



**Amelia V. Gallucci-Cirio Library
Fitchburg State University**

**Self-Study
Winter, 2023**

Table of Contents

Executive Summary	3
Self Study Introduction and Process	6
Library Mission, Vision, and Values	7
Library Strategic Plan Summary	8
Brief History of the Amelia V. Gallucci-Cirio Library	9
Library Alignment with Association of College & Research Libraries (ACRL) Standards and Principles	10
Institutional Effectiveness	11
Professional Values	12
Educational Role	18
Discovery	24
Collections	28
Space	32
Management/Administration/Leadership	36
Personnel	39
External Relations	46
Appendix A: Supporting Documents	52
Appendix B: Benchmark Data	53
Appendix C: Budget & Expenditures	60

Executive Summary

Outstanding Library Initiatives:

- After a full renovation, a new, modernized library was opened in the Spring of 2016 in Hammond Hall with four floors plus an Archives and Special Collections space.
- Collections have radically changed over the past 4+ years. The total number of books (print plus ebooks) in 2018 was approximately 186,000. The number of books (print plus ebooks) now accessible is approximately 807,000, a 334% increase, with 80% of the books being ebooks. There also has been an 86% increase in streaming film and music offerings during this time period from approximately 51,000 to 95,000. The number of databases provided to our community also increased from 165 in 2018 to 191 in 2022. The substantial increase in digital collections is made possible, in part, by the adoption of new methods of acquisition and efficient financial stewardship of resources.
- The Library's commitment to multiple points of access and discovery of its resources is evident in the selection and implementation of a new integrated library platform (Alma), a new discovery layer (Primo), a redesigned library website, research guides developed and accessible through Blackboard courses and the website (LibGuides), and the innovative service Controlled Digital Lending.
- The library's first formal assessment plan was collaboratively created in 2022. The [5 year Assessment Plan](#) looks at all areas of the library to develop a body of evidence that demonstrates the library's impact on student learning and the University community.
- The Library staff is dedicated to education justice and strives to be welcoming and engaging for all of the community's diversity in alignment with the [University's Strategic Plan](#). Since 2020, multiple initiatives were started, including the formation of an Anti-racism Team, the creation of a [Library Diversity, Equity and Inclusion \(DEI\) plan](#), and the development of an archival project [Building Representation for Underrepresented Voices](#). The library staff's diversity, equity, and inclusion work was recognized and featured by the Association of College and Research Libraries in their September 2021 [VAL Spotlight Series: Practices of Equity & Social Justice](#).
- Reference librarians shifted to increased virtual research help and joined a global 24/7 Reference Cooperative to support the growing online student population. Statistics indicate that virtual research help has increased 62% since FY2014.

Exceptional Contributions to the University:

- The 7 professional librarians and the library dean are deeply embedded in campus governance and in important campus initiatives. See [Appendix A](#) for the wide range of University service completed by librarians with membership on the All University Committees (AUC) governance committees. Librarians lead multiple other University initiatives including the Community Read, the Undergraduate Research Conference, and the Open & Affordable Education Committee. In addition, library staff played a critical role in the creation of the recent University Strategic Plan with the library dean on the Steering Committee and leading Goal 3, and 4 librarians serving on

Goal Teams. Library staff were also involved in the NECHE Self-Study with the library dean as leader of the Standard 7 team and on the Steering Committee, and 4 librarians serving on Standards Teams.

- Librarians worked to include information literacy as a foundational skill with student learning outcomes in the new [General Education Curriculum](#). The Library's 2022 Information Literacy Instruction Program helps faculty meet the General Education information literacy learning outcomes through the provision of course specific instruction, workshops, and online educational support. Librarians also play a critical role in the creation of an assessment process for the new General Education Curriculum with the Strategic Projects Librarian serving as the founding General Education Assessment Ambassador and the Head of Instruction and Information Literacy Librarian as one of the 3 members of the General Education Assessment Program for the Learning Outcomes of *Information Literacy, Reading, and Writing*.
- The Library is committed to creating a culture of academic integrity at Fitchburg State University. The library created an [Academic Participation and Honesty online tutorial](#) which is embedded in First-Year Experience courses and runs workshops for international students as part of their onboarding process. Librarians hold professional development sessions for faculty in online seminars, workshops through the Center for Teaching and Learning, and the New Faculty Academy. The library dean is co-leading an academic project [Academic Integrity: Embracing a Culture of Academic Excellence](#) with Student Affairs in FY23.
- The Library serves as the main change agent for the University on Open Educational Resources (OER) and open pedagogy by chairing the University's Open and Affordable Education Committee, managing internal and external grants, working with faculty to convert course materials to OER, and managing assessment efforts. The Dean of the Library and the Strategic Projects Librarian developed the [Massachusetts Department of Higher Education OER Assessment KPIs Implementation Guide](#) which provides guidance to the Massachusetts public higher education institutions on collecting data and reporting progress on a broad set of OER metrics to key stakeholders at their institution and to the Massachusetts Department of Higher Education (DHE). Through the Library's leadership, the following external grants funding were secured:
 - Fitchburg State University was among a consortium of 6 Massachusetts public higher education colleges that was awarded a U.S. Department of Education grant, [Remixing Open Textbooks through an Equity Lens \(ROTEL\)](#), for more than \$1,300,000 in total to design and create free, open educational resources with a diversity, equity and inclusive lens.
 - In June 2020, the University received a \$25,000 Davis Presidential Grant for the creation and adoption of OER as well as to fund an OER Community of Practice.

Challenges/ Areas to Improve on:

- The yearly materials budget currently stands at approximately \$674,000 for AY23. In the past 5 years, the materials budget has only increased 7.7%. During that same period, the cumulative inflation rate was 21%, leading to significant erosion of buying power. The library has employed a cancellation process to eliminate the "low hanging" low usage items and strictly adhered to

negotiating down price increases to support resource allocation to better meet the library's mission effectively and efficiently. Moving forward it will be difficult to maintain access to necessary library materials without an increase in budget.

- While the accomplishments of the librarians and the paraprofessionals are extensive, maintaining this level of work output is difficult. Bringing new services and programs in this environment is not possible without curtailing services or programs in other areas. There is just not enough staff and work hours. This self-study report notes:
 - Scaffolding Information Literacy instruction throughout major programs and also in Exploration and Integration courses is difficult due to low staffing.
 - The growth of online courses has dramatically increased the need for digital learning objects to support online students' research and the staff with the expertise to create them.
 - Provision of library instruction at the graduate level, particularly for online programs, is challenging due to low staffing and difficulty of relationship building with adjunct faculty.
 - Diversity, equity and inclusion work is not a central piece of any one staff member's job position; while all staff are committed to the work, finding time to do it is a challenge.
 - Librarians and the Library Dean devote considerable time to OER and this level of support is a challenge to sustain. The introduction of a new state-wide institutional repository hub for OER is a positive development, but Fitchburg State lacks the staff to populate the repository.
 - Faculty have requested scholarly repositories to store and promote their work, but there is currently no funding in place for its infrastructure or for staffing.
 - There is a lack of dedicated time for librarians to pursue research.
 - There is a significant backlog of archival material needing to be processed and no dedicated staff with time to do the scholarly work of the archives, including reprocessing older materials. This is exacerbated by the increased responsibilities of the Archivist who now heads the Technical Services Department.
 - Local community groups (Italian Americans, Finnish Americans, etc.) look to the archive to store and preserve their historical materials, but there is not enough staff to do this work.

Short-Term Future Directions:

- Using funds from an FY23 Academic Innovation Grant, the Anti-Racism Team will hire a DEI facilitator to lead all library staff in an anti-bias and cultural competency training. This will lay the groundwork for an analysis of the systems of oppression at play in our field. This staff development work must be ongoing.
- The work of the Academic Innovation Fund grant, [The Next Big Leap in Open Education](#), will be accomplished in FY23.
- The [Academic Integrity: Embracing a Culture of Academic Excellence](#) project will be completed in FY23.
- As part of the Library Assessment Plan, the liaison co-coordinators will lead the librarians through a self-assessment to identify aspects of the liaison program that librarians feel confident in and develop training to help address areas of uncertainty.
- New Digital archives will come online in Spring 2023 as well as a new Alma/Primo mobile app.

- Library space will be evaluated to ensure that we are utilizing it in the most effective way to serve our users, including a review of signage and user accessibility.
- During 2022-2023, a subcommittee will be conducting surveys, focus groups, and usability testing to better understand how users engage with the website. The data collected will inform any changes we make to the website.
- A One Desk service model for the Research Help and Circulation Desks will be explored with the goals of better serving our users and delivering more efficient service.
- Collaborative work will continue with TRIO, Academic Coaching and Tutoring, and the Athletics department to continue creating a sustainable study hall model housed in the library.

Long-Term Future Directions:

The academic library landscape, like higher education, is continually shifting and the Amelia V. Gallucci-Cirio Library will change to meet the new demands. Informed by the results of this self-study, the future direction of the Amelia V. Gallucci-Cirio Library will be determined collaboratively during an upcoming strategic planning process. External factors such as national and local struggles with race, political divisions, and misinformation will impact the direction. Other factors such as the long term impact of Covid on higher education and the modality of courses will challenge us. The impact of technology on how students and faculty consume and locate information, as well as how they create knowledge in our new Artificial Intelligence landscape forces us to be constantly evolving. The future of academic libraries is no longer as gatekeepers of information, but instead as partners in knowledge production and publishing. We see great opportunities in supporting Fitchburg faculty in their knowledge creation, and in preserving and making accessible their scholarship. We also will continue to value the special place the Amelia V. Gallucci-Cirio Library holds as a partner with the City of Fitchburg and the work the Archives & Special Collections does in documenting and preserving the unique cultural heritage and contributions of the local communities.

Self Study Introduction and Process

The purpose of this self-study is for the library to get a better understanding of the significant contributions the library makes to the University, parse out the areas where improvement is needed, and to begin to lay out the future direction of the library. The previous self-study was completed in 2004, making this review long overdue and timely as the Library's current strategic plan is coming to a close. As a precursor to creating a new strategic plan in FY23, the Amelia V. Gallucci-Cirio Library has engaged in the following comprehensive and candid self-study. In alignment with the purpose of the self-study, questions explored by the Library staff for this self-study process included: (1) what are we doing well?, (2) what obstacles do we face?, and (3) where do we want to go in the future?

A self-study is only worth doing if the process is open, collaborative, and candid. Library staff from all departments spent many hours reflecting individually, within their departments, and as an entire staff on their work, its successes, and its challenges. The structure of the 2004 self-study document was determined insufficient in reflecting the multifaceted work of today's Amelia V. Gallucci-Cirio Library. During the Spring 2022 semester, a small committee of library staff held a series of meetings to discuss the self study structure and to create a fillable template for library staff to add their contributions. The small working committee reviewed and compared self studies from similar universities and developed a

template, major headings, and structure outline, benchmarking the work of the library to the Association of College & Research Libraries (ACRL) Standards and Principles. The outline and template was presented to the entire library staff for feedback and suggestions. Once the self-study template and the timeline was approved by library staff, draft documents were created and discussed throughout 2022 and early 2023. A full list of the meetings held is available [here](#).

Library Mission, Vision, and Values

Revised in 2019

Mission

The Amelia V. Gallucci-Cirio Library supports the teaching and scholarship mission of Fitchburg State University by providing a dynamic and collaborative learning space, both physically and virtually. Actively developing, maintaining, and creating accessible collections with evolving services is essential to this mission.

Librarians and staff teach key information literacy skills that enable users to effectively find, manage, critically evaluate, and use information. The library's goal is to create an environment that fosters intellectual curiosity and the social, cultural and professional development of students, faculty and staff.

Vision

The library will be an integral component of a nationally recognized University. The library and its resources will be the primary intellectual space, both physically and virtually, for the University community.

We accomplish this by:

- Creating collaborative learning environments that will adapt to the changing needs of the University.
- Integrating librarians, programs, and services into the academic curriculum.
- Developing and providing access to rich and diverse resources regardless of format, location, or mode of access.
- Utilizing relevant current and emerging technologies effectively.
- Acting in partnership with faculty for the development and enhancement of academic courses and programs.

Values

The Values Statement lists the fundamental values that guide interactions among employees of the library and with its users, Fitchburg State University and its surrounding community partners. We affirm and support the core values of Fitchburg State University, including accessibility, affordability, community, enrichment, and excellence. In addition, we uphold the following library values:

Student-Centered

The Amelia V. Gallucci-Cirio Library supports student success and life-long learning by delivering high-quality resources, instruction, services, programs and spaces to support the educational and professional goals of our students. The Amelia V. Gallucci-Cirio Library plays a critical role in educating students to be skilled and information literate researchers.

Collaboration

The Amelia V. Gallucci-Cirio Library works in sustained and intentional partnerships with faculty, staff, administrators and the surrounding Fitchburg community to amplify the impact of our work and leverage our position on campus as the hub for scholarship and learning.

Innovation

The Amelia V. Gallucci-Cirio Library fosters innovation by always seeking new and better ways of working with the University community. We think creatively, embrace change and new technologies, encourage intellectual curiosity and experiment as individuals and as a team.

Diversity and Inclusivity

The Amelia V. Gallucci-Cirio Library recognizes the inherent worth and dignity of every member of our community and works to ensure equitable and impartial access to resources, services and programs. We strive to create a welcoming environment that promotes a sense of belonging and to provide services, spaces, collections and systems that are accessible to our community.

Stewardship

The Amelia V. Gallucci-Cirio Library is an effective steward of its spaces and resources. The Amelia V. Gallucci-Cirio Library incorporates assessment into all its work to continually improve learning, resources and services and to make the most efficient use of resources. The Amelia V. Gallucci-Cirio Library commits to the care and preservation of knowledge and materials entrusted to us, and to their transmission to future generations.

Professionalism

The Amelia V. Gallucci-Cirio Library librarians, staff and administration strive for excellence in the profession by maintaining and enhancing their own knowledge and skills, encouraging the professional development of co-workers, and fostering a workplace that is inclusive, respectful, generous, and open to change.

Library Strategic Plan Summary

Strategic Goals 2019-2022

Student Learning

Strategic Goal 1: Amelia V. Gallucci-Cirio Library partners in the educational mission of the institution to develop and support information-literacy learners who can discover, access and use information effectively for academic success, research and lifelong learning. (ACRL Standard 3; University Plan Goal 1: Strengthen Academic Programs)

Faculty Partnerships

Strategic Goal 2: Amelia V. Gallucci-Cirio Library is the intellectual commons of Fitchburg State University

where faculty interact with ideas in physical and virtual spaces to expand learning and the creation of knowledge. (ACRL Standards 6.4 and 3.5; University Plan Goal 1: Strengthen Academic Programs)

Collections

Strategic Goal 3: Amelia V. Gallucci-Cirio Library provides access to quality collections to support the University’s research and teaching mission and enables our users to discover information in all formats through effective use of technology and organization of information. (ACRL Standard 4; University Plan Goal 1: Strengthen Academic Programs; University Plan Goal 2: Promote Student Success by Breaking Down Barriers; University Plan Goal 4: Grow and Strategically Align Fitchburg State’s Resources)

Community Engagement

Strategic Goal 4: Amelia V. Gallucci-Cirio Library engages Fitchburg State University and its broader community in order to educate and foster intellectual curiosity, and also to deepen relationships between Fitchburg State University and its surrounding communities. (ACRL Standard 9; University Plan Goal 3: Build a University Community that Embraces Civic and Global Responsibility; University Plan Goal 1: Strengthen Academic Programs)

Personnel

Strategic Goal 5: Amelia V. Gallucci-Cirio Library has the number and quality of personnel to ensure excellence and function successfully in an environment of continuous change. (ACRL Standard 8; University Plan Goal 4: Grow and Strategically Align Fitchburg State’s Resources; University Plan Goal 2: Promote Student Success by Breaking Down Barriers)

Organizational Effectiveness

Strategic Goal 6: Amelia V. Gallucci-Cirio Library aligns, develops and measures outcomes that contribute to the success of Fitchburg State University. (ACRL Standard 1; University Plan Goal 4: Grow and Strategically Align Fitchburg State’s Resources; University Plan Goal 1: Strengthen Academic Programs)

Brief History of the Amelia V. Gallucci-Cirio Library

From its beginning in 1894, the institution that would become Fitchburg State University relied on its library. Students in the first classes were told there would be no textbooks; they were expected to “use the library” on the second floor of Thompson Hall. The library stayed in Thompson until 1963 when it was moved to the basement of the new administration building known today as Sanders. In 1975 the library was on the road again, this time landing in the new Hammond Campus Center building where it remains to this day. In 2002, in honor of the University's largest bequest, the library was formally named for Mrs. Amelia V. Gallucci-Cirio (class of 1938). The library is dedicated to the memory of her husband, Henry Cirio, and her brother, Joseph Gallucci.

Evelyn Weachter was the chief librarian (ca. 1960-1966). William T. Casey was the first Fitchburg State College Library Director from 1967 until 1984. Robert A. Foley served as the library director from 1985 to 2014. To strengthen the academic dean structure and emphasize the library’s essential place at the center of the academic mission, the director position was elevated to dean in 2014. Faculty member,

Sean Goodlett, served as the Interim Library Dean from 2014-2018. Jacalyn Kremer is the current Library Dean, starting in 2018. The Library sits within Academic Affairs and the Library Dean reports directly to the Provost. More information about staffing is located in the [Personnel section](#) of this report.

As part of the renovation of the entire Hammond Campus Center beginning in 2010, a new, modernized library was opened in Spring 2016, with four floors plus an Archives and Special Collections space and a Center for Teaching and Learning. The library facility includes seating for 596 with small tables, large tables, comfortable lounge chairs, group study rooms, a media production room, an instructional classroom with 36 computers, an information commons with 61 computers, printers, and a KIC scanner. The library strives to be a welcoming place by offering an atmosphere conducive to study and research, meeting the needs for both quiet and collaborative “active” spaces for students. The library is open 87.75 hours/week during the academic year. See [Appendix B: Benchmark Data](#) for the library hours chart including sister institutions.

Library Alignment with Association of College & Research Libraries (ACRL) Standards and Principles

Institutional Effectiveness

Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement. (ACRL Principle 1)

Assessment

Assessing library services, collections, and spaces is important to ensure that the Library successfully and effectively supports the academic and intellectual endeavors of the university community. Over the past several years, the Library has been working towards developing a culture that includes quantitative and qualitative assessment that incorporates input and perspectives from the university community. In 2019, librarians collaboratively developed [undergraduate information literacy student learning outcomes](#) in alignment with *ACRL Framework for Information Literacy* and the University’s institutional learning priorities. In January 2021, library staff participated in a 4-day workshop on library assessment which was facilitated by Aaron Noland, Director of Planning and Assessment at James Madison University. In 2022, the Strategic Projects Librarian, in collaboration with the Instruction & Community Engagement Librarian and Coordinator of Library Operations led the Library staff in the collaborative development of a [5 year Assessment Plan](#) (see [Appendix A](#)) to assess 11 key components of the library. This is the library’s first formal assessment plan.

Librarians are playing a critical role in the development of an assessment process for the new [General Education Curriculum](#) with the Strategic Projects Librarian serving as the founding General Education Assessment Ambassador, and the Head of Instruction and Information Literacy librarian as one of the 3 members of the General Education Assessment Program for the Learning Outcomes of *Information Literacy, Reading, and Writing*. In addition to supporting the information literacy student learning outcomes in the General Education curriculum, the librarians have a more robust set of information literacy learning outcomes. One of the challenges includes collecting student artifacts for assessment

outside of the general education assessment process. Librarians are dependent on faculty participation and collaboration to supply anonymized artifacts. Librarians will also be analyzing the effectiveness of the Library Research 101 tutorials and the efficacy of the embedded librarian program for undergraduate and graduate courses.

The Library Assessment Plan and the undergraduate information literacy student outcomes are comprehensive, and carrying out the ambitious 5 year Assessment Plan will require a shift in mindset from viewing assessment as an extra set of tasks to a process that is second nature and built into daily activities. Many goals in the assessment plan call for surveys and focus groups. There is concern about the potential for survey/focus group fatigue by students, faculty, and staff making it difficult to gather the data needed for meaningful assessment. In addition, library staff could benefit from more training on the gathering and analysis of qualitative data.

Note: See [Collections](#) section for more information about data-driven decision making for acquisition.

Annual Reports

The library staff collaboratively prepares library annual reports detailing, through narrative and extensive data evidence, the impact the library has on student learning, and the campus community as well as usage of library resources and services. Data is analyzed and presented over time periods in order to ascertain trends and make improvements, if needed. The Library Dean meets with the Provost to review each annual report, which is then shared with the President, and [openly shared on the library website](#).

Note: Annual reports for FY14-FY18 were not created due to the lack of a permanent library dean.

Program Reviews/Accreditations and NECHE Accreditation

The library prepares a streamlined and easy-to-read library report for each department or program being reviewed or accredited as part of their review cycle every six years. See [Example of a Program Review Report](#) in Appendix A. This report serves as a foundation to meet with departments, program leads, and also with the external reviewers to discuss associated library resources and services provided and to develop action steps for improvement.

Library staff has played a substantial role in the most recent 2021 NECHE accreditation self-study process with the library dean on the NECHE Steering Committee and leader of the Standard 7 team and with 4 librarians serving on Standards Teams. In the self-study report, the library is described (pg 30) as an essential place at the center of the academic mission. A [2021 Survey of Satisfaction](#) in library resources and services reveals high levels of satisfaction by faculty, staff and students, with particularly high levels of satisfaction with the books and databases provided and with research help and instruction.

Disaster Plan

In 2020, Library staff, led by the Head of Technical Services & Archives and the Coordinator of Library Operations, created a [Disaster Planning Manual](#) (see Appendix A) for the library in order to support effectiveness and efficiency in emergency situations. This document has been updated every year, with the most recent update in June 2022. In addition to documenting the procedures and processes created for the move to teleworking due to COVID, the Disaster Planning Manual has recently proven extremely useful in streamlining processes and procedures to meet multiple building HVAC, water leaking problems, and electrical problems experienced in the building the past two years.

Institutional Effectiveness

Significant Successes:

- Through its program reviews and annual reports, the library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.
- The creation of a 5 year assessment plan in 2022 that looks at all areas of the library will develop a body of evidence that demonstrates the library's impact on student learning and the University community.
- Librarians revised the library instruction program's learning outcomes and led the campus on the development of a new Information Literacy rubric with the General Education assessment team.

Key Challenges:

- Executing the assessment plan requires the prioritizing of the assessment work and this may be challenging due to competing projects and time constraints.
- Since credit-bearing classes are not taught by librarians, access to student work for assessment outside of the general education assessment process is dependent on faculty participation and collaboration with librarians to supply anonymized artifacts.

Future Directions:

- Provide additional professional development training in assessment, including the gatherings and analysis of qualitative data, to increase library staff comfort with the process.
- Evaluate the results of assessments within the library to make changes or improvements to further support student success.

Professional Values

Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service. (ACRL Principle 2)

User-Centered: Diversity, Equity and Inclusion (DEI) and Education Justice

Amelia V. Gallucci-Cirio Library puts into practice the concept of ["Inclusive Excellence"](#) and strives to be a welcoming community that engages all of its community's diversity in the service of student learning in alignment with the [University's Strategic Plan](#). A basic tenet of the University's Strategic Plan is its focus on Education Justice. Education Justice is a commitment to equity and a belief that access to a quality education is a vehicle for providing students with equity of opportunity. It is a commitment to ensuring that all the resources associated with the educational process are available not only to all students, but especially to those students that have been historically denied equitable access. It is also a commitment to an education that is transformational for the individual and society as whole, since it is committed to empowering students to overcome economic, social, and cultural inequities.

Since 2020, the Library has collaborated with a number of units across campus to bring together multiple diversity, equity and inclusion initiatives and support them with curated resources such as the [Diversity, Equity and Inclusion](#) guide that serves as a landing page/portal to link users to the following:

- [Leading for Change](#) This guide was created to give a central shared repository of resources, available from on and off campus.
- [Understanding Land and Labor Acknowledgements](#) This guide provides information in order to support the new practice of land and labor acknowledgements for campus events.
- [Anti-Racism Guide](#) To help support the Fitchburg State community in learning more about systemic racism, as well as anti-racism practices and tools to enable the dismantling of racist systems, the Library has created and continues to update and expand this guide.

See [Collections](#) section for information about the Children's Literature Collection DEI Analysis project.

Library Anti-Racism Team

In a public response to the 2020 murders of George Floyd and Breonna Taylor, the Library issued [a public statement of solidarity](#) with the Black Lives Matter protests, as well as a commitment of action to identifying and addressing systemic and institutional racism. A similar [statement of support for our Asian and Asian-American students](#) was issued in 2021. In order to ensure that the Library follows through on its commitments, the Library Anti-Racism team was created at the end of FY20. The team is composed of a group of volunteers that include both librarians and library staff. While this work is very worthwhile, it is a challenge to sustain efforts because no librarian is specifically charged with leading DEI initiatives.

Over the course of AY21 the team developed a [Library Diversity, Equity and Inclusion \(DEI\) plan](#). The Library DEI Plan focuses on 5 areas of Library operations:

1. Staff Professional Development
2. Collections & Systems
3. Programming & Outreach
4. Policies & Procedures
5. Library User Data Gathering & Assessment.

Currently the Anti-Racism Team is working towards developing appropriate staff training opportunities focusing on implicit bias and building cultural competencies. To this end, the team applied for and were awarded an Academic Innovation grant from the University to hire a DEI training facilitator for an all staff training in Spring 2023.

Project A+

Project A+ is an ongoing initiative that focuses on identifying and supporting the needs of neurodiverse students within the Library environment. In 2019 a small team of librarians and library staff began to meet regularly to investigate and develop new approaches to serving neurodiverse students. Using Florida State University's Project A+: Serving Students with Autism Spectrum Disorder in the Academic Library as a guide, the team has worked with library staff to make changes to the library environment and student employee training in order to create a more inclusive environment that seeks to meet the needs of neurodiverse students. As a result of this work the Library added the following supports to its physical space: portable lamps, desk privacy panels, movable standing desks, non-ticking wall clocks, as well as making both fidget toys and noise canceling headphones available to students.

Deans' Anti-racism Fund Projects

The Academic Deans' Anti-Racism Fund is a coordinated activity among the five Schools (Arts and Sciences; Business; Education, Health and Natural Sciences; Graduate, Online and Continuing Education)

and the Amelia V. Gallucci-Cirio Library to support anti-racism and anti-bias initiatives. With funding from Academic Affairs, initiatives may seek to change and improve anything from an individual course to the greater community. The Fund supports activities including, but not limited to symposia, training, library resources, curriculum development, and educational programming. Since the creation of the fund in Fall of 2020, the library has been a recipient of two grants, listed below.



[Building Representation for Underrepresented Voices in the Archival Collections](#)

The project was launched in FY22 with the goal of creating an archival oral history collection dedicated to documenting the experiences of students of color who attended Fitchburg State University. Led by the Instruction & Community Engagement Librarian, with a \$2,000 award from the Dean's Anti-Racism Fund and in collaboration with the Alumni Office and current faculty, past and current students were invited to participate in this pilot phase of the project. The library hired an independent public historian specializing in oral history as an Archival Assistant, to conduct and transcribe the interviews. With additional funding, the project will continue with increased emphasis placed on interviewee recruitment. A new grant request has been submitted to continue this important work.

[Anti-Racism Streaming Film Series](#)

With the support of the Dean's Anti-Racism Fund, the Library sponsored a streaming film series over the course of the Spring 2021 semester. Films were selected to support a variety of programming across campus with topics related to both the intersection of race and society, as well as an examination and celebration of the everyday lived experiences of persons of color, in particular Black Americans.

The library staff's diversity, equity and inclusion work was recognized and featured by the Association of College and Research Libraries in their September 2021 [VAL Spotlight Series: Practices of Equity & Social Justice](#).

Policies in Support of Professional Values

Guaranteed by the First Amendment, intellectual freedom is the right to seek information, read, and speak freely. In alignment with the [American Library Association](#), the Amelia V. Gallucci-Cirio Library defends and promotes intellectual freedom by providing free, equitable, and confidential access to information for all people in our community.

As a public institution, the library welcomes all users, including our local community. Affirming that equity, diversity, and inclusion are essential to intellectual freedom, Library staff have created and reworked various policies to encourage the pursuit of all scholarly endeavors, reduce or eliminate barriers to information and resources, to become more inclusive to ensure that the library is a welcoming, safe space for all patrons. Below is a sampling of [Library Policies](#).

Community Access Policy

All members of the Fitchburg State University Community including Public Patrons are welcome to use the library's space, computers, and resources. Public Patrons may apply for a Special ID to check out books, they may use the open area computers and databases while in the library, access the University Archives, and receive assistance from reference librarians. This policy was changed in May 2022 to allow for [free community borrowing for all City of Fitchburg residents](#).

Borrowing Policies - Fines and Fees

To reduce the financial burden on Fitchburg State University Community library users, the Library no longer charges overdue fees for circulating items. Fees for lost item replacement and overdue reserve items have been adjusted to cap at a more reasonable maximum amount.

Privacy and Confidentiality Policy

Amelia V. Gallucci-Cirio Library protects the privacy of library users. In a library setting, a user's right to privacy includes the freedom to inquire about any information without having others question or examine them. The Library's responsibility with regard to confidentiality is to possess the least amount of personally identifiable information on a user while keeping it private.

Animals in the Library

In May 2022, the library modified the "Animals in the Library" policy. In accordance with the Americans with Disabilities Act (ADA), service animals are welcomed and permitted in the Library; pets are not allowed. Per ADA, service animals are dogs or miniature horses individually trained to do work or perform tasks for an individual with a disability.

Social Media Policy

The Library's various social media platforms are open to the general public and comments, messages and other interactions are welcome across the Library's various accounts. While the Library recognizes and respects differences in opinion, posts are moderated by Library staff to ensure that the library remains a welcoming and safe space, free of defamatory language; language that promotes racist, sexist, homophobic, or transphobic content; personal attacks or insults; false statements; and adheres to the standards of academic integrity.

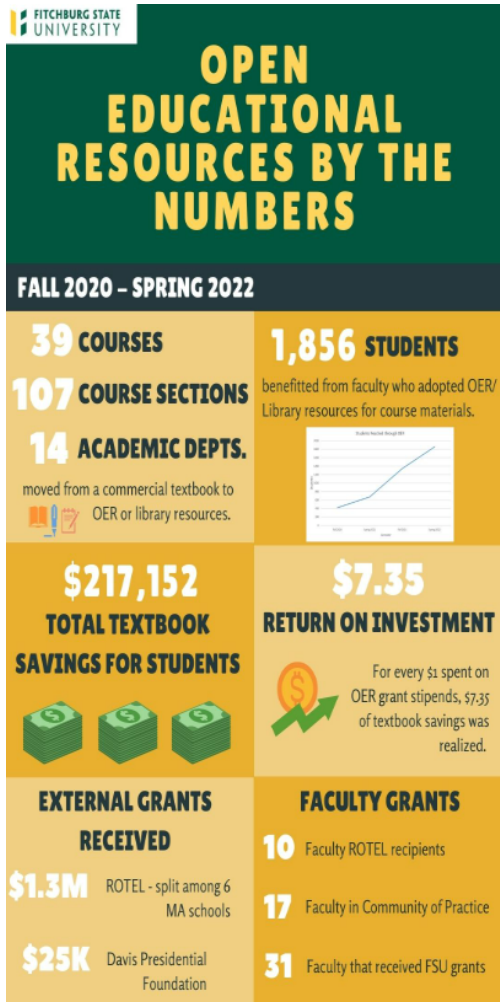
Academic Integrity Work

Amelia V. Gallucci-Cirio Library is committed to creating a culture of academic integrity at Fitchburg State University. It is important for students to have a strong understanding of academic expectations. In 2019, the Library created an [Academic Participation and Honesty online tutorial](#) which is embedded in First-Year Experience courses and includes an overview of the Academic Integrity Policy, citation styles, and tips on avoiding plagiarism. In addition, international graduate and undergraduate students participate in an academic integrity workshop run by the Library as part of their onboarding process. Topics of plagiarism and citation styles are taught regularly in instruction classes and at the reference desk. New faculty participate in academic integrity professional development sessions run by the Library staff as part of the New Faculty Academy. The Library discusses academic integrity topics such as plagiarism and assignment design with faculty in online seminars, workshops through the Center for Teaching and Learning, and other faculty professional development opportunities.

[Academic Integrity: Embracing a Culture of Academic Excellence](#): This academic project is a collaboration with the Amelia V. Gallucci-Cirio Library (library dean co-leading), Student Affairs, Student Success Office,

SGOCE, Center for Teaching and Learning, and faculty, and is funded by Academic Affairs and Student Affairs. It will bring in experts from the International Center for Academic Integrity (ICAI) to guide Fitchburg State in executing a self-assessment survey of students (graduate and undergraduate), faculty, and administrators to better understand our own institutional culture of academic integrity, our honor code language, and our process for addressing academic integrity violations. This project culminates in a report offering a blueprint for moving forward and will be accomplished in fall 2022 and spring 2023, with a final report completed by June 2023.

Open Educational Resources (OER)



[Open Educational Resources](#) “are teaching, learning, and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions” ([William and Flora Hewlett Foundation](#)). The Library has led a concerted effort over the past 4 years for faculty to transition their courses from a commercial textbook to OER, Library resources, or low cost resources (<\$50). The Open and Affordable Education Committee, led by the Library Dean, was established in Fall 2019 to support and increase OER efforts on campus. The committee consists of faculty, librarians, and administrators.

While OER is a university-wide initiative, the Library serves as the main change agent for OER by managing internal and external grants, working with faculty to convert course materials to OER, and managing assessment efforts. The amount of time devoted to OER initiatives is significant. By offering a series of OER grants for faculty to convert their courses to no cost course materials, the university has seen a significant increase in OER usage. Between Fall 2020 to Spring 2022, the Library has administered internal OER grants that resulted in 107 course sections offering no cost course materials which impacted 1,856 students. Overall savings as a result of the grants was \$217,152.

Grants & Internal Funding

- [Remixing Open Textbooks through an Equity Lens \(ROTEL\)](#) - Fitchburg State University was among a consortium of 6 Massachusetts public higher education colleges that was awarded a U.S. Depart of Education grant for more than \$1,300,000 grant to design and create free, open educational resources with a diversity, equity and inclusive lens. The Library Dean is on the ROTEL Open Textbook Coordinating Council, and leads the grant’s assessment efforts, with support from the Strategic Projects Librarian.

- Davis Presidential Grant - In June 2020, the Open and Affordable Education Committee received \$25,000. Activities from this grant included:
 - Grants: 3 faculty members were each awarded a \$2000 grant to create original OER course materials and 12 faculty were awarded \$500 adoption grants.
 - Community of Practice: 17 faculty members participated in a 4 month community of practice exploring issues related to open education.
 - Creation of an [Accessibility Toolkit for Open Educational Materials](#).
- In FY23, Fitchburg State University Academic Innovation Grant: The Open and Affordable Education Committee received a \$19,000 internal Academic Innovation grant [The Next Big Leap in Open Education](#), to fund a faculty-led community of practice that will explore open pedagogical practices that include engaging students in content creation. The monies also fund 15 OER Adoption grants for faculty who convert their commercial textbook to OER or no cost course materials.
- In FY22, Fitchburg State University Academic Innovation Grant: The Open and Affordable Education Committee received a \$20,000 internal Academic Innovation grant. This grant funded 19 OER Adoption grants, 2 OER Adaption grants, and 2 OER Creation grants, and an OER Faculty Bootcamp for 3 faculty members.

KPIS and Assessment

At the request of the Massachusetts State-Wide OER Advisory committee, the Dean of the Library and the Strategic Projects Librarian developed the [Massachusetts Department of Higher Education OER Assessment KPIs Implementation Guide](#) which provides guidance to the Massachusetts public higher education institutions on collecting data and reporting progress on a broad set of OER metrics to key stakeholders at their institution and to the Massachusetts Department of Higher Education (DHE). The University reported to the Massachusetts Department of Higher Education an estimated annual textbook savings of over \$800,000 in FY22. The Library Dean leads the Assessment subcommittee of the State's OER Advisory Board, with the Strategic Projects Librarian as an ex-officio member.

Course Markings

As the University continues to explore the implementation of course markings which would designate on the seats list those courses using low or no cost course materials, the Open and Affordable Education Committee conducted a student survey to learn what impacts students' decisions when registering for [classes](#). Over 600 students responded. Whether a class was required for their major or minor was the most important factor that students considered. The least important factor was the cost of the course material, although a significant minority (13%) said it was the most important consideration. The Open and Affordable Education Committee members are currently working with the faculty, the Registrar, and IT to develop potential best practices for implementation.

OER Repository

A new state-wide institutional repository hub for OER is being created. This repository will be for all Massachusetts public higher education institutions, but staffing to populate the repository for 28 different institutions is extremely limited. On the local level, Fitchburg State lacks the staff to populate the repository.

Professional Values

Significant Successes:

- The library staff are committed to the success of all students as demonstrated by the formation of the Anti-Racism Team and their creation of a Library Diversity, Equity and Inclusion (DEI) plan and supporting online guides. The Anti-Racism Topic Guide created in FY21 was viewed 201,654 times in FY22!
- The University administration and faculty recognize the library as a leader in OER initiatives. OER is now included in the University's Strategic Plan and activities, and grants to increase Open Education efforts have been funded by the University for the past 3 years. Grant applications (ROTEL and Davis) have been successful.
- Project A+ work to support neurodiverse patrons in the library is ongoing and progress has been made to create a more welcoming environment.

Key Challenges:

- Diversity, equity and inclusion work is not a central piece of any one staff member's job position; while all staff are committed to the work, finding time to do it is a challenge.
- Librarians and the Library Dean devote considerable time to OER and this level of support is a challenge to sustain. The introduction of a new state-wide institutional repository hub for OER is a positive development, but Fitchburg State lacks the staff to populate the repository.

Future Direction:

- The Anti-Racism Team will hire a DEI facilitator to lead all library staff in an anti-bias and cultural competency training, using funds from an FY23 Academic Innovation Grant. This will lay the groundwork for an analysis of the systems of oppression at play in our field.
- The work of the Academic Innovation Fund grant [The Next Big Leap in Open Education](#) will be accomplished in FY23 with similar plans for FY24 submitted to Academic Affairs for funding.
- The [Academic Integrity: Embracing a Culture of Academic Excellence](#) project will be completed in FY23 with actionable initiatives to be accomplished in FY24 and FY25.

Educational Role

Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning. (ACRL Principle 3)

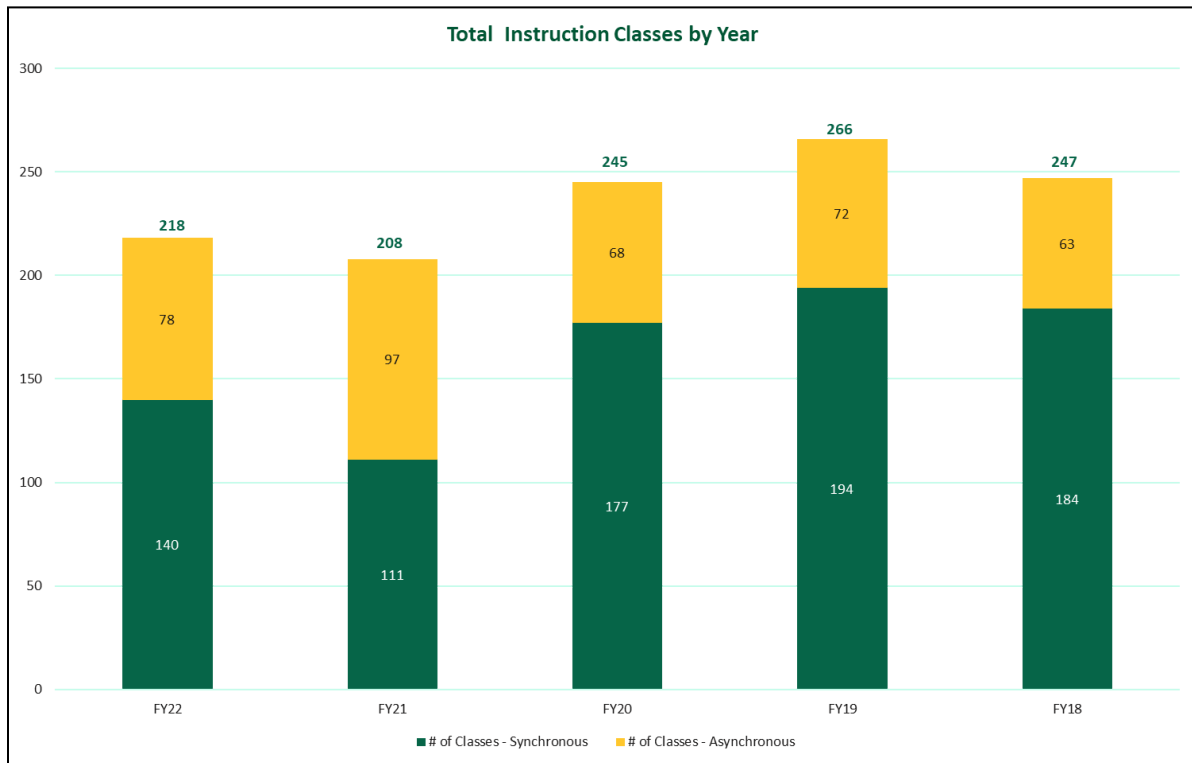
Information Literacy Instruction Program

The Library's [Information Literacy Instruction Plan](#) (see Appendix A) was created in 2022. The Library offers On-campus, Extended Campus, Online Learning and Embedded Librarian instruction options to help prepare all of our students to be information literate.

Information Literacy is more than a set of integrated abilities for finding, understanding, evaluating, and sharing information; it also entails understanding how information is produced and valued, using

information to create new knowledge, and participating ethically in communities of learning. The Library's Information Literacy Instruction Programs help faculty meet the information literacy learning outcome of the [General Education Curriculum](#) through the provision of course specific instruction, workshops, and online educational support. Librarians collaborate with faculty to teach information literacy based on the Association of College & Research Libraries' (ACRL) [Framework for Information Literacy in Higher Education](#).

The Library's Instruction Program prepares students to find, evaluate, and use information ethically by fostering the development of information literacy as a lifelong learning mindset and suite of skills. Through a variety of instructional models, librarians educate students on the processes of information discovery and critical thinking necessary for evaluating and using information responsibly in college and beyond. In response to the fraught information landscape and the rise of mis/disinformation, instructional librarians collaborate with faculty to teach students to be knowledgeable and ethical creators and consumers of information. The Library's Instruction Program seeks to educate students throughout their college career, beginning with a foundation during the first two semesters. The library has reached many students through developing a strong collaboration with the First Year Experience seminar since its inception and continues to provide instruction to many Writing I and Writing II courses. Over 200 classes are taught each year (synchronously or through the embedded librarian program), consistently reaching over 4,000 students across multiple academic disciplines.



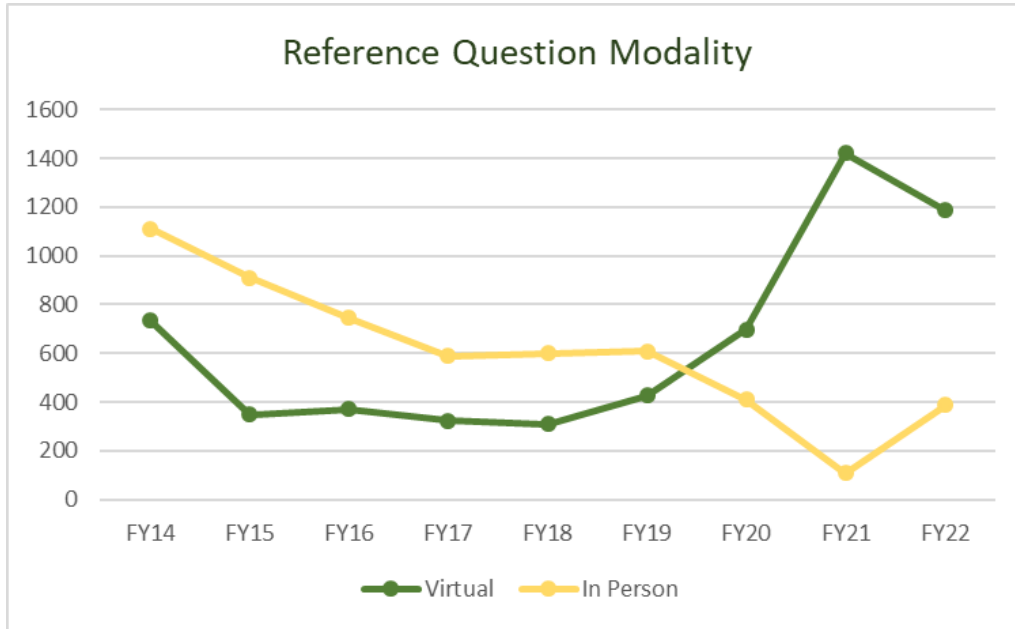
Although the number of classes and students reached is impressive, it is challenging to consistently reach all students in Writing I and Writing II courses making it difficult to adequately scaffold skills throughout each level of education. In an effort to bridge this gap, the [Library Research 101 tutorial](#) series was developed to introduce information literacy concepts the library considers foundational to research success. Beyond the first year, librarians seek to scaffold Information Literacy instruction throughout the

Exploration and Integration tiers of the [General Education curriculum](#) and within key courses for major areas of study. Coordinating information literacy instruction with the General Education program and accommodating increased demands for instruction beyond Foundation level courses has been challenging due to low staffing. Due to the high demand for library instruction in First Year Experiences courses and the Writing program, instruction librarians have less availability to collaborate with Exploration and Integration courses designated with complementary skills, such as digital literacy or data literacy. Instruction at the graduate level, particularly for online programs, is challenging to coordinate as it is difficult to communicate and develop relationships with adjunct faculty. In order to adequately meet the information literacy requirements of the general education program, the librarians believe more staff is needed with online delivery teaching skills to develop a suite of digital learning objects for the online programs. Faculty would also benefit from professional development on information literacy instruction.

Research Support

Individual research support at the Research Help Desk and the University Archives is essential in fulfilling the Library's mission of teaching information literacy; enabling users to locate, evaluate, and effectively use information. Librarians are available to work directly with students and faculty upon request through a variety of modalities on campus, online, and at extended campus sites. Librarians connect with patrons in several ways including in-person, chat, email, phone, answering the library's FAQ tickets, and video conferencing. Beginning in July 2021, the Library joined a global 24/7 Reference Cooperative that has extended the reference chat coverage hours beyond when Fitchburg State University Librarians are not available, affording our students 24 hour a day research support.

The Research Help Desk provides both reference and directional (and technology) support for library patrons. Although the time span in this review is FY18-FY22, it is important to note previous years' data to accurately represent the history of significant changes and trends in reference type questions, statistics tracking, improvements and pivots in service modalities, and lessons learned. Nationally, it has been noted that reference questions asked at the traditional physical research or reference desk has declined rapidly over the past two decades, motivating many libraries to move to a One Desk model combining Public Services and Reference to better utilize staffing. As indicated in the Reference Question Modality chart below, if we only look at FY18-FY22 it would appear that at Fitchburg State University reference questions asked both in person and virtually are either trending upwards or stabilizing since FY18, decreasing the appeal of a One Desk model. However, if we include and examine the statistics of previous years, the data shows that we are following the national trends with a decrease of 65% in in-person reference since FY14 to FY22 and are experiencing a shift to increased virtual reference (62% increase since FY14), which is more supportive of exploring desk model options to ease staffing concerns.



A [2021 Survey of Satisfaction](#) in library resources and services reveals very high levels of satisfaction by faculty/librarians with research help (90%) and instruction (90%) and high levels of satisfaction by students with research research help (73%) and instruction (72%). Approximately 25% of students indicated they have no opinion or insufficient information about these two areas. Lack of awareness of these library services is an important issue to be addressed in the future.

More in depth analysis can be found in the attached document [Research Support Statistics Analysis FY14-FY22](#) (see Appendix A).

Liaison Program and Faculty Partnerships

Prior to FY20, the existing liaison model focused almost exclusively on collections. Communication with departments was sporadic and fragmented and liaison assignments were unevenly distributed creating an imbalance of work among the librarians. Recognizing that the liaison model was outdated, the librarians conducted a critical examination of best practices for liaison programs and surveyed the Fitchburg State University faculty to develop a new model of liaisonship that focused on faculty-library communications and a teams based approach to areas of expertise. The Library's liaison program links academic departments to the Library through a subject liaison responsible for communicating with the department and connecting faculty to functional area specialists depending on faculty needs. Functional teams which consist of librarians, library staff, and student employees develop expertise in a specialized content area, set strategic goals for working with academic and non-academic departments, and assist liaisons with questions outside the liaison's area of expertise. The creation of functional teams removes siloes and allows for more collaboration and cross-training among librarians. The six functional teams are 1) Archives & Special Collections; 2) Open Educational Resources; 3) Teaching; 4) Research Help; 5) Collections; and 6) Digital Humanities.

The librarians piloted the revised program during the 20-21 academic year. Creating a liaison model that focuses on communication and functional teams requires a more proactive and collaborative approach and is not without its challenges. The liaison co-coordinators are working with librarians to develop best practices and identify areas of professional development that will aid in facilitating more collaborative

relationships with academic departments. A survey of the faculty's perceptions of the new liaison program will be administered in Spring 2023, followed by professional development in Summer 2023.

The Library endeavors to collaborate with faculty across campus to develop programs, conduct research, and better meet the needs of the academic community. For example, librarians collaborated with the Center for Faculty Scholarship (CFS) to develop a two-day Faculty Research Bootcamp ([Day 1](#) & [Day 2](#)) in Summer 2022. This Bootcamp was well attended and well received. Librarians also collaborate with faculty and the Center for Teaching and Learning (CTL) on pedagogical initiatives, including promotion of open pedagogy and the Creating Culture of Academic Integrity project work. There has been considerable strengthening of ties and relationships with the CTL. A librarian serves on the CTL advisory committee and conversations about how the CTL can better support librarians are occurring.

Librarians also form partnerships with faculty with similar interests and expertise. While successful collaborations exist, librarians are often challenged to find time to collaborate with their research partners. Additionally, time for librarians to develop and execute their own research agendas is limited. Some logical areas for collaboration include co-teaching courses. However, these efforts are impeded by the process to be listed as the instructor of record for a course. Furthermore, librarians are concerned that faculty may not realize the expertise librarians bring, which can make establishing relationships more difficult.

A list of Librarian's presentations and publications for the previous 4 years are shown in the annual reports and can also be found [here](#).

Educational Role

Significant Successes:

Instruction

- Librarians have deep, collaborative partnerships with the First Year Experience seminar faculty.
- Librarians developed the Library Research 101 online tutorials,

Research Support

- Research help is now available 24 hours a day, 7 days a week.

Liaison Program and Faculty Partnerships

- The liaison program was redesigned to emphasize communication rather than collections. Assigned departments are now distributed more equitably among librarians.
- The library has deepened collaboration with the Center for Faculty Scholarship and the Center for Teaching and Learning.

Key Challenges:

Instruction

- The lack of consistent collaboration with faculty teaching Writing I and Writing II leads to inability to establish a shared information literacy foundation for all students.
- Scaffolding Information Literacy instruction throughout major programs and also in General Education Exploration and Integration courses is difficult due to low staffing.
- Provision of library instruction at the graduate level particularly for online programs is challenging due to low staffing and difficulty of relationship building with adjunct faculty.

Liaison Program and Faculty Partnerships

- It is difficult to identify best ways to communicate with faculty.
- Librarians lack time to pursue research with the faculty.

Future Direction:

- Increase direct outreach to faculty teaching key Information Literacy courses.
- Liaison program co-coordinators will lead the librarians to identify aspects of the liaison program that librarians feel confident in and develop training to help address areas of uncertainty.
- Collaboratively explore ways to support librarians in their research, and simplify the process for teaching credit bearing courses should they choose.
- Explore alternative models of providing research help support including the One Desk model and student peer research.

Discovery

Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge. (ACRL Principle 4)

Library Systems and Alma

The library management system was an outdated Voyager legacy system whose contract expired December 2022. A Library System Selection Team was formed and conducted seven months of research to assess the library management systems market and recommended one for implementation to replace Voyager. The process used to identify and evaluate library systems that meet the current and future needs of the Amelia V. Gallucci-Cirio Library included a review of the literature, a library-wide needs assessment, vendor demonstrations, an RFP proposal creation, and an in-depth evaluation of each system's core functions and pricing using the RFP proposal responses. Based on the analysis from this process, the Library System Selection Team recommended moving forward with the ProQuest/ExLibris Alma library management platform including the Primo discovery system. Upon receiving approval to proceed with Alma in spring 2022, the implementation process began in June and the system went live in December 2022. This implementation process was led by the Systems Librarian in collaboration with the Head of Technical Services.

Website

Fitchburg State University researchers depend on online and electronic resources, especially since more courses are being held online. The Library's website pulls together all of the Library's resources into one central hub, providing access or direction to resources. The website homepage was redesigned and launched in June 2019 in order to improve discovery of library resources. At that time the Library moved away from the "one search box" only approach to offering more refined search options allowing for more effective discovery of library resources. In addition, more space was made visible for promoting library programs and events. Getting research help is made easier as students can chat with a librarian or schedule a research appointment directly from the home page. The Library's website also provides quick access to many course and topic resource guides on the LibGuides Springshare platform. The website was redesigned again in December 2022 to work efficiently with the new Primo Discovery tool.

Research Guides

The librarians create resource guides to support students in their research process and to provide multiple points of entry to our information resources. The Library's extensive number of research guides (also known as LibGuides) available through the Springshare platform provide guidance and multiple points of entry to our resources. The Library currently offers 337 online research guides, including 211 created specifically for courses, 35 for subject areas and 6 citation guides. These guides are heavily used. The FY22 Guide views were 304,132, up 64% over FY21. Our Topic Guide views were up 209,335, a dramatic increase from 6,114 in FY20. Our Anti-Racism Topic Guide that was created in FY21 accounted for 201,654 (96%) of our Topic Guide views.

Subject guides with relevant resources such as databases, journals, and ebooks are embedded into all Blackboard courses to support students and provide a direct link to the library's website and librarians for research assistance.

Circulation

The Library's Public Services Department is responsible for lending library materials (books, technology equipment, DVDs, etc.) to the users of the library. Library circulation includes checking out library materials to library users, renewing or checking back in the borrowed items, reserving checked out items, etc. Circulation of print books has not returned to pre-pandemic levels and we do expect further declines in print book usage. This decline is more than offset by increasing ebook usage. We see increasing checkouts of our technical equipment, such as phone chargers and laptops.

CHECKOUT TRENDS since 2018:

Material Types	2018	2022	Change %
Print Books	3,838	1,981	48% ↓
Ebooks	9,335	33,217	256% ↑
Video/Audio Streaming	4,001	9,015	125% ↑
Reserves	1,209 (2019)	637	47% ↓
Equipment	453	890	96% ↑

The new Alma system should increase the efficiency of the department's work, although Alma implementation training and the creation of new workflows will occupy the department for the near future. Other future plans of the department include exploring self-checkout options, and streamlining communication with patrons to include text messaging.

Physical and Digital Reserves

The Library maintains a course reserves collection of physical and electronic items. This is a rotating collection of faculty requested items that changes every semester to be used by their students for course work. The physical items are stored in the Public Services office and students request the items from the Public Services staff. The Library uses the content manager Digify to circulate digital reserve items that can be accessed through our online chat system or directly from our catalog as ebooks. Our Library was one of the first academic libraries in the country to offer controlled digital lending for electronic reserves in order to serve our students during the pandemic. The library website has a [guide](#) that is updated every semester with electronic reserve items that are available. Scanning the books to prepare them for controlled digital lending and maintaining both a digital reserves and physical reserves system that changes every semester is time consuming. Physical reserves usage has not returned to pre-pandemic levels, and electronic controlled digital lending reserves are not making up for the decrease. The check-out chart above shows the significant decrease in use of reserves. The department will bring on a new controlled digital lending system through Alma in late Summer 2023. Other future plans include encouraging more faculty to offer reserve items (physical and digital) to their students to help decrease textbook costs.

Interlibrary Loan

Our resource sharing management software (ILLiad) manages the library's borrowing, lending, and

document delivery through a single interface. Both our interlibrary borrowing and lending have decreased significantly over the past 5 years. Our borrowing went from 3772 items in 2018 to 1,694 in 2022. Our lending went from 3,262 items in 2018 to 1,661 in 2022. We suspect one reason for this, especially for the interlibrary borrowing, is that our own collections, especially ebook access, have increased significantly and we are able to fulfill internal needs using our own collections. Upcoming work includes the integration of ILLiad with Alma.

A [2021 Survey of Satisfaction](#) in library interlibrary loan and reserves reveals very high levels of satisfaction by faculty/librarians with interlibrary loan (85%) and reserves (78%) and high levels of satisfaction by students with interlibrary loan (61%) and reserves (63%). The remaining students were not dissatisfied with these two services but instead had no opinion or insufficient information about these two areas. This lack of awareness is an important issue to be addressed in the future.

Technical Services: Cataloging and Electronic Resources Management

All materials in the Library, both physical and electronic, require cataloging. Cataloging involves creating a record to both keep track of a resource and attach subject information to the resource, so it is discoverable by users. Subject information is added through Library of Congress subject headings and call numbers. The subject headings provide searchable keywords, while call numbers organize physical media, so it is browsable. All new material is cataloged with the Library of Congress RDA (Resource Description & Access) standard for cataloging.

Currently, technical services is starting two new cataloging projects to update the children's literature collection and archives collection. These projects will update the subject information of these collections and their LC call numbers, so they are more discoverable and browsable.

Public and Technical Services Working Together

Public and Technical Services departments manage, organize, and maintain library resources for effective discovery and access. Public Services maintains order in the stacks by re-shelving the library materials by call number given by the Library of Congress Classification (LCC) system. The Technical Services department is responsible for the cataloging and processing of items into the various collections. Technical Services also provides analytical data related to the library's ability to support student and faculty scholarship via the materials offered in the library's physical and digital collections. For example, the library supplies data for program reviews that details the currency and depth of library collections related to subject majors (Criminal Justice, Education, etc.) at the University. The data is used to provide an assessment of the Library's ability to support scholarship at both the undergraduate and graduate levels.

Stacks Maintenance

The Library houses over 170,000 physical items in 10 separate collections spread throughout 4 floors. Up to 20 student workers are employed every semester who are trained and responsible for the ongoing maintenance of the physical collection. At the direction of the Stacks Manager, these students shelve items, inventory the collection, and clean the shelves. They remove predetermined de-selected items from the library collection and move them to the Technical Services Department for processing. They also assist the Stacks Manager with any shifting projects as necessary. The call number signage and subject areas signage in print stacks was recently updated to aid library users in locating materials.

Weeding and Inventory

Weeding or the deselection of print material is critical to offering a vibrant, usable collection and involves the critical consideration of removing resources from the collection. Materials are considered for weeding based on accuracy, currency, and relevancy. Space limitations, edition, format, physical condition, and number of copies are considered when evaluating physical materials. The library recently completed a library wide deselection project of approximately 10,000 print books that were inaccurate, obsolete, and did not align with the curriculum in preparation for the November 2022 Alma migration. There is no formalized process to collect and analyze data regarding the accuracy, currency, usage, diversity, and subject area gaps of the print and ebooks collection on a regular basis. In the future, we anticipate improving our ability to maintain the currency and relevance of the physical collection by creating a deselection process that occurs annually to planned sections of the collection. This method would replace our current method of conducting a library-wide analysis that only happens once every few years, eliminating current problems with finding time, staffing, and assistance with disposal of larger amounts of material.

Discovery

Significant Successes:

- Selected a new integrated library system (Alma) and implemented it to streamline the management of all library materials.
- Developed and implemented a new Controlled Digital Lending service (Digify) for Course Reserves.
- Updated cataloging practices to current professional standard (RDA).
- Completed major deselection project (>10,000 titles).

Key Challenges:

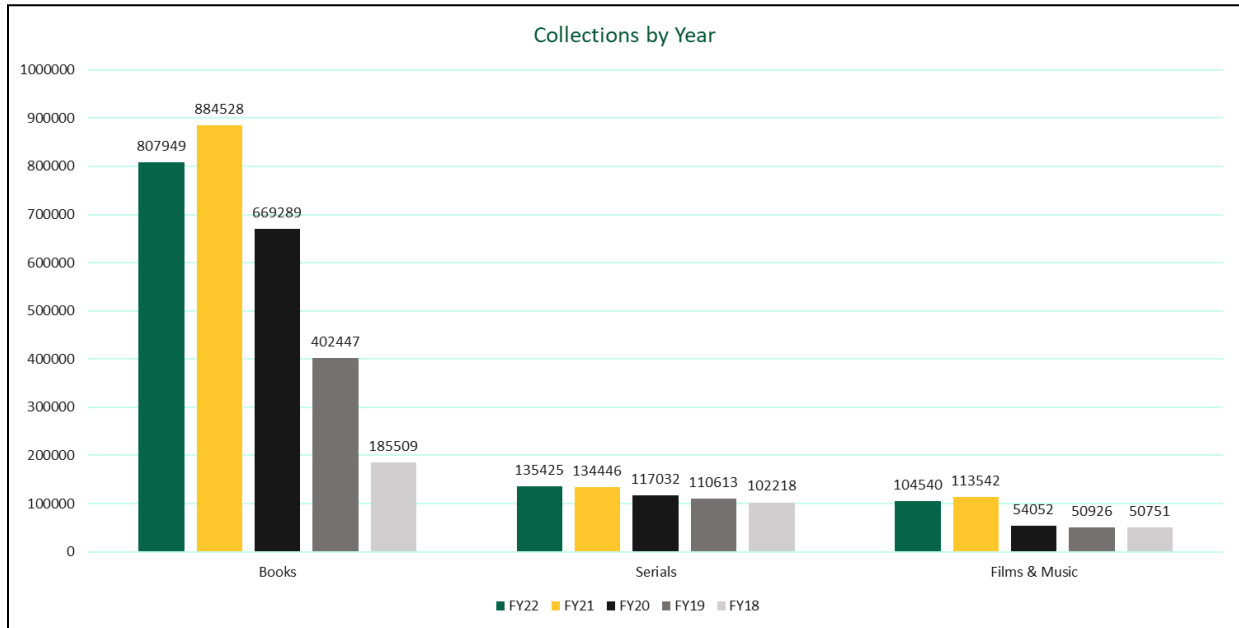
- The Controlled Digital Lending work is time consuming for staff.
- There is no formalized process to collect and analyze data regarding the accuracy, currency, usage, diversity, and subject area gaps of the print and ebooks collection on a continual basis.

Future Direction:

- Implement new Alma Digital archives in Spring 2023.
- Review cataloging practices and update to meet current professional standards. Create sufficient metadata to support ongoing collection analysis.
- Reorganization of the Children's collection by genre, with updated Library of Congress call numbers, to make it more accessible to patrons.

Collections

Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution. (ACRL Principle 5)



¹ As of FY22, 80% of books are ebooks.

² Includes over 21,000 streaming films and over 72,000 streaming music files in FY22.

³ As of FY22, the Library had 191 databases.

As indicated in the chart above, there has been a radical change in collections over the past 4 years. The total number of books (print plus ebooks) in 2018 was approximately 186,000. The number of books (print plus ebooks) now accessible is approximately 807,000, a 334% increase. There also has been an 86% increase in streaming film and music offerings during this time period from approximately 51,000 to 95,000. The number of databases provided to our community also increased from 165 in 2018 to 191 in 2022. This increase was possible through the identification and cancellation of low usage journals and databases, and the adoption of new models of acquisition that trigger purchases of materials when used (demand driven acquisition). The number of books offered now mirrors the national averages of those similar schools in our Carnegie classification (See [Appendix B for Benchmark Data](#)). These new acquisition models have been effective, but require more monitoring and usage analysis.

In order to support our students who do not have access to certain technologies during and beyond the Covid-19 Pandemic, the library created a [Technology Lending Library](#) in 2020. We have 160 items available for checkout including laptops, cameras, microphones, phone chargers, art kits, and electronics. Usage of this collection continues to grow.

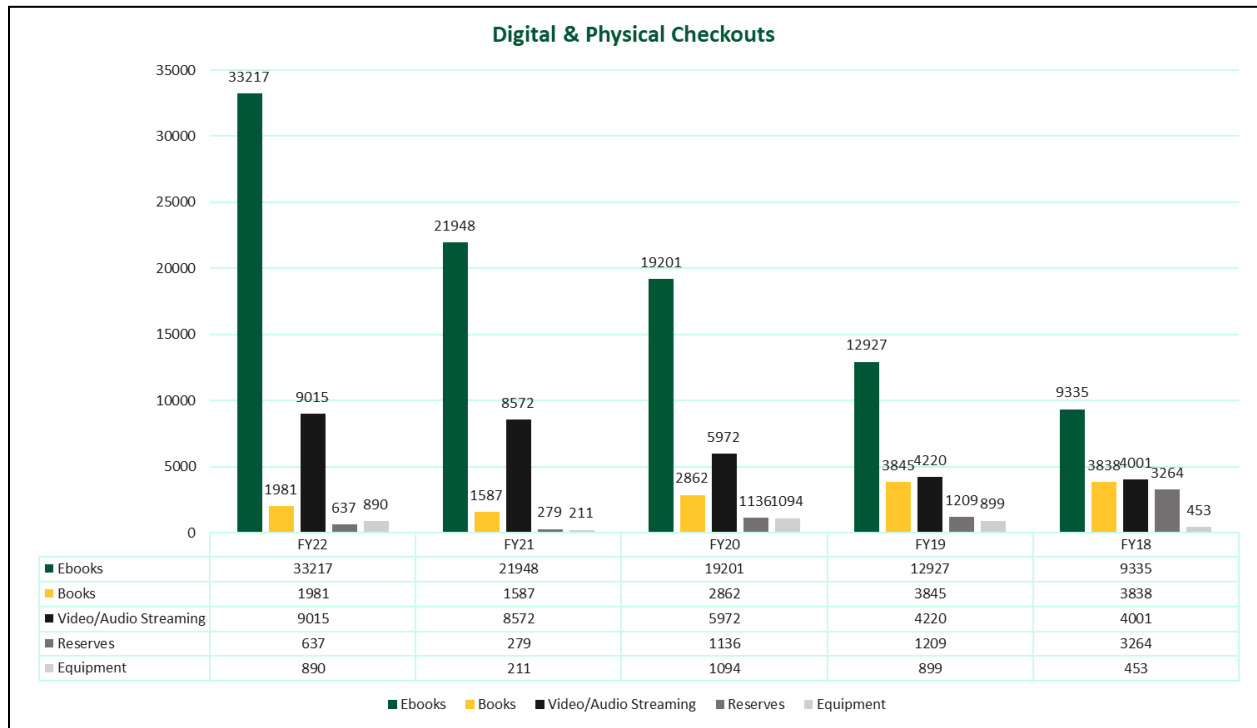
Our collection development efforts shifted to making online access to ebooks a priority in FY19. This decision was a timely one as it allowed us to support our students as they moved to online learning in 2020 due to COVID and also gave greater access to our increasing number of online graduate students. The substantial increase in digital collections is made possible, in part, by the adoption of new methods of acquisition. For example, access to an additional 600,000 ebooks over the past 4 years was made

possible by adopting a demand-driven-acquisition (DDA) model that allows Fitchburg students and faculty access to a broad catalog of academic titles with the Library being charged only for those books that are actually used. Multiple new methods of providing access to materials are now being used; see [Appendix A for New Acquisitions Table by Vendor](#).

A [2021 Survey of Satisfaction](#) in library resources and services reveals very high levels of satisfaction by faculty/librarians with our collections of books (83% are satisfied) and databases/journals (87% are satisfied). Only 4% of faculty/librarians expressed any dissatisfaction with books and databases/journals. Although none expressed dissatisfaction with our streaming videos, 36% were unaware the library had streaming films. Students also had high levels of satisfaction with our collections of books (75%) and databases/journals (82%). Again only a small percentage (6%) expressed any dissatisfaction, but a significant number indicated they had no opinion or insufficient information. Although only 4% of students expressed dissatisfaction with our streaming videos, 34% had no opinion or insufficient information about the library's streaming films. This lack of awareness is an important issue to be addressed in the future.

Individual monograph selection (print and ebooks) still takes place, although we see a dramatic shift from print book spending to ebooks. Librarian department liaisons currently select books for purchase and acquisitions staff purchase the materials. There is no approval plan purchasing model in place. The selection and acquisition process is time consuming and not easily navigated. In our recent system (Voyager), there was a significant lag time between when book orders are placed and when they are received and paid for. Because our current accounting ledger system is not connected to any other library systems, librarians do not have access to real-time budget and purchasing updates. Librarians would like to see a more streamlined, efficient and open process, and with the implementation of a new acquisition process through Alma in Spring 2023, the library hopes to improve the efficiency and transparency of book ordering. In addition, the goal is for Technical Services to work more effectively on budget tracking with the Coordinator of Library Operations.

Similar to trends across all academic libraries, the use of print books has declined over the past 3 years, accelerated by COVID. Fortunately, our ebook usage has dramatically increased. Check-out of physical reserve items have not returned to pre-pandemic levels, although electronic digital lending reserves are partially making up for it. See Checkouts chart below:



As of FY22, the Library subscription to online journals through database packages and individual purchases tops 135,000 journals. Students, faculty and staff read over 150,000 scholarly journal articles in the past year, an 11% increase from last year. Usage of individual journals and databases are reviewed every year and low usage items are canceled. This process allows for new resources to be added.

The number of databases available through the Library website is 191 (up from 165 in FY18). [A list of all new databases added from FY19-FY23 can be found here.](#)

The yearly materials budget currently stands at approximately \$674,000 for FY23. In the past 5 years, the materials budget has only increased 7.7%. During that same period, the cumulative inflation rate is 21%, leading to significant erosion of buying power. In the past 5 years, streaming films purchases through Kanopy have increased 227%. Shifting within the materials budget between types of materials (format) was necessary in order to support the research and teaching missions. Our print book purchases have decreased 77% while our ebook purchases have increased 230%. Electronic databases spending has increased 28% while single journal purchases, almost all are digital, has decreased by 19%. See [Appendix C](#) for more information.

Collection Analysis & DEI

As part of the Library Diversity, Equity and Inclusion (DEI) plan, over FY21 the Library completed a pilot collection development project to analyze, identify, and fill gaps in the existing collection for diverse representation in both topics and authors in the Children's Literature collection. This project has resulted in the purchase and inclusion of over 198 new titles to increase diverse representation in the Library's picture book collection. It also resulted in streamlining the process of choosing DEI children's books, by creating an awards purchasing list within GOBI. The newly purchased material is available for check-out and was part of a display on the Library's main floor in Fall 2021. The Head of Instruction & Information

Literacy collaborated with Dr. Lyndsey Benharris from the School of Education and used the collection as part of a 1 credit course on children's literature selection for classroom libraries using Critical Literacy to create diverse and inclusive collections. That collaboration continues.

A separate monograph budget line was set up in FY 2021 in order to support the acquisition of more diverse materials for all subject areas.

Archives and Special Collections

The Archives and Special Collections collect and maintain administrative records and historical materials that document the activities of the university and the surrounding community. These are available to faculty, staff, students, and the public for scholarly research. The Archives and Special Collections currently houses 1600 linear feet of physical records and has 20 digital collections containing over 14,000 items. Collections in the archive are organized, preserved and digitized as needed in order to serve two main purposes:

- 1) To document the history of the University, to preserve scholarship conducted by students and faculty, and to manage records related to the governance of the University by faculty and administration.
- 2) To collect and preserve rare books, unpublished manuscripts, correspondence, and other items that represent an aspect of the Fitchburg/Leominster community that is studied by students, faculty, and community members affiliated with the University. For example the collections of local residents and nationally-recognized authors such as Robert Cormier and R.A. Salvatore (who is also an alumni) are maintained by the archive. Documentation related to specific topics and historical eras are also represented, such as the [Center for Italian Culture archival collection](#).

The archive has also made significant contributions in producing, and making accessible digital versions of frequently-used primary resources in the archive. In addition to the twenty digital collections currently available on the library's website, the archive has also made select collections more widely available through regional and national websites such as the Internet Archive, Digital Commonwealth, and JSTOR Community Collections. The archive remains committed to the ongoing public accessibility of its digital collections, which serves our University community and highlights the significance of our local history at the national level. An exciting example of this is the [Michael Vincent Addorisio Family Collection](#), a unique series of letters written by a son of the City of Fitchburg, Michael Vincent Addorisio, to his family during World War II. The letters, postcards, and medals presented depict a military life that was tragically cut short while serving on the USS Reid during World War II. This collection was carefully curated, preserved, and donated by Michael Vincent Addorisio's niece Rose Anne Addorisio, a Center for Italian Culture Board Member and Professor Emeritus from Fitchburg State University. The Michael Vincent Addorisio Family Collection is available from Fitchburg's digital archives as well as through the [JSTOR Community Collection](#). The digital collections are currently hosted in CONTENTdm, but will move to a new platform, Alma Digital, in Spring 2023.

A [2021 Survey of Satisfaction](#) asked faculty/librarians and students if they were satisfied with the resources available through the Archives and Special Collections. For both groups we see 0% dissatisfaction, but we see very high percentages (60% for faculty/librarians and 37% for students) that had no opinion or insufficient information. This lack of awareness is an important issue to be addressed in the future. Another challenge is the significant backlog of Archival material needing to be processed and the staff needed to do the scholarly work of the archives, including reprocessing older materials.

Collections

Significant Successes:

- New acquisition methods (DDA, EBA, and ebook subscription databases) more than tripled the e-book collection size, allowing for increased access to materials 24 hours a day.
- A DEI fund to support selection and acquisition of diverse materials was created.
- Acquisition of the Addorasio Collection and its inclusion into the JSTOR Community Collections highlights the role of the Archives in the stewardship of local community resources.

Key Challenges:

- The materials budget is not keeping pace with rising inflation and subscriptions costs.
- DEI collection work is concentrated in the Children's Books collection. More staff is needed to extend this work to more collections areas.
- There is a significant backlog of Archival material that needs to be processed and more staff is needed to do the scholarly work of the archives.
- There is a lack of awareness among faculty and students about resources available to them.

Future Direction:

- Review the acquisitions workflow and materials budget models; make recommendations for changes, as part of the new Alma system.
- Explore funding sources for collection growth and for preservation, digitization and processing of archives and special collections.
- Increase visibility and accessibility of the collections, especially streaming films and ebooks.

Space

Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge. (ACRL Principle 6)

Physical Library Space

As an essential hub for scholarship and learning at Fitchburg State University, the Amelia V. Gallucci-Cirio Library is where people, information, and ideas converge to support student academic success, faculty research and teaching, and community engagement. The Library's goal is to create an environment that fosters intellectual curiosity and the social, cultural, and professional development of students, faculty, and staff.

The library strives to be a welcoming place by offering an atmosphere conducive to study and research, and meets the needs for quiet and collaborative spaces for students. After a full renovation, a new, modernized library was opened in the Spring of 2016 in Hammond Hall with four floors plus an Archives and Special Collections space. The library is currently open 87.75 hours/week during the academic year (an increase from 67 hours/week during the COVID-19 pandemic). During finals, library hours are extended from 11:30 pm to midnight. Its facility includes seating for 596 with small tables, large tables, comfortable lounge chairs, group study rooms, a media production room, an instructional classroom

with 36 computers, an information commons with 61 computers, printers, and a KIC scanner. There are art hanging installation systems on every floor. The first and second floors of the library are active areas, while the third and fourth floors are reserved for quiet study. The library staff were heavily involved in the library construction and took considerable, and well deserved pride in the building.

The library has 17 study rooms and a media production room. The nine large study rooms each contain a conference table, white board, media viewing equipment, and an Apple TV. The larger study rooms seat 6-8 people. The 8 individual/small group study rooms can seat up to 2 people and contain a conference table, computer, and whiteboard. The small study rooms are shared with the Tutor Center and are available to library patrons in the evenings. During the day they are managed by the tutor center to accommodate tutoring sessions. The group study rooms were booked a total of 6,079 times for a total of 10,956 hours in FY22. The Library's short-term plans are to improve technology in the study rooms to support current needs of students and explore the use of apps for booking study rooms.

Public Services Office is located on the first floor of the library and manages the Circulation Desk, Reserves, Interlibrary Loan and the building.

The Research Help Desk is located on the first floor of the library. Situated between the reference collection, printers, and open computer space, the Research Help Desk is clearly visible and approachable. Librarian and student assistant stations are positioned well to work one on one with patrons and greet and direct patrons respectively. Space challenges include: printer stations can become congested due to close proximity to computer stations, distance from the Circulation Desk makes communication and mutual support challenging, and the print Reference Collection is not utilized well.

The Center for Teaching and Learning is located on the second floor of the Library and is a space for faculty and librarians to collaborate and provides opportunities for professional development.

The Archives & Special Collections are accessible to members of the university community, alumni, scholars and the public and is located on the Street Level of Hammond Hall, Room S03. The archive contains a reading room capable of hosting an entire class, a work room containing equipment needed for processing physical materials and creating digital collections, and a climate-controlled, high-capacity storage room.

A [2021 Survey of Satisfaction](#) in library resources and services reveals very high levels of satisfaction by students with various aspects of the library space, with about 50% of students saying they are "Very Satisfied" with the space. Approximately 26% - 30% of students indicated they have no opinion or insufficient information about these two areas. This is not surprising since a significant amount of students are now online students and have never visited the library or were online due to COVID when the survey was taken.

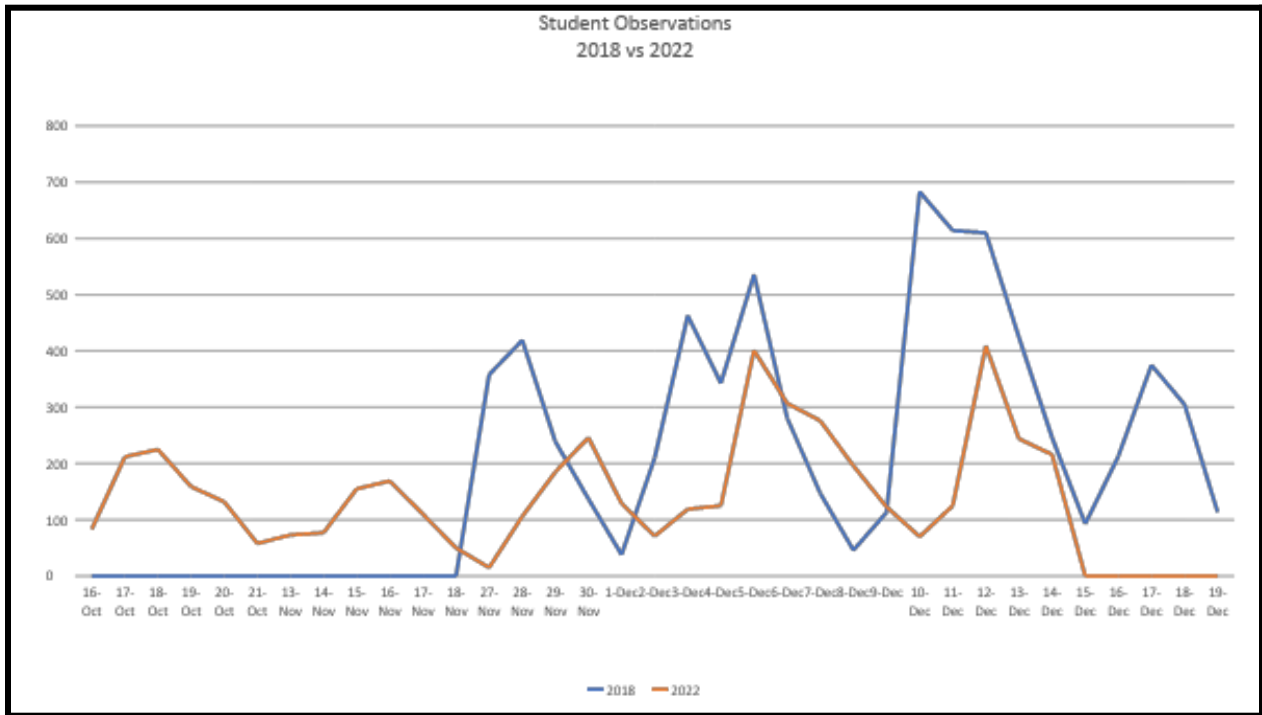
The Current and Future of the Physical Library Space

The recent renovation brought the older building into the 21st century with its focus on natural sunlight, a variety of table and seating options, many group study rooms, and much more. The past 6 years though have seen accelerated key trends that impact how the library space gets used, how it might be altered, and how it integrates with student and academic supports to meet students where they are. These key library trends are:

- The University Library is a place where knowledge is created and not just stored.

- The Library’s shift to digital materials including ebooks, streaming film, and electronic journals.
- The decrease in the use of print reference materials.
- The trend to bring student support services to where students are (possibly co-located in the library).
- A desire for the academic library to be a place that builds community, within campus and with our local community.

In order to better understand how the library space can best meet our users’ needs, the Library is implementing a 3 year Facilities & Space Assessment project as part of its Assessment Plan work to evaluate the use of Library space. We already have some useful data regarding the number of students in the building (2018 and 2022) and the most utilized spaces (2018 and 2022).



2018	2022
Most Heavily Used Spaces: Computers: 1339 4 th Floor Tables: 1249 3 rd Floor Tables: 908 1 st Floor Tables: 640	Most Heavily Used Spaces: 4 th Floor Study Rooms 881 4 th Floor Tables: 673 1 st Floor Booths: 521 3 rd Floor Study Rooms: 520
Least Used Spaces: 2 nd Floor Comfy Chairs: 96 4 th Floor Comfy Chairs: 130 3 rd Floor Comfy Chairs: 139 2 nd Floor Study Room: 183	Least Used Spaces: 2 nd Floor Comfy Chairs: 111 1st Floor Comfy Chairs: 130 3 rd Floor Comfy Chairs: 138 4 th Floor Comfy Chairs 138

Additional questions we will consider include: do we need as many public desktop computers?; how accessible is our space?; and should we move the Reference Collection to the General Collection to repurpose first floor space to something more flexible, group and/or event oriented?

At Fitchburg State, we see an increase in support services needed by our students and this has led us to strategically shift our thinking to consider how we use library space. Academic libraries are transforming into experiential learning centers that “align with and house strategic campus partners to deliver services that drive student success, improve teaching, centralize research support, and promote community engagement” ([Cox 2021](#)). This trend is something the Amelia V. Gallucci-Cirio Library should consider. A next big idea for the library is to explore the idea of a learning commons in the library as learning commons are often situated in academic libraries. In fact, “No one now plans an academic library without a learning commons” ([Bennett 2015](#)). Future changes to the space will require significant collaboration with willing partners and substantial funding.

Website, Virtual Space

The Library’s website was redesigned in 2018 and modified in 2022 to incorporate Alma/Primo. It serves as the portal to the library’s electronic resources which include databases, journals, and ebooks as well as discovery of physical materials. In addition, the website offers access to services like booking study rooms, accessing course reserves, and library guides. Lastly, it provides users with library news and events. Virtual Reference Space is located on the “Let’s Chat” page of the library’s website, the homepage, databases, and libguides so that students may connect with a librarian for assistance any time of the day. One of the goals in the Library’s assessment plan is to assess user accessibility and experience using the website. During 2022-2023, a subcommittee will be conducting surveys, focus groups, and usability testing to better understand how users’ engage with the website. The data collected will inform any changes we make to the website.

In FY22, the library website had 71,187 visits, 121,685 page views and 30,312 unique visitors. Website usage dropped during the height of the pandemic, but is slowly trending up. Also, the library's various social media platforms serve as a means to connect with students in a virtual environment.

Space (physical and virtual)
Significant Successes: <ul style="list-style-type: none">Redesigned and renovated library building was opened in 2016Library website homepage was modified in 2018 to increase usability and further updated in 2022.
Key Challenges: <ul style="list-style-type: none">Future changes to the building are difficult to execute.
Future Direction: <ul style="list-style-type: none">Evaluate the use of Library space to ensure it is utilized effectively, including a review of signage and user accessibility.Assess the library website for usability and accessibility.

Management/Administration/Leadership

Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library's mission effectively and efficiently. (ACRL Principle 7)

The [Library Strategic Plan 2019-2022](#) reflects a common vision and shared goals for the library and is in alignment with the goals of the university. The previous Library Strategic Plan ended in 2014. The process to develop the current plan was collaborative and started with an all day staff event in January 2019 when a SWOT analysis and a Library Values document were created. We also welcomed the provost to that meeting who shared the priorities of the Academic Affairs division. We further discussed the SWOT analysis and the Library Values documents throughout the spring and summer of 2019, creating three draft versions of the plan that were discussed and changed to better represent the staff's ideas. A draft version was then shared with the provost for his input and a final version was completed in October 2019. Each year the strategic plan is reviewed to determine if the goals are being met, and appropriate action is taken if the goals are not fully realized. Yearly Action Plans by the Library and all academic units are required by the Academic Affairs division and are reviewed at the end of each year to make sure goals are met. The library continues to set aspirational goals and meet them in a timely manner. A new strategic planning process will begin in Spring 2023, using the results of this self study to inform its creation.

Internal Library Communication

- All library staff meet monthly to discuss important issues regarding library operations, university initiatives and trends/developments in academic library work.
- The Public Services department meets weekly.

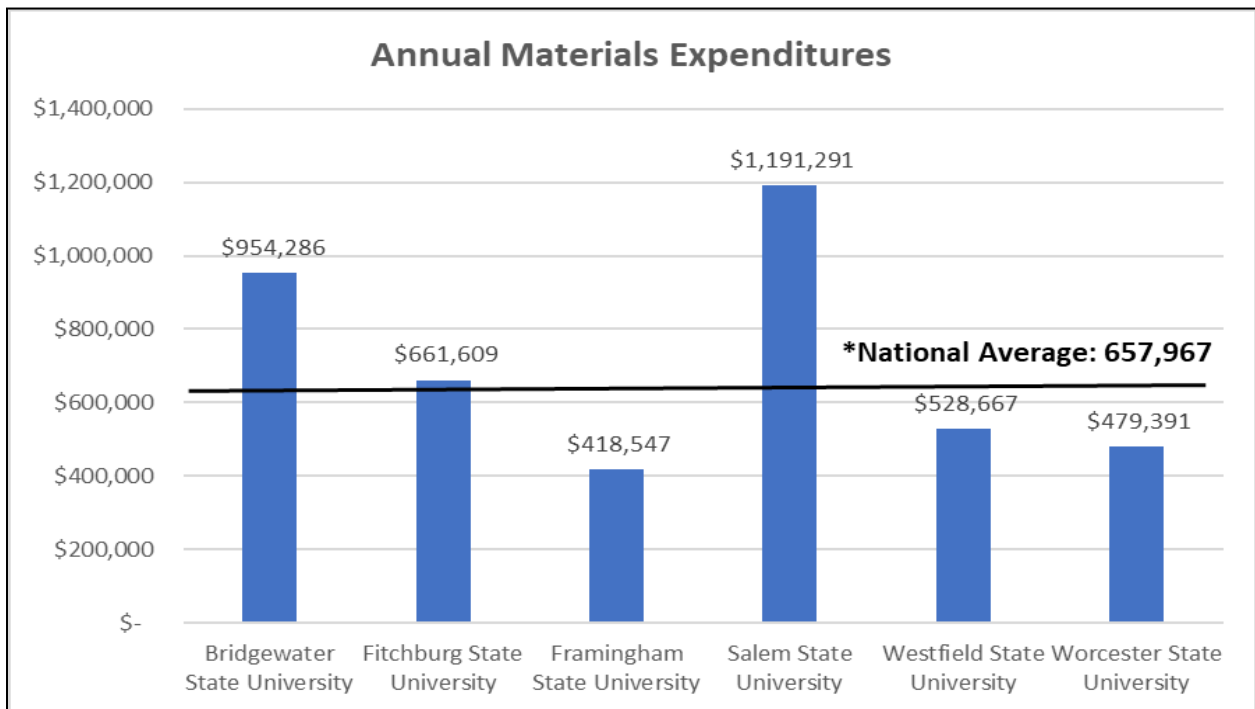
- The Technical Services department meets weekly.
- The MSCA librarians are scheduled to meet every two weeks throughout the calendar year, led by the LPAC. The schedule is adjusted as needed.
- The Reference & Research Services Librarian and the Public Services Operations Manager meet one-on-one every three weeks.
- The Strategic Directions Team composed of all MSCA librarians and the Public Services Operations Manager is scheduled once every three weeks to discuss projects and planning updates from every department throughout the library, but this meeting is not held consistently.
- The Library Dean meets monthly one-on-one with each direct report.

The Library embraces a culture of continuous improvement. Evidence of this is reflected in the library's work on [assessment](#) (both internal and within the university) and professional development undertaken. Detailed annual reports have been collaboratively created for the past 4 years that clearly feature the extensive collection and analysis of data such as usage of materials, collection changes, instruction sessions, and research help. These data points are used by the staff to make changes as needed and to inform collection development, staffing, and budget decisions. The annual reports are shared openly on the library website and discussed with the Provost who shares it with the University President.

Library administration and librarians are an integral part of campus decision-making. The library dean is part of the Academic Affairs leadership team and meets weekly with the academic leadership team. The library dean also meets directly with the Provost once a month to communicate library accomplishments and concerns, and also to receive feedback from the provost on library initiatives and the role of the library at the university. The Library Program Area Chair (LPAC, currently the Systems & Digital Learning Technologies Librarian) leads the MSCA librarians in reviewing and making recommendations concerning policies applicable to the operation of the library. The LPAC is part of the University Chair's group and meets once a semester with the Provost.

The 7 professional librarians and the library dean are deeply embedded in campus governance and in important campus initiatives. See [Appendix A](#) for the wide range of University service accomplished by the librarians with membership on All University Committees (AUC) governance committees, including AUC Student Affairs, AUC Curriculum, and AUC Academic Policies. Of note is the large number of committees where librarians are in a leadership position. In addition, library staff played a critical role in the creation of the University Strategic Plan in the 2019-2020 academic year with the library dean on the Steering Committee and leading Goal 3, and 4 librarians serving on Goal Teams. Library staff were also involved in preparing the NECHE Self-Study with the library dean as leader of the Standard 7 team plus the NECHE Steering committee, and with 4 librarians serving on Standards Teams. As mentioned in the Institutional Effectiveness section of that report, librarians are playing a critical role in the development of an assessment process for the new General Education Curriculum with one librarian serving as the founding General Education Assessment Ambassador and another as one of the 3 members of the General Education Assessment Program for the Learning Outcomes of Information Literacy, Reading, and Writing. The redesign of the Faculty Liaison Program, in order to better support faculty-librarian partnerships, also contributes to librarians being better informed on resource allocation to meet the library's mission effectively and efficiently. A librarian has co-chaired the undergraduate Research Conference for the past 4 years and a librarian has also chaired the Community Read Committee since it was started in 2013. The library dean has chaired the Open and Affordable Education Committee since its inception in 2019 and library staff are the driving members. Librarians are regularly asked by their faculty colleagues to serve on their Peer Evaluations Committees (PECs).

The significant role the librarians play in the life of the university makes them better informed about the resource needs of the university while also solidifying the university’s administration’s perceptions of the library as central to the mission. The forward facing focus of the librarians and the dean has earned the respect of faculty and administrators, and this positive view of the library carries over on a limited basis to campus support of the library’s budget. The yearly materials budget currently stands at approximately \$674,000 for FY23 and has only increased 7.7% over the past 5 years. During that same period, the cumulative inflation rate was 21%, leading to significant erosion of buying power. The total library budget (fund code 1040) has been hit even harder, experiencing only a 3% increase from 2018 to 2023. Increases in the library budget requested and granted through the strategic funding request process have been minimal over the past 4 years and have not compensated for the approximately \$42,000 in budget reduction in FY21 as part of university wide budget reductions. On a per student basis, this translates to \$151 per student, in alignment with a benchmarked schools’ average of \$147. See [Appendix C](#) for budget expenditures over the past 5 years by major categories. In addition to budget challenges, the process of acquiring library materials and also the canceling of materials is not efficient and not always transparent for librarians and library staff. An Electronic Resources Committee has recently been formed to try and increase participation and transparency within the library in the cancellation and acquisition process.



***Notes:**

- 1) Data pulled from Fall 2021 IPEDS - Data is as plan year end in 2021.
- 2) National Average consists of 25 similar schools that met the following criteria:
 - a) Student FTE: 4,000-5,000
 - b) Carnegie Classification: Masters
 - c) Highest Degree Offered: Masters or Professional Practice Doctorate
 - d) Format: Not completely online

The library consistently and effectively analyzes usage of all resources in order to inform purchase and renewal decisions and to make sure monies are spent responsibly. The library instituted an evidenced

based decision making model of canceling journals and databases with low usage and this has been particularly important in order to meet yearly increases in materials cost with a relatively flat materials budget. In fall 2018, the Library underwent a journal review and cancellation project that analyzed usage data to determine cost per usage and if the journals were being effectively used. As a result, approximately \$40,000 (annual amount) of journals were canceled totaling 12% of its journal subscriptions, including print and online. The cancellation process started in 2018 and continues today allowing the library to increase access to ebook collection from less than 3,000 in 2018 to over 800,000 in 2022, and also to expand its database offerings most especially with the addition of new business databases. Standing orders are also reviewed regularly to make sure the resources are still needed. Library administration and the e-resources staff member work diligently to negotiate down price increases and negotiate with individual vendors and within consortiums to keep down costs. While the cancellation process and the strict adherence to negotiating down price increases has supported resource allocation to better meet the library's mission effectively and efficiently, the "low hanging" low usage items have been eliminated and moving forward it will be difficult to maintain access to necessary library materials without an increase in budget.

Management/Administration/Leadership
Significant Successes: <ul style="list-style-type: none">• Utilization of library material usage statistics to cancel low usage items in order to free up budget for new purchases has allowed for new, much needed purchases to be made.
Key Challenges: <ul style="list-style-type: none">• Relatively flat library materials budget with a projected future of flat (diminishing) university enrollment numbers will make new acquisitions difficult and challenge our ability to keep current resources.• The process of acquiring library materials and also the canceling of materials is not efficient and not always transparent for librarians and library staff.
Future Directions: <ul style="list-style-type: none">• Increase participation and transparency in the cancellation and acquisition process with the assistance of the recently formed Electronic Resources Committee.

Personnel

Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change. (ACRL Principle 8)

Organizational Structure

The greatest asset of the Amelia V. Gallucci-Cirio Library is its people. The Library has 20 employees including 14 full time, and 6 part time employees. This equates to 16.07 full-time equivalency in staffing. This number does not include the approximate 20 part-time student employees. Across academic libraries in general, we see an increase in the level of technical and people skills needed to successfully

run a 21st century library. Positions are more wide-ranging in roles and responsibilities, and that includes librarian positions that also require teaching skills. The Amelia V. Gallucci-Cirio librarians are no exception, with many librarians having multiple roles. For example, the librarian who is the head of the Technical Services Department is also the Archivist.

In addition to the Dean, there are 7 professional full-time librarians. Of these seven, one is a Senior Librarian, one has the rank of Librarian, three have the rank of Associate Librarian, and two have the rank of Assistant Librarian. All librarians have a minimum of a Master's degree in Library Science or Information Science, with most having an additional Master's degree. These librarians are organized under the MSCA bargaining contract as a program area and are led by a Library Program Area Chair (LPAC). The LPAC position is an elected position and is currently held by the Systems & Digital Learning Technologies Librarian. There are 6 full time paraprofessional positions under the AFSCME contract with 2 in technical services, 3 in public services and 1 in the dean's office. There are 6 part-time positions. Please see [Appendix A](#) for an organization chart. We rely heavily on the part-time employees to keep the library building open. There is frequent turnover in the part-time staff and finding time for training them is a challenge, especially for part-time staff who work off hours. This takes away from the time Public Services staff need to learn new systems or review upgraded information to our current systems.

There has been a significant shift in library staff members positions to reflect the changing nature of academic library work. For example, the Public Services Department day to day operations and responsibilities are now led by the Public Services Operations Manager (paraprofessional) under the overall direction of the library dean. This is a change from 2019 when the department was managed by a librarian. This has freed up a professional librarian's time to work on important strategic projects (the position of Strategic Projects Librarian was created as a by-product of this change in 2019). The Public Services Department currently is staffed by three full time and four part-time support employees (paraprofessionals) who manage the building, keep it open safely, cover the circulation desk, train and manage student workers, handle reserves and controlled digital lending (Digital Reserves) and interlibrary loan services. Additionally, the department maintains positive working relationships with campus staff regarding the library facility and building safety issues led by the Public Services Operations Manager. Note: the Public Services Operations Manager retired in February 2023 and this position is not yet filled.

The library employs up to 20 student workers each year. They are largely managed by the Public Services Department, although some work in the Reference and Technical Services Departments. Student workers play a vital part in the daily operation of the library. They provide quality customer service while assisting users with checking out materials, booking study rooms, assisting with technology and printers, keeping the library stacks in order, carrying out special projects, and many other tasks that are essential to the library's mission. It is time consuming to communicate with students and set their schedules. Beginning in fall 2022 LibStaffer software from Springshare was purchased to improve the process for student scheduling and plans are underway to use text messaging to communicate. The library takes pride and is invested in the success of our student workers. In 2019 Public Services developed a Resume Builder Guide that helps library student workers connect their library work to real world skills to list on their resumes. Resume building workshops are held yearly to introduce the student workers to the [Resume Builder Guide](#) and assist them with crafting their resumes. In 2021 we began awarding the Amelia V. Gallucci-Cirio Outstanding Student Employee Award to one student worker each year. We also celebrate and recognize all our graduating student employees by adding and dedicating a book in their honor to the library collection and giving them a small gift of appreciation.

While the new reorganization of the Public Services department has been successful, there are challenges that need to be addressed. Management/supervision of employees and after hours availability have some challenges as this position is in the AFSCME union. Enforcement of COVID protocols has been borne by this department and has proved draining. Student workers' commitment to their library work has decreased as the students had to navigate COVID complexities in their academic and personal lives. There is an over-reliance on part-time workers and that presents turnover and training challenges. The shut down of the library building due to technical failures in cooling and electricity in Dec 2021-Jan 2022 and Summer 2022 has made the core functions of this department more difficult to execute. This department will need support in devoting time to fully implementing the new Alma system and adjusting workflows.

In early 2021, a new position of Systems & Digital Learning Technologies was created and a Senior Librarian moved into this critical position. Another librarian's position responsibilities were expanded with a new title of Head of Instruction and Information Literacy. Two librarians were hired recently due to a 2021 retirement with responsibilities and titles that reflect new strategic initiatives: an Outreach Librarian for Student Success (2020) and an Instruction and Community Engagement Librarian (2021).

Due to the librarian retirement in early 2021, the Technical Services and Archives & Special Collections departments were merged and are now led by one librarian. The new Technical Services department has made significant progress in cleaning up problematic areas, including catalog records. Two full-time AFSCME employees handle cataloging, electronic resources, and journals. One part-time employee does acquisitions and also works in Public Services. All contribute to collection development work and archival projects as time allows. There has been increased demand for the Archives & Special Collections to serve as a community archives. To partially meet that need, a part-time graduate assistant student has been hired for two years starting in 2021 to work on the Center for Italian Culture archival collection; this part-time position is funded by the Center for Italian Culture. An undergraduate summer internship for two years has been funded by the Cormier family to support work in the Robert Cormier Manuscript collection. In FY22 and FY23, a short-term 80-hour professional position (oral histories) funded by the Dean's Anti-Racism fund was filled to work on the [Building Representation for Underrepresented Voices](#) project. Multiple internships, an average of 2 per year, have been supervised by the archivist over the past 8 years. While the new reorganization of the Technical Services department has been successful, there are challenges that need to be addressed as listed below.

The changes in organizational structures were accomplished by examining and transforming roles to meet the needs of an evolving academic library and higher education landscape. These changes, although positive, bring challenges that need to be addressed, as follows:

1. The merger of Technical Services and Archives & Special Collections under new leadership has been successful, but the responsibilities for that department head are wide-ranging and substantial. More staff is needed to support the goals and responsibilities of the new department, as follows.
 - a. Archives & Special Collections: More staff with archives knowledge is needed for projects such as external grant writing, managing internal grant work, support of faculty scholarship preservation and promotion, and project management. A paraprofessional is also needed to help supervise student workers, keep the archives open to the public, and work on digitization projects.
 - b. Cross training is not being done, but needs to be reinstated. This is especially important as we implement the new Alma system and improve workflows.

- c. More staff time needs to be devoted to acquisitions including the consideration of a monograph approval plan. Special Collections acquisition work needs attention focusing on local authors, faculty publications, and historical community books.
2. Some roles have broad position descriptions that make it difficult to fully accomplish the more granular aspects of their responsibilities. Newly established roles of Outreach Librarian for Student Success (2020) and an Instruction and Community Engagement Librarian (2021) were designed initially with broad position descriptions in order to try to fulfill a range of needs both internal and external to the Library. It is difficult to spend adequate time and attention to the more granular aspects of each responsibility.
3. Training support for Public Services needs to be prioritized.
4. Efforts to increase the visible diversity of the library staff have not been successful.

Workload

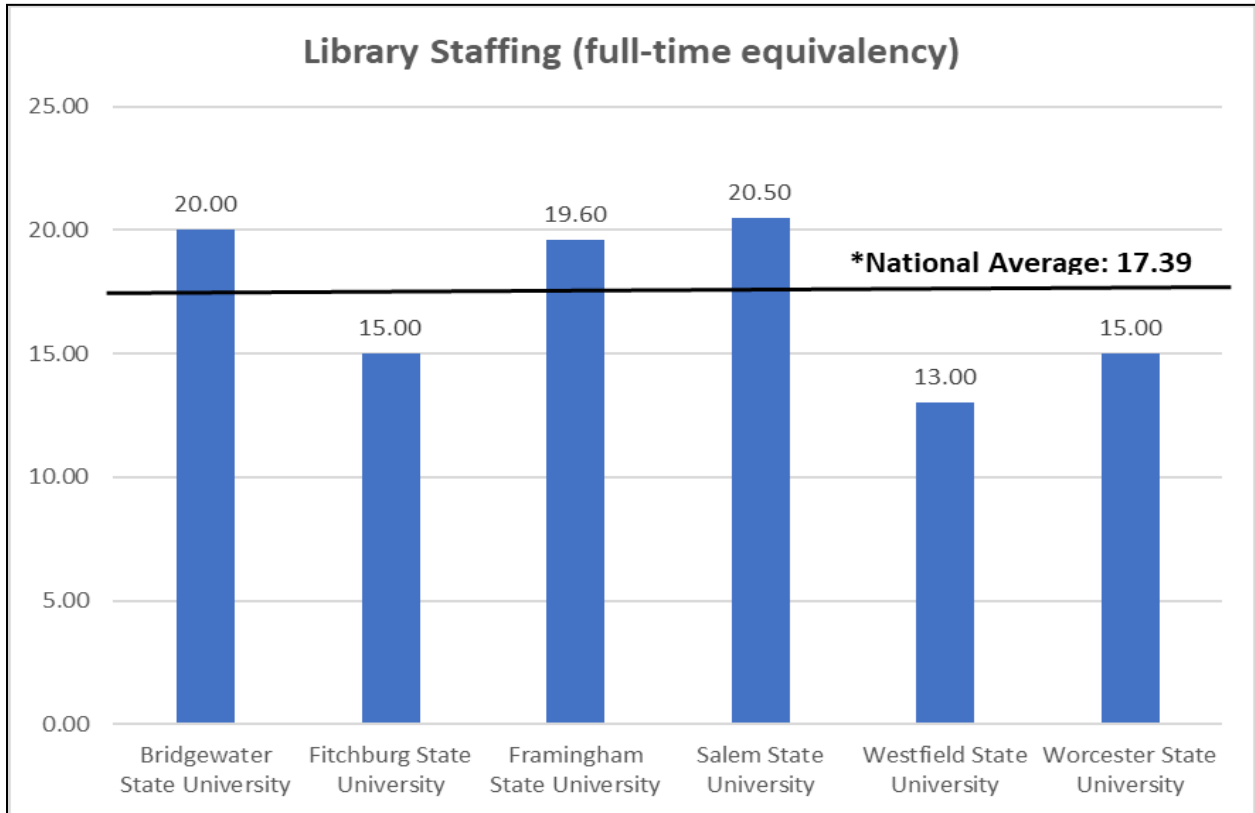
Across multiple library departments there is a shared feeling that there is too much to do and not enough time to do it. New services and initiatives such as controlled digital lending, teaching in multiple modes such as in-person, online and hybrid, creation of digital content to meet digital learners needs, to name just a few, were added for staff across the board, but no or little work was taken away. This leads to a feeling that it is not possible to get everything done and ultimately could result in burnout. We also see MSCA librarians juggling not only their library responsibilities, but also extensive university service responsibilities, continuing scholarship, and other professional responsibilities.

The timing and complexity of academic library work has also changed. In the past there were downtimes (e.g., summer, January intersession) where staff could plan on accomplishing projects. This is no longer true, as there are courses throughout the year, with many graduate classes running every 7 weeks. In addition, as a consequence of COVID and the higher education landscape in general, we see a dramatic change in the format of how classes are offered. Librarians need to teach in-person, remotely and also asynchronously creating time consuming digital learning modules to meet students and faculty where they learn and teach. With the growth in the number of graduate students, librarians need to support their research needs as well. There is an increased need for a librarian with the skill set and time to develop online learning objects and online instructional services for all learners, especially for our growing graduate and online programs.

These changes impact the work of everyone, not just the teaching librarians. For example, we continue to offer print reserves, but we also offer controlled digital lending to meet the needs of on-campus and online students. Similarly, we continue to buy print books, but in an ever decreasing number as we strive to meet the needs of both online and on-campus students and faculty through ebooks and digital collections. Our librarians continue to offer on-demand research help in person, but also offer it via instant chat, email, personal appointments, and through a 24/7 service.

All this important work leads to limited opportunity to bring library staff together and work on the “big stuff”. And it often limits the librarians’ ability to pursue research for their continuing scholarship. With the removal of “Research/Innovation Leave” days from the MSCA contract in 2017, librarians no longer have designated continuing scholarship or professional development time. Librarians instead must carve out time in their regular work day for these activities, often setting it aside for downtimes, which are

much fewer. One positive, recent change is that the MSCA librarians are no longer regularly scheduled for evening and weekend shifts as part-time librarians now do the majority of these shifts with the 24/7 Reference Cooperative covering parts of the weekends and overnight. This ease in the MSCA librarians' schedule has helped with scheduling meetings. Part-time librarians are also covering some reference shifts once done by librarians who now have new roles.



*Notes:

- 1) **Data pulled from Fall 2021 IPEDS - Data is as plan year end in 2021.**
- 2) National Average consists of 25 similar schools that met the following criteria:
 - e) Student FTE: 4,000-5,000
 - f) Carnegie Classification: Masters
 - g) Highest Degree Offered: Masters or Professional Practice Doctorate
 - h) Format: Not completely online

As you can see from the chart above, the number of Amelia V. Gallucci-Cirio Library staffing as of June 30, 2021 falls below the average of our benchmarked group and below 3 out of 5 of our sister institutions. Library staff (both professional and paraprofessional) across departments are juggling multiple responsibilities while offering excellent services, materials and instruction by librarians. In order to increase our already significant contributions to student learning, faculty research and teaching, and the university, more staff hours are needed. As mentioned throughout this self-study report, multiple areas of the library are negatively impacted due to not enough staff and this negatively affects morale. Both the Public Services department and the Technical Services/Archives department also run lean.

The Dean of the Library believes the library could make additional significant contributions to the strategic goals of the University, and provide a more sufficient number and quality of library personnel to ensure continued excellence within the library by increasing library staff in the following three areas:

1. Online learning. A new position of Online Learning Librarian is needed. The work of this position includes developing online learning objects and online instructional services for all learners; and designing, developing, and implementing innovative programming for our growing graduate and online programs. This position would also reduce workload for the current librarians by assisting students with research help, liaising with academic departments and teaching information literacy classes.
2. Support of faculty and student scholarship. A new position of Scholarly Communication Librarian is needed to facilitate the publication, curation, and preservation of Fitchburg's scholarly content such as journal articles, conference proceedings, monographs, OER and other unique research and teaching materials. This position would increase faculty scholarship visibility by working with faculty on submitting their open scholarship to [Open Massachusetts: A Public Higher Education Repository](#), and would work closely with the Center for Faculty Scholarship on shared goals such as an institutional repository. This librarian would also support the Archivist in digital archives work, including digitally preserving community artifacts. This position would also reduce workload for the current librarians by assisting students with research help, liaising with academic departments and teaching information literacy classes.
3. Archives and Special Collections. The need for at least one part-time archival assistant is great. This person would allow for open hours in the Archives, and would support the Archivist in the processing of incoming materials, including paper-based and digital archival records, realia, monographs, interviews, photographs, scrapbooks and recordings. In February 2023, the decision was made to use part-time staff funds to fill this position at 18 hours/week starting in April 2023.

Professional Development

It is critical that the library commit to ongoing professional development to maintain and enhance knowledge and skills for a changing environment, and that this commitment is supported by administration. Both the Library's Values Statement and the Library Strategic Plan state unequivocally that professional development is critical in building a learning organization culture. While important professional development opportunities have been taken advantage of, three important factors negatively impact the utilization of professional development:

1. COVID has dramatically impacted the way professional development is delivered; now the vast majority is online. While this has increased access, for many the learning is not as deep and valuable, and the commitment to do it is more tenuous.
2. There is general consensus that there is not enough time to focus on professional development.
3. Librarians note a lack of university-wide and/or library specific options for them such as robust DEI staff professional development, faculty development day offerings and Center for Teaching and Learning programming.

It is not clear to some on how the library can support professional development, how to go about it, and its importance. Perceptions about professional development, its importance and its funding sources may

differ by contract status (AFSCME or MSCA) and also by each individual person. The library administration needs to be clear on what is possible, what opportunities the library will cover, and what travel restrictions may exist. The Library Dean should work to help people make space and time for professional development opportunities and bring library staff together for professional growth and to create a climate of learning.

Another aspect of professional growth involves acknowledging and addressing perceptions and feelings among librarians that some faculty do not recognize librarian expertise or view librarians as equal colleagues. Professional development opportunities are often geared towards faculty and lack connection to the unique position librarians hold on campus as student support and academic support professionals. While imposter syndrome may account for some amount of this perceived disparity, it cannot account for all. Librarian education in mitigation strategies for imposter syndrome, mentorship, and team building, may address this challenge.

To see many examples of the professional development opportunities taken by the Library, staff [go here](#).

Staff Achievements

The current library staff has the education, skills and experience to ably meet the requirements of their positions and the current needs of Fitchburg State University. Fitchburg State librarians and library staff continue to build a reputation for professionalism and innovation across Massachusetts and nationally. They contribute to the knowledge base of the profession. Here is a [sampling](#) of the presentations given to other academic libraries during FY21 and FY22.

**See the annual reports in [Appendix A](#) for a complete list of Library Presentations and Achievements.*

Personnel
<p>Significant Successes:</p> <ul style="list-style-type: none">● Reconfigured staffing and filled positions to reflect the changing academic library landscape.● Emphasized Student Employees Professional Development with a Training/Resume Builder Pamphlet. Created the Amelia V. Gallucci-Cirio Outstanding Student Employee Award & Celebrating and Recognizing Our Student Employees.
<p>Key Challenges:</p> <ul style="list-style-type: none">● There is not enough staff and an over-reliance on student workers and internships for short-term work; limited opportunities for long-term projects.● Rapidly changing work environment due to technology advances and Covid pandemic is changing the type and amount of work the library does.● There is not enough time to do big picture thinking and for professional development.
<p>Future Direction:</p> <ul style="list-style-type: none">● Advocate for additional staffing. Work toward building a diverse staff.

External Relations

Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value. (ACRL Principle 9)

A key piece of the Library's strategic plan is Strategic Goal 4 that states, "AVGC Library engages Fitchburg State University and its broader community in order to educate and foster intellectual curiosity, and also to deepen relationships between Fitchburg State University and its surrounding communities." Listed below are the library's engagement efforts, split by Student Success Support and External Community Engagement.

Student Success Support

As a student and teaching focused institution, the Library has been continuously involved in supporting student success as part of its mission. The Library's focus on supporting student success was formalized in FY20 with the development and subsequent hiring of an Outreach Librarian for Student Success. The Outreach Librarian takes the lead on campus community engagement efforts, including identifying potential campus-wide partners to create and sustain initiatives both in and outside of the Library to support student success. For example, the Outreach Librarian is working with student support services, located in the same building as the Library, to identify potential opportunities to collaborate or to sustain collaborations. This position allows for better sustainability and strategic development to the Library's campus community engagement partnerships and programming moving forward.

The Personal Librarian program is an outreach program that targets new students, including transfer students. Throughout the academic year, individual librarians and library staff send students approximately 4-6 emails with information about the Library's services and resources. Since FY21, the Outreach Librarian for Student Success has coordinated the program, including creation of email templates. While the program is low-cost for the Library in terms of staff time, currently, it is difficult to ascertain the impact of this program. Over the past several years, participating Library staff report that they have rarely, if ever, have heard back from a student. For FY23, the program has been suspended; future plans include a reevaluation and possible redesign of the program to work more closely with FYE.

Cross Campus Student Success Collaborations

With the hiring of the Outreach Librarian for Student Success in February 2020, the Library has sought to create new partnerships with student support offices. In partnership with Academic Coaching and Tutoring (ACT), the Outreach Librarian for Student Success provides yearly training to the ACT's peer tutors on information literacy, library research, citations, and helping tutors identify when and how to bring in a librarian for assistance. Over the Spring 2022 semester, the Outreach Librarian for Student Success collaborated with Athletics and TRIO to pilot an Athletics Study Hall program that seeks to provide student athletes with point-of-need academic services, including library research help. This project is one possible strategy to help the institution meet the NECHE-identified need to provide more academic support for student athletes. The pilot targeted the football team, where first year student-athletes and all football players with a GPA below a 3.0 are required to attend. The results of the Spring pilot have been promising and the collaborative project is moving forward. The study hall program moved to the Library's instruction lab in Spring 2023, with the goal of expanding the program to include more students beyond the football team. The Library will continue this important student retention work with TRIO, Academic Coaching and Tutoring, and the Athletics department to create a sustainable study hall model housed in the library.

Looking forward, librarians will continue to seek out potential partnerships and collaborations with student-supporting offices across campus, such as the Career Services and Advising Center, Disability Services, and Housing. A key challenge is creating sustainable, collaborative projects especially given limits on staffing specifically dedicated to this work, and library staffing needed outside of normal work hours.

Early College

The Library has provided library instruction sessions for students enrolled in the Early College Program. The library has also worked with the Early College program to increase use of low or no cost course materials, as specified in grant funding. The Library has made some recommendations for open educational resources that could be used in lieu of commercial textbooks. However, this effort has not gained much traction.

Seed Library

[The seed library](#) is a system for a community to share seeds! The idea is that seeds are provided to community members for free and when able to do so, some community members donate seeds back to the library for others to use.

External Community Engagement

In recognition of the Amelia V. Gallucci-Cirio Library's directive to be a gateway for the local community into the campus, the position of Instruction and Community Engagement Librarian was filled in Summer 2021. The focus of this unique position is local community engagement. In the past year, accomplishments have included:

- Re-establishing the relationship between the Library and the Fitchburg Art Museum (FAM), including working with the FAM on the Center for Italian Culture Gala, with future collaborations on the horizon.
- Holding a business research workshop using Amelia V. Gallucci-Cirio Library resources for NewVue, Fitchburg Redevelopment Authority, selected city employees and the director of the Fitchburg Public Library.
- Designing a curriculum of workshops for local small businesses by the Instruction and Community Engagement Librarian with support from the Coordinator of Library Operations to be held in FY23. These workshops support local entrepreneurs at different stages in the start-up process, as well as promote how the Library's resources (databases and personnel) are accessible to community patrons.
- Increasing borrowing access for Fitchburg residents by eliminating the annual fee for a Special Borrowing Card.
- Establishing Library representation on the University's Corporate and Community Engagement Working Group.
- Beginning partnership with the NewVue Communities Stewards program, framing the Library as a community resource.

Creating strong community partnerships takes time to develop and significant staff effort to cultivate. As a result of that time and effort, since the Instruction and Community Engagement Librarian was hired, new partnerships have included Center for Professional Studies, Crocker Center, Early College Programs, ReImagine North of Main, Fitchburg Art Museum (FAM), and NewVue Communities. Moving forward, work will focus on these developing partnerships to execute programming, including running the small

business workshops in Winter-Spring 2023. Other possible collaborations involve community art exhibits in the Library in partnership with FAM, and increased Library presence in the IdeaLab in downtown Fitchburg. Through these efforts, we hope to see increased community usage of the Amelia V. Gallucci-Cirio Library, including more community members attending Library events and using library collections.

Community Read

Now in its 10th year, The [Community Read](#) is a collaboration between Fitchburg State University, local libraries, and the surrounding communities. The Community Read committee is an MSCA committee with membership composed of local library staff, faculty & librarians, and administrators, but the program is administered and led through the Library. Its mission is to promote thought-provoking discussions of literature to all audiences through strong and robust programming led by faculty, local organizations, and renowned experts. Our goal is to facilitate a place for insightful discussion, giving members of the community a chance to share their opinions and be heard. Beyond these events, some teachers from Fitchburg High School have incorporated the Community Read book into their curriculum. Not only is the book discussed in class, students have created two exhibits. In 2018, students created an exhibit, [Everything We Never Told You](#), which was on display in the Community Gallery at the Fitchburg Art Museum. In 2022, the students created an [online exhibit](#) for the book, *Nomadland*. Through the Community Read program, the Amelia V. Gallucci-Cirio Library has developed strong partnerships with Fitchburg High School and the Fitchburg, Leominster, and Lunenburg Public Libraries, completing 9 total cycles of Community Read (5 in the last 5 years), with three years including virtual/hybrid components due to COVID-19. A continuing challenge is getting higher University student engagement and participation in Community Read events. Moving forward, the program looks to increase partnership with local community organizations.

The 2022-2023 Community Read book is *Born a Crime* by Trevor Noah. The Community Read committee is currently chaired by the Instruction and Community Engagement Librarian.

Exhibits and Displays

Exhibits and displays are created in the library as a means of promoting resources and programs at the library, as well as specific initiatives at the University. These exhibits and displays are well researched, incorporate original primary resource material from the University Archives & Special Collections when appropriate, and have been mounted in the library and in the gallery located outside of the archive. Exhibits planning, research, and creation is time intensive and volunteer staffing for these activities remains low. The library is in the initial planning stages of bringing more library student workers to help develop exhibits. Infrastructure for exhibits (display cases, gallery spaces, etc.) needs updating and further work is needed with campus partners to establish a list/calendar of exhibit spaces outside of the library that can be used for historical exhibits related to University history.

Here are some examples of recent book displays in FY22:

- **SEP** Hispanic Heritage and Latinx Heritage Month
- [OCT LGBTQ History Month](#)
- **NOV** Native American Heritage Month
- **FEB** Black History Month
- **MAR** Women's History Month
- **APR** Earth Day
- [MAY Asian & Pacific Islander Heritage Month](#)

**No displays were created in January, June, or July due to Hammond Building closures.*

Here are a few examples of recent “eBookshelves” virtual exhibits: [LGBTQ: Pride, Juneteenth, Black History Month](#), [Native American Heritage Month](#).

Each month we highlight the work of Fitchburg’s faculty, through a Faculty Spotlight. Here are a few examples: Dr. [Hong Yu](#) (Engineering Technology), Dr. [Katherine Jewell](#) (History) and Dr. [Eric Budd](#) (Political Science).

**See [Appendix A: Annual Reports](#) for List of Exhibits and Displays for each year.*

Events Programming

As evidenced in the Library’s Strategic Plan, the library is committed to developing new and continued events and programming to complement the academic work happening in our spaces, such as poetry readings, lectures, student-generated events, art shows, etc. Certainly COVID has negatively impacted our ability to hold events in person, although the library did an excellent job of moving to remote events. For example, the following successful online events were held: “I Am the First and the Last”: Exploring Daughters of the Dust panel talk, [Teach Us All: A Panel Discussion on Segregation & Education in the United States panel discussion](#), and [The Mockingbird & the Learning Tree: The Need to Expand Our Shared Stories with Ben Railton](#). As we move “back to normal” we plan to hold more in-person events although remote or hybrid may be more effective in some cases. Currently the library does not have a line budget for events/programming. A programming budget would allow us to be more proactive in our planning capabilities. A budget creates an expectation that we will put on interesting and well-executed programs, and allows us to be more proactive with our campus partnerships. Without a fixed budget, we do not know what we are working with and adopt a “do more with less” mentality, which ultimately could lead to less programming. Future plans include an increased interaction between the Library and public patrons through events and building sustainability into programs and partnerships that are not reliant on specific people being in each role.

Some examples of campus events we held this past year include:

- New Faculty Orientation and New Faculty Academic Integrity session, August 2022.
- First Year Experience Summer Professional Development, August 2022.
- [Faculty Research Summer Bootcamp](#), June 2022.
- [Between the Stacks, a series of short, original student plays](#), April 2022.
- [LGBTQ+ History Month film festival](#) - 4 films were screened through Kanopy, October 2021.
- [Research Tips in 15 Series](#) - series of 6 mini research virtual workshops for faculty, September 2021.

**All library events & workshops can be found [here](#)*

Some examples of external community events we held this past couple of years include:

- Archivist @ Homecoming event, October 2021.
- Launch party for the [Michael V. Addorisio Family Collection](#), June 2022.
- Center for Italian Culture 25th Anniversary Gala; created a [digital timeline of Italian-American history in Central Massachusetts](#), with research by Dr. Teresa Fava Thomas, June 2022.

To see all the events hosted or co-hosted by the Library in FY22, [go here](#).

*See [Appendix A: Annual Reports](#) for list of all library presentations/events for each year

Communication and Social Media

With a goal of taking a more strategic and organized approach to how the Library communicates information to and engages with the Fitchburg State community (and general public), the Outreach Librarian for Student Success worked with the Dean of the Library to develop the Library's first comprehensive [Marketing and Communication Plan](#) for internal library use. The plan covers policies and protocols for use of social media, development of an outreach calendar, and the formation of a Library Outreach team. It also creates space for the Library to develop policies and protocols around branding and identity. The development of an outreach calendar and other infrastructure that allows for better collaboration across the Library is needed.

The Amelia V. Gallucci-Cirio Library utilizes various social media platforms, including but not limited to Facebook, Twitter, Instagram, and YouTube to promote the Library's services, resources, and programming, to the Fitchburg State University community, as well as the general public. The Library intends to not only make information about the Library accessible, but to create a means by which Library users, the Fitchburg State University community, and general public can provide feedback and seek assistance.

With the goal of creating an opportunity for engagement and community, the Library's various social media platforms are open to the general public and comments, messages and other interactions are welcome across the Library's various accounts. While the Library recognizes and respects differences in opinion, posts are moderated by Library staff to ensure that the library remains a welcoming and safe space, free of defamatory language; language that promotes racist, sexist, homophobic, or transphobic content; personal attacks or insults; false statements; and adheres to the standards of academic integrity.

Until the creation of the Outreach Librarian for Student Success position, campus outreach efforts, in particular to students, were not formally part of any one librarian or library staff person's position. Social media and other forms of outreach were largely managed either through the Public Services department and/or on an ad hoc basis depending on the particular project. With the hiring of an Outreach Librarian, the Library has been moving towards a more formalized process for outreach efforts. The Library has greatly increased the consistency and quality of posts, and has seen a modest increase in engagement across platforms, in particular Instagram. It should be noted that social media content creation is extremely time consuming, and regular input and participation from across the Library is difficult to obtain. To try to aid in better cross department collaboration, the Outreach Librarian for Student Success is leading the development of a Library Outreach Team. Additionally, the library staff is considering engaging library student workers to develop content for our social media platforms and our website. Finally, the Outreach Librarian for Student Success, in collaboration with the Outreach team will work to develop a calendar to help plan and organize library outreach efforts, especially social media campaigns.

With the challenges presented in using social media for outreach, specifically low response versus high cost in time and effort, the Outreach Librarian for Student Success, in collaboration with the Outreach Team, will develop and implement an assessment of student communication preferences.

External Relations

Significant Successes:

- The library has led the Community Read program for the past 10 years, producing strong, long-term partnerships with Fitchburg High School and Fitchburg, Leominster, and Lunenburg Public Libraries.

Key Challenges:

- There is no dedicated programming budget which complicates program planning.
- There is a need for sustainable systems and infrastructure for social media content creation.

Future Direction:

- The library dean will establish a programming budget line.
- Work collaboratively with TRIO, Academic Coaching and Tutoring, and the Athletics department to continue developing a sustainable study hall model housed in the library.

Appendix A: Supporting Documents

1. [Library Organization chart](#)
2. [Library Strategic Plan 2019-2022](#)
3. [Information Literacy Instruction Plan](#)
4. [Research Support Statistics Analysis FY14-FY22](#)
5. Action Plans
 - a. [FY19](#)
 - b. [FY20](#)
 - c. [FY21](#)
 - d. [FY22](#)
6. [Library Annual Reports: 2019, 2020, 2021, 2022](#)
7. [Assessment Plan](#)
8. [Disaster Planning Manual](#)
9. [University Strategic Plan & Mission](#)
10. [Library Personnel University Service - FY22](#)
 - a. *Each year's university service can be found in the Annual Report under the heading "University Service"*
11. [Example of a Departmental Program Review report](#) (Economics)
12. [New Methods of Acquisitions Table by Vendor.](#)
13. [2021 Survey of Satisfaction](#)

Appendix B: Benchmark Data

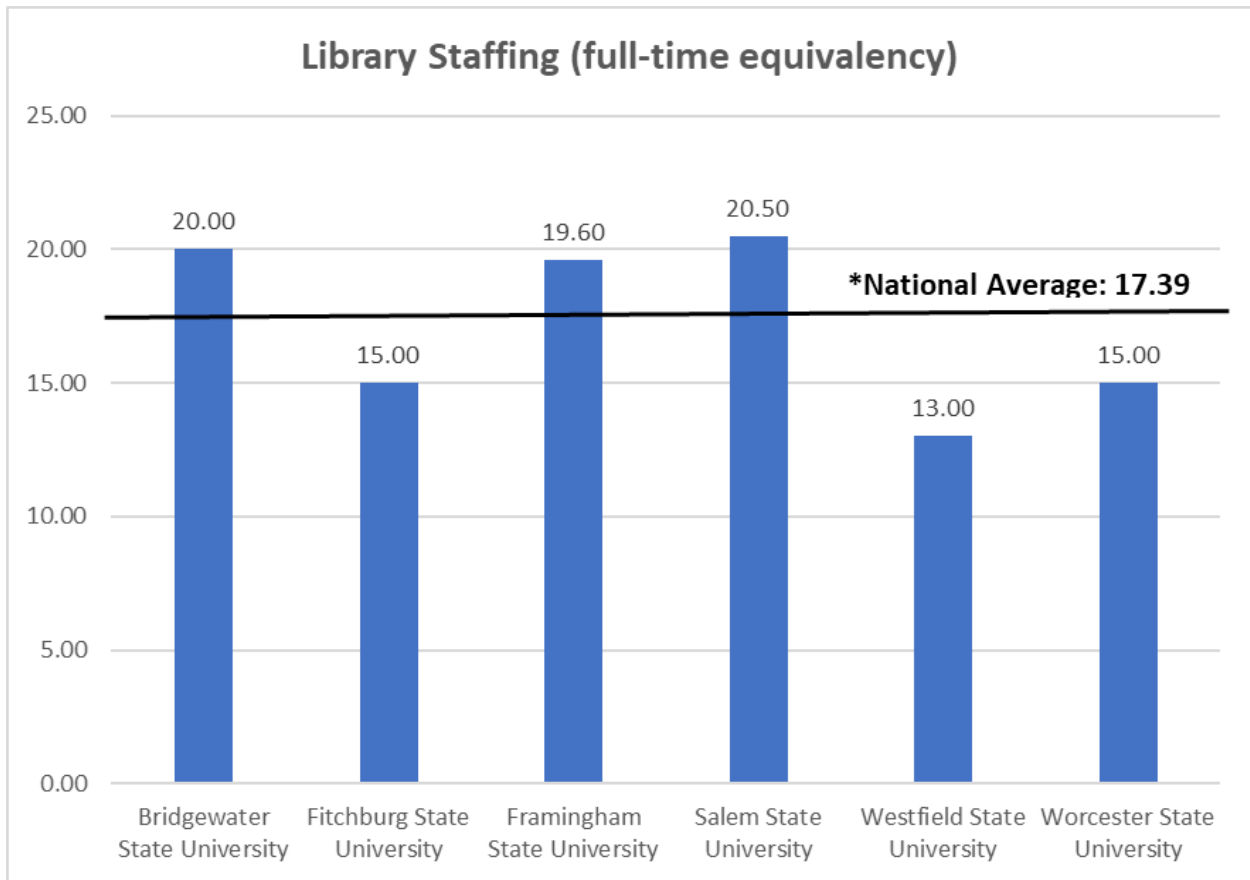
Hours Open:

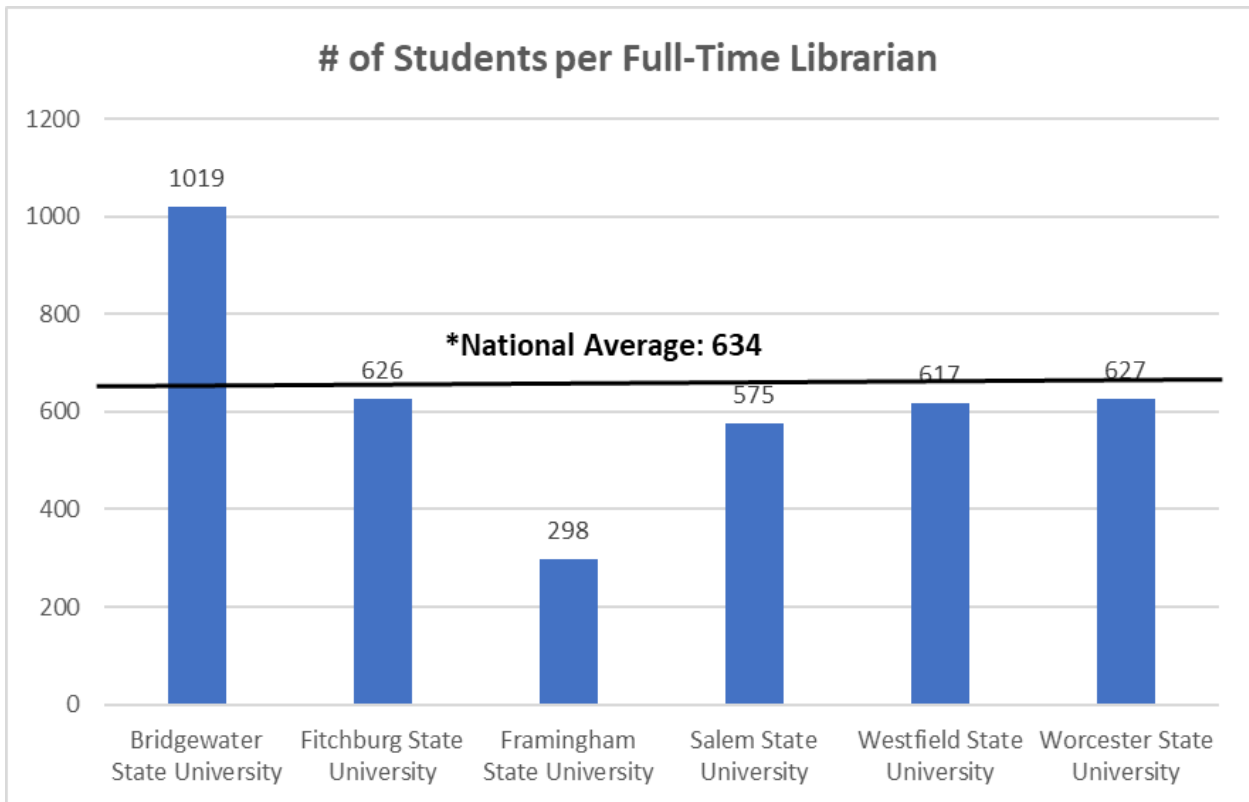
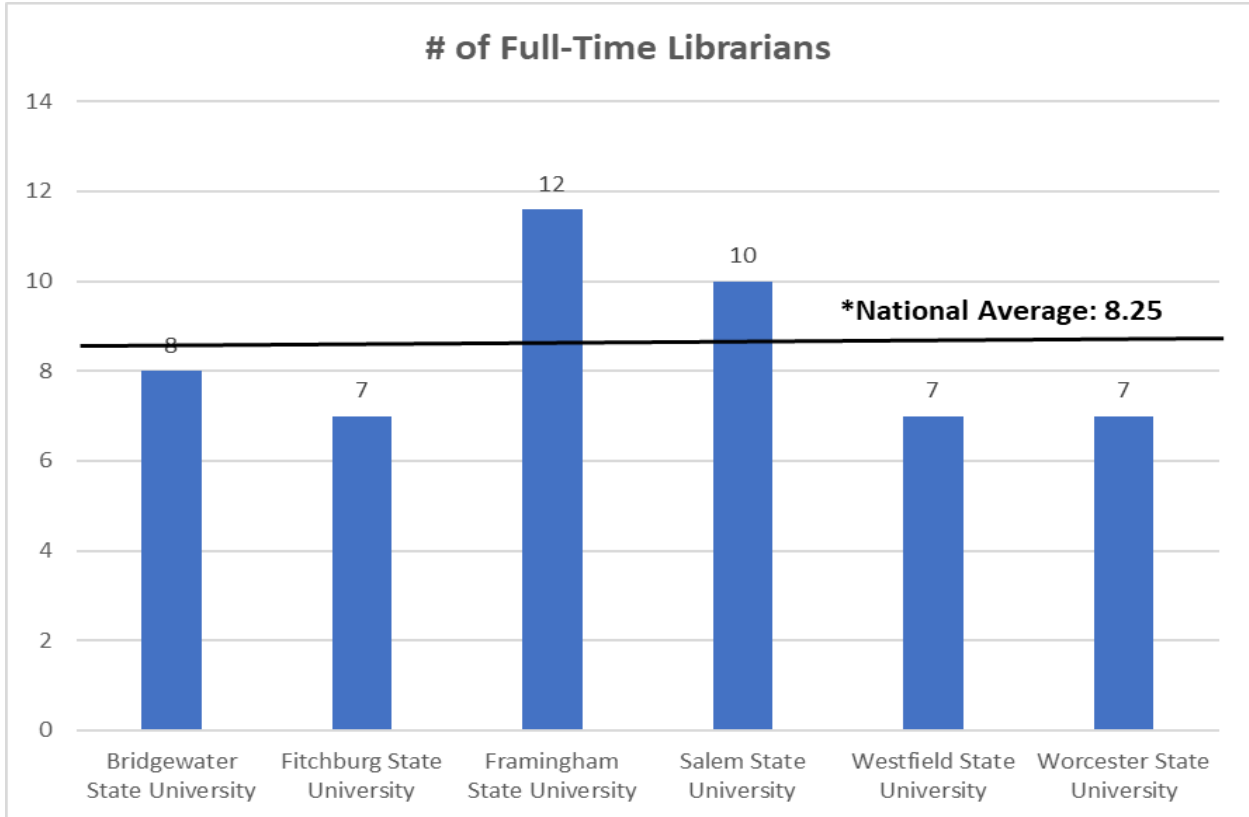
Institution	Weekdays Open Time (Mon-Thurs)	Weekdays Close Time (Mon-Thurs)	# hours open during the week, includes Fri/Sat/Sun
Salem	7:45 am	9:00 pm	74.25
Framingham	8:00 am	11:00 pm	84
Fitchburg	7:45 am	11:30 pm	87.75
Westfield	8:00 am	12:00 mid	92
Bridgewater	7:30 am	11:45 pm	93.75
Worcester	7:30 am	1:00 am	95.5

Staffing:

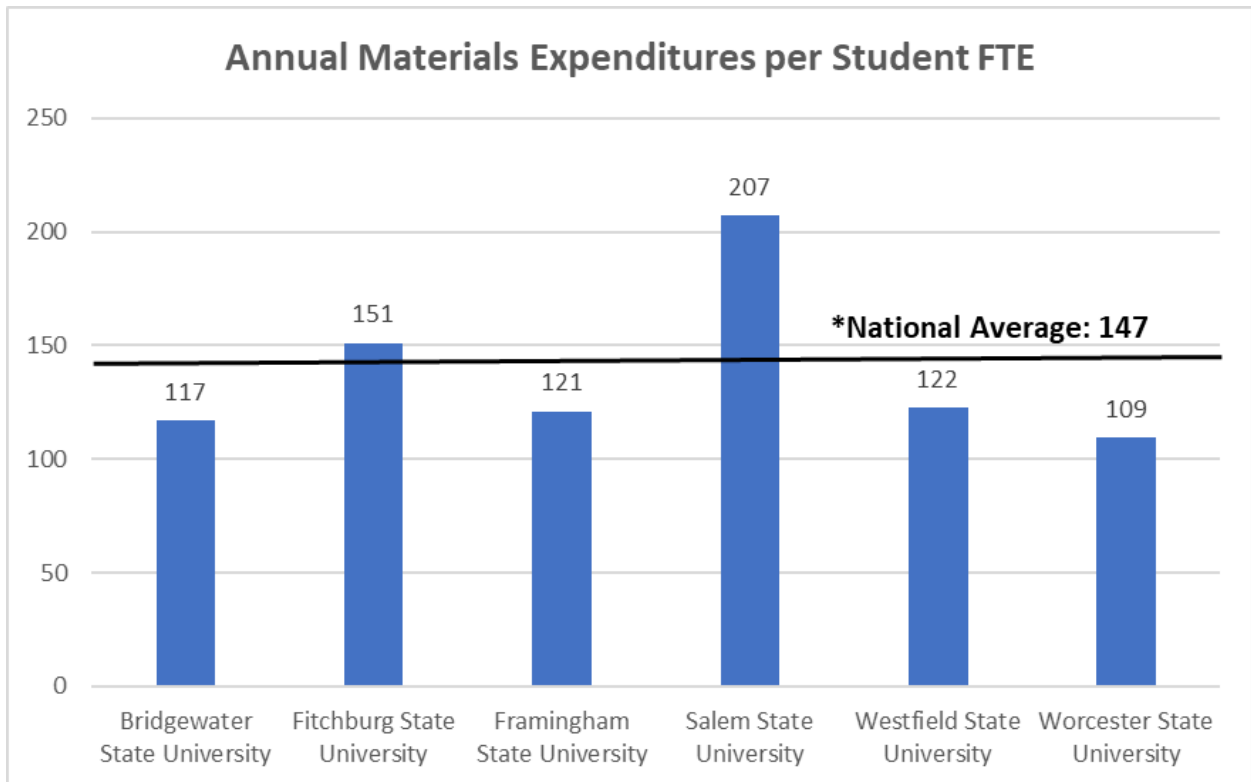
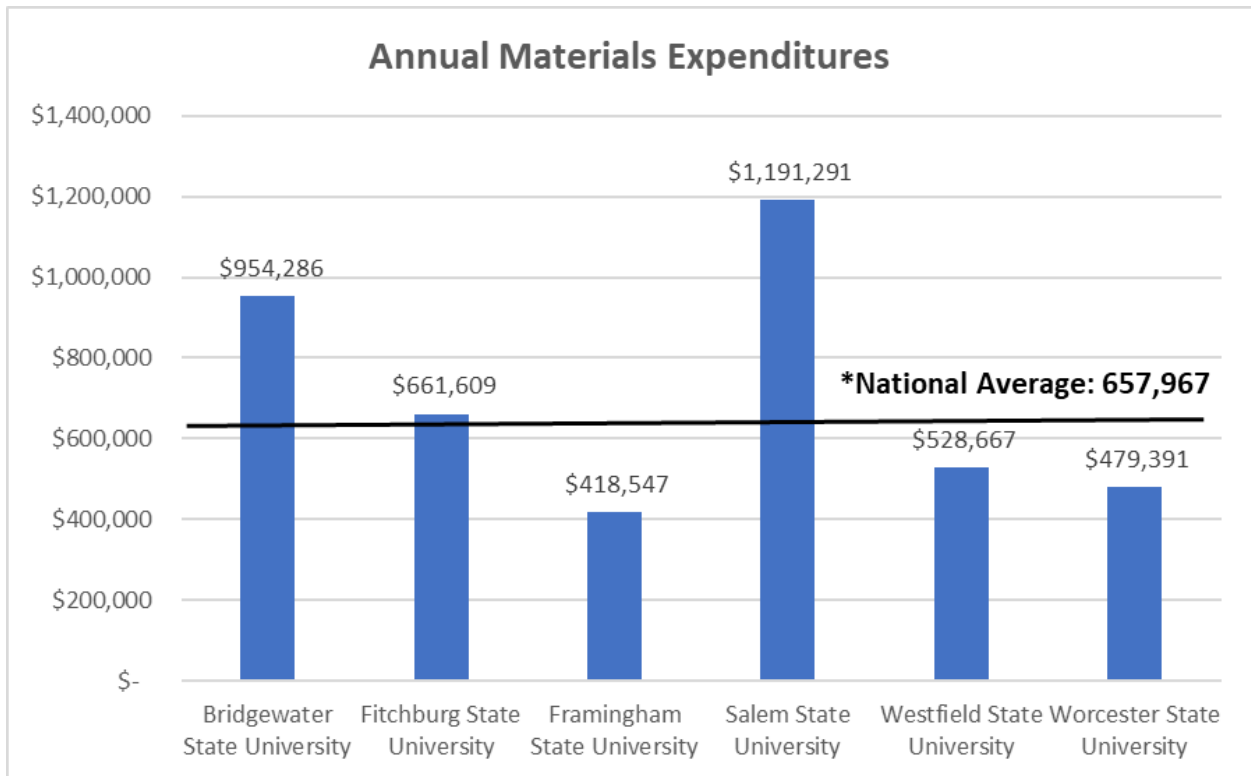
*NOTES:

1. Data pulled from Fall 2021 IPEDS - Data is as plan year end in 2021.
2. National Average consists of 25 similar schools that met the following criteria:
 - a. Student FTE: 4,000-5,000
 - b. Carnegie Classification: Masters
 - c. Highest Degree Offered: Masters or Professional Practice Doctorate
 - d. Format: Not completely online

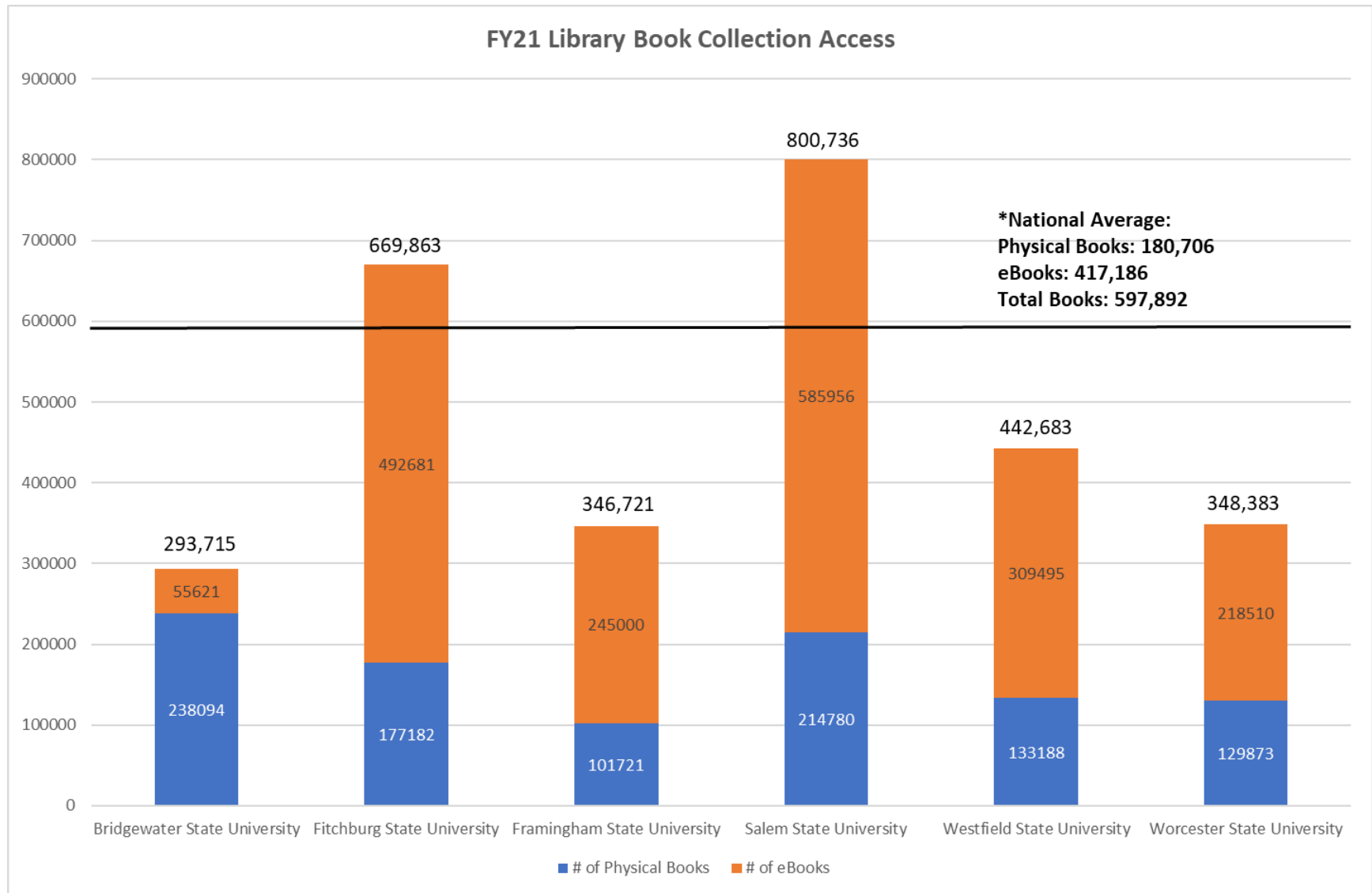


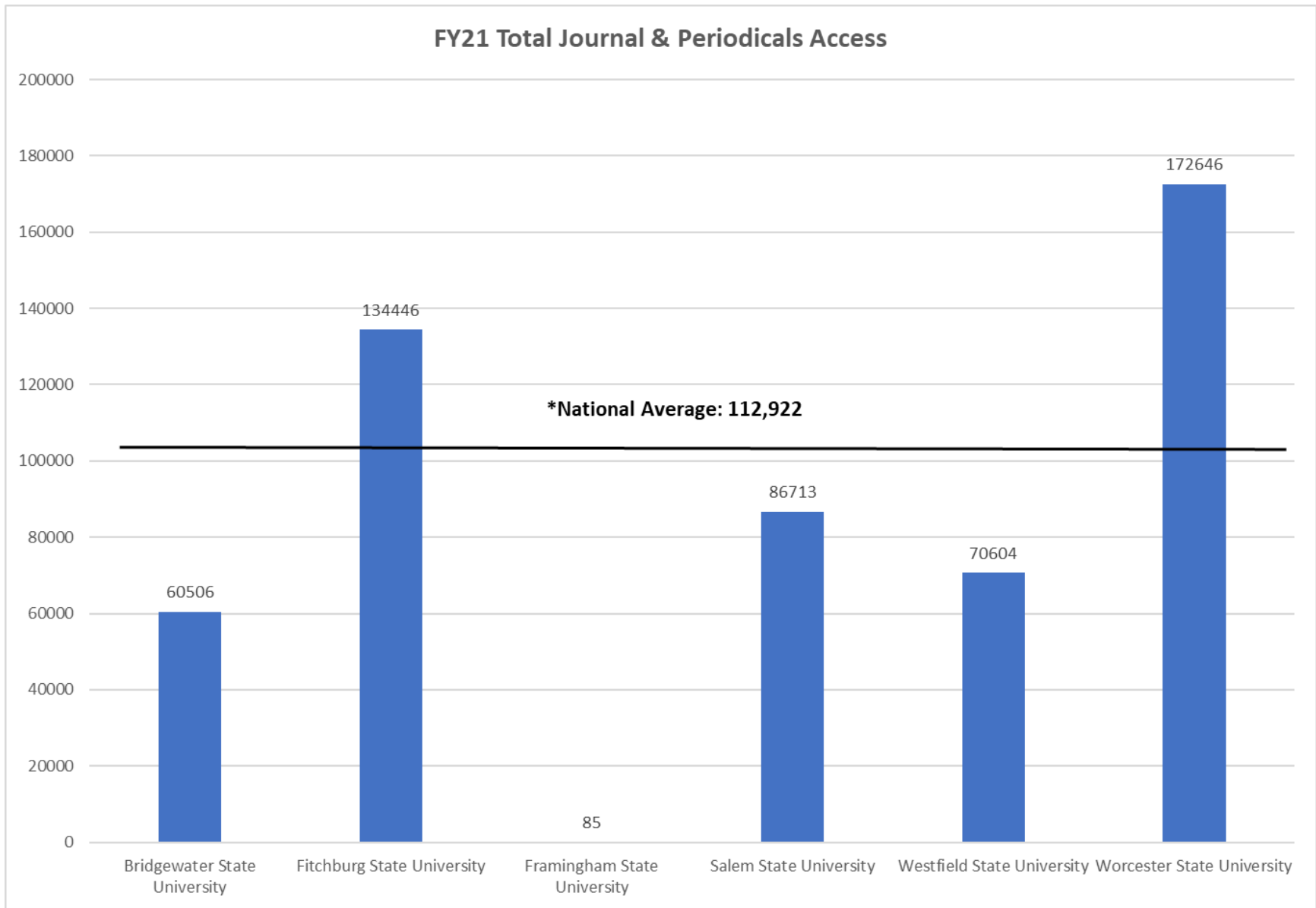


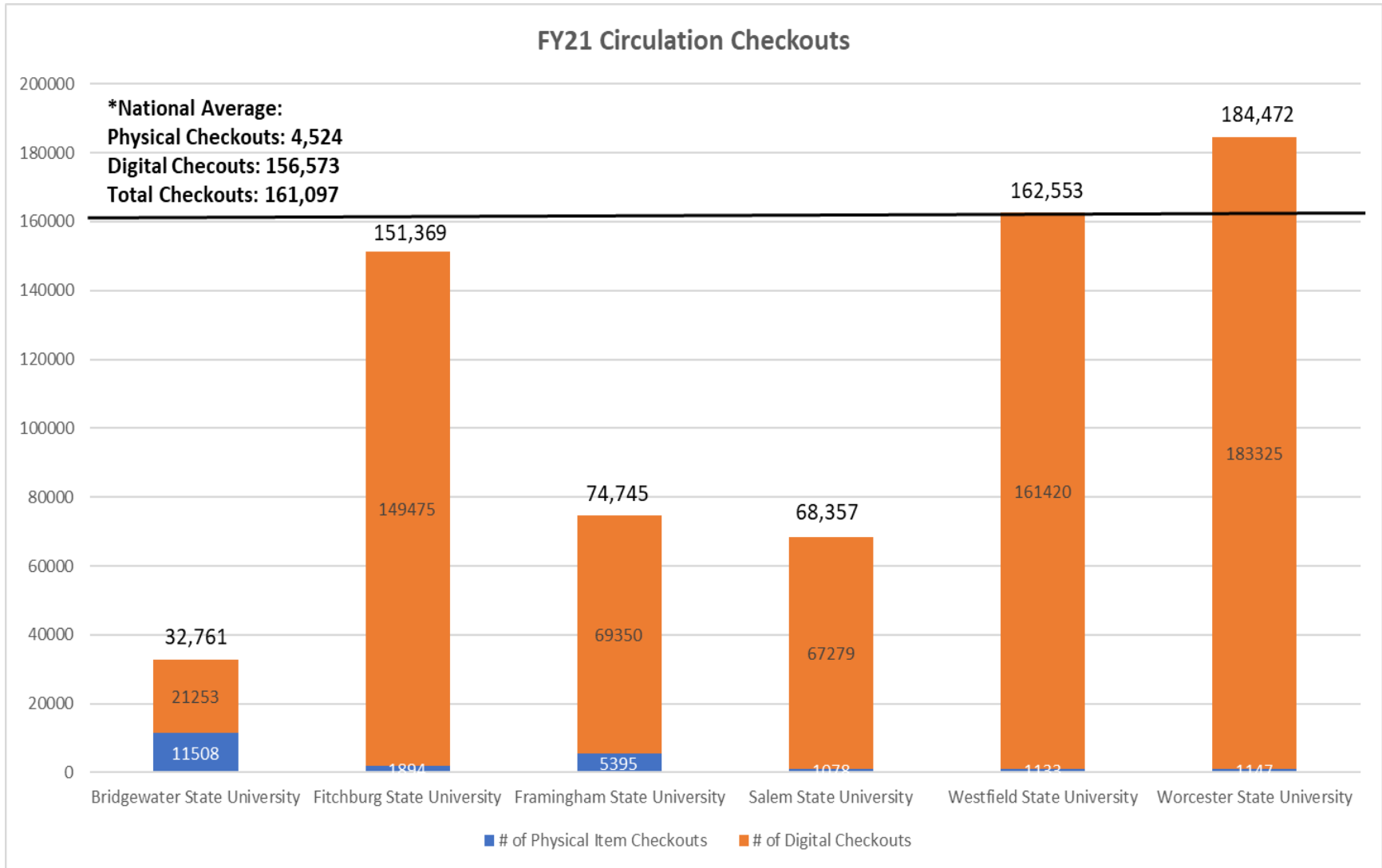
Expenditures:



Collections:







Appendix C: Budget & Expenditures

	FY18 Expenditures	FY19 Expenditures	FY20 Expenditures	FY21 Expenditures	FY22 Expenditures	FY23 (Budgeted)	5-Year % Change
B00 - Travel	\$5,850	\$6,727	\$2,299	\$632	\$456	\$1,000	-83%
C00 - Student and Part-time Pay	\$127,164	\$115,598	\$82,517	\$89,114	\$88,092	\$124,364	-2%
D00 - Benefits Chargeback for PT Staff	\$1,467	\$1,179	\$1,380	\$1,101	\$975	\$1,100	-25%
E00 - Office Supplies, Memberships, Exhibits & Displays	\$7,576	\$14,417	\$7,837	\$8,602	\$9,934	\$10,500	39%
F00 - Library Materials	\$624,851	\$624,675	\$643,963	\$661,609	\$624,244	\$674,401	7.7%
H00 - Consultants/Performers	\$135	\$40	\$0	\$4,500	\$0	\$0	
J00 - Computer Network & Food	\$67,419	\$68,715	\$71,409	\$49,860	\$66,638	\$52,406	-22%
K00 - Furniture	\$0	\$0	\$2,902	\$0	\$977	\$0	
U00 - IT & Tech Lending Library	\$20,688	\$33,644	\$13,990	\$16,702	\$13,508	\$14,300	-31%
<u>TOTAL</u>	<u>\$855,150</u>	<u>\$864,994</u>	<u>\$826,297</u>	<u>\$832,119</u>	<u>\$804,824</u>	<u>\$878,071</u>	<u>3%</u>
Pass-through, One-Time Allocations	\$27,381	\$11,539	\$11,796	\$31,743	\$26,990	\$22,442	-31%
SOFT- IT/Library Software Fund	\$0	\$0	\$0	\$0	\$0	\$54,461	
F13 - Federal Work Study	\$20,149	\$21,712	\$26,546	\$19,446	\$24,619	\$22,000	9%
G2578 -Amelia V. Gallucci-Cirio Library Foundation	\$12,013	\$3,312	\$0	\$0	\$0	\$0	

NOTE:

Amelia V. Gallucci-Cirio Library Self-Study FY23

FY23- \$54,461 moved from IT to consolidate all library software to one line moving forward as part of Alma implementation. (\$26,868 of the J00 line will also be moved into the SOFT program code as part of the consolidation.)

FY21- \$41,845 was reduced from the library budget as part of the university wide budget reductions approved by the Board of Trustees.

FY18- \$16,960 was transferred from programs 1XSF, PROI, and 1002 into the regular 0000 program code for payments. This money should've been paid out of the respective program codes as it was one time allocations and not part of the base budget. (This correction that the money has been included in the pass-through, one-time allocations and not the base budget is reflected in this chart.)

F00 - Materials Expenditures by Category

	FY18	FY19	FY20	FY21	FY22	FY23 (Budgeted)	5-Year % Change
F01 - Food (Outside Vendors)	\$52	\$276	\$470	\$338	\$0	\$0	
F1610 - Print Books	\$85,379	\$63,740	\$36,755	\$17,608	\$24,528	\$20,000	-77%
F1611 - Periodicals	\$203,168	\$180,217	\$184,526	\$164,920	\$163,263	\$165,000	-19%
F1615 - Interlibrary Loan	\$10,209	\$9,415	\$5,957	\$5,000	\$5,186	\$5,500	-46%
F1617 - Databases	\$276,940	\$286,081	\$301,735	\$316,523	\$333,549	\$354,427	28%
F1619 - Bindery	\$1,344	\$739	\$0	\$887	\$537	\$750	-44%
F1620 - Standing Orders	\$10,888	\$11,386	\$9,948	\$6,436	\$5,260	\$7,000	-36%
F1623 - Streaming Videos/DVDs	\$12,246	\$20,259	\$28,850	\$29,303	\$35,004	\$40,000	227%
F1624 - eBooks	\$24,623	\$52,563	\$75,721	\$120,594	\$56,917	\$81,224	230%
<u>F00- TOTALS</u>	<u>\$624,849</u>	<u>\$624,676</u>	<u>\$643,962</u>	<u>\$661,609</u>	<u>\$624,244</u>	<u>\$674,401</u>	<u>7.7%</u>

NOTE: Totals do not match the previous chart due to rounding on cents.