



Dixie State University Library & Open Learning Services

Annual Report 2020–2021

http://library.dixie.edu/info/mission_and_planning.html



Dixie State University

LIBRARY & OPEN LEARNING SERVICES



2018-2021 Strategic Directions

Mission Statement

Dixie State University Library & Open Learning Services, including the Library, Special Collections & Archives, the Writing Center, and the Academic Performance Centers, provides the resources necessary to facilitate research and enhance the curriculum and programs of Dixie State University. Library & Open Learning Services delivers innovative services and opportunities, both of which promote and support learning and intellectual engagement for students, faculty, staff, and community.

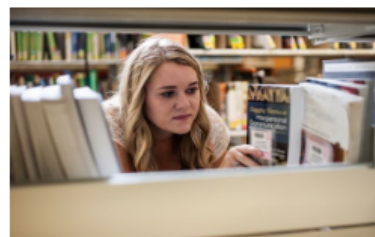
Values

Library & Open Learning Services is committed to...

Access
Service
Life-long learning
Intellectual and academic freedom
Collaboration

Vision Statement

The University Library & Open Learning Services is innovative, inclusive, and flexible, providing responsive, student-centered services and encouraging equity, exploration, and experiential learning for students' lifelong personal growth to become global citizens. We will be the campus leader in guiding open educational practices and materials facilitating student success and will pivot to meet evolving information, research, and learning needs of our community. Collaboration, peer-to-peer instruction, and boundary-free access combine with vibrant, welcoming, and engaging physical and virtual spaces to enhance student learning and success.



AY 2022 Unit Goals

Academic
Distinction

Institutional
Capacity and
Effectiveness

Strategic
Enrollment
Growth

Community
as University

Open

Build expertise and institutional capacity to offer OER/OEP

- Review and create relevant policies

Pilot OER adoption

- Review software for editing and storing materials

Join MERLOT consortium as a partner institution

Open OER program to all interested faculty

- Ensure quality and availability

Inclusive

Remove barriers

- Accessing library materials
- Accessing tutoring services

Create a culture of inclusivity in L & LS

- Explore DEI model programs

Comprehensive

Expand Tutoring and Supplemental Instruction to all for more student access

- Upper Division embedded tutoring
- Enhanced supplemental instruction

Improve student learning and academic success through effective information literacy instruction

- Expand research consultation service
- Track user interactions at reference and research assistance desk tied to class success.

Polytechnic

Offer hands-on, experiential learning.

- Expand library internships for career exploration and job skills



Dixie State University

LIBRARY & OPEN LEARNING SERVICES

2020-2021 Annual Report Summary

Division Accomplishments

Highlights from goals accomplished in the departments of public services, technical services, open education, instruction, special collections & archives, and learning services.

+53% increase in "A" grades	The Writing Center was able to improve the number of "A" grades in Nursing 3100 by 53%.	29 faculty using OER in their courses	Using a survey, OER found that 29 faculty and their courses are currently using OER or free-to-access materials.	Title III Grant	A committee has been assembled and writing begun on the federal Title III grant.
\$10,733 for graduate programs	Budget increases of \$5000 for Accountancy, \$4000 for Marriage and Family, and \$1733 for Technical Writing were received.	SI effect on student grades	Students who attended 11 or more SI sessions had course grades of over a grade point higher than those who attended 10 or fewer sessions.	Website passed accessibility test at 91%	An audit of the library webpage using the Web Content Accessibility Guidelines (WCAG) 2.1 was performed with an average test pass rate of 91%.
APC effect on GPA	After adding tutoring to the curriculum in SSC 1020, structured enrollment students increased their GPA slightly, while the general student population's GPA went down.	Resource guide for oral histories	Over 1,400 oral histories (1958-2021) and their component parts have been added to a resource guide in Archives space. This will be the first complete inventory of the oral history collection.	Laptop lending program improved	Circulation was able to implement a more effective system for laptop lending. Efficiency and accessibility were improved in this area over the past year.

Other Highlights & Data

Other accomplishments and performance data.

Tutoring Center Effectiveness

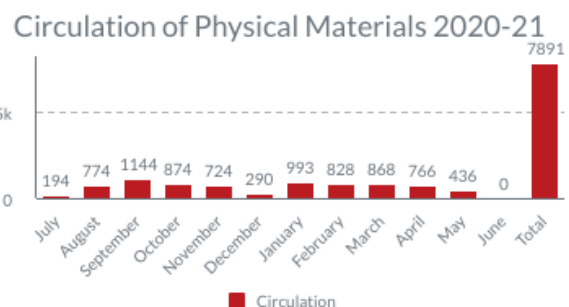
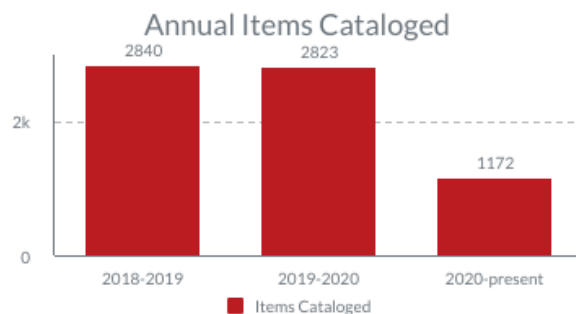
We studied our effectiveness with structured enrollment students, and found that half of them plan to schedule additional tutoring sessions after working with a tutor for the first time. After adding tutoring to the curriculum in SSC 1020, structured enrollment students increased their GPA slightly, while the general student population's GPA went down.

Improving Knowledge and Support Regarding OER

A survey was administered in Spring 2021, which provided information on faculty opinions, support, and incentives needed to implement OER on campus.

Integrating All Access Points Into Archive Management System

All archival items in the closed stacks now have a unique accession or collection number attached to it. These numbers have been entered into the archives management system (Archives Space) along with descriptions, dates, and barcodes on containers connecting them to a shelf location.



Projected Needs 3-5 Years

The Writing Center's biggest need next year and beyond will be additional space. As our program continues to grow, we will need to expand. A writing across the curriculum program would allow us to expand services without space expansion, as these writing fellows would be embedded within departments. Another need will be increased funding for additional levels of service.

The supplemental instruction program's biggest need is funding. If our Title III grant is approved, we'll have excellent funding for the next five years, and the program will grow from offering 5 courses a semester to 16. Without Title III or institutional funding, the program will discontinue.

The high priority needs for the upcoming year will be more secure funding for the OER Librarian position, and funding provided for faculty stipends.

Another need will be additional funding for upper-division tutoring, as we currently only tutor high-demand, lower-division courses. If the Department of Education approves our Title III proposal, we will have adequate funding for this. If not, we will need additional funding to hire upper-division tutors for academic departments that have made this request.

A steady and increased fund for archival supplies of around \$1,000 per year is necessary in order to process a significant number of collections and linear feet.

If Digital Collections are to grow additional staff will be necessary. There is no extra capacity in Special Collections & Archives faculty or staff to take on the extra workload. The position needs to be staff, since it has a high learning curve and student workers cannot be trained adequately to perform the job.

An up-to-date professional scanning workstation will also be required as we move forward with digitization projects. The current scanner is at least 10 years old and slows work. A scanner alone will cost approximately \$4,000 and a computer capable of handling high resolution images would also be needed.

SWOT Analysis 2021

DSU | LIBRARY & OPEN
LEARNING SERVICES

Strengths

- Knowledgeable, adaptable, dedicated, and hardworking team.
- Strong organizational structure and excellent working environment.
- Innovative and student-focused programs & services. Focus on accessibility.
- Well-located, modern, and heavily used facility.
- Many positive collaborations across campus and in the community.
- Culture of critical thinking and data-driven decision making with careful management of resources.

Weaknesses

- Funding challenges limit resources and services provided.
- Space capacity is becoming limiting factor for expanded services.
- Lack the ability to offer modern search capabilities (searching across all databases at once).
- Staff capacity issues leading to overwork and burnout.
- Consistently understaffed. Salaries too low to recruit and retain talent.
- Need to better demonstrate our contributions to student learning & success.

Opportunities

- Expanded partnerships and presence on campus and in community including on social media.
- Representation on committees such as assessment, curriculum, and strategic plan implementation.
- Expansion of locally focused digital collections.
- Assessment activities to demonstrate impact.
- Involvement in promising initiatives such as SI, OER, and embedded tutoring.
- New LLS 1010 course redesign.
- Expansion of services with Title III funding.
- Designation as PTRC.

Threats

- Sustainability of initiatives due to lack of funding.
- Crippling inflationary increases of journals/databases.
- Dependence on UALC (legislatively) funded resources.
- Limited capacity to support graduate programs with available staffing.
- Diminished support from some parts of community in response to name change process.
- Lack of cooperation/coordination from other support services could lead to duplication of efforts.
- Outsourcing could lead to diminished quality for students.

Goals & Accomplishments

The following program summaries are based on the goals and objectives identified in the strategic plan and assessment plan and encompass those identified in last year's annual report. The full annual reports for each department (including department and program SWOT analyses) can be found on our website https://library.dixie.edu/doc/library_reporting.html.

LLS Goal 1: Embed Information Literacy into the Curriculum

No specific goal identified last year in this area. LLS 1010 is currently being redesigned in conjunction with DSU online to better support general education classes.

LLS Goal 2: Expand Resources and Enhance Services

Writing Center

Strategy: Increase total visits by 5%.

Results: We did not accomplish our goal of a 5% increase in visits this year. In fact, our total visits of 2,643 this year was a decrease of 19% from last year's 3,137 visits. This goal is still feasible and would have been reached, we believe, if not for the COVID-19 pandemic. Although overall numbers were down, we had a 12% increase in synchronous online visits (698 visits this year versus 622 visits last year).

Strategy: Increase minority and structured enrollment student visits by 5%.

Results: We had mixed results with this goal. Minority (non-white) student visits fell slightly by 11% (152 visits this year compared to 169 visits the previous year, while structured enrollment visits rose by 39% (79 visits this year versus 57 in 2019-2020). The goal is still feasible. We will work with the Multicultural Inclusion Center and the Structured Enrollment program to increase these numbers.

Academic Performance Center

Strategy: Increase total visits by 5%.

Results: We did not accomplish our goal of a 5% increase in visits this year. In fact, our total visits of 9,111 this year was a decrease of 39% from last year's 12,696 visits. This goal is still feasible and would have been reached, we believe, if not for the COVID-19 pandemic. Although overall numbers were down, we stayed flat (299 visits this year versus 302 visits last year) with online visits.

OER

Strategy: Convene strategic plan open education working groups.

Results: This goal was accomplished. A sub-working group focusing on open education was convened with a variety of representation across departments, faculty, and staff.

Strategy: Determine courses with OER and affordable educational resources currently offered.

Results: This goal was accomplished. During the survey distributed in the Spring, faculty currently using OER were asked to disclose their course numbers and sections. Currently have a list of 17 faculty and their courses that are currently using OER or free-to-access materials. We expect more to be gathered over time if they did not fill out the survey.

Technical Services

Strategy: Increase library materials budgets.

Results: Some progress has been made towards this goal. The library received variable ongoing operating budget increases in a new account from three of the four graduate programs for Graduate Funding: \$5000 for the Accountancy graduate degree, \$4000 for the Marriage and Family graduate degree, and \$1733 for the Technical Writing graduate degree. John Burns, our Electronic Database librarian, has negotiated with Jim Wilson to get access to a library services online product named Niche Academy for \$4200, down from an original quote of \$8000.

LLS Goal 3: Contribute to Campus-wide Retention Efforts

Supplemental Instruction

Strategy: Study data to show that students achieve higher grades in SI classes.

Results: We were able to show that SI positively affected student success during Fall 2020. Students who attended 11 or more SI sessions had course grades of over a grade point higher than those who attended 10 or fewer sessions.

Strategy: Survey students to discover their perception of the SI program.

Results: We surveyed all students who took an SI course during Fall 2020. In every category, students expressed positive feelings toward the SI program (see Performance Data section).

Academic Performance Center

Strategy: Show tutoring center effectiveness.

Results: We studied our effectiveness with structured enrollment students and found that half of them plan to schedule additional tutoring sessions after working with a tutor for the first time. After adding tutoring to the curriculum in SSC 1020, structured enrollment students increased their GPA slightly, while the general student population's GPA went down.

LLS Goal 4: Remove Barriers to Access and Improve Efficiencies

Special Collections & Archives

Strategy: Integrate all archival access points into the Archive management system.

Results: All archival items in the closed stacks now have a unique accession or collection number attached to it. These numbers have been entered into the archives management system (Archives Space) along with descriptions, dates, and barcodes on containers connecting them to a shelf location. Over 1,400 oral histories (1958-2021) and their component parts have been added to a resource guide in Archives Space.

Department Faculty and Staff Highlights

Rob Gray: Led a group to explore, organize, and write a Title III Strengthening Institutions grant proposal, which was submitted in mid-July. He presented on supplemental instruction at DSU's Teaching, Learning, and Student Success conference, presented as part of a faculty panel during OER week, presented as part of the new faculty seminar on academic support, and served as co-chair of the remote student learning taskforce.

Ashton Corsetti: Wrote a successful \$228,080 grant proposal for Loving Angel Service Dogs, a local non-profit service dog training agency, as part of a service-learning project.

Jaxon George: Was accepted into a research internship at the University of Utah in the Pharmaceutics and Pharmaceutical Chemistry department investigating localized drug delivery for the treatment of chronic rhinosinusitis.

Kathleen Broeder: co-authored a book, *St. George*, with Dianne Aldrich using rarely seen images from Special Collections & Archives. Presented during two sessions of the Utah Library Association. Recently been appointed by Governor Cox to the Utah Humanities Board of Directors.

Dianne Aldrich: The *St. George* book, written with Kathleen Broeder, was published by Arcadia Publishing on March 29, 2021. Dianne also completed her first full year on the State Library Board for Utah.

Department Effectiveness

Technical Services

Despite Covid-19 work from home and office from July 2020 through April 2021, Technical Services was able to process several orders of online and physical library materials.

The library's web pages were audited for accessibility using the Web Content Accessibility Guidelines (WCAG) 2.1 with the help of a library intern. The average pass rate for the pages using a standardized test suite was 91%. Improvements have already begun and the goal for next year is an average pass rate of 95%, with the ultimate goal being a pass rate of 99%. The improved pass rates will reflect pages that are more accessible to users who rely on keyboard navigation, have color vision deficiencies, or use assistive technologies to overcome visual impairments.

Technical Services took on a new project of identifying unowned DOCUTAH films shown before 2019 and purchasing those titles available in DVD or Blu-ray. We were able to increase the number of library-owned DOCUTAH film titles on DVD, Blu-ray, or streaming by 84, or about 19 percent. We should also be able to increase the number of available DOCUTAH films by connecting to free online streaming

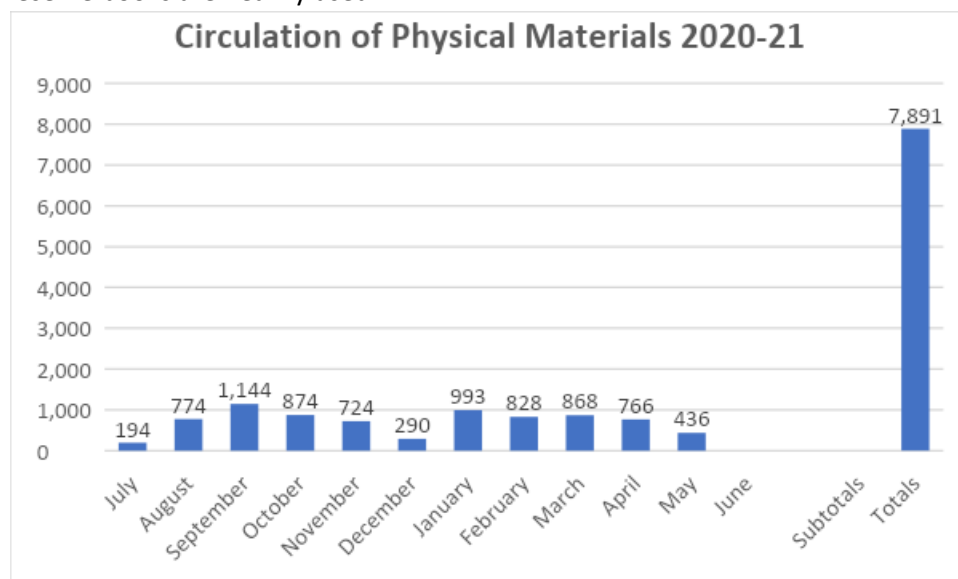
sites by another 86 titles, or another 19.4 percent. By identifying DOCUTAH titles available on demand we can also increase the availability of an additional 57 titles, or about another 12.9 percent. Total availability will increase by 227 titles, or just over 51.2 percent. All previously owned DOCUTAH films have now also been moved from Locked Case to Audio Visual Stacks, making them available for easy browsing.

Ninety-six items, including disc videos, were identified as missing last fiscal year 2018-2019 with a value of approximately \$3058 and several of these items are being replaced and/or discarded this year.

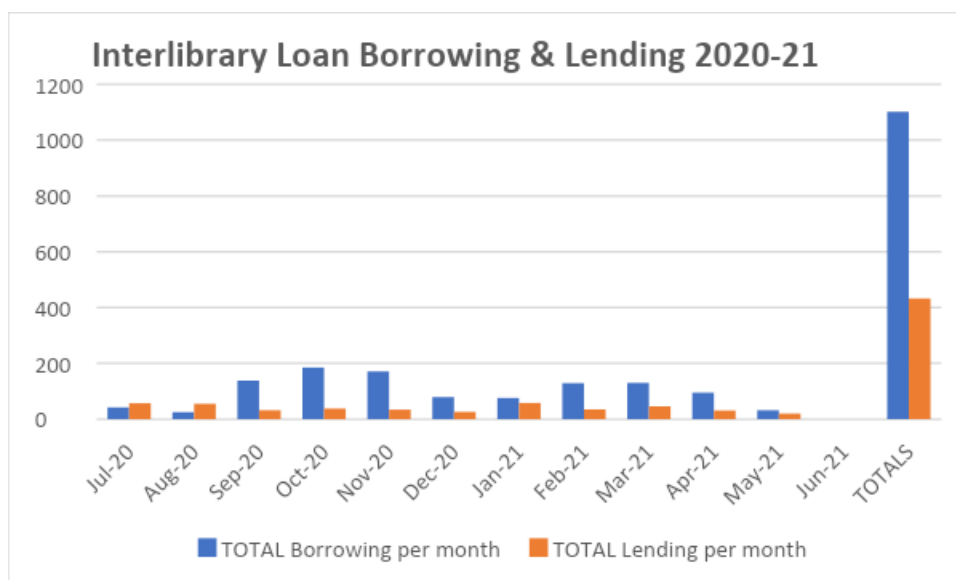
Public Services

Library Circulation

The 2020–2021 academic year has been a challenging one for public services. Throughout a global pandemic, our library remained functioning and supporting students both in person and online. Use of library collections has seen a marked decrease compared to previous years, which was anticipated with the library having limited services during a portion of the Covid-19 pandemic. With a total of 7,891 circulated items, this includes print, audio visual materials, and laptop computer checkouts to students, faculty and staff. In particular, our print books continue to be regularly borrowed and our textbook reserve books are heavily used.



Interlibrary loan borrowing continues to be heavily used but is noticeably down from previous years. We are still a net borrower with 1102 loans received for our patrons and down by 232 from 2019-20. 432 items were provided to other libraries, which is a 156 item decrease from the previous year. This reduction can be explained by the lack of lending during the Covid-19 Pandemic. Of particular note, our electronic article borrowing went up slightly compared to the previous year and it is expected to continue that trend as we enter the next academic year.



Special Collections & Archives

This year Special Collections & Archives completed processing and created a finding aid for a Utah State Historical Records Advisory Board in-kind grant given in 2019 to house the oversized maps and survey drawings in the WASH003 Leo Alva Snow Collection. This was especially challenging as the pandemic closed campus, grant extensions were not allowed, and work had to be done onsite.

This year we had 20 collections donated and accessioned. The George Maycock Collection is especially noteworthy since it took 5 years of negotiations before donation and documents a branch of Fundamentalist Mormons (AUB) from the Salt Lake area for over forty years. Parts of the collection are restricted for 10 years due to privacy concerns. Another noteworthy donation came from Greg Prince who donated two circulars of the first iteration of the St. George Stake Academy from 1888–1889 and 1891–1892 (the second iteration started in 1911 and grew into DSU).

Digital Collections:

The digital collections platform, Omeka (an open-source software), and the Oral History Metadata Synchronizer (OHMS) have been installed and made compatible with each other. A basic workflow has been established to ingest oral history audio and transcripts. While there are many benefits of using open-source software and many improvements have been made, it is a time consuming process and Omeka is still in development.

Digitizing materials was a priority this year. Student workers scanned over 10,518 files from 13 collections and oral history legal forms. In addition, two student workers continued working on quality control checks on the yearbooks. 170 pages of handwritten ledgers were transcribed, completing a total of 3 ledgers since remote work began in spring of 2020.

Oral Histories:

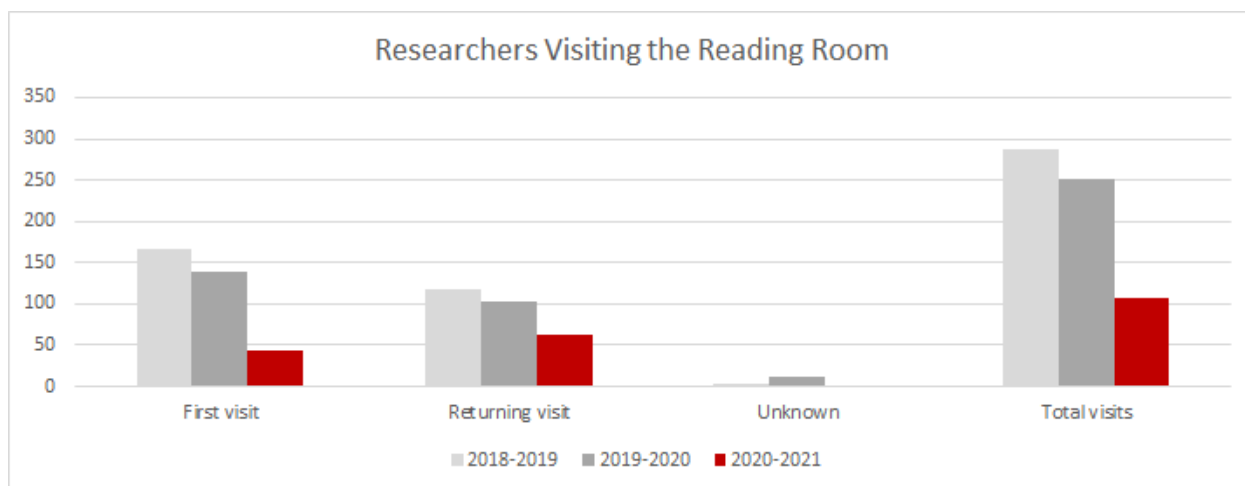
Over 1,400 oral histories from 1958-2021 have been entered into Archives Space. Each oral history includes child components of printed transcripts, analog & digital audio, and legal/informational forms if held. There are still some mystery cassettes and reel-to-reels that need to be identified, but we have no way of playing the reels.

One of the unfortunate developments in this process is the current cassette digitization setup is unable to function without risk to original cassettes and needs to be replaced.

Reading Room Public Services:

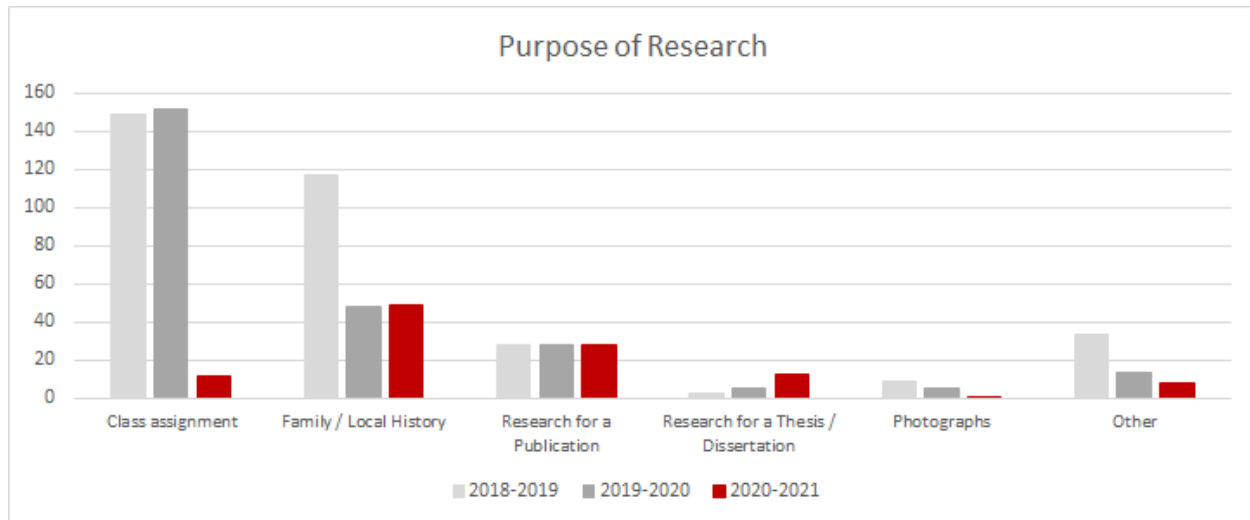
Due to the pandemic and social distancing, the Reading Room has been open by appointment to one researcher at a time to ensure safety of staff and researchers. We adapted by creating an online appointment system to schedule the Reading Room. In May 2021, after commencement, the restrictions were lifted.

This year (July 1–June 1) we have had 108 research visits, a significant decrease from the previous year. In a break with the trend, there were more returning visits than there were first time visits. Both the drop in total visits and the higher rate of returning visits is likely due to fewer students working on class assignments as they are the researchers who tend to only come in once.



One of the biggest shifts from previous years was the change in the purpose of research, with a substantial drop in using Special Collections & Archives for class assignments. In the past, class assignments have been one of the biggest draws to bring researchers into Special Collections & Archives for active learning opportunities. Inviting large numbers of students into Special Collections & Archives was not feasible because of the pandemic. Those assignments included a class research project into the name 'Dixie' and a student produced collection of oral histories related to the pandemic.

It is interesting to note that researchers looking for family / local history and researching for a publication remained on par with the previous year.



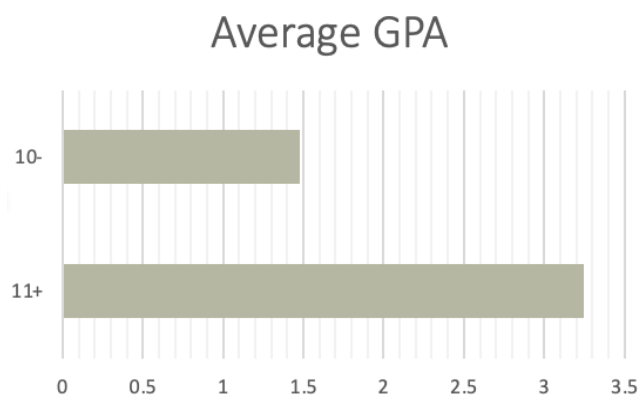
Supplemental Instruction

The Supplemental Instruction Program at Dixie State aims to provide students with academic support by placing a qualified SI Leader (tutor) directly in the classroom. The SI leader works with the professor to help students succeed in the class by offering weekly SI Sessions, along with free one-on-one tutoring.

1. SI Session Attendance & Grade Correlation

To analyze the attendance data and properly find the effect attending SI Sessions had on students' grades, a regression analysis was done. The regression analysis produced a Correlation Coefficient. The Correlation Coefficient shows the level at which attending SI Sessions is related to the students' end grade in the class. The following graph shows five SI courses and their Correlation Coefficient.

A perfect positive correlation coefficient is 1. A very strong correlation coefficient is anything above .6, A moderately strong correlation coefficient is between .4-.6.



The data shows that SI Session Attendance had a strong positive correlation on their final grade.

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For more information on SI assessment visit si.dixie.edu/assessment.

Academic Performance Center

Fall 2020 APC Structured Enrollment Study Results

The Academic Performance Center administered a survey to Structured Enrollment students enrolled in SSC 1020 during the FA20 semester. Students were required to visit the APC once during the semester. During these meetings, students met with a tutor to discuss the services offered in the APC as well as other on-campus resources.

Did you prefer online or in-person appointments?

15 responses

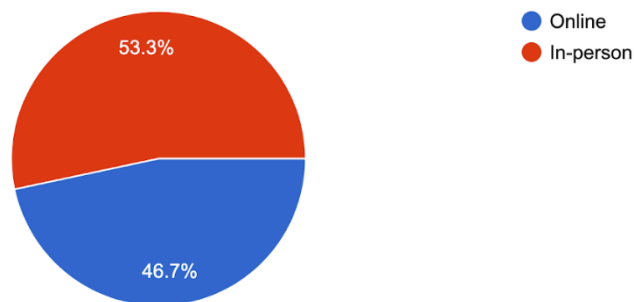


Figure A: 53.3% of students surveyed preferred in-person or face-to-face appointments with a tutor.

I intend to make another appointment with a tutor in the future.

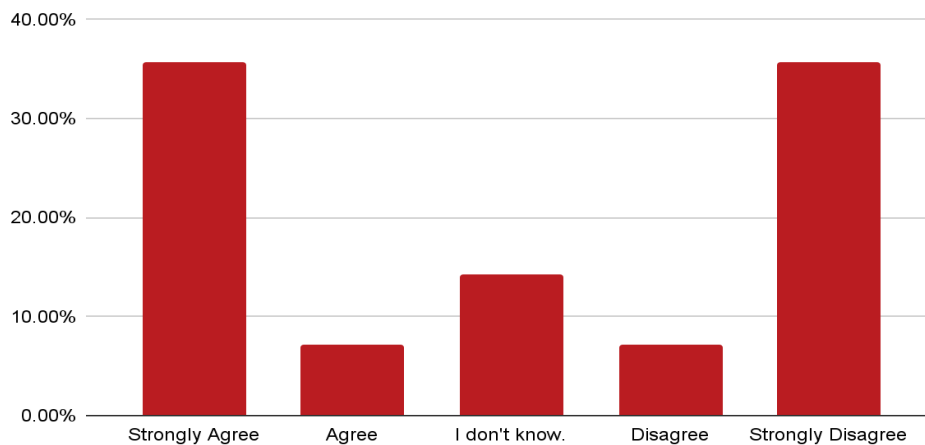


Figure B: Surveyed students were required to attend these sessions yet, 35% of students surveyed intended to make another, non-required appointment in the APC in the future.

Fall 2020 was the first semester during which SSC 1020 students were required to attend an appointment with a tutor in the Academic Performance Center. While comparing G.P.A to Fall 2019, we discovered the following results:

Student G.P.A.

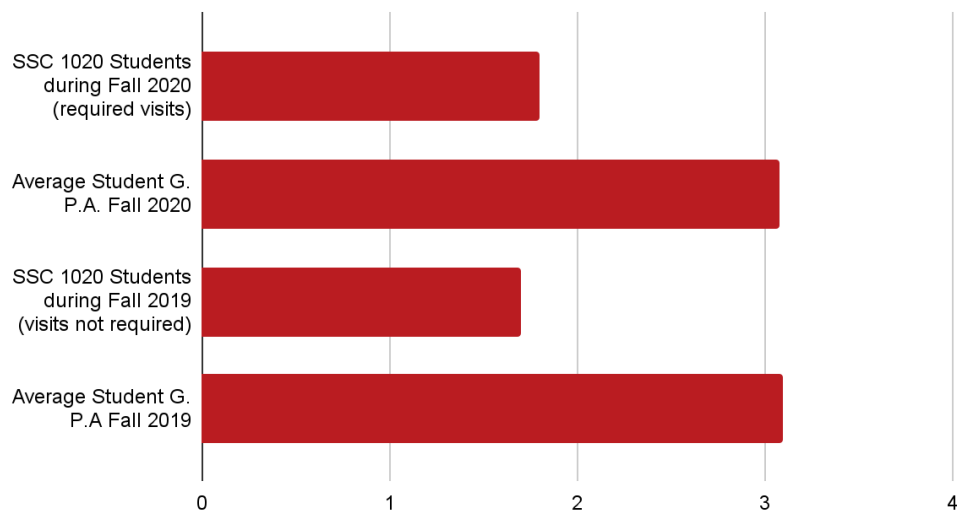
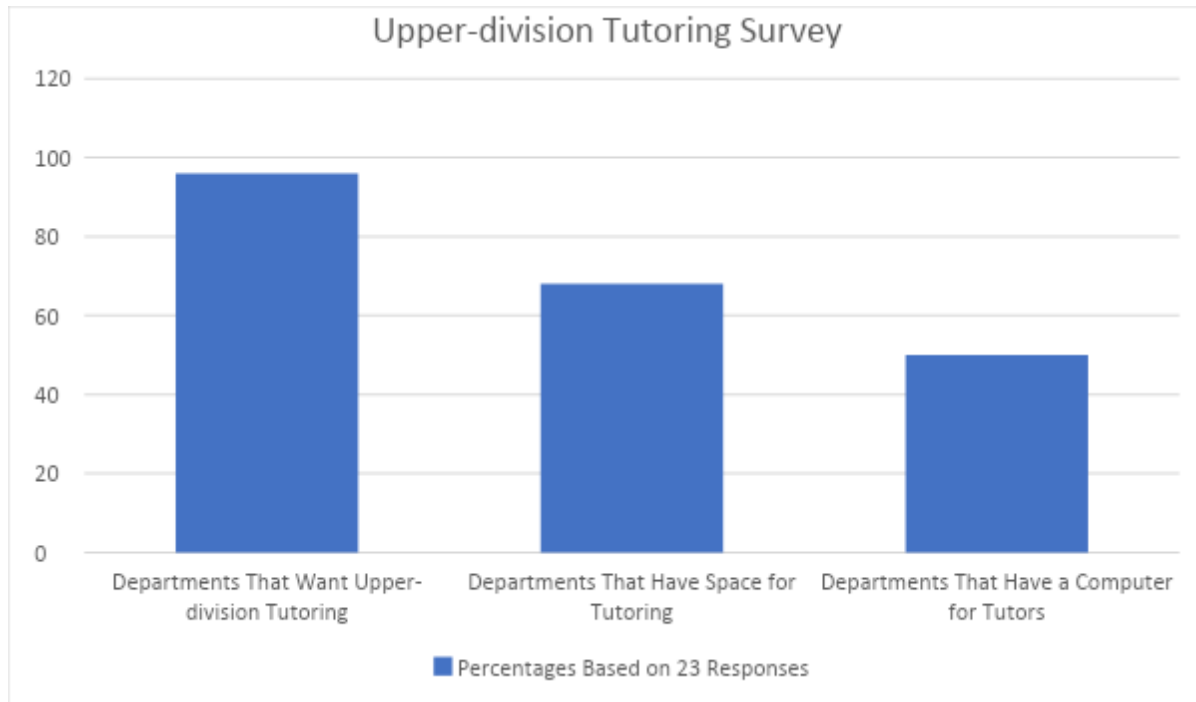


Figure C: During Fall 2019, the average DSU student cumulative G.P.A. was 3.1; students enrolled in SSC 1020 earned an average G.P.A. of 1.7. In comparison, during Fall 2020, When structured enrollment students had mandatory tutoring visits, the average student cumulative G.P.A. at DSU was 3.08, down from the previous year; students enrolled in SSC 1020, however, earned a slightly higher average G.P.A. of 1.8 than the previous year.

Upper-division Tutoring Need

The outside evaluators of many DSU programs indicated the need for us to tutor upper-division courses. Because of these recommendations, we surveyed DSU department chairs and found an overwhelmingly positive response to the need for upper-division tutoring.



Writing Center Assessment Report 2020-2021

As part of their term ethics paper, students in Nursing 3100: Professional Role Transition are required to make an appointment with the Writing Center. The course is split into two blocks. Traditionally, the Writing Center places the tutor at the Russell C. Taylor Health Sciences Center so nursing students have greater access to tutoring help. However, the tutor moved entirely to online on-call status due to lack of appointments. This allowed for nursing students, most of whom are busy with internships during the Writing Center's open hours, to make appointments throughout the day with our tutor. This report assesses how much of an impact the change in availability made on students' final grades and the topics addressed in the sessions themselves.

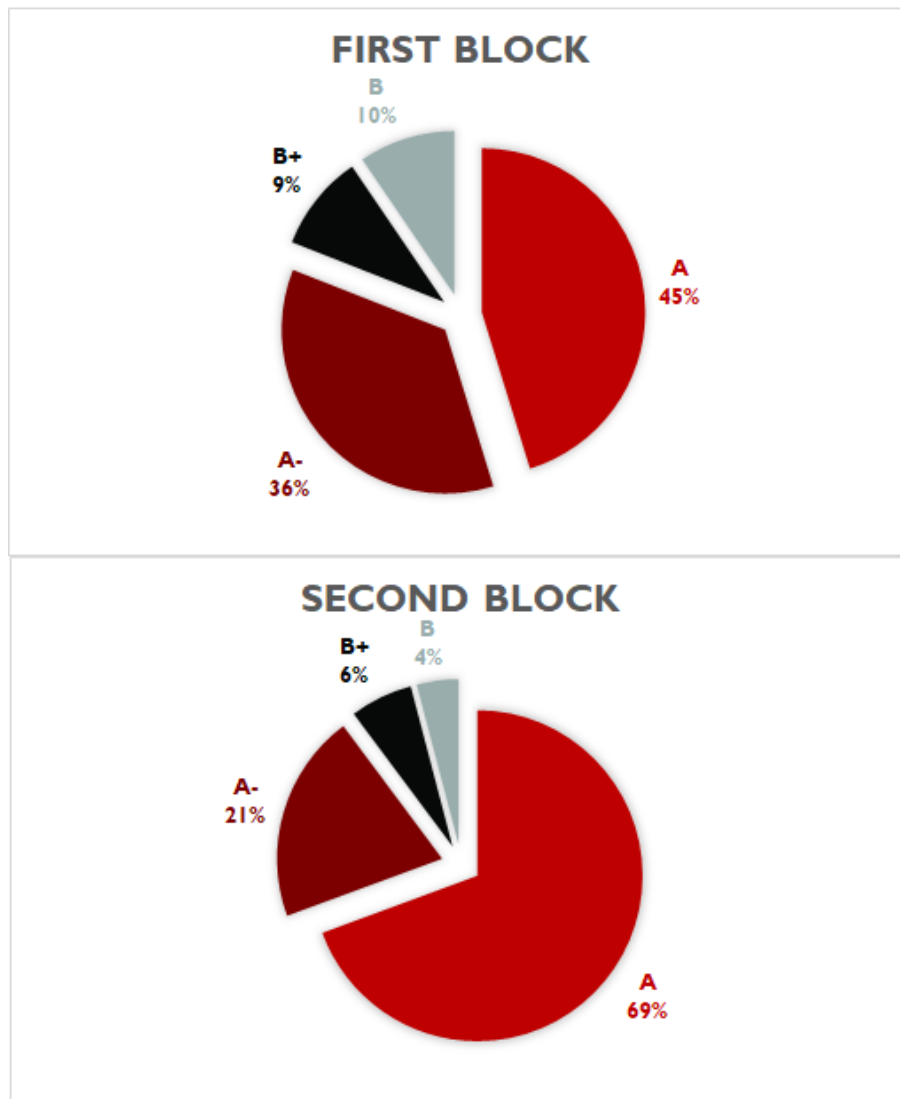
Session Numbers

Of the 90 total sessions held over the fall semester, 85 were one-time sessions, and 5 were two-time sessions. The difference in the number of sessions with our nursing tutors between the two blocks are significant. Only 9 of the 41 sessions during the first block were held with our nursing tutor, compared to 37 of the 49 sessions during the second block. These numbers illustrate that the tutor's change to online on-call status massively increased the availability for nursing students.

Final Grades

Figure 1 shows the percentages of first block grades compared to second block grades rounded to the nearest whole number. Most students benefited from a slight letter-grade increase from an A- to an A for having met with their departmental tutor.

Figure 1: Distribution of Final Grades Between First and Second Block NURS 3100 Students who had Sessions at the Writing Center.



Writing Themes

To see what kind of tutoring help may have accounted for the overall increase in grades, we quantitatively coded for themes in the notes that tutors had made following each session. The results of the coding are telling. Sessions in the first block heavily focused on APA Style conventions, with the largest theme in Formatting. Concerns about the Paper Body appeared half as much as concerns about APA Style, and concerns about Mechanics appeared a little less. In the second block, themes in APA Style, Mechanics, and the Paper Body were nearly evenly distributed. Likewise, the themes under APA Style had no significant distribution. Professionalism and Paragraph Development accounted for the largest concerns by far.

Taken together with the final grades, the analysis demonstrates two key concepts. First, students benefited far more from concerns about both the development of ideas and the integration of professional language than proper paper formatting. Second, they also benefited from a more comprehensive view of the paper in terms of APA style, mechanics, and the paper body than they would with a focus on APA primarily. Likewise, the overall data about the session numbers, the final grades, and the writing themes elucidate the importance of staffing a departmental tutor.

Open Educational Resources (OER)

Library and CTL organized the first annual Open Education Week on campus with 217 attendees. Presentations included experts in the field of OER/OEP and open education as well as DSU faculty sharing their experiences using OER/AER resources. A presentation on copyright & Creative Commons for CTL conference. Staff were also accepted and completed Creative Commons and OER Librarianship certificates.

Additionally, the Goal 1 Strategy 1 sub-working group reviewed various programs and professional organizations were reached out to to gather information on their OER programs. This sub-working group also worked with faculty senate representatives on positioning OER/OEP in Interfolio and AFAPs. Lastly, they reviewed OER policy drafts, proposed structure and incentives, and provided outreach to departments and programs.

Highlighted Survey Results:

A survey was distributed to all faculty members on campus to gather perception, understanding, and roadblocks in regards to OER. The following are several highlights.

- 29 instructors with 40+ courses/sections are already using some form of OER/AER.
- Most faculty who responded are aware or very aware of OER (62%)
- A faculty training need identified from the survey was in the area of licensing, so this was included as a session at the 6th Annual Teaching, Learning, and Student Success Conference.
- Some common deterrents to using OER/AER include: time, knowledge, ability to find, not enough resources for their subject, or they are satisfied with the textbook they are already using.
- 54% of respondents said they need support finding content.
- The overwhelming majority felt that release time to be able to convert a course would be the best incentive, followed by a monetary incentive. Other motivators include having OER/OEP as an option in RPT policy.

Initial Analysis

Based on the findings of the survey and other feedback we have determined that building faculty champions and working closely with academic and other departments is the best way to grow the OER/OEP program. A high degree of collaboration is necessary to create a sustainable and integrated approach to changing the culture of DSU to one of open.

Projected Needs 3-5 Years

The Writing Center's biggest need next year and beyond will be additional space. As our program continues to grow, we will need to expand. A writing across the curriculum program would allow us to expand services without space expansion, as these writing fellows would be embedded within departments.

Another need will be increased funding for additional levels of service.

The supplemental instruction program's biggest need is funding. If our Title III grant is approved, we'll have excellent funding for the next five years, and the program will grow from offering 5 courses a semester to 16. Without Title III or institutional funding, the program will discontinue.

The Academic Performance Center's biggest need next year and beyond will be additional space. As our program continues to grow and as the Athletic Department requires more tutoring for Division 1 standards, our main tutoring center, the APC, which is already near capacity, will need to expand. We will investigate additional tutoring sites on campus, but we do not believe that satellite centers will take enough pressure off the APC to alleviate capacity issues.

Another need will be additional funding for upper-division tutoring, as we currently only tutor high-demand, lower-division courses. If the Department of Education approves our Title III proposal, we will have adequate funding for this. If not, we will need additional funding to hire upper-division tutors for academic departments that have made this request.

The high priority needs for the upcoming year will be more secure funding for the OER Librarian position, and funding provided for faculty stipends.

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Dean's Response

The staff and faculty in Library & Open Learning Services should be commended for the exceptional service they provided to students this year. While navigating the COVID pandemic they continued providing essential services while also implementing new programs and resources. Some highlights I would like to mention include:

- Partnering with IT to provide a very popular and critical laptop lending program. We are continually improving our procedures to make this program as efficient and user friendly as possible.

- Providing leadership for a Title III grant application to strengthen academic support services including Summer Bridge, tutoring, and SI.
- Leading OER in support of the university strategic plan and mission.
- Rapidly working with departments to implement new electronic resources such as streaming video.
- Piloting digital collections using open source software. Priority collections include the DSU yearbooks, the Southern Quill, and Oral Histories.

As DSU expands programs and offerings, we need to expand Library & Open Learning Services as well. Priority needs include:

- Permanent staffing to support OER initiatives and the specialized research needs of graduate programs.
- An additional .5 FTE staff position to increase library hours to meet student and other demands.
- If Title III is not funded, we will need institutional support to continue the Supplemental Instruction program and to meet the demand for upper division tutoring.
- While we appreciate the increased support to build collections for graduate programs, inflationary increases are eroding our ability to have adequate collections to support programs. Inflationary increases average between 4% - 15% per year per title even with a renewed interest nationwide in open access publishing.

Provost Follow-up Discussion