities for Next Year:

- ❖ A challenge is accurately tracking building issues within the main UI Library, the team will brainstorm on how to efficiently track these filed issues without being added to the lib-bldg email list.
 - With the implementation of Rami's auto-populated Excel sheet, this issue may be addressed in the following year.
- ❖ An opportunity is expanding partnerships across campus and inviting other disciplines to use the 1st floor presentation space.
 - The opportunity arose with HIST424 professor, Dr. Kreikemeier, reaching out to showcase student work along with an opening reception on 1st floor of the main UI Library, in the Renfrew presentation area, *Sensing Place*.
 - This event/exhibit can be used as an example going forward.
- ❖ **Monday Morning Cleaning Rotation from UI Facilities:**

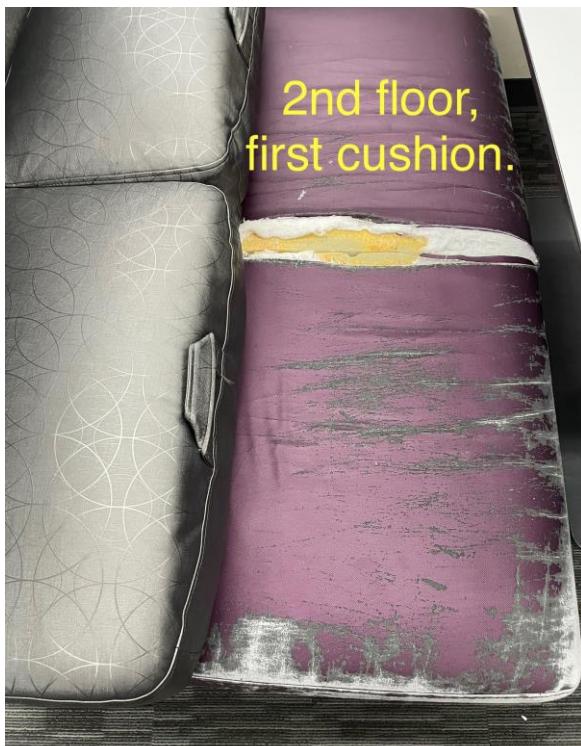
- Appendix, Figure 3: examples to demonstrate the need of extra cleaning.
 - Deep clean of the following:
 - Carpet on 4th floor – stains throughout.
 - Carpet in Renfrew Presentation space.
 - Carpet by Circulation and Reference areas.
 - Weekly cleaning needs:
 - Vacuuming beneath booths.
 - Wiping study tables in all rooms.
 - Trash throughout all floors (bathrooms included).
 - ◆ Could the above 3 tasks be completed late Sunday night or early Monday morning?
 - It has been noted by several staff and faculty members that the weekend trash is not emptied by Monday morning.
 - The UI Library keeps late hours to foster student accessibility to resources and overall student success. Having a clean space adds to the accessibility and appreciation of our space.

Appendix
Photographs in Order of Prioritized Tasks

Figure 1: Booth Cushions.



Note: Have we always had this booth missing, or was it removed a while ago?



Note: The 8 seat cushions on 2nd floor in worst conditions were originally on the 1st floor, by public elevator, relocated to 2nd floor in 2021.

Figure 2: Living Room Furniture



1st floor, living room.

Note: Purple benches near computer lab, edges breaking down.



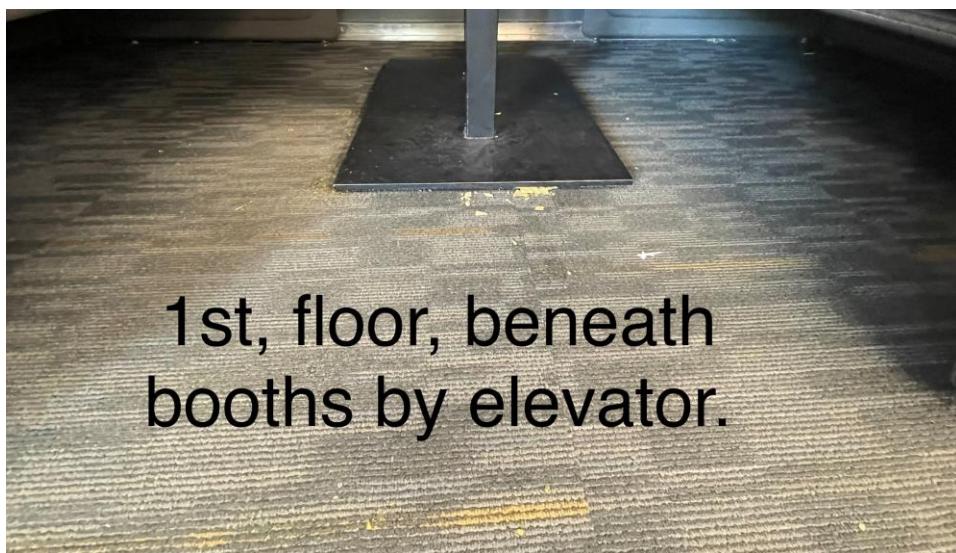
1st floor,
living room.

Note: Seat cushions for metallic chairs are cracking, possibly replace only the seats?

Figure 3: Cleanliness



Note: One example of where stains are showing on carpet.



Note: Included to show that the floor beneath the study booths has not been vacuumed.

Figure 4: Walls

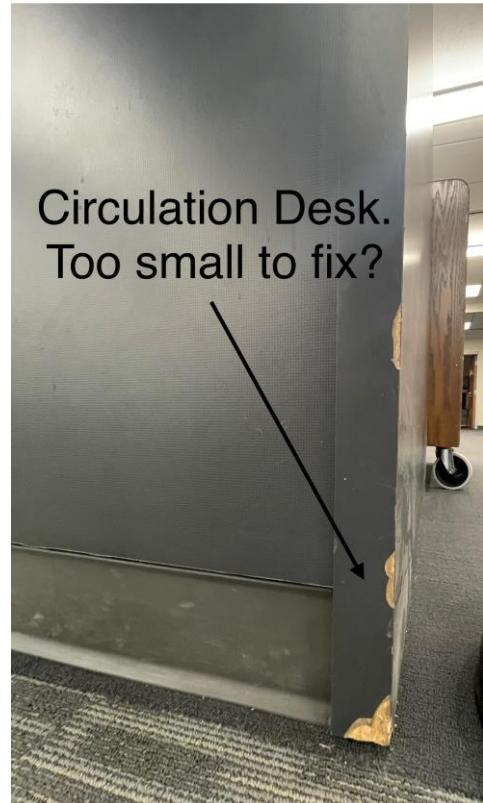
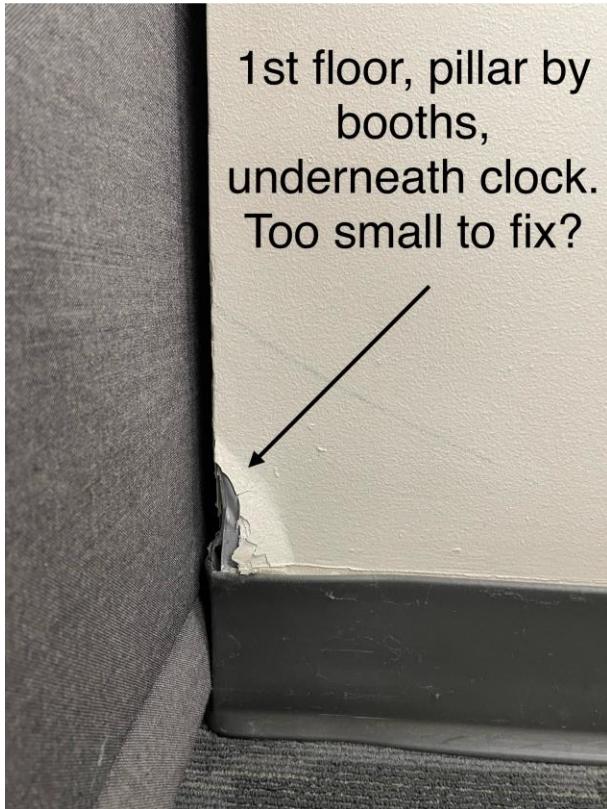


Note: This corner wall protector is in the Library Admin Office, Samm Green will be placing a ticket to fix this in early May, 2025.

Sidenote: The walls on every floor contain scuff marks related to patron use, either from chairs, shoes, bags, tables, etc. Photos not included but wanted to make the remark that these scuff marks have been noticed and will keep an eye if they develop into scrapes or cracks, see final photo under "Figure 5".

Figure 5: Too small to fix?

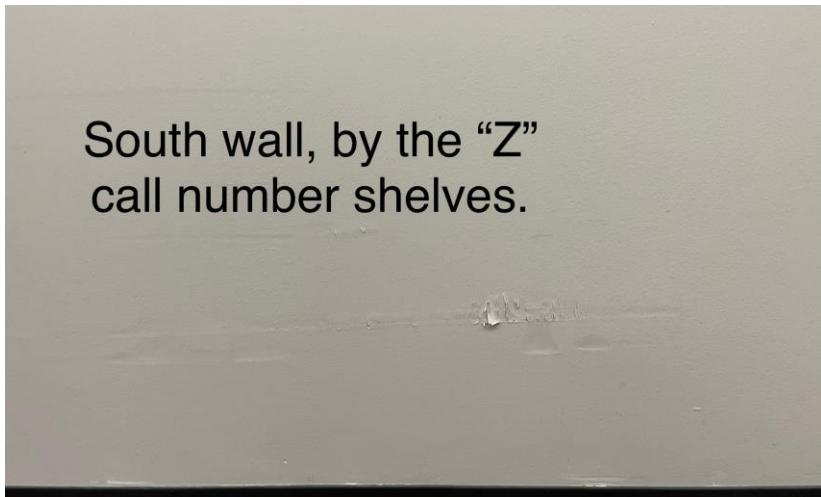
Note: titled “too small to fix?” because they are low on the priority list, but I wanted to bring it to Admin attention just in case; as well as document how many of these small maintenance issues crop up over an academic year.



Note: Both on 1st floor.



Note: small ding in wall, not quite a hole.



Note: scrape along wall – will sanding and repainting be enough?

RESEARCH IMPACT TEAM

Overview:

The Research Impact Team enhances the representation and impact of the university's research endeavors and scholarly communication through its management of VERSO, the university's research information management and Institutional Repository system, its promotion of university research, and its efforts to facilitate connections between university researchers.

Library KPIs:

- Research Information Management
 - Profiles
 - Research Assets
 - Research Assets by Type
 - Research Output Downloads and Views
- [Esploro KPI Dashboard](#)

Objectives (includes timebound goals and projects):

Create clear policies and procedures for both public and internal users using VERSO and related research data workflows

- **Why:**
 - To make it possible for all users to accomplish necessary tasks using up-to-date information at time of need
- **How:**
 - Develop and disseminate comprehensive, public-facing documentation to assist users in profile development and system utilization.
 - Develop and disseminate comprehensive, public-facing policies to educate users in proper system use and their rights/obligations.
 - Develop and communicate comprehensive, intra-library documentation to assist library users in profile development and system utilization.
 - Develop and communicate comprehensive, intra-library policies to educate staff in proper system use and user rights/obligations.
- **Success looks like:**
 - Published and up-to-date documentation for internal and public users is available via a live website.
- **Fall update:**
 - Live sites are available for public-facing [procedures](#) and [policies](#), as well as internal [procedures](#). There is not yet a site for internal policies, simply a [spreadsheet](#).
 - Of the preliminary 12 topics identified for internal procedures, 10 have some form of documentation, covering most short-to-medium-term recurring tasks.

- There are many open policy questions. The team decides them by drafting ½ - 1 page policy proposals, discussing them in a quorum, voting on them, and recording the results in minutes and [our policies folder](#).
 - Currently, public-facing documentation relies a lot on existing Ex Libris tutorials (e.g., [Adding Output to a Profile](#)). We have not received sufficient feedback from users to determine whether this is adequate or not.
- **Spring update:**
- The [public facing procedures](#) site has been updated. Previously, it included information about editing profiles and assets. Now it also includes information about exporting assets and controlling privacy. Links to Ex Libris' generic Esploro documentation have also been replaced with VERSO/U of I branded examples. Future topics, such as adding/changing profile pictures, have been identified.
 - No additional internal procedures have been documented. Additional topics such as minting DOI's and markdown best practices have been identified.
 - Policy decisions continue to be made as needed and are recorded in the [policies](#) folder.
Accepted policies include:
 - [what counts as research which can be submitted to VERSO](#). Brief summary: FSH [5100](#) and [1320](#) jointly define what counts as research for the University. The RI team policy states we follow the University definitions. Moreover, since VERSO's mission is [to preserve and provide access to U of I research/creative output](#) the policy states it is appropriate for VERSO staff to act as stewards and reject non-research submissions, while acknowledging the importance of subject-matter expertise and the existence of grey areas.
 - [whether pre-prints ought to be included as research and allowed in VERSO](#). Brief summary: yes, as long as they do not become the majority of the content within VERSO. Pre-prints are an important form of scholarly communication and so should be included. However, they are not considered authoritative versions of record and so should not be VERSO's main focus.
 - [maximum sizes for file submissions](#). Brief summary: VERSO deposits are limited to 20GB or less. Larger submissions can have metadata records in VERSO but must be hosted elsewhere. VERSO staff will assist with external hosting (e.g., by coordinating with RCDS) if necessary. 20GB was chosen to balance the fact that (1) VERSO currently has a 3TB storage limit which we don't want to exceed, but (2) there is demonstrated interest in using VERSO as a dataset repository and replacement to RCDS's DKAN repository; the lower the file size limit the less helpful VERSO becomes for those users.
 - [preserving/archiving VERSO data](#). Brief summary: Every six months the RI team will work with the Digital Lab Manager to ensure a copy of all researcher metadata, research output metadata, and fulltext documents are stored in the digital archives folders and linked to relevant special collections. This backs-up

important data, facilitates future re-use or analysis, and ensures the RI team shares important collections info with SPEC.

Develop and improve institutional repository capabilities for library and internal partners

- o **Why:**
 - To take advantage of system capabilities and serve campus needs
- o **How:**
 - Build relationships with campus entities that can use our IR capabilities.
 - Work with Extension to create means for using VERSO as possible publication venue.
- o **Success looks like:**
 - Successfully integrating significant collections and ongoing collaborations with cross-campus entities, including Extension
 - Clear policies and documentation developed and published for internal and public users
- o **Fall update:**
 - o All “active” extension publications in the Pacific Northwest Publication and Extension Bulletin Series are in VERSO, totaling [287](#) and [246](#) outputs, respectively. We have workflows for ingesting new active publications and are developing workflows to move inactivated publications from VERSO to a digital collection.
 - o We are also working with IIDS to archive as much of their [data repository as possible](#). We have the workflows to do that but need to make a policy decision on which datasets are too large to store in VERSO and should instead link out. That collection totals 413 outputs.
 - o We have also worked with the McClure Center for Public Policy to ingest their publications, newsletters, and reports, as well as set up workflows for further submissions. [This totals 130 outputs](#).
 - o We have automated ingestion of all theses and dissertations (2261 as of 5/19/2025).
 - o We have not developed generalized policies and procedures for initiatives like the above beyond instructing users to contact lib-verso@uidaho.edu. It’s not clear that we can create generalized workflows at this time. We have not done enough of these collaborations to anticipate or prescribe how they ought to go.
- o **Spring update:**
 - o VERSO is now the preferred data repository for the U of I. All 413 datasets in IIDS’s [DKAN](#) repository now have records in VERSO. All but the largest datasets have been moved into VERSO. All future datasets will be represented in VERSO, and any 20GB or smaller will be hosted in VERSO.
 - o The team has worked with RCDS to develop the [Collaboration Network](#), a site that uses VERSO assets and researcher profiles to make U of I research and researchers more discoverable. Collaboration Network uses LLMs to summarize the content of researcher VERSO profiles, match them to a user’s natural

language queries, and serve up relevant researchers and research outputs from VERSO. Closed beta testing of the Collaboration Network began in Nov 2024. The RI team continues to work with IIDS in anticipation of a broader release sometime during FY26.

- The team is working to scrape the fulltext and metadata of open access UI publications listed in [OpenAlex](#). It is too early for precise estimates, but preliminary data suggests this could improve or ingest ~1k – 5k assets.
- The team has also received enhanced metadata for ~8k VERSO assets which IIDS scraped from Semantic Scholar for their CollabNet. We are working to parse the data, load it into VERSO, and ensure the process is reversible if necessary.

Ensure Researcher Profiles and Asset presentation is up-to-date and accurate in VERSO

- **Why:**
 - To amplify the research and researchers at the University of Idaho
- **How:**
 - Develop and disseminate prototypes of a variety of possible research representing tools including:
 - Subject or department specific collections
 - Analytics reports
 - visualizations
- **Success looks like:**
 - 95% of profiles accurately portray research of individuals.
 - Ensure 100% profile coverage for all faculty members.
 - Attain 85% profile coverage for non-faculty (research staff, post-docs) researchers.
 - 1 prototype of each research-representing tool disseminated to 1 or more departments within each College.
- **Fall update:**
 - Based on information from the Provost's office, we have profiles for all 770 current UI faculty, as well as an additional 87 miscellaneous profiles for 857 total. Of those, 10 (1.2%) still need biographic information corrected or added.
 - It's not clear how to determine whether profiles accurately portray the research of individuals because there is no single master list. However, we can make some relative judgments:
 - Of the 857 profiles, 346 (40%) have fewer than 10 outputs. Depending on the faculty member fewer than 10 may be acceptable but having fewer outputs reduces the accuracy of VERSO's automated publication ingestion.
 - Of the total 181 communications received from faculty and librarian liaisons, 23 (13%) mentioned output/metadata issues.

- Of the 23,061 assets: 6568 (29%) have abstracts, 15142 (66%) have links to access the output on the web or provide access to the file directly in VERSO, and 5195 (23%) are tagged with either research topics or keywords.
 - VERSO is best at automatically ingesting STEM outputs. It is moderate for social sciences and humanities but misses non-traditional scholarly publications like sculptures or exhibitions completely. We worked to solicit CV's and input from humanities scholars but did not receive enough feedback to create workflows for fixing this gap.
 - It's not clear how to determine the population of non-faculty researchers. The 87-non-faculty profiles in VERSO are certainly an underestimate.
 - Several specialized collections have been developed. One for [COGS](#), two for CIIRE in EHHS ([1](#), [2](#)), and two for CALS extension ([1](#), [2](#)).
- **Spring update:**
 - The Fall update underestimated the number of profiles needing biographical info corrections by leaving out researchers with missing education fields. As such, despite the 10 researchers identified in the Fall being fixed, the Spring analysis shows 14 of 882 (1.6%) profiles require additional bibliographic info.
 - We continue to explore how to best measure whether 95% of profiles accurately portray the research of individuals. The team reached out to a statistical process control expert in Math/Stats to develop a method of sampling profile accuracy by comparing profiles to CV's. However, retrieving up-to-date CV's is a challenge. Manually comparing CV's to VERSO profiles may also be too labor intensive for the amount of metadata they contain, as well as being redundant with an existing IIDS project to automatically extract data from CV's. Next year's charging document suggests an updated approach.
 - We also continue to explore how to determine 85% coverage for non-faculty researchers. The team has found and exported relevant data from PeopleAdmin and Argos, but still needs to process it and work with individual Colleges to verify we're interpreting it correctly. Next year's charging document suggests an updated approach.

Final Outcomes:

The team has had three main directions: developing documentation, making policy decisions, and improving the quality of VERSO data.

The main challenge for data improvements is difficulty finding comprehensive, accurate records of researcher publications that we could use as benchmarks. This makes it difficult to assess whether "95% of profiles accurately portray research of individuals" and whether we have attained "85% of profile coverage for non-faculty".

Our main successes in this area are:

1. 100% profile coverage of all faculty with 98.4% correct biographical information.
2. Ongoing collaborations with CALS, CNR, COGS, and IIDS to ingest IR materials, totaling 3337 this year.

The main challenge for developing documentation and policy is the lack of feedback from users. This makes it difficult to decide which parts of VERSO are intuitive or require documentation, and which policies are most relevant to users.

Nevertheless, our main successes in this area are:

1. establishing a baseline set of [internal documentation](#) explaining procedures for checking asset metadata quality, researcher profile quality, and managing large chunks of VERSO data.
2. Creating [public-facing documentation](#) walking users through editing and adding content to their profile, managing their privacy settings and when/how to contact the VERSO team,
3. developing and implementing a workflow for making policy decisions at times of need, and
4. performing outreach to campus by presenting to faculty senate, CALS and CoE departments, holding office hours, and coordinating with liaisons to disseminate VERSO info and documentation.

Challenges and Opportunities for Next Year:

The team's work ingesting and curating bulk IR deposits has developed the Esploro/programming skills needed for larger, more data-intensive improvements to VERSO. Based on [COAR's Good Practices for IR's](#), the team identified at least two ways to further improve VERSO's data:

1. review existing VERSO assets to ensure as many as possible include or link out to the fulltext of resources.
2. continue to identify and ingest IR materials, such as (1) OA U of I publications listed in OpenAlex but not VERSO, and (2) CDIL projects.

The COAR framework also recommends developing digital preservation plans, which dovetails with the recently adopted preservation policy. As such, implementing and documenting policy is another major priority for the upcoming year.

Again, it was a challenge to measure whether "95% of profiles accurately portray research of individuals" and whether we have attained "85% of profile coverage for non-faculty" by compiling a

master list of researchers and research outputs. Next year the team will attempt to assess accuracy and coverage by regularly and systematically soliciting user feedback on those issues.

Finally, the team may pursue other opportunities as we are able. These include:

1. Adding a default CC license to the VERSO asset depositor agreement and choosing a license for reuse of VERSO's metadata. This would improve our documentation by providing more detailed info about what rights VERSO researchers retain.
2. Improving the discoverability of VERSO by connecting with third party metadata discovery services like OAI-PMH, OpenDOAR, and others.
3. Developing an OA dashboard summarizing amount and types of OA materials in VERSO. This could be useful externally to communicate VERSO's capabilities to stakeholders by emphasizing the discoverability and access it provides. It could also be used internally to collaborate with Open Strategies on assessing OA adoption across campus.

Unit/Team Metrics:

| Metric | Sub-metric | Time period | | Notes |
|---|------------------|-------------|------------|--|
| | | Fall '24 | Spring '25 | |
| % of profiles created for new faculty and non-faculty researchers | New faculty | 100 | 100 | Information on current faculty is provided by the Provost once a year so we should not expect much change between Fall and Spring semesters of the same FY. |
| | Non-faculty | unknown | unknown | Still identifying population |
| Number of communications received from faculty, including negative communications regarding data accuracy | Negative | 6 | 8 | includes the VERSO "Report an Issue" form and emails sent to the " lib-verso@uidaho.edu " address. Does not include direct communications with RI team members |
| | Positive/neutral | 10 | 3 | |

| | | | | |
|---|--|-------|-------|---|
| Amount and character of suggestions received from liaisons librarians about parts of VERSO relevant to their subject areas | Biographical info corrections | 153 | 0 | The RI team has not systematically solicited liaison feedback since the previous update. |
| | Output metadata corrections | 20 | 0 | |
| Website engagement stats for system overall | Total users | 6140 | 7568 | |
| | Total views | 47686 | 47581 | |
| Number of IR documents by department: bulk uploads | CALS extension | 533 | - | |
| | McClure Center for Public Policy | 130 | - | |
| | DKAN (IIDS Dataset repository) | - | 413 | |
| | ETD's | - | 2261 | VERSO automatically ingests ETDs as COGS processes them. |
| | | | | |
| Number of IR documents by department: individual assets submitted by researchers | <u>College of Agricultural and Life Sciences</u> | 0 | 0 | Researchers with college-level associations rather than department-level are usually administrators or research support staff |
| | UI Extension, Bingham County | 0 | 1 | |
| | UI Extension, Bonneville County | 0 | 1 | |
| | UI Extension, Franklin County | 0 | 1 | |

| | | | |
|---|-----|----|--|
| UI Extension, Madison County | 0 | 1 | |
| UI Extension, Payette County | 9 | 0 | |
| Margaret Ritchie School of Family and Consumer Sciences | 0 | 1 | |
| | | | |
| <u>College of Art and Architecture</u> | 1 | 0 | |
| Art and Design | 0 | 1 | |
| Theatre Arts | 1 | 0 | |
| | | | |
| <u>College of Business and Economics</u> | 0 | 0 | |
| Business | 0 | 8 | |
| | | | |
| <u>College of Education, Health, and Human Sciences</u> | 1 | 0 | |
| Curriculum and Instruction | 7 | 2 | |
| Leadership and Counseling | 102 | 20 | |
| WWAMI Medical Education Program | 0 | 1 | |
| | | | |
| <u>College of Engineering</u> | 0 | 0 | |
| Computer Science | 0 | 3 | |
| Electrical and Computer Engineering | 1 | 0 | |
| Nuclear Engineering and Industrial Management | 0 | 1 | |
| | | | |
| <u>College of Graduate Studies</u> | 1 | 0 | |
| | | | |

| | | | |
|--|----|----|--|
| <u>College of Letters, Arts, and Social Sciences</u> | 1 | 1 | |
| English | 1 | 1 | |
| History | 6 | 1 | |
| Psychology and Communication | 0 | 1 | |
| School of Journalism and Mass Media | 0 | 4 | |
| | | | |
| <u>University of Idaho Library</u> | 37 | 15 | |
| Center for Digital Inquiry and Learning | 8 | 0 | |
| | | | |
| <u>College of Natural Resources</u> | 1 | 0 | |
| Entomology, Plant Pathology, and Nematology | 3 | 0 | |
| Forest, Rangeland, and Fire Sciences | 1 | 1 | |
| Idaho Fire Institute for Research and Education | 0 | 4 | |
| Natural Resources and Society | 2 | 2 | |
| Plant Sciences | 0 | 15 | |
| Policy Analysis Group | 2 | 0 | |
| Rangeland Center | 1 | 0 | |
| | | | |
| <u>College of Science</u> | 0 | 0 | |
| Earth and Spatial Sciences | 0 | 4 | |
| Mathematics and Statistical Science | 0 | 3 | |
| | | | |
| Institute for Health in the Human Ecosystem | 0 | 4 | |

| | | | |
|--|-----|-----|--|
| Initiative for Bioinformatics and Evolutionary Studies | 0 | 1 | |
| Institute for Modeling Collaboration and Innovation | 0 | 5 | |
| James A. and Louise McClure Center for Public Policy Research | 5 | 1 | |
| Idaho Experimental Partnership to Stimulate Competitive Research | 0 | 4 | |
| University of Idaho | 9 | 0 | |
| | | | |
| Total | 200 | 110 | For the RI team's first reporting cycle - Fall '24 - this total also included research outputs submitted during VERSO's soft launch, so the "Fall '24" column actually spans more than 1 semester. |

- ~~% of profiles created for new faculty and non-faculty researchers.~~
 - ~~New faculty:~~ 100%
 - ~~Non-faculty researchers:~~ unknown, but a significant underestimate.
- ~~Number of communications received from faculty, including negative communications regarding data accuracy.~~
 - ~~Total (excluding emails sent to addresses other than lib-verso@uidaho.edu):~~ 10
 - ~~Total negative:~~ 6
- ~~Amount and character of suggestions received from liaison librarian about part of VERSO relevant to their subject areas.~~
 - ~~Biographical info corrections:~~ 153
 - ~~Output metadata corrections:~~ 20
- ~~Website engagement stats for system overall~~
 - ~~**Note: data begins Aug 16**~~
 - ~~Total users:~~ 6140
 - ~~Total views:~~ 47686
- ~~Number of IR documents uploaded by department~~
 - ~~Bulk imports:~~

- CALS Extension: 533
- McClure Center for Public Policy: 130
- Researcher/User deposits (excluding those made by Seth, Aarika, Leesa, and Norm without faculty input):
 - Center for Digital Inquiry and Learning, 8
 - College of Art and Architecture, 1
 - College of Education, Health, and Human Sciences, 1
 - College of Graduate Studies, 1
 - College of Letters, Arts, and Social Sciences, 1
 - College of Natural Resources, 1
 - Curriculum and Instruction, 7
 - Electrical and Computer Engineering, 1
 - English, 1
 - Entomology, Plant Pathology, and Nematology, 3
 - Forest, Rangeland, and Fire Sciences, 1
 - History, 6
 - James A. and Louise McClure Center for Public Policy Research, 5
 - Leadership and Counseling, 102
 - Natural Resources and Society, 2
 - Policy Analysis Group, 2
 - Rangeland Center, 1
 - Theatre Arts, 1
 - UI Extension, Payette County, 9
 - University of Idaho, 9
 - University of Idaho Library, 37
 - **Total: 200**

Membership:

- Rami Attebury
- Devin Becker
- ~~Aarika Dobbins~~
- Rebecca Hastings
- Jeremy Kenyon
- Abby Kirkham
- Norman Lee (Lead)
- Leesa Love
- Seth Thompson
- Andrew Weymouth
- Lex Van Horn

Reporting to:

- Associate Dean, Research & Instruction

Student Employee Development Team, Academic Year 2024-25

Last updated 8/9/2024

Overview:

The Student Employee Development Group seeks to provide equitable opportunities for student employees to gain new knowledge and skills via training, on-the-job experiences, and performance evaluations. This group ensures standardized hiring and training practices for student employees in all areas of the library while also making recommendations for student employee pay scales.

Library Metrics:

- Student Employment (Primary responsibility)
- Fellowships (Relevant)

Fall 2024 metrics:

- [SED Fall 2024 Metrics tracking.xlsx](#)
- [Access Services Estimated Labor Costs Fall 2024.xlsx](#)
- [Student Employee Feedback Fall 2024.xlsx](#)
- [Self Assessment Survey How Would You Like To Grow](#)

Spring 2025 metrics:

- [SED spring 2025 metrics tracking.xlsx](#)
- [Spring 2025 Labor Costs Access Services.xlsx](#)
- [Student Employee Feedback Spring 2025.xlsx](#)

AY 2025 – 2026 Charging Document: [SED Report FY25-26 Charging Document.docx](#)

- **Objective:**

- Ensure that student employee pay is justified within each Library unit

- **Why:**

- Treat student workers fairly and as respected and valuable members of the Library.

- **How:**

- Review library funding available for student employees
 - Review pay scales across Library units
 - Take into consideration local wages

- **Success looks like:**

- Recruitment and retention of high-quality student workers.
 - Staffing needed student positions while staying within budget.

- **Fall Update:**

We have continued to utilize the Tier system established by Leadership last year to great success. This has allowed us to provide raises by encouraging our students to take on greater responsibility and develop additional skills. This spring we plan to reach out to other units on campus that employ student workers to determine whether our current pay scale is comparable to others and if any adjustments need to be made in the next fiscal year.

- **Spring Update:**

This spring several departments provided raises for both longevity and the acquisition of new skills/responsibilities. We met with Brittni, Samm and Rami and at present our budget does not allow for much if any additional increase to the maximum student hourly pay at this time. Currently work-study opportunities on campus are offering as high as \$15/hr. Recruitment of additional work-study students is a tactic we are hoping to explore this Fall.

- **Final Outcomes:**

Our student workers are overall very satisfied with their employment as demonstrated by our high retention as well as their comments in the feedback survey. They would all of course like to make more money. Our Team met with administration and were informed that we are currently within the range that we should be. We also reached out to other campus employers, and we are roughly in the middle in regard to student pay on campus. We were able to provide several raises (25 in total) this year for longevity and the acquisition of new skills/responsibilities. This Fall we plan to explore hiring more Work Study students to help offset some of our budget to hopefully allow the increase of our hourly compensation in the future.

- **Challenges and Opportunities for Next Year:**

Competitive pay is becoming an increasing problem on Campus and locally. While we continue to be a very coveted place of employment, we have seen an increase in our students taking positions elsewhere solely due to higher pay. This year we are hoping to hire a greater number of Work Study recipients with the hope that we will be able to leverage more of our budget for higher hourly pay. We will also continue to encourage the increase of responsibilities/cross training to maximize our students time and potential most efficiently.

- **Objective:**

- Ensure that student employees receive regular feedback on their performance and are given the opportunity to provide feedback on their supervisors

- **Why:**

- To ensure student workers provide high quality services to patrons.
- To ensure student workers have the chance to learn on the job and share their ideas.

- **How:**

- Student employees will be evaluated by their supervisor
- New student employees will be evaluated every 5 weeks for their first semester of their employment
- Continuing employees will be evaluated by their supervisor every 6 months for the remainder of their employment

- Student employees will submit a self-evaluation every six months [asked to share what they learned and what they want to do better; commenting on this the next semester]
 - Student employees will have the opportunity to provide feedback on their supervisors at the end of each semester
- **Success looks like:**
 - 100% of student employees will be evaluated by their supervisor
 - 100% of student employees will submit a self-evaluation every six months
 - 100% of student employees will have the opportunity to provide feedback on their supervisors at the end of each semester
- **Fall update**

A more formalized evaluation system has proven to be very beneficial in solidifying our training, making clear our expectations and demonstrating a greater level of support than we have in the past. This is well reflected in the full retention we have going into spring semester and in the feedback that the students provided through their feedback survey. This was the first semester that we have provided an opportunity for self-evaluation. We did not get many responses (7 out of 40) but it is a start. We plan to rework it and perhaps offer it earlier in the semester or possibly combine it with their 6-month evaluation in some way.
- **Spring Update:**

We determined that attempting to complete formal evaluations at the end of term was proving to be difficult and thus adjusted our evaluation timing accordingly. Fall evaluations will now have a deadline of February, and Spring evaluations will take place by the end of Sept for returning students. We are hoping that this timing will prove to be more successful. New students will continue to be evaluated after 5 weeks. Unfortunately, for the feedback and self-evaluations this semester there was a significant error in Qualtrics that was not discovered until attempting to extract the data. Fortunately, we were still able to collect the students' comments regarding their experience, but all self-evaluation data was lost. Comments were once again very positive overall, with 19 out of 45 students responding.
- **Final Outcomes:**

Formalized evaluations proved to be a stretch for every unit this year, but we are planning to experiment with adjustments to the timing and are hoping that this will help facilitate the 100% completion goal going forward. It was very sad to lose so much data from the surveys this semester. Going forward, the Qualtrics evaluations will be given more scrutiny before being distributed, and they will be provided earlier in the semester, so as not to conflict with the busiest time of the semester. This will hopefully increase the number of responses.
- **Challenges and Opportunities for Next Year:**

It proved difficult across units this year to conduct formal evaluations. We intend to persevere and are hopeful to establish a workflow for this process that is not overly arduous in the coming year. We recognize the value of these evaluations and look forward to a better approach to satisfying this objective. If we choose to stick with Qualtrics as our evaluation platform for feedback and self-assessment, we will be troubleshooting far in advance and releasing the surveys earlier in the semester.

- **Objective:**
 - Provide student employees with relevant and timely training related to their job duties
- **Why:**
 - To ensure student workers provide high quality services to patrons.
- **How:**
 - U of I Library student employees will complete general/overview and unit-specific Library training modules within one month of starting their employment, and then on an annual basis
 - Develop mechanism for analysis of students' experiences with the general/overview Library training and unit-specific Library training
- **Success looks like:**
 - High-quality training modules developed and maintained
 - Library student employees have completed training

- **Fall Update**

We currently have two published training modules:

- **Student Employee Development Manual:**
<https://uidaho.pressbooks.pub/studentemployeedevelopment>
- **Access Services Basics:**
<https://uidaho.pressbooks.pub/accessservicesbasics>

This spring we plan to develop a module that highlights each unit's role in supporting the libraries' mission, vision, and goals. This will include an overview of each unit, including a brief history, general workflow, and plans for future development and growth.

- **Spring Update:**

Unfortunately, our goal proved to be a bit too ambitious for this Spring, but we are hopeful to begin laying the foundation for these modules this summer and are hopeful that we can fully manifest this project by the end of Fall at the latest.

- **Final Outcomes:**

While we intend to create a more robust training system across units, the training systems we currently have in place have continued to prove highly successful. We have also decided that training unique to each unit is likely to be more effective, for example the MILL would like to utilize zines and Qualtrics modules may be of better use at the GSCC.

- **Challenges and Opportunities for Next Year:**

This year we were not able to successfully complete individual unit training modules as we had envisioned at the beginning of Fall. However, throughout the course of the year we were able to brainstorm approaches that will hopefully prove to be more effective this coming year.

Rather than attempting to design a "one size fits all" we plan to generate unique approaches best suited to each individual unit.

Metrics:

- Results of pay scale review across Library units (Minimum, maximum, average, median, mode, salary increases (per year/semester) for each unit)
- # of student employees on each pay scale
- % of library funding allocated to student employee wages and fringe each fiscal year
- Cost savings associated with cross training students across units
- % of student employees that are evaluated
- % of student employees who have the opportunity to provide feedback on their supervisors
- % of student employees who submitted self-evaluations
- # of training modules created

Membership:

- Alisa Melior, Lead
- Suzie Davis
- Kevin Dobbins
- Jessica Fleener
- Ari Burns
- Clinton Johnson
- Brittni McNeill, Ex-officio member
- Samm Green, Ex-officio member (Added 2025)
- Student employee(s), Ex-officio member(s) [not yet selected]

Reporting to:

- Rami Attebury

Student Engagement, Academic Year 2024-25

Last updated 6/11/25

Overview:

The Student Engagement Team provides opportunities for students to engage with and learn more about library staff, resources, campus services, and each other. The team strives to create a sense of community in which all levels of students feel seen, heard, and comfortable engaging with the library. They offer in-person events and asynchronous connections by creating non-curricular programming or by collaborating with others in the campus community who do the same.

Relevant Library Metrics:

- Building Usage
- Exhibits

Objectives:

- **Objective #1:**
 - **Maximize student awareness of and comfort in library spaces, resources, services, and staff.**
 - **Why:**
 - To educate students about services and resources that may benefit their research, educational, and personal information needs.
 - To ease anxiety students may have about library resources, staff, or spaces.
 - Give students opportunities to interact with the library in a both synchronous and asynchronous way that builds community.
 - **How:**
 - Design, market, offer, or participate in engaging non-curricular events that provide students with an opportunity to learn about library resources, services, and staff
 - Identify and collaborate with partners outside of the library to coordinate similar events.
 - Create and assessment plan rubric for events and growth
 - Sketch out key Library events we'd like to do annually and create reoccurring schedule
 - **Success looks like:**
 - Student awareness of library resources, services, and staff members.
 - Student participation and engagement in events and programs.
 - Identification and prioritization of key events.
 - **Fall Update**
 - 16 successful events were held (up from 12 last fall) with 938 students being reached (up from 454 last fall, a 206% increase!)
 - Our whiteboard also saw an uptick in participation
 - Our average engagement this fall was 81% as compared to 79% last fall
 - **Spring Update**
 - 12 successful events were held with 568 students

- down from 17 last spring, we decided to not attend the Earth Jamm celebration since the MILL already represented the library. We also had fewer book club meetings as last spring we did two groups for both books.
- Our whiteboard saw a slight decrease to 79% coverage on average.
 - We saw less interaction with the first and last question of the semester than we did in the fall
- Final outcomes
 - We see a slight reduction in our engagement opportunities over the course of this academic year in large part due to some changes made to our Hit the Book(s) club program and decisions about the efficiency of outreach opportunities. In the past the library has been represented at many events by two tables, the general library table and the M.I.L.L. This year at Earth Jamm it was decided for just the M.I.L.L to attend as the main attraction. We also had a decrease in other campus events that were centered around more DEI initiatives that we no longer held. In the Fall Hit the Book(s) ran two separate meeting times and sessions for each book whereas in the Spring that only occurred for one book, making a marked reduction in event metrics there. The very slight decreases in the engagement with the whiteboard could be just due to Spring semester fatigue but is something to monitor as we formalize tracking this metric.
- Challenges and opportunities
 - Next semester there is already a planned increase in activity due to the addition of a graduate student book club. Tyler is also setting up meetings with student housing to reestablish a partnership there for event opportunities. The team has discussed some potential event opportunities and plans to implement them in the next coming year as an aspirational goal.
 - Challenges that remain are staffing of tabling events and how to better leverage student ambassadors. Perhaps the team will try and develop a more formal path to “booking” student employees as resources.

- **Objective #2:**
 - **Maximize the awareness and use of key or unique library collections.**
 - **Why:**
 - To highlight library collections that are diverse and engaging and that may not otherwise be heavily used.
 - **How:**
 - Create library displays or work with campus partners to do so.
 - Include materials from the library's collection for display.
 - Cultivate library cubbies genre collection.
 - Get Board game collection up to current processing standards

- **Success looks like:**
 - Rotating displays in both the Library and GSCC that highlight different print collections.
 - Increased circulation of materials via displays.
 - Rotating participatory displays that let students engage creatively and constructively with each other.
 - Utilization of collections from cubbies.
 - Utilization use of board games collections.
- **Fall Update**
 - We've had 5 library partner displays so far; this is a slight decrease from last year's 7 partnerships.
 - This could be due to the changing nature of offices and programs across the campus this semester.
 - As well as our implementation of a permanent display partnership with the Frist Generation Student Center.
 - The big win here comes from our materials checked out from displays, we had 256 checkouts this fall as compared to the 37 from 2023 (a 691% increase!)
 - This success comes mainly from implementing out new genre focused cubby displays.
 - We might consider in the future what other more "fun" targeted shelving we could employ in the library.
 - Our board game circulation starts for this semester are 248 as compared to 184 last fall (134% increase).
 - Metrics:
 - The hit the books website received 821 hits last fall, compared to 822 last fall.
 - 155 hits on the common read guide
 - 40 qr code hits from the bookmark
 - 260 From board game collection builder
- **Spring Update**
 - *We've had 4 library partner displays which holds steady with last spring.*
 - *Materials that were curated for displays received 9 check outs.*
 - *Our Genre cubbies received 106 checkouts*
 - *Down from the first full semester which could be a typical pattern but this collection is overdue for a refresh and wedding which will occur this summer as we migrate in the browsing collection.*
 - *Our board game circulation received 121 check outs*
 - *This collection is also over-due for an update in organizing and new materials.*
 - *In April Abby was trained to assist in updating this collection but so far no work has been completed.*
 - *For our marketing materials we saw*
 - *48 QR code hits from our library bookmark*
 - *599 hits on the book club libguide*
 - *569 hits on the common read libguide*
 - *426 hits on the board game collection builder site*

- *Final outcomes*
 - We saw a slight increase in interaction with the bookmark even with the decrease in engagement opportunities which might indicate our fewer events are still effective. The large growth comes in engagement with the common read libguide and this is most likely due to the library strengthening its relationship with the common read program and the Director of General Education. We also saw a healthy growth in views of the board game collection site; this could be due in part to the release of an article on this tool in March. Check outs from both the board games and genre cubbies fell between fall and spring, this is mostly likely due to both collections being past due for a refresh. We have dissolved the browsing collection and merged that with the genre cubbies, which could lead to an increase next AY.
- *Challanges and Opportunities*
 - This biggest challenge here is the lack of time and manpower to make updates and changes for the board game collection. This summer we hope to get some work done in this area and are hopeful that with the addition of Abby the board game collection may get some much-needed help. There is also an opportunity to refresh some of our flyer marketing materials as well as seek out new engagement partners.

- **Objective #3:**
 - Ensure that engagement programing follows national trends and best practices as well as aligns with the library's mission and goals.
 - **Why:**
 - To help identify specific opportunities that will maximize student engagement without overburdening library staff.
 - **How:**
 - Conduct and compile a literature review on the areas of student engagement we are currently involved in to formalize our work.
 - Develop a mechanism for assessment of our programing and timeline for assessment to occur.
- **Fall Update**
 - We have not made any progress towards this goal as we have focused on the other areas of development in the last few semesters.
 - The hope is to analyze the 12 articles that have been collected for growth and develop a program for assessment summer 25
 - We have presented on our programs and been accepted for publication on our board game collection but there is still a necessity for assessment and growth plan to be created.
- **Spring update**
 - A literature review focused on book clubs in academic libraries is currently being conducted by Tyler in preparation for an ACRL book focused on this area of service
 - Tyler went to ACRL in April and participated in 3 round tables focused on book clubs

- A meeting of 7 other librarians across the nation was held to inform them on how the university of Idaho book club started and is run
 - An Editor from C&RL reached out to Tyler to solicit an article on this work as well
- Final outcomes
 - This academic year a lot of time and effort has been spent on changes to event planning and engagement, as well as our main workforce being pulled into other projects which has not allowed for much assessment past basic student head counts and observational data. We have since had a large increase in scholarship opportunities that we hope to capitalize on in the next few years.
- Challenges and opportunities
 - Since this work is tied mainly to one individual that is the only tenure track faculty member on the team, it might be considered to remove this objective from the team document. While there is progress and opportunities for this work and growth in this area, it remains a difficult metric to assess in this formalized way.

- Metrics:
 - Objective #1: Maximize student awareness of and comfort in library spaces, resources, services, and staff.
 - # of events held each semester (28)
 - # of students who attended the event (1,506)
 - # of interaction with marketing materials (2,843)
 - Objective #2: Maximize the awareness and use of key or unique library collections.
 - # of displays (7)
 - # of ongoing display partnerships (11)
 - # of materials checked out from displays (115)
 - # of engagements with interactive displays (80%)
 - # of materials added to the board game collection (0)
 - # of materials checked out from genre cubbies (362)
 - # of materials added to genre cubbies (0)
 - # of materials weeded from genre cubbies (0)
 - Objective #3: Ensure that engagement programming follows national trends and best practices as well as aligns with the library's mission and goals.
 - # of programs/events evaluated and assessed (3)

Team/Unit Members:

- Tyler Rodrigues, Lead
- Suzie Davis
- Jessica Fleener
- Alisa Melior
- Kelly Omodt
- Matthew Strupp

Reporting to:

- Ramirose Attebury

LIBRARY WEBSITE TEAM 2024-25 Overview Document

Overview:

The Library Website Team works to create, maintain, and improve the Library's main website and related digital platforms. It supports developing expertise, assessment, and vision across the Library to ensure the Library's web properties are focused on user needs and accessible to all.

- 2024-25 meeting notes, [website team meetings 2024-25.docx](#)

Library KPIs:

- Course Reserves
- Digital Collections
- Electronic Resources
- Geographic Information Systems
- Online Catalog
- Physical Circulation
- Research Information Management
- Web Properties (Primary)

Objectives (includes timebound goals and projects):

Improve discoverability of library content

- **Why:**
 - The Library website content needs streamlining
- **How:**
 - Assess which pages are needed and which can be removed
 - Simplify menus and navigation
 - Incorporate newly designed instruction resources pages into site
 - Measure and assess website usage through analytics
- **Success looks like:**
 - The website is significantly revised and analytics demonstrates improved user navigation and discoverability of content.
- **Fall Update:**

- The team did a full review of all content linked to from the navigation (see third objective notes)--findings suggested several areas for simple improvements at simplifying page structure which were immediately implemented.
- For the longer-term goal, the team has been gathering sources of data about the existing site (pages and analytics) and best practices and examples in our [“notes on information redesign”](#). The review is helping us understand the breadth of content as we discuss how to start the large project of redesign.
- Significant work (mainly from Weymouth and Becker) went into developing Analytics dashboards to make data about the web properties more easily accessible. Team members led a [library wide workshop](#) to introduce people to the Analytics data and how it can be used.
- **Spring Update:**
 - Following up on full review, significant work was done updating content and some reorganization of navigation.
 - Research continued in to redesign strategies and ways to gather feedback.
 - Collaborated with Discovery Team on reviewing and tweaking all search boxes on the website for improved consistency.

Redesign website to match university web branding revisions

- **Why:**
 - The Library website needs to maintain design connections with the main university website
- **How:**
 - Once new design is released for main university site, use the team to re-design and deploy a new look for the library website.
- **Success looks like:**
 - A re-designed website aligned with university revisions.
- **Fall Update:**
 - The university redesign is still in process, so library redesign is still on hold.
 - The library website was updated to use Bootstrap 5 and other updated assets which should help streamline future redesign process.
 - The team has been doing research into best practices and examples to draw from.
- **Spring Update:**
 - Still in holding pattern...

Provide up to date communication and information on the website

- **Why:**

- The Library website users should feel confident they are receiving accurate and up-to-date information.
- **How:**
 - Improve communication options, including developing new front page features, on the website for regular updates to provide a feed of fresh information and highlights of the library's work.
 - Establish unit web coordinator contacts to ensure each area's information is kept up to date.
- **Success looks like:**
 - The library website is up to date in all areas and useful to users looking for current information about library events and resources.
- **Fall Update:**
 - The team reviewed all content that is listed in our navigation to ensure all content is up to date. A [review checklist](#) describes the aims and [spreadsheet contains the notes](#). The team contacted people across the library to follow up on questions and get fresh information. Numerous out of date pages were revised, reorganized, or removed.
 - Specific updates of note:
 - New tutorial sections were added to Find Articles and Books to help support user needs. VERSO documentation added.
 - Refresh of Spec section to simplify and remove unmaintained content.
 - Remove old “Towers” and replace with “Letters from the Library”.
 - Updated topbar “Hours” to directly pull information from LibCal Hours, allowing users to update hours and add alert messages immediately (for unexpected closures etc).
 - Refresh content in Open, OAPF, and Studio.
 - The web project on GitHub received commits from 11 contributors over this period, including 4 new contributors. This strong group of contributors highlights growing skills and confidence in multiple areas of the library to directly contribute to the website.
- **Spring Update:**
 - Regular updates continued, with Maryelizabeth taking on the lead for deploying new content. Timely features, such as a banner for Vandal Giving Day or fellowship openings, were added to support Library initiatives.
 - The web project on GitHub received 100 commits from 9 contributors during this period, showing significant regular updates and a strong group of contributors.
 - Work was done to migrate content from old webpages server.

Unit/Team Metrics:

- % of pages reviewed by coordinators for accuracy
 - **Fall:** 100% of pages in navigation
- Web engagement statistics (as determined by team lead after evaluation)

- # of commits to redesign project on GitHub
 - **Fall:** no commits on a new redesign yet. Work on assets update and content updates will contribute to future project. 215 commits on current website project from 11 different contributors.
 - **Spring:** no commits on a new redesign yet. 100 commits on current project from 9 contributors.
- Web traffic between properties and main university website
- % of web properties with updated library branding
 - **Fall:** update to Digital home page and digital collection templates brings better library branding to those areas.
- Timeliness assessment for each unit – survey of unit members asking if website up-to-date
 - **Fall:** no survey done.

Final Outcomes 2024-25

In 2024-25 the Library Website Team has continued to develop internal skills that contribute to sustainably maintaining a useful and useable library website. New Digital Projects Manager, Maryelizabeth Koepele, quickly learned the workflows and infrastructure to take over as the primary contact point to deploy regular updates to the website. Other new members learned how to navigate the project and directly contribute, adding 4 new contributors this year who created materials such as documentation and tutorials, in addition to updates to existing content.

Overall, we have been in a frustrating holding pattern waiting for the main university website redesign with little communication from their team to help us understand what it will be like. Without a clear idea of the basic pattern of their redesign, it has been difficult to imagine how our site can be redesigned and reorganized in a way that will mirror their look and feel. The team reviewed our existing content and made some minor reorganizations, but is stalled in a larger vision for the major project of redesigning our site and content.

Reflection on 2024-25 objectives:

- Improve discoverability of library content
 - As part of the complete content review, numerous small changes were made to clarify information and organization across the site.
 - We have been researching other sites, guidelines, and methods for gathering feedback about library websites.
- Redesign website to match university web branding revisions
 - In holding pattern, although some work has been done to assets that should help streamline future migration.
- Provide up to date communication and information on the website

- The team reviewed 100% of the content listed in our navigation. Dozens of updates were made, old content removed, broken links updated, and organization tweaked.
- The “Library Updates” page was regularly updated with content such as digital collection launches, new publishing agreements, and fellowship opportunities.

Challenges and Opportunities for Next Year

The current objectives will continue to guide work in 2025-26. Managing the redesign project will be a major challenge (and opportunity) with the Library Website Team next year. Redesigning the website is an opportunity to rearticulate how we communicate about the Library, but is also limited by many constraints and requirements. We will need to balance getting meaningful feedback from the library and stakeholders with directly actionable decision making that will support quick timelines and the complex context of existing content. The team will need to involve many people across the library on content work, and receive support from leadership to make key decisions on the top-level strategies.

Membership:

- Hanwen Dong
- Clinton Johnson
- Rebecca Hastings
- Victoria Kerr
- Maryelizabeth Koepele
- Norm Lee
- Andrew Weymouth
- Evan Williamson (lead)

Reporting to:

- Associate Dean, Research & Instruction