



YORK
College

ANNUAL REPORT
York College Library
2021-2022

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<https://www.york.cuny.edu/library/about/annual-reports>

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York College Library

Introduction:

York College Library plays an important role in supporting the College's emphasis on research as central to education. York College Library provides a vital space in the life of students and faculty that is indispensable to teaching and learning. Our highest obligation is to support students' academic success by providing instruction which fosters mastery of the information seeking skills necessary to discern valuable research and to best utilize scholarly resources. As the college's experts in academic research, Library faculty play a critical role in academic success by connecting teaching, learning, research and the college's curriculum. In our continued efforts to promote student learning during the pandemic, this year the Library provided both virtual and on-site services, including improving remote access to an expanding collection of electronic resources, research support from the Reference Desk in navigating these resources, research consultations, and Information Literacy instruction, on-site and remote, tailored to specific courses. The Library personnel ensured students and faculty were well informed of the numerous resources that were available remotely, including e-books, e-journals, and through our Interlibrary Loan service. We remain committed to supporting the educational mission of the College.

Transitioning to an entirely virtual space during the pandemic was at first very taxing and confusing, but York College Library personnel swiftly changed from offering in-person reference services to virtual research assistance and improved access to electronic resources. We quickly learned that the online formats required a different type of navigation and reasoning which helped us to succeed in delivering research services virtually. During the pandemic period when we provided research assistance remotely, the physical portions of our reference and circulation collections went untouched for almost two years. We were excited that students and faculty started using these materials once again in spring 2022. The decades of transitioning from print to electronic resources followed by a pandemic period of building both in-person and virtual research services, afforded our dynamic team the opportunity to explore and shape new roles. This proved to be invaluable as we were able to assist users with research with the introduction of chat reference. Consequently, we were successful in keeping 'the heart of the college' beating for its students, faculty, and the college community.

During the past academic year (2021-2022), we expanded the Library's access to virtual resources by purchasing 584 e-books for our permanent collection and converting physical course reserves to e-reserves, making it possible for students to access these materials remotely. More than ever the York Library has been relying heavily on electronic resources. We will continue to explore new ways to facilitate these connections with the goal of creating meaningful memories while also achieving academic success. Every academic year presents me with an opportunity to analyze my goals, including how I can better advocate for faculty and students in order to provide them

with the necessary resources and research services they deserve. Improving the library services that we provide to our valuable patrons occupies a great deal of my time. As a department, we are committed to being inclusive of the expectations of all users and equitably support the research needs of every academic program and discipline. Improving access to library services, and updating and expanding resources is our main focus.

I. Budget: Income Receivables:

(Budget report prepared by Professor Njoki Kinyatti, Chief Librarian.)

The Library’s primary budget source is OTPS (Other Than Personnel Services) tax-levy funds. Other supplementary sources of funding include the Technology Fee (15%), and Auxiliary Enterprises (.15 cents of every dollar spent by customers who use cash to print or make copies in the Library). Furthermore, the 2005 agreement between the New York City Department of Education (NYCDOE) and the City University of New York (CUNY) stipulates that, all CUNY Libraries with an affiliated high school receive an amount per high school student based on the previous year’s School-Based Expenditure Report. The Library also received generous funding from the Open Education Resources (OER) grant. Thank you to Dr. Greet Van Belle for collaborating with the Library.

(Statistics for Income Receivables provided by Mr. Travis Hilton, CUNY Office Assistant, Circulation and Reserve Services).

Table 1: Summary of the Library’s Income Receivables from July 2021-June 2022:

Funding Source	Income
OTPS 70054	\$56,424.00
Tech Fee	\$273,292.00
High School Funds	\$42,239.89
Auxiliary Enterprise & Foundation	\$15,305.66
Open Education Resources Grant (OER)	\$11,000.00
Total Income for Academic Year 2021-2022	\$398,261.55

NOTE: *Auxiliary Enterprise funds consisted of Coordinated Collection Development Aid (CCDA) grant from the New York State Library.

As shown in table one above, the total annual income receivable for the academic year 2021-2022 was \$398,261.55 a reduction of **\$7,264.14** when compared to 2020-2021 total income of \$405,525.69. Even more concerning, when compared with 2019-2020 income of \$473,019.00, there is a significant difference of **\$74,757.45**. As revealed in these comparisons, the Library’s income receivable continues to decrease. During 2021-2021, the Library spent \$73,791 on collection development, including print materials, e-books, and databases. It is important to note that of the \$73,791 that was allocated for collection development, \$10,555.39 was Auxiliary (CCDA) funds and \$42,239.89 was high school funds. Thus, the Library’s OTPS budget for collection development was only \$20,996.18, an allocation that is hardly enough to acquire resources for two graduate programs, let alone York's five existing graduate programs, in addition

to undergraduate programming. The continuous downward trend of the Library’s OTPS budget for collection development has not enabled us to keep our collection up-to-date and on par with other CUNY libraries, including supporting graduate programs. If the continual decline in the collection development budget is not addressed immediately, York College Library’s collection will continue to become obsolete, and as a result, fail to meet and support the academic success for both undergraduate and graduate students or address faculty research needs. At present, York College has five graduate programs (Physician Assistant, Social Work, Pharmaceutical Science and Business, Aviation, and Clinical Trials Management). Moving forward, it is recommended that the York College Budget Office allocate adequate funds for collection development when planning for the expansion of any programs, especially graduate programs that require access to research beyond general studies. In order for York College to successfully compete with other colleges that offer similar programs, the administration must be prepared to fund access to the resources necessary for our students and faculty to demonstrate currency in these advanced fields. It is necessary that the budget for resources be annually evaluated and increased before the Library reaches a breaking point.

While the Library personnel remains fully committed to supporting students and fellow faculty by providing access to the resources and services required by all academic programs and disciplines, this continued downward trend of the collection development budget will have serious implications for providing effective research support. If left unaddressed, this lack of adequate support for collection development in addition to an obsolete collection, could in turn have a negative impact on York College’s retention rates.

(Statistics provided for Expenditures by Professor John Drobnicki, Head of Acquisitions & Collection Development)

Table 2: Budget Summaries Expenditure by Category:

Category	Amount Spent FY22	Amount Spent FY21
Print books	\$10,051.93	\$4,024.93
E-books	\$63,739.53	\$76,488.31
Serials	\$27,962.45	\$31,277.32
Interlibrary Loan	\$2,569.43	\$2,554.05
Consortium Membership	\$2,202.00	\$2,202.00
DR.111	\$450.00	
Cataloging	\$1,020.00	\$541.59
Total Amount Spent =	\$107,995.34	\$117,088.20

Table 3: Purchasing Summaries by Vendor and Budget Source:

Category - Vendor	Amount Spent FY22	Amount Spent FY21
Auxiliary funds* – COUTTS	\$10,555.39	\$10,275.99
High School funds – COUTTS	\$42,239.89	\$43,278.67
OTPS funds – COUTTS	\$20,996.18	\$24,997.05
Social Work funds# – COUTTS		\$1,961.53
Total Amount Spent =	\$73,791.46	\$80,513.24

*Auxiliary funds consisted of CCDA grant money from the New York State Library. Total includes one invoice from FY21 which was not paid by Accounts Payable last year.

#Social Work funds were transferred to the Library by the Social Work Department during FY21; most of the funds were spent on database subscriptions, and the remaining amount was spent on e-books.

Table 4: Unspent Funds:

Account	Amount Unspent FY22	Amount Unspent FY21
Auxiliary funds	\$6.55	\$4.01
Cataloging	\$1.00	
High School funds	\$0.11	\$1.33
OTPS funds	\$6.32	\$2.95
Serials	\$26.79	\$0.25
Social Work funds		\$4.47
Total Amount Unspent =	\$40.77	\$13.01

Table 5: Comparison of New books ordered and received during FY22 and FY21:

Category	Number for FY 22	Number for FY 21
Print books	198	83
E-books	584	645
Total Added to collection =	782	728

II. Reference Services:

(Statistics compiled by Professor Todd Simpson, Head of Reference Services, Coordinator of Academic Works, and Liaison to the Queens High School for the Sciences).

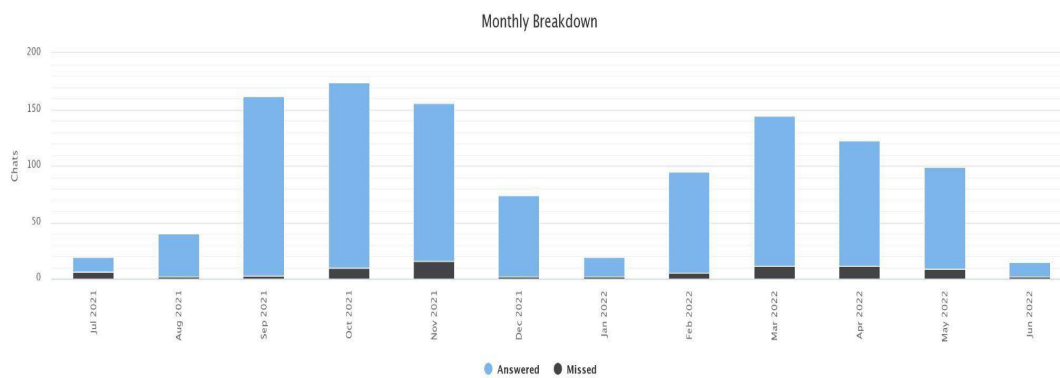
In the 2021-2022 academic year members of the York academic community were provided direct personal aid in locating and retrieving relevant information to meet research interests, guidance in using *OneSearch*, the library's discovery tool, and any directional or briefly factual information to aid in navigating the College. These reference services are provided upon request as a coordinated effort by all York Library Department faculty. Prior to the onset of the pandemic, these services were primarily provided as a face-to-face service at the Reference Desk, onsite in the library during all hours of operation. Since the onset of the pandemic the Library pivoted the provision of reference services mainly to a chat service. Throughout, reference services have remained available via email, phone, and by appointment.

Fall semester 2021 began a tentative, gradually increasing return to on-site services for York Library, however the library's chat service remained the main platform for answering reference queries. Thanks to the support from both ERAC (Electronic Resources Advisory Council) and

OLS (Office of Library Services) at CUNY Central, York was able to expand our chat service with participation in a CUNY-wide co-op where reference queries can be picked up and answered by participating librarians from across CUNY. This proved to be an invaluable addition as it resulted in fewer missed chats and expanded access to librarians for members of the York academic community. In Spring semester 2022, space within the library became accessible again and this necessitated the limited return of on-site reference services. Reference support was again available on an on-call basis during all hours of operation in addition to remote options. However, due to the face-to-face aspect of this service it was necessary to stipulate social distancing and emphasize the campus masking policy and proved hard to implement. Fortunately, the vast majority of queries came through our remote modalities.

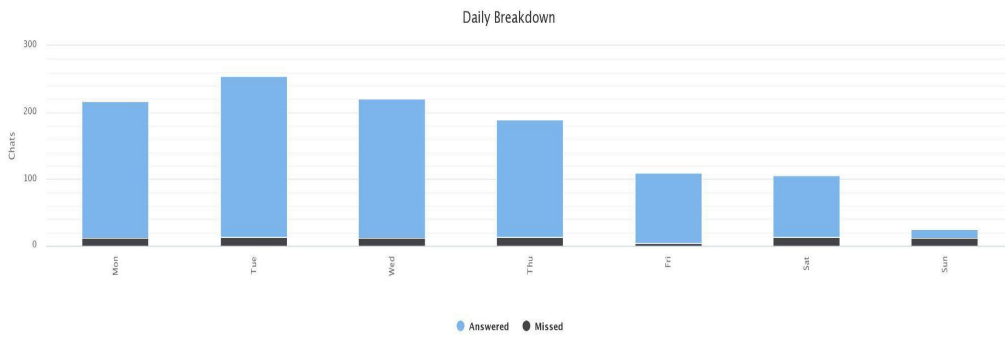
In the 2021-2022 academic year, librarians began 95 reference interviews through email and answered 1,041 chat queries. Fall semester was slightly busier than Spring, with July 2021 matching June 2022 as our slowest months with 13 chats each, and October 2021 our busiest month with 164 chats.

Figure 1: Monthly breakdown of Chat service July 2021-June 2022



York College Librarians were monitoring this chat service while class was in session from 9am-9pm Monday through Thursday, 9am-6pm Friday, and 9am-5pm on Saturdays. When class was not in session York Librarians monitored the chat service from 11am-3pm. However, thanks to participation in the co-op, there were still CUNY librarians online and available to York users at other campuses as determined by their schedules.

Figure 2: Daily breakdown of Chat service July 2021-June 2022



Tuesdays were the busiest days with traffic relatively steady Monday through Thursday, and roughly halved on Thursdays and Fridays, while significantly fewer users utilized the service on Saturday. In contrast to the previous academic year, the hours users submitted queries remained relatively consistent from 10am-7pm, peaking between 12pm-3pm, and tapering off slightly during the 8pm-9pm hour.

Figure 3: Hourly breakdown of Chat service July 2021-June 2022

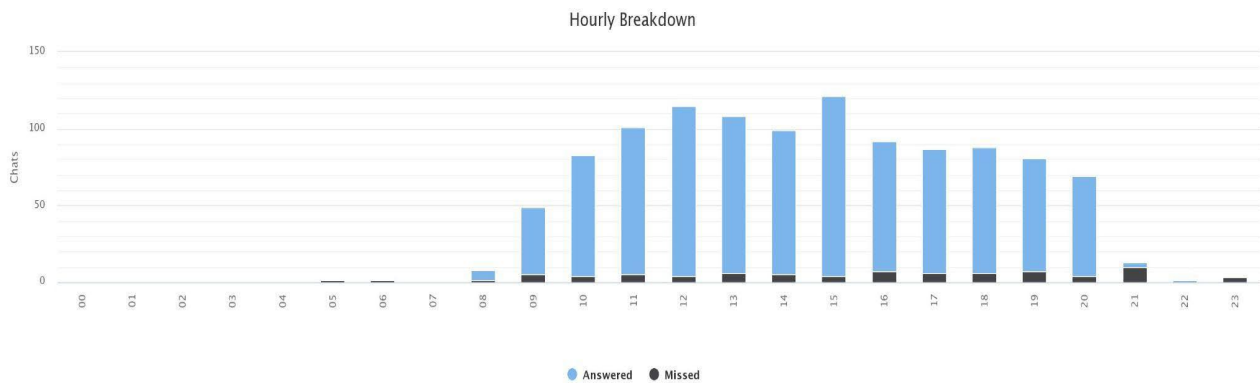


Table 6: Reference Questions by Category, July 2021-June 2022:

Year	Professional	Computer/Web	Non-Professional	Total
July 15-June 16	2,822	2,963	6,039	11,824
July 14-June 15	3,524	3,205	4,267	11,996
July 13-June 14	3,266	4,504	4,465	12,235
July 12-June 13	4,436	5,304	5,607	15,347
July 11-June 12	4,270	5,996	5,710	15,976
July 10-June 11	5,548	7,690	6,345	19,583

III. Cataloging & Serials:

(Data provided by Prof. Junli Diao, Head of Cataloging and Serials).

Table 7: Cataloging Statistics, AY 2021-2022:

Collection/Location	Purchased Titles	Purchased Items	Gift Title	Gift Items
Stack	295	306	6	6
Reference	14	21	3	3
Curriculum Material Collection	1	1	0	0
Reserve	5	5	5	6
Closed Stacks	0	0	0	0
Total	315	333	14	15

Table 8: Records Maintenance, AY 2021-2022:

Category	Titles	Items
Change holdings from RESE to RESE7	135	248
Change holdings for book exhibitions	5	5
Withdraw	8	20
Brief records	2	3
Requests from the Circulation	5	5
Total	155	281

The Cataloging Unit was devoted to major projects: learning to work in Alma environment, and clearing cataloging backlog that had been accumulated since the library was closed in March 2020. Two cataloging assistants had to adjust themselves into Alma through attending various training sessions. Professor Diao designed training exercises for them and they both finished Alma practices in the Sandbox environment.

Up to know, 315 titles (333 items) from purchase have been cataloged and added into individual collection, including 296 titles (306 items) in the Stacks, 14 titles (21 items) in Reference, 1 title (1 item) in the Curriculum Material Collection, and 5 titles (5 items) in Reserve. Since the cataloging priority was given to books purchased by the library, the cataloging of donated books was only recently started. Only 14 gift titles (15 items) have been cataloged, including 6 titles (6 items) in the Stacks, 3 titles (3 items) in Reference, and 5 titles (6 items) in Reserve.

In terms of database maintenance, no major projects emerged from the field. 135 titles (248 items) were moved from RESE to RESE7; 5 titles (5 items) were changed for a book exhibition; 8 titles (20 items) were withdrawn; 2 titles (3 items) with brief records were updated to the full level; and 5 requests from the Circulation were handled.

IV. Circulation and Reserve Services:

(Statistics Provided by Mrs. Grace Avila, Manager of Circulation & Reserve Services)

Table 9: Academic Year July 2021- June 2022:

July	N/A
August	15
September	31
October	12
November	17
December	14

Total for July 2021 to December 2021 89

January	66
February	81
March	56
April	79
May	38
June	101

Total for January 2022 to June 2022 421

Total Statistics for the academic year 2021-2022 510

V. CLICS (CUNY Libraries Intra-Campus Service):

(Statistics Provided by Mr. Travis Hilton, CUNY Office Assistant, Circulation and Reserve Services).

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Send	-	-	-	-	-							
CLICS	22	9	25	19	13	14	41	32	36	44	34	289
Bags	13	8	24	18	12	12	41	34	25	37	33	257

Received												
CLICS	35	36	16	25	21	9	53	46	46	37	28	352
Bags	12	17	14	17	20	7	43	34	20	32	26	242

VI. Electronic Resources:

(Data Provided by Professor Meredith Powers, Coordinator of Electronic Resources).

Electronic Resources

For the academic year 2021-22, the Library spent \$273,292 in Technology Fee funds on electronic resources for students. This represents an increase from last year's expenditure based on rising costs and the addition of a few specialized resources. Thanks to the generous allocation of Technology Fee funds, the Library was again able to maintain its commitment to STEM resources, which were negotiated by the CUNY Office of Library Services (OLS) to secure access to high-quality resources for science, technology, engineering, and mathematics. York Library's contribution to the STEM initiative totaled \$103,405. While yearly increases are expected for the future, our annual percentage increase for renewals remained low because of careful negotiation from OLS and the central Procurement office. The STEM collection remains one of the Library's most-used resources to date, and we look forward to continuing this CUNY-wide initiative in the future. More than ever, the Library relied heavily on electronic subscriptions and services this year in order to best support students and faculty engaged in hybrid or distance learning. We worked with OLS and other CUNY libraries to streamline, upgrade, and consolidate our chat reference services as well as other virtual services. Although York Library used to pay for the chat reference platform, the service has now been picked up by CUNY OLS, which allows York Library to allocate more towards research resources for students and faculty. Similarly, we were able to expand our recent video collection, Alexander Street Academic Video Online, by advocating for a CUNY-wide subscription. As a result, York will pay less for the same content in the next year. We have also continued to grow our evidence-based e-book subscription option through Wiley Online Library, as well as purchased new e-books for our permanent collection, including titles in arts & humanities, business, health, history, literature, medicine, science, and social work.

VII. Interlibrary Loan:

(Data Provided by Professor Di Su, Interlibrary Loan Librarian).

Table 10: Annual Statistics (July 2021 - June 2022):

Status	Articles	Books	Total
Submitted	243	65	308
Filled	222	14	236

Table 12: Historical Statistics - Filled Requests (2017-2022):

Year	Articles	Books	Total
2021-22	222	14	236
2020-21	186	0	186
2019-20	82	18	100
2018-19	81	33	114
2017-18	56	40	96

Note:

Print book service was suspended between March 2020 and January 2022 due to the Covid-19 pandemic. We resumed book loan service in spring 2022 when campus reopened.

Among the 222 filled article requests, 93 (41.89%) were filled by retrieval from our own databases and open sources. Patrons could have done it by themselves. This could mean two things: (1) Patrons need more user education. We should introduce and promote ways of self-retrieval through our Information Literacy program. This can save time for both the patron and the ILL Librarian. (2) More workload for the ILL librarian. The process of retrieving, making PDF format, emailing patrons the files, and statistics gathering for annual report is time-consuming. Additional staff is needed. This will also make our ILL full-service possible. Currently, we are Borrowing-only Library, i.e., Non-Supplier in OCLC.

The total number of registered users (as of 6/28/2022): 793

The top three departments that requested the most: Chemistry, English, and Behavioral Sciences.

VIII. Information Literacy:

(Statistics Compiled by Professor Di Su, Head of Information Literacy).

Table 13: Annual Statistics (June 2021 - May 2022):

Month / Year	Number of Sessions	Number of Students
June 2021	0	0
July	2	108
August	0	0
September	11	262
October	4	97
November	10	208
December	0	0
January 2022	1	18
February	4	73

March	4	99
April	8	158
May	0	0
Total	44	1,023

Table 14: Historical Statistics (5-year):

Academic Year	Number of Sessions	Number of Students
2021-22	44	1,023
2020-21	59	1,338
2019-20	120	2,753
2018-19	123	2,800
2017-18	152	3,782

Notes:

Between March 2020 and January 2022, the physical campus had been closed because of the Covid-19 pandemic. Hence, the number of classes dropped. The Library reopened in spring 2022. Of the forty-four sessions, 7 were taught in person. The remaining 37 sessions were held online. We used three online communication platforms depending on the course instructor’s class setting: WebEx, Blackboard Collaborate Ultra, and Zoom.

Before the academic year started and at the beginning of each semester, we offered Library research orientations to Summer Research program and Nursing program. During the semesters, we taught classes from the following courses: BIO 140, BIO 201, ENG 125, ENG 126, CLS 351, HE 201, HE/PE 365, HIST 372, HIST 374, HPPA 500, PSY 330, SD 110, SCWK 300, SKCS 102, WRIT 302, WRIT 303.

IX. Assessment:

(Data provided by Professor Di Su, Assessment Coordinator).

User Education

In fall 2021, we arranged pre-tests and post-tests to assess the Library Information Literacy program. The report was submitted to the Academic Assessment Committee.

Results:

Information Literacy Program Assessment Fall 2021 (Tests in November-December 2021)

ID	Pre-test Part 1	Pre-test Part 2	Total Score	Post-test Part 1	Post-test Part 2	Total Score
1	70	75	72.5	70	95	82.5
2	60	40	50	100	50	75
3	80	80	80	100	65	82.5
4	90	60	75	70	50	60
5	90	90	90	90	80	85
6	100	35	67.5	80	50	65
7	70	70	70	100	65	82.5
8	100	85	92.5	70	80	75
9	70	50	60	90	90	90
10	80	70	75	80	40	60
11	90	50	70	90	50	70
12	90	80	85	90	75	82.5
All Participants	Average: 82.5	Average: 71.67	Average: 73.96	Average: 85.83	Average: 65.83	Average: 75.83

The Information Literacy workshop did not help students much. Possible reasons might be (a) online workshops (via Blackboard Collaborate Ultra and Zoom) were not as effective as in-person classes, e.g., class monitoring was difficult, especially turning on video was not mandatory; (b) the revised quiz was twice as long than the previous version, i.e., twenty questions vs. ten. This gave the student limited time to analyze questions. The idea of extending the scope and dividing them into two parts was to assess different student learning outcomes, i.e., Part 1 focused on concepts and Part 2 concentrated on techniques.

The grand average score: post-test was marginally higher than the pre-test, 75.83 vs. 73.96. We had set 70% (grand average score combining Part 1 and Part 2) correct answers in the post-test as a target. We met the target (75.83%).

User Services:

In spring 2022, we assessed two types of services that we provided in Academic Year 2020-21: Reference and Interlibrary Loan.

Reference Service (including in-person, online chat, and research consultations): In AY 2020-21, the Library provided 1,588* sessions to students, faculty, staff, and other users in the York community.

Interlibrary Loan Service: In AY 2020-21, the library borrowed 186* items (books and articles) that we did not own from other libraries for our students, faculty, and staff.

*Sources: York College Library Annual Report 2020-21

In spring 2022, the Office of Institutional Effectiveness and Strategic Planning (OIESP) ran a campus-wide survey on Library user satisfaction. The survey was newly designed with the input from the Library Planning & Assessment Committee. The survey was sent to two target groups: (a) Students; (b) Faculty and Staff. The survey was comprehensive covering many facets of the Library. Since we were assessing selected areas (i.e., reference and interlibrary loan services, as stated in the 2021-2022 Plan), we only use the relevant sections in the survey for this report. Below are the survey results.

Results

Student Survey

Total population (All students): 5,109

Response Rate (n=227): 4%

Reference Service: 88% Satisfied, 12% Dissatisfied

Interlibrary Loan: 85% Satisfied, 15% Dissatisfied

Faculty and Staff Survey

Total population (full-time & part-time faculty & staff): 1,229

Response Rate (n=131): 11%

Reference Service: 90% Satisfied, 9% Dissatisfied

Interlibrary Loan: 92% Satisfied, 8% Dissatisfied

We had set 70% positive (satisfactory) response as target. We met the target.

X. Computer Technology:

(Statistics Provided by Mr. Jahed Sarwar, Library System Administrator and Liaison to the IT Department).

As the IT department and Library department have reviewed pieces of equipment such as Copiers, pay stations, and Laptops in which units and systems need replacement at the previous academic year projects are still ongoing, therefore, the statistics have not changed.

In comparison to the previous academic year, the "**Available Library Computers**" and "**Public Space Technology**" tables' numbers do not display due to the Pandemic limitation and all the IT projects have *not* been done. The Library expects all ongoing technology projects to be completed during the upcoming fall 2022 academic year.

Due to the campus needing printing and copying facilities, the Library's 5 Ricoh copiers were distributed in various locations on the campus during the pandemic. All 18 of the laptops at the Library circulation desk collection are obsolete, and IT is working to refresh all laptops. In addition, IT has been working to prepared 20 iPad devices for student loans, but they still have not been deployed to the Library department yet. In order to streamline library services smoothly, Circulation and the CLT, Library's System Administrator are developing a new Agreement and Policy. This involves revising laptop policies so that IT support can configure network policies for Windows OS.

In conjunction with the pandemic to advance its services, York College's IT department implemented a digital transformation system— allowing us to shift from a local desktop computer to a virtual machine environment. Due to the library’s 2nd floor not being in service for the public, it can be utilized by configuring a virtual computer environment — 60 workstation computers can be linked with a new system “*Lab Stats*” to access computers in York College library remotely. This system has already been implemented in the other computer lab and facilities for students.

For the academic year 2021-2022, York College & Library is offering the following resources for face-to-face learning and remote learning.

- **Access Lab Stats Remote Computer Access**— currently enrolled students with Authorized Network Credentials Required to Access These Computers, can access and use the application Lab Stats on computers in the York College Drop-in computer lab remotely. They are categorized as general and special software based on the students' requirements.
- **Library department Networked Share Drive**— library faculty and staff now can share their confidential files, and encrypt them using the map network drive by their designated network group policy.
- **QLESS: Virtual IT Service CardinalQ** — Students can walk into the IT service desk and simply input the kiosk system regarding their IT password reset and other technical issues (*while IT Service desk staff are not assigned at the library*); the installation of the kiosk at the IT service desk has taken to the virtual line scheduled will be displayed as "the waiting time" to get assistance by IT staff or student may select another time and date for their appointment within this kiosk appointment system. A confirmation ticket will be issued to the student upon completion of the session.
- **Installation of webcams**— requesting the installation of webcams and microphones at their office’s workstations in order to facilitate online teaching and meetings for library faculty and staff, the webcams have been installed for everyone.

Table 15: Available Library Computers, July 2021-June 2022:

Academic Year	Desktop PCs (Classroom Lab)	Desktop PCs (Public Space)	Laptops	Surface Tablets	Total
2021-2022	31	219	N/A	N/A	N/A
2020-2021	31	219	18	20	288

2019-2020	31	219	18	20	288
2018-2019	31	219	18	20	288
2017-2018	31	139	18	20	208
2016-2017	31	139	18	20	208

Table 16: Public Space Technology July 2021-June 2022:

Academic Year	Scanners	Printers	Copiers	Pay Stations	Microfilms
2021-2022	5	7	3	2	1
2020-2021	5	7	7	2	1
2019-2020	5	7	7	2	1
2018-2019	5	7	7	2	1
2017-2018	5	7	7	2	1
2016-2017	2	7	6	2	1

A dedicated classroom printer has been given out by the IT department with a cardinal printing system installed. IT has borrowed **five Ricoh copiers, 18 laptops, and 20 Surface Tablets** from the Library, which are expected to be returned before the Fall 2022 academic year.

During the last six years, the performance of computer desktops in Library offices has been extremely slow. Insufficient defragging does not solve or prevent a number of problems. Due to these machines' poor performance, everyone has requested a new computer.

In addition, two computers need to have additional monitors installed at the reference desk for student instruction—this may be a good solution in order to maintain a minimum distance between the Library faculty and students.

XI. Outreach to Queens High School for the Sciences at York College (QHSS) and York Early College Academy (YECA):

(Data Provided by Professor Todd Simpson, Liaison to the Queens High School for the Sciences and YECA).

Like many CUNY campuses, York is host to an embedded NYCDOE High School, Queens High School for the Sciences at York College (QHSSYC). As a part of the agreement between CUNY and NYCDOE, these High School students have access to York College Library. Due to CUNY Central's designation of these embedded patrons as 'local patrons' they are not included in CUNY-wide license agreements and do not have the profiles in CUNYfirst required to access resources remotely. This means QHSSYC students are only able to access resources on-site, which has not been available to any student since the onset of the pandemic. For the fall semester of 2021 when the Library was only open by appointment, and campus was not accessible to anyone without a profile in CUNYfirst, this made supporting this student population even more challenging. In spring semester 2022, the Library returned to an on-site schedule which affords QHSSYC students access to the Library once again.

XII. Academic Works:

(Prepared by Professor Todd Simpson, Coordinator of Academic Works).

CUNY Academic Works (CAW) is CUNY's Institutional Repository (IR), an open access platform that preserves and provides access to the intellectual output of the University in accordance with CUNY's mission as a public university. The York College iteration of CAW currently has one collection, Publications and Research available. Administration of York's iteration of CAW is currently under transition at York College Library.

XIII. Open Educational Resources 2021-2022:

(Prepared by Professor Stefka Tzanova, Science Librarian and Coordinator of Open Educational Resources).

OERs (Open Educational Resources) are any resources available at little or no cost that can be used for teaching, learning, or research, including but not limited to textbooks, course readings, syllabi, quizzes, and virtually any other material that can be used for educational purposes. In order to provide high-quality teaching materials and to keep up with the OER initiative, the Library continues to provide training to faculty converting to OER courses in collaboration with CTLET. We provide continuous assistance with OER resources searching, copyright, and CC licensing-related inquiries. The OER grant allowed us to fund the second phase of the eReserves project and hire two NTAs to work during the summer of 2022. The primary objective was to include general education courses; the secondary objective was to expand those by including specialized courses. Currently, the total number of course reserves records is 994. Associated reading lists were not available for 609 courses. We expect to make the eReserves an ongoing

project updating the existing Alma (catalog) records each semester and adding digitized print materials to eReserves by faculty demand on a regular basis.

XIV. 2022 Course Reserve Project Funded Through OER Grant

(Prepared by Mr. Tokunbo Adeshina and Mr. Thomas Nielsen).

Background: Course reserve collections are items designated at the request of instructors to increase accessibility to assigned reading materials. This library program reduces student education inequality by ensuring expensive textbook materials are accessible either physically or electronically through the Library management public interface, OneSearch. The first phase of course reserve project within Alma started during summer 21. At the time, the project focused on establishing the workflow for course reserve, including physical and electronic contents. Over 1150 courses being offered in the Fall 21 were re-categorized to reflect unique courses by course name and title. 617 unique courses were created at the time, with an addition of 244 unique courses added in January 2022 for the spring 22 semester. Currently, total course reserve records with library services platforms, Alma stands at 994. Total course reserve records include manually created records of 133 folders during the past 12months.

Scope of 2022 Course Reserve Project: The objective of this summer project focused on building course reserve content within Alma by establishing comprehensive reading lists for as many courses/departments as possible. Reading list information was obtained via a variety of sources to include syllabi provided by departments and utilizing alternate approaches to track required reading list information. The primary objective was to develop general education courses reading lists, with a secondary objective of expanding the scope of the project to include all unique courses offered at York College. Prior to the start of the project, there were 609 courses or 61 percent of course reserve folders without associated reading lists

Result: 23.1percent or 141 course reserve folders without associated reading lists were successfully updated to reflect assigned reading at the time of the completion of this project. 81 course reserve folders without associated reading lists were identified as courses utilizing OER related materials. Reading list information for 235 unique courses were unavailable at the time of this project. Hence, the team was unable to feasibly identify if those courses utilize OER or materials that were available within Library resources. Courses with reading list information not available represents 38.5 percent of the total courses without associated reading list. Overall, 75 percent of course reserve without associated reading lists were resolved. See table below for a summary breakdown

Table 17: Summary Breakdown of Library Course Reserve Project:

Courses without Associated Reading List	609
Courses with reading list updated	141
Courses utilizing OER materials	81
Courses with unavailable reading list information	235
Unresolved Course Reserve folders	152

XV. Archives:

(Prepared by Professor Scott Sheidlower).

Archives and special collections require access to the material. Because for most of the last year the Library was inaccessible very little has been done in either archives or special collections. I was able to answer one question for a college in the Midwest about a York professor in the early days of York's history. We were also able to lend material from the archives to the 55th-anniversary fundraiser celebration at JFK. It has been returned and we have collected material from the 55th-anniversary fundraiser.

XVI. Major Challenges and Concerns:

(Prepared by Professor Njoki Kinyatti).

Personnel Shortage:

In fall 2022, the Library Department will still be operating with seven full-time faculty members. Since 2017, the Library has not been approved for a full-time faculty line. The Library requests York College to hire an additional full-time Reference Librarian, who will also serve as an Instruction/Outreach Librarian and promote our Information Literacy program. Currently, York College has five graduate programs (which is a good thing), but as the course offerings of the College have increased the number of Library faculty has decreased. This persistent shortage of Library faculty makes it extremely difficult to provide research assistance to the full spectrum of York's academic community while also engaging in our own research. If the York Library is to meet its goal of supporting research services and provision of Information Literacy Instruction, it is urgent that York College administration approve an additional full-time faculty line. It is imperative to note that Library instruction and research add value to students' long-term academic experience. It is my hope that the Library Department will receive the same priority that has been extended to other academic departments for the past several years.

Collection Development Budget Shortage:

The Library has experienced budget shortage to acquire resources for the past several years. If this prolonged OTPS budget shortage to purchase resources is not addressed immediately, the Library's collection will continue to be obsolete, thereby, creating a growing deficit that will be problematic to correct in the long run. For example, during the academic year (2021-2022), we

spent \$21,000 for collection development, an amount that is hardly enough to acquire resources for three subjects. If York College Library is to succeed in meeting its commitment of providing quality services and resources and meeting the research needs of students and faculty, it is necessary that we are allocated enough funds to continuously update both reference and circulating collections. It is critical that the Library must be well positioned in future to purchase necessary resources which will support newly created graduate and undergraduate programs. More importantly, Library services and resources play a vital role in students' learning and academic success. Collection development is an ongoing process.

Funds for Lost Books:

For five decades, the York College Bursar's Office has collected funds for lost books, but the Library does not receive these funds to replace the lost books. Students, faculty, and staff are required to pay the replacement fee for lost or damaged books, the Library is not given the funds to replace these items for which the fees were incurred. According to the budget office's explanation, these funds are returned to the state, however, this practice is not consistent throughout CUNY libraries. For years, York College patrons have been charged for lost books, but the books are never replaced. This is unfair to students and faculty because, even though they pay the replacement fines for lost books, these items are never made available to them again. Even more concerning, the Library has been operating with an OTPS budget that continues to shrink; subsequently, we must choose between replacing lost books that were in demand or purchasing new titles. One would assume that due to budgetary constraints that the Library has experienced for the past several years, the funds for lost books would be made available to replace these materials. It is imperative that we continue to update resources; otherwise, the college will risk having an outdated and unusable collection.

Although the Library continues to be confronted by many challenges, including the pandemic and budgetary/personnel shortages, our devoted team remain undeterred in their efforts to deliver quality research services to our valued users. Our primary obligation to meet the research needs of York College's diverse academic community remains unchanged. We will continue to explore better ways to provide research guidance and improve an environment that enables students to study and learn, conduct research, collaborate, enhance their intellectual growth, and individual well-being. Despite the challenging times and adversity, I am positive that Library services will continue to enrich and fulfil the learning and research needs of York College students and faculty. We look forward to delivering in-person and virtual library services to students, faculty and the college community in fall 2022.

Library Security and Public Safety Coverage:

I continue to emphasize the importance of having a permanent Public Safety Officer at the Library entrance. Prior to the pandemic the Library had a public safety officer at the entrance. The Library Department has one of the largest physical spaces on campus that includes access to both the second and third floors, yet we are not given any consideration when it comes to safety issues. Additionally, we have one of most frequented spaces on campus where members of the York College community and the wider public share access. Since 2011 when I assumed this leadership role of Chief Librarian, I have continuously advocated that a permanent Public Safety Officer be assigned at the Library entrance, yet my requests have been ignored. This is an important security issue and one that should be addressed immediately. Prior to the pandemic,

there were many incidents on college/university campuses around the nation that were reported in the media. It is the right time for York College to seriously consider assigning a Public Safety Officer at the library entrance. Please consider assigning a permanent public safety officer at the library's entrance in fall 2022. The Library appreciates the continued support from Public Safety Office.

XVII. Library Faculty Scholarship & Creative Works, 2021-2022:

York College Library Faculty Scholarship, FY2021-2022

Book Chapters:

Cooney, C., **Peach, J.**, & Thompson J. (2022). Creating Community among Faculty O.E.R. Fellows: COVID-19 Edition. In E. Bakaitis (Ed.), *Considerations of Open: Faculty Reflections about Open Educational Resources*. New York City College of Technology / CUNY Manifold.

Diao, J. (2021). The influence of China/Asia on the West. In S. Stauffer (Ed.), *Libraries, Archives, and Museums: An Introduction to Cultural Heritage Institutions through the Ages* (81-96). Lanham, ML: Rowman & Littlefield.

Kinyatti, N. (2022). Williams, Venus Ebony Starr (1980–) and Serena Jameka (1981–). In C. Goucher (Ed.), *Women Who Changed the World: Their Lives, Challenges, and Accomplishments through History* (Vol. 4, 1214-1220). Santa Barbara, CA: ABC-CLIO.

Simpson, T. (2022). Woolf, Virginia (1882–1941). In C. Goucher (Ed.), *Women Who Changed the World: Their Lives, Challenges, and Accomplishments through History* (Vol. 4, 1228-1235). Santa Barbara, CA: ABC-CLIO.

Peer-reviewed Journal Article:

Diao, J. (2021). A preliminary investigation of technical services librarians' contributions to library guides in academic libraries. *Technical Services Quarterly*, 38(3) : 236-257. doi.org/10.1080/07317131.2021.1934304.

Other Articles:

Adeshina, T. & Simpson, T. (2021, Spring). Using Ex Libris Alma to Develop Course Reserves at York College CUNY. *LibWire*, 15. Retrieved from <https://libguides.york.cuny.edu/newsletter/spring2021>

- Drobnicki, J. A. (2021, November 24.) Carl F. Huth. *Wikipedia*. Retrieved from https://en.wikipedia.org/wiki/Carl_F._Huth
- Drobnicki, J. A. (2021, November 30.) Elisabeth Joan Doyle. *Wikipedia*. Retrieved from https://en.wikipedia.org/wiki/Elisabeth_Joan_Doyle
- Drobnicki, J. A. (2021, December 9.) Irving G. Williams. *Wikipedia*. Retrieved from https://en.wikipedia.org/wiki/Irving_G._Williams
- Drobnicki, J. A. (2021, December 16.) John J. O'Connor (historian). *Wikipedia*. Retrieved from [https://en.wikipedia.org/wiki/John_J._O'Connor_\(historian\)](https://en.wikipedia.org/wiki/John_J._O'Connor_(historian))
- Kinyatti, N. (2021, Spring). Greetings from the Chief Librarian: York College Library in 2021-2022. *LibWire*, 15. Retrieved from <https://libguides.york.cuny.edu/newsletter/spring2021>
- Powers, M. (2021, Spring). What's New in Electronic Resources? *LibWire*, 15. Retrieved from <https://libguides.york.cuny.edu/newsletter/spring2021>
- Sarwar, M. (2021, Spring). All CUNY students, faculty, and staff have access to applications and services in the outbreak of a COVID-19 pandemic. *LibWire*, 15. Retrieved from <https://libguides.york.cuny.edu/newsletter/spring2021>
- Sarwar, M. (2021, Spring). Dropbox's app is getting an update—turn your smartphone into a PDF scanner and record screen activity from your desktop. *LibWire*, 15. Retrieved from <https://libguides.york.cuny.edu/newsletter/spring2021>
- Sheidlower, S. (2021, Spring). Circulation Update *LibWire*, 15. Retrieved from <https://libguides.york.cuny.edu/newsletter/spring2021>
- Su, D. (2021, Spring). Interlibrary Loan Basics. *LibWire*, 15. Retrieved from <https://libguides.york.cuny.edu/newsletter/spring2021>

Presentations:

- Diao, J., Drobnicki, J., Kinyatti, N., Sheidlower, S., Simpson, T. & Tzanova, S. (co-presenters). (2022, April 14) *Welcome to the York College Library*. Presented at York College Professor 101 session [virtual].
- Tzanova, S. (2022, June 9). Bulgarian Libraries After the Fall of Communism: A Tale of Resilience and Growth. Presented at the Eleventh Conference of the Bulgarian Studies Association. Library of Congress, Washington DC.
- Tzanova, S. (2022, February 25). *Pirates or Robin Hood of Electronic Libraries: Bulgarian Grassroots Initiatives*. Presented at LACUNY Dialogues 2022 [virtual].
- Tzanova, S. (2021, July 23). *Open Science in Time of COVID-19: Lessons Learned in an Academic Library (panelist)*. Presented at 2nd UN Open Science Conference [virtual].
- Tzanova, S. (2021, July 13). New Nursing Students Orientation: Welcome to the York College Library. Presented at New Students' Orientation, Nursing Department, York College [virtual].

Research Guides:

Tzanova, S. (2022). Health Informatics. Retrieved from <https://libguides.york.cuny.edu/healthinformatics>

Tzanova, S. (2022). OER by Discipline. Retrieved from <https://libguides.york.cuny.edu/OERbydiscipline>

Tzanova, S. (2022). STEM. Retrieved from <https://libguides.york.cuny.edu/stem>

Grants and Awards:

Diao, J. (2022). The Jay Bernstein Scholarship Award, LACUNY.

Sarwar, M. (2022) Unsung Hero Award from Unsung Heroes Awards Program sponsored by the Professional Staff Congress College Laboratory Technicians Chapter.

Su, D. (2022). Certificate of Appreciation from the Office of Institutional Effectiveness and Strategic Planning in recognition of contributions made in the area of assessment.

Tzanova, S. (2022) Promoting Environmental Literacy in Urban Setting through Exploring Public Gardens Research Resources. PSC-CUNY 53 Research Grant 2022-2023: \$3,240 [funded].

Library Exhibits

Drobnicki, J. A. (2022.) 55 years of library faculty scholarship. [Library exhibit]. York College Library, Jamaica, NY.

Tzanova, S. (2022, February) Library Owls. [Library exhibit]. York College Library, Jamaica, NY.

Peer-reviewer

Su, D. (2022). Peer reviewed two articles for the *American String Teacher* journal.

XVIII. Library Faculty College/University Service, 2021-2022:

Junli Diao (Assistant Professor):

CUNY Cataloging Committee, York representative,

CUNY Alma Advisory Committee, member

CUNY Alma Advisory Committee Release Note Subgroup, member

Instructional, and Professional Development Committee, member

Senator, member

Faculty Caucus, member

John Drobnicki (Professor):

Member, Library Academic Program Review Committee
Member, Library Website Committee
Member, Department Personnel & Budget Committee
Member, Library Strategic Planning and Assessment Committee
Member, CUNY Libraries' Acquisitions Committee

Njoki-Wa-Kinyatti (Professor):

Department Personnel & Budget Committee, Chair
Library Strategic Planning & Assessment Committee
York College Personnel & Budget Committee
York College Strategic Planning Committee
York College Council of Chairs
CUNY Libraries' Council of Chief Librarians

Meredith Powers, (Instructor)

Planning and Assessment Committee: 2018-present
Open Educational Resources (OER) Committee: 2017-present
Website Committee: 2017-present
Technology Fee Committee
Office of Library Services E-Resources Management Committee: 2018-present.
Office of Library Services Electronic Resources Advisory Committee: 2018-Present.

Di Su (Professor):

Chair, Library Strategic Planning & Assessment Committee
Department Personnel & Budget Committee
Library Web Committee
Open Educational Resources Committee
Academic Program Review Committee
Academic Assessment Committee
LACUNY Interlibrary Loan Roundtable
Library Information Literacy Advisory Committee (LILAC)
Other professional organization:
Editorial Committee of the American String Teacher Association

Scott Sheidlower (Professor):

Curriculum Committee
Fulfillment Committee

Todd Simpson, (Assistant Professor)

Department Personnel & Budget Committee
Library Signage Committee
User Experience Committee
CUNY Academic Works

Stefka Tzanova (Assistant Professor):

Co-editor of LibWire (Library Newsletter), 2022-present

Chair of Library OER Committee, 2018-present

Chair of eReserves Librarian (NTA) Search Committee, Spring 2021

College Curriculum Committee, 2020-present

Library and Technology Committee 2020-2021 (Chair), 2020-present

Secretary-Campus Environment and Facilities Committee, 2017-2019

LACUNY (Library Association of CUNY) Executive Council, 2019-2022/Delegate

LACUNY Budget Committee: 2020-2021

XIX. Library Goals and Objectives for 2021-2022:

(Prepared by Professor Njoki Kinyatti).

Goals accomplished during the academic year (2021-2022):

- The Library purchased 584 E-books and 198 print materials
- We spent \$10,051 on circulating and reference print materials
- The Library spent \$63,739 to expand its e-books collection
- Library converted print course reserve materials to electronic reserves through the use of OER grant
- Library faculty taught 44 information literacy sessions and collaborated with classroom faculty through the liaison program.
- Library faculty provided chat and on-site reference services, research consultations and responded to email reference questions.

Our goal is to continue providing current and diverse resources to meet the scholarly and research interests of York's diverse student body and faculty.

Specific goals for academic year (2022-2023):

- Will continue to advocate the importance of, and advocate for, updating and modernizing York Library's collection in order to support both undergraduate and graduate programs (i.e. Physician Assistant, Pharmaceutical Sciences and Business, Social Work, Aviation, and Clinical Management Trial).
- We will continue to improve access to various resources that are available through the Library, such as E-books, databases and print materials.
- Library faculty will continue to expand virtual reference services, through chat, email, and remote research consultations will remain available to students, faculty, and staff.
- The Library Department will support all academic programs through research services

- with the goal of achieving the standards of academic excellence and students' success.
- Continue to collaborate with classroom faculty through liaison programs and information literacy instructions, with the goal of supporting teaching and learning.
 - We will continue to convert our print course reserve materials to electronic reserves
 - The department will continue to revitalize its circulating, reference and E-books collections through the use of OTPS and high school funds.
 - We will continue and refine subscriptions to electronic resources through the use of technology fee funds.
 - The Library will work and collaborate with the Chief Information Officer (Mr. Claudio Lindow) to improve and increase the use of technology and service delivery by:
 - Purchasing additional laptops for Reserve service
 - Introducing additional electronic devices such as E-readers and iPads for Reserve service.
 - The Library will continue to revitalize its circulating and reference collections through the use of high school and OTPS funds and subscribe to additional electronic resources through the use of technology fee funds.

Over the past several years, the Library department has experienced shortage of faculty, but the dynamic team of faculty and staff plays a critical role in making sure the department fulfills its primary goal of supporting students' learning needs and faculty research. My appreciation to a terrific team of faculty and staff- thank you for all the hard work you put in everyday and for going above and beyond the call of duty to deliver quality services to students and faculty. Thank you too for your dedication and for being there for students and faculty during these trying times of pandemic. Please know that your hard work and your positive attitude towards our customers inspires me to work harder and to continue advocating for the department.

I appreciate your efforts and hard work during these unprecedented times. Ours' is not just a job, it is also a duty to instruct users how to do research. Enjoy the rest of the summer and stay safe and healthy. Please take time to rest.

