George C. Gordon Library

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1. Overview and Highlights

An overarching theme for the 2018-2019 year at Gordon Library was building foundations: together this year we -

1. built our team;
2. built and refined digital systems and platforms for discovering and sharing research;
3. built new services supporting digital scholarship and learning;
4. kept the essential foundations of our academic information resources strong;
5. improved the library’s study spaces for student work, study, and team meetings;
6. worked with faculty to teach hundreds of WPI students foundational digital and critical information literacies;
7. implemented and expanded essential processing, storage, and digital discovery services that create access to and preservation for WPI’s archives and special collections.
8. built on and extended the library’s long history of community-building programs serving all WPI’s constituencies.

In the coming year, as WPI sets new directions and priorities in our next university strategic plan, these foundations will become our springboard into a future envisioned together.

1.1 OUR TEAM: Our team reached full strength this year, as we welcomed many new colleagues who brought new vision, energy, and skills to help us deliver new value to students and faculty and establish a strong foundation for teaching digital literacies, creating new digital services and systems, supporting digital scholarship and communications, and establishing new best-practice foundations for archival services.

1.2 DIGITAL SYSTEMS & PLATFORMS: Together with our experienced staff, our new team members helped us smoothly implement and enhance our new enterprise management system (Ex Libris Alma), and a new one-stop discovery service (Primo/WPI Library Search). They were also critical in strengthening our network of third-party hosted services and
working with WPI’s IT (Web Applications group). These included designing and delivering new access to WPI’s student projects and research and WPI’s digital archives (Digital WPI, ArchivesSpace, Archive-It).

1.3 NEW SERVICES: Our annual student and faculty surveys help us understand and take action on campus priorities. With input from faculty, we laid the foundations for several new services this year, including: (1) robust faculty support for Open Educational Resources (OER) in collaboration with the Morgan Center; (2) resources and services to faculty related to promotion, tenure, and online reputation management; and (3) a digital scholarship services program, based in the new Shuster Lab for Digital Scholarship.

1.4 INFORMATION RESOURCES: We met the challenge of absorbing nearly $100K in unfunded inflationary costs this fiscal year by canceling selected resources of less value to the campus as a whole, and through successful negotiations with publishers and vendors to reduce price inflation. These efforts made it possible to retain core resources and fund selected new high-value resources, including digital back-files of core journals from ScienceDirect in engineering, technology, and materials science; and a comprehensive, interdisciplinary ‘methods’ resource (Sage Research Methods). More details about these activities are found in the Library Academic Strategies department report below.

We also laid foundations for re-envisioning the library’s print collections by holding a series of focus groups with faculty who provided valued input on the future of our print collections. We began a comprehensive inventory of our print journal collection (currently stored on the Ground level and in Founders near-site storage). These steps are essential to our project in the coming year to make decisions about how WPI’s collections will support and be supported by highly trusted shared print journal networks.

1.5 STUDY SPACES: In fall 2018 we opened the expanded Multimedia Lab and the new Shuster Lab for Digital Scholarship on our first floor, named in honor of one of WPI’s most distinguished former library directors, Helen M. Shuster. This year the Shuster Lab became home to our new Digital Volunteers program and also several digital humanities seminars and related instruction sessions. Feedback from instructors and students through the year informed improvements we made in the summer to increase scanning capacity and improve the layout and sightlines of computers in the space. We also added new media-production and digitizing capabilities to the increasingly popular updated Multimedia Lab, including a new public book scanning station and a digital pen-drawing station.

Increasing the capacity, comfort and attractiveness of study spaces is important for student well-being and productivity. This year we reorganized and streamlined our popular book and journal reading areas on the main (2nd) level, while reducing subscription costs; we developed and enhanced our new Reflection Space, an inclusive and peaceful area on the first floor that meets diverse student needs; and we updated nearly 200 study seats throughout the main level to more modern, ergonomic and long-lasting seating. Another major environmental improvement, supported by central campus facilities funds, was a complete modernization of lighting along the eastern study windows on all four floors; as well as updated lighting in the first-floor soft seating area and the ground floor study areas.

Increasing access and sustainability are also important goals for library space: we surveyed the library for physical accessibility challenges and implemented a simple change in café seating to make the café wheel-chair-friendly. A study began in summer 2019 to assess the sustainability-related costs and benefits of replacing the library’s original windows.

1.6 INFORMATION LITERACIES: This year our instruction librarians developed learning outcomes for students that inform our information literacy instruction program. They also mapped our learning outcomes to university-level learning outcomes. Our small team of librarians taught over 160 classes reaching over 3600 students, with 86% of faculty saying they were “very satisfied” with the results. Librarians also provided over 375 in-person individual or small-team consultations,
reaching over 1100 students, with 78% of students reporting their sessions made them “more confident in doing research for my project.” The team continued to build on existing instructional relationships with Mass Academy, the Great Problems Seminar, and Graduate Studies, as well as MQP and departmental / disciplinary support; while establishing a new instructional service with Corporate and Professional Education.

1.7 ARCHIVES AND SPECIAL COLLECTIONS: Among the most exciting developments of the year was the bequest by Dan and Alice Ryan of an extraordinary addition to the WPI Dickens collections. This gift establishes a new level of distinction for WPI as a destination for cross-disciplinary Dickens scholarship, and promises to be a magnet for new gifts that further deepen and extend this scholarly resource. We also made tremendous headway this year in adding capacity to meet the exciting future of growth across all areas of archival and special collections strengths, building out the last planned phase of expanded on-site archival storage in our environmentally controlled facility on the ground floor.

Our institutional foundations are strengthened by celebrations of our history, and the Archives team provided exceptional ad hoc and ongoing support for Advancement and Presidential events. This year, one of our premiere institutional history celebrations was a formal exhibit celebrating women at WPI since its founding, with very special events and guests including WPI’s first women undergraduates, Jayne Rossetti and Leslie Small Zorabedian, who visited the exhibit together in person in October 2018 and were welcomed by proud WPI undergraduates.

1.8 COMMUNITY-BUILDING: One of our most treasured roles at WPI is to help build community across the campus, whether with incoming students, with new and established faculty, with alumni, or with our broader Worcester community.

We continued our series of WPI “Meet the Author” events this year, with talks by Professors Roger Gottlieb (Morality and the Environmental Crisis), George Heineman (Trexagon Puzzles: Mathematically Logical), and Jennifer DeWinter (Shigero Miyamota); and we debuted a new informal research sharing event, “For the Love of Research,” on Valentine’s Day, with standing-room only and great reviews of a packed agenda of lightning talks and presentations across all disciplines, featuring puppet shows, skits, and tea-drinking. We also partnered with the WPI Office of Sustainability to host the 11th annual Sustainability Project Competition, judged by community and campus experts, with awards presented to student projects in first-year, undergraduate, and graduate categories.

To support our students’ well-being, each Term we offered lively and popular “de-stress” programs in collaboration with partners in Student Affairs. We also updated our popular reading program to align better with student interests.
Arts programming at the library this year included an expanded semi-permanent exhibit of sculptures and related drawings and paintings by Bernard Brenner, “Giving Life to Objects,” which opened fall 2018 and marked the 10th anniversary of Rebecca Brenner’s donation of 73 of her father’s works, along with an archive of photographs, slides, sketchbooks, and other materials, to WPI. In the spring the library hosted the annual Art | WPI exhibit of works by WPI staff, student, and faculty artists, also featured in a news story (“A Place for Art in STEM,” April 16, 2019). As the summer began, we welcomed an extraordinary exhibit of photographs by Worcester artist Tony King, made possible by Time and Quiet Press and the Worcester Art Museum.

Library staff across all departments planned or attended 84 outreach events this year, representing the library to a variety of constituents. In total these events were attended by 2281 undergraduate and graduate students, faculty, alumni, community members, staff, and prospective students/families.

LOOKING FORWARD: Taken together, the strong foundations we built in 2018-19 have prepared us to begin creating a shared vision for the library’s future contributions to the WPI mission. As the university embarks on a new strategic planning process this year, we will work to align the library’s strategic vision and plan with WPI’s shared vision and priorities.

THANKS: We thank our partners and collaborators, including WPI Information Technology; WPI Academic Technology Center; WPI Institute for Project-Based Learning; WPI Facilities; WPI Marketing and Communications; WPI Events; WPI Human Resources; WPI Research Solutions Institute; WPI Office of Sponsored Programs; the Foisie College of Business; University Advancement; WPI Promotion of Animal Welfare Society (PAWS); Morgan Teaching and Learning Center; and all the other faculty, staff, and students we have partnered with this year.

THE GORDON LIBRARY TEAM, 2018-2019:

Diane Begreen || Robin Benoit || Arthur Carlson || Lori Ostapowicz Critz || Judy Fallon* || Anna Gold || Martha Gunnarson || Steven Haire || Amy Lawton || Lynn Loftus || Kathleen Markees || Aaron Neslin || Teresa Negrucci || Paige Neumann || Anna Newman || Emily O’Brien || Jessica O’Toole || Laura Robinson || Amy Smid || Samantha Stanley || Lori Steckervetz || Phil Waterman

*Retired 2018-2019
2. Department Reports

2.1 Administration

**BUDGET**: The library’s operating budget in FY19 grew from $4.8 million to just over $4.9 million, with half of that increase dedicated to funding university-wide merit salary increases; and the other half partially offsetting publisher inflation of $144,000 and the increased costs of our digital systems.

As in recent years, the majority of the library’s operating budget is spent on information resources (56%), with our next largest investments going to staff salaries and benefits (37%), and the remainder used to support online systems and services (4%) and other operating expenses (4%). For more detailed budget information, including trends in allocations and expenditures, see Appendix A.

We were diligent this year in finding reallocations that would allow us to accomplish our goals without new funding. Among the reallocations we identified was canceling Bepress’s *Selected Works* product and using the savings to help fund temporary staff working on the migration of student projects to the new Digital WPI platform.

The major challenges we faced in managing our budget this year included:

- *The ongoing tension between inflation in the costs of information resources and the demand for access to valued research information (journals, databases).* We succeeded in this effort by using $30K in discretionary funds to supplement our print book budget and cancelling information resources with least value and impact (including Risk.net, several low-use journals, and several low-use ebook collections).

- *Managing the library’s transition to Workday from Banner (October 2018), as well as our transition to the Ex Libris Alma system in July 2018 to manage our library acquisitions budget.* Our collection development team worked tirelessly to accomplish the latter, while our administrative team worked closely with
library staff and the Finance Office to align Workday codes with the unique resource tracking and reporting needs of the library.

We ended the fiscal year with a small positive balance, reflecting a successful year of planning to support both ongoing priorities and to invest in one-time costs. A late-year investment acquiring access to digital journal archives – a purchase that will support future relocation of extensive print collections of journals.

ADVANCEMENT: We continued to work with great colleagues in University Advancement, including Lynne Feraco and Maria Torres-Reyes, who have partnered with us in building a special relationship with Planned Giving and the Alden Society. A highlight this year of that partnership was Archivist Arthur Carlson’s very well-received presentation on today’s archives and libraries, to the Alden Society at their May 2019 luncheon.

Major gift recognitions and stewardship this year included:

Stewardship continued for the extraordinary bequest of Dan and Alice Ryan of their collection of works related to Charles Dickens. A feature article sharing the announcement of the gift and its impact was made in the December WPI Journal. The Ryans also transferred several gifts to WPI from their collection this year, including, in November, a gift of 32 newspaper issues, including 31 Harper’s Weekly editions that feature the first American printing of A Tale of Two Cities in addition to the Christmas Eve, 1865 edition of the NY Times which is the first printing of Doctor Marigold. Planning was also underway all year for the 2019-2020 “Year of Dickens,” opening in fall 2019 with a major Archives exhibit, and including special events in spring 2020 coinciding with Dickens’s 150th death anniversary.

Our recognition of Helen Shuster in October 2018, as we officially celebrated the outcome of her generous gift supporting our redesign and re-dedication of the Shuster Lab for Digital Scholarship. As one of our most distinguished library directors, Helen’s advocacy and success in pursuing digital initiatives at the library during her tenure made this a fitting recognition. The new lab was featured in two articles this year in the Chronicle of Higher Education about innovations in learning spaces.

We continued to benefit from collections gifts of Don Berth and Henry and Alberta Strage, presented to library users in the 3rd floor Browsery that we established in summer 2018. Both are now also shared through virtual featured collections in Alma.

At Homecoming 2018 we were pleased to host the dedication of the Class of 2015 mosaic, attended by the families of two late WPI students, John Kamau Muthee ’15 and Patrick Degenhardt ’17.

The Workday implementation gave us an opportunity to reorganize and rename our discretionary gift accounts. We also began working with Lynne Feraco and Stephanie Murphy to start planning for naming opportunities that can help fund future facilities improvements.

DIVERSITY, INCLUSION, AND SUSTAINABILITY: Two members of our leadership team (Anna Gold and Diane Begreen) were among those who participated in and helped lead campus-wide work to investigate and recommend actions to achieve our goals for diversity, inclusion, and sustainability. In two years running we have sought student input on actions the Library itself can take to advance these goals, and have actionable information that we will work with in the coming year.
Among our initiatives in diversity and inclusion this year, several stand out:

- The library has become a key partner in exploring, learning about and adopting OER – open educational resources – that can substantially improve access to course materials regardless of student socioeconomic status. A culmination of this work has been participation by Anna Newman and Laura Robinson in a Morgan Center-organized Faculty Learning Community on OER.

- Our staff worked all year to highlight diverse ideas and experiences through book displays, informal events, and partnerships with individual faculty and with other staff offices.

- A library committee was tasked with reviewing the library’s inclusiveness for students with physical disabilities, identifying and implementing several low-cost actions to enhance access for students in wheelchairs.

- Another library committee established and enhanced the library’s new “Reflection Space,” a non-denominational quiet space available to all students and faculty for meditation, or to simply reduce sensory inputs for a while. The space is, we think, the first of its kind on the campus, and has been well-received by the community.

- In summer 2019 a new partnership emerged to create a library-based, expert-selected collection supporting multicultural diversity and inclusion. The Office of Multicultural Affairs transferred their book collection to the library, enhancing access across the campus to these resources; they have also offered to fund new acquisitions to refresh and update data and studies of interest to our faculty and students.

- Our Archives team provided support to Professor Joe Cullon for his work on a community exhibit of documentation of LGBQT+ people, movements, and organizations in Worcester, at the Worcester Historical Museum, For the Record: LGBQT+ Worcester

- Two library administrators (Anna Gold and Diane Begreen) served as co-subcommittee chairs for Year 2 of WPI’s DEI initiative, Project Inclusion; they have been asked to continue to serve in 2019-20 as members of the new Institutional DEI Leadership Council.

PERSONNEL AND PROFESSIONAL DEVELOPMENT: Gordon Library provides generous support for staff professional development and networking, as reflected in the active service and participation of our staff throughout the library in regional and national professional service. Their service and achievements this year are listed in detail in Appendix C.

LOOKING FORWARD: As WPI’s strategic plan is developed over the coming year, this will be an opportunity for the library staff and our stakeholders to help shape a new plan that will align with emerging institutional priorities.
2.2 Access Services and Outreach

OVERVIEW: The Access Services and Outreach department oversees the borrowing of library materials, course reserves, interlibrary loan, information assistance, Tech Suite reservations and stack maintenance. The AS & O department also oversees the library’s student employment as well as programming for the undergraduate student population. The AS & O staff of three full time and two part-time members ensures that the building is safe and accessible for the WPI community.

STUDENT EMPLOYMENT: The student staff for the Access Services and Outreach department consists of 10 student supervisors and 28 student assistants who manage the front desk, answering basic research questions, fulfilling Tech Suite reservations, stack maintenance, and working with all library departments when student help is needed for projects. Due to a large graduating senior class the previous year, the AS & O’s student coordinator hired 20 new students this year. Student employees focused on the implementation of two major new programs: Alma, the library’s new enterprise integrated library system; and Workday, the university’s new system for managing employees, including student workers.

INTERLIBRARY LOAN: The Interlibrary Loan unit has one full time staff member, the Resource Sharing Team Lead, who announced her retirement after 25 years of employment at WPI. This position oversaw lending requests, while two part-time ILL staff members processed borrowing requests for the WPI community. The ILL team completed over 2,600 borrowing and 1,900 lending requests and managed 650 document delivery inquiries. The AS & O Interlibrary department is proud of the relationships they have fostered with other libraries through lending and borrowing materials. Boston College, College of the Holy Cross and Tufts University are the top three institutions from which the ILL team borrowed; and the top journal request for lending from our collections was Journal of International Business Studies.

BORROWING, COURSE RESERVES, AND TECH SUITES: Although borrowing from Gordon Library’s print collection continues to decline due to the availability of extensive e-resources, Access Services and Outreach staff and student assistants managed 2,328 undergraduate and 995 graduate student borrowing transactions. In addition, the AS & O course reserve collection is robust, serving students in 153 courses with 435 print items that had a total of 3,600 checkouts. The biggest course reserve collections are for Fire Protection, ID 2050 and Mechanical Engineering. Although the Foisie Innovation Studio that opened in fall 2018 offers several Tech Suites that students can reserve through the same Lib Cal system used by the library, the library’s Tech Suites remained popular.

CIRCULATION BY RESOURCE TYPE, 2017-18 AND 2018-19
with over twelve thousand reservations; while the one-person “phone booth” had 748 checkouts. New mothers utilized the new library nursing room – one of the few on campus – 188 times; and the Gordon Conference Room had 175 reservations made by WPI faculty and staff.

**STUDENT PROGRAMS AND OUTREACH:** The Access Services and Outreach Department organizes the library’s programming and outreach for the WPI undergraduate student community.

The library’s most highly attended and popular programs are the De-Stress Days, which are administered by the Access Services and Outreach department. The De-Stress Days are scheduled Monday through Wednesday the week before finals, providing students some time to unwind with comforts and distractions including visits with therapy dogs, cookie decorating, and crafts. The AS & O department collaborates with Dog B.O.N.E.S, the WPI student organization PAWS, and the Student Activities Office for the therapy dog program – a program that had almost 1,000 students attend throughout the year.

While each year’s New Student Orientation involves all library staff and departments, the Access Services and Outreach department organizes and communicates with the Student Activities Office for the promotion and scheduling of library participation in orientation events. The “Camp Gordon” theme in early fall 2019 was a success, bringing in almost 100 first year students who learned about the library’s resources and services as they met with individual departments and walked throughout the library.

The library participates in the Touch Tomorrow festival hosted by WPI every summer. Library participation is organized by the Access Services and Outreach department, which communicates with the Touch Tomorrow committee in order to secure the library’s space as a visitor spot on the day of the event. Highlighting the theme of astronomy and sustainability in June 2019, the library provided craft supplies for the community to make constellations with marshmallows and spaghetti. The craft of making an edible constellation, a photo booth and fun facts located on white boards and flip charts helped make the program a success.

The Reflection Space was created a year ago, in order to better serve the students and WPI community who need a safe space for prayer, meditation or sensory relief. The Access Services and Outreach staff have spearheaded the scope of the space and have also presented at the Massachusetts Library Association Conference on mindfulness, as well as attending multiple classes and webinars on the concept of mindfulness in libraries. The Access Services and Outreach staff also host Mindful Wednesday sessions open to the entire WPI community, that focus on meditation and how to maintain focus in the work environment.

The Access Services and Outreach department also organized the library’s participation in the WPI Open Houses with the Admission Office. The department coordinates the staff schedule for table sitting and provides the resources that are
presented for the perspective students and families. The AS & O department also coordinates the library’s participation with WPI’s Human Resources for the employee benefits fair, highlighting the services and resources that the library provides to the WPI community.

The Student Activities Office and the SGA reach out to the Access Services and Outreach department for the library’s involvement with WPI’s Move-In Day and Family Weekend. Staff interacted with students and their families explaining the services and resources that the library offers the WPI community.

The Alpha Phi Omega (APO) fraternity coordinates with the Access Services and Outreach Department during finals and suicide prevention week in order to distribute mental health care packages to stressed and tired students.

The Access Services and Outreach Department continued to team with the City of Worcester for the fourth year for the Worcester the City that Reads book drive. WPI continues to be the leader in book donations from a higher education institution for children ranging in grades Kindergarten through eighth grade.

The Food for Fines program continues to be a success, allowing students to pay off five dollars of their library fine with a donation of a non-perishable item that is donated to local food banks. The Access Services and Outreach Department partners with local Worcester organizations as well as the ROTC and APO for their food drives.

Each year the Access Services and Outreach Department organizes the national search of the Student Employee of the Year, which involves WPI faculty and staff nominating a student worker who they feel works above and beyond their duties. The student who wins the award is acknowledged by the Access Services and Outreach Department Head at the Student Recognition Award ceremony and is forwarded to the national competition by the AS & O department.

G.O.L.I.A.T.H is the library’s student advisory board, administered by the Access Service and Outreach department and comprised of multiple library and IT staff members as well as students from different areas on campus. The board discusses new library and IT updates as well as voicing and inviting student opinions and ideas for the library.
2.3 Archives and Special Collections

SUMMARY OF ACTIVITIES: The Archives and Special Collections (ASC) Department of Gordon Library implemented several patron services, resources access, and collection curation improvements during the 2018-2019 academic year. The Archives and Special Collections team helped the WPI community celebrate several significant milestones and events through research, material, and exhibit projects.

Additionally, we enjoyed another successful year supporting the school’s mission in the areas of instruction, alumni relations, and community outreach. The role of the Archives and Library in helping to advance the mission of WPI was the featured talk for the Alden Society Luncheon at Alumni Weekend and the Sarasota and Palm Beach chapters of the Alumni Association hosted a traveling exhibit and talk on the Charles Dickens collections. A summary of those activities and goals for the upcoming year are listed below.

CURRICULUM SUPPORT: Archives and Special Collections continued to provide support to a variety of academic programs on campus. Staff worked closely with faculty to provide primary source research to a variety of projects and courses, including IQPs related to Trans-Media Archiving, the Interactive Media Archive, the perception and ethics of chemical warfare during World War I, and the History of the WPI Plan. The department also provided research support to MQPs including the recreation of the Washburn Shops steam engine which was selected for the Provost’s Award. Archives and Special Collections resources were also used by students in literature, civil engineering, mechanical engineering, music, and computer science to elevate the rigor and engagement level in their curriculum.

The WPI Dickens collections and other manuscript holdings continue to contribute to the world-class humanities curriculum here at WPI. Inquiry classes are held in the Fellman-Dickens Reading Room, allowing undergraduate students the unique opportunity to work with primary source materials related to the most celebrated novelist in western literature each class. The WPI Historical Collections have also helped in other projects related to inclusiveness, diversity, and social justice. The most notable of these projects involved Professor Joseph Cullon’s examination of the presence of LGBT+ support groups on campus. Faculty in civil engineering, mathematics, electrical engineering, and fire protection engineering have also used our holdings extensively to support each of their curriculum areas.

SUPPORT FOR MARKETING, ADVANCEMENT, AND ALUMNI RELATIONS: The department partook in many Marketing, Advancement, and Alumni Relations initiatives throughout the year. ASC team members were instrumental in providing historic research and preparing alumni biographies to support planned celebrations related to Alumni awards, the Athletics Hall of Fame, and induction into the Hall of Luminaries. We continued to work with the campus community to enrich our collections, coordinating the receipt of historic memorabilia and options to enhance our research collections from The Nevitte Family, Joseph Bush ’04, The Emmons Family, Dr. Bruce Burster, The Sotak Family, Dr. David Lucht, and The Ryan Family.

The department also provided research support for both Marketing and Alumni communications outlets, including the WPI Journal and website features that shared information regarding WPI’s role in space exploration, agricultural innovations, and the role of women in advancing the mission of WPI. At the request of these campus partners and others, we played a vital role in celebrating progress and achievement over the more than 150 years that WPI has been creating innovative engineers, scientists, and entrepreneurs. Many of these activities are documented in the statistical reports attached to the Gordon Library Annual Report.

EXHIBITS:

Gladwin Gallery: During the 2018-19 academic year, WPI celebrated the 50th anniversary of the enrollment of the first two female undergraduates with a series of events highlighting the contributions of females to the WPI
community. Women of the Institute: 150 Years of Women at WPI opened during A-term 2019. The exhibit celebrated the achievements of our female faculty, staff, students, athletes, administrators, and friends that have long championed inclusiveness and equality at WPI.

Gordon Library Exhibits: Archives and Special Collections curated exhibits in other areas of Gordon Library to continue to spotlight our rich cultural heritage. “Giving Life to Objects: The Work of Bernard Brenner” opened on October 31, 2019 to celebrate the creative output of the artist and his family’s generosity and support of WPI. “Reflections of Tony: The Photography of B.A. ‘Tony’ King” opened in the spring term. This exhibit, previously on exhibition at the Worcester Art Museum, featured scenes and individuals familiar to long-time residents of New England. “The Traditions of a My Mother” was exhibited in the Class of 1970 Café and featured the work of international doctoral student Nadia Mofidi. This stunning series of watercolors highlighted the veiled nature of matrimonial influence in Iranian culture since the fundamental revolutions of the last half of the 20th century.

Pop-Up Exhibits: Archives and Special Collections provided historic displays to campus events including the 125th Anniversary of Sigma Alpha Epsilon at WPI, the Athletics Hall of Fame induction ceremony, the 50th Anniversary of the Moon Landing, Founders Week, the 100th anniversary of FDR’s commencement speech at WPI, the Women’s Impact Network weekend summit, and the 50th anniversary of the Tech Old Timers.

PHYSICAL SPACE IMPROVEMENTS: The fishbowl compact shelving area was renovated during the summer of 2019. The mismatched static shelving system and stainless-steel utility shelving was replaced with a modern, box-depth compact shelving system. This has increased the archival box storage capacity of that space by approximately 90% while simultaneously empowering our team to serve as better stewards of the material entrusted to WPI’s care. This improvement will also permit the subsequent renovation of the Fellman-Dickens Reading room to increase the researcher capacity of the space while also increasing the flexibility of that space to accommodate more potential events.

SELECTED NOTABLE ACQUISITIONS:

- Elements of bequeathed Daniel and Alice Ryan Collection on Charles Dickens
- 1838 Charter and Bylaws of the Worcester Massachusetts Fire Department
- Additions to the Howard Emmons Papers
- Published works by Olive Higgins Prouty
- Additions to the Bernard Brenner Collection
- Woodbury Mill lithograph donated by Massachusetts Department of Recreation and Culture
- The Roswell Rudd Collection

LOOKING FORWARD: Archives and Special Collections will continue to implement state of the art digital discovery and dissemination tools while simultaneously processing our collections to better highlight WPI’s rich collection of cultural heritage material. Our efforts will be critical to support WPI celebrations such as the Hall of Luminaries inductions, Homecoming, the WPI Plan at 50, Alumni Weekend, and the launch of the Global School. We also plan to implement distributed archival elements throughout WPI’s historic buildings, including Washburn, Atwater-Kent, and the Higgins House. We will also continue to analyze our workflows and spaces to better improve the research experience for our patrons.
ARCHIVES RESEARCHER DEMOGRAPHICS

2018-2019 Affiliations

- Student: 73%
- Faculty: 19%
- Staff: 2%
- Alumni: 4%
- Visiting Scholar: 1%
- Other: 1%

2018-2019 Purpose of Visit

- SAS: 37%
- Class: 31%
- Dickens: 2%
- Research: 11%
- IQP/MQP: 8%
- Clubs: 5%
- Other: 1%
- Blank: 1%

Visitor Affiliations 2014-2019

- Visiting Scholar: 65%
- Alumni: 18%
- Staff: 7%
- Faculty: 3%
- Student: 3%
- Other: 4%
Recent Year Archive Visitor Trends

Visitor Affiliation Totals by Year, 2014 - 2019

- **2013-2014**: Total 407, with 46 Other, 196 Visiting Scholar, 21 Alumni, 20 Staff, 33 Faculty, 20 Student, 21 Total.
- **2014-2015**: Total 514, with 94 Other, 339 Visiting Scholar, 28 Alumni, 20 Staff, 16 Faculty, 20 Student, 20 Total.
- **2015-2016**: Total 328, with 50 Other, 202 Visiting Scholar, 48 Alumni, 4 Staff, 4 Faculty, 20 Student, 20 Total.
- **2016-2017**: Total 333, with 43 Other, 210 Visiting Scholar, 16 Alumni, 16 Staff, 16 Faculty, 5 Student, 5 Total.
- **2017-2018**: Total 316, with 19 Other, 189 Visiting Scholar, 8 Alumni, 8 Staff, 5 Faculty, 13 Student, 13 Total.
- **2018-2019**: Total 379, with 72 Other, 277 Visiting Scholar, 5 Alumni, 3 Staff, 13 Faculty, 9 Student, 9 Total.

Legend:
- **Other**
- **Visiting Scholar**
- **Alumni**
- **Staff**
- **Faculty**
- **Student**
- **Total**
2.4 Library Academic Strategies

OVERVIEW: The work of Library Academic Strategies directly supports the academic mission of WPI. Collaborative and synergistic activities coalesce to provide critical resources and services that support the teaching, learning, and research of the campus community. Library Academic Strategies comprise collection assessment & development; research & instruction services; faculty development & research support; and digital academic strategies.

A strategic and critical professional position in the Library Academic Strategies team was filled in this report year. This position, the Librarian - Global Programs and Coordinator for Undergraduate Learning, was developed at the request of the Provost to formalize our overall support for the Global School, and to strengthen our commitment to the WPI Plan and the project-based learning curriculum. Philip (Phil) Waterman’s tenure coordinating library efforts in support of the IQP program and as our Coordinator for Undergraduate Learning began in August 2018. In his new role, Phil has been at the forefront of a comprehensive review and renewal of the library’s program of support for IQPs, including the development of a formalized and ongoing assessment process.

COLLECTION ASSESSMENT & DEVELOPMENT: The Collection Assessment & Development team works collaboratively to select, acquire, and provide access to a wide variety of resources in both print and electronic formats. These resources, including books/e-books, journals, databases, technical reports, standards, theses/dissertations, student project reports and more, directly support both teaching and learning activities and research endeavors at WPI.

This year the library was able to make two noteworthy additions to the digital resources provided to the WPI community. Sage Research Methods Online is an e-book collection and research methods tool. The resource contains over 800 books, reference works, journal articles, and videos that provide information about research methods and design, and includes a range of methods commonly used in social and behavioral sciences, technology, science, medicine, and the humanities. Sage Research Methods provides comprehensive one-stop support for the undergraduate problem-based curriculum, and robust research methodology resources for researchers at all levels. Our acquisition of the Elsevier e-journal archives for Engineering and Technology, and for Materials Science provides electronic access to some 280 engineering journal backfiles. We previously had access from 1995 to present for these journals; now we have perpetual access all the way back to the first issues. The archival packages, from Elsevier, a prominent scientific publisher, had over 6,000 turnaways for WPI researchers in 2018 to the critical content in these packages – this year WPI researchers will have immediate online access to this content.

Over the course of the academic year we purchased 626 print books, many in response to direct faculty or student requests; and 3243 new electronic books, from JSTOR, Taylor & Francis, and our multi-publisher platform via ProQuest. We have also maintained the comprehensive purchasing level for the in-demand, high-use Springer e-book packages in Chemistry and Materials Science, Computer Science, Engineering, Math & Statistics, and Physics & Astronomy.

Using funds from the Berth endowment, we purchased 66 titles for the new Browsery area. These books, on display on the 3rd floor, are funded by the Frank and Wilma Berth Endowment for the Arts and Humanities. The curated collection emphasizes "Visualizing across the Disciplines," and includes works on visualization, visual and graphic design, and visual literacy and rhetoric. The books were selected for this collection based on the theme of "See differently/See profoundly," taking inspiration from visual communication expert Edward Tufte, who said: "The commonality between science and art is in trying to see profoundly--to develop strategies of seeing and showing."
Our popular reading collection was re-styled this year to focus more on current best sellers and recent award-winning fiction and nonfiction items. The “Unwind the Mind” collection is housed on the 2nd (main) floor of the Gordon Library, and 125 titles were added over the academic year.

Based on careful examination of usage patterns and campus priorities, several very low use electronic resources were cancelled to allow for our directed, strategic additions. Items cancelled include 3 sub-collections from the Taylor & Francis CRCnetBase subscription - MathNetBase, NanoNetBase and WaterNetBase; the RiskNet journal; and 25 low use e-journals. Additionally, subscriptions to 86 print magazines and journals were suspended - in favor of digital subscriptions, when available.

This year we were able to further optimize our new Alma Integrated Library System (implemented July 2018) for all technical services operations (e.g. ordering, invoicing, cataloging, activation of electronic resources, and shelf-readiness preparation), and continued to identify and implement efficiencies. A streamlined acquisitions process, with purchasing through Amazon, now allows for delivery of most print orders in days, instead of weeks. Accurate, efficient management of the collection funds became fully operational within Alma this year, allowing for both increased reporting capabilities and more precise accounting. Activation of all our electronic packages (over 100 total, with almost 340,000 individual items/portfolios) was completed this reporting year, and several open access/free electronic resources, such as HeinOnline’s *Slavery in America and the World: History, Culture & Law*, Cornell University’s *Making of America*, and *Internet Shakespeare Editions*, were included to broaden the spectrum of resources available to the campus.

In the year since the migration of our core systems to Alma, we have responded to over 60 issues with access to our resources, ranging from reports of broken links to inaccurate holdings statements to vendor-based service interruptions to unsuccessful attempts to access non-subscribed items. Our response time is generally less than 1 business day, and our tracking of these issues helped us improve the set-up and delivery of electronic resources.

**RESEARCH & INSTRUCTION:** The Gordon Library instruction program is committed to collaborating with faculty to teach the research skills and information literacy concepts necessary to provide a foundation for lifelong learning and ensure the success of learners in the 21st century. Instruction and support for project-based learning activities and discipline-specific course work is mission-critical and a foundational activity of the library.

The goal of the Gordon Library’s instruction program is to foster critical thinking and effective research skills in students in support of the university’s campus-wide learning outcomes. This year the instruction librarians developed learning outcomes for students that inform our information literacy instruction program. We have also mapped our learning outcomes to university-level learning outcomes.

Instruction services include in-class instruction, research consultations, and outreach program services, all in support of the university’s campus-wide learning outcomes. The information literacy concepts at the center of the library’s instruction program will provide students with the skills they need to become successful critical thinkers, effective communicators, and productive citizens.

In the last academic year, the library provided substantial instruction across the project-based learning curriculum. In addition, the library provided significant integrated support to humanities classes, upper division courses, and to graduate programs.
Project-Based Learning Support:

**GPS:** Library instruction and support embedded in the GPS courses were the main avenues for information literacy development for first-year students. Librarians provided support to a total of 8 GPS courses (7 in the fall; 1 in the spring) and one FY160 course, reaching a total of 277 students, across 17 sessions in the 2018/2019 academic year.

**IQP:** IQP support increased in the 2018/2019 academic year. Research and instruction librarians provide an interactive lesson on research in ID2050 sections at the beginning of the term. The librarians then meet with each ID2050 team, for an in-depth consultation, at least once before they go off campus. During the consultations, students and librarians discuss the research that students have done so far, discuss questions the students have, discuss what students have been able to find easily and what they have been having trouble finding, and discuss next steps for their research. Some student teams schedule follow-up consultations.
## IQP support for AY19: Classes, Students, Consultations

### A Term ID2050
- Number of ID2050 classes: 12
- Number of students enrolled in ID2050: 211
- Number of consultations: 65 (includes follow-up consultations)

### B Term ID2050
- Number of classes: 10
- Number of students enrolled in ID2050: 196
- Number of consultations: 55 (includes follow-up consultations)

### C Term ID2050
- Number of classes: 13 (14 total project sites; 2 sites were combined into 1 class)
- Number of students enrolled in ID2050: 279
- Number of consultations: 81 (includes follow-up consultations)

### D Term ID2050
- Number of classes: 9
- Number of students enrolled in ID2050: 204
- Number of consultations: 57 (includes follow-up consultations)

## Trends in IQP Support, AY17 – AY19

### Library Support for IQP: Attendees

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Attendees</th>
<th>In-class ID2050/IQP Sessions</th>
<th>ID2050/IQP consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>728</td>
<td>711</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>813</td>
<td>724</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>934</td>
<td>978</td>
<td></td>
</tr>
</tbody>
</table>
ID2050 Student Survey Responses, AY19

The meeting with the librarian made me feel:

- More confident in doing research for my project: 78%
- Neither more nor less confident in doing research for my project: 22%
- Less confident in doing research for my project: 0%

How satisfied were you with the in-class library workshop?

- Very satisfied: 61%
- Satisfied: 33%
- Unsatisfied: 6%
- Very unsatisfied: 0%
A new method of MQP outreach was initiated for the 2018-2019 academic year in which the library reached out to instructors of 4000 level courses across all disciplines and asked to visit classes for 5 minutes to provide an “elevator pitch” on using library resources and taking advantage of research consultation services. Customized messages were sent to every faculty member asking them to encourage their students to meet with a librarian for MQP support.

Visits were made to 4000 level classes in ME, BME, BBT and AE, and an on-site MQP project center, and 35 project teams attended consultations, reaching approximately 65 students through class visits and 100 through research consultations.

**Humanities Support:** Support for humanities classes extended across multiple curricular areas. There were 23 total Humanities class visits, and 44 Humanities-related consultations. Classes supported included Arabic Culture (1 class), English (5 classes), History (4 classes), Inquiry Seminars (6 classes), ISE (International Students: English) (3 classes); INTL (International and Global Studies); Religion (2 classes) and Writing (2 classes).

**Discipline-specific Instruction:** Course-embedded and course-specific instruction and/or support was offered in a wide array of other disciplines. These included Biology & Biotechnology (16 sessions), Biomedical Engineering (3 classes), Business (3 classes), Chemistry & Biochemistry (1 class), Chemical Engineering (2 classes), CPE (2 classes), Computer Science (4 classes), Electrical & Computer Engineering (2 classes), Environmental Studies (2 classes), ESL (13 classes), Fire Protection Engineering (1 class), Mechanical Engineering (6 classes), Management Information Systems (2 classes), Marketing (3 classes), Materials Science & Engineering (1 class), and Operational & Industrial Engineering (1 class). In AY19 there were 83 total discipline-specific classes, across undergraduate and graduate disciplines, including the discipline-specific humanities sessions.

“Thank you so much! I appreciate the help, I was somewhat lost in the whole database system WPI offers... This really helped!” (ID2050 student)

“It was very helpful knowing the library was there to help, he was extremely helpful in helping us research our project and providing a different way to look at searching for sources.” (ID2050 student)

“I appreciate the correspondence between the ID2050 class and the library; it made me feel like I had a lot of resources and support at my disposal during my project.” (ID2050 student)

“I’ve found library support invaluable on all projects I’ve advised or prepared for.” (ID2050 instructor)

“As always, thank you for your clear and important presentation to my ID2050 class. It is not an exaggeration to state that you are vital to the success of these IQP’s. I value you as a team member as we move forward.” (ID2050 Instructor)

“I like that this presentation covers quite a bit of ground--how to search, where to search, how to cite.” (ID2050 Instructor)

“I like the subject-specific approach to research help the librarian provided.” (WPI faculty)

“I regard the library connection as crucial to the success of any project.” (WPI faculty)
Library Support for Discipline-Specific Classes:
Sessions
AY17 - AY19 Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>In-class Sessions - Other Disciplines</th>
<th>Consultations - Other Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>75</td>
<td>26</td>
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<td>2017-2018</td>
<td>89</td>
<td>52</td>
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<tr>
<td>2018-2019</td>
<td>83</td>
<td>58</td>
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</table>

Library Support for Discipline-Specific Classes:
Attendees
AY17 - AY19 Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>In-class Sessions - Other Disciplines - Total Attendees</th>
</tr>
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<tbody>
<tr>
<td>2016-2017</td>
<td>2223</td>
</tr>
<tr>
<td>2017-2018</td>
<td>34</td>
</tr>
<tr>
<td>2017-2018</td>
<td>2070</td>
</tr>
<tr>
<td>2017-2018</td>
<td>104</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1925</td>
</tr>
<tr>
<td>2018-2019</td>
<td>76</td>
</tr>
</tbody>
</table>
Faculty Instruction Survey Responses

How well did this session meet the needs of your students?
- Very well: 79%
- Well: 21%
- Somewhat well: 0%
- Not very well: 0%

How satisfied were you with the in-class research instruction session?
- Very satisfied: 86%
- Satisfied: 14%
- Unsatisfied: 0%
- Very unsatisfied: 0%

Did you see any improvement in the quality of your students' work that you feel is attributable to this session?
- Yes: 79%
- Unsure: 21%
- No: 0%
Graduate Program Support: Graduate student support occurred across myriad disciplines and classes/courses, as well as providing general graduate orientations and topic-specific workshops throughout the year. Librarians offered 28 instruction sessions and workshops in AY19 including:

**Fall Term:** Graduate Student Orientation, MISS78, BB551, ESL500, 501, & 502 (multiple sections); STARS: Using Pivot session

**Spring Term:** GRC-RESEARCH Data Management Presentation – part of the Graduate Responsible Conduct of Research program; MTE Seminar; ESL500, 501, & 502 (multiple sections); and Thesis/Dissertation Boot Camp session on plagiarism, copyright, & citing

**Summer Term:** FP572

Mass Academy (Massachusetts Academy of Math and Science) Support: Mass Academy is a STEM focused, selective, public high school for 11th and 12th graders in Massachusetts. There are 50 students accepted per year. All the juniors participated in a library workshop at Mass Academy, and 3 workshops in total were held to accommodate all the students. Library research office hours were held once a week at Mass Academy during the fall and winter (leading up to the STEM Fair), then, support was available by appointment or email.

Other Instructional Partnerships: A new instructional partnership with Corporate and Professional Education was established in AY19. Live webinars were provided each semester covering an Introduction to Academic Research, and avenues for additional research assistance were provided.

Librarians also provided research/instructional support for the Women's Research & Mentor Program (WRAMP), Early Research Experience (Summer Program), and Sigma Pi Fraternity. Additionally, the instruction librarian team coordinated a cross training session between the librarians and the tutors at the Writing Center to determine areas of overlap and potential synergies for support.

Tutorials: Research & Instruction librarians completed creating/recording 7 online video tutorials for a Citation Module: Introduction to Citations; APA Citations; MLA Citations; IEEE Citations; Chicago Citations; and two CSE Citations tutorials. Each also has a full text-based transcript. These online tutorials (https://libguides.wpi.edu/librarytutorials) are based on expressed curricular needs, and the APA Citations tutorial has been incorporated into the library assignment for ID2050. All of the videos are on the WPI YouTube channel, and are in Canvas, as well as on the library’s research guide site.

OUTREACH: Library Academic Strategies offered or participated in myriad outreach and engagement activities to support the academic mission at WPI, and to foster collaborative partnerships with faculty and/or other academic support units.

Activities included:

- **Library Book Talks**
  - Meet the Author: George T. Heineman, *Trexagon Puzzles: Mathematically Logical*, Sept. 18, 2018 (10 attendees)
  - Meet the Author: Roger S. Gottlieb, *Morality and the Environmental Crisis*, April 8, 2019 (24 attendees)

- **Invited Lectures**
  - Jennifer De Winter: “It’s-a me, Mario!”: The Global History of Nintendo’s Iconic Character, March 1, 2019 (30 attendees)
• **Worcester Cultural Tours**
  o 2 STEAM tours of the Worcester Art Museum (August 8 and 21, 2019; 13 and 15 attendees; 28 attendees total)

• **WPI Digital Volunteers**
  o WPI Digital Volunteers is a monthly event series that brings the WPI community together to contribute to crowd-sourced projects that have a global impact: [https://www.wpi.edu/news/announcements/announcing-wpi-digital-volunteers](https://www.wpi.edu/news/announcements/announcing-wpi-digital-volunteers)
  o Events:
    ▪ Native American Heritage Month Edit-a-thon (Nov. 15, 2018) (7 attendees)
    ▪ Give Back Virtually (Dec. 17, 2018) (8 attendees)
    ▪ Black History Month Transcribe-a-thon (Feb. 11, 2019) (4 attendees)
    ▪ WPI Women Wikipedia Edit-a-thon (March 21, 2019) (13 attendees)
    ▪ Celebrate Earth Day with Citizen Science (April 22, 2019) (6 attendees)

• **11th Annual Sustainability Project Competition (April 2019)**
  o The library co-sponsored the 11th Annual Sustainability Project Competition, presented by the Office of Sustainability. The University Librarian, the Library’s Associate Director, and Library Operations Manager served on the Planning Committee for the competition, prepared the event program and the online submission and judging forms, performed the analysis of the judges’ ratings, and coordinated logistical support for the event.

• **Research Guide on Diversity and Inclusion** ([https://libguides.wpi.edu/diversity-inclusion](https://libguides.wpi.edu/diversity-inclusion))
  o The guide provides resources on the topics of diversity, inclusion, and equity for the WPI community. It includes campus diversity resources and a list of WPI student groups, as well as suggested books and journals covering the topics of LGBTQ, disabilities, race, culture, and ethnicity, gender, socio-economic differences, intersectionality, and higher education. Quarterly updates to refresh the content and an annual review of the organizational structure for the guide were conducted in academic year 2018/2019.

• **Research Guide On Climate Change** ([https://libguides.wpi.edu/Climate-Change](https://libguides.wpi.edu/Climate-Change))
  o An online research guide on Climate Change was created in conjunction with library representation at WPI's Climate Summit in April 2019.

**FACULTY DEVELOPMENT AND RESEARCH SUPPORT:** The Gordon Library offered faculty research support in a variety of forms, including online guides and tutorials and research consultations. Support included citation management, measuring research impact and performance, publishing and copyright, and scholarly communication and author rights.

The primary foci of faculty support during the 2018-2019 academic year were support for new faculty, through a new faculty outreach plan; building of resources for more easily locating WPI faculty publications; and the development of enhanced resources and marketing for faculty to more easily assess their research impact and curate their online presence. Online resources were developed to support this work (see section below) with additional personalized outreach and faculty support.

Of the 1168 information requests we received last year from community members, 22% (253) came from our faculty.
Last year librarians reached out to 33 new faculty and met with 18 of them to orient them to the services, collections, and spaces available at Gordon Library. When new faculty were asked about the outreach, through the 2019 Faculty Survey, 13 responded and the response was overwhelmingly positive. One quote from a new faculty member: “The library was very welcoming to me when I first arrived, and the information they provided was very useful. I think the approach the library is currently taking is perfect.”

The primary online resources that were built this year were:

- The Funding Toolkit (In collaboration with OSP, RSI, and Foundations)
- The STEM Education Libguide (built in April 2019, with 109 views between April and June 30, 2019)
- The Curating your Online Presence Libguide (built in December of 2018, with 181 views between December and June 30, 2019)
- WPI Faculty Publications (built in Feb 2019, with 48 views)

The primary online resources that were maintained this year for faculty/staff were:

- Assessing Research Impact (371 Views)
- Human Resources Library (703 views)
- Project Based Learning (705 views)
- WPI Publications RSS Feed (67 views)

**Faculty Quotes:**

The librarians have so much information about how to get things done - how to manage & find resources - and are very good at giving a little more than I've needed - so I definitely get my question answered, and sometimes have a new direction to pursue. It's great!

Given all of the options I seem to be missing out on, I clearly need to learn more about what you offer!

I am probably not aware of most of the offerings but when I need something, I always get great responses.

I have been teaching at WPI and my research area is very unusual for the college. However, I have always felt supported from the library staff.

I haven't yet really made use of the library's resources aside from accessing journal articles - honestly, I haven't really been educated on the resources available.

Thank you for your continued strong, pro-active support of our research, our research students and our teaching needs.
Faculty Survey Results, FY19

Which of the library's faculty research support offerings have you used?

- None of the above: 12%
- Scholarly communication, author rights, and open access: 9%
- Publishing and copyright: 5%
- Measuring research impact (citation analysis, altmetrics, impact Factor, etc.): 5%
- Grants and funding (Pivot, etc.): 7%
- Faculty research (finding publications by WPI authors): 11%
- Curating your online presence (ORCID, Google Scholar Author Profile, Scopus ID, etc.): 16%
- Citation management (Endnote, Refworks, Mendeley, etc.): 22%
- Collections recommendations: 7%

What is your level of satisfaction with Gordon Library's faculty research support offerings?

- Very satisfied: 48%
- Satisfied: 43%
- Neutral: 9%
- Dissatisfied: 3%
- Very dissatisfied: 2%
**Which of the following faculty teaching support offerings have you used?**

<table>
<thead>
<tr>
<th>Support Offerings</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the above</td>
<td>10%</td>
</tr>
<tr>
<td>Support for integration of open educational resources (OER) into courses</td>
<td>2%</td>
</tr>
<tr>
<td>Archives and Special Collections support for courses or projects</td>
<td>4%</td>
</tr>
<tr>
<td>Librarian assistance and feedback on student work in Canvas course page</td>
<td>7%</td>
</tr>
<tr>
<td>Linking readings from library collections into Canvas course page</td>
<td>8%</td>
</tr>
<tr>
<td>Development of online research guides for your courses</td>
<td>9%</td>
</tr>
<tr>
<td>Project team consultations with a librarian</td>
<td>16%</td>
</tr>
<tr>
<td>In-class library instruction (in your classroom or a room at the library)</td>
<td>18%</td>
</tr>
<tr>
<td>Course reserves</td>
<td>25%</td>
</tr>
</tbody>
</table>

**What is your level of satisfaction with Gordon Library's faculty teaching support offerings?**

- Very satisfied: 63%
- Satisfied: 28%
- Neutral: 9%
- Dissatisfied: 2%
- Very dissatisfied: 9%
LIBRARY SYSTEMS AND DIGITAL SERVICES SUPPORT:

**Digital Services Support:** Digital Scholarship services offered by the library include: consultations on developing digital projects or integrating digital assignments and projects into syllabi, evaluation of digital scholarship tools, and training in digital scholarship tools and methods.

The Shuster Lab for Digital Scholarship is a 700 square-foot space for individual and small group learning, practice, and projects involving digital scholarship. The Shuster Lab was made possible through the generosity of Helen Shuster, one of WPI’s most distinguished library directors. The Lab is open, active space that provides access to a wide range of tools for digital scholarship, including software for visualizing data, manipulating digital data and images, and analyzing digital geographic data; and specialized hardware, including scanning equipment, and hardware for projecting or digitally displaying digital and analog data.

During C and D Terms, two humanities seminar courses met in the Shuster Lab. One course used scanning equipment and OCR technology to conduct text analysis, while the other created a digital exhibit using the web-based software Omeka. The Gordon Library also facilitated a series of six digital scholarship workshops on mapping fundamentals, digital exhibits and collections, and free online tools for text analysis. Workshops were attended by 20 people over the course of the series.

**Open Educational Resources:** In the fall of 2018, Library Academic Strategies librarians Anna Newman and Laura Robinson presented a workshop on “Getting Your Start with Open Educational Resources” as part of the Morgan Center’s Food for Thought professional development workshop series. Open Educational Resources was selected as the theme for the 2019-20 Faculty Learning Community, and Anna Newman and Laura Robinson were selected as facilitators of the FLC, which includes five faculty working on projects to create OER. Further, as a member of the SPARC Open Educational Leadership Program’s 2018-19 cohort, Anna Newman conducted a needs assessment for an open education/course material affordability initiative at WPI.
Repositories: The new Digital WPI is “under construction” and by the end of AY20 will provide discovery and access to a full range of scholarly output from WPI students, including theses, dissertations, IQPs, MQPs, and GPS posters. It will also provide access to unique cultural heritage objects and institutional history.

The library team has worked closely with an IT team from the Web Applications Development & Academic Integration unit, under the direction of Bob Brown, to develop the new Digital WPI repository system for WPI. Public launch of the new repository is slated for early 2020. The system is being developed with a Samvera/Hyrax framework. Samvera software is free and open source, available under an Apache 2 license. Combined with Fedora repository software the Samvera system will provide WPI with a robust, durable repository layer for managing and preserving digital objects.

Along with collaborative development of both the backend and frontend Digital WPI platform, several special projects were completed during the 2018/2019 academic year:

Legacy Record Clean-up: In support of the implementation of the new Digital WPI repository service, Gordon library undertook a project to review all existing IQPs and MQPs. With the help of some dedicated student workers, every student work was examined. IQP record validation included the revision or addition of an updated project center name that matches official sources, correction of Unicode errors, standardization of advisor names/titles, and the addition of subject terms based on the FAST (Faceted Application of Subject Terminology) headings derived from the Library of Congress Subject Headings, that will enhance the search experience and aid discovery. MQP record cleaning included name standardization and correction of Unicode errors, as well as standardization of departments/units.

ETD migration to Hyrax: Records for WPI theses and dissertations were cleaned and prepared to migrate to the new Digital WPI platform. Digital WPI will interface with the new ETD submission system created by the Web Integration team, creating a more streamlined path from submission to display. Digital WPI’s enhanced discovery features will enrich the search experience for ETDs.

Interface Development: The library team designed the wireframes for a visually striking, robust, and user-friendly interface that will be coded into the Hyrax framework by the Web Integration team.

Archive-It: A service of the Internet Archive, Archive-It is currently in use to provide snapshots of websites on WPI’s hosted WordPress platform. Future plans include tracking Project Center websites, ensuring long term access to websites created as student projects, and supporting other digital media functions.

Library Website: The Web Strategies Committee gathered additional user input on the usability of the library’s web platforms through user testing with undergraduate students and a focus group with graduate students. These tests informed further modifications to the library website and WPI Library Search. The committee also worked with Marketing Technology to link to the library chat service on all pages of the library website, and use a heat-map, search term analysis, and other web analytics tools to evaluate the library’s web presence. This work has helped the committee to define the library’s web goals and develop an evaluation plan that they will use to further improve the library’s web presence.
3. Highlights of 2019-2020 Goals

3.1 Administration

**GOAL 1:** Plan and implement a strategic planning process for the library, aligned with WPI’s new strategic plan, including support for affordability, the Global School, cross-disciplinary research, and institutional distinction.

**GOAL 2:** Lead the library’s planning for Digital WPI as a digital showcase for WPI research, learning, culture, and history, guided by policy and functional input from WPI faculty and academic and leadership units.

**GOAL 3:** Develop a five-year plan to envision, improve and expand library spaces for student study and team work, incorporating experiences with print collections and technologies, and including advocacy and advancement work to fund improvements.

**GOAL 4:** In collaboration with LAS, the Smart World community, Data Sciences, ARC, and external academic networks, develop a phased proposal for library support for digital learning, data literacies and data science.

**GOAL 5:** Identify and plan library actions to support implementation of WPI’s Sustainability Plan and DEI / Project Inclusion recommendations.

3.2 Access Services and Outreach

**GOAL 1:** Working with the LAS team, the Access Services and Outreach department will discuss the beginning of the deaccession process for the journal collection on the Ground floor of the library and the offsite Founder’s collection. The AS & O’s Student Coordinator will schedule student assistants to help with the removal of the physical collection.

**GOAL 2:** The main goal for the Access Services and Outreach team in 2019-20 is to hire and empower a new Resource Sharing Team Lead who will help support the WPI community and research new programs such as Tipasa, ALMA Rapid ILL and the Reprints Desk.

**GOAL 3:** The Access Services and Outreach department will assess areas in the library for more student study space, discussing ideas with the student advisory board. The GOLIATH members expressed interest for an extra phone booth area and long tables for group studying.

**GOAL 4:** The Access Services and Outreach department will continue to respect the university’s inclusion and diversity initiatives and values by expanding the Reflection Space’s resources and updating the mindfulness LibGuide.

**GOAL 5:** The Student Coordinator will work with the AS & O Department Head in order to evaluate the current student staffs’ hiring and scheduling process to better suit the needs of the staff members and student workers. The new system will allow students to effectively schedule their hours and switch shifts when needed.
3.3 Archives and Special Collections

**GOAL 1:** Complete processing of relevant manuscript and archival collections to support the planned celebration of the 50th Anniversary of the WPI Plan and launch of the Global School.

**Measure:** Complete processing of the WPI Presidential Records collections
**Timeline:** B-term 2019

**Measure:** Process the manuscript collection of William “Bill” Grogan
**Timeline:** C-term 2019

**Measure:** Complete processing of the Records of the WPI Plan Implementation Committee
**Timeline:** B-term 2019

**GOAL 2:** Highlight and promote the WPI Dickens collections and their role in supporting a premier humanities program.

**Measure:** Install an exhibit highlighting the WPI Dickens Collection, the Fellman-Dickens Collection, and the Ryan Collection of Charles Dickens in the Gordon Library Gladwin Gallery in commemoration of the 150th Anniversary of Dickens’ passing in 1870
**Timeline:** Exhibit on display from October 2019-October 2020

**Measure:** Host a 1-day symposium open to the public with featured speakers
**Timeline:** Event has been scheduled for March 31, 2020

**GOAL 3:** Increase access and discoverability of WPI Archives and Special Collections.

**Measure:** Publicize Special Collections material and events via new social media platforms as part of a combined effort with WPI Marketing
**Timeline:**

**Measure:** Publish DACS compliant online collection guides via the archives.wpi.edu site
**Timeline:**

**Measure:** With strategic partners, create a pilot digital history exhibit in Washburn Shops that uses digitized material to highlight the history of the people, innovations, and societal impact of the work that took place within
**Timeline:**

**GOAL 4:** In conjunction with IT, launch a comprehensive digital collections site featuring digitized and born-digital Archives and Special Collections material.

**Measure:** Migrate ~6,000 images with associated metadata from internal non-public storage into Digital WPI
**Timeline:**

**Measure:** Migrate elements of the Foundation of FPE collection into Digital WPI, notably the David Lucht Papers and other related material documenting the formation of WPI’s FPE program
**Timeline:**

**GOAL 5:** Increase efficiency of physical space usage to support growing enrollment and collection needs.

**Measure:** Install a box-depth compact shelving system to support the projected growth of manuscript and institutional history collections
**Timeline:** Shelving installed during Summer 2019 with subsequent re-organization of materials occurring during Fall 2019
Measure: Renovate the Fellman-Dickens Reading Room to increase capacity of the space and improve access to mobility restricted patrons
Timeline: Renovations will be completed by end of B-term 2019

3.4 Library Academic Strategies

RESEARCH & INSTRUCTION:

GOAL 1: Implement a more formalized assessment process to document our impact on student learning and improve our instruction services.

GOAL 2: Expand the ID2050/IQP library support program review to other project-based learning library instruction support in order to optimize student learning.

GOAL 3: Complete preliminary needs assessment, and explore potential options for ArcGIS support and training in collaboration with IT.

GOAL 4: Expand support for HU3900 (Inquiry Seminar).

GOAL 5: Create additional learning modules (e.g. video tutorials) on Information Literacy topics and on “how to use the library”, to support both diverse learning styles and online students.

GOAL 6: Expand support for the online teaching and learning of information literacy topics.

GOAL 7: Gather data and identify gaps to provide to Administration in order to advocate more broadly for additional instruction librarians to support an expansion of our undergraduate information literacy instruction.

GOAL 8: Partner with Access Services to develop a pilot Peer Research Mentors Program.

COLLECTION DEVELOPMENT:

GOAL 1: Complete the collection assessment for print serials and implement planned deaccessioning - with contributions to established share print initiatives - optimization of our history of science/technology print collection, and - carefully orchestrated withdrawal of identified & approved print journal titles.

GOAL 2: Develop informational materials and a library advocacy statement on course material affordability.

GOAL 3: Develop more detailed collection development policies, in consultation with WPI faculty.

GOAL 4: Develop new curated print collections to enhance the research and curricular value of our physical collection.
GOAL 5: Streamline the e-resource error/issue reporting process.

DIGITAL STRATEGIES:

GOAL 1: In collaboration with IT/Web App team and internal stakeholders, launch the new Digital WPI platform/repository with robust searching capabilities and an exceptional user interface for digital collections including legacy and current student works, and implement a campaign to raise faculty awareness and use of the Digital WPI platform.

GOAL 2: Expand use and raise awareness of Shuster Lab for Digital Scholarship.

GOAL 3: Partner with ATC on more services, programs, etc., with an emphasis on digital scholarship activities.

GOAL 4: Conduct a needs assessment on faculty data and statistics requests on past student projects.

GOAL 5: Develop a collection policy/plan for new faculty works in Digital WPI; migrate faculty publications to the new repository platform; and raise general awareness/visibility of WPI faculty publications.

GOAL 6: Provide training for library staff on digital accessibility and universal design.

FACULTY DEVELOPMENT/SUPPORT:

GOAL 1: Develop, in collaboration with RSI (Research Solutions Institute) and the Office of the VP for Research, enhanced analytics and associated services to highlight WPI faculty publications/scholarship.

GOAL 2: Support faculty work with data in the Digital Scholarship Lab & beyond.

GOAL 3: Expand outreach about OER to faculty, especially for those teaching high enrollment courses.

GOAL 4: Update, implement and assess the New Faculty Outreach plan/process.
4. Appendices

A. Budget summary, FY 2019
B. Library-wide statistics, AY 2018-19
C. Student and faculty surveys summaries, 2019
D. Personnel changes and accomplishments, 2018-2019
E. Organization chart, September 2019
APPENDIX A: BUDGET SUMMARY

LIBRARY SERVICES BUDGET

OPERATING COSTS

STAFF (INCLUDES STUDENTS)

INFORMATION RESOURCES

DETAILED DISTRIBUTION OF LIBRARY BUDGET, FY19

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage of Operating Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Resources</td>
<td>$2.74M</td>
<td>56%</td>
</tr>
<tr>
<td>Staff Salaries and Benefits</td>
<td>$1.68M</td>
<td>34%</td>
</tr>
<tr>
<td>ALL OTHER OPERATING EXPENSES</td>
<td>$0.482M</td>
<td>10%</td>
</tr>
<tr>
<td>Online Systems and Services</td>
<td>$208,500</td>
<td></td>
</tr>
<tr>
<td>Student Employees</td>
<td>$115,100</td>
<td></td>
</tr>
<tr>
<td>Other Operating Expenses (contract services,</td>
<td>$158,000</td>
<td></td>
</tr>
<tr>
<td>supplies, maintenance, professional development)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL Operating Funds:</strong></td>
<td><strong>$4.9M</strong></td>
<td></td>
</tr>
</tbody>
</table>

FIVE-YEAR BUDGET TREND: ACTUAL and PER FTE

The library’s budget allocation grew 5% from FY14 to FY15, and since then has grown at a slower rate: 2.7% in FY16, 3.9% in FY17, 2.8% in FY18, and 2.1% in FY19. With information resources inflation running at 4-6% per year, the rate of increase is not keeping up with publisher inflation rates, requiring the library to make strategic cuts to information resources, but also making it difficult to add desirable new information resources. Given annual budget increases, the overall trend of per-FTE library spending has moved up even as enrollment has increased.
APPENDIX B: LIBRARY-WIDE STATISTICS

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>FY2019</th>
<th>FY2018</th>
<th>1 year change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESEARCH / INSTRUCTION SUPPORT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Student attendees – required instruction</td>
<td>3,687</td>
<td>5,599</td>
<td>-1,912</td>
</tr>
<tr>
<td>□ Information requests from individuals</td>
<td>1,581</td>
<td>1,515</td>
<td>66</td>
</tr>
<tr>
<td>□ Libguides (online instruction guides)</td>
<td>295</td>
<td>300</td>
<td>-5</td>
</tr>
<tr>
<td>□ Libguide views</td>
<td>172,418</td>
<td>144,341</td>
<td>+28,077</td>
</tr>
<tr>
<td><strong>DIGITAL and PRINT COLLECTIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Digital collections downloads (Digital WPI)</td>
<td>262,645*</td>
<td>79,750</td>
<td>+182,895</td>
</tr>
<tr>
<td>□ Digital works posted / published</td>
<td>12,836*</td>
<td>4,109</td>
<td>+8,727</td>
</tr>
<tr>
<td>□ Information resources budget</td>
<td>$2,737,746</td>
<td>$2,700,000</td>
<td>+$37,746</td>
</tr>
<tr>
<td>□ Electronic journal titles #</td>
<td>159,716</td>
<td>143,312</td>
<td>+16,404</td>
</tr>
<tr>
<td>□ Electronic journal downloads / use per title</td>
<td>3.54</td>
<td>Not available</td>
<td>N/A</td>
</tr>
<tr>
<td>□ Ebook titles #</td>
<td>756,454</td>
<td>750,858</td>
<td>+5,596</td>
</tr>
<tr>
<td>□ Ebook use per title</td>
<td>.68</td>
<td>Not available</td>
<td>N/A</td>
</tr>
<tr>
<td>□ Print book volumes held</td>
<td>180,101</td>
<td>192,701</td>
<td>-12,600</td>
</tr>
<tr>
<td>□ Books borrowed (initial circulations)</td>
<td>5745</td>
<td>5852</td>
<td>-107</td>
</tr>
<tr>
<td>□ Items borrowed/delivered, ILL</td>
<td>2643</td>
<td>3,303</td>
<td>-660</td>
</tr>
<tr>
<td>□ Items lent, ILL</td>
<td>1865</td>
<td>2,152</td>
<td>-287</td>
</tr>
<tr>
<td>□ Course reserves borrowed</td>
<td>3673</td>
<td>6000</td>
<td>-2327</td>
</tr>
<tr>
<td><strong>LIBRARY OPERATIONS and CAPACITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ FTE Staff (excl. vacancies)</td>
<td>21</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>□ Hours open per week (AY)</td>
<td>107</td>
<td>107</td>
<td>0</td>
</tr>
<tr>
<td>□ Operating Budget</td>
<td>$4,903,198</td>
<td>$4,801,185</td>
<td>+$102,013</td>
</tr>
<tr>
<td>□ # of student seats</td>
<td>760</td>
<td>760</td>
<td>0</td>
</tr>
<tr>
<td>□ Library visits per week (typical fall week)</td>
<td>13,026**</td>
<td>15,473</td>
<td>-2447 (-15%)</td>
</tr>
<tr>
<td>□ Tech Suite reservations</td>
<td>12,000+**</td>
<td>14,000+</td>
<td>-2000 (-14%)</td>
</tr>
</tbody>
</table>

*These numbers increased from last year due to all undergraduate projects moving to Projects 2.0, with all full text transferred to BePress’s Digital Commons platform.

**The drop in FY19 in library visits and Tech Suite reservations reflects the fall 2018 opening of the Foisie Innovation Center, providing additional study seats and Tech Suites, and relieving longstanding space pressures on library study spaces (a recurrent theme in previous years’ student surveys). Also, we began using a new automated gatecount system in fall 2018, which may be more accurate than previous counting systems.
APPENDIX C: 2019 STUDENT AND FACULTY SURVEYS

In spring 2019 the library surveyed faculty and students to gather feedback to better understand the needs of our community. The following tables shows a 2-year comparison of response rates. Further demographic details are provided at the end of this appendix.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>34% (n=152)</td>
<td>24% (n=108)</td>
<td>-10%</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>21% (n=790)</td>
<td>11% (n=515)</td>
<td>-10%</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>7% (n=150)</td>
<td>8% (n=179)</td>
<td>1%</td>
</tr>
</tbody>
</table>

NOTEWORTHY: FACULTY

82% of faculty access the library’s subscription content (electronic books and electronic journals) on a monthly basis, with most faculty (71%) accessing these resources weekly. While use is high, some write in comments indicate that the library is still lacking access to some journals that are considered important by individuals or groups of researchers on campus.

Course reserves, in-class instruction, and project team consultations with librarians are the most highly used teaching support services, and 91% of respondents were either satisfied or very satisfied with these services.

Faculty rely heavily on the library to help provide their students with required course materials on reserve in print, or online through library subscriptions.

New faculty responded positively to this past year’s efforts to personalize library outreach from the LIBRARY.

Faculty showed strong support for the library’s access to global research collections, support of data collections, and instruction, and space improvements to better support campus needs as well as the growing student body.

NOTEWORTHY: STUDENTS

This year’s student survey responses showed an increase in satisfaction with space available in the library. While last year’s report showed that students had favorable feelings about the library, they did include hundreds of write in comments that could not always find sufficient space to study in the library.

The librarians have so much information about how to get things done - how to manage & find resources - and are very good at giving a little more than I’ve needed - so I definitely get my question answered, and sometimes have a new direction to pursue. It’s great!
due to overcrowding. This year those types of comments were infrequent, undoubtedly due to use of
the new Foisie Innovation Studio.

75% of student respondents use the library building weekly, with 89% reporting they use it either
monthly or weekly. 59% of students have contacted a librarian for assistance with finding or using
information.

Students continue to enjoy the wide variety of study spaces in the library from quiet areas to team
spaces, such as the 13 popular and reservable Tech Suites. The main reasons students visit the library
are that it is comfortable and convenient, and they can meet their teams there.

Over 400 respondents have had a librarian visit their class; almost 250 had met with a librarian for a
research consultations; about 200 had asked a question of the library in-person, via chat or email. Only
200 respondents had not interacted with a research librarian. Students reported that the primary
changes they made after meeting with a librarian were:

• They were more likely to use the WPI Library Search.
• They were more likely to use library databases they were not previously familiar with.
• They were more likely to use information sources they were not previously familiar with.

Student respondents were able to identify close to 100 different free and library subscription research
tools that they use for their research and assignments, providing some evidence of the effectiveness of
our student outreach and instruction and some validation for our collections decisions.

Students rely heavily on the library for their required course materials (textbooks, journal articles, etc.),
while less than a 3rd reported either purchasing or renting materials that are required. The library is
clearly a strong source of collections that directly support the course work and projects the WPI faculty
are assigning.

**ACTIONABLE: FACULTY**

Faculty lack awareness of some teaching, research, and archive services so continuous outreach and
marketing would be beneficial over the coming academic year.

A small number of faculty express some concerns about lack of access to particular journals or journal
subject areas; this may be worth exploring further, through focus groups or interview, or a more focused
survey in order to understand the needs better.

**ACTIONABLE: STUDENTS**

Students had a variety of ideas for making the library more sustainable including improving the lighting,
limiting plastics in the Café. Some of these changes have already been made thanks to Chartwell’s policy
and a study of future window upgrades over the summer of 2019.

Additional action items are to raise awareness of a number of services including: specialized research
instruction support such as library research guides and tutorials, and services and spaces available
through Archives and Special Collections.
IDEAS TO CONSIDER: FACULTY

Digitize older MS and PhD theses in all disciplines but particularly in Fire Protection Engineering, given the specialized content found there that would be of value to researchers around the world.

Consider ways to better address persistent requests for life sciences journals that we have been unable to afford due to budget constraints and publisher inflation.

IDEAS TO CONSIDER: STUDENTS

Students voiced a number of creative ideas for making the library more comfortable and usable:

- Color coding the floors to make it easier to describe to teammates where to find them (especially in light of the floor numbers being confusing, e.g. walking in on the 2nd floor).
- Having the main entrance to the library be half way up the hill, on the south side where there is currently outdoor sitting area.
- Opening the library prior to 8am so that students could print before classes starts at 8.
- Add an eBook lending option.
- A variety of students requested more color and artwork in the building in order to make it more welcoming.

FACULTY AND STUDENT RESPONDENTS

108 (24%) faculty of 450 completed this year’s faculty survey, although not all responses were complete, with some questions being answered by as few as 95 (21%) faculty. Faculty reported being primarily affiliated with 23 of the 37 academic departments and programs at WPI. The majority of faculty respondents (67) have been faculty members at WPI for over 5 years.

This year’s student survey had a lower response rate from the previous year but was spread more evenly across first year students, sophomores, juniors, seniors, and graduate students. The departments with the most respondents were Biomedical Engineering, Computer Science, Robotics Engineering, and Mechanical Engineering. There were also high response rates from students from Electrical and Computer Engineering, Chemical Engineering, and Aerospace Engineering.
## APPENDIX D: PROFESSIONAL CONTRIBUTIONS AND SERVICE*

<table>
<thead>
<tr>
<th>Name</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diane Begreen</strong></td>
<td>Co-Chair, WPI Project Inclusion Subcommittee on Administration</td>
</tr>
<tr>
<td><strong>Robin Benoit</strong></td>
<td>Received Library Juice certificates in “Mindfulness for Stress Relief” and “Autism Spectrum Disorders and Libraries”</td>
</tr>
<tr>
<td><strong>Arthur Carlson</strong></td>
<td>WPI Hall of Luminaries Selection Committee, member</td>
</tr>
<tr>
<td></td>
<td>WPI Campus Art Committee, member</td>
</tr>
<tr>
<td><strong>Judy Fallon</strong></td>
<td>Level III Paraprofessional Certificate from the Massachusetts Library Association</td>
</tr>
<tr>
<td><strong>Anna Gold</strong></td>
<td>Executive Committee for EAST (Eastern Academic Scholars Trust)</td>
</tr>
<tr>
<td></td>
<td>Academic and Research Collaborative (ARC) Library Directors Group</td>
</tr>
<tr>
<td></td>
<td>Co-Chair, WPI Project Inclusion Subcommittee on Curriculum</td>
</tr>
<tr>
<td></td>
<td>Co-Chair, WPI Sustainability Plan Subcommittee on Community Engagement</td>
</tr>
<tr>
<td></td>
<td>11th Annual WPI Sustainability Project Competition Planning Committee</td>
</tr>
<tr>
<td><strong>Martha Gunnarson</strong></td>
<td>EAST Serials &amp; Journals Working Group</td>
</tr>
<tr>
<td><strong>Amy Lawton</strong></td>
<td>Board member of the ACRL ASIG</td>
</tr>
<tr>
<td></td>
<td>Chair, WPI National Student Employee of the Year award.</td>
</tr>
<tr>
<td><strong>Teresa Negrucci</strong></td>
<td>Instructor for 2 sessions of the ALA/ALCTS class, “Fundamentals of Collection Assessment”</td>
</tr>
<tr>
<td><strong>Paige Neumann</strong></td>
<td>ACRL Immersion (Loyola University, July-August 2019)</td>
</tr>
<tr>
<td></td>
<td>Conference Planning Committee for the Digital Commonwealth Annual Conference</td>
</tr>
<tr>
<td></td>
<td>Bringing in the Bystander - Facilitator (August 21, 2018)</td>
</tr>
<tr>
<td></td>
<td>Judge: GPS Poster Session (December 11, 2018); Mass Academy STEM Fair (February 14, 2019)</td>
</tr>
<tr>
<td><strong>Anna Newman</strong></td>
<td>SPARC Open Educational Leadership Program (2018/2019 Fellow)</td>
</tr>
<tr>
<td></td>
<td>Conference paper: “Setting Our Cites on Gender: Toward a Development of Inclusive Scholarly Support Services,” Library Assessment Conference, December 2018</td>
</tr>
<tr>
<td></td>
<td>Presentation: “Gender Differences in Approaches to Open Access” at OpenCon 2018 Boston, November 9, 2018</td>
</tr>
<tr>
<td></td>
<td>Presentation: “#LeadOER and Beyond: Reflections from the SPARC Open Education Leadership Program” at the Northeast OER Summit, May 22, 2019</td>
</tr>
<tr>
<td></td>
<td>Program Committee for the Northeast OER Summit</td>
</tr>
<tr>
<td></td>
<td>ACRL-New England Scholarly Communications Interest Group (Vice-Chair)</td>
</tr>
<tr>
<td><strong>Lori Ostapowicz-Critz</strong></td>
<td>FORCE11 Scholarly Communications Institute (FSCI 2018) – Scholarship recipient</td>
</tr>
<tr>
<td></td>
<td>Association of College &amp; Research Libraries (ACRL) Board of Directors (Director-at-Large)</td>
</tr>
<tr>
<td></td>
<td>Association of College &amp; Research Libraries (ACRL) Research &amp; Scholarly Environment Committee (member/discussion group co-chair)</td>
</tr>
<tr>
<td></td>
<td>11th Annual WPI Sustainability Project Competition Planning Committee</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Emily Ping O’Brien</td>
<td>ARL Kaleidoscope Diversity Scholar, Award Recipient</td>
</tr>
<tr>
<td>Jessica O’Toole</td>
<td>Science Boot Camp (New England) Planning Committee</td>
</tr>
<tr>
<td>Lori Steckervetz</td>
<td>Librarians Active Learning Institute (LALI) (August 2018) Turn the Curve Committee (WPI)</td>
</tr>
<tr>
<td>Phil Waterman</td>
<td>Global Lab Steering Committee</td>
</tr>
</tbody>
</table>

*In addition to these contributions, Gordon Library staff members attended numerous national and regional professional meetings, workshops, and learning opportunities.*
APPENDIX E: PERSONNEL CHANGES AND ORGANIZATION CHART

Phil Waterman joined us just before A Term 2018 as our Global Programs and Undergraduate Learning Coordinator, a new position working closely with our Research & Instruction team and other senior academic librarians. Phil’s experience and focus is helping the library meet the exciting challenges of integrating support for the new Global School at WPI. Before joining WPI Phil was Head of Research Support Services at Assumption College.

Amy Smid joined WPI in March 2019 as our Access Archivist, a position vacant since Michael Kemezis’ departure in summer 2017. Before coming to WPI Amy served as an archivist with NATO in Brussels, Belgium; worked with EBSCO; and at RPI. This long-awaited addition to our team builds our capacity for outreach and an updated web presence for the archives, as well as significant collection processing and digital archiving projects.

We also continued to benefit from library science graduate student Emily O’Brien’s work with us as a temporary assistant for repository and metadata projects.

One departure was celebrated this year, as Judy Fallon retired in July 2019 after a distinguished 25-year career, capped by her role as Resource Sharing Lead; we anticipate filling the position by early B Term 2019.