

# Comprehensive Program Review

UW-GREEN BAY LIBRARIES

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2021 - 2022

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UNIVERSITY of WISCONSIN  
GREEN BAY

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## Executive Summary

In our effort to continuously improve the services and resources offered to the students, faculty/staff, and community, the UWGB Libraries (Library) conducted a comprehensive program review (CPR) during the 2021-2022 academic year. This review used the *Standards for Libraries in Higher Education* (Standards), by the Association of College & Research Libraries (ACRL), a Division of the American Library Association (ALA). The ACRL standards are “designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and position libraries as leaders in assessment and continuous improvement”, and by using these standards for the Library’s CPR we will be able to assess how well we fulfill that role.

All Library staff participated in the seven-month review process, by serving on one or more working groups centered on the nine principles from the Standards. In the first phase, the working groups reviewed the principle and accompanying performance indicators, and indicated how well the Library met that indicator, noting evidence (or lack of) to support that claim. The first phase documents were reviewed by all Library staff for further comments and edits. The second phase consisted of working groups gathering further supporting data, and making recommendations for improvements. Again, there was an open period when all staff could comment on the documents before this report was finalized.

This review included a separate evaluation of the Archives and Area Research Center (Archives), for five of the nine principles. For four of these principles we created our own performance indicators based on best practices. (More about this can be found in the Archives section.) Here is a summary of results of the 59 performance indicators:

- Met = 9
- Met with Recommendations = 46
- Not Met = 4

The Archives section had 26 performance indicators:

- Met = 2
- Met with Recommendations = 21
- Not Met = 3

Overall the Library, including the Archives, has made 181 recommendations that will help us to further meet the ACRL Standards. While 181 may seem like an extraordinary number of recommendations for any single division or department, it is important to note that the Library differs significantly from other university divisions and departments. The Library serves the needs of the students, faculty, staff, administrators, as well community members, and therefore, needs to take all of those audiences and their needs into account. We also must be responsive to the changing nature of the publishing industry, while supporting an ever-growing number of academic programs.

The recommendations within this report will be further reviewed, possibly merged together for a broader approach to meeting a principle, or changed as internal and external factors impact them. The majority of the recommendations will be incorporated into the Library’s next strategic plan and/or the Library’s assessment plan, and will be worked on over the next three years. It is the recommendation that this comprehensive review be conducted again in 3-5 years to assess the progress made on meeting the Standards.

	Met	Met with Recommendations	Not Met		Met	Met with Recommendations	Not Met
<i>Institutional Effectiveness</i> 1.1		X		<i>ARCHIVES – Educational Role</i> 3.1	X	X	
1.2		X		3.2		X	
1.3			X	3.3		X	
1.4		X		3.4		X	
1.5			X	3.5		X	
1.6		X		3.6		X	
1.7		X		<i>ARCHIVES – Discovery</i> 4.1		X	
<i>Professional Values</i> 2.1		X		4.2		X	
2.2	X			4.3			X
2.3	X			4.4		X	
2.4	X			4.5		X	
2.5		X		4.6		X	
2.6		X		4.7		X	
<i>Educational Role</i> 3.1		X		4.8			X
3.2		X		4.9		X	
3.3		X		<i>ARCHIVES – Collections</i> 5.1		X	
3.4		X		5.2		X	
3.5		X		5.3		X	
3.6		X		5.4		X	
<i>Discovery</i> 4.1		X		5.5		X	
4.2		X		5.6	X		
4.3		X		5.7		X	
4.4		X		5.8		X	
4.5		X		<i>ARCHIVES – Space</i> 6.1			X
4.6		X		6..2		X	
<i>Collections</i> 5.1		X		6.3		X	
5.2		X					
5.3		X					
5.4		X					
5.5			X				
5.6		X					
<i>Space</i> 6.1		X					
6.2		X					
6.3	X						
6.4		X					
6.5	X						
6.6		X					
6.7		X					
6.8		X					
<i>Management/Administration</i>		X					
7.1							
7.2		X					
7.3		X					
7.4		X					
7.5	X						
7.6		X					
7.7			X				
7.8		X					
7.9		X					
<i>Personnel</i> 8.1		X					
8.2	X						
8.3		X					
8.4	X						
8.5		X					
8.6		X					
8.7		X					
8.8	X						
<i>External Relations</i> 9.1		X					
9.2		X					
9.3		X					

## Library Overview

The Library is part of Academic Affairs, reports to the Provost, and serves the UWGB students, faculty/staff, administration, alumni, and communities of Northeast Wisconsin. The Library is comprised of four locations, one on each of the four campuses, with the administrative center of the Library located at the Green Bay Campus. The Library provides services to support learning, teaching, and research. With a focus on student success, the Library offers a strong information literacy instruction program, research support services for students and faculty, information resources and collections to support the academic curriculum of the university, and interlibrary loan services. The Library has established a digital collection, the Phoenix Research Collection, which is an institutional repository that showcases student and faculty research. The University Archives & Area Research Center provides original materials pertaining to Northeastern Wisconsin and UW-Green Bay which serve as a basis for primary source literacy undergraduate endeavors.

The Library is comprised of a 23-member team [20.48 FTE] (*see Appendix A*), including the Library Director, and has an annual operating budget of \$1.98 million. The funding source breakdown is 66% [102/GPR], 17% [103/GPR], and 17% [136/DE]. Salaries are the largest portion of the operating budget at 63%, followed by Capital [collections] 32%, and Supplies/Services at 5%. While salaries have increased with pay plans over the years, the amount spent on the materials and resources that make up the Library's collections has remained relatively constant.

### ***Mission and vision***

The UW-Green Bay Libraries advance the UW-Green Bay mission of teaching, research, and service by providing services and resources to meet the needs of its community and by serving as an intellectual and cultural asset for both the University and Northeastern Wisconsin.

The UW-Green Bay Libraries are an ever-evolving organization that continually strives to:

- Enhance the educational success and lifelong learning of students, faculty, staff and community as well as support faculty teaching and research.
- Provide resources that support the curriculum and University mission and are adaptive to evolving formats to best meet user needs.
- Develop a skilled and visionary staff equipped to meet the constantly changing needs of the library and the campus community.
- Anticipate needs of the students, faculty, staff, and community, providing innovative and timely services.
- Promote and inspire learning and innovation through a technology rich environment.
- Offer a variety of flexible, inviting, and creative spaces conducive to learning collaboration and community.

## Key Driving Forces

The Library strives to provide the best services and information resources possible to support the teaching, learning, and research of UW-Green Bay. In doing so, it is important that we recognize key driving forces that can help, as well as hinder, that work. The forces listed here are presented as things that need to be kept in mind when adding, modifying, or ceasing services, and when trying to develop stronger, more curriculum focused collections. A few of the forces are also places where the Library could provide support to the University.

### Internal driving forces include:

- **Curriculum changes and academic new programs/degrees** – The Library must remain responsive to curriculum changes, in order to provide a collection that supports the current curriculum.
- **Budgetary constraints** – The Library has largely had a static budget, particularly in the capital (collections.)
- **New building** – It will be important to understand the vision/plans for the new building in order for the Library to change and/or develop services and collections accordingly.
- **Enrollment growth** – As the enrollment of the institution continues to grow, the need to support more students will increase and the Library will need to plan for that.
- **Staff expertise** – It is critical that the librarians and library assistants keep current on new trends/issues in libraries.

### External driving forces include:

- **Emerging technology** – Important to recognize that while adoption of new technologies can be disruptive to productivity, it can also be key to providing the services needed to support learning and research.
- **Increased user expectations** – Users now expect to have everything (services, materials, etc.) available in the modality that they want when they want.
- **Publishing business model and escalating costs** – The combination of the subscription pricing model and increasing costs of electronic resources make it difficult to provide needed resources and meet budget.
- **Open Access publishing** – This is one of the most significant changes to the world of scholarly communication in recent years. This movement could provide benefit to the Library in terms of budget relief.
- **Student ability to research in a digital world** – Students entering college today lack the understanding of how to critically evaluate sources, and recognize misinformation or disinformation, in the online world.

# ACRL Standards for Libraries in Higher Education

The Association of College & Research Libraries, a division of the American Library Association, provides academic libraries with a set of professional standards that consist of principles and performance indicators. The Library staff evaluated the collections, services, spaces, and staffing utilizing these standards.

## Principles

1. **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.
2. **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
3. **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.
4. **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
5. **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
6. **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.
7. **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.
8. **Personnel:** Libraries provide sufficient numbers and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
9. **External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

## Performance Indicators per Principle

### 1. Institutional Effectiveness:

1. The library defines and measures outcomes in the context of institutional mission.
2. The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.
3. The library develops outcomes that are aligned with accreditation guidelines for the institution.
4. The library develops and maintains a body of evidence that demonstrates its impact in convincing ways.
5. The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.
6. The library contributes to student recruitment, retention, time to degree, and academic success.
7. The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

### EVALUATION:

#### 1.1 Met with recommendations

The Library defines high level outcomes through its [vision statement](#), that supports the mission of UWGB, and measures effectiveness of the Library through very traditional library data elements, such as the 'use of the print and electronic collections' and 'information literacy instruction offered'. However, the Library does not specifically define outcomes, and has not deliberately selected the best key performance indicators to ensure that those outcomes are being met.

**1.2 Met with recommendations**

The Library's [library instruction program](#) (information literacy) is aligned to support the outcomes for the [Institutional Learning Outcomes](#) (ILO), the [General Education Program outcomes](#) (GEPO), and Student Affairs outcomes (SAO). The following outcomes are directly supported by the Library's instruction program:

- ILO #3 - "Developed a variety of intellectual skills, including analytic inquiry, information literacy, diverse perspective, ethical reasoning, quantitative fluency, and communicative fluency."
- GEPO #4 - "Supporting the development of important academic skills including communication, critical thinking, problem solving, and quantitative and information literacy."
- SAO #5 - Students will learn and develop by fostering a culture of curiosity for life-long growth that prepares students to be engaged citizens of the world.

The Library Liaison program works with each academic unit to ensure that information literacy services are provided and customized to meet the needs of a particular academic discipline.

**1.3 Not met**

The Library has not developed outcomes that are aligned with the Higher Learning Commission accreditation criteria. However, the current Library Strategic Plan does have several objectives that align with the HLC criteria:

- Provide customized instruction sessions that address information literacy concepts to a range of disciplines.
- Strengthen online support for information literacy skills, through learning modules, to ensure we are serving the broadest range of students.
- Modify discover layer to be as user friendly as possible.
- Increase electronic holdings with a primarily electronic journal collection
- Increase discoverability and accessibility of collections regardless of format
- Provide quality programming that supports high impact practices, student learning, and faculty research

**1.4 Met with recommendations**

The Library maintains a data set that is required as part of the IPEDS reporting and the annual ACRL Library Survey. In addition, the Library has provided evidence for the University's assurance arguments for all of the reaccreditation processes. However, the Library does not specifically develop, analyze, or communicate evidence demonstrating the impact that it makes.

**1.5 Not met**

The Library has over the years conducted various projects that assess services, improvements have been made from those assessments, but those have not been articulated or collected regularly. Projects are often derailed or postponed when staffing levels change, or when the results are no longer providing useful information, which are valid reasons, though it is never documented. The Library staff over the years have shared information with the larger professional library community at conferences (i.e. Assessment in Action poster), but again that same information is rarely if ever shared with the community we support.

**1.6 Met with recommendations**

The Library contributes to student recruitment, retention, and academic success. Some examples include participating in Campus Preview Days at all campus locations, providing all National History Day participants with admissions marketing materials, providing campus tours on contest day, and NHD field trip days. All NHD participant information is shared with the Admissions Office for future contact. The Library Instruction program provides information literacy skills to help with academic success.

**1.7 Met with recommendations**

The Library communicates with the University community through the library newsletters the LOG and the Campus Life newsletter. Timely topic specific emails are also sent to appropriate groups when needed; and, information is



shared through various social media platforms. In 2021-2022, the Library Director, Manager of Collection Development, and the appropriate Library Liaison met with each of the academic units to share information about how the Library can support their teaching and research, and student learning.

### **RECOMMENDATIONS:**

**1.1** Specific outcomes need to be identified and defined within the context of the institutional mission, and learning outcomes, as well as the strategic goals of Academic Affairs.

**1.2** By expanding the *Inclusive Reads and Conversations* series to the students, the Library will be able to also support the Student Affairs outcome #5 "Students will learn and develop by fostering a culture of curiosity for life-long growth that prepares students to be engaged citizens of the world."

**1.3** Develop outcomes aligned with the following HLC criteria:

- 2.E.3 The institution provides students guidance in the ethics of research and use of information resources.
- 3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).
- 4.B.1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings

**1.4** Create a process for maintaining/capturing evidence that is not only quantitative, but also qualitative data, that can demonstrate the Library's impact. For example, scholarly output that utilized library and archival resources, such as articles in *Voyageur Magazine*, faculty publications, and Posters in the Rotunda.

**1.4** Create a library impact map.

**1.5** Evidence should be collected more purposefully from the results of courses, the Academic Excellence Symposium posters, projects and presentations, etc. for which the Library provided support to the student(s).

**1.5** Prioritize assessment by having each Library department select at minimum one service or program that they will assess in an academic year.

**1.5** Create an assessment calendar for core services or programs.

**1.5** Communicate results of assessments annually to the University community through the Library's Annual Report.

**1.6** Develop assessment projects that would demonstrate how the Library contributes to student recruitment, retention, and academic success.

**1.6** Create a regular brief survey that would gather qualitative and quantitative data on how the Library impacts student retention.

**1.6** Work with the Office of Institutional Research and Effectiveness to see what data elements already collected would provide evidence of impact when mapped to library data.

**1.7** Improvement in communications to the various constituents should be made about services, programs, and resources the Library has to offer.

**1.7** Create an annual report to provide a summary and highlights of the service offerings and improvements we did that year, along with information about the staff, new project initiatives, examples of research that was completed with library and archives resources, etc. would be helpful in improving communication to the University community.

**1.7** There is also an opportunity for improvement in the consistency of messages about what the Library has to offer.

## 2. Professional Values:

1. The library resists all efforts to censor library resources.
2. The library protects each library user's right to privacy and confidentiality.
3. The library respects intellectual property rights and advocates for balance between the interests of information users and those of rights holders through policy and educational programming.
4. The library supports academic integrity and deters plagiarism through policy and education.
5. The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.
6. The library engages in collaborations both on campus and across institutional boundaries.

### EVALUATION:

#### 2.1 Met with recommendations

The Library does resist all efforts to censor library resources, though there is no formal plan in place for how to handle a challenge if we were to have one. Generally, the Library follows the [American Library Association's Library Bill of Rights](#), which states that "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval" and "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment." In addition, the Library does an annual banned book display to bring attention to the importance of resisting censorship.

#### 2.2 Met

The Library does protect users' right to privacy and confidentiality, by following FERPA and the [ALA's Policy Concerning Confidentiality of Personally Identifiable Information About Library Users](#) and [Policy on Confidentiality of Library Records](#). The Library maintains a [privacy statement](#) on the website. All Library student employees sign confidentiality agreements as part of their employment.

#### 2.3 Met

The Library does several things to demonstrate that it respects intellectual property rights. The Library coordinates with the Dean of Students' Office to ensure that the copyright notice is sent out each semester to students. The Librarians work with faculty on understanding Fair Use and determining when it can and should be applied. The Library requires that faculty sign off on a copyright statement for any reserve requests. All ILL articles/book chapters scans have the copyright statement included when they are sent to the requestor. All photocopies and scanners have copyright statements posted on or near them. The Library maintains [a guide on how properly link to materials from Canvas](#), and provides education on how to use library materials within copyright. The Archives Department provides copyright information in the annual registration form signed by all researchers and in finding aids to individual collections. The Archives Department provides information to users of photographic materials in the Media Release forms provided users of these materials. Copyright statements are included in the metadata of individual items housed within the Library's institutional repository.

#### 2.4 Met

In order to support academic integrity and to deter plagiarism, the Library maintains [a guide on plagiarism](#), which provides information on what plagiarism is, how to avoid it, and UW-Green Bay's plagiarism policies. The Library also maintains a subscription to NoodleTools, which contains notecard functionality that helps students avoid accidental plagiarism. A [guide on how to properly write citations](#) is maintained by the Research Librarians. Instruction Librarians support the First Year Seminar by integrating an information literacy section on plagiarism, and they share teaching resources through the information literacy curriculum kits, which include plagiarism lesson plans.

#### 2.5 Met with recommendations

The organizational structure (*see Appendix B*) of the Library demonstrates the commitment it has to user-centered approach. The Library staff has a 2:1 ratio of service areas to "back-end". Out of a staff of 22 only three do not work directly with the students and faculty on a regular basis. Decisions are most often made with the student patron in

mind, though we do not have collected or documented evidence to support this claim. Furthermore, the Library works hard to ensure that the services, collections, and physical and virtual spaces are developed with a user-centered approach. The Library ensures the accessibility of library guides and websites, that transcripts and live captions are available for online programming, and that usability studies are conducted to ensure that the search function is user friendly. The Library provides an accessibility workstation with appropriate equipment and software at the Green Bay campus location. Service points in the libraries have wheelchair accessible heights. The Library is currently in progress to make collections more inclusive by changing offensive LC subject headings, and the Archives Department is remediating language in finding aids.

## **2.6 Met with recommendations**

The Library engages in collaborations both on campus and across institutional boundaries. We are part of the Council of UW Libraries (CUWL), which shares both physical and electronic collections, and makes decisions as a consortium through subgroups such as Collection Development Committee, Cataloging and Technical Services, Archives Committee, and Discovery Interest Group. As part of CUWL, we collaborate on developing a single UW Libraries collection through the CUWL collection development policy. The Library has a collaboration with Northeast Wisconsin Technical College to provide library support services (MOU) to NWTC faculty and students at their Marinette campus. The Library participates in the RAPID interlibrary loan partnership/collaborative. The Archives partners with the Wisconsin Historical Society to serve as an Area Research Center, and it also participates in a local consortium of cultural and historical organizations through the Brown County Federation of Historical Organizations. Within the University, the Library has collaborated with the Pride Center, MESA, CATL, FYS program, Student Success, The Learning Center, Information Technology, Student Life, Athletics, Advancement, Marketing, Alumni Office, Center for Biodiversity, NERR, all four colleges, and many academic departments.

## ***RECOMMENDATIONS:***

**2.1** The Library's mission statement and collection development policy should be revised to indicate what will happen if a resource is challenged.

**2.2** None

**2.3** None

**2.4** None

**2.5** Document decisions more regularly to demonstrate the user-centered approach.

**2.5** Ensure the changes in LC subject headings approved by the Library of Congress take place within our Library catalog records.

**2.5** Ensure that all library locations have an accessible workstation.

**2.6** Ensure that all MOUs have a regular review schedule to ensure that they remain appropriate.

**2.6** Keep a list of collaborations and share that list as part of the Library's annual report.

### 3. Educational Role

1. Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective curricular and co-curricular experiences for students.
2. Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.
3. Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.
4. Library personnel provide appropriate and timely instruction in a variety of contexts and employ multiple learning platforms and pedagogies.
5. Library personnel collaborate with campus partners to provide opportunities for faculty professional development.
6. The library has the IT infrastructure to keep current with advances in teaching and learning technologies.

#### **EVALUATION:**

##### **3.1 Met with recommendations**

The Library provides guidance on adding library materials to online courses (Canvas) through the creation and upkeep of the guide [“Integrating Library Resources into Canvas”](#). Collection Development consults with relevant faculty when making deselection decisions and encourages faculty suggestions through a [purchase suggestion form](#). Librarians incorporate library materials into course guides when appropriate. Instruction/liaison librarians offer assignment consultations to help instructors incorporate library materials, and general research materials, into course assignments. The Library supports various University [programs and events](#) by providing access to related readings.

##### **3.2 Met with recommendations**

The Library Student Success Team recently developed an information literacy curriculum resource for the First Year Seminars called [Information Literacy Integrations](#). Instruction librarians visit classes (online and in-person) to teach information literacy skills.

##### **3.3 Met with recommendations**

The Library uses ACRL’s Framework for Information Literacy for Higher Education to guide its information literacy instruction program. Most lessons are tied to relevant ACRL Information Literacy Framework sections. Instruction librarians maintain a [robust list](#) of proven classroom techniques to teach information literacy skills. Instruction librarians [create and maintain videos](#) on a variety of information literacy skills and subjects. Library staff participate in relevant CATL workshops and communities of practice focused on teaching.

##### **3.4 Met with recommendations**

Librarians are experienced in multiple teaching modalities, and use various teaching tools (Kaltura, H5P, Padlet, etc.) effectively in their teaching. Instruction librarians keep [a robust list](#) of proven classroom techniques to teach information literacy skills.

##### **3.5 Met with recommendations**

Librarians have participated in the Instructional Development Institute (CATL conference) presenting info lit topics. The Librarians have also participated in various communities of practice (FYS, distance education, etc.) to provide library support. Workshops and orientations are held by librarians for multiple campus groups/centers, such as the Pride Center, International Education, transfer students, and new faculty. The Library DEI team developed the *Inclusive Reads & Conversation* series that is offered to faculty and staff as professional development opportunities. The Library has also sponsored or co-sponsored various events and programs: Frankentalks, I am Psyched Exhibit, John Muir exhibit and brief lectures, Learning from History book discussion series, and presented at the Common CAHSS sessions on information privilege, digital privacy, and post-truth toolbox. Library staff are currently partnering with the Center for Advancement of Teaching and Learning on a pilot for Open Educational Resources (OER). The OER pilot required that the team provide workshops and training sessions for faculty.

**3.6 Met with recommendations**

All four library locations have highspeed wireless internet via Eduroam and UWGB Guest. Personal WI-FI hotspots are available for students who otherwise would not have internet access. Librarians acquire and use new instructional technologies as appropriate, such as H5P, Canva, Padlet, and PollEverywhere. At the Green Bay Campus, the Cofrin Library has an instructional computer lab with two projectors and an interactive AQUOS board. There are 70 computers available throughout the Cofrin Library, which also offers four B&W printers, one color printer, a tabloid printer, a multi-purpose scanner and copiers, individual table scanners, and a microfilm reader. There is also an accessibility room at the Cofrin Library with assistive technology for speech to text and text to speech. There are four different rooms throughout the Cofrin Library that allow groups to connect their own devices to large flat screens. In addition to this technology, the Cofrin Library also has a circulating collection of electronic equipment available for students, faculty, and staff, which includes laptops, cameras, tablets, projectors, and microphones. The Manitowoc campus library offers instructional computer space with 3 large-screen display monitors, with 25 computers. There is also one multi-purpose scanner/copier/printer, overhead scanner, and various pieces of electronic equipment that can be checked out. At the Marinette campus library there is an instructional computer lab with an overhead projector and classroom control display. The library has over 40 computers available throughout, including those in the computer lab. In addition, the library offers laptops, headphones, and various cords for loan, as well as a multi-purpose scanner/copier/printer, and a desktop overhead scanner. At the Sheboygan campus library there is an instructional computer lab with an overhead projector, and classroom control/display software. The Library has 40 computers in the lab and throughout the library. Laptops are available for loan, and a multi-purpose scanner/copier/printer, along with an overhead scanner, are available for use.

**RECOMMENDATIONS:**

- 3.1** Develop a standard way to track events and event attendance, specifically connecting it to the curricular experiences for students.
- 3.2** Track annually the department and course level instruction sessions, noting how they map to the Library's information literacy outcomes.
- 3.2** Continue working with General Education Council and other groups to embed an information literacy requirement into the general education program.
- 3.3** Review the library instruction guide to ensure that ACRL's Framework for Information Literacy for Higher Education is incorporated into the instruction menus and that the menus accurately reflect our offerings.
- 3.4** Review instruction statistics process to ensure data is being collected to reflect librarians keep updated on teaching techniques and modalities.
- 3.4** Ask instructors what learning outcomes they have for library instruction, and then follow-up with them afterwards to see if they feel the outcomes were met.
- 3.5** Create a consistent way of tracking the professional development events the library offers to faculty and staff, as well as the conference presentations, workshops, etc. Presented by the librarians.
- 3.6** Conduct a space study to determine how the physical technology is being used, as well as analyzing the lab stats available through IT.

## 4. Discovery

1. The library organizes information for effective discovery and access.
2. The library integrates library resource access into institutional web and other information portals.
3. The library develops resource guides to provide guidance and multiple points of entry to information.
4. The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.
5. The library has technological infrastructure that supports changing modes of information and resource discovery.
6. The library provides one-on-one assistance through multiple platforms to help users find information.

### EVALUATION:

#### 4.1 Met with recommendations

The Library maintains a discovery layer (Primo VE branded as *Search@UW*) that incorporates all of its physical collections, most of its digital/online collections, and items that users can request from other UW System libraries. In addition to access through *Search@UW*, direct access to digital/online content is provided when possible. From 2019 to 2021, users conducted 336,265 basic searches and 22,577 advanced searches in *Search@UW*. The Library maintains a list of databases to which it subscribes that can be filtered by subject and content type. This list was viewed 161,370 from 2017-2021. Librarians participate in the Discovery Interest Group with staff from other UW systems libraries, with the goal to continuously improve the user experience of *Search@UW*. Each floor of the Cofrin Library has signage over the doorway that summarizes what is available on that floor. Prominent areas of each floor also have signs (e.g., Print & Copy, More Computers, etc.) Manitowoc and Sheboygan campus libraries have signage throughout the library indicating service points, and main areas of the facilities and collections (e.g., New Books, DVDs, CDs, etc.) The Marinette campus library has paper signs for services points, but lacks signs throughout the collection area. The Green Bay, Manitowoc, and Sheboygan campus libraries have call number signage on each row of books to identify what subjects will be found within that range. Marinette has basic call number signage. In addition to signage, having a collection appropriate for the academic program offerings also makes discovery possible. Currently the Library staff is working on a weeding project that will improve the collection browsability by removing materials that have rarely, if ever, been used. The Library catalogs the collections utilizing the Library of Congress Classification system, and subscribes to Classification Web for the most up-to-date call number information. Authority control work is done at the local and System levels using OCLC. Metadata from vendors is monitored for accuracy.

#### 4.2 Met with recommendations

Faculty, staff, and students use their UWGB network account to access information from the Library both on campus and off. Users may request books from other UW System libraries, and articles, directly within *Search@UW*, or they can enter their request into the ILLiad system interface directly. We share journal holdings with Google Scholar so that users can access full text or submit ILL requests through UWGB on the Google Scholar search results page. The Library maintains a website with access use, and policy information, in addition to research guides related to topics or courses. On average the Library's homepage is viewed approximately 87,000 times annually, with an all-time high of 109,828 views in 2018-2019 academic year. Librarians create and maintain research guides on particular topics or courses. There are 154 of these guides, and in the past three years they have been viewed 232,518 times. The librarians also provide guidance on adding library materials into online courses (Canvas) through the creation and upkeep of the ["Integrating Library Resources into Canvas"](#) guide, which has been accessed over 1400 times in the past 5 years.

#### 4.3 Met with recommendations

The Library currently maintains [list of 154 resource guides](#) for users, which are intentionally created following a [detailed list of best practices](#) to ensure access and usability. The guides were viewed approximately 120,000 times in 2021. Video guides are created and maintained on the [Library's YouTube channel](#). Since July 2020, the video tutorials have been viewed over 3100 times, with the most popular videos being "Using Library Resources for History Research", and "Finding books in *Search@UW*".

**4.4 Met with recommendations**

As part of the UW System, the Library shares system-wide collections and services with other UW System libraries. This includes the library management system (Alma) and discovery layer (Primo VE). Students, faculty, and staff can access online collections from any device with an internet connection using the UWGB network account and authenticating with EZproxy. *Search@UW* is a primary starting point for discovery of most resources. (See 4.1 for usage data) It is on the Library's homepage and includes UWGB physical and digital collections, as well as items that can be requested from other UW System Libraries. In addition, *Search@UW* has embedded 85 of the Library's research guides. As an alternative to *Search@UW*, researchers can use the databases list to discover relevant databases with subject and format filters. ILLiad is provided to facilitate interlibrary loan requests for articles, books, and other library materials. Usability testing is conducted on all of these resources to improve the user experience.

**4.5 Met with recommendations**

The Library's technological infrastructure to support the changing modes of information and resource discovery includes: over 150 resource guides, monthly updates to Alma and Primo systems, a dependable wireless network throughout all library locations, online chat service (973 chats in 2021) that allows access to librarians for research, and resources that are mobile friendly (from 414x896 to 1920x1080). Library staff have IT knowledge and work collaboratively with IT to help support/implement upgrades and provide user help.

**4.6 Met with recommendations**

The Library offers research assistance in multiple ways, including online chat, in-person, email, phone, or in-person or virtual scheduled consultations. In 2021, librarians answered 973 chats, with 433 (45%) of those coming from the pop-up prompt to chat with a librarian. The Librarians show students how to search for information and request materials, and librarians are available to support instructors in the use of the library and resources, as well. From 2018- 2021, librarians helped users with over 7100 research and reference questions, with most of those being primarily in-person and via the chat function versus the other available options.

**RECOMMENDATIONS:**

**4.1** Investigate alternative ways of collecting statistics about database use.

**4.2** Advocate for a more prominent placement on the UWGB website navigation and footer to make access to Library resources easier for students, faculty, and staff.

**4.2** Investigate a more streamlined approach to adding library resources, such as "Ask a Librarian", to Canvas.

**4.3** Find ways to make instructors more aware of our resource guides.

**4.4** Make improvements to *Search@UW* based on additional feedback from the ongoing usability testing.

**4.5** Continue working on accessibility issues with vendors and UWGB web team.

**4.5** Ensure that the Library representative on the Library Technology Advisory Council has the necessary information to effectively advocate for the Libraries when changes are being considered by the IT Division.

**4.6** Ensure that all staff, across all locations, record statistics in a uniform way.

## 5. Collections

1. The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.
2. The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.
3. The library builds and ensures access to unique materials, including digital collections.
4. The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.
5. The library educates users on issues related to economic and sustainable models of scholarly communication.
6. The library ensures long-term access to the scholarly and cultural record.

### EVALUATION:

#### 5.1 Met with recommendations

The Library collection is largely aligned with the curricular foci of the university. The Collection Development staff, along with the Library Liaisons, works closely with faculty to ensure that the Library's limited resources are used to directly support the curriculum. The top 10 majors are well supported by the Library collection, as is the undergraduate general education program (*see Appendix C*).

Over half of the University's selective journal subscriptions directly support the top ten majors, aligning with the program curriculum. Additionally, usage of the primary undergraduate and general education databases has remained steady or increased (*see Appendix D*), suggesting that the resources offered are of value to the students. However, it is often a challenge to be able to provide the proper resources for an ever-growing array of new academic programs, especially those in the sciences because of the costs for those resources.

In 2014, a LibQual study revealed that graduate students' expectations of the Library collection did not align with their experience; this demonstrated a gap within the Library collection being able to properly support the graduate programs. Since that time, we have tried to increase the collection to properly support the graduate programs. However, just like the undergraduate programs, it continues to be difficult as we add new graduate programs, and the library has a static budget coupled with annually rising publishing and purchasing costs. Interlibrary Loan and Resource Sharing data is examined for frequently requested subject areas, which are then reviewed for further development.

#### 5.2 Met with recommendations

The Library collection is comprised of resources in both print (26 material types) and electronic (16 material types) formats. The collection is composed of books, e-books, audio books, government publications, journals, e-journals, DVDs, streaming video, LPs, CDs, music scores, digital images, various microformats, etc. (*see Appendix E*). The majority of the collection is now available online to all students, faculty, and staff whether they are on campus or off.

#### 5.3 Met with recommendations

The Library offers access to a variety of unique materials, including digital collections. The largest collection of unique materials is housed in the University Archives and Area Research Center, which is focused on the 11 counties of Northeastern Wisconsin. More detailed information about the archive collections can be found in the Archives specific section of this report. The Library offers access to a collection of Zines, which are self-published, non-commercial print-work typically produced in small, limited batches. This collection is used annually by courses offered by the Art & Design program. Another unique collection is the artist books, which are a medium of artistic expression that uses the form or function of "book" as inspiration. An additional collection, more specialized than unique yet directly supporting an academic program, is the Instructional Materials Collection, which is composed of K-12 textbooks and educator materials, as well as a children's reading collection that offers multicultural perspectives in multiple languages. The Library's digital collection is another source of unique materials. This collection houses digital copies of Master's theses/dissertations and projects, the Phoenix Research Collection, Oral Histories, and the image catalog for the Lawton Gallery. The Phoenix Research Collection is comprised of unique research works conducted by



UWGB students that have been presented at the Academic Excellence Symposium, the Posters in the Rotunda, and the Center for Biodiversity grants.

#### 5.4 Met with recommendations

Depending on the definition of infrastructure, the Library has and doesn't have the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users. The Library has the technological systems in Alma and Primo to organize and provide access to collections, as well as using CONTENTdm to organize and provide access to the digital collections. Though storage of born digital records of the University needs to be addressed. (See Archives Collections section for details.) In addition, the Library has the proper processes, standards, and best practices to collect, organize, and preserve collections. However, compared with peers the Library lacks the appropriate number of staff to be able to ensure that all of these things are done, and to the proper levels. With staffing cuts over the years, we have had to have staff be responsible for multiple areas, which means no one area is covered as well as it should be. For example, over the last five years, the number of hours spent repairing damaged items has had to decrease because there is simply not the time to spend on that work. Student employee hours, which have traditionally been dedicated to shelf reading and general physical collection maintenance, have had to be reduced due to budget constraints and not being able to hire enough students for the critical services. The current physical building has several issues that can make this work difficult, but since there is a new building on the horizon, we have opted to not address those issues in this report.

#### 5.5 Not met

While the Library has from time to time tried to educate the students and faculty about the issues of economic and sustainable models of scholarly communication, it is only recently that we have begun to be more intentional about it. The Library instruction program includes discussions about the costs of scholarly content, the importance of scholarly communication, and the concept of information privilege, but there is still need for improvement. The Library has partnered with the Center for the Advancement of Teaching and Learning on an open educational resources (OER) pilot, and while we have made good progress this year with 18 instructors working on OER projects, here too there is much more to be done. Furthermore, there is an opportunity currently for the Library to lead a university-wide discussion about open access and the impact it can make on finding a more sustainable model of scholarly communication.

#### 5.6 Met with recommendations

The Library has developed a library collection for over 50 years, and ensures that the items are properly cared for, repaired, and accessible when formats change to ensure long-term access to the scholarly and cultural record. In addition, the Library's collection is supplemented by the CUWL Shared Electronic Collection. When funding is available we purchase electronic backfiles of journals to ensure long-term access. More recently, the Library has been adding original content and materials to the institutional repository (CONTENTdm), which includes student research, Master's theses and projects, etc. The cultural record of the University, and the greater Northeast Wisconsin community is collected and preserved by the Archives and Area Research Center. (For more details on that collection see the Archives section of this report.)

### **RECOMMENDATIONS:**

**5.1** Identify and procure collections and resources that support new and under-supported existing programs.

**5.1** Expand the collection within areas that are frequently requested through ILL or resource sharing:

- B- Philosophy
- D731-838 – World War II
- DK - History of Russia (early period)
- E184/195 – Black and Native American History
- HV9000 – Criminal justice, prison system
- JC – Political Theory
- LB2300 – Higher Education
- ML – Music literature

- PR6000 – English literature 1900-2000
- PS3500-3599 – American literature 1900-2000
- PZ7 – Children’s fiction literature
- TT – Handcrafts/arts & crafts

**5.2** Continue growing the electronic resources, including expanded access to physical content via digitization and online purchases (i.e., backfiles).

**5.2** Monitor developments in new technologies and new formats for resources.

**5.3** Make a concerted effort to build the Phoenix Research Collection to showcase the research work of UWGB students.

**5.3** Weed and update the IMC Reading Collection to ensure continued relevancy.

**5.3** Improve cataloging records of existing unique collections and add new collections as they are obtained.

**5.4** Monitor developments for the new building to ensure physical collections are designed with access and accessibility in mind.

**5.4** Ensure like physical collections are kept together in an area that is logical and easily accessed.

**5.4** Continue maintenance of physical collections for long-term use and preservation.

**5.4** Improve long-term preservation of resources through digitization and storage.

**5.5** Develop ways of including discussions about economic and sustainable models of scholarly communication throughout the entire library instruction program.

**5.5** Develop and implement an educational series and discussions about open access with the faculty.

**5.5** Increase faculty interest in scholarly content creation and make it available through the Library’s institutional repository and discoverable via *Search@UW*.

**5.5** Develop a draft of an open access policy and set of procedures to make publicly available the scholarly publications of the University’s faculty.

**5.6** Expand the digital institutional repository by including additional types of materials available.

**5.6** Work with the CUWL Collection Development Committee to continue purchasing undergraduate resources in perpetuity with one-time funds.

**5.6** Purchase more electronic resources when possible to widen the accessibility of the collection and aid in reducing the size of the print collection.

## 6. Space

1. The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.
2. The library provides safe and secure physical and virtual environments conducive to study and research.
3. The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.
4. The library uses physical and virtual spaces as intellectual commons according to the library mission.
5. The library designs pedagogical spaces to facilitate learning and the creation of new knowledge.
6. The library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.
7. The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.
8. The library’s physical and virtual spaces are informed by users.

**EVALUATION:****6.1 Met with recommendations**

The four library locations all have signage that supports self-sufficient use of the physical spaces. However, there are opportunities for improvement. In the Library's virtual environment, we have website navigation that is simple and allows for like things to be clustered for easy navigation by the user. However, the Library's website is not easy to find on the University's website, as it once had been. The chat option for assistance is prominent on the website, as the signs are in the physical libraries on where users can find assistance from a librarian. The Library utilizes consistency of language for both the physical and virtual environments making it easy to go from one to the other. The Library conducted usability testing on the Library's website and *Search@UW*, changes were made to both based on the results of that testing.

**6.2 Met with recommendations**

All of the Library's physical locations are safe and secure, providing a conducive environment for study and research. Public Services evaluates and monitors spaces within the Cofrin Library on a regular basis, and works to improve unfavorable situations. Emergency signage is posted throughout the building, and the Library maintains an emergency manual. Student employees are trained in emergency procedures. A few years ago, the Library invited University Police to provide a security review of the Cofrin Library, and several of their recommendations were implemented. The Manitowoc and Marinette campus locations have issues with reliable cellular service in the building, making it difficult to rely on using a cell phone in an emergency where access to the VoIP phones (rely on network access) are either not working or not accessible. The Sheboygan campus library has well-lit spaces, and designated shelters for weather emergencies. The Library's virtual space requires students, faculty, and staff to login to their library accounts with not only their university network accounts, but also the use of multi-factor authentication. The Library has an [online privacy statement](#) and we follow the University privacy policy. When computer equipment is loaned to users we securely clear it of all data upon return. The Library complies with all UW System IT security policies.

**6.3 Met**

All library locations offer networked computers throughout, and a computer lab. Several study rooms also have a networked computer. All computers are connected to the University's network and provide high speed access to the Internet. The Library also provides access to scanners, charging stations, laptops, hotspots, and several other pieces of technology for checkout. The Cofrin Library, in collaboration with CATL, provides access to a lightboard and a "one button" recording studio. All library locations also provide access to WI-FI network through a UWGB guest, UWGB domain, and EDUROAM networks.

**6.4 Met with recommendations**

The Library provides a variety of physical spaces, throughout all four library locations, that allow the library to serve as an intellectual-commons on each campus. Within the Cofrin Library, students have access to a large Library Commons (plaza), the Breakthrough Studio (3<sup>rd</sup>), and the Miller Quiet Reading Room (5<sup>th</sup>). In addition, to these spaces, there are a variety of open seating, individual study rooms, and group study rooms throughout the building. The Manitowoc campus library offers reservable study rooms, collaborative work spaces, and spaces for events. The Marinette library offers study rooms, including one with accommodation for testing. The Sheboygan Library provides access to group study spaces, schedulable study rooms, collaborative spaces, and proctoring/testing accommodation space. The Library also operates as an intellectual-commons in the virtual environment by hosting online events, such as the *Inclusive Reads & Conversations series*, and the *Learning from History series*. The Library also provides access to an extensive online set of resources, collections, and guides.

**6.5 Met**

All four of the library locations have pedagogical spaces that facilitate learning and the creation of new knowledge. The Cofrin Library has the Schneider Foundation Library Instruction Lab, which was completely redesigned in 2017 to facilitate a new pedagogical approach that the instruction librarians implemented. The Cofrin Library also provides space on the 4<sup>th</sup> floor near the Instructional Materials Collection that allows for Education instructors to hold classes adjacent to the materials the students need to use. The three additional library locations all have instruction labs with computer workstations for students. Virtually the Librarians and Archivist help to facilitate learning by being

embedded in online classes through Canvas; and, online guides are organized in a pedagogical manner as specified in the guide design checklist.

#### **6.6 Met with recommendations**

The Library has good connectivity for network at all four locations, and computers are replaced on a four-year replacement cycle set by the Division of IT. The lending equipment collection is also replaced on a regular cycle set by the library staff. The Cofrin Library has tried to replace furniture in phases as the budget has allowed. Some areas have new furnishings, while some spaces have aging furniture (maroon soft seating on 4<sup>th</sup>). The Cofrin Library was built 50 years ago when outlets were put in places for vacuum cleaners and electronic typewriters, not for charging portable electronic devices; therefore, the Library lacks adequate outlets in study spaces. The Manitowoc library's furniture is good condition, and while there is a charging station available to students, the library does lack adequate power outlets. The Marinette library has aging furniture, and steps are being take to replace some of it as budget allows. The library is also lacking adequate electrical outlets, but does offer a charging station for students. The Sheboygan library has furniture in good condition and electrical outlets are plentiful, and a charging station is available for student use.

#### **6.7 Met with recommendations**

All of the library locations are well cared for, clean inviting, and have adequate space for study and research. The hours of all locations are based on historical traffic/usage of the individual libraries, course offerings, and time of the year. The hours are established with the desire to meet the needs of students, as well as available staffing, and building hours set by the University. Environmental conditions vary depending on the library. The Cofrin Library has environmental conditions that are not well controlled, some floors are too hot and some too cold. Recently, there has been a cluster fly, ladybug, and wasp problem. The Library also has a few accessibility issues that should be addressed. All of these concerns should be addressed with the new building. At both the Manitowoc and Marinette libraries, the HVAC systems can be loud. All of the additional library locations lack regular housekeeping services to clean the libraries.

#### **6.8 Met with recommendations**

The Library offers a "Share Feedback" form on the Library's website for students, faculty, and staff to provide comments about any of the library spaces or services. The Library conducted a space study in 2014 that was used to inform the physical spaces within the Cofrin Library. The Library is once again repeating that study in spring 2022. At the Manitowoc library there is an available comment box at the front desk, and they make notes and watch for patterns when furniture is moved around by the students. The Marinette library has a comment box at the front service desk, and the staff has made note of comments made to them by students. Sheboygan does not have a comments box. The Library has also conducted usability testing of *Search@UW*, and have used heat maps and link clicks data to rework the website.

### **RECOMMENDATIONS:**

- 6.1** Reassess signage at the Green Bay library, since it has been eight years since it was last formally evaluated.
- 6.1** Evaluate signage at the additional campus locations to ensure consistency and ease of navigation.
- 6.1** Install formal signage in the Marinette campus library to remove the paper signs that are currently being utilized.
- 6.1** Conduct regular usability studies on the website and *Search@UW*.
- 6.2** Work with University Police to conduct security assessments for the additional library locations.
- 6.2** Develop a regular review schedule for the online privacy statement to ensure that it is kept up-to-date.
- 6.2** Work with the new building committee to ensure that security measures are implemented as part of the design of the building.
- 6.2** Work with Facilities to see what can be done to improve the cellular reception within the Manitowoc and Marinette campus libraries.

#### **6.3 None**

**6.4** Create a virtual learning-commons.

**6.5** None

**6.6** Consider moving some of the Cofrin Library furnishings to Marinette if it is not to be repurposed in the new building.

**6.7** Complete a gate count analysis for all library locations to determine if library hours are appropriate and that they balance with the staffing availability.

**6.7** Work with Facilities Management to see what type of regular cleaning schedule can be established for the additional library locations.

**6.8** Continue *Search@UW* usability testing and make change based on results.

**6.8** Utilize a Library Advisory Committee to provide input on physical and virtual spaces.

**6.8** Develop ways to routinely assess spaces.

**6.8** Perform space studies at the additional library locations.

## **7. Management/Administration/Leadership**

1. The library's mission statement and goals align with and advance those developed by the institution.
2. Library personnel participate in campus decision-making needed for effective library management.
3. The library allocates human and financial resources effectively and efficiently to advance the library's mission.
4. The library's budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.
5. The library partners with multiple institutions (e.g., via collections consortia) to increase cost-effectiveness and to expand access to collections.
6. The library plans based on data and outcomes assessment using a variety of methods both formal and informal.
7. The library communicates assessment results to library stakeholders.
8. Library personnel model a culture of continuous improvement.
9. The library has the IT infrastructure needed to collect, analyze, and use data and other assessments for continuous improvement.

### **EVALUATION:**

#### **7.1** Met with recommendations

The [Library's mission and vision statement](#) are in alignment with the University's mission and priorities, but they could be strengthened with minor edits.

#### **7.2** Met with recommendations

The Library Director is a member of the Provost's Administrative Council, which is advisory to the Provost on the leadership and strategic direction of Academic Affairs. The Director also serves on the Student Success Council, who is advisory to the Provost and the Vice Chancellor for University Inclusivity & Student Affairs. The Library has a representative on the Information Technology Administrative Advisory Team, which is advisory to the Chief Information Officer. Library staff participate in shared governance and other university committees that help to shape and complete the work of the University. All of these examples, along with other partnerships and collaborations, both within the University and external to the University, (*see Appendix F*), allow for effective library management.

#### **7.3** Met with recommendations

The Library allocates the resources, human and financial, it is given effectively and efficiently. However, that is not to say that the level given is sufficient. Current allocations have remained static for too many years, resulting in annual cuts to resources. Peer comparisons (*see Appendix G*) show that the Librarians are behind peers. Out of 33

institutions, UWGB has ranked 29<sup>th</sup> in number of librarians for three consecutive years and 22<sup>nd</sup> for student assistants (FTE). In order to accomplish all that is required, the Cofrin Library relies heavily on student staffing to do the jobs that peer institutions have paraprofessional staff doing. It is becoming increasingly difficult to be able to hire student workers due to low wage rates, and students are choosing to work less hours. Cuts in staffing at the additional library locations resulted in closing services in the summer, which is not helping to show a vibrant campus that is on a growth trajectory.

#### **7.4 Met with recommendations**

The current Library budget allocation is insufficient to provide resources for the number of new academic programs the University has added and hopes to add in the future. Inflation has been, and will continue to be, a major factor in the rising costs of information resources. A static budget coupled with average increases of 4% for over a decade have made it difficult provide the proper level of resources. The Librarians continue to find ways to reduce costs, purchase large packages to “get more bang for the buck”, and buy as part of a consortium, but these tactics can only do so much. The new publisher pricing model of subscriptions, adds to the difficulty of developing collections that will be available for years to come.

#### **7.5 Met**

For many years that Library has developed partnerships and participated in multiple institutional purchases to expand the collection through cost-effective measures. The largest partnership is that with the other libraries in the UW System, the Council of UW Libraries (CUWL), which embodies the philosophy of One System, One Library through a collaborative collection development approach. The collection of the UW Libraries is a shared physical collection that is moved around the System as requested by students, faculty, and staff. The Library is also a member of WiLS that provides us the opportunity to make several purchases at consortium pricing. A partnership with NWTC at the Marinette Campus, has allowed us to expand the appointments of the Campus Librarian and Library Assistant III at the Marinette campus library.

#### **7.6 Met with recommendations**

Data from each area of the Library is regularly collected for several external annual surveys for which we are required to submit data. This data provides insight into collections and services which the Library staff use for planning efforts and improvements. Most of the assessment, while it has provided valuable information for making improvements, has been more on the informal side, or not conducted as regularly as it should be. The Library conducts space studies to collect data that shows how the Library locations are used, which informs changes to layouts, furniture, and equipment offered. In an effort to be more deliberate and formal with assessment, the Library Director has appointed a new Assessment and Metrics team to help lead these efforts.

#### **7.7 Not met**

The Library does not directly communicate assessment results to library stakeholders, instead it is done indirectly by service or collection improvements. This is an area of opportunity to improve for the Library.

#### **7.8 Met with recommendations**

When it comes to individual continuous improvement, the Library personnel regularly participate in professional development. They participate in conferences, training sessions, webinars, university-sponsored professional development opportunities, etc. The Instruction Librarians have fairly regularly assessed the teaching and services they offer, using that information to improve the library instruction program. Several of the Library staff participated in the Assessment Co-curricular workshop held in January of 2022, including a presentation by the Library Director on how the Library approached this Comprehensive Program Review. During the 2021-2022 academic year, all library staff were tasked with completing the Level 1 Inclusivity Certification through the UWGB Pride Center.

#### **7.9 Met with recommendations**

The Library uses available data for continuous improvement. For example, the hours of operation for the Cofrin Library have been set by using gate count data to establish usage patterns. The Library recognizes that continual review of data is necessary to ensure improvements are being made to the services and resources it offers. There are

some areas that need improvement, including automating as much of the data tracking as possible, especially within the Archives.

**RECOMMENDATIONS:**

**7.1** Adjust the Library’s mission and vision statement to ensure that they include specific language about an inclusive and diverse environment, and to ensure focus on supporting a university with an access mission.

**7.2** Advocate for a library representative on appropriate University-wide committees, and encourage more shared-governance participation by library staff.

**7.2** Collaborate with areas within and external to the University to further the effective management of the Library.

**7.3** Develop data that demonstrates the impact that a static budget has had on the resources the Library has been able to provide to the students and faculty, with the goal of increasing the Library’s capital budget.

**7.3** Find new avenues of funding to restore the additional library location summer hours, and increase staffing FTE at those locations.

**7.3** Request one-time funding where possible to help meet strategic goals.

**7.3** Review and adjust student wages annually to ensure competitive wage rates.

**7.4** Develop data that demonstrates the importance of increasing the library’s annual budget to allow the Library to provide the proper level of resources for a growing university, but at the very least an increase that will handle inflation.

**7.4** Identify additional partners for cooperative purchasing agreements to help reduce costs.

**7.4** Work with new programs to anticipate, and plan for, additional resource needs.

**7.5** None

**7.6** Develop an assessment plan for the Library that includes a schedule for routine assessment, including ways in which assessment will be shared with the broader university community.

**7.6** Gather, analyze, and utilize data to a greater extent to make collection purchases and cancellations.

**7.6** Seek out the student voice to inform collection purchases and cancellations.

**7.6** Collect data and track qualitatively the impact cancellations have on student success and use that data to make the case for increased resources.

**7.6** Subscribe to the ACRL Benchmarking data service to conduct regular peer comparisons.

**7.6** Ensure that appropriate staff are trained in using Alma Analytics.

**7.7** Make communication part of the assessment plan.

**7.7** Develop an annual report that can be used to communicate the assessment outcomes.

**7.7** Use the Library newsletters to provide information about upcoming assessment initiatives, as well as the results of those assessments.

**7.7** Submit annual institutional assessment reports as required.

**7.8** Find sustainable funding for professional development to ensure the Library personnel are developing a culture of continuous improvement.

**7.8** Schedule annual in-services focused on issues that help to advance the strategic priorities of the Library, Academic Affairs Strategic Plan, and the Chancellor’s Strategic Initiatives for the University.

**7.8** Implement a requirement that as part of all staff annual evaluations at least one professional development goal is included.

**7.9** Identify and utilize data collecting tools that will enable us to collect additional data that will help to eliminate manual processes and will inform continuous improvement.

**7.9** Develop staff skills in using data collecting and data visualization tools.

## 8. Personnel

1. Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.
2. Library personnel have education and experience sufficient to their positions and the needs of the organization.
3. Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.
4. Library personnel contribute to the knowledge base of the profession.
5. Library personnel are professionally competent, diverse, and empowered.
6. Library personnel keep current with library technology, applications, and infrastructure and participate in ongoing training.
7. Library personnel engage with library student employees to provide mentoring and work that enhances the students' overall academic experience.
8. Library personnel continuously examine and transform roles to meet the needs of the evolving organization.

### **EVALUATION:**

#### **8.1 Met with recommendations**

The Library personnel is not sufficient in quantity to properly meet the diverse teaching and research needs of the faculty and students. The demand for library instruction sessions, along with the need to create, produce, and maintain library guides and learning objects of all kinds is more than the current staff level is able to meet in reasonable time. We do our very best with the staff we have, and work to meet the demand, but compared with peers we are understaffed. With growing interest in the areas of OER, Open Access, Digital Scholarship, Data Management, etc. the Library does not have enough staff to work on developing these areas to the level that we should, and this directly impacts the ability to meet the teaching and research needs of the faculty and students. The Archives is the busiest archives among the UW comprehensive institutions, yet we are on the lower end for hours open and staff available to support the increased demand for their resources and use in undergraduate courses. The Cofrin Library has no evening supervisor to support the student staff working at night and on the weekends. All three additional campus library locations do not have a full-time librarian and with part-time staff if someone is on vacation or out sick, it can create staffing issues which directly affect the support we can provide.

#### **8.2 Met**

All librarians have an ALA-accredited Master's degree.

#### **8.3 Met with recommendations**

Library personnel demonstrate a commitment to ongoing professional development through participation in conferences both at the state and national levels. In the last three years the Library staff have participated in the following conferences: Wisconsin Library Association Conference, Wisconsin Association of Academic Libraries, Association of College and Research Libraries Conference, American Libraries Association Conference, EDUCAUSE Annual Conference, ELUNA Conference, and Charleston Conference. In addition, the staff participate in countless webinars to keep up to date on the latest trends and best practices. Many of the Library staff are active members of professional organizations including the Wisconsin Library Association, Wisconsin Association of Academic Libraries, American Library Association, Association of College & Research Libraries, Midwest Archives Conference, and the Society of American Archivists. The Library personnel are also very active in university shared governance and other university-wide committees, including: Academic Staff governance, University Staff governance, Strategic Budget Committee, Student Success Council, Information Technology Advisory Council, and many others. Library staff wishing to pursue a degree are provided tuition assistance support when available.

#### **8.4 Met**

The Library personnel contribute to the knowledge base of the profession with presentations at conference, book reviews, guests on podcasts, etc. Some of the more recent evidence of this contribution includes presentations at Back in Circulation Conference, Wisconsin Association of Academic Librarians Annual Conference, Wisconsin Library



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Association Annual Conference, ELUNA Conference, Information Literacy Institute, Upper Midwest User Group, CUWL Summer Conference, Instructional Development Institute, and Common CAHSS Conference.

### **8.5 Met with recommendations**

The Library personnel are professionally competent and are empowered to make a difference at the University and contribute to the mission. Evidence of empowerment can be found in the new team structure (*see Appendix R*) that was created by the Library Director to ensure that everyone has responsibilities to help move forward the Library's initiatives and to ensure accountability by all. While we do very well with competency and empowerment, we do fall short on having a diverse staff. There is plenty of work that will need to be done to ensure that the Library staff reflects the diversity of our student body, and the greater community.

### **8.6 Met with recommendations**

The Library personnel are often the most technologically current at the University, as they are always willing to try something new, and they handle technology changes well. The staff works to keep current through participation in conference, webinars, readings, and trial-and-error. Multiple staff attended the ACRL conference in 2021, and the Systems Librarian annually attends the ELUNA conference to keep updated on the changes to Alma (Library Catalog) and Primo (Discovery Layer). Instruction librarians keep current with educational technology that is suited to information literacy instruction sessions, such as H5P, padlet/jamboard, various video capture software, etc. The staff utilizes the access they have to LinkedIn Learning to keep updated on technology, applications, and infrastructure changes. The staff also share information about new technology with each other to ensure that everyone keeps up-to-date.

### **8.7 Met with recommendations**

The Library personnel are very engaged with library student employees. Student employees go through training programs to ensure that they are not only trained to handle the position for which they have been hired, but to also ensure that they are developing the soft skills (*see Appendix S*) that employers are looking for, such as decision-making, independent thinking, initiative, ability to work in a team, etc. The engagement doesn't stop at the training, it also includes meeting with students annually to discuss how to connect the skills they are learning to the "real world" jobs for which they will be applying. Library student employees have opportunities to advance to higher level positions within the Library, and many library staff are asked by students to serve as references for jobs or graduate school. We foster a strong team environment where asking questions is encouraged and where student employee suggestions are routinely incorporated into new procedures, training, etc. The Library staff also mentor student interns on a variety of projects, this includes both UWGB undergraduates, as well as Master's Degree seeking students.

### **8.8 Met**

Since it is vital that the Library continues to transform what we do to meet the needs of the evolving institution, the Library is continuously examining the roles of each staff position, especially when positions become open through retirements or resignations. Over the past decade several positions have been transformed. For example, the two cataloging positions have been transformed into one that supports the cataloging and processing of Archives, and one to be a Digital Collections and Metadata Librarian. In addition, we switched from using the title of reference librarian to research and instruction librarian to reflect the true nature of what those positions do to support teaching, learning, and research. Gone are the days of the quick reference question, now the librarians work on in-depth research questions, and providing instruction on how to properly conduct research. In addition to a name change, we also shifted several positions from "back end" services to research and instruction, so that instead of one librarian trying to serve the entire student population, we have a team of six that now support the instruction program and research desk. The circulation department was changed to Public Services to reflect the important of the service aspect of the department. The Archives, in addition to gaining a cataloger, also saw an increase in the Archives Assistant position from 70% to 100% to support the growth in demand for archival services. Collection Development was merged with Library Processing to create a Collection Management team to ensure the more efficient flow of work between the two areas.

**RECOMMENDATIONS:**8.1 Create a prioritized list of positions needed for the Libraries.

8.2 None

8.3 Add professional development goals into all staff members' annual evaluation goals.

8.4 None

8.5 Continue to work on ways to diversify the staff through hiring.

8.6 As part of the annual review process, all staff should identify areas where they feel they need to develop skillsets to ensure that we are keeping current with library technology and applications.

8.7 Find opportunities to increase student internships for specific projects.

8.8 None

## 9. External Relations

1. The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.
2. The library communicates with the campus community in a timely way using a variety of methods and evaluates the communication for effectiveness.
3. Library personnel convey a consistent message about the library to expand user awareness of resources, services, and expertise.

### *Evaluation:*

#### 9.1 Met with recommendations

The Library contributes to external relations through the following event series: Evening of Conversation, Stories from the Archives, and Learning from History: book discussions. Single programs and exhibits are also offered to the University and community, such as the 9/11 Memorial Poster Exhibit, the Sophie Scholl and the White Rose Movement poster exhibit, and many others. The Archives department provides information and documentation for projects coordinated by University Advancement, Office of Marketing, Athletics, and others, that are in direct support of external donor relations. The Archives Department coordinates National History Day for Northeast Wisconsin by hosting research days for local middle and high schools, as well as hosting the regional competition; this work allows for relationship development to area school teachers and students. The Library has worked with University Advancement to match library needs with donors, this has resulted in The Norman and Shirlin Miller Quiet Reading Room, The Breakthrough Studio, The Schneider Foundation Library Instruction Lab, The Library Commons, the Robert L. Ganyard Library Endowment, and many other small gifts.

#### 9.2 Met with recommendations

The Library communicates in a timely manner through emails, newsletters, social media, the LOG, and the Campus Life newsletter, but we do not evaluate the effectiveness of the communication.

#### 9.3 Met with recommendations

The Library personnel speak positively about the Library. However, there is a lack of a consistent message. We are unable to assess the reach is of the Library's communications.

### *Recommendations:*

9.1 Create an annual report that is shared with past friends and donors.

9.1 Create a list of external partnerships, we maintain in the form of connections with school districts, community

organizations, etc.

**9.1** Establish a method of tracking attendance at programs (by type – external and internal) or other measures of event success.

**9.1** Establish a method for tracking the success of our communications and publications.

**9.2** Track how many people receive our communications.

**9.2** Track the open rate of emails/announcements/newsletters.

**9.2** Establish a list of social media analytics that should be tracked.

**9.2** Set benchmarks for communication effectiveness.

**9.3** Develop consistent messages about the Library and ensure that they are used in conjunction with the University's "personality traits" (Carnegie Dartlet report).

**9.3** Determine what success looks like for Library communication and messaging.

## Archival Standards

The ACRL standards are focused on libraries, and while some of them can be applied to archives, not all of them should be. Therefore, we decided it would be important to use a set of standards specific for the University Archives and Area Research Center (Archives). However, upon research we discovered that there is no one set of standards comparable to the ACRL Standards for Libraries. We decided we would replace the ACRL Standards for principles 3 (Educational Role), 4 (Discovery), 5 (Collections), and 6 (Space) with a set of standards that we put together from a variety of best practices for archives. The following is the evaluation of the Archives against these modified standards. They are numbered to correspond with the counterpart in the ACRL standards.

## Principles

- 3. Educational Role:** The Archives partners in the educational mission of the institution to develop and support critical thinking skills in researchers who can discover, access, and use primary source materials effectively.
- 4. Discovery:** The Archives enables users to discover archival records in all formats through effective use of technology and organization of knowledge.
- 5. Collections:** The Archives provide access and usage opportunities for archival collections sufficient in quality, depth, diversity, and format to support the research interests and needs of the institution and/or community. Archives must ensure that materials remain intact and secure from theft and damage.
- 6. Space:** The Archives should provide adequate and suitable space and facilities for administration, processing, storage, and use of its records in all formats, and for all programs that are designed to meet stated goals and objectives.

## Performance Indicators for Each Principle

### 3. Educational Role

- The archive personnel collaborate with faculty and others regarding ways to incorporate archival collections and services into effective curricular experiences for students.
- The archive personnel assist in the process of interpreting documentation of past events through the use of primary source materials.
- The archives personnel actively share their knowledge and expertise with researchers, users and colleagues.
- The archive personnel develop an outreach program that supports the various constituencies and their needs for archival materials.

5. The archive personnel provide appropriate and timely instruction in a variety of contexts and employ multiple pedagogies.
6. The archives personnel collaborate with partners to provide opportunities for professional development for faculty, staff, and other users of the archives.

### **EVALUATION:**

#### **3.1 Met with recommendations**

The Archives Coordinator routinely collaborates with faculty to create meaningful experiences with primary sources. Typically involves: design and implementation of assignments; serving as a lab site for the course; providing feedback on student projects; guiding students to appropriate resources; and participating as a co-instructor for many courses. During the five- year span of 2017-2021, the Archives Department as a lab site for UWGB undergraduate classes and National History Day field trips for 5,557 students. In 2019, prior to COVID dictated closures, the Archives was on track to set record numbers for lab sessions, with nearly 1,800 students participating in the first six months of the academic year.

#### **3.2 Met**

Assisting researchers in the interpretation of the past through primary sources is a routine component of the one-on-one interactions with researchers. Primary source literacy skills are incorporated in assignments, course discussions, learning objects, etc., which assists with interpreting historical events.

#### **3.3 Met with recommendations**

The Archives staff routinely share their knowledge and expertise with others as part of all research transactions; especially in relation to the collections, local history resources, and record types. Knowledge and expertise are a foundation for building and conducting curricular experiences and extend to community repositories as well as the Wisconsin Historical Society. This allows for researchers to be guided in the identification of archival collections outside of our own holdings.

#### **3.4 Met with recommendations**

The Archives personnel create, lead, and/or participate in community and university programs centered around archival collections and research techniques. They collaborate with local cultural and heritage institutions in various outreach programs, taking the form of workshops, presentations, exhibits, publications, etc. More recently the Archives has launched a new program series: *Stories from the Archives*. The Archives Coordinator serves as regional coordinator for [Northeastern Wisconsin National History Day program](#).

#### **3.5 Met with recommendations**

The expertise and knowledge of the Archives coordinator provides flexibility in delivering impromptu information sessions on primary source literacy matters. Instruction sessions are primarily customized and individually created for a wide variety of academic disciplines. Multiple pedagogies used include: presentations, workshops, small groups, discussions, hands-on, analytical exercises, one-on-one interactions, etc.

#### **3.6 Met with recommendations**

The Archives has done presentations for CATL on use of historical records, primary source literacy, oral history best practices, etc. They have led professional development opportunities within Brown County Federation of Historical Organizations and given presentations to various University departments regarding the history of UWGB.

### **RECOMMENDATIONS:**

- 3.1 Create and implement a standardized instruction request form.
- 3.1 Analyze five years of accumulated instruction data.
- 3.1 Map majors of students who have used archival materials.

**3.1** Establish and maintain a library of course assignments and syllabi for curricular uses.

**3.1** Seek opportunities to broaden the curricular program areas that connect to archival materials.

**3.2** None

**3.3** Create and implement documentation regarding research outputs directly linked to archival usage.

**3.3** Use Springshare LibAnswers to gather data about support given to University departments as well as cultural heritage organizations.

**3.3** Implement the use of LibGuides to support common types of research questions dependent upon archival materials.

**3.4** Create tracking form to record metrics for outreach programs.

**3.4** Explore opportunities for outreach efforts related to *Our Voices*.

**3.5** Review and revise data captured as it pertains to instruction.

**3.5** Implement the use of LibGuides to support curricular collaborations with archival materials.

**3.6** Create tracking form to record metrics for professional development programs.

**3.6** Explore additional programming opportunities regarding professional development topics.

## **4. Discovery**

1. The archive arranges records and papers in accordance with the principles of provenance and original order to preserve all relationships.
2. The archive ensures that records in all formats are appropriately housed, identified, and stored so that they are easily maintained and readily retrieved.
3. The archive employs a system of finding aids that reflects current professional standards and provides essential information about the holdings for users and enable retrieval of materials.
4. The archive is open for researchers on a regular and stated schedule and makes its records available on equal terms of access to all users who abide by its rules and procedures.
5. The archive defines in writing any restrictions on access to collections or individual records, and observes that such restrictions are carefully followed.
6. The archive provides information about its holdings to appropriate publications, databases, and networks.
7. The archive provides reproductions of its materials whenever possible, and prior to providing the reproduction states any related fees.
8. The archive has technological infrastructure that supports changing modes of information and resource discovery.
9. The archive provides one-on-one assistance to help users find the archival records needed.

### **EVALUATION:**

#### **4.1 Met with recommendations**

Archival collections are organized and arranged in accordance to principles of provenance and original order whenever practical and feasible. Each set of records/papers is maintained as a discrete collection.

#### **4.2 Met with recommendations**

The majority of the collections are housed and stored appropriately for preservation and access. Exceptions are: Newly acquired collections are stored on the floor and not on shelves because of space constraints, some oversize materials, born digital materials, visual and sound recordings. Some environmental aspects of the physical space are not ideal for long term storage of archival collections.

**4.3 Not met**

Encoded Archival Description (EAD) standards are used to create guides to UW-Green Bay owned collections. EAD Finding Aids for the Area Research Center Collections are prepared by the Wisconsin Historical Society, and follow EAD protocols created by the UW Digital Collections staff. EAD finding aids have not been retroactively created for all archival collections, nor for the majority of the unprocessed collections. Access tools for some specific collections remain in manual formats, in-house.

**4.4 Met with recommendations**

The Archives provides access to onsite researchers with regularly scheduled open hours. Researchers do not need a formal relationship with the parent institution. There are no age limits on the researchers given access to the collections. Researchers visiting the Archives are informed of the rules and procedures (*see Appendix T*) for use of the archival collections. Researchers who cannot physically access the collections are provided with remote research services for a standard fee.

**4.5 Met with recommendations**

Relevant restriction statements are included in cataloging records and item records. Circulation of restricted records include a flagged statement as an extra safety measure. Restricted identifications are physically included in the labeling of said collections. Users of restricted collections must sign confidential release forms which are maintained by the Department. The Archives Reading Room is carefully monitored when collections are being used, especially restricted collections.

**4.6 Met with recommendations**

The majority of archival collections are cataloged in Alma and discoverable via Primo. Exceptions include: photographs (University Archives photos have virtually no discoverability), uncataloged rare books, artifacts, and unprocessed UWGB owned manuscript collections (those without accession numbers.) Information about the holdings are available within the UWDC Archival Resources in Wisconsin: Descriptive Finding Aids tool. Limited digital collections are discoverable via ContentDM and UWDC, which are also integrated into Primo. Limited portions of Area Research Center collections are available digitally through the Wisconsin Historical Society website. Limited digital collections are harvested by Recollections Wisconsin and in turn Digital Public Library of America.

**4.7 Met with recommendations**

Reproduction fees exist for onsite and offsite research services. These are clearly stated through signage by equipment and on [our web page](#). For off-site fees we provide costs via individual communications and via the online index/shopping cart. Reproduction fees for media formats are established and available upon request, because the fees are somewhat dependent on the nature of the job. If items are fragile, we seek alternative means for making reproductions such as scanning.

**4.8 Not met**

The technological infrastructures available to the Archives are limited and do not address changing modes of information or resource discovery. The collection of university archives records essentially ends in 2005 when the campus primarily began creating born digital records. Materials born digital are not stored on secure and adequately sized platforms that allow for easy and independent access to the collections by researchers. Production of online indexes (which improve access and generate revenue) is constrained by IT staffing availability and priorities.

**4.9 Met with recommendations**

During open hours, the Archives is staffed with a combination of professional staff and student employees. Professional staff, based on expertise and knowledge of collections, guide researchers to specific archival materials that will help them with research questions. Student employees assist researchers for creating reproductions and using equipment. All employees assist in the adherence of reading room rules. Consultation appointments are available for researchers who need extended one-on-one services. These types of appointments are also available to UWGB students who are seeking help with developing research questions. One-on-one assistance is provided to off-site patrons.

**RECOMMENDATIONS:**

- 4.1 Solidify workflows to minimize accessioning and cataloging backlog of new collections.
- 4.2 Improve storage of oversized archival materials.
- 4.2 Improve storage and access of born digital and digitized materials.
- 4.2 Improve storage and access of visual collections and sound recordings.
- 4.2 Monitor annual amount of digital space (e.g. GB) used/needed for born digital and digitized collections.
- 4.2 Gather data from Wisconsin Historical Society for new collections we are not able to receive due to lack of space
- 4.3 Develop methodology for prioritizing collections warranting EADs.
- 4.3 Develop processes and workflow whereby student employees could manage the basic steps of EAD production.
- 4.4 Explore digital transformation possibilities regarding existing manual daily sign in and annual registration processes for on-site patrons.
- 4.5 Verify all restricted collections are flagged appropriately in Alma bib and item records.
- 4.5 Incorporate specific processes for accessing restricted collections in staff view (i.e. internal notes, not displayed to public.)
- 4.6 Investigate discoverability inconsistency for digital collections within Primo.
- 4.6 Develop an image management system that allows for public discovery and access to image collections. The desired system should follow current archival standards for preservation and access to both original format and digital collections.
- 4.7 Analyze credit card payment system and adjust workflows and fees accordingly.
- 4.7 Consider exploring and implementing research fees in the context of in-depth, off-site research requests.
- 4.8 Submit an IT project request, making the case for the digital transformation that would occur by increasing online index content (i.e., increased revenue, reduced staff time, increased access)
- 4.8 Investigate digital asset management plans as a first step to addressing preservation needs for born digital records.
- 4.8 Secure separate and dedicated local server space to facilitate preservation of born digital records
- 4.8 Develop a records transfer plan for use with key campus departments. Intended goals would be to provide for the timely transfer of records and eliminate decentralization of records storage across campus. May include efforts to digitize select records.
- 4.9 Explore creating content, delivered in LibGuide format, to address common types of research questions.
- 4.9 Increase use of social media platforms to highlight specific research materials.

**5. Collections**

1. The archive provides access to archival records and collections that are aligned with the curricular foci of the institution to which it belongs and the community in which it resides.
2. The archive respects the diversity found in humanity and advocates for archival collections to reflect that rich complexity.
3. The archive follows a formally adopted acquisitions policy that identifies the types of records it will attempt to acquire.
4. The archive has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections and records in all formats.

5. For university official records, the archive collaborates with the records management program to ensure the retention of institutional records, in all formats, for historical and legal documentation.
6. The archive should maintain records to document the acquisitions process and should record the provenance of all accessions.
7. The archive has a written policy on security of the collections, which includes a standard operating procedure on dealing with theft or other security problems.
8. The archive maintains adequate checkout records and registrations for each researcher who uses materials to ensure the ability to identify who has used the items.

**EVALUATION:**

**5.1 Met with recommendations**

As part of the Area Research Center Network, Wisconsin Historical Society owned collections pertaining to northeastern Wisconsin are housed and administered by the Archives Department. Many of the ARC collections are directly tied to the UWGB curriculum. Examples include environmental sciences, various history classes, political science, geography, English, humanities, women and gender studies, and communications. Within the Area Research Center Network, the Archives Department is a strong leader in archival resource sharing and routinely borrows materials related to course offerings. The Archives Department has a track record of engaging in active collecting in terms of historical records. Examples include: Belgian-American Research Collection; NEW Business Archives; Harris and Reed Green Bay and Fox River Scientific Collection. The active collecting initiatives are tied to curriculum offerings. UWGB owned collections include: Peninsula Players Theatre; Mosaic Arts; Green Bay Symphony; family papers of various individuals; Dave Hansen Papers; NEW Community Clinic; Joe Heller cartoons, etc.

**5.2 Met with recommendations**

Recognizing a need and underrepresentation in its collections, the Archives developed a collecting plan and launched *Our Voices: LGBTQ+ Stories of Northeastern Wisconsin* in 2020. A recent collection acquisition is the Rosa Minoka Hill Papers which document the story of an early Oneida female physician who carried national importance. As part of the campus oral history project, we have secured interviews with Hispanic UWGB alums. When appropriate, remediation is applied in cataloging and finding aid work pertaining to language used to describe collections.

**5.3 Met with recommendations**

The collection development and acquisition policies for the Area Research Center component of the Department are set forth by the Wisconsin Historical Society. Collection development and acquisition policies (*see Appendix U*) exist for UWGB owned materials. Outdated and need to be reviewed for necessary updates, especially regarding formats. ARC and UWGB collection development and acquisition policies follow the geographic designation of northeastern Wisconsin, defined as eleven specific counties. The geographic designation is generally the first criteria applied to acquisition decisions. All collection development and acquisition decisions are governed by standard archival principles.

**5.4 Met with recommendations**

Workflow processes established for each aspect of collection development procedures. Individual personnel identified as lead manager on each aspect. Personnel infrastructure could be expanded to address the increase in the management of collection development and acquisition matters. Lack of space for future collection growth is a factor for preservation. Lack infrastructure to organize, provide access and preserve born digital collections. Infrastructure lacking for photographic formats, especially in terms of organization and access. Disaster Preparedness Plan exists for instances of damages to collections.

**5.5 Met with recommendations**

University official administrative records have seldom been added to the archive’s holdings since approximately 2017 with serious gaps beginning in 2005. The University Archivist does not receive communications from the records manager regarding proposed and new records retention schedules for the UW System. Technological infrastructure



does not exist to support born digital records. As a result, there are serious gaps in the archival holdings. In some instances, to compensate for lack of technology infrastructure, departments print born digital documents as a way to safeguard them and to at least have information preserved in the Archives.

**5.6 Met**

Donor files and accessioning records exist for UWGB owned manuscript collections and university archives records. Donor names and collection sources are recorded in cataloging records and finding aids. For reading room materials, gift statements are included in cataloging records.

**5.7 Met with recommendations**

Reading room rules are included as part of the patron registration process thereby notifying patrons of consequences of theft, property damage, etc. Written policies include: Security review by UWGB Public Safety staff (2017); Security Management procedures (2001); and Security for Reading Room (UWSAC guidelines, 1994). Should be reviewed and potentially updated to reflect current SAA and ACR-RBMS standards and best practices. Adhere to guideline of two people on duty in the reading room so researchers are not left unattended at any point. No unauthorized personnel allowed in archives stack area. Keys controlled.

**5.8 Met with recommendations**

Each onsite researcher registers as a user of the Archives, acknowledging reading room rules, providing contact information, and reason for use. Includes presentation and recording of photo identification numbers. Done on an annual basis. Retained for ten years per UW System records schedule. With a handful of exceptions, all collections are barcoded down to the container level. Result is that individual users can be linked to individual containers on a given day. For those items not barcoded, a collection use form is completed, linking a specific user to a specific container on a specific day. Retained for ten years per UW System records schedule.

**RECOMMENDATIONS:**

- 5.1 Conduct high-level mapping of academic departments to subject matters of collections.
- 5.1 More fully develop and implement [field work documentation reports](#) and [temporary receipt forms](#).
- 5.1 Create a timely process for the transfer of new WHS owned collections for cataloging and processing actions.
- 5.2 When appropriate, remediate cataloging and finding aid work pertaining to language used to describe collections. NOTE: Although the majority of this work would be applicable to WHS owned collections, the local expertise and knowledge is necessary to make this rectification.
- 5.2 Create a long-range plan for broadening the populations represented in the *Our Voices* collection.
- 5.3 Review 2017 UWGB Archives Department collection development policy and revise as needed, especially regarding new formats and initiatives such as *Our Voices*.
- 5.3 Discuss and analyze existing rare book collection and determine steps to move forward
- 5.3 Discuss and analyze existing artifacts collection and determine steps to move forward
- 5.3 Discuss and analyze special collections items currently administered within the general library collections (e.g., zines, etc.) and determine appropriate location and storage
- 5.4 Develop and begin an image management plan to include all image formats
- 5.4 Investigate digital asset management plans as a first step to addressing preservation needs for born digital records
- 5.4 Secure separate and dedicated local server space to facilitate preservation of images, born digital records, and digitized content
- 5.4 Review existing call number management documentation and revise as needed to reflect all formats
- 5.5 Investigate digital asset management plans as a first step to addressing preservation needs for born digital records
- 5.5 Secure separate and dedicated local server space to facilitate preservation of born digital records
- 5.5 Develop a records transfer plan for use with key campus departments. Intended goals would be: to provide for

the timely transfer of records and eliminate decentralization of records storage across campus. May include efforts to digitize select records.

**5.5** Identify and collect historical records residing at the additional locations

**5.6** None

**5.7** Policies should be reviewed and potentially updated to reflect current SAA and ACR-RBMS standards and best practices

**5.7** Participate in UWSAC revisions of ARC Manual

**5.7** Consider instituting a regular review of staff elevator access via a Public Safety Report

**5.8** Consistently apply policy allowing for individual patron circulation of items borrowed for a class (e.g. Fleet Farm)

## 6. Spaces

1. General considerations
  - a) The archives should be equipped with an appropriate heat/fire detection and suppression system, including smoke and heat detectors and fire extinguishers.
  - b) Maintain constant temperature and humidity conditions. Suggested ranges are: temperature of 60-70°F (16-21°C) and relative humidity of 40-50%. It is especially important to minimize fluctuations within the suggested ranges.
  - c) A security system should protect the archives. All areas in the archives should have locks. Only authorized personnel should ever have access to the keys or combinations to these areas' locks.
  - d) All windows and fluorescent lighting in the archives should have appropriate ultraviolet light filter screens, particularly display areas and areas where archival material is on open shelves.
  - e) Archives should have convenient access to a loading dock and elevators as required.
  - f) Archives should have direct access to running water and sinks.
  - g) In a multi-story building, archivists must ensure that floor load capacities will support appropriate shelving and record loads.
  - h) Protect or locate archives away from environmental or structural hazards such as leaky pipes or wet basements.
  - i) Adequately wire the archives for computer and communications services.
2. Other considerations
  - a) Provide adequate space for administration work including staff, standard office equipment, and supplies.
  - b) Provide a separate work area for examining and processing records.
  - c) Provide a separate research/reference area that is convenient to storage and work areas, supervised and restricted, large enough to accommodate several users, furnished appropriate with accommodations for electronic devices (if archive's policy permits), space for checking bags, briefcases, and coats, a registration/check-in desk, and that allows for one-on-one consultations.
  - d) Provide storage areas that are only accessible by archives' personnel, large enough to accommodate present holdings and permits for 5-10 years of projected growth of the collection.
  - e) Provide space for exhibits and public programs, special media (microforms, photographs, oversized times, and electronic media).
3. Equipment and Supplies
  - a) Provide shelving that is constructed of material that is safe for archival records with adjustable shelves to accommodate the types of materials and containers used for storage.
  - b) Provide storage equipment for oversized items, photographs, maps and other items which may vary in size or type of media.
  - c) Provide equipment appropriate for transporting boxes and other archival materials: folders, document cases, or other containers appropriate for the long-term preservation of archival materials.
  - d) Provide equipment necessary using for all microformats in the collections, public access computer, printer, and scanner.

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**EVALUATION:****6.1 Not met**

The Archives, like the entire Cofrin Library, lacks a fire suppression system. While it does have several smoke detectors, and fire alarms, there are no heat detectors. While the fire extinguisher is within the Archives, it is not in a very convenient location. The temperature and humidity are not regulated, and the fluctuations are difficult to near impossible to control with the current HVAC system in the building. The Archives does not have a security system; instead access is highly regulated by who is assigned a key, which is limited to archives employees and the library administration. Access to the Archives via the service elevator is controlled as well, not only by individual, but also by the times of day in which card access will work. While elevator access is limited, there are more individuals with that access for the purpose of getting to the network closet that is located next to the elevator. The windows have some UV protection film that was placed on the windows, but there is no UV protection on the lights. The Archives is located on the 7<sup>th</sup> floor of the building, making it the furthest from the loading dock than any other library department. The service elevator opens directly into the back of the work room. The work room has a sink with running water, but only cold water. The Cofrin Library was built with the intention of it holding a library collection, so it was intended to bear the weight of a collection, but not to the size that the Archives has grown. The part of the collection that is in Remote Storage (CL140) is on a load bearing floor. Leaks are a real concern to the Archives, there have been some leaks in or near collection areas in the Archives in CL705 and CL 750 as well as in Remote Storage. Collections are moved when possible to ensure that if a leak reoccurs that no collections are damaged. In an attempt to regulate some of the humidity issues in CL705 there are dehumidifiers running throughout the collection area. The water collected from these units is pumped through PVC piping along the wall near the ceiling, through the reading room and into the work room to drain into the piping near the sink. While it has held so far, there is always a concern that at any spot along that piping a leak might take place putting the collection at risk. As with the rest of the building, the Archives areas lack proper numbers and location of power outlets and network jacks. There is no power available at the tables in the reading room for users to plug in electronic devices which at times means users, especially students, are not able to work online while in the Archives. Further, researchers are often sitting on the floor to utilize wall outlets. Power and network access need to come from the ceiling with power poles for computers and scanners, make it difficult to rearrange any equipment. WI-FI units are installed within the reading room and the collections area, though the level of strength in the collections can be spotty.

**6.2 Met with recommendations**

There is more than sufficient office space for the Archivist. The Archives Assistant is provided a desk within the reading room open to the public, and the Archives Cataloger works in the processing area at a make-shift work station. The work room does not have enough space or the right sized tables for processing collections, and it currently is serving as a multi-functional space making it difficult for processing to happen. The design of the reading room provides for sightlines to researcher activity, but because of the spill over from the work room it cannot always be considered a separate work area. Archives' guidelines require two staff to be working any time the reading room is open to the public to ensure the security of the materials. The reading room accommodates 24 researchers at once. However, there is often times when it needs to accommodate more. The room was originally designed for single researchers in mind, but current pedagogical approaches have classes utilizing the Archives for a lab. Lighting in the reading room is satisfactory. There are no power outlets at the research tables. The Archives has a registration desk for researchers, but does not have a locker system or coat room for researchers to store the coats, bags, etc. requiring them to take all of that with them to the research tables, which puts collections at risk. The size of the reading room requires that the research/consultation desk be located adjacent to two of the research tables, which does not allow for proper separations when conducting research transactions. Anyone who accesses the collection storage space, but does not work for the Archives, is accompanied by an Archives staff member at all times. There is no room for growth in the collection storage spaces. The Archives has had to resort to utilizing space in Remote Storage and in other rooms on the 7<sup>th</sup> floor. Some collections are stored on the floor due to the lack of collection space. The Reading Room provides limited space for programs, and those programs must be limited in size and also require the reading room to be closed to researchers. The Reading Room is an inadequate space for conducting research by an entire class, and it has no space for exhibits. There is limited space for microform, photograph, and oversized collections, and the Archives lacks the proper digital storage space for born digital format collections.

**6.3 Met with recommendations**

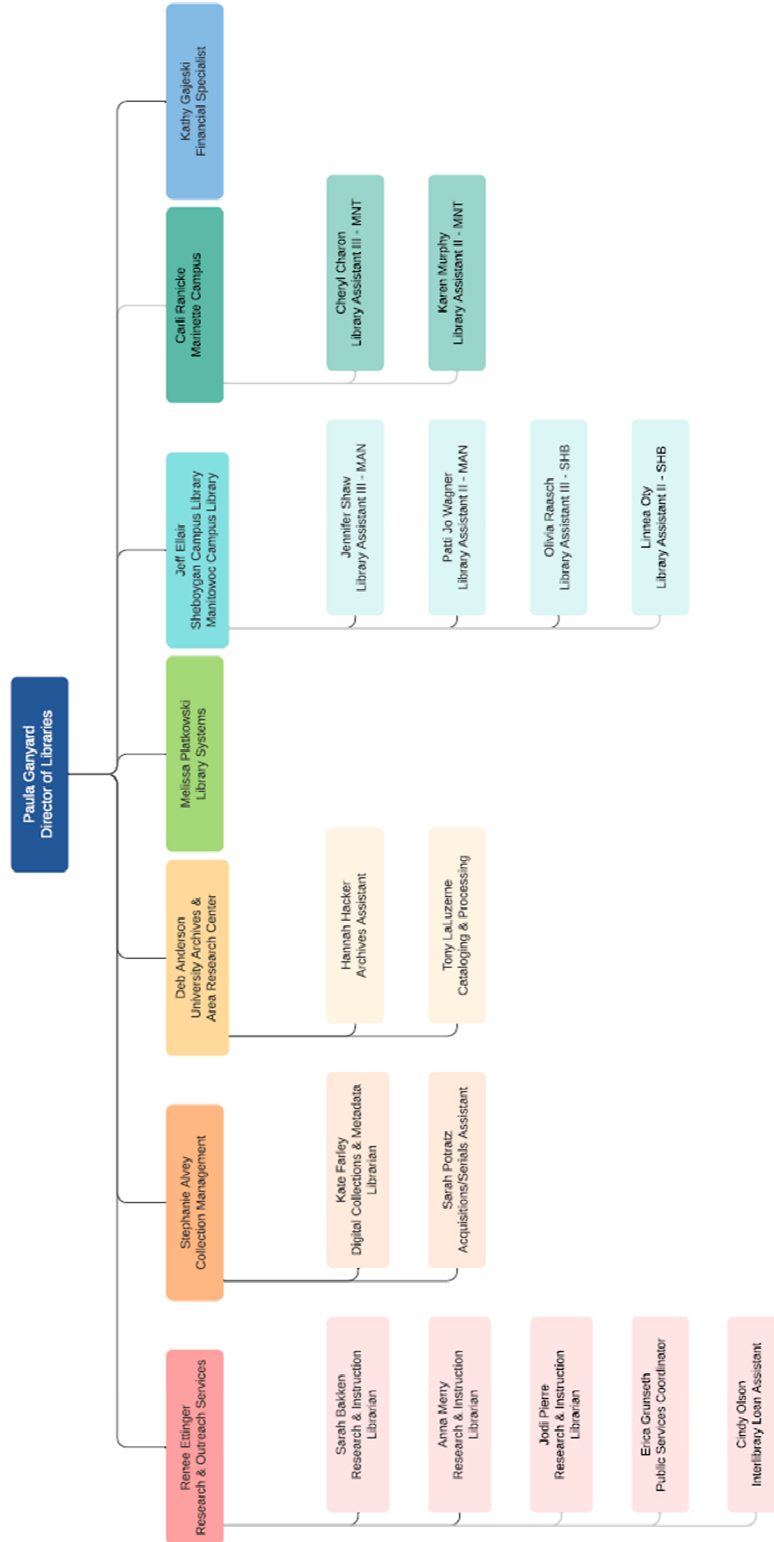
The current shelving, which is archival appropriate baked enamel finish, is not adequate for the current collection, and most certainly not 5-10 years' worth of growth. As previously mentioned collections have had to be put into other spaces in order to accommodate the growth, and there are several collections being held by the Wisconsin Historical Society that should be housed here, but the lack of space prevents that transfer from taking place. While we have map cases, there is need for more, but no space for them or any other extremely large materials or artifacts. Once processed, all collections are housed in appropriate archival containers for preservation. The Archives provides researchers with access to four microform readers, four public access computers, a printer, and a copier/scanner. The Archives also has a high-end overhead digital scanner that is used by trained Archives staff.

**RECOMMENDATIONS:**

- 6.1** The new building should be properly equipped with heat/fire detection and suppression systems.
- 6.1** The new building should include a separate HVAC system for the Archives to be able to meet and maintain constant temperature and humidity conditions.
- 6.1** The space for the Archives, in the new building, should be designed to allow for controlled key entry that is approved by the Library Director.
- 6.1** The space for the Archives, in the new building, should be designed with no windows in the area that houses the archival collection, and lights should have UV light filters. The workroom should include a sink and access to both hot and cold running water.
- 6.1** The location of the Archives, in the new building, should be closer in proximity to the loading dock and elevator if necessary. The location should also not be located below grade level, have any exposed pipes in the collection storage area, and should have load bearing floors.
- 6.1** In the new building, the Archives should be designed with adequate number of power outlets and an appropriate location to meet the needs of the modern-day researcher, while also allowing for flexibility and change over time.
  
- 6.2** Create space that will allow all staff to have at least semi-private workspace, even if that requires exploring unconventional options.
- 6.2** The space for the Archives, in the new building, should include adequate space for processing new collections and transferring collections to the other WHS Area Research Centers, which includes computer workstations and other electronic equipment.
- 6.2** Multi-functional spaces so the Archives can serve as a lab, should be considered for new building.
- 6.2** Purchase lockers to allow for the storage of researchers' belongings.
- 6.2** Analyze existing support collections and determine appropriate and relevant dispositions as needed (e.g. rare books, etc.)
- 6.2** Determine storage space needed for current collection and projected growth relevant to born digital records.
- 6.2** In the new building, consider multi-functional spaces to accommodate public programs and exhibits.
  
- 6.3** Determine and purchase supplies (containers) needed for storage of oversize items.
- 6.3** Investigate image management systems for housing digital photos.
- 6.3** Investigate possible kiosk systems to convert patron registration process from paper-based to electronic.

# Appendices

## Appendix A - Library Organizational Chart



**Appendix C - Materials for Top 10 Majors**

Top 10 Majors	Number of Supporting Resources			
	Databases	Journal Subscriptions	Books	Streaming Media
Business Administration	11	2	225	7
Psychology	15	19	8916	1632
Human Biology	13	6	182	84
Organizational Leadership	17	11	105	331
Biology	14	9	1945	1119
Nursing	20	9	1325	1505
Education	17	29	4996	55
Accounting	2	3	452	70
Computer Science	12	2	2125	423
Social Work	8	8	1336	60

**Appendix D - Database Usage**

Undergraduate / General Education Databases				
Collection	Collection Size (title count)	2019 Full Text Views	2020 Full Text Views	2021 Full Text Views
ABI/INFORM	9500	11529	6322	5543
Academic Search Complete	8500	14492	17876	17516
Academic Video Online	77600	N/A	2413	3644
ARTStor	300 collections	2071	1989	4877
Business Source Complete	1300	3335	3052	2811
CQ Researcher	N/A	1505	1730	1555
Ebook Central	228000	166	2881	7464
Education Research Complete	2100	2122	1777	1859
Films on Demand	42500	10875	10761	5956
Humanities International Complete	2300	434	512	463
JSTOR	Journals: 10000/ Ebooks: 15000	32291	25515	33786
Opposing Viewpoints	1700	286	745	1210
Project Muse	350	2081	1268	1254
Very Short Introductions	750	N/A	272	362
PsycInfo (citation views)	N/A	27997	28408	24359
Sociological Abstracts (citation views)	N/A	740	540	472

**Appendix E - Item Count by Material Type**

<b>Material Type (Physical)</b>	<b>Number of Items</b>	<b>Material Type (Electronic)</b>	<b>Number of Items</b>
Book	249,885	Book	370567
Serials	21,552	Journal	195221
Mixed material	14,678	Video	101341
Audio-CD	6,473	Proceeding	23630
Audio-LP	5,725	Report	17132
Microform	5,668	Newspaper	2995
Video-DVD	4,468	Document	2516
Music Score	3,103	Map	932
Map	1,840	Series	853
Graphic	346	Transcript	324
Equipment	320	Streaming Audio	39
Equip-Laptop	140	Website	37
Videocassette	127	Sound Recording	18
Kit	82	Manuscript	16
Equip-Headphones	28	Musical Score	12
Equip-Calculator	24	Data Set	1
Video-Blu Ray	21		
Equip-Tablet	19		
Audiocassette	13		
Videorecording	13		
Photograph	10		
Flash Card	7		
Game	2		
Audio Recording	1		
Filmstrip	1		
Pamphlet	1		

## **Appendix F - Staff Service Work**

### UWGB

- Provost's Administrative Council
- Student Success Council
- OER Committee/pilot program, in collaboration with CATL
- Inclusivity in the Workplace Subcommittee (2016-2020)
- Library and IT Working Group
- Web Users Group
- Awards and Recognition Committee (2019-2022)
- University Accreditation and Assessment Council
- Leadership & Involvement Committee
- University Leadership Awards Committee (2020-2021)
- Information Technology Administrative Advisory Team (2021-)
- Common CAHSS Conference Committee
- Strategic Budget Committee
- HLC Accreditation Steering Committee
- HLC Accreditation Working Group, Criterion 5
- HLC Accreditation Working Group, Criterion 3
- Marinette campus collaboration with NWTC Marinette
- Marinette Campus Equity, Diversity, and Inclusion Committee (2021-)
- Academic Staff Professional Development Programming Committee

### UW System level

- Council of UW Libraries (CUWL)
- CUWL Collection Development Committee (2020-)
- CUWL Collection Development Committee - Shared Electronic Collection subcommittee (2021-)
- CUWL Library Resources for Collaborative Programs Working Group chair (2020-2021)
- CUWL Discovery Interest Group
- CUWL Primo Normalization Rules Committee
- CUWL Cats Interest Group
- CUWL Acquisitions & E-Resources Interest Group
- CUWL EZ Proxy Interest Group x2
- Shared Systems Steering Committee
- UW System Distance Learning Environment Advisory Council
- UW System Integration Platform Working Group
- UW System ATP Request for Proposal Committee
- UW System Title & Total Compensation SJD Library Review Group (2019-2020)
- UW System Archives Council

### State

- Federal Depository Library Program Wisconsin Discard Working Group co-chair (2020-)
- Wisconsin Association of Academic Libraries, Secretary
- Wisconsin Library Association Foundation, Board Member



Appendix G - Peer Comparisons

Institutions	Librarians, Curators, Archivists by Year				Student Assistants (FTE)			Salaries and Wages from Library Budget				
	2020	Rank	2019	Rank	2018	Rank	2020	Rank	2019	Rank	2018	Rank
Western Michigan University	201		246		245		\$4,577,389		\$4,814,364		\$4,527,601	
Grand Valley State University	69		61		59		\$4,381,134		\$4,239,564		\$4,226,526	
Central Michigan University	66		69		72		\$3,428,404		\$3,473,940		\$3,789,224	
University of Akron Main Campus	174		197		205		\$3,574,363		\$3,565,184		\$3,515,061	
Minnesota State University-Mankato	187		191		178		\$3,129,046		\$3,183,446		\$3,207,789	
University of Northern Iowa	98		121		119		\$3,229,222		\$3,377,154		\$3,188,360	
Oakland University	184		184		181		\$3,012,763		\$3,104,401		\$3,135,446	
Eastern Michigan University	39		38		57		\$2,533,552		\$3,008,541		\$2,976,512	
Western Illinois University	154		155		171		\$2,166,809		\$2,528,913		\$2,795,335	
Wright State University-Main Campus	58		58		58		\$2,204,965		\$2,122,398		\$2,477,575	
Saint Cloud State University	144		140		137		\$1,838,144		\$1,972,221		\$2,068,893	
Eastern Illinois University	38		36		38		\$2,011,006		\$1,999,992		\$2,024,880	
Southern Illinois University-Edwardsville	274		271		294		\$1,852,049		\$1,780,072		\$1,908,940	
Ferris State University	46		76		85		\$1,446,013		\$1,568,465		\$1,838,562	
University of Michigan-Dearborn	104		114		109		\$1,561,422		\$1,500,985		\$1,654,769	
University of Minnesota-Duluth	45		43		41		\$1,562,344		\$1,576,585		\$1,557,258	
Northeastern Illinois University	149		156		172		\$1,750,539		\$1,576,163		\$1,531,985	
Michigan Technological University	49		57		59		\$1,080,954		\$1,169,649		\$1,387,751	
Northern Michigan University	60		64		59		\$1,371,505		\$1,403,069		\$1,311,299	
University of Southern Indiana	47		53		52		\$1,255,738		\$1,255,738		\$1,204,252	
Purdue University Fort Wayne	20		21		7		\$1,003,437		\$1,115,170		\$1,187,588	
University of Illinois Springfield	44		44		49		\$1,098,740		\$1,182,404		\$1,172,137	
Indiana University-South Bend	8		9		10		\$1,081,106		\$1,138,426		\$1,139,903	
Winona State University	71		77		70		\$992,174		\$849,765		\$1,116,047	
Youngstown State University	67		40		49		\$992,869		\$1,048,845		\$1,096,808	
Minnesota State University Moorhead	73		76		72		\$1,306,230		\$1,235,415		\$1,058,412	
Saginaw Valley State University	40		48		54		\$1,025,288		\$1,061,389		\$1,048,035	
University of Michigan-Flint	70		75		98		\$969,669		\$976,506		\$1,017,064	
Chicago State University	69		78		70		\$1,133,227		\$1,061,769		\$918,493	
University of Wisconsin-Green Bay	32	29th	27	29th	25	29th	\$1,264,868	20th	\$1,150,541	23rd	\$775,291	30th
Indiana University-Northwest	5		6		6		\$703,832		\$703,832		\$699,446	
Indiana University-Southeast	7		7		7		\$692,163		\$665,149		\$647,280	
Bennett State University	57		66		55		\$624,132.00		\$571,518.00		\$629,740	