

## PUBLIC SERVICES

Circulation Services

Distance Learning & Online Services

Instructional Services

Interlibrary Loan Services

Reference & Research Services

User Engagement

Submitted by Blair Stapleton, Assistant Dean for Public Services

Public Services had a very successful 2019-20 year. The biggest project is the library-wide inventory project that is still on-going. Circulation staff completed the initial scanning of the collection in January 2020. Overall, the scanning portion of the project lasted from October 2017-January 2020. All items on the shelves were scanned by hand and staff are now going back to check for items that were missing from the inventory report. Public Services staff collaborated with several Technical Services departments to work on this project.

Public Services hosted an event that had a significant number of attendees including faculty, staff, and students. During Freshman Welcome Week in August of 2019, the Head of User Engagement and I hosted a Pups and Popsicles event. Pet Partners of Acadiana participated and 300 popsicles were donated by Boombox Pops out of Lake Charles, LA. An additional 180 popsicles were purchased by the library from Boombox Pops to serve more students. An estimated 550 incoming freshman attended this event and all 480 popsicles were passed out. There was also media coverage by local news stations as well as *The Daily Advertiser*.

The Head of User Engagement and I attended a university-wide programming meeting to make more connections for collaborative opportunities between the library and other campus departments. Several connections with members of departments across campus were made at the meeting.

I began working with each Public Service department head to create a Public Services Strategic Plan. The plan will carry Public Service initiatives through 2025. The plan includes initiatives for accessibility, assessment, sustainable innovation, and creating engaging community spaces as well as a rewarding workplace. The plan was completed in September 2019 and public service departments are already working toward completing the goals set forth in the plan. I also worked with other library administrators to contribute to the library's portion of the SACS reaffirmation and the emerging Quality Enhancement Plan.

In late summer 2019, I created a library space survey that would be given out in print form and electronically to library users. The survey was used to determine what types of spaces are used by library patrons. There were 10 questions, including a comments section. In total, 539 people were

surveyed including 470 students, 9 alumni, 11 faculty, 6 staff, 1 administrator and 1 that identified as other. 500 copies of the print survey were given out by Circulation and Reference staff. An online version of the survey was created using Survey Monkey and was distributed to faculty and students. Candy was offered as an incentive for returning the completed surveys.

The survey helped the Public Services staff to learn a lot about student needs and the way that they utilize the library spaces. An overwhelming majority of the comments were based on library seating and computers in the library with a focus on the STEP Lab computers. The Interim Dean and I met with Rachel Lautigar, SGA President for 2019-20 to discuss the possibility of SGA providing funding for converting the second floor Copy Center to a presentation practice space. SGA agreed to provide funding for the project, but due to the COVID-19 pandemic, the project was not completed. We also worked to meet the requests of the library survey from the 2018-19 year. Students requested vending machines, so those were added in the first and second floor Copy Centers. The lack of study spaces was also a concern of the 2018-19 survey, so the library was able to get the storage space back from Jazzmans and renovated it to open an additional group study room on the first floor.

The Interim Dean and I also worked with the SGA President to get a Library Representative for the SGA Cabinet. A position was added, and a graduate student was chosen to serve as the representative. Having representation within SGA allows for the library to have a voice in requesting assistance and providing feedback for SGA initiatives.

Spacing concerns continued to be a major topic of discussion for the 2019-20 year. I created a space plan for the third floor that would involve weeding and shifting library materials to make room for additional quiet study spaces away from the main hallway. There were a lot of complaints about foot traffic noise in that hallway with the addition of the student athlete study center to that floor, so work is being done to move some of the tables in that area to quieter spaces. I also created foot traffic warning signs and placed them at the entrance and exit of the main hallway on the third floor.

The library had concerns about library patrons bypassing the security gates at the back entrance by walking around them and taking the ropes down. To combat this issue, wooden panels were requested and built by facilities to encourage library users to stay on the same path when walking in and out of the back door.

The library has been collaborating with both the Mentoring Matters program and the university's Writing Center for several years to provide spaces for their mentors and tutors to provide research assistance to students. In 2019-20, the library created additional space for the Mentoring Matters program in the Microforms area and allowed the program to expand the number of hours that they are serving students in the library. An extra table and hours were also added for the Writing Center.

To meet technology needs of students, the Public Services faculty submitted two STEP grants requesting funding for equipment. The first grant, submitted in July 2019 by Heather Plaisance, Arthur Almazan and I, was for funding to replace and add digital scanners for public service areas. The grant was for \$35,653.97 and was approved. I am working with Library IT Specialists to complete the order and installation of the new scanners. A second grant was submitted in December 2019 by the same

contingency as the first for replacement of the ROC Lab computers. The grant was requesting funding for \$23,160. That grant cycle was not completed due to the COVID-19 pandemic. There are plans to update and resubmit the ROC Lab STEP grant in the summer of 2020.

I collaborated with the Government Documents and CCMC Librarian to create a display for the 100<sup>th</sup> anniversary of the Woman's Suffrage Movement. The information and materials related to the movement were displayed in the main entrance display cases prior to the COVID-19 shutdown.

As part of the university's Criminal Justice Week festivities, I collaborated with faculty from the Criminal Justice department as well as staff from the Louisiana Parole Board to host a victim's outreach even in the library in March of 2020. The event was well attended, and I look forward to working with this academic and agency again.

The COVID-19 pandemic had a significant impact on services provided by Public Service departments. I worked closely with the Interim Dean and Assistant Dean of Technical Services to make plans for teleworking, library building operation, library shutdown, and remote services. I worked with Public Service department heads to create work plans for each member of their departments as well as continuity plans for the spring intercession and summer semester. I have been working with department heads to prepare for the fall semester as well. I maintained frequent contact with Public Service employees and have kept them updated throughout the period of remote work. I notified Mentoring Matters and Writing Center employees of the library's plans for operating the building and the shutdown. I was also asked to provide research assistance to the Instruction Committee for the Ragin' Cajun Resiliency Task Force regarding college and university decisions and plans for reopening the fall of 2020.

### Circulation

Circulation Services item usage statistics show a decrease of 3,277 for a total of 14,035. Part of the decrease is due in part to the COVID-19 shutdown. The library building closed and print material lending ceased on March 26<sup>th</sup> and continued until curbside pickup services began in mid-June. Curbside pickup accounted for 9 of the checkouts for a total of 51 items.

Rod Uecker retired on June 30<sup>th</sup>. That vacancy will be moved to another library department.

Circulation staff worked diligently to complete several tasks during the 2019-20 year. They helped to facilitate the return of the Jazzmans storage room to be added as an additional group study room. Circulation staff also swapped out the Graduate computer lab with another first floor study room to make a larger group study room.

Portable chargers were added to circulation so that library users can check them out for use in the building. Extra charging cables were also made available for checkout. Circulation also added new storage cabinets from Microforms to store CD's that are housed behind the Circulation Desk.

Circulation staff continued to work on the library inventory project throughout the year and in January 2020, they completed the initial scan of items. Staff is now going back over inventory lists checking for

items that are missing from the shelves. To date, 808,429 items have been handled, including 797,469 items that have been inventoried and 6,120 items that have been sent to Cataloging, Serials, Government Documents, and Repair for record updates or material modifications. 4,840 items were discarded due to bad physical condition and determination of non-use due to missing barcodes.

The Head of Circulation also worked with the Graduate School to have the graduate student privileges updated via file load, eliminating the need for the Extended Privileges form.

Circulation also started taking back some of the graduate and faculty study carrels from Reference to add them to the general circulation of study rooms. The need for individual study spaces was so high, and those carrels are so sparsely used, that it made more sense to make them a first-come-first serve basis.

The Head of Circulation also created an instruction manual for all Circulation tasks and duties.

The COVID-19 pandemic and the university closure dealt a heavy blow to circulation statistics, most heavily affecting the number of items checked out and the gate counts for the front and back entrances of the library. The building closed to library users on March 26<sup>th</sup> and has not reopened at the time of this report. The front entrance gate count for 2018-19 was 967,648. The count for 2019-20 was 683,937. The back entrance counted 520,284 in 2018-19 and only 294,458 in 2019-20.

Circulation staff also answered 736 questions.

### Distance Learning

This year, Dupré Library's distance learning services continued to service the needs of the University's online learning community. The primary responsibility of the Head of Distance Learning Services, Ian Richardson, as the distance learning librarian is to meet the needs of the online community of both students and faculty in distance education. As the library open educational resources specialist, Ian works with faculty and university administration on implementing open educational resources for courses offered at the university.

As the departmental librarian for both the College of Business and College of Nursing and Allied Health Professions, Ian provides reference and research services for distance students and faculty in these areas. Faculty needs primarily require resource location, tutorial and instruction requests, copyright concerns and integrating materials for their courses into the LMS. Student needs are focused on research collection and delivery, technology issues and access to materials.

This spring, the pandemic forced distance learning services to begin working remotely. Given the normal work environment of connecting with students and faculty who are learning and teaching in an online environment, his workflow was disturbed less than other departments in the library. The primary concern that arose was assuring that students and faculty did not have a disruption in availability of materials for them as they transitioned to a remote learning environment.

As the transition to remote working was initially implemented many instructional vendors offered free online access to materials to assist faculty and students adapting to the new environment. Keeping up to

speed on the daily changes happening in this area was often a frantic dash to make sure all those involved were kept informed of a continually changing landscape. Once students and faculty began to settle into the new environment the process became streamlined and the steady flow of questions from many parties became more measured and easier to handle on an individual basis.

With the uncertainty of what the fall semester might bring, the department is working to make sure that all the processes are in place for dealing with the possibility of a larger influx of issues and concerns from a larger online community of students and faculty. He continues to remain up to date on the most relevant information as it pertains to our user group and disseminate it as needed.

For the fall 2019 semester, the Head of Distance Learning Services was embedded in 13 course sections and embedded in 6 for spring 2020. These all consist of graduate courses. In the embedded role, the instructor enrolls Ian as a fellow instructor in the Moodle course and includes links to his contact information as well as to the subject specific research guides on the library website. Most of his reference duties are focused on students in these courses.

Ian received 133 direct email requests from students and faculty for reference related information. He conducted 20 phone consultations with nursing students and faculty. There were 30 nursing related questions entered into Gimlet from July 1, 2019 to June 30th, 2020. There were 251 nursing related questions in the Library3lp virtual chat from July 1, 2019 to June 30th, 2020.

The Library's Distance Learning Appropriations Committee continued to use 222002 account funds sourced from student fees from online and hybrid courses acquired by the Office of Distance Learning. This provides monies for the purchase of databases and journals to support specific online programs. This amount available to the library for purchases from this fund is \$100,000 annually.

This year continued to be challenging budget-wise for purchases made through the distance learning fund. The library continues to feel the impact of the transition from the Office of Distance learning providing a 20% of student fee contribution to a lump sum amount of \$100,000. This reduction in overall funding requires the library to be very strategic with the purchases made with these funds. Ian continues to request and utilize distance learning funds from different departments. This year the library received \$34,779.00 in funding from College of Nursing and Allied Health to support database purchases specific to their discipline.

The use of open educational resources at the university continues to be an increasing role in his position. This year we continued to see the savings benefits to students through previous LOUIS Curriculum Driven Acquisition affordability programs as well as savings through new rounds of programs. This acquisition program that provides to the university free, unlimited user, perpetual access to textbooks currently being used in courses offered. The total savings to students through this program over the past year is \$45,310.

LOUIS also provided funding for Evidence Based Acquisition programs from specific vendors that purchased books from that vendor based on usage for the year. 393 books were purchased through this initiative and helped the library save \$61,537.

Through the Open Textbook Network and LOUIS the Dupré library hosted a workshop for faculty interested in open educational resources in October 2019. This program offered faculty a stipend for

attending workshop and reviewing an open textbook. This session was extremely well attended and included 21 faculty members from 17 different departments.

### Instruction

The 2019-2020 school year began with a strong and active library instruction season in the fall semester. Building on prior experience, and in response to student and faculty feedback, Jennifer Hamilton, Head of Instruction Services, worked with Graduate Assistant Reese Benoit and Head of User Engagement and Instruction Librarian Tiffany Ellis to further refine and distinguish between the standard library classes for UNIV100 and first year English students. UNIV100 classes most frequently request overviews of library services and basic scholarly research concepts, while 100 level English classes most often turn to the library to guide them through research to support a class writing assignment. A core set of learning objectives and a sample course outline was established for each in July. This standardization of our most taught classes created more consistent learning experiences for students and reduced the chance of content repetition for first year students visiting the library with both a UNIV100 and an English class during the same semester. By saving planning and preparation time on standard classes, our pre-established class agendas and learning exercises also created more opportunity for the creation of new lesson plans for classes with more advanced or unique research needs.

One mission-critical activity of the instructional services team is to work with professors to ensure that class visits to the library occur as much as possible in the context of a class research assignment. Students are more engaged when they are introduced to research skills and concepts at the library that are immediately useful to them in achieving a practical goal. Whether providing a general introduction to library services or assisting students in finding relevant and appropriate sources for a class assignment, Dupré library instructors worked diligently this year to plan and facilitate classroom experiences rich with hands-on discovery and learning exercises to enhance comprehension and retention.

A key tool in these efforts to provide effective and engaging instruction continued to be the refinement and use of Google Documents students could access with a short web link and use to brainstorm keywords, access direct links to recommended databases, and practice taking note of the citations for and permalinks to relevant articles. These documents edited by the students throughout each library class provided a focus for their efforts and means for continuous formative assessment to maximize learning.

The spring and summer semesters took an unexpected turn in response to the COVID-19 pandemic. As professors adapted their courses to provide entirely online instruction, Dupré instructors were there to work with them to identify and develop ways to accomplish the same research related learning objectives without in-person library visits. This identification and development of online synchronous and asynchronous library instruction resources and sample assignments began in March and continued through the summer in preparation for the fall 2020 semester. Though 23 class library visits were cancelled in March and April due to campus closure, teleworking instruction staff ensured that students in those and other classes received the online support needed to meet assigned research and learning

objectives. Before graduating in May, graduate assistant Reese Benoit completed the first handbook written by a UL Lafayette student for future instruction GA's, describing the most important aspects of the position and providing template emails for common types of communication with faculty.

In the 2019-20 school year, eleven Dupré Library faculty members and one Graduate Assistant for Instruction and Reference made at least 5.655 student contacts through 325 classes, outreach sessions, individual research requests, embeds, and tours. In addition to 258 library instruction classes, Dupré librarians provided 52 one-on-one research sessions, led ten Ernest J. Gaines Center, archives, and general library tours, and gave 2 outreach presentations and were embedded in at least 3 classes during the 2018-19 school year.

The academic departments requesting the most number of library instruction classes (or assistance in adapting library learning to work online in the spring and summer semesters) were English (95 English 100-400 level classes), Office of First Year Experience (55 UNIV100 classes), Modern Languages (25), Kinesiology (10), College of the Arts (10), and Psychology (6). A total of 17 departments and colleges integrated library visits in between one and four classes. Dupré Library also hosted two visiting high school classes working on advanced research.

In 2019-20, the 258 total library instruction classes facilitated by both Instructional Services (237) and the Gaines Center (21) was only 25 less than the 2019-2020 class totals (283). This decrease is explained by pandemic related campus closure in the spring and summer, which did cause a drop in the number of library instruction requests, but only by 8.8%. The switch to provision of online library instruction also appears to have positively impacted the number of individual students requesting research appointments. Formal class requests dropped but one-on-one research appointments rose 40 percent, from 31 in 2018-19 to 52 in 2019-20.

The Gaines Center remains a library instruction powerhouse, accounting for almost half of the total research appointments, and leading the largest number of classes of any library department or center other than Instructional Services. The large number of research appointments made by students at the Gaines Center is a testament to the excellent education provided by and under the direction of the Gaines Center director, Cheylon Woods.

### Interlibrary Loan

The InterLibrary Loan department started the fiscal year still working short-staffed, but nonetheless still ensuring that they provide quality service to our patrons. To help with the issues that were caused by being short-staffed, the ILL department was able to hire a university scholarship student. They were also able to hire a temporary staff member through the university's partnership with WestStaff. That employee began working with the department in October 2019 and helped the department until her contract ended in March 2020. Due to the staff shortages, the decision was made in the fall of 2020 for ILL lending services to go "dark," meaning that they would no longer be lending materials to other

libraries in order to be able to keep up with ULL patrons' demands for borrowing materials. The department went back to lending materials later in the year.

The Head of InterLibrary Loan collaborated with the Assistant Dean of Public Services to discuss specific long-term plans for the ILL Office that will be implemented into the Public Services Strategic Plan. As part of this plan, it was suggested that the department head create a procedures manual for the department, and that was created and presented in November 2019. With the personnel changes that have occurred in the department over the previous year, this manual has proven to be a very useful tool.

A decision was made to change the ILL policy for Undergraduates to obtain permission from a Faculty member to borrow books would be rescinded. The new procedures began in October 2019. ILL staff made the transition very smoothly and they experienced very few issues.

In January 2020 the Head of InterLibrary Loan was notified that the department would be able to fill the vacant LS2 position in the department. The department and search committee received a lengthy list of applicants and went on to hire Katlyn Sarile to fill the vacant position. Katlyn began working in the department in June 2020.

Unfortunately, due to COVID-19, the decision was made by the University to begin remote course delivery in March 2020. ILL staff members submitted work plans for teleworking and prepared all of the necessary paperwork. They took their computers home and continued filing patron requests for electronic materials. Requests for print materials was halted in March 2020 and resume in June 2020 when curbside services were implemented for the department. During the shutdown, the decision was made to suspend the \$2.00 ILL processing fee until further notice.

Plexi glass shields have been installed on the ILL counters and staff were provided masks and cleaning supplies to sanitize the area. In mid-June, the decision was made to restore all ILL services and since the building is still closed to the public, they began providing curbside delivery services. It has proven to be a success. Library patrons are grateful, and ILL staff are happy to be of assistance.

Unfortunately, Dan Phillips has decided to retire. He submitted his letter and his last day will be July 31<sup>st</sup>. We are sorry to see him go, and he will be miss him dearly.

### Reference & Research Services

The Reference and Research Services department provides informational resources in support of the university's academic and research programs. Staff provide professional and expert reference assistance and instruction to library patrons in their research or information-seeking processes through face-to-face interactions at the reference desk, and via telephone and electronic reference services.

For much of the fiscal year, the department continued to operate with a shortage of personnel as vacant positions from the previous year, and requests to fill them were not approved. In October 2019, a temporary employee from staffing service Weststaff was hired to assist with ongoing projects and to



provide additional staffing at the reference desk. In January 2020, that appointment was terminated, and the department's remaining Research Librarian position became vacant due to resignation.

In the second half of the fiscal year, the Library received approval to fill the vacant Library Specialist and one of the Research Librarian positions. The newly hired Library Specialist began work on June 1. After a candidate review and initial Zoom interviews were held, the hiring process for the Research Librarian position was halted due to the closure of the University in response to the COVID-19 pandemic. Plans are to resume the process in the early part of the 2020-2021 fiscal year.

The Library remained closed from March 24 through June 30 due to the COVID-19 pandemic. Prior to the announcement of the closure, Reference and Research Services staff identified tasks appropriate for teleworking. In addition to continued work on ongoing projects, tasks included viewing library-related webinars, completing assigned human resource training, and creating or updating departmental policy and procedure manuals. Staff communicated regularly through Zoom, Microsoft Teams, and text message. Reference services continued virtually via chat, email, and appointments by request throughout the closure.

A STEP grant proposal to secure funding for the upgrade of the public access workstations in the Reference Online Center was submitted in December 2019. Due to the university's closure, there have been no status updates from STEP regarding this proposal.

The number of reservations in the Reference Online Center (ROC) decreased 21% (from 46 to 36). Academic departments reserving the ROC lab for class instruction included English, UNIV 100, Communication and Spanish.

From July 2019 – June 2020, the number of total reference transactions (in-house and virtual reference) decreased from 8,971 to 6,565, a decrease of 27%.

The total number of in-house reference transactions decreased from 5,591 to 3,633, a decrease of 35%. Two factors likely contributed to the significant decrease of in-house transactions. First, and most significant, was the Library's closure from March 24 through June 30 due to the COVID-19 pandemic. Additionally, a review of all recorded entries in Gimlet by the Head of Reference and Research Services indicated several incorrectly coded transactions as occurring at the Reference Desk when in fact they were answered by staff in Special Collections. This extensive review of recorded transactions did not occur in previous years but will moving forward.

Three question types accounted for 88.6% of all in-house reference transactions. Questions categorized as Reference accounted for 52.6% of in-house transactions while Technology and Library Information made up a combined 36%.

Transactions recorded in the months of August and September accounted for 42% (1,540 of 3,633) all in-house reference transactions received for the fiscal year. Statistics for April, May, and June were not recorded due to the Library's extended closure.

The Reference and Research Services staff provides reference assistance and instruction to

University students, faculty and staff and to the public. Statistics kept monthly to track the classification of patrons include the categories Student, Faculty/Staff, and Unknown. Students ask an overwhelming 86.7% of questions.

Recorded reference transactions are assigned Reference Effort Assessment Data (READ) Scale scores that measure the knowledge and skills used by the staff member to answer a question. Most reference transactions received a score of one, which required less than 5 minutes and little knowledge and effort by staff to answer.

The number of completed virtual reference transactions decreased from 3,380 to 2,932, a decrease of 13%. Reflected in this report are the number of instant messaging, text messaging questions answered via the library's chat service, Library H3lp and email.

Virtual reference services continued throughout the COVID-19 closure. Reference and Research Services staff and all Public Services librarians monitored the Library H3lp chat system remotely in rotating shifts each day. Chat service hours varied depending on the time of the semester. From March 24 through May 8, chat hours during the week were 7:30 AM to 9:00 PM. Normal intersession and summer hours were observed.

During the closure, a total of 527 virtual reference questions were answered by library staff remotely.

There was a total of 317 responses to the library's Virtual Reference Survey from July 2019 – June 2020. Responses were overwhelmingly positive, as most patrons indicated that librarians responded promptly, rated the quality of librarian answers as "excellent," and said they would use the service again in the future. Quantitative data from survey responses is included in the graphs below.

Included in this report are statistics for the Reference Online Center (ROC) web page (<https://library.louisiana.edu/research>) and the access point featuring direct links to the library's electronic databases (<https://library.louisiana.edu/research/find-articles-databases>). Compared to the electronic databases web page, page views for the ROC web page accounted for only 15% (21,195 of 140,708) of all recorded page views.

For more than 15 years, the Reference and Research Services department has maintained an electronic listing of theses and dissertations awarded at the University of Louisiana at Lafayette. These lists are searchable by academic department, author, and title and provide call numbers to print copies and links to full-text access when available. During the 2019-2020 fiscal year, the thesis and dissertations catalogs recorded a combined 1,587-page views.

In September 2019, the university contracted with Veolia Environmental Services to dispose of approximately 7600 pounds of microform materials in accordance with procedures set by the Associate Director of Public Safety. Titles included the Times-Picayune, the New York Times, and ERIC documents on microfiche. Remaining holdings of the Times-Picayune were relocated to prevent possible contamination from surrounding film. Holdings of the Advocate were isolated because the film showed signs of vinegar syndrome but has not reached a critical state of deterioration. Cabinets that did not hold contaminated materials were relocated to Circulation Services and Government Documents while contaminated cabinets were removed from Microforms.

Weeding of microfilm holdings continued throughout the fiscal year. Holdings of theses and dissertations awarded at other institutions were checked for electronic availability in ProQuest's Dissertations & Theses Global database. Titles with full-text access were sent to Cataloging for withdrawal. Titles available on unnumbered micro card and microfiche were checked for online

availability either in library databases or websites such as archive.org. All titles approved for weeding will be sent to Cataloging for withdrawal.

Staff continued to work on various projects. The Library Specialist Supervisor and Head of Reference and Research Services are currently reviewing the microfilm holdings of all periodical titles for contamination and possible discard. The Library Specialist Supervisor has begun inspecting film reels of the Christian Science Monitor, the Washington Post, and the London Times which have corresponding indexes in print located on the third floor. Print indexes will be retained for holdings where the film reels show no signs of contamination or deterioration and there is no online availability. For years available electronically, those indexes and microfilm holdings will be discarded. The backlog of Daily Advertiser obituaries into the Google Sheet continued and is nearing completion.

From July 2019 to June 2020, microforms usage decreased from 129 to 23, a decrease of 85%. The department saw a decrease in usage due to English 101 classes not assigning the scavenger hunts and the library being closed since March 2020 due to the COVID-19 Pandemic.

### User Engagement

The Head of User Engagement & Instruction Librarian serves a dual purpose as a User Engagement Librarian and an Instruction Librarian, with the primary responsibility being User Engagement. As an Instruction Librarian she works closely with the Head of Instruction to develop and implement a comprehensive literacy program. As the sole User Engagement Librarian her responsibilities are to form collaborative relationships within the University community and to design and promote services and activities based on user needs. Inspiring returning users and attracting new users to the Library are done through the coordination of outreach efforts, social media, and publicity.

In her role as Instruction Librarian she taught twenty-four instruction sessions with students ranging from high school to the graduate level and conducted four one-on-one reference appointments with graduate students. Only two parent tours were held.

Instruction is not limited to face to face interactions but also can be achieved using such resources as LibGuides. Along with subject specific guides, she partnered with the Hilliard Art Museum to create LibGuides for their exhibits. Each LibGuide provides information about the exhibit and museum as well as suggested readings and viewings. There are currently twenty-seven LibGuides that she have created with a total of 5,177 views for the year.

The Grand Hallway has floor space and glass display cases available for exhibition purposes. Various exhibits and poster sessions were showcased of which seven were curated through partnerships with various UL departments, organizations and fellow librarians. A travelling exhibit, *The Bear Is Back*, from the Louisiana Department of Wildlife and Fisheries was hosted from October-November 2019.

Throughout the year sixteen events were delivered with a total attendance of 1,706. Events were brought together through collaborations with University departments and organizations as well as community partners such as the Louisiana Department of Wildlife and Fisheries, Louisiana State Bar Association, U.S. District Court and Lafayette Public Library. In addition to events held at the Library she also attended campus outreach events: Get On Board Day; Student Orientation; and Librarian on Demand at The Learning Center. During the eight different outreach events she was able to engage with sixty-five individuals who had little to no prior knowledge of the Library's resources and services.

Along with organized events, the Library's users are given passive programming options that allow patrons to participate in activities at their own pace with minimal supervision. Library Therapy, a monthly passive program, allows users to anonymously express their opinions on a monthly theme or question. Library Therapy was available for nine months and received a total of 1,547 responses. Dot mosaic art was introduced and grew into a highly popular activity with patrons. Nearly 30,000 dot stickers were used to complete 1 ½ mosaics.

To aid in the designing and promotion of services and activities User Engagement has a \$500 annual budget. Most of the budget that was able to be spent went towards the purchase of additional custom door hangers and materials for the two dot mosaic art activities.

As Chair of the Publicity Committee she oversees marketing and promotion to encourage interest in the Library. News and events were publicized using the University Calendar of Events, digital signs, flyers, Dupré Library News and Events rolls, community media outlets and social media. Facebook, Twitter and Instagram continue to be the social media platforms for the Library. Linktree was added to the Instagram profile to provide clickable links to content that was posted. As of June 30, 2020, the Library had 1,280 page likes on Facebook, 1,141 Twitter followers, and 997 Instagram followers.

The COVID-19 pandemic impacted all areas of the library, especially User Engagement and Instruction. A large portion of her responsibilities involve direct contact with patrons daily, but when the pandemic began that was no longer feasible. All in person programming and events were cancelled as well as instruction sessions.

Alternative methods had to be used to safely provide the services that were normally in person. Instruction sessions that could be rescheduled were completed entirely online. Two of the most popular programs, Stress Relief Week and Library Therapy, became virtual events using LibGuides and online platforms. Social media usage increased as it became one of the only options for the UL community to receive updated information about the Library.