

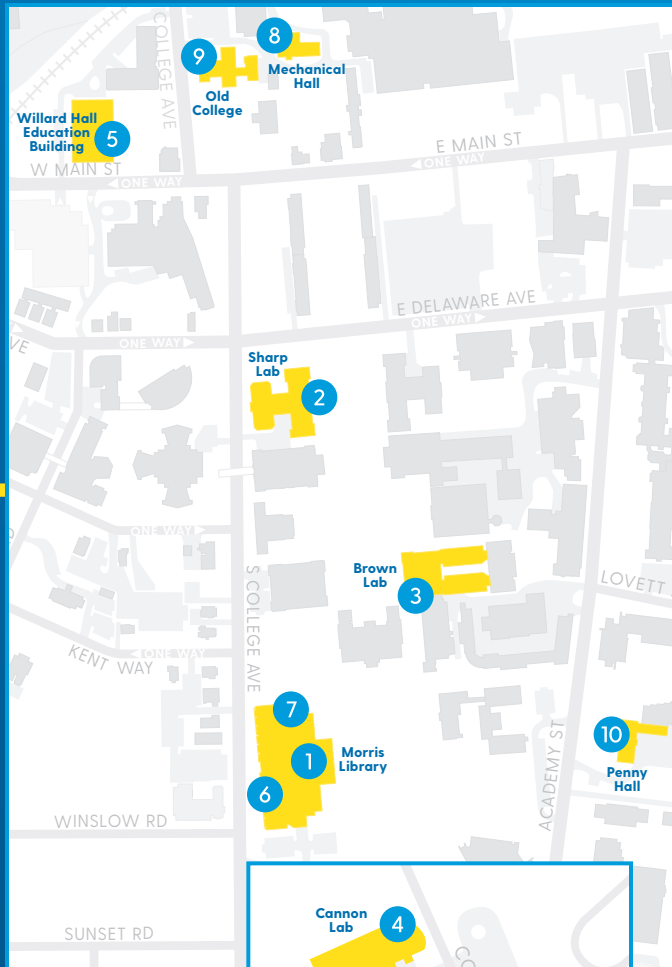
UNIVERSITY OF DELAWARE LIBRARY, MUSEUMS AND PRESS

DIGITAL FORWARD

Impact Report • July 2019 – June 2021

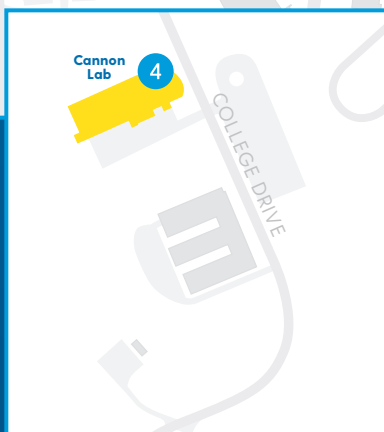


LOCATIONS



▲ University of Delaware Campus
Newark, Delaware

► Hugh R. Sharp Campus
Lewes, Delaware



1 Morris Library

2 Physics Library

3 Chemistry Library

4 Marine Studies Library

5 Education Resource Center

6 University of Delaware Press

7 Special Collections Gallery

8 Mechanical Hall Gallery

9 Old College Gallery

10 Mineralogical Museum



MESSAGE FROM THE

VICE PROVOST

I am pleased to share this report with you. It highlights the ways in which the Library, Museums and Press has positively impacted the University of Delaware community and beyond throughout the 2019/2020 and 2020/2021 academic years.

Despite the challenges of the COVID-19 pandemic, we demonstrated resilience, bonded as a community, and never lost sight of our mission to support students, faculty and staff. The theme of this report, “Digital Forward,” speaks to these efforts.

In the pages that follow, you will discover how we enabled the success of the University community as they acclimated to an online learning environment. You will explore how our new Digital Scholarship and Publishing Department supports forward-thinking digital researchers, and learn how our Delaware Digital Newspaper Project makes research accessible to all.

Like cultural institutions across the country, the Library, Museums and Press swiftly pivoted in March 2020 to provide expanded access to digital resources and online services.

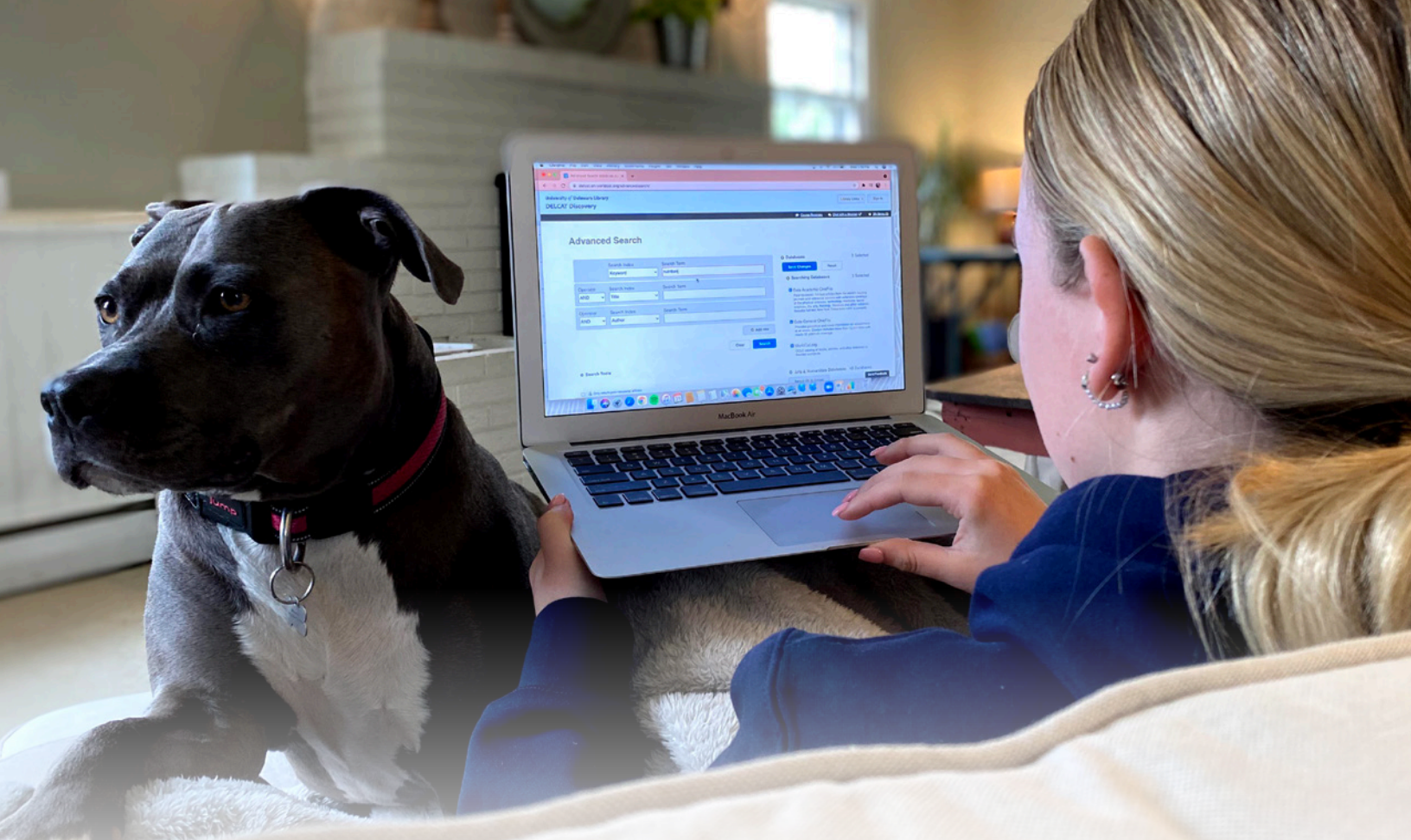
To ensure minimal disruption to our services and collections for the University community, we diligently worked with our colleagues across campus as well as vendors and publishers to extend access to digital content. Partners, such as the HathiTrust digital library, made in-copyright material available to the University community, and our staff provided the online services, workshops, programs and broader support that our students and faculty needed.

While we faced our share of challenges, we found ways to thrive. When we made the difficult decision to cancel access to select databases and journal packages to achieve the budget reduction target necessitated by the pandemic, we were able to rely on our resource-sharing partners to ensure students, faculty and staff maintained access to the materials that are most important to their teaching, research and scholarship.

This adaptability and innovation has proven essential throughout the pandemic. While Zoom meetings, technology problems, changes in the workforce, virtual communication barriers and the personal impact of COVID-19 weighed on our staff, still we rose.

The work highlighted in the pages that follow would not be possible without the talent and dedication of our staff. Through the impossible, they never wavered from our mission, and I am extremely grateful to each of them. I am also thankful for our supporters, including the Friends of the UD Library, whose ongoing assistance allows us to continue our important work.

Trevor A. Dawes, vice provost for libraries and museums
and May Morris University Librarian



SUPPORTING BLUE HENS WHEREVER THEY ARE

REMOTE SUPPORT DURING UNPRECEDENTED TIMES

In March 2020, the daily life of the University community was anything but business as usual. Faculty rapidly restructured their syllabi to adapt to online learning, and students logged onto Zoom instead of walking across campus to their next class.

As the community pivoted to a virtual setting, the Library, Museums and Press

played an essential role in fostering continuity among faculty, staff and students during this unprecedented time.

Throughout the pandemic, staff expanded the amount of materials accessible online, worked with faculty to identify and create effective digital substitutes, and provided direct support to students through virtual consultations.

“Librarians have been working in online spaces to support faculty and students for decades, and so we [were] very well prepared to support UD’s move to online teaching and learning,” said Meg Grotti, associate librarian and assistant head of Instructional Services.

As a result, students had access to materials they needed for their class

projects; researchers could find the information they needed to keep forging ahead; and faculty had the necessary support to teach in a digital environment.

ONLINE RESOURCES

Recognizing the increased need for web-based resources, like databases, e-books, e-journals and streaming media, staff tirelessly worked to expand the volume of materials in our collection that were accessible online.

This included purchasing new digital resources as well as partnering with multiple publishers that provided temporary access to thousands of resources due to the extraordinary circumstances of the pandemic.

When digital resources were unavailable, faculty turned to Library staff to find digital copies of print materials that ensured an entire class could easily access the information online. The University community could also access electronic copies of book chapters and journal articles outside our collection through Interlibrary Loan, a service that allows our users to borrow materials from other libraries.

For faculty who use films in their courses, librarians connected them with streaming video options to provide a seamless viewing experience for their students. With access to more than 70,000 streaming videos for instruction, the Library's collection supported hundreds of faculty requests.

REMOTE TEACHING AND LEARNING SUPPORT

During a typical semester, librarians and curators work closely with faculty to foster learning opportunities for students. In the remote environment, these collaborations continued to thrive as the Library's teaching and learning team worked with faculty to reimagine how best to support students with engaging online substitutes.

Staff developed asynchronous activities, formed discussion questions and fostered related conversations, provided lessons via Zoom, and made custom course guides. They also created and shared learning tools like tutorials and research guides that faculty can embed into Canvas.

INCREASED WEB-BASED RESOURCES



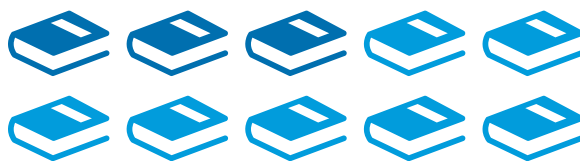
INCLUDING

DATABASES STREAMING MEDIA E-BOOKS

WITH A

27.7%

EXPANSION
OF E-BOOKS
IN OUR COLLECTION



INCREASED HOURS OF AVAILABILITY

15%



INCREASE IN HOURS OF OUR **ASK THE LIBRARY**
ONLINE CHAT SERVICE

SUCCESS STORIES

FROM OUR TEACHING TEAM

In a time of potential disconnect, our teaching team created engaging online substitutes that helped foster connections with students and support faculty's course goals. Here are a few highlights:



Librarian William Simpson integrated himself into nearly every aspect of a History of Mathematics course to ensure that students received support when and where they needed it. He created a course-specific research guide and a custom e-resource user guide; joined one of their synchronous Zoom classes; and responded directly to students' questions by being embedded in the course's Canvas discussion threads.



Curator Ashley Rye-Kopec reimagined how students could meaningfully engage with artworks in a virtual setting. Using the online version of an exhibition in Old College Gallery, she created a virtual walk-through video tailored to the interests of the History and Women's Studies course, and joined students for a real-time discussion to guide them through their observations.



Librarian Kaitlyn Tanis recorded a series of short videos that introduced English 110 students to the research process and how to find Library resources online. These videos, which students could view on their own schedules, also allowed them to put a name with a face that they could turn to with individual questions.

With easy access to these tools in Canvas, students were able to quickly and conveniently access subject-specific research tools at their point of need. In many instances, the librarians were also embedded into these Canvas courses to provide a direct point of contact for the students and built-in support for faculty.

These extensive efforts were appreciated by faculty across campus. "I've been to a few faculty meetings in which we discussed ... the sudden transition to online learning, the students' reaction to it ... [and] good and bad things about online teaching," Carol Luttrell, an adjunct instructor in the English Department, said. "Several times the Library came up. Everyone said how wonderful and helpful everyone in the Library has been to them. The librarians were lifesavers in a few cases."

LIVE VIRTUAL ASSISTANCE

When Morris Library was closed from March through August 2020, students, faculty and staff could still access our most valuable resource—the staff.

Librarians met with students for one-on-one and small group consultations via Zoom. These discussions allowed students to receive tailored support for their research project by learning how to identify the best sources for their specific projects and how to adapt their work to a digital landscape.

For immediate assistance, the UD community could chat, email and text staff through the online Ask the Library service. During the pandemic, we increased the hours of availability for this service by 15%. Through this service, staff provided support relating to research and the use of digital materials—how to connect to specific resources, how to access specific journal titles and book chapters, how to use citation management software, how to link materials in Canvas, and more.

In providing this level of support, the Library ensured students and faculty could always access what they needed, when they needed it and where they needed it. ●



INCREASING

PUBLIC ACCESSIBILITY

VIRTUAL EVENTS

Pivoting from our usual in-person programming, the Library hosted a number of successful virtual events beginning in the Fall 2020 semester. The programs highlighted materials on view in online exhibitions as well as research done by University faculty. These programs, which were free and open to the public, saw a 31% increase in attendance over the 2018-2019 academic year and allowed us to reach individuals across the country who wouldn't have been able to attend in-person programs. The events were recorded so that those interested but unable to attend were still able to engage with the materials.

ONLINE EXHIBITIONS

To enhance access to the unique materials in Special Collections and Museums, the Library launched a new online exhibitions website. The robust site includes approximately 200 exhibitions from the past 25 years to present day, making it easier for UD faculty and students as well as researchers across the world to incorporate these materials into their instruction and research. These exhibitions complement those that have been on view in gallery spaces across campus as well as those that are being designed specifically for online engagement. View them at exhibitions.lib.udel.edu.

REOPENING

MORRIS LIBRARY

On September 1, 2020, Morris Library reopened to students, faculty and staff with new features to support access, convenience, and health and safety:

LIBRARY PICKUP SERVICE

The UD community could check out books, DVDs, video games and multimedia equipment in advance and pick them up from one central location.

SEAT RESERVATIONS

As one of the few open locations available for students to study on campus, the Library enabled the ability to reserve a seat online to support physical distancing.

SINGLE SERVICE DESK

To make it easier for visitors to know where to go if they needed assistance, the Library streamlined its service points to one primary desk for all needs.

GALLERY SPACES

During the Spring 2021 semester, Old College Gallery and Special Collections Gallery reopened for students, faculty and staff to engage with unique items on view in cultural spaces on campus. Exhibitions included *Art, Artifacts and Specimens from the Collectors Cabinet*; *Friends and Enemies: Whistler and His Artistic, Literary and Social Circles*; and *Trail to the Voting Booth: An Exploration of Political Ephemera*.



REIMAGINING HOW RESEARCH IS PRESENTED

NEW DEPARTMENT SUPPORTS FORWARD-
THINKING DIGITAL RESEARCHERS

A five-page paper, a written report, a dissertation—these are traditional ways to present research. Today, more scholars are stepping outside the standard text box to shape their projects around digital elements. This allows for new interpretations and adds new dimensions to their research.

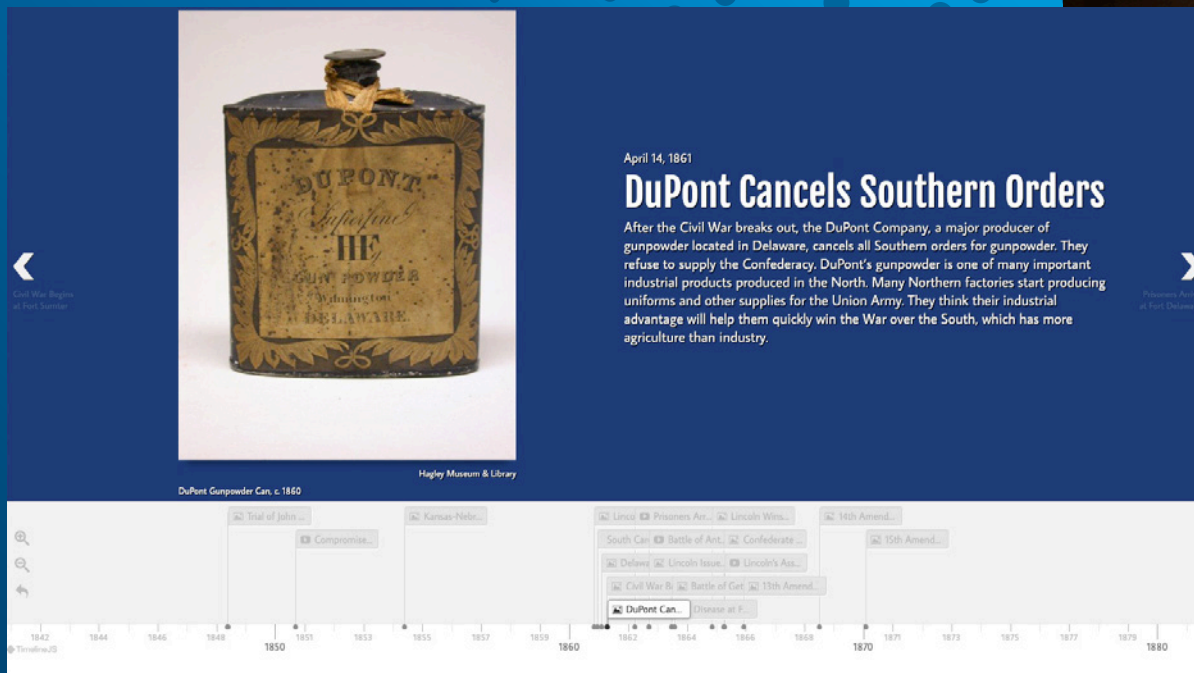
Digital elements can take the form of a map that visually highlights data correlations; web-based text reading and analysis that pulls from a variety of digital data sources; or an interactive website with full-text search functionality that makes your research easier for others to access.

These types of projects are forms of digital scholarship, and they are no small undertaking. They require a tremendous amount of time, dedication and planning to ensure the project is feasible, accessible and sustainable—but the payoff is high. Well-planned digital scholarship enhances and expands the impact of a research project, and allows others to engage with it in meaningful ways.

To support forward-thinking researchers, the Library, Museums and Press created the **Digital Scholarship and Publishing (DSP) Department** in 2019.

“There are so many new technologies available to use in analyzing and presenting research,” said Paige Morgan, digital publishing and copyright librarian and head of DSP. “We want both students and faculty at UD to be able to get support as they experiment with new methodologies and finding new audiences.”

The department works with students, faculty members and staff who are interested in emerging methods and tools that can bring their research or class assignments into the digital universe.



One of the interactive digital timelines created by students in the Museum Education and Interpretation course.

Librarian Kayla Abner meets virtually with a student to walk them through the process of creating a digital timeline.

Through individual, small group and course-based consultations, our digital scholarship librarians provide customized guidance to help the researcher determine the best way to achieve their project goals.

EXPERIENTIAL LEARNING DURING THE PANDEMIC

As teaching and learning shifted online in the wake of the pandemic, digital scholarship projects allowed meaningful learning opportunities to continue, and DSP provided essential support that ensured students and faculty were successful.

In the Fall 2020 semester, Professor Lois Stoehr and the students in her Museum Education and Interpretation course faced the same challenge museums around the world were facing as they were forced to close their doors—reimagining how people could engage with the history and culture of museum collections in a remote and digital environment.

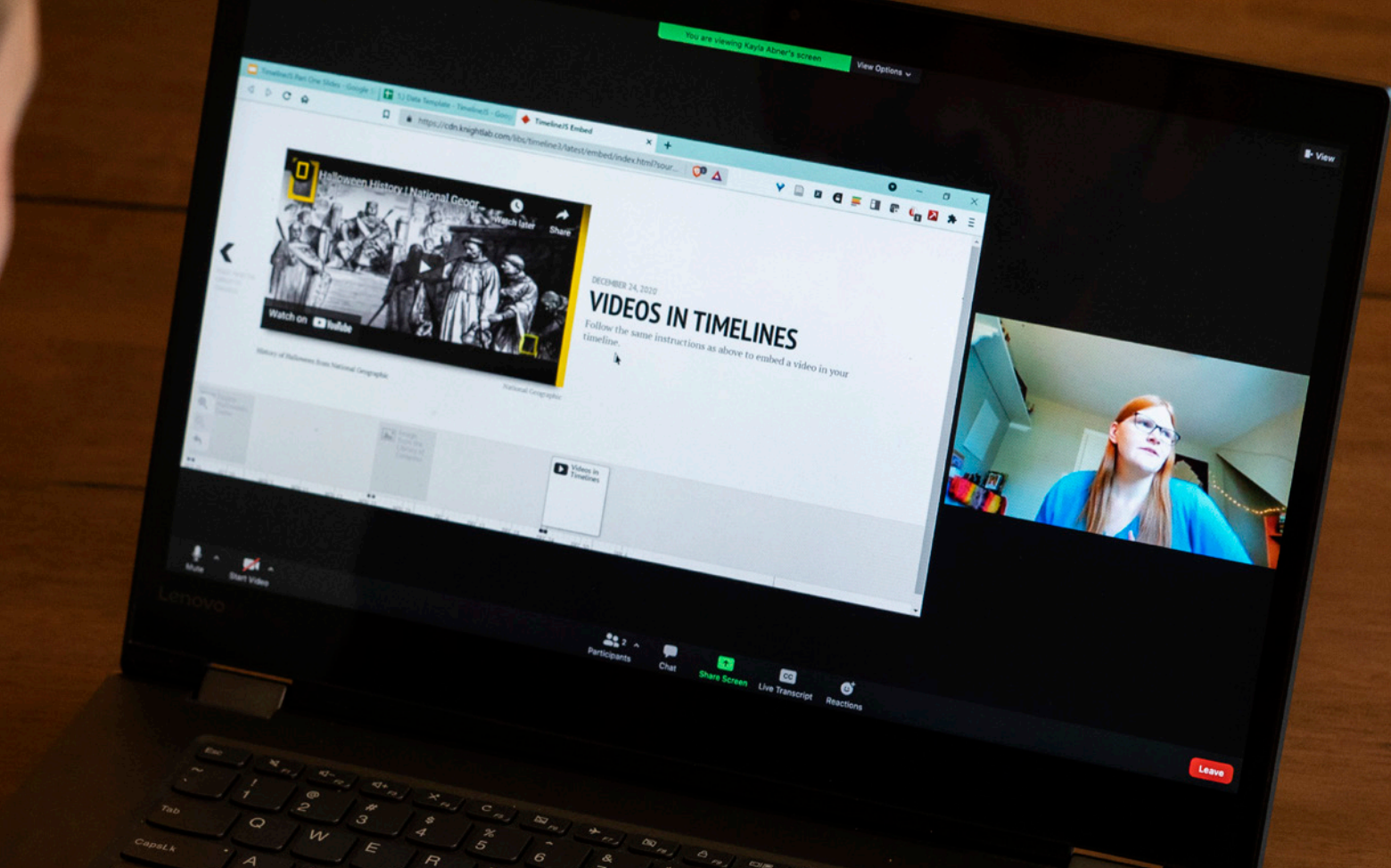
To tackle this challenge, Professor Stoehr connected with digital scholarship librarians in DSP. In previous semesters, students would develop lessons and programs for school-aged and adult visitors at area museums. In 2020, with field

trips no longer a possibility, the focus of the course shifted to creating digital teaching materials that teachers in the Red Clay Consolidated School District could use in their virtual classrooms.

Digital scholarship librarians worked closely with Professor Stoehr to create an assignment that would produce engaging and accessible learning tools for local Delaware teachers while providing students in the course with valuable experience in the field.

Students worked in groups to create digital timelines that pulled together text, images, multimedia and other data sources into a singular interactive learning object. They created digital timelines that focused on New Castle history and the architecture of New Castle; on the African American experience in Delaware; and on Delaware's role in the Revolutionary War and the Civil War. These visually engaging timelines created an easy and dynamic learning experience for K-12 students in local Delaware schools.

As aspiring museum professionals, the Museum Studies students were well versed in helping others engage with and



understand history and culture. But for many, doing this in the digital realm was new and a bit daunting.

The students in Professor Stoehr's course used the Timeline JS platform to create their digital timeline. While the students had never used that tool before, the digital scholarship librarians were able to make everyone feel comfortable working in the digital space.

To help students feel empowered and confident throughout the assignment, digital scholarship librarian Kayla Abner hosted workshop sessions to teach the students the logistical and mechanical aspects of the Timeline JS platform. When she learned students were uncomfortable with using HTML to create their timelines, Abner made an HTML help sheet to guide the students. She also helped when they encountered roadblocks with integrating media into the platform. As the students explored this new platform and built their own learning tools from the ground up, Abner was there to alleviate concerns and guide them to the next steps.

Abner also provided essential guidance and support to Professor Stoehr. As it was the first time she was

incorporating a digital project into her syllabus, Professor Stoehr wanted to ensure her students received a good learning experience and a fair evaluation. To do this, she consulted with Abner and Morgan to create the assignment and grading rubric. Abner also helped her grade the projects and provide specific feedback.

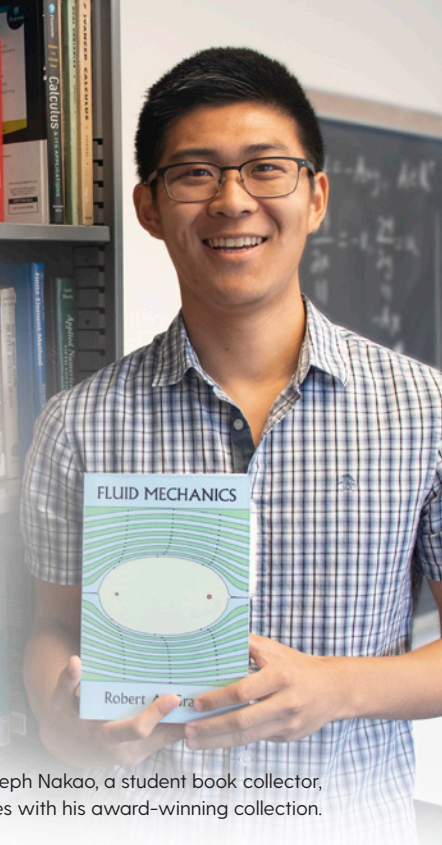
"I think that's where a lot of instructors get tripped up," Abner said. "They don't want to try digital projects because they haven't done them before. Just as the students don't know how to do them, the instructors aren't familiar with them. They don't know how to grade them. So it's helpful when we, as librarians, can guide them in that."

As museums continue to embrace the digital sphere, Professor Stoehr and her students are now more confident and comfortable working with digital media and creating interactive digital projects. As the Museum Studies students continue learning how to tackle the unique challenges of cultural institutions, they are now equipped with another tool that allows them to tell stories in new and dynamic ways and to engage audiences with history and culture. ●

The Digital Scholarship and Publishing Department supports innovative research and teaching across campus. To connect, learn and collaborate with the team, visit library.udel.edu/digitalscholarship.

CONNECTING WITH THE COMMUNITY

ON AND OFF CAMPUS



Joseph Nakao, a student book collector, poses with his award-winning collection.

Between 2019 and 2021, we partnered with several groups and initiatives to foster enhanced learning opportunities for the campus community and beyond. Here are a few highlights.

RUTGERS UNIVERSITY PRESS

In 2021, the University of Delaware Press began a partnership with Rutgers University Press to extend the impact of their publications and to pursue emerging opportunities in the scholarly publishing landscape. As UD Press works to establish new series, increase the profile of existing ones, and revitalize its regional list, Rutgers University Press is providing production, marketing and distribution services for UD Press titles.

COLORED CONVENTIONS PROJECT (CCP)

In continued support of CCP, a digital humanities project that brings little-known African American organizing efforts of the 19th century to digital life, we supported web development efforts through data migration and quality assurance testing, and developed

organizational principles for projects. We also screened fellowship applicants; trained CCP researchers; and supported the creation of events around Mary Ann Shadd Cary, the first African American newspaper editor, and a workshop series on Black digital humanities.

FRIENDS OF THE UNIVERSITY OF DELAWARE LIBRARY

For more than 60 years, the Friends group has supported the expansion of our rare and unique materials in Special Collections. They host annual events and, in 2019, launched the Seth Trotter Book Collecting Contest to encourage reading, research and the appreciation of printed works among students. The winning collections from the contest's first three cycles came from undergraduate, graduate and doctoral students.

UD FIRST YEAR EXPERIENCE PROGRAM

To encourage students to reflect on the prevailing themes of the 2019 and 2020 First Year Common Reader selections, we created self-guided tours that were designed to make first-year students feel comfortable and confident within the libraries and galleries on campus. In total, 2,376 students completed these interactive tours and used our resources to reflect on the themes of the books. Many of those reflections were highlighted in an online exhibition for the entire UD community to engage with.

RESEARCH SYMPOSIUM

In conjunction with the exhibition *The Art of Elizabeth Catlett*, we hosted a day-long symposium, which brought together more than 50 people from across the country to discuss Catlett's art and activism. The symposium, made possible by a Delaware Humanities grant and support from the College of Arts and Sciences' Paul R. Jones Initiative, focused on themes of feminism, racial identity and artwork that transcends borders.

UD OUR VOTE INITIATIVE

In support of the three-semester, campus-wide teaching initiative focused on the power of voting, we created a research guide that directed users to relevant, accessible materials on suffrage. We also hosted related exhibitions and events to help students engage with and reflect on the history and impact of social justice advocacy and the democratic process.

ITHAKA S+R

In collaboration with the nonprofit consulting service and 10 academic libraries, we participated in a study that focused on identifying the research needs of civil and environmental engineering faculty. This study received the American Society for Engineering Education's Engineering Libraries Division 2020 Best Publication Award for being a "groundbreaking" study with "tremendous insights" that will "serve as a baseline for years to come."

WINTERTHUR/UD PROGRAM IN ART CONSERVATION (WUDPAC)

To help facilitate a unique hands-on learning opportunity, we loaned five late-19th-century scrapbooks to WUDPAC for a graduate student project. In addition to gaining first hand conservation experience and stabilizing a scrapbook for safe handling by future researchers, they conducted an analysis to understand how we acquire, describe and make diverse primary sources available for research.

DOGFISH HEAD

The Delaware brewery, whose executive leadership has a special interest in Beat literature and ephemera, sponsored the reception for the *Beat Visions and the Counterculture* exhibition. The brewery also invited us to participate in its annual Analog-A-Go-Go beer and music festival, where we displayed unique items to promote current and upcoming exhibitions to new audiences.

UD RESIDENT ENSEMBLE PLAYERS

In conjunction with the Resident Ensemble Players' audio productions of two Agatha Christie short stories, we curated an online exhibition that provided background and history on the stories' protagonist, Hercule Poirot, who appeared in nearly 90 stories by Christie. This allowed the listeners to more fully appreciate and engage with the audio performances.

DELAWARE SCHOOLS AND TEACHERS

In partnership with the Newark Historical Society and National History Day in Delaware, we organized collaborative workshops designed to introduce Delaware teachers to resources their students could use in research assignments. These resources included freely accessible digitized historic newspapers; digital tools; and UDLib/SEARCH, our virtual library of online encyclopedias and periodical databases available to all Delaware public schools.



Dogfish Head executives visit Special Collections.



A graduate student preserves a scrapbook from Special Collections.



Books published by the University of Delaware Press.



Librarians Kaitlyn Tanis and Grace Adeney staff a table during Voter Registration Day.

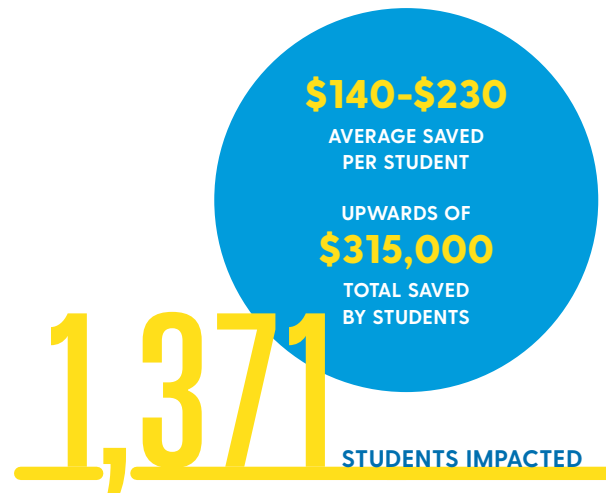
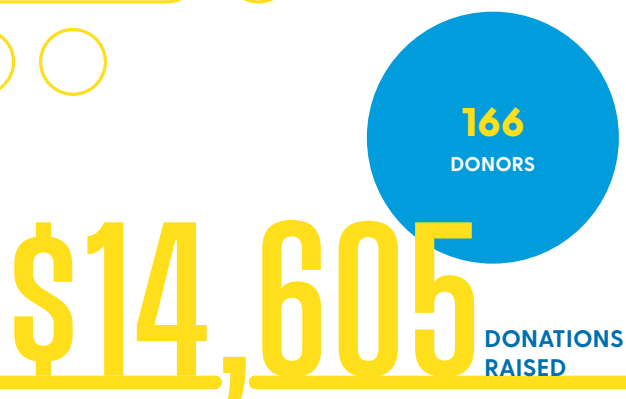
OPEN AND AFFORDABLE

TEACHING MATERIALS INITIATIVE

When students can't afford expensive course materials, they start a course without the assigned materials and at an automatic disadvantage. Open and affordable teaching materials help remove this barrier to learning.

Through our Open and Affordable Teaching Materials Initiative, we help faculty locate and incorporate free and low-cost materials into their courses. These materials are often customizable and digital, allowing faculty to tailor their course materials to their course goals and students to have easy access to what they need.

We are committed to getting these dynamic learning tools into the hands of as many students as possible by increasing the number of faculty and courses that use these materials.



Librarians take active roles in locating open and affordable resources that faculty can incorporate into their courses. Between 2019-2021, we have helped integrate these materials into eight courses, and we have awarded nine grants to additional faculty. These grants, which include support from librarians as well as staff from the Center for Teaching and Assessment of Learning and Academic Technology Services, help faculty make their courses more affordable by integrating open materials into their classroom. As a result of this work, 1,371 students have saved an average of \$140-\$230 each, yielding a total savings that is upwards of \$315,000.

On Giving Tuesday 2020 and I Heart UD Day 2021, we participated in crowdfunding initiatives that supported the Open and Affordable Teaching Materials Grants. Between the two fundraisers, we raised \$14,605 from 166 donors. With these donations, we can continue providing UD faculty with grants to adopt low-cost materials or adapt open educational resources for their course needs.

STUDENT POSTER COMPETITION

EARLY COLLEGE CREDIT PROGRAM

Launched in Fall 2020, UD's Early College Credit Program provides Delaware high school students with the opportunity to earn college credits at no cost to them. To support the five courses held during Fall 2020 and Spring 2021 semesters, librarians worked with faculty to locate appropriate open educational or Library-licensed resources to ensure the enrolled students did not have to pay for course materials.

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FACULTY
REACHED

15

FACULTY
DEVELOPMENT
OPPORTUNITIES

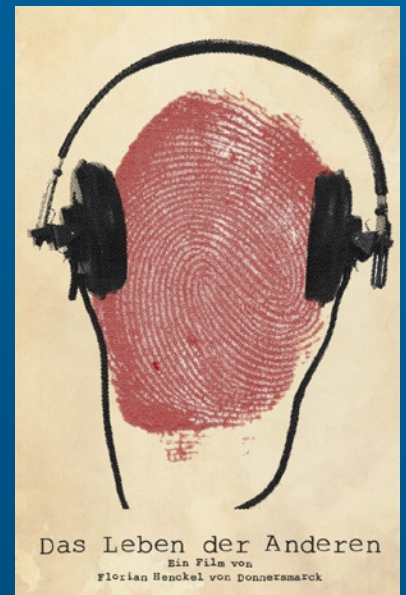
Along with one-on-one and small group consultations, we facilitate workshops, courses and orientations to introduce faculty to the benefits of open and affordable teaching materials. As faculty transitioned to online teaching during the pandemic, there were new opportunities to reach them as they considered their course design process. As a result, between 2019 and 2021, we were able to share the benefits of open and affordable teaching materials with 121 faculty members through 15 unique development opportunities.



The exhibition *Black with a Drop of Red: Contemporary Cuban Posters* highlights the role posters play in the visual culture of contemporary Cuba. To fully immerse students in the artwork and themes of the exhibition, the Library, Museums and Press hosted a competition where students made their own movie posters during the Spring 2020 semester.

To participate, students watched a foreign movie and created a digital poster that represented the movie through a single image—the same principle used

by Cuban designers. The contest was incorporated into several Art and Design courses as an assignment, proving to be adaptable as courses shifted to an online learning environment.



Top: First Place – *Crouching Tiger, Hidden Dragon* by Luke Wagner

Bottom left: Second Place – *Persepolis* by Olivia Marie Jaeger

Bottom right: Third Place – *The Lives of Others* by Makayla Musgrove

DIGITIZING DELAWARE HISTORY

DELAWARE DIGITAL NEWSPAPER
PROJECT MAKES RESEARCH
ACCESSIBLE FOR ALL

As the first state, Delaware is full of history. Yet, as one of the smallest states in the U.S., scholarship on that history is often hard to find. In its stead, newspapers have proven one of the richest resources for capturing the history, changes and culture of many Delaware cities and towns, while reflecting the local interests and personalities of their communities.

To ensure this rich Delaware history is accessible to researchers on campus, in the state and across the country, the Library created the Delaware Digital Newspaper Project (DDNP) in partnership with the National Endowment for the Humanities (NEH) and the Library of Congress, as part of the National Digital Newspaper Program (NDNP) in 2015. For each state participating in the NDNP, one institution is responsible for digitizing and making their state's history available. For Delaware, that institution is the Library.

In its first two NEH grant cycles, the DDNP project team, which is composed of Library staff, digitized around 200,000 pages of microfilmed historic Delaware newspapers focused on New Castle County. This included 106 distinct newspaper titles and spanned from 1798 through 1922.

Those 200,000 pages are now full-text searchable and freely accessible on Chronicling America, a database where researchers can access historic newspapers digitized through the NDNP from nearly all 50 states, as well as Washington, D.C., Puerto Rico and the Virgin Islands.

"The best part about Chronicling America is that you can keyword search microfilm," Molly Olney-Zide, associate librarian and the DDNP project manager, said. The digitized files are machine-readable, she explained, which means people can search for specific words within the newspapers, making the research process less cumbersome than manually scouring through thousands of microfilmed pages.

Chronicling America also enables researchers to search outside of their home state. With this database, researchers across the country can access relevant Delaware history in the same convenient location as other states.

THE LATEST GRANT

DDNP was awarded a NEH grant of \$250,000 to continue its work for a third cycle. From 2019 to

2022, the project team is digitizing an additional 100,000 pages of content, which will focus on Kent and Sussex counties with two long run, weekly titles from the mid- to late-19th century: *The Smyrna Times* and *The Milford Chronicle*.

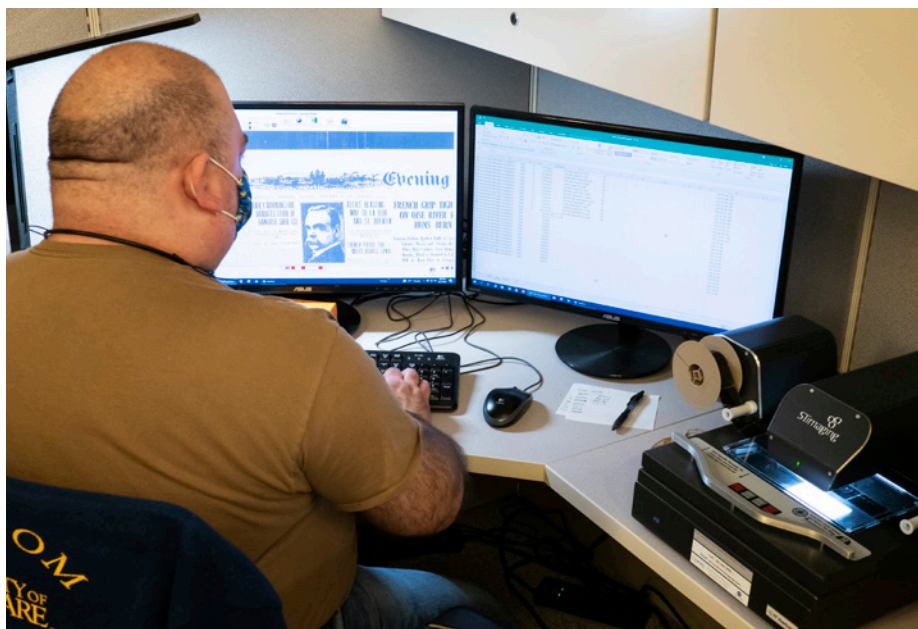
As has long been the case, the cultures, perspectives and politics of the three counties in Delaware can vary widely. In providing access to these Southern Delaware-focused newspapers, DDNP is enabling researchers to get a broader look at Delaware's history and to focus on smaller towns outside of the bustle of New Castle County. In digitizing titles that have longer runs, DDNP is also allowing researchers the opportunity to see the same newspaper across a longer span of time, highlighting how a community has changed.

COMMUNITY COLLABORATION

While Library staff on the project team are the ones prepping and digitizing the newspapers for *Chronicling America*, DDNP's ties and collaborations with other Delaware institutions are essential to its success.

In this third cycle, the number of local libraries and historical institutions involved has nearly tripled, growing the DDNP Advisory Board from four members to 11. In addition to representation from within the Library and elsewhere on campus, the Advisory Board includes directors and leaders from the Delaware Historical Society, the Hagley Museum and Library, the Delaware Public Archives, Wilmington Public Library, Delaware Technical Community College and the Delaware Division of Libraries, as well as a well-known Delaware historian.

With the Advisory Board's deep understanding of the importance of making such resources freely available, these local leaders serve as a key sounding board for the project team and champion *Chronicling America* within their own communities. "We have a lot of institutions [represented on the Advisory Board] that have people come to them for resources," Olney-Zide explained. "They can pass along this information about *Chronicling America* and DDNP to those people, which is so important."



NEWSPAPERS IN THE CLASSROOM

In addition to providing access to these important digital resources, the Library is committed to ensuring individuals—be they students, teachers or researchers across the country—have the skills to incorporate them into their own projects.

The DDNP project team provides opportunities that encourage students and teachers throughout Delaware to incorporate digital newspapers into their assignments as a rich primary resource. To this end, DDNP partners with National History Day in Delaware by hosting an annual prize for the best individual project—anything from research papers to performances—that incorporates *Chronicling America* resources.

In partnership with the Delaware Historical Society, DDNP also provides outreach to local teachers. In workshops, like the one the Library hosted in 2019, teachers are introduced to the possibilities available to them and their students through *Chronicling America*. By the time teachers leave the workshops, they have actionable ideas on how to incorporate the database into their classroom and assignments, including lesson plans, data visualizations and other teaching ideas. ●

▲ David Cardillo, a member of the Delaware Digital Newspaper Project's project team, reviews microfilmed pages of historic newspapers.

To search the nearly 200,000 pages of historic Delaware newspapers digitized by DDNP, as well as historic newspapers from across the country, visit chroniclingamerica.loc.gov.



DIVERSITY AND INCLUSION INITIATIVES

ADOBE STOCK

Staff at the Library, Museums and Press are committed to providing a safe and welcoming space that nurtures intellectual curiosity and free inquiry, where everyone is empowered to learn and flourish. We are dedicated to providing equitable service to our diverse community of users, and providing equitable access to knowledge in a variety of forms.

As a cultural institution, we embrace our core professional values of intellectual freedom, inclusion, privacy of users and social responsibility, and we value and cultivate the free exchange of ideas.

To this end, the Library, Museums and Press staff actively engage in diversity and inclusion initiatives that continue to foster such an environment for our staff and the broader UD community

COMMUNITY SUPPORT

WEBSITE ACCESSIBILITY

The Library's IT Department has conducted extensive updates to ensure everyone can use the Library's website. In this ongoing accessibility work, we have redesigned the main menu for complete keyboard access, added features to improve screen reader compatibility, and updated font styles for better device resizing. In 2020, we also created a new online exhibitions website specifically developed with accessibility standards in mind.

A CULTURAL SPACE FOR CAMPUS

Several recent exhibitions in the campus galleries have supported diverse themes and conversations. The exhibition *Beat Visions and the Counterculture* provided an important space for consideration of LGBTQ issues and diversity. The traveling exhibition *Black with a Drop of Red: Contemporary Cuban Posters* highlighted Cuban cultural and political issues as well as topics pertaining to immigration and migration, and race in Cuba. *Votes for Delaware Women: A Centennial Exhibition* examined Delaware's part in the struggle to secure voting rights for all women, and highlighted the undervalued contribution of Black women's leadership in this movement. It received a 2021 Leab Exhibition Award from the Rare Books and Manuscripts Section of the Association of College and Research Libraries.

COMMUNITY EVENTS

Each year, we work closely with the Department of English to offer the African American Read-In and the Banned Books Read-Out, where the UD community comes together to read aloud works by African American authors, and literature that has faced censorship attempts for what are often issues related to race or sexuality. In partnership with the Colored Conventions Project, we have hosted the Douglass Day Transcribe-a-thon, during which community members

transcribe papers that will preserve Black history. We also co-sponsored the Institute for Global Studies' Virtual Global Film Series, which encouraged the community to engage with films from other cultures. We have featured issues of diversity within our Scholar in the Library lecture series as well, including research on civil rights activists, contemporary texts on immigrants and refugees, and women who led the U.S. suffrage movement.

STAFF DEVELOPMENT

LIBRARY DIVERSITY COMMITTEE

Members of the Library Diversity Committee develop education and training activities for their colleagues in support of IDEAS: Inclusion, Diversity, Equity, Accessibility and Social Justice. The committee organizes group viewings and discussions of webinars, like "Trans and Gender Non-conforming Inclusion in Libraries." In the wake of George Floyd's murder, the committee hosted conversations for staff to work through their feelings surrounding the civil unrest in the country, and organized a list of anti-racism resources for staff to learn more.

ANTI-RACISM TALENT MANAGEMENT AUDIT

In partnership with the research firm Ithaka S+R and Binghamton University, we are conducting an audit of current practices related to race and talent management. The ongoing project, which began in February 2021, examines talent patterns, like recruitment, employment and retention, to identify inequities that may be experienced by Black employees. Through the audit, we will identify structures, policies and practices that may contribute to racism, and recommend strategies for improvement. Phases I and II of the project included a demographics pull and Library-wide climate survey.

SOCIAL JUSTICE ALLY PROGRAM

To foster a more inclusive culture, we established the "Social Justice Ally Program," a yearlong personal and professional development program for Library staff. Through interactive and educational sessions, staff explored how to build their cultural competence, and discussed the power and responsibility that libraries, museums and other cultural institutions have in their communities. They also learned about the impact of unconscious bias and how it affects their work, and how to use their individual power and privilege to be an ally for others.

PAULINE A. YOUNG RESIDENCY PROGRAM

Designed to accelerate professional growth and career advancement for early career librarians from traditionally underrepresented groups, the Pauline A. Young Residency Program provides a variety of professional work experiences throughout a three-year appointment.



In August 2019, Pauline A. Young Resident **Shelby Daniels-Young** joined the organization. In her role as resident, Daniels-Young is working to enhance access to Special Collections holdings

by processing manuscript and archival collections. In addition, she is assisting with the development of accessioning and processing procedures, and contributing to the development of descriptive practices for Special Collections materials.



In October 2020, we welcomed Pauline A. Young Resident **Yuqiao "Brigitte" Cao**. As a resident, Cao is helping students develop the necessary skills to critically evaluate visual media. She is designing

virtual and physical tours of Museums exhibitions, contributing to program development for first-year students, and collaborating on cross-departmental projects to integrate visual literacy skills into our teaching and learning programs.

OUR STAFF

NEW HIRES

Shelby Daniels-Young, Pauline A. Young Resident, August 1, 2019.

Jessica Barth, emerging multimedia technologies librarian, August 19, 2019.

Sumera Aqeel, administrative assistant III, August 26, 2019.

Michael Stewart, metadata librarian, August 26, 2019.

Antoinette Yost, library assistant II, December 16, 2019.

Duncan Parcels, technology support specialist I, January 1, 2020.

Lauri Perkins, library assistant III, February 10, 2020.

Joshua Kim, full stack web developer, July 1, 2020.

Yuqiao “Brigitte” Cao, visual literacy librarian and Pauline A. Young Resident, October 1, 2020.

Maria Barefoot, online learning librarian, December 1, 2020.

Kathryn Coulter, data analyst, February 1, 2021.

Jaynell Keely, communications specialist I, February 16, 2021.

Philippe Mongeau, metadata librarian, February 24, 2021.

TRANSITIONS

John Caldwell was promoted to the rank of associate librarian, July 1, 2019.

Sarah Katz was promoted to the rank of associate librarian, July 1, 2019.

Ameerah Stafford transitioned to the Library, Museums and Press, July 1, 2019.

Daron Harper accepted a new position as library assistant II, January 2, 2020.

Stephen “Leif” Erickson was promoted to electronic resources specialist, April 1, 2020.

Theresa Hessey was promoted to senior assistant librarian, July 1, 2020.

Meghann Matwichuk was promoted to the rank of librarian, July 1, 2020.

Amanda McCollom was promoted to the rank of senior assistant librarian, July 1, 2020.

Curtis Small was promoted to the rank of associate librarian, July 1, 2020.

Deborah Ryszka was appointed head of the Cataloging and Metadata Department, December 1, 2020.

Colleen Estes was appointed coordinator of web support and development, February 1, 2021.

Amanda Zehnder was appointed chief curator and head of Museums, April 21, 2021.

RETIREMENTS

Theresa Warren, library assistant II, August 1, 2019.

Ladonna Miller, administrative assistant II, February 8, 2020.

Katherine Roth, administrative assistant IV, April 1, 2020.

M. Dina Giambi, associate university librarian for resource management, May 1, 2020.

Nancy Nelson, head of the Access Services Department, November 1, 2020.

John Stevenson, head of the Multimedia Collections and Services Department, November 1, 2020.

Deborah Nickerson Booth, library assistant III, November 14, 2020.

Richard Campbell, technology support specialist I, November 14, 2020.

Winifred Erbe, library assistant III, November 14, 2020.

Carlene Fox, library assistant II, November 14, 2020.

Valerie Jones, library assistant III, November 14, 2020.

Thomas Melvin, librarian, November 14, 2020.

Sandra Millard, deputy university librarian, associate university librarian for public services, and outreach and program director for UDLib/SEARCH, February 1, 2021.

Janis Tomlinson, director of Special Collections and Museums, May 1, 2021.

A student assistant repairs a book while working in the Digital Collections and Preservation Department.

Staff member Cindy Bailey works the Single Service Desk in Morris Library.

STUDENT ASSISTANTS

DID YOU KNOW... There were 176 student assistants who helped the Library, Museums and Press support the UD community between July 2019 and June 2021. Combined, those student assistants worked approximately 38,624 hours—the equivalent of nearly 20 full-time staff.

These students work across the organization to ensure the Library operates smoothly. Many work in public-facing roles, interacting with our users every day at services desks or welcoming them into our galleries. Others do crucial behind-the-scenes work that helps to preserve and make our resources accessible.

◀ A student assistant retrieves books from the Library Book Return outside Morris Library.

ABOVE AND BEYOND

Like many organizations, the Library, Museums and Press had to adapt to shifting priorities, increased workloads and infrastructure changes as the realities of the pandemic set in.

Between March 2020 and June 2021, all Library, Museums and Press staff went the extra mile to ensure the continued success of researchers, colleagues and the broader campus community. In fact, nearly 45% of Library, Museums and

Press staff conducted work outside their usual departments.

Of this 45%, many helped transcribe digitized materials so that they could be more easily accessible to researchers around the world. Others supported the work of their colleagues by reviewing existing materials and accessibility standards for necessary updates, or working shifts at the Single Service Desk to help students at point-

of-need. Several staff took on interim responsibilities within the Library, and some supported other campus units in need—like the University Registrar, Student Financial Services and the College of Engineering—through the campus-wide TalentShare program.

Our staff's dedication to the ongoing success of the University's students, faculty and staff has been essential during these unprecedented times.

NEW AND RENOVATED SPACES



EDUCATION RESOURCE CENTER

On July 1, 2019, the Education Resource Center (ERC) became a branch of the Library, Museums and Press. The ERC provides specialized resources to support current and future educators in navigating a modern learning environment, making it a must-visit for UD education students and faculty as well as local teachers.



THE NEST IN MORRIS LIBRARY COMMONS

Morris Library Commons is a 24/7 study space. In December 2019, we partnered with Dining Services to renovate the space and update the available food offerings, which now include three new dining options collectively known as "The Nest." The redesigned space also boasts modern seating for groups and individuals, and additional electrical and USB outlets.



GRADUATE STUDENT STUDY AREA

The renovated Graduate Student Study Area on the third floor brings expanded seating options—including new group study rooms available exclusively for graduate students—for those who spend long hours in Morris Library. These changes, made in October 2019, have nearly doubled the seating capacity in this area—from 65 to 121.



ANNEX EXPANSION

The transformation of Library spaces is necessary to meet the needs of the growing University community. In December 2020, we expanded the Annex, a remote storage facility for Library materials that haven't been checked out recently. The addition increased the facility's space to hold more materials from our collections, which will enable us to undergo future renovations to increase student seating in Morris Library.

THANK YOU FOR YOUR SUPPORT

We remain grateful for the unwavering generosity of our supporters. Your gifts have strengthened the depths of our collections, furthered the success of our students, and backed programs and events that engage the UD community in meaningful work.

Below are just a few of the many ways you have supported our efforts over the past two years. Thank you for making a difference in the lives of many.

Annual Gift from the Friends of the UD Library

The Friends group's yearly gift is used to acquire rare and unique primary sources in Special Collections that enable researchers to expand and enhance their work.

Donation of the Ronald M. Finch Delmarva Collection

This collection of materials from Delaware and Maryland, donated by Ronald M. Finch, will allow researchers to conduct demographic studies on those who settled in the Delmarva Peninsula.

Crowdfunding for Open Educational Resources

On Giving Tuesday and I Heart UD Day, more than 160 donors raised \$14,605 to support the use of open and affordable teaching materials in University classes.

Library Student Assistant Scholarship

Funded by contributions from Library staff, this annual scholarship supports a student assistant in their pursuit of a graduate education in librarianship or an allied profession.

Donation of the Painting, *Figure in a Landscape*

Gifted in honor of Dorothy Foster, this painting by African American artist Edward Loper Sr. will allow researchers to learn about his local legacy and impact on the art world.

Interlace Sculpture Honoring Professor Stark

This sculpture in Morris Library—created by UD alumnus Kevin Bielicki—was commissioned with support from the Stark family in honor of their father, Robert M. Stark.

IMPACT REPORT 2019-2021

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Tywanda L. Cuffy Director of External Relations, Communications, and Development Initiatives	Shelly McCoy Associate University Librarian for Public Services and Space Planning
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Photographs by the Library, Museums and Press
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