

University of Idaho Library Final Reports Overview and Reflections 2023-2024

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Access Services

Annual Report 2023-24

Team Lead: Alisa Melior

Team Members: Aarika Dobbins, Haley Hunter, Suzie Davis, Victoria Kerr

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

Access Services has enjoyed a wonderful year. Aarika and Haley have excelled well in their roles, and Victoria received a well-earned promotion. We have developed a strong and complimentary Team which is wonderful because there is always plenty to do.

This year we continued to make progress on the pandora's box, "Binder Project," that we commenced in Spring 2023. We are close to completing the 4th floor; however, we recently had to put the project on hold so mending and Technical Services can get caught up. In spring 2024 alone we discovered issues with 4,503 books, with 2,408 undergoing mending, 1,346 being duplicates or multiple older editions, 288 books not in Alma, 94 books with call number issues, and 367 books mis-shelved. Being able to identify older editions, which liaisons have updated, as well as address issues with damaged, mis-shelved, and mis-cataloged books helps make our collection more accessible and useful.

Another large undertaking has been the "DVD Project." To clear out the Reserve Room for the Studio migration, it was necessary to put over 9,000 DVD discs into their cases. We then decided that it would be best to transfer the barcodes into the inside of the case to ensure the discs are in the case at check in/check out. This portion of the project is ongoing and is going very well.

Victoria has done an exceptional job managing our loanable laptops. The systems we have put in place have made their use and circulation efficient and equitable. We are always looking for ways to improve and streamline our systems and workflow and I am confident we have another wonderful year ahead.

Challenges and Opportunities for Next Year:

[AccessServices_Charging Document.docx](#)

This Spring we had 6 graduating seniors out of a team of 16 so we will have a lot of new student workers this Fall. Fortunately, I was able to do quite a bit of the hiring this Spring and several of the new hires have started or will be starting before the first day of school. I am currently in the process of updating our "Access Services Basics" manual and will have it published before the beginning of next term. This will be a fantastic

opportunity for me to cultivate the consistent use of LibAnswers after failing with its use so miserably last year.

I am concerned that the “Binder Project” will continue to overwhelm both mending and Technical Services and generate too great of a cost. It is a great project, but we may need to reevaluate the process to streamline it a bit more going forward,

Center for Digital Inquiry and Learning (CDIL)

Annual Report 2023-24

Team Lead: Devin Becker & Evan Williamson

Team Members: Andrew Weymouth, Julia Stone

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

The Center for Digital Inquiry and Learning (CDIL) has had a productive year, marked by notable achievements and significant progress across various initiatives. In Fall 2023, we successfully completed fellowships with three exceptional student fellows: Nick Koenig and Anne Yen (Graduate Fellows) and Grace Gardiner (Undergraduate Fellow). Their contributions culminated in a public symposium, where they presented their work to our advisory board and the broader community, showcasing the innovative research fostered by CDIL. Koenig has work that we hope to continue working on in the future as well, as they look to develop an oral history project that looks at the experiences of wildland firefighters. Additionally, in Spring 2024, we welcomed two new fellows, Alicia Gladstone (Graduate Fellow) and Dakota Steffen (Undergraduate Fellow), who have already begun contributing to our vibrant academic community.

Our collaboration with former faculty fellow Sarah Campbell on the Digital Dramaturgy project saw a mixed outcome. Although our initial application for the NEH Digital Humanities Advancement Grant was unsuccessful, the constructive feedback received prompted us to resubmit a revised proposal in June 2024. This new grant seeks support to develop the platform and its documentation using feedback from college/high school instructors and dramaturgs.

We also continued to support and enhance our static web frameworks, CollectionBuilder and Oral History as Data, while making significant headway on several digital scholarship projects. [The Main Street Video project](#) was a particular highlight, released in April alongside a three-part film series at the Kenworthy Theatre, attracting over 200 attendees. Our exploration of wilderness and firetowers in Idaho, [Keeping Watch](#), and the [Taylor Wilderness Research Station Archive](#) are both set for release in the fall. The latter, featuring innovative Google Earth Studio interpretations, was presented by staff member Andrew Weymouth at UCLA in May. A

Additionally, the Crabtree Lithic Comparative Collection project advanced with the final transfer of digitized materials for preservation and the creation of the collection website. This project was supported by a CLIR Hidden Collections report and both the processes and display of these 3d objects demonstrate innovative approaches to digital scholarship

work. This work has led to development of new CollectionBuilder add ons to display 3D models.

With CollectionBuilder's IMLS grant support and Julia Stone leading outreach, CDIL also saw significant collaboration and engagement beyond campus this year on digital scholarship projects. For example, Julia and Evan collaborated with a researcher from Princeton's Center for Culture Society and Religion to develop the Judean Pillar Figurine Exhibit featuring advanced imagery of archeological objects. This work contributes back into CollectionBuilder as the [rti-viewer_cb-add-on](#), which adds an RTI image viewer, opening this unique feature to others. CollectionBuilder team members presented workshops at several campuses, supported classroom projects as part of the Curriculum Development Program, and worked directly with graduates in the LIS Student Program.

Additionally, we updated and revised our project [Voices of Gay Rodeo](#), in collaboration with Becca Scofield, for submission to the DH Reviews publication. This project, which documents and celebrates the rich history and culture of gay rodeo, represents our ongoing commitment to diverse and inclusive scholarship.

Overall, our CDIL websites continue to attract interest from around the world. Our sites received over 50,000 visitors this year, and almost 200,000 pageviews. Below are aggregate web statistics for all of our CDIL related properties.

Total Visits	Total Pageviews	Total Users
77,241	196,628	51,711

Challenges and Opportunities for Next Year:

Those of us who work on digital scholarship in the library have a great deal to look forward to this coming year. We're crossing our fingers for the NEH grant, continuing to develop CollectionBuilder, and working extensively with our student fellows on interesting projects and essential data work for the library. Of particular note is our work on updating our oral history collections across the board with our Oral History as Data (OHD) framework. This will allow for increased usability, accessibility, and visualization possibilities for our collections, and it will also help us to improve the code, user experience, and documentation for OHD itself.

Collections Team

Annual Report 2023-24

Team Lead: Jeremy Kenyon

Team Members: Rami Attebury, Clinton Johnson, Samantha Thompson-Franklin, Jylisa Kenyon, Rochelle Smith

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

Overall, the Collections Team (CT) is trending in the right direction. The group feels like the meetings are productive and help improve the library in positive ways. The team is comprised of the right sorts of people from the library to make recommendations about collections and to interrogate how we make our decisions.

Three key accomplishments this year:

1. The development of a regular and consistent process for renewing subscriptions with enough time for a considered evaluation, including getting feedback from campus entities. We were able to maintain 100% of our deadlines and developed a system for promoting low use but valuable resources to see if their usage improved.
2. Creation of a student-led collection development project. Starting with a discussion of decolonizing collections and recognizing the hierarchical processes of collection management, we sought to create a process that would allow student voices to be more prominent in the process of selecting materials.

Challenges and Opportunities for Next Year:

- [\[link to next year's charging document\]](#)

Opportunities

There are two areas that were missed in FY24 that should be picked up again in FY25:

- Circulation reports and print acquisitions. The team generally feels that while we developed the reports (as expected), we didn't really spend any time evaluating them. Neither did the liaison team evaluate them. The CT should continue to try and utilize these reports effectively to make changes to our approval plan and/or firm ordering activities.
- Overlap analysis of abstracting/indexing services and aggregators. We are using CPU metrics somewhat loosely and recognize that our standard CPU evaluation for journals doesn't really apply to other kinds of database tools. We need investigate other ways to review them and/or develop other techniques for doing so.

Challenges

Time was the largest constraint on activities in the past year. The team recommends moving to two meetings per month – one focused on renewals and resources evaluation, the other focused on other topics, including collection policies, our student-led collection development project, discussions of trials, and the promotion of resources.

Digital Collections Team

Annual Report 2023-24

Team Lead: Evan Williamson

Team Members:

- **Dulce Kersting-Lark, Ex-Officio**
- **Kevin Dobbins**
- **Andrew Weymouth**
- **Ariana Burns**
- **Kelley Moulton (starting 2024-01)**
- **Sara Szobody (until 2024-06-22)**
- **Klytie Xu (until 2024-06-07)**
- **Julia Stone (until 2024-04-26)**

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

Digital Collections Team has continued to be a valuable approach to coordinating efforts between CDIL and Spec. The group has established a new QC process to better launch and promote new digital collections, a bi-weekly check in to facilitate regular communication, and a variety of process improvements to coordinate our activities. The team regularly communicates on Teams which allows for quick feedback loops while working on projects. Team members contributed to the creation of twelve new collections, at least six existing collections with significant content additions, the addition of over 200 transcripts for audio items, and numerous updates to individual item metadata.

Our original intention to focus on digital preservation this year was pushed back by the migration of both our digital archives drive and digital collection repository platform. While significant effort was redirected towards the migration projects, progress was still made on our objectives and the investments in new platforms will improve our work going forward (which are not necessarily reflected in the original KPIs). Over 120 collections were migrated into new CollectionBuilder-based templates. The aggregated data necessary for the migration has allowed for bulk updates to a variety of issues discovered in the metadata.

Junior faculty members Sara Szobody and Andrew Weymouth took on leadership of specific areas within the team this year, helping to grow our capacity. However, we will also face

significant turnover on the team next year, so their contributions to documentation and process improvements will be important to onboarding.

Challenges and Opportunities for Next Year:

- Draft planning document, <https://vandalsuidaho.sharepoint.com/:w:/r/sites/Storage-Library/Documents/shared/Teams/Digital%20Collections%20Team/2023-2024/Digital%20Collections%20Team%202024-25%20draft.docx?d=we261917cd7b2471d9147ebc88d021781&csf=1&web=1&e=tucuHN>
- Our intended focus on digital preservation workflows and documentation of the archive drive was delayed by our migration projects. This objective should rollover to next year, building on what Sara has established.
- In the coming year, Digital Collections team will have significant member turnover. Continuing to improve documentation will be valuable for helping onboard our new members and formalize our processes. Workshops to teach, refresh, and standardize collection workflows will be important.
- In evaluating the objectives, several areas came up where we could use better workflows for tracking changes, updates, and promotion of collections. Integrating and centralizing this tracking will help coordinate our efforts and make reporting easier.
- Launching our elastic search app will offer improved discovery methods. We will need to include KPIs to evaluate its use and continue improvement.

Digital Scholarship and Open Strategies Unit

Annual Report 2023-24

Unit Lead: Evan Williamson

Unit Members:

- **Kevin Dobbins**
- **Marco Seiferle-Valencia**
- **Andrew Weymouth (joined 2023-08)**
- **Evan Williamson**
- **Klytie Xu (until 2024-06-07)**
- **Julia Stone (until 2024-04-26)**
- **Kristin Henrich (until 2023-12)**

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

DSOS's initial objectives for the year included:

- Facilitate access to and preservation of unique collections and scholarly outputs (CDIL, digitization).
- Provide collaborative opportunities for learning and project development (fellowships programs) that impact campus research and teaching.
- Facilitate social and technical infrastructure for open publishing on campus (Copyright, OAPF, web development, Pressbooks).

In each of these areas the unit invested significant energy and saw meaningful progress and impacts. However, in all areas the key results shifted in response to new major projects and personnel changes, meaning several of the KPIs were not as relevant to the work's focus.

On the digital scholarship side of DSOS, the unexpected activity was that we saw all hands-on deck migration projects consume most capacity:

- CONTENTdm digital collection platform --> libobjects media server, new CollectionBuilder templates, and elastic-library search (removing external subscription, updated infrastructure and flexibility, replacing links).
- NKN archive drive --> IBEST archive drive (updated infrastructure, enabling growth).
- Google Drive --> OneDrive (removing external subscription).
- ISSUU --> static sites and archive.org (removing external subscription).
- Otter.ai --> Adobe Premier transcription (removing external subscription and improving workflow).
- Bootstrap 3 and 4 --> Bootstrap 5 CSS framework.
- VIVO --> VERSO (replacing links, migrating collections).
- Windows 10 --> 11 (required evaluating all lab computers and FRED for replacement).
- Google Analytics UA --> GA4 (platform migration completed 2023-07, but learning to access data in new system was significant).

While these efforts significantly transformed our digital infrastructure and are essential for our objective to “Facilitate access to and preservation of unique collections and scholarly outputs”, it took away from our original intent to make progress on digital preservation workflows and documentation, which will remain a key result for next year.

On the Open Strategies side, the major activity beyond the original KPIs was supporting the roll out of course marking following State Board of Education requirements. This major initiative, along with the loss of a faculty member, meant there was less capacity for our intended KPIs in open publishing. Pressbooks continues to be less developed as a platform and service than we hoped, so will remain a key result area for next year.

DSOS continues to come together with positive synergies between our work. The unit seems valuable as a home for foundational collaborative and technical infrastructure that supports the work of other teams.

Challenges and Opportunities for Next Year:

- Draft planning document,
<https://vandalsuidaho.sharepoint.com/:w:/r/sites/Storage-Library/Documents/shared/Digital%20Scholarship%20%26%20Open%20Strategies/metrics/DSOS%20Unit%202024-25%20draft.docx?d=wb5294f8714a3464e9dd4e085613146dd&csf=1&web=1&e=bhNwPJ>
- DSOS lost almost half its members this year (2 faculty, 1 staff), which required a lot of effort in continuity plans and shifting duties. Next year will be the challenge and opportunity of hopefully welcoming new members (1 faculty, 1 staff), a significant investment of our time (in search committees and onboarding) that will bring new capacity.
- DSOS members have much of their efforts structured by the Open Strategies and Digital Collections Teams. Although the objectives between teams and unit seem distinct enough, some of this year's KPIs seemed repetitive or too overlapping. It may be helpful to consider how we can make more distinction between these lines of reporting to clarify the process.
- DSOS has more opportunity to come together around our fellowships, with the potential for more shared outreach, web presence, events, and support. To support this, we have identified a need for more complete and centralized data about fellowship participants and outcomes (and have made some progress in pulling together existing data). This will also make communicating and promoting the fellowships easier.
- In gathering data for our reporting, we found several areas that could use better tracking, which will inform creating new spreadsheets and recording for the next year.

DISCOVERY TEAM

Annual Report 2023-24

Team Lead: Hanwen Dong

Team Members: Rami Attebury, Jean Mattimoe, Diane Prorak, Dakota Woodward, Kelly Omodt

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

Throughout the year, the team has met five times to optimize Primo configuration. In these meetings, the team reviewed and tested new Primo features, recommended configuration implementation, and reviewed baseline statistics on patron usage. The team reviewed a total of 24 features and recommended the implementation of nine of them. 11 analytics reports have been generated. The team lead sent out four reports on configuration decisions to library staff in public services.

Challenges and Opportunities for Next Year:

- [link to **a draft** of next year's charging document]

Next year, the team will look for opportunities to enhance user experience using Primo. One area worth exploring is Primo configuration for mobile view. An analytics report indicates that the number of mobile users accessing Primo is increasing every year. Therefore, it is essential to ensure that mobile user experience is optimized.

First Year Experience Team

Annual Report 2023-24

Team Lead: Diane Prorak

Team Members: Tyler Rodrigues, Kelly Omodt, (formerly) Carlisle Isley

Overview / Summary of Accomplishments for 2023-24

Reflection on Accomplishments and Challenges

FYE Teaching

- In 2023-24, the FYE team
 - Taught **3075** first year students in connection with courses

	Fall 2023	Spring 2024
Engl102 (including Dual Credit)	790	1144
Engl101	898	30
INTR	163	10
Other	40	
Academic year total		3075

- Interacted with 466 perspective students and their families at recruitment events
 - In connection with events organized by the Student Engagement Librarian and Student Engagement Team, the FYE team interacted with many students at tabling and engagement events throughout the year
- Engl102: While we revise Engl102 library content each year, one major revision for this year was the creation of some online versions of Exploring the Information Landscape (ETIL) workshops for online asynchronous students. This helped make the content for online sections more comparable to the in-person sections. There were some challenges in the implementation within Canvas, but we continue to improve the assignment method for these modules.
- The results of the KPIs for Engl102 showed us that most students are completing a key library assignment that helps them learn research tools and techniques, and that most complete it successfully. This indicates that our instruction content appears to be effective and only needs minor revisions for next year. We discovered a need to standardize our grading of assignments within the team, which will be done next academic year.
- Exploring The Information Landscape (ETIL) workshops for Engl102: While many library faculty teach ETIL workshops, the FYE Team manages them and teaches over a third of the sessions. We input the attendance into the spreadsheet, record completion in the gradebook and communicate with students.
- The results of the Engl101 survey indicate that our orientation activity provides students not only with new knowledge about the library's facilities and services, but it also encourages them to return and use the library. The two most popular reasons to return were for study rooms or tutoring, so they didn't reflect some of the library's core services. However, based on their responses, students were left with a positive impression of the library and viewed it as a place worth using.
- FYE has been providing orientation sessions for INTR (college success) courses for a few years. Groups such as CAMP and the Office of Multicultural Affairs have been returning customers for years and always say how the sessions are not only valuable for their students, but enjoyable. We have striven to provide a similar active learning exploration for more of the first-year INTR courses. This year, we added sessions for Raven scholars, and a section for Athletes has become a repeat group also. Recently, another INTR instructor approached us to schedule a fall library session for international student college success sections. Gradually, we are standardizing a library activity for these courses.

- Since Tyler began her new position as Student Engagement Librarian during this year, we began to move some of the former FYE outreach responsibilities to the student engagement team. However, this is still in process and FYE plays a large role in tabling and outreach activities. We need to develop more clarity on which events will be managed and assessed by FYE and which will transition over to the Student Engagement team.

Challenges and Opportunities for Next Year:

[Draft 2024-25 Overview & Objectives](#)

- Tyler Easterbrook was hired as the new First Year Composition Director in summer 2023. The FYE team has collaborated with him, and he has proven to be a supportive partner. He is now making changes to the curriculum and has valued FYE's input. We proposed that the Engl102 library assignment for finding sources be tied more closely to a required annotated bibliography and he has agreed. This should help students and instructors view the library assignment as more integrated into the course and increase completion rates. In addition, he has advocated for more library instruction in Engl101, as he believes those students should have a better understanding of the library's facilities and services and more introduction to information literacy. We are working to develop some additions to the Engl101 library unit that are manageable for the FYE team.
- The heavy teaching load continues to be a challenge. For example, in February 2024, FYE librarians taught 90 in-person sessions, managed the communication and Canvas shells for those 45 sections, and taught 6 online asynchronous sections. We also graded around 800 assignments during this period. This is only a part of the full year load. This was really tough, and we were lucky no one got sick, as there are no back-up options currently in place. This is unsustainable, so we hope to add another librarian to the team.
- I believe the objectives and KPIs that apply to Engl101 and 102 are still effective and should be continued without revision for next year, so that we can get another full year with these metrics. There are details in the KPI section in the spring report.
- FYE strives to participate in the Academic Support Across Campus (ASAC) group during the year to maintain relationships with other academic departments and discuss upcoming challenges and opportunities. This year the team had to miss several meetings due to our other staffing challenges and the timing of instruction. While we can read meeting minutes from the group, next year FYE hopes to make more of an effort to send out in advance news or documents to share if no team

members are able to attend, or work with another team/unit to have a librarian present.

- FYE is an active partner in several on campus recruitment events. This has led to great opportunities for the library to meet and welcome incoming first year students. However, during some of these events the library has little control over the events and how to interact or engage participants. SEM controls the event tightly and has had some unreasonable expectations for what the library can provide. They have not been open to library requests for opportunities to share our services or gather assessment materials. This can lead to low or difficult KPI numbers out of our ability to collect, so we will eliminate some of our corresponding key results/KPIs. In the future, we should reassess whether librarians should staff a table during recruitment events.

IDEA Team

Annual Report 2023-24

Team Members:

- Ben Hunter (supervisor)
- Kelly Omodt (Team lead)
- Samantha Thompson-Franklin
- Suzie Davis
- Julia Stone (last day at UI was April 26, 2024)
- Jess Fleener (asked to leave team March 2024)

Overview:

The IDEA (Inclusion, Diversity, Equity, & Accessibility) Team met eleven times over the course of the 2023-24 academic year, in person and via Zoom, as well as kept a running email thread to keep track of our team purpose and tasks. Kelly Omodt, the Team Lead attended three special sessions as the library representative at the President's Council on Diversity and Inclusion (PCDI). We finalized the KPIs set forth by the three teams we paired up with and consistently checked in on their progress, giving support when needed.

Instruction Team

Annual Report 2023-24

Team Lead: Diane Prorak

Team Members: Hanwen Dong, Dulce Kersting-Lark, Norm Lee, Rochelle Smith

Former Team members: Julia Stone, Carlisle Isley

Overview / Summary of Accomplishments 2023-24

Team documents:

- [Running agenda and meeting notes](#)
- [Folder of 2023-24 documents](#)

Reflection on Accomplishments and Challenges

This team began its work in November 2023, which means that most of what it accomplished was done during the spring semester 2024 and the spring semester report overlaps greatly with the annual report.

- The Instruction Team began important conversations in two main areas during its first year: Improving access to online instructional content online,
- In collaboration with the Liaison Team, developing information literacy skills scaffolding and mapping for the library

In the area of online instructional content, we began by trying to inventory the library's instructional content and found that it is scattered, and sometimes hidden down several clicks. Some resources are well used such as our YouTube resources which received 13,540 views in 2023-24. Viewers likely used these via links from workshops or courses. The team took a few next steps, starting with looking at other libraries' websites to find organizational methods and labeling that we liked. We did find consensus (through the literature and as a team) that the word "tutorial" was better understood by users than our current term, research guides. We determined some of our [preferences](#) for revising our library website to improve access to instructional materials, but, since the website is the responsibility of another team, and the Web Team needs to wait for the University website

to be updated, we decided we should take another approach in the meantime that we could have more control over. We will share the [suggestions](#) with the Web Team. Based on a suggestion and mockup by Julia Stone, the team will try to develop a webpage that gathers our online instructional content linked from the homepage with the term “tutorials” included in the link. Determining the categories for this page and developing it should be the work of next year’s team work. Much of this background work and discussion was necessary before we could begin to quantify and look for growth in our KPIs.

Also, within online instructional content, we took a hard look at the library’s Libguides. There was general consensus that there were too many Libguides visible to the public, and that the number was overwhelming and underutilized. At a library faculty meeting, we started with a conversation with the library faculty about Libguide use and management and subsequently did some analysis. After data review, discussions and communication, we changed the status of 85 Libguides to “private,” which takes them out of public view, while still allowing access to library faculty for consultation or revision.

In the second area, scaffolding information literacy skills, library faculty provided instruction to 4619 upper/lower division students in 2023-24. Library faculty have skills and concepts that they generally teach in certain levels or disciplines. The team began collaborating with the liaisons to more formally recognize what content should be taught at different levels or in different disciplines. The First Year Experience Team provided documentation of its core learning outcomes and the skills and concepts generally taught in first year classes. From there, we began to develop a [document](#) to help outline our instructional scaffolding, including planning for online content. This process will continue next year. The team has proposed offering library faculty workshops to discuss the scaffolding document as well as share instructional methods and strategies more broadly.

Challenges and Opportunities for Next Year:

[Draft Overview and Objectives Document 2024-25](#)

The Instruction Team did a lot of groundwork this year. Several of the metrics in the KPIs were not attainable or possibly irrelevant due to what the team discovered as it pursued its objectives. These are noted in the Spring report and in the 2024-25 document. Next year, we should be able to pick up on the plans to create an instructional materials webpage, improve linking, continue discussions of Libguide usage and maintenance and continue the discussion and development of scaffolding information literacy instruction.

Liaisons Team

Annual Report 2023-24

Team Lead: Devin Becker

Team Members:

- Hanwen Dong – College of Agriculture & Life Sciences (CALS)
- Kristin Henrich (2023) - College of Art & Architecture (CAA)
- Jeremy Kenyon - College of Natural Resources (CNR)
- Jylisa Kenyon – College of Letters, Arts, & Social Sciences (CLASS – Social Sciences)
- Dulce Kersting-Lark – Special Collections & Archives (SPEC)
- Norman Lee - College of Science + College of Engineering (COS + COE)
- Marco Seiferle-Valencia - College of Education, Health, & Human Sciences (COEHHS)
- Rochelle Smith - College of Letters, Arts, & Social Sciences + College of Art & Architecture (CLASS, CAA)
- Samantha Thompson-Franklin - College of Business & Economics (CBE)

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

The Liaison Team set out to accomplish objectives related to print collections, communications and impact assessment, and instruction over the course of AY 2023-2024.

The team accomplished several of these goals.

- We created and began using an impact assessment metric to better track liaison and faculty impact with faculty more broadly, implementing a monthly “Interactions” form that collects data on the college, department, and type of interaction librarians are having with faculty across campus. This currently shows patterns one would expect, like the college with the most significant interactions with our faculty is CLASS, but one also sees some patterns that demonstrate increased collaboration with certain areas. Frankly, whether this data is incredibly

useful is still up for some debate. We'd like to try adding a subject/function dimension to next year's data to see if that might round the information out some. There are also some interesting connections to be gleaned by looking at who we work with from each college.

- [Full Interactions Data](#) | [Full Affiliations \(People\) Data](#)
- Top Colleges (full info):
 - "college of letters, arts and social sciences": 54,
 - "college of natural resources": 26,
 - "other entities (cogs, research office, unknown, etc.)": 26,
 - "college of science": 25,
 - "college of art and architecture": 19,
 - "college of education, health and human sciences": 18,
 - "college of agricultural and life sciences": 17,
 - "college of engineering": 14,
 - "college of business and economics": 7
- Top Departments/orgs:
 - english (19),research computing and data services (rcds) (15),culture, society and justice (14),history (13),school of journalism and mass media (11),natural resources and society (11),earth and spatial sciences (11),leadership and counseling (11),politics and philosophy (11)
- Overall, we interacted with almost every department on campus, save for 5. Many of these are in CALS, and with a new liaison in the area we have a good goal of interacting with every department in some way next year.
 - Departments we didn't interact with:
 - animal, veterinary, and food sciences
 - entomology, plant pathology, and nematology
 - soil and water systems
 - agricultural education, leadership, and communications
 - landscape architecture
- The team also worked with the Instruction team to begin creating a scaffolded approach to information literacy instruction, and although this work is in its nascent stages, it was encouraging to see the conversations and drafts that emerged as we started to consider how we might lay out a structure for communicating and tracking information literacy instruction across lower and upper divisions.
- Most instruction data will be reported via the Instruction Team, but it's interesting to see some of the overlap between the above referenced interaction data and the

instruction statistics for upper division instruction. Upper division instruction represents about a quarter of our instruction overall.

- [Upper Division Instruction](#) -- ([Full Instruction Data](#))
- Total Stats: (parentheses == total instruction stats)
 - "learners": 1141, (4619 overall) ~ 25% of overall learners
 - "sessions": 62, (313 Overall) ~20% of overall sessions
 - "hours in instruction": 76.75, (554) ~27% overall instruction hours
 - "hours in prep": 59.12 (287) ~ 21% overall prep hours
- Top Colleges for Upper Division:
 - "college of letters, arts and social sciences": 35,
 - "college of natural resources": 6,
 - "college of education, health and human sciences": 6,
 - "college of agricultural and life sciences": 2,
 - "college of art and architecture": 2,
 - "college of engineering": 2,
 - "college of science": 1
- Top Depts. For Upper Division Instruction:
 - "english": 24, "school of journalism and mass media": 22, "culture, society and justice": 10, "politics and philosophy": 6, "curriculum and instruction": 4, "history": 4,
- The team also began working on creating a newsletter to communicate better with campus. That work was then taken up and improved upon by the library's new MarCom team in the Spring Semester.

The team did not make much progress regarding our print collections objective, although much of that work is accomplished through the regular workflows of our individual liaisons. We did collect data regarding some of the trends in our print collections overall, which can be seen in our KPIs below. We seem to be the only team collecting these stats, so some thought should be given to how we're collecting/evaluating these going forward if, as I suggest in the draft below, we remove them. (Perhaps they just live here?)

Overall, I thought the greatest challenge for the group is that many of its traditional communal goals are now being addressed via other teams like the Instruction and Collections Team. Consequently, the objectives set out for the team rarely felt like common goals to be achieved; at their worst, they felt more like work for work's sake. This

is obviously not an ideal outcome, and so I have some recommendations for future iterations of this team.

Challenges and Opportunities for Next Year:

- [Liaison Team - Draft 2024-25](#)

Liaison work, I realized throughout the year, is often a solitary pursuit, and the liaisons bring their own idiosyncratic talents to best serve their roles. So creating a Liaison Team has inherent challenges in that regard. The most engaging moments of our meetings this year were when folks were sharing their accomplishments or discussing their work and approaches more generally. As such, I'm recommending that the team revise its structure and objectives to focus more on creating an information sharing space where individual members have more space to share their approaches to collection development, outreach work, instruction, and other common liaisons responsibilities. This will be accomplished by having structured and unstructured round robins during quarterly meetings, as well by asking each liaison to present one time throughout the year about their liaison work and the college in general. In addition, we will continue to collect data on our instruction and interactive activities across campus and to serve as a sounding board for any other team or unit who might want feedback regarding a specific project or initiative.

Mentorship/Scholarship Committee

Annual Report 2023-24

Team Members: Devin Becker, Dulce Kersting-Lark, Marco Seiferle-Valencia

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

The Mentorship/Scholarship Committee has had a dynamic and impactful year, marked by several key initiatives aimed at enhancing faculty development and fostering a supportive academic community. In January 2024, we developed and administered a comprehensive 4-part faculty symposium on Artificial Intelligence. This symposium began with a session dedicated to discussions among librarians about the impacts of AI on their work. The subsequent three sessions, led by our colleague Dr. Luke Sheneman, Director of Research Computing and Data Services, provided an in-depth overview of AI research at the University of Idaho and a detailed exploration of the inner workings of Machine Learning and Artificial Intelligence. The symposium was well-attended and has set a precedent for future faculty professional development opportunities.

Another significant accomplishment was the establishment of the First Friday meetings, an informal gathering for faculty held on the first Friday of every month. These sessions, lasting over two hours, were designed to encourage faculty to work on writing or scholarship-related tasks in various locations outside the library, such as coffee shops and the IRIC. Attendance at these meetings ranged from 2 to 7. These meetings have evolved into valuable informal conversations among faculty, providing a platform for early-career faculty to seek advice and discuss options with more experienced colleagues. This initiative has been particularly beneficial in creating a sense of community and fostering mentorship among faculty members.

Challenges and Opportunities for Next Year:

While some of our envisioned onboarding work was taken over by Administration through the development of the Annual Manual, we remain committed to enhancing our support for new faculty. In light of many of the onboarding documentation activities being taken up by

the annual manual work, we are focusing this group's work on establishing meaningful mentorship opportunities for our many new faculty, four of whom started this year, with 1 - 3 more set to join us in the coming month . These efforts will ensure that new faculty members receive the guidance and support they need to thrive in their academic careers. We intend to continue the First Friday scholarship opportunity next year. There may also be a chance to collaborate with the Instruction Team on a faculty symposium focused on teaching and classroom pedagogy, using the AI sessions as a model for coming together to learn and discuss.

Open Strategies Team

Annual Report 2023-24

Team Lead: Marco Seiferle-Valencia

2023-204 Team Members: Tyler Rodrigues, Kelly Omodt, Carlisle Isley, Julia Stone, Kylvie Xu, Victoria Kerr, Kristin Henrich (through Dec 2023)

KPI Links:

- KPI's with links to underlying data can be found [here](#). This link is to the live workbook that will be actively updated.

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

The Open Strategies team was productive and impactful in a year that also saw some big changes. For the first time, we have a system for estimating previous Think Open Fellowships' ongoing financial contributions to student savings, in addition to those savings created by new 2023-2024 Think Open Fellowships.

We estimate that combined Think Open Fellowships and Leganto Course Reserves Savings have saved students over \$700,000 year to date, with \$92,000 estimated as new savings added by this year's four new Think Open Fellowships. We estimate as many as 1,800 students are served annually by a class using a Think Open based OER or syllabus, this estimate involved creating a system which counts back to the start of the Think Open program and estimates how many courses are still active. Leganto/ Digital Course Reserves for required classes served 43 courses, and over 1,700 students. We estimate this saved as much as \$52,000 in required student textbook costs. This year's student cost sparing strategies (new Think Open fellowships and Leganto/Digital Course Reserves) are estimated to create more than \$144,000 in student cost savings.

Other areas of success include our work leading the efforts to bring course marking to campus, which Marco Seiferle-Valencia took the lead on in his role as chair of this committee and as chair of the Open Campus Committee. Impact here is demonstrated by

the presence of any the new labeled courses in the 2024 summer and fall schedules, as well as by visits to related properties that were created by the OST team, notably Tyler Rodrigues and Kelly Omodt. We estimate combined visitors to our Open webpages and the newly created Open at the University of Idaho pressbook to be nearly 2,200. Almost exactly half of these views (~1,100) were focused on Course Marking related pages. We also completed a basic open pages redesign in April 2024, thanks to Julia Stone and Klytie Xu's efforts the open pages are now more organized and modular. Another success this year was the continued administration of the OAPF which awarded 22 articles and \$35,000 in funds.

Challenges for this year included departures, time and capacity constraints with changes in other departments, and transitions of key work such as the OAPF amongst core key members.

Data Summary of key results and outcomes:

Overall:

- Exceeded student cost savings goal KPI of \$75,000, actual savings as \$144,000 (Think Open and Leganto combined)
- Established processes for estimating student cost impact and number of students served for both annual and year to date Think Open Fellowships. Annual information also includes Leganto/course reserves figures.

Engaging campus on Course Cost Marking specific properties, summary stats:

	<i>Academic year 23-24</i>
Unique Visits to Open Pressbook (August 23 to Dec 23)	369
Total Pageviews on Open Pressbook (August 23 to Dec 23)	587
Visits to Course Cost Checker tool (August 23 to Dec 23)	39

Visits to Course Marking FAQ (August 23 to Dec 23)	113
Combined total	1,108

Zero and Very Low-Cost Courses to be in the Course Schedule:

- Summer 2024 offerings:

Zero Cost	13
Very Low Cost	3

- For our Teaching and Learning Objective, we did not see much progress, as we did not hire a RIMs librarian and the Open Scholarship Librarian role became open in December of 2023. We did however continue to operate a successful and well-utilized Open Access Publishing Fund program that saw over 33 applications and funded 22 articles by 32 authors over the 2023-2024 academic year.

Challenges and Opportunities for Next Year:

- [2024-2025 Plan Draft](#)

Clear definition about the library's desired role in reputation building on course marking will help us choose wisely in terms of the work we want to take on in 2024-2025. Known issues with communication challenges on campus interfered with some of our work “getting the word out” about course marking. For instance, feedback at faculty and student advising at various in-person events helped reveal there is some confusion/messaging exhaustion about inclusive access, on demand texts (a new option of digital textbooks), and open stuff resulting in listener fatigue. Similarly, other conversations at these events revealed that our information campaign in the Fall of 2023, reaching out to department chairs for instance did not ensure word had reached the relevant parties such as schedulers and faculty. Another messaging issue was when students indicated they thought course marking meant the whole class was free. Additionally, there were some issues with accuracy in listings. Overall, the library will want to be strategic about how it asserts a role leading course marking communications given how fine grain some of these communication needs are relative to our blunt tools.

Most of the key results in the Teaching, Learning and Research section were not achievable due to open positions. This should change as roles are filled.

Suggested areas of focus for next year include:

- Creating a Library Mini Workshop Series about Open on Uldaho Campus covering Think Open, OAPF, Course Marking and Leganto
- Focusing communications about Course Marking to staff and faculty at large (de-emphasizing the student campaign concepts)
- Focus on publishing the 2023 Campus Survey Results in a public friendly way (article is in final stages of work)
- Pushing Think Open Fellows forward to \$1,000,000 in savings (likely attainable in 2025-2026 with a good 2024-2025)
- Onboarding a new Open Publishing Librarian

Physical Spaces Team

Annual Report 2023-24

Team Lead: Victoria Kerr

Team Members: Samm Green, Haley Hunter, Kelly Omodt

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

The Physical Spaces Team was successful in creating documentation for emergency exits and putting together a concise safety sheet for student employee reference. Fall semester was productive for the team, and most projects were finished during this semester.

Due to the loss of one member and an increase in regular job duties, the team was limited in meetings during the spring semester but did meet twice unofficially to discuss the team's work and the potential to work with the IDEA team. One suggestion for a final project was to create directional signage for the classrooms on the first and second floors, but this was ultimately left to the IDEA team to pursue.

Challenges and Opportunities for Next Year:

We would recommend that this team be retired or integrated into the IDEA team unless given a new direction. Major projects undertaken by this team – map updates, flyer templates, and safety sheets – have been accomplished and any future updates will not require a team effort. Projects such as library walk-throughs did not result in any enacted changes and would work better with long-term furniture replacement planning and Facilities repair consultation instead of as standalone assessments.

Further ADA assessment and changes in the library is a possible future for this team, though as with the projects undertaken by this group during the previous year, meaningful changes may be limited.

In accordance with these recommendations, we have not created a draft charging document.

Reference Services

Annual Report 2023-24

Team Lead: Jylisa Kenyon

Team Members: Hanwen Dong, Jylisa Kenyon, Kelly Omodt, Diane Prorak, Tyler Rodrigues, and Rochelle Smith

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

{Please include 1-2 paragraphs summarizing the accomplishment of your team's progress throughout the year. Focus on the overall successes and challenges faced by the team related to your objectives for the year. Point to some of the KRs/KPIs as references/evidence for your evaluations, indicating what you think are the most telling stats collected. }

All data reported in this final report comprise the period between the first day of fall semester and the last day of spring semester in order to create a consistent data set across the last three academic years.

[ReferenceServices-Data_AY2023-2024.xlsx](#)

Reference Services had a consistently strong and successful year, answering approximately 3,024 questions, a 13% increase when compared to AY 2022 – 2023, but a 7% decrease when compared to AY 2021 – 2022. More than half (58%) of the questions asked in AY 2023 – 2024 were classified as READ Level 2 or above (e.g. reference questions), compared to 60% of questions asked in AY 2022 – 2023 and 66% of questions asked in AY 2021 – 2022. When considering data from 2021 to present, it appears that the percentage of READ Level 2 questions asked at reference are decreasing. As such, a good initial benchmark would be for at least 50% of questions asked to be classified as READ

Level 2 or higher. Most of our questions were asked by U of I affiliates (91%), a rate similar to the data from AY 2022 – 2023 and 2021 - 2022. In-person questions (58%) in AY 2023 – 2024 outpaced email, IM, phone, or text messaging (42%), showing an 18% increase when compared to the previous academic year.

Overall, Wednesdays were our busiest days and Fridays were our least busy days. Questions were asked at similar rates between 10:00am – 4:00pm, but we received slightly more questions at 10:00am and 1:00pm in AY 2023 – 2024, when compared to other times of day.

When looking only at the questions asked by U of I affiliates:

- 57% of questions in both AY 2023 – 2024 and AY 2022 – 2023 were classified as READ Level 2 or higher;
- 60% of questions were asked in-person in AY 2023 – 2024, compared to 57% in AY 2022 – 2023; and
- 33% of questions in AY 2023 – 2024 were asked via IM, compared to 36% in AY 2022 – 2023

Of all the questions asked by U of I affiliates, more in-person questions (54%) than IM questions (27%) were classified as READ Level 1 (e.g. non-reference questions), while more IM questions (74%) than in-person questions (33%) were classified as READ Level 2 or higher. This breakdown clearly indicates that U of I affiliates tended to use our IM services to ask reference/research questions and preferred speaking to someone in-person when they had directional or general questions about the Library.

In AY 2023 – 2024, Reference Services also expanded our support for Idaho Department of Correction (IDOC) resident students, completing 53 requests for additional sources compared to 5 in AY 2022 – 2023. Fifty of the AY 2023 – 2024 IDOC requests were submitted and completed in spring 2024 alone.

Challenges and Opportunities for Next Year:

- [ReferenceServices_ObjectivesKPIs_AY24-25.docx](#)

{Please include 1-2 paragraphs on your thoughts about directions, challenges, opportunities, etc. for next year's team/unit/program/dept. }

An examination of LibAnswers reference transactions between 2021 and 2024 tells an interesting story. The number of questions received by reference in AY 2023 – 2024 (3,024) has rebounded since AY 2022 – 2023 (2,684), but we still received fewer questions than in AY 2021 – 2022 (3,249). Over this three-year period, Reference Services has also seen an increase in the percentage of READ Level 1 questions and a decrease in READ Level 2 or higher questions, a trend that continues even when looking only at questions asked by U of I affiliates.

This drop in the percentage of READ level 2 or higher questions is a strong indication that it is time for Reference Services to reevaluate our model and investigate other options that allow us to continue to meet patrons where they are, while also considering changes in how patrons are using the library and our services.

Looking ahead to next year, I think it would be useful to remove the current Objective #2, which focused on asynchronous content, and replace it with our support of IDOC resident students. It would also be useful to add a new objective or timebound goal related to investigating and selecting an updated reference model.

Research & Experiential Learning

Annual Report 2023-24

Unit Lead: Jeremy Kenyon

Unit Members: Bruce Godfrey, Hanwen Dong, Norm Lee, Jessica Fleener

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

Unit-wide:

- All programs seem to be either growing or holding steady in terms of interactions, bookings, requests, and visits. No program is currently declining in terms of use.
- All programs are continuing to innovate and try new and creative aspects of their services, including rethinking physical spaces to create a better experience for patrons.
- The unit continues to improve in personnel diversity and skill. All personnel are actively participating in unit meetings and in communication with the other members.
- VERSO migration from VIVO and set up has gone pretty smoothly.

For the Studio:

- Continues to see growth in terms of the total number of patrons using the space and the total number of bookings
- The Studio has been operating without any hiccups, and that's one of the major successes.
- Other successes include the approval of the service proposal for moving the Studio downstairs and expanding the space, as well as meeting with facilities to discuss the work order to clean up Room 122 to pave the way for the eventual Studio move in the summer.

For the MILL:

- We successfully developed a budget for the MILL, which has allowed us to strategically make decisions about how/where to invest. One outcome has been a recent purchase of 2 new 3D printers.
- Workshops and event attendance have continued to improve. Recordkeeping and statistics have also improved in consistency and usability for making decisions.

For the Data Hub:

- The Tech Talk series went in a new direction this Spring. The diversity of speakers and topics, as well as the turnout was positive.
- Although student use of the Data Hub was modest, we did feel that there is growing awareness of the location as a resource and that we had some very in-depth questions and recurring drop-ins to obtain assistance with GIS and coding activities.
- The space – as an open area – managed to attract some students that were not there for assistance or to use the equipment (mostly to hang out at lunch and play video games). We will need to introduce policies that discourage that use of the space in the future.

Challenges and Opportunities for Next Year:

- [2024-06-17_FY25_mill.docx](#)
- [2024-06-17_FY25_studio.docx](#)
- [2024-06-17_FY25_dataHub.docx](#)

Unit-wide:

- It's a fairly well-functioning unit, so challenges are primarily obstacles to further improvement. We do have three patron-facing programs with physical spaces, so there is an issue of staff time. Data Hub shifts can be demanding for schedules of faculty and we've had to close the desk often. The Studio, in its new space, will have its share of time demands as well. We may need to shift to larger student worker support (akin to CDIL or Access Services) across the unit.
- Marketing our services remains a challenge. The Mobile MILL presents an opportunity to create Mobile Data Hubs or Mobile Studios to showcase services more frequently and create engagement opportunities, however, doing so will create demands on staff time again. Other library marketing mechanisms are relatively new (e.g. "Letters from the Library") so it remains to be seen whether these are effective for our services.

- The third challenge applies to the fitness argument above. Our programs are heavily based in the physical service point, but much library usage is increasingly virtual in nature. While VERSO or ArcGIS Online are entirely virtual services, our others are more complexly situated in both spaces. We need to better consider virtual engagement with our programs and figure out how to accommodate a wider range of users on campus without expecting a physical presence.

For the Studio:

- Unknown effects of the new Studio location. We would also need to closely monitor the space usage and patrons' feedback to assess whether the bigger space meets patrons' needs and what adjustments need to be made subsequently. We also may need to address student worker and staff availability.
- More instructional content for patrons. Currently, there is limited documentation for patrons. Hanwen Dong is developing some, but there is still room to grow.
- A major challenge is measuring some of the KPIs outlined in the Overview and Objectives Document due to the difficulties of or inability to collect certain data. The Program Lead believes that this is an area that will be improved next year.
-

For the MILL:

- Managing growth thoughtfully and strategically. The program is growing in use, but we need to make sure not to pursue flights of interests and focus on growing based on use.
- Staff time. Our MILL manager is the only staff member, and despite the presence of trained student workers, occasionally that is a limiting factor on hours and service availability.

For the Data Hub:

- The Data Hub suffers from either a lack of awareness or a lack of fit. Opportunities to improve awareness include more mass-media marketing or doing more event tabling with a kind of "mobile Data Hub". Opportunities to improve fit for the campus might include improved instructional content on the web, better organizing around specific needs or tools like ArcGIS (or its sub-applications), LaTeX, Git/GitHub, or even Excel.
- There are also likely opportunities for VERSO to play a role in creating conversations around data management, and building out the instructional tools for data management planning. The migration of the RCDS data repository is possibly an opportunity for the library, via the Data Hub, to more prominently feature as a resource for campus.

- We also have a limited range of partners on campus, partially due to the loss of some partners as an functioning entity (e.g. Stats Consulting Center), and partially due to the lack of programmatic development with new ones. One opportunity might be jointly curriculum mapping data science courses on campus to identify what skills are being taught and what needs better support.
- For challenges, the aforementioned lack of awareness and generally low use is the most significant challenge.
- As remarked in the Spring report, managing the usage of the Data Hub space is a challenge. We want use of the space, but only certain types of uses. Policies will need to be made to regulate the space more effectively.

Research Impact Team

Annual Report 2023-24

Team Members: Devin Becker, Jeremy Kenyon, Norman Lee

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

This year, the Research Impact Team has made significant strides in enhancing the visibility and accessibility of our institution's research outputs through the successful migration of content from VIVO to our new Esploro instance, which we have named VERSO (Vandal Expertise, Research, and Scholarship Online). Over 15,000 records were transferred, and we have established research profiles for all faculty on campus. These profiles are now enriched with continuously updated research outputs, providing a comprehensive and dynamic representation of our academic community's scholarly activities.

VERSO will serve going forward as both our Research Information System and our Institutional Repository. Our team diligently introduced the new system to various key stakeholders, including Academic Leadership, Faculty Senate, Associate Deans, Research Council, and the broader campus community through a number of presentations. These presentations have been crucial in garnering support and ensuring a smooth transition to the new platform. Concurrently, we have begun laying the groundwork for the platform's Institutional Repository capabilities, which will further enhance the dissemination and impact of our research.

We also began building user instructions for faculty to manage their profiles and have started to develop internal documentation and policies. As we prepare for a full campus rollout on September 6, 2024, we continue to refine these resources and address any issues that arise. The upcoming rollout is a significant milestone, and we are committed to ensuring that VERSO becomes an integral tool for showcasing the diverse and impactful research conducted at our institution.

Repository metrics



21,044

RESEARCH OUTPUTS



20,399

RESEARCH OUTPUT
VIEWS



29,428

RESEARCH OUTPUT
DOWNLOADS

Challenges and Opportunities for Next Year:

- [Research_Impact_Team_2024-25.docx](#)

Next year, with a more formal team in place, we plan to further develop policies and documentation for all users of VERSO. We hope to model the team structure after the Digital Collections Team so that it offers a vehicle for discussion of policies and approaches, a resource for documentation and knowledge about the system, and a mechanism to accomplish various tasks that best leverage the system for the campus as a whole. There are some issues with the platform that we also hope to see improved by Clarivate/Ex-Libris, and we will be advocating for those more broadly.

Resource Sharing

Annual Report 2023-24

Team Lead: Rami Attebury

Team Members: Victoria Kerr, Dakota Willett, Dakota Woodward

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

Day-to-day activities ranged from mostly on par to somewhat higher than previous semesters as evidenced by the borrowing, lending, and requests KPIs. Digitization requests hit all-time highs in January and February. January and February Summit borrowing requests matched 2023 numbers, and these are much higher than the previous two years. Summit lending requests in the same two months were higher this year than during the same months of the last four years.

Some of the challenges seen have stemmed from changes in Alliance practices which have resulted from Alma's technical limitations. Foremost among these this semester are the changes to the Resource Sharing Table, which have required libraries to configure ILL as a lender of last resort.

Although the timebound goal of investigating Alma Resource Sharing Directory Participation did not occur, the unit instead investigated Tipasa as an alternative to Illiad during the year. It is recommended that the ARSD be investigated in 2024-2025.

Challenges and Opportunities for Next Year:

- [Overview and Objectives 2024-2025](#)
- Ensure ILL as a lender of last resort is functioning properly
- Controlled Digital Lending Pilot Project? (if accepted as member by Alliance)
- Reduction in cancelations and/or investigation into why they are occurring

Special Collections and Archives Department

Annual Report 2023-24

Team Lead: Dulce Kersting-Lark

Team Members: Sara Szobody, Ariana Burns, Robert Perret (through Dec. '23), Kelley Moulton (beginning Dec. '23)

Draft of 2024-25 Overview and Objectives Document: [Annual Goals 2024-25 Spec.docx](#) (not yet polished, pending conversations with Ben and Devin)

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

Overall, the Special Collections and Archives team accomplished good work over the 2023-2024 academic year. One standout area of growth is connected to our objective to “make collections easy to find and access.” Over the last 10 months, more than 300 finding aids on Archives West have been added or updated to make collections more discoverable. As of June 10, 2024, we offer 1,097 finding aids on AW. For comparison, in March of 2023 we had just 790 finding aids available. We are also building a better internal sense of what should and should not be accepted for donation. By tightening our parameters around what we will accession, we are proactively protecting our storage space and our team capacity. Stronger documentation around our scope of collection has been important, as have regular department check-ins and generally open communication among team members. As our team continues to gel and relatively new members settle in and gain experience, the cohesiveness of our collection will only continue to improve.

Growing or even simply maintaining our outreach programming was a bit of a struggle this year. Staff and faculty turnover in the department began last summer with Amy Thompson’s departure and will not settle until later this summer. Robert Perret’s resignation in December 2023 and Sara Szobody’s exit in June of 2024, coupled with the addition of Kelley Moulton in late 2023, Rebecca Hastings this summer, and the hiring of

one more staff member mean quite a bit of time has been spent on turnover, onboarding, and general cleanup of unfinished work. We have successfully maintained our focus internally on daily work, but we have not made meaningful progress on increasing the “number of scholarly works produced using Spec materials.” Some examples of the outreach and general archival education that we have managed to achieve include the creation of several displays around campus, employing several student staff and fellows, and offering some classroom instructions sessions.

Challenges and Opportunities for Next Year:

- [link to **a draft** of next year’s charging document]

There are two focus areas that seem particularly well suited for growth in the coming year. The first is related to our digital archiving practices. The foundations built by Sara have set our department up to make meaningful progress on developing a clear and easy to follow policy for collecting born-digital materials. Rebecca’s vision for digital archiving, which will necessarily be influenced by our entire team’s work, will begin to take shape in the coming year. Some potential goals might include clear documentation of how university born-digital records should be accessed and solicited, as well as beginning to collect statistics on digital asset preservation and usage.

The second area of focus for our team should be building a more robust strategy for driving traffic to our resources. Digital collections and *Harvester* posts are two mediums that are well used now and help gain attention for our traditional collections. We need, however, to think through promotion of some of our signature collections that require significant resources to preserve and yet are very rarely utilized. One idea that we did not have the capacity to act on this year was to create some resource maps based on specific topics of common interest, like timber or Idaho politics, that might help researchers better understand the constellation of archival materials we have available.

Student Employee Development (SED)

AY 2023-2024

Team Lead: Alisa Melior

Team Members: Jessica Fleener, Kelley Moulton, Kevin Dobbins, Suzie Davis

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

I feel immensely proud of the SED's accomplishments this year. One highlight was establishing a fair and equitable pay scale across units. This allowed us to offer students the opportunity to earn more through taking on more responsibilities and learning new skills. We published a general training pressbook for student employees and developed an evaluation process. Both tools allow us the ability to uphold our expectations in a clear and consistent manner. We also conducted our first Qualtrics "Student Satisfaction" survey at the end of the semester and the feedback was overwhelmingly positive. I believe this to be indicative that we are on the right track.

[Student Employee Development Team Charging Document.docx](#)

Challenges and Opportunities for Next Year:

This next year I hope to place greater emphasis on developing more "tools" for our students. I would like to see us develop a more robust on-boarding process and create opportunities for on-going training. Each unit has also been tasked with creating a unit specific training manual/pressbook by the end of Fall. We will be establishing a process for student self-evaluation, and I would like to determine a means by which students can provide feedback on an on-going basis. I am very much looking forward to another wonderful year cultivating our student's development!

Student Engagement Team Final Report

Annual Report 2023-24

Team Lead: Tyler Rodrigues

Team Members: Suzie Davis, Jessica Fleener, Alisa Melior, Kelly Omodt, Matthew Strupp

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

This was a good learning and benchmark setting year for the Student Engagement Team. This year we really focused on taking a lot of the bits and pieces of campus engagement the library currently does and bring it under one roof to give it structure. The library hosted a total of **30 events** this year reaching **1,172 Students, faculty/staff, and community members**. With some adjustments, this should be a good goal to aim for each year and within the team's capacity to maintain.

Our whiteboard questions continue to see about **80%** engagement on average each semester. While our campus partnerships for displays have decreased, with the new 1st floor remodel this appears to not be a significant impact on how students engage with our space. If anything, we have seen more student engagement with our spaces with the increase in tables, comfortable furniture, puzzle areas, and genre reading cubbies. Checkouts from library displays increased by **190%** in large part due to the new genre cubbies display on the 1st floor.

While there are areas for improvement, room to grow, and more opportunities to consider, this year proved a great success in formalizing some of our processes and relationships as well as establishing a baseline for our engagement activities.

Challenges and Opportunities for Next Year:

- [\[AY 24-25 charging document\]](#)

Our largest challenge this year was needing to be more realistic about reasonable goals and actions within our realm to accomplish. We had originally set our team up to be one of the key players in developing a cohesive marketing strategy for the library which was lofty and ambitious. Now that the library has a dedicated libmarcom team and social media team that is a much better place for this work to live. Due to some staffing shortages, we weren't able to devote time to some of the goals we had set such as: reviewing literature for new ideas and assessment strategies, auditing and reimagining

our board game collection processes, and creating a standing calendar of repeating events. All things which we hope to accomplish in the next year.

Some opportunities and questions we have for leadership to offer guidance on are:

- Some help in delineating what work fits under the scope of student engagement versus teams who do similar work like FYE, and REL
- How we could be included in or capture larger library events under the student engagement team like Banned books week, read-ins or guest speakers. (Or if those even belong here?)
- Gauging interest/capacity for another library employee who might want to join the team and take ownership of our board game collection.

Technical Services

Annual Report 2023-24

Team Lead: Rami Attebury

Team Members: Clinton Johnson, Samantha Thompson-Franklin, Rachel Kerr, Matthew Strupp, Abby Kirkham

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

The Technical Services Unit met its day-to-day objectives of acquiring and making discoverable the library's general collection print and electronic resources. As evidenced by POL creation, the number of acquired resources has continued to grow from the pandemic-related slump in 2020. The majority of this growth has come from electronic resources as indicated by the # of New Resources reports. Increasing inflation of these electronic resources required cutting resources in 2023-24, and this will continue to be a challenge next year. Progress made in using Alma Analytics and Springshare's LibInsights has helped with decision-making on this front, but the unit (along with the Collections Team) will need to continue monitoring and refining reports to obtain the most complete picture possible of patron usage and behaviors.

The unit also made progress on some of the timebound goals set out for 2023-2024. The creation of a VPAT libguide was completed, but creating a public-facing guide for patrons and public services staff with information about accessibility features and limitations will probably be more useful to the public. The adoption of our first EBA in well over five years was also completed, and learning how to use Rialto for management and analysis will be a challenge and an opportunity in the year to come. Although LibInsights is harvesting COUNTER stats currently, cost data has yet to be added to the platform for thorough comparison with Analytics. This will be something to investigate in the future.

Challenges and Opportunities for Next Year:

- [Overview and Objectives 2024-2025](#)
- Addressing space crunch in the A-H section of 2nd floor compact storage.
- Expanding the WEST withdrawal project
- Investigating cost additions to databases in LibInsights (for comparison with Analytics capabilities, or lack thereof).
- Rolling out Rialto Faculty Title Alerts
- Formalization of work with Access Services via the new ATS joint meetings

Website Team

Annual Report 2023-24

Team Lead: Evan Williamson

Team Members:

- **Andrew Weymouth**
- **Klytie Xu (until 2024-06-07)**
- **Rachel Kerr**
- Discovery and Acquisitions rep
- Research and Experiential Learning rep
- Special Collections and Archives rep
- **Marco Seiferle-Valencia (?)**
- **Hanwen Dong (?)**
- **Norman Lee (?)**
- **Kevin Dobbins (?)**

Overview / Summary of Accomplishments

Reflection on Accomplishments and Challenges

Unfortunately, the Library Website team did not fully form this year. The website has continued to function as it typically has in the past. There was some progress in further developing the core team (beyond Evan) directly contributing to updating and revising the website. However, new objectives were not developed due to lack of capacity (with the core team focused on digital collection migration and the new members not clearly established).

One Website team objective is to redesign the website to match the main university site branding. However, the main university has delayed their project. With the urgency removed, it has been possible to keep the library website in a holding pattern while our core team has devoted capacity to our major migration projects instead.

None-the-less, the team has seen positive growth in capacity. The period from Aug 2023 – June 2024 saw twelve different people directly contribute to the website code, with numerous others involved in discussions and requests keeping content up to date. The CDIL team developed core “maintainer” skills ensuring a variety of people are available to deploy updates to the website as needed. Andrew has led the development of expertise in the new GA4 analytics platform, providing reports and dashboards for questions from across the library. The technical infrastructure has continued to be refined in preparation for redesign.

Challenges and Opportunities for Next Year:

- Draft planning document, <https://vandalsuidaho.sharepoint.com/:w:/r/sites/Storage-Library/Documents/shared/Teams/Website%20Team/2023-2024/Library%20Website%20Team%202024-25%20draft.docx?d=w0cab4eb806344cdaa40aa9be3ce885ac&csf=1&web=1&e=kJKEir>
- The Website team needs fully confirmed membership, preferably with representation from across the library. It will be impacted by the loss of Klytie and Sara. It may be helpful to consolidate efforts relating to the website taking place in other teams into direct collaboration with the Website team so that skills and representatives are developed, rather than isolated projects.
- The team would benefit from the addition of core maintainers, hopefully developed from the Digital Project Manager position.
- The existing objectives and key results continue to be relevant focus for the next year.