ANNUAL
REPORT

FY2022

Prepared by :

West Virginia University Libraries

OVERVIEW

July 1, 2021 - June 30, 2022

WVU Libraries dedicated fiscal year 2022 (July 1, 2021 through June 30, 2022) to the advancement of several strategic initiatives identified in our **strategic roadmap**. These ongoing initiatives include: leading the University in the dissemination of knowledge; improving accessibility through universal design of our physical and virtual spaces; increasing access to our regional collections while expanding their breadth of coverage; and building partnerships across campus and the region.

At the request of Library administration, team leaders submitted their fiscal year strategic accomplishments. Unit heads and committee chairs shared 119 projects and activities. From this list, we have selected a range of exemplars to share with you, our stakeholders. Collectively, these exemplars demonstrate the Libraries' collaborative spirit, broad reach, and impact on the communities and users we serve. As a unified university library, we actively seek out opportunities across campus and with the community to support and advance campus priorities, particularly student success, our land grant mission, and faculty research and innovation.

This report showcases both exemplars of strategic library work as well as key operational metrics.

EXEMPLARS OF STRATEGIC LIBRARY WORK

Putting Students First

At WVU Libraries, students come first. We approach the development and evaluation of services and spaces through a student-centered, equity-informed lens. Moving beyond the outdated notion of libraries as book repositories, we are purposeful in our efforts to enhance our curricular and programmatic offerings and to improve the accessibility of our spaces and collections which promote student wellbeing and success.

To complement students' program of study, the **Libraries' credit-bearing ULIB curriculum** fosters student learning through the practice of information literacy. Students learn how to conduct effective search strategies, critically evaluate and select sources, synthesize information, and ethically cite other's work. Year after year, our ULIB program has maintained a robust enrollment level and high student completion rate. As an extension of our current offerings, we are now exploring discipline-specific options. These sections offer a deep dive into information literacy practices tailored to a college's academic majors. In 2022, we launched a section targeting future healthcare professionals. The course focuses on locating reliable health information, identifying medical misinformation, and learning about medical research ethics. Students leave the course with two artifacts: an academic poster and patient education material. These works teach students how to translate information from academic/medical jargon to a third to fifth grade reading level; making health information more accessible to the general public is a necessary skill for today's health care providers.

Putting Students First

Outside of the classroom, our **Art in the Libraries (AiL)** program enriches the connection between library collections and services to create new ways of seeing, learning, and understanding. Throughout the 2021- 2022 academic year, AiL hosted **Food Justice in Appalachia**, a multidisciplinary exhibit examining the holistic and structural view of the food system. Food justice considers healthy food as a human right and seeks to address structural barriers to that right. The exhibit and related programming, executed with the assistance and subject matter expertise of the WVU Center for Resilient Communities' Food Justice Lab and TURNROW Appalachian Farm Collective, provided an opportunity to raise awareness about food access, insecurity, and related health concerns among campus and community members.
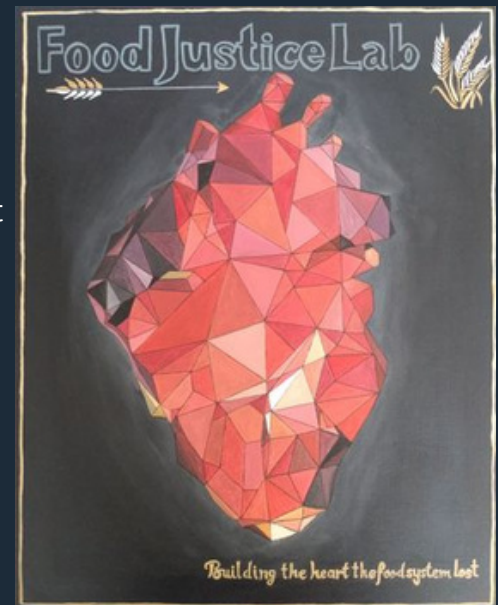
Putting **Students** First

WVU Libraries strives to make our spaces user centered, particularly student-centered. We achieve this through normalizing accessibility and Universal Design in our physical and digital spaces. In FY22, we executed a handful of Library renovations and smaller improvements with a focus on inclusion. Among our physical spaces, we secured funding to construct a second **gender-inclusive bathroom** and to redesign **building signage**. The latter, a result of student feedback from a small-scale way-finding study, includes updated signage embedded with QR codes linking study rooms to the Library room reservation system.

Ease of discovering Library resources virtually as well as physically lies at the forefront of our planning. These improvements are numerous but not always visible to our users. **ReShare**, an open-source tool that facilitates the sharing of resources across libraries, helps us reduce overall expenses while satisfying user requests for resources beyond the scope of our internal collections.

As an open source collaborative effort spearheaded by one of our library consortia, our staff also contributes their expertise to enhancing the application's underlying functional design and documentation. Maintaining library control over a fundamental tool such as this helps ensure the system meets our needs and contains costs that sometimes become exorbitant with commercial solutions. These initiatives help ensure that our collections, and the collections that are shared with us, reach those who need them.

Committing to Our Land Grant Heritage

As a land-grant university library, many of our initiatives strive to preserve and expand access to collections, particularly those focused on West Virginia and Appalachia. Two initiatives, the **American Congress Digital Archives Portal** and the **Buffalo Creek Disaster 50th Anniversary Project**, exemplify the Libraries commitment to our land grant heritage.

The West Virginia & Regional History Center (WVRHC) holds numerous one-of-a-kind collections, including the congressional papers of multiple West Virginian and regional politicians. These records represent our region within the collective history of the United States Congress, the largest and most diverse branch of government. Unfortunately, many of these valuable records, including those held locally at WVUL and those at our sister institutions across the nation, remain undigitized and therefore inaccessible to researchers, K-20 educators, and the public. To expand access to these records, the WVRHC is spearheading the **American Congress Digital Archives Portal**, the first-ever initiative to aggregate and digitize congressional archives into a single, online platform. This grant funded project has garnered the support of the National Endowment of the Humanities, Lyrasis, and the Association of Centers for the Study of Congress. It has been recognized by the Advisory Committee on the Records of Congress.

The **Buffalo Creek Disaster 50th Anniversary project**, a second initiative led by the WVRHC and supported by the WVU Humanities Center, provided WVU students an opportunity to demonstrate their deep understanding of regional historical knowledge and workplace readiness. Employing students from WVU's Department of History and Research Apprenticeship Program, the WVRHC guided students through processing, describing, and digitizing materials to be showcased in physical and digital exhibitions. The culminating effort, "The Buffalo Creek Disaster: 50 Years from Flooding" features photos, letters, newspaper articles, and audio dating from the 1970s illuminating how the Valley absorbed the shock of the disaster and began its journey to recovery. Representing a much larger body of archival work, this exhibit preserves regional voices and allows us to share them with communities far and wide. Since its launch, the exhibit has received more than 1,800 views.

Supporting Faculty Research, Teaching, & Innovation

Among our suite of research services, the Libraries leads the University in outreach and training on **open access (OA)** alternatives in research and publishing models and teaching resources, commonly referred to as open educational resources (OER). These initiatives, many carried out in partnership with the Teaching and Learning Commons, aim to advance the creation of, and open access to, scholarly literature generated across the academic enterprise. Open Access resources are more than information not restricted by a paywall; open access, if adopted more widely at WVU has the potential to drastically improve the visibility of faculty research, textbook affordability, and our overreliance on academic publishers. Through workshop offerings and consultations on OA research workflows and OER design, the Libraries helps faculty navigate more sustainable alternatives. Furthermore, the Libraries invest in practices that offset OA publishing costs as well as in collections that espouse OA principles. While additional buy-in is needed for success, together we can make the University's intellectual capital more easily available to a wider audience for more immediate application in the classroom, the research lab, and across our community.

The Libraries recently expanded our service offerings for faculty and researchers with an improved **Systematic Review Service**. Now offering two tiers of service, consultation and coauthor, librarians work alongside of researchers to identify the appropriate review type, select databases, develop search syntax, assist with protocol development and registry, and manage citation information. Librarian involvement in systematic reviews has shown to significantly improve the quality of reviews thereby minimizing researcher bias.

Moving Forward in FY2023

In FY2023, the Libraries will reinforce and expand processes that foster **continuous improvement** of internal workflows and public-facing services and resources. Historically, our assessment and reporting efforts have been shortsighted, centered on outputs rather than outcomes. These past efforts did not allow WVUL to demonstrate organization-wide impact and also failed to provide meaningful direction for future initiatives. In addition to better goal setting and tracking, we plan to reassess our Strategic Roadmap to ensure the alignment of our initiatives to campus priorities. For additional exemplars from 2022, see **Ex Libris: West Virginia University Libraries, 2022.**

KEY OPERATIONAL METRICS

Collections: Spending

The Libraries' collections and resource sharing activities continue to support campus priorities, including student success, the research activity of our faculty and graduate students, and the University's land grant mission. We balance these needs against rising publisher costs for recurring journal and database subscriptions that average a 4% annual inflation rate.

In FY22, the Libraries spent **$7.3 million** on materials of which 94% or $6.9 million came from state funds.

Table 1. Collections Spending		
TYPE	**AMOUNT**	**% OF TOTAL**
One-time Purchases (Books & Materials)	$127,082.00	1.7%
On-going Subscriptions	$6,419,741.00	87.8%
All Other Materials / Services Costs	$762,795.00	10.4%
TOTAL	**$7,309,618.00**	**100%**

Collections: Holdings & Usage

In FY22, users conducted an average of **66,000 keyword searches per month** using the Library's search engine resulting in **1.5 million items viewed/ circulated**. For a summary of holdings and usage, please see Table 2.

Table 2. Holdings & Usage		
PHYSICAL		
TYPE	**NUMBER OF ITEMS** Owned/ Licensed	**CIRCULATION** Items Checked Out
Books	936,414	
Media	395,095	**24,617**
Serials	50,270*	
DIGITAL		
TYPE	**NUMBER OF ITEMS** Owned/ Licensed	**USAGE** Items Viewed, Downloaded, or Streamed
Books	1,562,531	
Media	234,961	**1,551,559**
Serials	192,339	

* Current and ceased physical serial titles, including periodicals, serial titles on microform, newspapers, and annuals (reports, yearbooks, etc.); the journals, memoirs, proceedings, transactions, etc. of societies; and numbered monographic series.

Students and faculty in need of items not owned or licensed by the Libraries took advantage of interlibrary loan and reciprocal borrowing services. These services, which make the collections of one library system available to the users of other libraries, are a fast and low-cost alternative to purchasing materials outright. During this reporting period, **WVU users received nearly 22,000 interlibrary loan materials**. We reciprocated by loaning in excess of 9,000 items to partnering libraries.

In addition to our subscription-based resources, our institutional repository, commonly referred to as the Research Repository, now houses over **53,000 openly available items** authored by WVU faculty, students, and researchers. The repository not only provides immediate access to the University's intellectual output, but also guarantees its long-term preservation. In FY22 alone, readers worldwide downloaded these items nearly **1.1 million times.**

Information Services & Instruction

Research specialists, commonly referred to as subject librarians, provide a variety of information services from general reference to in-depth research consultations to classroom instruction and workshops. These experts are available to help faculty, graduate students, undergraduates, and community members navigate information and data for curriculum and course design, course papers and projects, and experiential and service opportunities.

In FY22, librarians responded to approximately **5,000 information requests** via Ask-A-Librarian chat service and drop-in or scheduled appointments. Additionally, librarians conducted **243 research consultations**. These one-on-one or small group sessions are a highly specialized form of reference services often requested by graduate students and faculty conducting original and/ or complex research.

The Libraries taught **445 one-time sessions** (excluding ULIB), including Research Commons Workshops and information literacy sessions for credit-bearing classes reaching more than 8,000 students, faculty, and community members. Our curriculum covers a wide-range of skills and topics, including subject-specific information literacy, citation management, data services, intellectual property, open access, and scholarly communications. For a summary of Library instruction, please see Figure A. Library Instruction.

As mentioned under our exemplars, the Libraries' credit-bearing ULIB program continues to explore ways to support student success. In FY22, we offered **24 course sections** including Maymester and Winter Intersession. During this reporting period, the program had an **average fill rate of 88.7%** across all sections and a 94.7% fill rate across the 22 section ULIB 101: Introduction to Library Research.

Figure A. Library Instruction

COUNT OF SESSIONS BY TYPE

TYPE	Count of Sessions	Number of Participants
Session for Credit-bearing Class	262	5,202
Research Commons Workshop	90	549
Presentations	56	1,237
Other (Online Tutorial, Tour, etc.)	37	1,225
Total Sessions Taught	**445**	**8,213**

**COUNT OF SESSIONS: AUDIENCE LEVEL & FORMAT

F2F   Hybrid & Virtual