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Executive Summary

The COVID-19 pandemic has completely upended our economy, our culture, and virtually every other aspect of our lives—both in the United States and abroad. Perhaps no area was as hard hit as that of education, as K-12 students suddenly found themselves being remote- or homeschooled and higher-education campuses shut down with students and faculty alike shifting to online learning. This all happened so swiftly, there was scant time to prepare. Those academic institutions that had already been offering distance or online learning were in a better position to make the wholesale shift than others, but even then the process was not without its hiccups.1

The academic library has a vital role to play in this transition, since most libraries have been transitioning to online resources and materials for the better part of the past 10 years, as more than a decade’s worth of Library Journal studies has tracked. That said, how much of a help was the library in the rapid transition to online learning this spring? What support activities did it provide, and to what extent did faculty and students avail themselves of the library’s services and expertise? The 414 respondents to Gale and LJ’s Academic Library COVID-19 response survey, fielded in late April to early May 2020, answer these questions and more.

It is fair to say that the global pandemic is going to unalterably change many aspects of modern life, including education—and especially higher education. This survey also explores librarians’ predictions on some of the short- and long-term impacts on higher education: from what fall 2020 classes and enrollment might be like, to impacts on the library’s materials purchasing decisions, and to the future of learning itself.

Preparedness and Assistance

Before the COVID-19 crisis hit in March 2020, respondents reported that an average of 21 percent of college students were receiving exclusively online instruction.

When the crisis ultimately struck, the library was more prepared for offering remote learning and online access to students than the faculty—48 percent of respondents said the library was either “very prepared” or “prepared,” while 12 percent said that faculty were similarly prepared.

<table>
<thead>
<tr>
<th>In your opinion, how prepared were faculty and the library for providing remote access and online learning prior to the closure?</th>
<th>Faculty (% of respondents)</th>
<th>Library (% of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not prepared at all</td>
<td>20%</td>
<td>4%</td>
</tr>
<tr>
<td>Somewhat prepared</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>Prepared</td>
<td>10%</td>
<td>33%</td>
</tr>
<tr>
<td>Very prepared</td>
<td>2%</td>
<td>15%</td>
</tr>
</tbody>
</table>

1 Note also that even within institutions, some disciplines lend themselves to online learning better than others. Courses with labs or that require other in-person/hands-on learning (like medicine/health care) had a tougher transition than others, such as humanities classes.

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For assistance with the online learning transition, 42 percent of academic libraries utilized networking with other librarians or educators and 40 percent received formal professional development provided by their institution. Nearly one-fourth (24%) received no training or assistance.

<table>
<thead>
<tr>
<th>What training or assistance with transitioning to remote access/online learning did you receive?</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking with librarians or other educators</td>
<td>42%</td>
</tr>
<tr>
<td>Formal professional development provided by institution</td>
<td>40%</td>
</tr>
<tr>
<td>Professional development from vendors</td>
<td>28%</td>
</tr>
<tr>
<td>Training available online (LinkedIn, YouTube, etc.)</td>
<td>26%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
<tr>
<td>No training or assistance received</td>
<td>24%</td>
</tr>
</tbody>
</table>

Effective communication with students and faculty is key to the online transition, and academic librarians say this is their most needed area of assistance to successfully shift to online learning.

<table>
<thead>
<tr>
<th>Which of the following do you currently need help with regarding the shift to remote access and online learning?</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating effectively with students and faculty</td>
<td>47%</td>
</tr>
<tr>
<td>Content with unlimited user access models</td>
<td>40%</td>
</tr>
<tr>
<td>Understanding how to improve user experience for library website</td>
<td>40%</td>
</tr>
<tr>
<td>Discovering useful resources/methods that are trending</td>
<td>36%</td>
</tr>
<tr>
<td>Addition of instructional design roles among library staff (new or increased roles)</td>
<td>33%</td>
</tr>
<tr>
<td>Information, guidance on how to facilitate learning</td>
<td>33%</td>
</tr>
<tr>
<td>Guidance from administrators</td>
<td>27%</td>
</tr>
<tr>
<td>Technical assistance with online applications (e.g., Zoom)</td>
<td>21%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
</tr>
<tr>
<td>None of the above</td>
<td>11%</td>
</tr>
</tbody>
</table>
The library assists students with online learning in many ways, but helping them conduct research and directing them to available digital tools are most common.

<table>
<thead>
<tr>
<th>How is the library assisting students with online learning?</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiding students conducting research</td>
<td>93%</td>
</tr>
<tr>
<td>Directing students to digital tools available through the library</td>
<td>93%</td>
</tr>
<tr>
<td>Providing technical assistance to students</td>
<td>69%</td>
</tr>
<tr>
<td>Licensing additional ebooks and ejournals</td>
<td>68%</td>
</tr>
<tr>
<td>Helping align library content to courses and curriculum</td>
<td>62%</td>
</tr>
<tr>
<td>Offering guidance on copyright/fair use</td>
<td>56%</td>
</tr>
<tr>
<td>Instructional librarian embedded in online classes</td>
<td>39%</td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
</tr>
<tr>
<td>None of the above</td>
<td>1%</td>
</tr>
</tbody>
</table>

The most common ways that academic libraries support faculty during campus closures are by creating LibGuides and providing resources to help with the transition to online learning.

<table>
<thead>
<tr>
<th>How are you supporting faculty shifting to online learning?</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making LibGuides</td>
<td>78%</td>
</tr>
<tr>
<td>Providing resources to help with transition to online</td>
<td>73%</td>
</tr>
<tr>
<td>Helping to align library’s digital resources to curriculum</td>
<td>68%</td>
</tr>
<tr>
<td>Licensing additional ebooks and ejournals</td>
<td>67%</td>
</tr>
<tr>
<td>Offering guidance on copyright/fair use</td>
<td>63%</td>
</tr>
<tr>
<td>Offering technical assistance</td>
<td>58%</td>
</tr>
<tr>
<td>Developing course reserves</td>
<td>40%</td>
</tr>
<tr>
<td>Participating in virtual departmental meetings</td>
<td>38%</td>
</tr>
<tr>
<td>Creating/maintaining a digital repository</td>
<td>29%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
</tr>
<tr>
<td>None of the above</td>
<td>2%</td>
</tr>
</tbody>
</table>

Of the means of faculty assistance listed above, the two that libraries identified as most critical are helping align the library’s digital resources to course curricula and providing the resources to help with the transition to online learning.
Adopting/Expanding Online Learning
How have libraries evolved as the transition has taken place? As face-to-face interaction has become impossible, the vast majority of academic libraries have experienced greater use of online chat and/or video conferencing. Many libraries have maintained or even increased their hours of availability for reference questions, even though they are physically closed.

<table>
<thead>
<tr>
<th>How has the library evolved its approach to online learning since this crisis began?</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater use of online chat or video conferencing as a substitute for face-to-face interaction</td>
<td>87%</td>
</tr>
<tr>
<td>Maintained or increased hours of availability even through physical closing</td>
<td>42%</td>
</tr>
<tr>
<td>Eased restrictions on access to content</td>
<td>35%</td>
</tr>
<tr>
<td>Started or increased distribution of physical tech equipment to students</td>
<td>28%</td>
</tr>
<tr>
<td>Maintained access to physical materials via contactless pickup</td>
<td>22%</td>
</tr>
<tr>
<td>Investigated more LMS integration</td>
<td>21%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
</tr>
</tbody>
</table>

Most Effective Online Services
Probing responses to an open-ended question found that chat is by far the most effective online service, followed by Zoom meetings, and old-fashioned email communications.

<table>
<thead>
<tr>
<th>What online services/approaches are working best?</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat</td>
<td>39%</td>
</tr>
<tr>
<td>Zoom meetings</td>
<td>22%</td>
</tr>
<tr>
<td>Email communication/reference</td>
<td>22%</td>
</tr>
<tr>
<td>Virtual reference in general/video conferencing</td>
<td>12%</td>
</tr>
<tr>
<td>Online library classes/Recorded instruction sessions</td>
<td>10%</td>
</tr>
<tr>
<td>LibGuides</td>
<td>9%</td>
</tr>
<tr>
<td>Reaching out to faculty</td>
<td>6%</td>
</tr>
<tr>
<td>Increased purchasing of digital materials/required texts</td>
<td>6%</td>
</tr>
<tr>
<td>Phone</td>
<td>5%</td>
</tr>
<tr>
<td>LMS discovery services (e.g., Canvas, Blackboard, etc.)</td>
<td>5%</td>
</tr>
<tr>
<td>Online research/reference appointments</td>
<td>5%</td>
</tr>
<tr>
<td>ILL (Interlibrary Loan)</td>
<td>5%</td>
</tr>
</tbody>
</table>
Barriers to Online Learning

The biggest barriers to online learning, each cited by about half of respondents, are funding and faculty readiness.

<table>
<thead>
<tr>
<th>What are the biggest barriers to providing ongoing remote access and online learning?</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>53%</td>
</tr>
<tr>
<td>Faculty readiness</td>
<td>51%</td>
</tr>
<tr>
<td>Inadequate infrastructure/systems</td>
<td>35%</td>
</tr>
<tr>
<td>Lack of time</td>
<td>35%</td>
</tr>
<tr>
<td>Limited tech experience</td>
<td>31%</td>
</tr>
<tr>
<td>Library readiness</td>
<td>18%</td>
</tr>
<tr>
<td>Lack of institutional flexibility</td>
<td>16%</td>
</tr>
<tr>
<td>Protection of author rights</td>
<td>12%</td>
</tr>
<tr>
<td>Lack of school support</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
</tr>
</tbody>
</table>

The Library as an Online Learning Resource

The library appears to have been a somewhat underutilized resource in the shift to online learning. Only one-fourth (26%) of respondents said that “most” or “many” faculty members or departments approached the library as a “go-to” resource. Fully a third responded that “few” of their institutions’ faculty or departments approached the library for help with their pivot to online learning.

<table>
<thead>
<tr>
<th>In your institution, how many faculty/departments have approached the library as a go-to source to help with the transition to remote access and online learning?</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most faculty/departments</td>
<td>6%</td>
</tr>
<tr>
<td>Many faculty/departments</td>
<td>20%</td>
</tr>
<tr>
<td>Some faculty/departments</td>
<td>41%</td>
</tr>
<tr>
<td>Few faculty/departments</td>
<td>33%</td>
</tr>
</tbody>
</table>

Short- and Long-Term Impacts on Academic Institutions and Libraries

The COVID-19 crisis will have both short- and long-term effects on just about every aspect of society and culture, and academic institutions and libraries will also see some major and minor changes in the months and even years ahead.
Impact on Library Resource Purchase Decisions

When renewing or purchasing library resources, one criterion that far and away will become more important to academic library purchase decisions is an unlimited simultaneous user model for ebooks and other e-resources. Resources that support a print-to-digital shift of library collections will also receive more weight than in the past.

<table>
<thead>
<tr>
<th>How do you predict an increased focus on remote access and online learning will impact the importance of the decision making criteria below when renewing/purchasing library resources?</th>
<th>More Important (% of respondents)</th>
<th>Same Importance (% of respondents)</th>
<th>Less Important (% of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlimited simultaneous user model</td>
<td>75%</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>Supports a print-to-digital shift for a collection</td>
<td>59%</td>
<td>38%</td>
<td>3%</td>
</tr>
<tr>
<td>Alignment of content to courses/curriculum</td>
<td>55%</td>
<td>44%</td>
<td>0%</td>
</tr>
<tr>
<td>User experience of product interface</td>
<td>53%</td>
<td>44%</td>
<td>3%</td>
</tr>
<tr>
<td>Persistent URLs for sharing in LibGuides, syllabi, LMS</td>
<td>53%</td>
<td>45%</td>
<td>2%</td>
</tr>
<tr>
<td>Price or cost per use</td>
<td>53%</td>
<td>45%</td>
<td>3%</td>
</tr>
<tr>
<td>Compliance with most current web accessibility standards</td>
<td>52%</td>
<td>47%</td>
<td>2%</td>
</tr>
<tr>
<td>Cross-searchable within library discovery service</td>
<td>46%</td>
<td>51%</td>
<td>4%</td>
</tr>
<tr>
<td>Faculty demand/requests</td>
<td>45%</td>
<td>54%</td>
<td>1%</td>
</tr>
<tr>
<td>Ease of LTI/LMS integration</td>
<td>45%</td>
<td>52%</td>
<td>3%</td>
</tr>
<tr>
<td>Student-driven requests</td>
<td>38%</td>
<td>60%</td>
<td>2%</td>
</tr>
<tr>
<td>Depth and breadth of content</td>
<td>35%</td>
<td>61%</td>
<td>3%</td>
</tr>
<tr>
<td>Discoverability by users with Google/Google Scholar</td>
<td>27%</td>
<td>64%</td>
<td>9%</td>
</tr>
<tr>
<td>User workflow tools like highlight, annotate, etc.</td>
<td>27%</td>
<td>67%</td>
<td>7%</td>
</tr>
<tr>
<td>Product awards, reviews, and peer testimonials</td>
<td>4%</td>
<td>72%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Most Important Criteria

We asked respondents to rank their top three most important decision-making criteria when renewing or purchasing library resources. The answers were scaled so that a ranking of 1 received 3 points, a ranking of 2 received 2 points, and a ranking of 3 received 1 point. Price (or cost per use), alignment of content to courses/curriculum, faculty demand/requests, and unlimited simultaneous user models have the most impact on resource renewal/purchase decisions.

<table>
<thead>
<tr>
<th>Most Important Criteria</th>
<th>Total Score (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price or cost per use</td>
<td>396</td>
</tr>
<tr>
<td>Alignment of content to courses/curriculum</td>
<td>322</td>
</tr>
<tr>
<td>Faculty demand/requests</td>
<td>293</td>
</tr>
<tr>
<td>Unlimited simultaneous user models</td>
<td>257</td>
</tr>
<tr>
<td>Depth and breadth of content</td>
<td>113</td>
</tr>
<tr>
<td>User experience of product interface</td>
<td>109</td>
</tr>
<tr>
<td>Supports a print-to-digital shift for our collection</td>
<td>95</td>
</tr>
<tr>
<td>Student-driven requests</td>
<td>88</td>
</tr>
<tr>
<td>Persistent URLs for sharing in LibGuides, syllabi, learning management systems</td>
<td>78</td>
</tr>
<tr>
<td>Compliance with most current web accessibility standards</td>
<td>70</td>
</tr>
<tr>
<td>Ease of LTI/LMS integration</td>
<td>66</td>
</tr>
<tr>
<td>Cross-searchable within library discovery service</td>
<td>40</td>
</tr>
<tr>
<td>User workflow tools like highlight, annotate, download, save, cite, etc.</td>
<td>10</td>
</tr>
<tr>
<td>Product awards, reviews, and peer testimonials</td>
<td>6</td>
</tr>
</tbody>
</table>

Impact on Summer/Fall Courses

At the time of survey fielding, three-fourths of academic libraries said they expect no change in the timing of summer courses; they will be held as originally planned/scheduled. There is much more ambivalence about fall classes—37 percent don’t know if they will be held as scheduled or delayed. Very few libraries expect either summer or fall classes to be cancelled completely.

<table>
<thead>
<tr>
<th>Impact on Summer/Fall Courses</th>
<th>Summer (% of respondents)</th>
<th>Fall (% of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change</td>
<td>75%</td>
<td>56%</td>
</tr>
<tr>
<td>Delayed start</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Cancelled</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Don’t know or N/A</td>
<td>14%</td>
<td>37%</td>
</tr>
</tbody>
</table>
Asked whether future classes will be conducted exclusively online, exclusively in-person, or a mix of the two, 71 percent of respondents predict a wholesale shift to online learning for the summer, with only five percent anticipating a mix of in-person and online classes and no one expecting any in-person classes. Predictions for the fall are far more hazy at this point; 40 percent responded “don’t know,” although 49 percent expect a mix of in-person and online classes. Only six percent expect normal in-person classes come the fall.

<table>
<thead>
<tr>
<th>How do you think the pandemic will impact the instruction environment of your institution’s summer/fall courses?</th>
<th>Summer (% of respondents)</th>
<th>Fall (% of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No impact: Regular, in-person classes</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>No impact: Online only classes</td>
<td>16%</td>
<td>1%</td>
</tr>
<tr>
<td>Shift to online only classes</td>
<td>71%</td>
<td>4%</td>
</tr>
<tr>
<td>Shift to a mix of online and in-person classes</td>
<td>5%</td>
<td>49%</td>
</tr>
<tr>
<td>Don’t know or N/A</td>
<td>8%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Impact on Fall Enrollment**

More than two-thirds of academic libraries expect a lower overall enrollment in the fall, nearly half expect fewer international students, and nearly one-third expect more online enrollment.

<table>
<thead>
<tr>
<th>How do you expect the COVID-19 crisis will affect enrollment in the fall?</th>
<th>Total Score (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower overall enrollment</td>
<td>68%</td>
</tr>
<tr>
<td>Fewer international students</td>
<td>46%</td>
</tr>
<tr>
<td>More online-only enrollment</td>
<td>30%</td>
</tr>
<tr>
<td>Higher overall enrollment</td>
<td>5%</td>
</tr>
<tr>
<td>No impact (write-in)</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Future/Permanent Impacts on Online Learning**

Is online learning going to be the “new normal”? The majority expect their institutions to retain an online learning component even when in-person classes start again, with 40 percent saying it “definitely” will and 46 percent saying it “probably” will.

<table>
<thead>
<tr>
<th>Do you anticipate your institution/faculty will retain an online learning component to courses when in-person classes start again?</th>
<th>Total Score (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>40%</td>
</tr>
<tr>
<td>Probably</td>
<td>46%</td>
</tr>
<tr>
<td>Unsure</td>
<td>10%</td>
</tr>
<tr>
<td>Probably not</td>
<td>4%</td>
</tr>
<tr>
<td>Definitely not</td>
<td>0%</td>
</tr>
</tbody>
</table>
Conclusions

Over the past three months, colleges and universities made a virtually wholesale and instantaneous switch from in-person to online education. For many, it was simply hastening a trend that had been developing slowly over the past 10 years or so. For others, it was a panic-mode transition, like trying to turn an aircraft carrier on a dime, the ultimate effects of which have yet to be seen. In many cases, it was individual courses, faculty, or departments that either succeeded or struggled.

The academic library often had a major role to play in this transition, offering e-resources when they could as well as supporting students and faculty in using online tools. In some institutions, other departments were responsible for managing the transition to online learning and the library was there if needed.

One theme that was carried throughout the survey was that the library was an underutilized resource, that faculty and students rarely turned to libraries of their own accord to ask for help with the transition to online learning. Many of our respondents chalk this up to the heat of the moment; the transition was taking place so quickly and under such pressure that faculty and students had too much else to focus on, while at the same time they were often unaware that the library had any kind of experience or resources that could help with the transition.

Now that the first wave of online learning is over, and online learning will in all likelihood remain a big part of higher education after the virus is gone, what can libraries do to become a valued, go-to resource for faculty and students?

- First of all, as with most things, it starts with better communication, and that often means library staff initiating conversations with faculty. This can take the form of regular check-ins at periodic times to offer assistance with things like ensuring there are enough materials for students or other technical support.
- Secondly, libraries will need to get more involved in both faculty meetings and in-person and online classes. Being able to contribute during course or semester planning stages can also give faculty a much clearer idea of the resources that are available—and give librarians a better idea of what is needed by faculty and students.
- Librarians can become a part of online courses and get a sense of the course materials they can provide through the library as well as how students (and faculty) are faring on an online platform.
- Librarians should also be more involved in the course development and planning stage to recommend specific texts and other materials and dissuade faculty from assigning materials that may be hard to get or hard to provide enough copies of. It also gives the library a heads up on what they may need to order.
- The library can be proactive about marketing and promoting its services and resources, not just to the faculty but to students and even the administration.

In some institutions, some or perhaps even all of these items may be difficult to effect, thanks to the various “culture clashes” that often occur between libraries and faculty—or even between faculty and administration. Perhaps this crisis and the resulting need to transition to online
learning may be the unifying force that brings the library and the rest of the institution together. That may be a naive dream for some, but these days we need to look on the bright side as often as we possibly can.
Introduction

Welcome to the Library Journal Academic Library COVID-19 Response Survey. The COVID-19 pandemic has completely upended our economy, our culture, and virtually every other aspect of our lives—both in the United States and abroad. Perhaps no area was as hard hit as that of education, as K-12 students suddenly found themselves being remote- or homeschooled and higher-education campuses shut down with students and faculty alike shifting to online learning. This all happened so swiftly, there was scant time to prepare. Those academic institutions that had already been offering distance or online learning were in a better position to make the wholesale shift than others, but even then the process was not without its hiccups. The academic library was in a good position to help in this transition, most libraries having been transitioning to online resources and materials for the better part of the past 10 years. That said, how much of a help was the library in the transition to online learning? What support did it provide, and to what extent did faculty and students avail themselves of the library’s services and expertise? These are some of the questions this survey sought to answer.

It is fair to say that the global pandemic is going to inalterably change many aspects of modern life, including education—and especially higher education. This survey also looks at some of the short- and long-term impacts on higher education, from what summer and fall 2020 classes and enrollment might be like, to the library’s materials purchasing decisions, to the future of learning itself. (The final question on our survey was a write-in response asking about what academic librarians thought the long-term impacts of the COVID-19 crisis will be on academia, and the responses are, quite frankly, an emotional roller coaster.)

How the Data in this Report Are Organized

If you have read past Library Journal reports, you are familiar with how we typically present our data. The bulk of this report provides top-level survey results in chart form—in essence, the “all responses” results, or what all academic library professionals surveyed said about a specific question. This provides the prevailing attitude.

Each chart is followed by a corresponding table that segments the survey responses by:

- Type of institution—Doctorate, Master’s, four-year undergraduate colleges, and community/two-year junior colleges.
- Enrollment—Under 2,500 students, 2,500 to 9,999 students, 10,000 to 19,999 students, and more than 20,000 students.
- ARL Member—We distinguish between academic libraries that are members of the Association of Research Libraries (ARL) and those that are not.
- We also segment public and privately funded institutions.

Note also that even within institutions, some disciplines lend themselves to online learning better than others. Courses with labs or that require other in-person/hands-on learning (like medicine/health care) had a tougher transition than others, such as humanities classes.
We have called out in commentary where some results in these segments caught our attention, but readers who are looking for more granularity will find much of value in these tables.

Several open-ended questions about various aspects of the crisis, the response, and its impact were asked, and the comments provide excellent and enlightening examples of projects students and faculty are doing in this field. A selection of responses to specific questions is presented where they appeared in our survey, while other “standalone” comments are sprinkled throughout the report where appropriate. Given the high volume of comments, we have added the bulk of them to Appendix B. You may find these comments to be a valuable lens through which to look at the quantitative data.
Preparedness and Assistance

Online Instruction in the Before Times

Before the COVID-19 crisis hit in March, on average, 21.3 percent of academic institution students received instruction exclusively online. For two-thirds of academic institutions, between one and 24 percent of their students were exclusively online. Only 12 percent of respondents said that none of their students were exclusively online.

Figure 1. Before the COVID-19 pandemic, approximately what percent of your total student enrollment would you estimate was receiving exclusively online instruction? —All Libraries
Mean % exclusively online: 21.3%

Post-graduate institutions (masters and doctorate) were the most likely to have had an exclusively online student enrollment (23.7% and 22.8%, respectively). Online only enrollment also increases as overall enrollment increases.
Table 1. Before the COVID-19 pandemic, approximately what percent of your total student enrollment would you estimate was receiving exclusively online instruction? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year under grad</td>
</tr>
<tr>
<td>0%</td>
<td>7%</td>
<td>6%</td>
<td>28%</td>
</tr>
<tr>
<td>1%–24%</td>
<td>70%</td>
<td>69%</td>
<td>56%</td>
</tr>
<tr>
<td>25%–49%</td>
<td>11%</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>50%–74%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>75%–99%</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>100%</td>
<td>6%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Mean % exclusively online</td>
<td>22.8</td>
<td>23.7</td>
<td>16.9</td>
</tr>
</tbody>
</table>

“All fall [2019] classes were hybrid and online. For some faculty, this was the first time teaching a full online class.”

“Libraries have been online for decades, so we just had to pivot a little and pause the in-person aspects of our work.”

“Faculty with more “native” online programs had more online videos and tutorials already in place. So collectively we are not starting entirely from scratch.”

“Half our credits are normally delivered online, so the faculty and library were in pretty good shape.”

“Many of the library resources were already online, just not well advertised. The faculty were in the process of moving more classes to online access, but about a year behind of being fully launched and comfortable with the format.”

“Our institution has several online degree programs, but departments outside of those programs have many instructors who had never taught online, and are struggling to adapt their pedagogy.”
Preparedness

When campuses closed in March, the library was more prepared for offering remote learning and online access to students than the faculty—15 percent of respondents said that the library was “very prepared,” while two percent said the faculty were; 33 percent said that the library was “prepared,” while ten percent of the faculty were; and 48 percent said that the library was at least “somewhat prepared,” while 68 percent said the same of faculty. Only four percent of respondents said that the library was “not prepared at all,” while 20 percent said that faculty completely unprepared.

Figure 2. In your opinion, how prepared were faculty and the library for providing remote access and online learning prior to the closure? —All Libraries

Faculty at doctorate and masters universities and publicly funded institutions were slightly more prepared than those at undergraduate institutions and private institutions.
Table 2. In your opinion, how prepared were faculty and the library for providing remote access and online learning prior to the closure? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters</td>
<td>4-year</td>
</tr>
<tr>
<td></td>
<td>2-year</td>
<td>undergrad</td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>&lt; 2.5K</td>
<td>2.5K–9.9K</td>
<td>10K–19.9K</td>
</tr>
<tr>
<td>Faculty</td>
<td>Not prepared at all</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Somewhat prepared</td>
<td>64%</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Very prepared</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Library</td>
<td>Not prepared at all</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Somewhat prepared</td>
<td>54%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>Prepared</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Very prepared</td>
<td>13%</td>
<td>18%</td>
</tr>
</tbody>
</table>

We asked an open-ended question about any significant differences in faculty preparedness between disciplines. Here is a selection of their responses. (For more responses, see Appendix B.)

- A number of courses in Business and Professional Studies and Sports Sciences were online or partially online already.
- Although there were plenty of faculty who have online presence (i.e., use the college’s LMS, Canvas) and were able to adapt to the new environment, there were many more who had never used Canvas at all. As a result, most faculty were not prepared at all for online learning.
- Art and Science faculty struggled with delivering courses online due to studio and lab components and technology knowledge.
- As a community college, we have many technical programs that just do not translate well to online only. Examples: welding, cosmetology, auto body repair.
- As an art and design school, online learning is atypical and not ideal, so it wasn't something they were prepared to do. However, they hit it out of the ballpark.
- Career technical faculty were less prepared than academic faculty.
- Certain classes depend on real-world experiences—for example, agriculture classes.
- Differences in librarians. Some of us have been working online for years while others had no experience.
- Disciplines that require hands-on learning (biology, art, etc.) had the most difficulties in transitioning to online.
- Every student on our campus has a laptop, and the online course management is actively used. However, we are a polytechnic, and transferring the hands-on learning to digital has been the greatest challenge.
- Few adjuncts teach online, so they were not prepared. A good portion of FT faculty don’t teach online, so they were unprepared. The library has online databases and Springshare products. We were ready.
- General education, e.g. composition, social science, humanities, have been least prepared. STEM areas were better placed to adjust.
- Human and animal health fields need hands-on clinicals. Technology and farming are also hands on. They have been working hard to provide what students need.
- I don’t really know about faculty; they had 1 week to pull it off and they have done it, so kudos to them. Librarians have also been super flexible and able to support the faculty in absolutely essential ways.
• I work at a college of technology and a bulk of our programs are all hands on. So while some more arts and sciences programs had trouble preparing materials on short notice to have online, technical programs had no clue of what to do. There’s only so much that you can lecture in a program such as welding. For those students in these technical programs that have hands on work this has hit them the hardest.

• It really depended on the professor and their teaching skills. Tenure track were mostly lost; teaching track faculty adapted.

• Many of the institutional faculty still held in-person classes; the librarians have taught both on-site and distance education students in the past, so we were ready. That said, we still found things that we could improve on like more video tutorials and reviewing LibGuides more frequently for outdated material.

• Most of our faculty had no prior experience with online instruction, but the library had been providing it for years.

• Most were doing online classes, but some needed coaching. Library is well prepared for online full-text, but Zoom was new for us.

• Not between disciplines, just between those who had taught online and those who hadn’t. There was a continuum.

• Our College of Education faculty (to my surprise) appeared to be the LEAST prepared of all departments. It’s noteworthy that most of our COE faculty have been teaching at the university for decades, are more advanced in age collectively than other departments, and had not kept up with technological changes/shifts. Our humanities and social sciences faculty seem (outwardly) to be coping the best.

• Our College of Education has several online programs. COE faculty were very prepared and helped prepare the rest of the faculty.

• Our College Prep programs are very in-class based, but our Liberal Arts Program has the flexibility to adapt better.

• Our institution offers significant Trades programming, which by nature is very hands-on. Faculty in this area have had the biggest challenges in moving online, even for the theoretical portions of their teaching. Other areas that have been particularly challenged are those that rely predominantly on print resources, such as English as a Second Language programs. Science and Business faculty appear to be the most prepared, as many of them were already doing things like recording their lectures and hybrid teaching.

• Our professional schools have graduate programs that are taught 100% online, so faculty in those schools were more prepared than those in the Arts & Sciences.

• Programs with hands-on elements and labs (music, theater, art, sciences dependent upon labs) struggled more with adapting in a way that felt meaningful. Also our education students are required to do field observations, which we were able to accomplish with a series of videos from the DOE of Massachusetts, but it isn’t an ideal scenario.

• Some colleges and departments on our campus already taught very heavily online—for example, the College of Criminal Justice and College of Education had entire online degree programs, and the History MA program was mostly online. So I do feel that faculty in areas like this were better prepared than faculty in areas where the degrees were still very much in person, like health sciences.

• Some departments were already utilizing the LMS in many of their in-person courses. While many humanities departments had many courses that never set up their LMS.

• Some disciplines were not requiring/ensuring that their faculty be proficient in using our LMS (Blackboard Learn).

• Some STEM classes have a lab or project component that doesn’t translate well to online learning.

• STEM faculty were far more used to the more complex types of digital databases and uncommon digital resources; and more STEM faculty used Internet and digital platforms during their teaching even if the class itself was in-person.

• The adoption of our course management system, Moodle, has been very spotty. Some professors have taken to it and use it comfortably, others hate it and think it is an abomination to teach online. This is a gross generalization and there are definitely exceptions, but it seems that the humanities were a little less prepared for the possibility, while the sciences had at least a framework in place.
The assigned course material for some courses is only available in print or DVD form, which we already had on reserve before our campus shutdown. Budget limitations meant that many of our subscription databases didn’t contain the same or equivalent materials. In addition, some materials (humanities, ESL, science textbooks, medical/allied health training) aren’t available in ebook or streaming formats at all.

The institution was the pioneering research institution on library science and that was an ideal for librarians, whereas faculty had to cope with “resistance to change,” especially in COAS.

The library had more experience providing digital information than the pedagogical experts did.

The Library has been moving toward online resources for the past five or so years, and we’ve had a 24/7 online chat service for over 15 years. Many instructors at the University had not taught online classes, and needed to do so in a matter of days.

Very few courses were offered remotely before the outbreak. Number of courses offered remotely doubled overnight.

We deliver content and services equitably for all students, including those online, so we only needed to make a few changes in how our services and resources are delivered. Many faculty do not teach online, hence, their self-reported struggle with the transition.

We have 80+ programs that are online only or partly online so many programs were prepared. But there were many programs that were not prepared to move online at all.

We have quite a few long-time faculty members who have never taught online and who do not and never have used Moodle (our LMS). There were a lot of problems getting them trained to use Moodle and for the library—we spent a LOT of time helping them find eresources to use in place of DVDs they show in class or other materials they shared in physical formats.

We use cloud-based services in the library. School prides itself on face-to-face teaching and development of cohorts among students.
Training/Assistance

What resources did libraries have to help with the transition to online learning? Once learning went online, 42 percent of academic libraries utilized networking with other librarians or educators as the primary means of training and assistance. Forty percent had access to formal professional development provided by their institution. Nearly one-fourth (24 percent) received no training or assistance. As some of the responses to the verbatim comments indicate, not all libraries received training and assistance because they were already prepared and didn’t need special or additional training.

Figure 3. What training or assistance with transitioning to remote access/online learning did you receive? — All Libraries

- Networking with librarians or other educators: 42%
- Formal professional development provided by institution: 40%
- Professional development from vendors: 28%
- Training available online (LinkedIn, YouTube, etc.): 26%
- Other: 14%
- No training or assistance received: 24%

n=397

Two-year community colleges were the most likely to receive some kind of formal professional development. The lowest-enrollment institutions were the most likely to have received no assistance at all.
Table 3. What training or assistance with transitioning to remote access/online learning did you receive? — Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
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<th>ARL MEMBER</th>
<th>FUNDING</th>
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<tbody>
<tr>
<td></td>
<td>Doctor-ate Univ</td>
<td>Masters</td>
<td>2-year</td>
</tr>
<tr>
<td></td>
<td>4-year under-grad</td>
<td>2-year CC</td>
<td>CC</td>
</tr>
<tr>
<td>Networking with librarians or other educators</td>
<td>42%</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td>Formal professional development provided by institution</td>
<td>41%</td>
<td>41%</td>
<td>31%</td>
</tr>
<tr>
<td>Professional development from vendors</td>
<td>22%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Training available online (LinkedIn, YouTube, etc.)</td>
<td>27%</td>
<td>29%</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>No training or assistance received</td>
<td>26%</td>
<td>23%</td>
<td>22%</td>
</tr>
</tbody>
</table>

“I feel like we have had tons of administrative, peer, and logistical support.”

“Our administration is very supportive. Everyone is hampered by a lack of concrete information due to the very fluid nature of this situation.”

“We have had great administrative and peer support. What hurts our students is that many had very poor computer skills to begin with and relied on hands-on help from library staff.”

“We are in the process, headed by the library, of starting to use OERs. The administration could really help with this if they understood it better.”

“We have been trying for years to include a widget of the library catalog, discovery services and virtual reference on every online course but our attempts have been unsuccessful.”
Areas of Needed Assistance

Libraries name effective communication with students and faculty as the most needed area of assistance to help shift to online learning (cited by 47 percent of survey respondents)—many write-in responses indicated that some institutions don’t allow direct email communication with students, requiring the library to go through the faculty to relay any information or presence of resources.

Other top areas of needed assistance include improving the user experience on the library website (40 percent) and providing content with unlimited user access models (40 percent). Eleven percent said “none of the above.”

Figure 4. Which of the following do you currently need help with regarding the shift to remote access and online learning? —All Libraries

- Communicating effectively with students and faculty: 47%
- Understanding how to improve user experience for library website: 40%
- Content with unlimited user access models: 40%
- Discovering useful resources/methods that are trending: 36%
- Addition of instructional design roles among library staff (new or increased roles): 33%
- Information, guidance on how to facilitate learning: 33%
- Guidance from administrators: 27%
- Technical assistance with online applications (e.g., Zoom): 21%
- Other: 10%
- None of the above: 11%

n=397

Doctorate institutions are the most likely to need technical assistance with online applications (like Zoom). More than one-half of community colleges need assistance with effective communication.
Table 4. Which of the following do you currently need help with regarding the shift to remote access and online learning? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year under-grad</td>
</tr>
<tr>
<td>Communicating effectively with students and faculty</td>
<td>44% 42%</td>
<td>50%</td>
<td>54%</td>
</tr>
<tr>
<td>Content with unlimited user access models</td>
<td>41% 39%</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>Understanding how to improve user experience for library website</td>
<td>35% 38%</td>
<td>40%</td>
<td>49%</td>
</tr>
<tr>
<td>Discovering useful resources/methods that are trending</td>
<td>34% 37%</td>
<td>36%</td>
<td>44%</td>
</tr>
<tr>
<td>Addition of instructional design roles among library staff (new or increased roles)</td>
<td>34% 38%</td>
<td>36%</td>
<td>37%</td>
</tr>
<tr>
<td>Information, guidance on how to facilitate learning</td>
<td>34% 29%</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>Guidance from administrators</td>
<td>25% 24%</td>
<td>25%</td>
<td>37%</td>
</tr>
<tr>
<td>Technical assistance with online applications (e.g., Zoom)</td>
<td>27% 18%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
<td>7% 9%</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>None of the above</td>
<td>11% 10%</td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>

“As a librarian at my school I don’t have access to Blackboard in the capacity that would be helpful for giving aid to students. I have student access, but since I haven’t taught a formal graded class I can’t create videos, host virtual classes, or upload content that could help students with research and other library services.”

“I wish I could provide better solutions to students who are experiencing difficulty with remote learning. We’ve had issues with students who don’t have access to computers, the Internet, or books they need in the library, and I wish we could return to the physical library so they didn’t have to worry about these barriers.”

“Our library is banned from communicating with students via email. Our only marketing to students/public is through social media.”
Assisting Students

The top two ways that the library has been assisting students with online learning is in helping them conduct research and directing them to the library’s digital tools (both selected by 93%). Providing technical assistance (69%) and licensing additional ebooks and ejournals (68%) are also top ways that libraries are helping students with online learning. Only 39 percent of schools have an instructional librarian embedded in online classes.

Virtually all of community college (97%) and highest-enrollment (99%) libraries are helping students conduct research. Three-fourths of community college libraries are providing general technical assistance to students.
Table 5. How is the library assisting students with online learning? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year undergrad</td>
</tr>
<tr>
<td>Aiding students conducting research</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>Directing students to digital tools available through the library</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Providing technical assistance to students</td>
<td>66%</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td>Licensing additional ebooks and ejournals</td>
<td>72%</td>
<td>63%</td>
<td>70%</td>
</tr>
<tr>
<td>Helping align library content to courses and curriculum</td>
<td>68%</td>
<td>58%</td>
<td>64%</td>
</tr>
<tr>
<td>Offering guidance on copyright/fair use</td>
<td>60%</td>
<td>59%</td>
<td>54%</td>
</tr>
<tr>
<td>Instructional librarian embedded in online classes</td>
<td>46%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
<td>19%</td>
<td>26%</td>
</tr>
<tr>
<td>None of the above</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

“I wish we could provide all students with appropriate laptops and software licenses needed for class work. Teaching professors expect students to have laptops in order to download software, but sometimes a student only has a Chromebook which has limited download capabilities. Surprisingly, even in an online environment, students were requesting access to a printer, which we were not able to provide during the ‘Stay at Home’ orders.”
Assisting Faculty

Making LibGuides is the top way that academic libraries are supporting the faculty (78 percent of respondents said this), followed by providing resources to help with the transition to online learning (73 percent). Helping align the library’s digital resources with course curricula (68 percent) and licensing ebooks and ejournals (67 percent) are also top ways that the library is assisting the faculty.

Figure 6. How are you supporting faculty shifting to online learning? —All Libraries

Making LibGuides: 78%
Providing resources to help with transition to online learning: 73%
Helping to align library’s digital resources to curriculum: 68%
Licensing additional ebooks and ejournals: 67%
Offering guidance on copyright/fair use: 63%
Offering technical assistance: 58%
Developing course reserves: 40%
Participating in virtual departmental meetings: 38%
Creating/maintaining a digital repository: 29%
Other: 12%
None of the above: 2%

n=396

Making LibGuides is the top means of assistance for 80 percent of community college libraries, although it isn’t as popular in the lowest-enrollment institutions (64 percent). Participating in virtual departmental meetings is also especially important for community colleges (52 percent) compared to other academic libraries.
Table 6. How are you supporting faculty shifting to online learning? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Doctor-ate Univ.</td>
<td>79%</td>
<td>64%</td>
<td>83%</td>
</tr>
<tr>
<td>Masters Univ.</td>
<td>77%</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>4-year undergrad.</td>
<td>75%</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td>2-year CC.</td>
<td>80%</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td>Providing resources to help with transition to online</td>
<td>71%</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>Helping to align library’s digital resources to curriculum</td>
<td>69%</td>
<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td>Licensing additional ebooks and ejournals</td>
<td>72%</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>Offering guidance on copyright/fair use</td>
<td>65%</td>
<td>66%</td>
<td>64%</td>
</tr>
<tr>
<td>Offering technical assistance</td>
<td>58%</td>
<td>53%</td>
<td>59%</td>
</tr>
<tr>
<td>Developing course reserves</td>
<td>46%</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td>Participating in virtual departmental meetings</td>
<td>33%</td>
<td>35%</td>
<td>39%</td>
</tr>
<tr>
<td>Creating/maintaining a digital repository</td>
<td>36%</td>
<td>37%</td>
<td>31%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>1%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

“I wish we could be doing more of these activities in a targeted way. The institutional structures preventing that from happening are: no centralized needs assessment on campus nor two-way communication with faculty about their needs so the library doesn’t know what they need except anecdotally, and no communication from the library to all faculty (not allowed by campus admin) so we can’t survey them ourselves.”

“I would like for the library to be more involved in assisting faculty, but our offers to provide support have not been taken. Our library administrator has not been effective at promoting our library, so I am not sure that other departments understand our value. I personally would like to see more librarians embedded in courses, but so far I have only been included in one instructor’s courses. Other librarians on staff have not pursued this, or have not been offered the opportunity. Perhaps they are afraid of extra work, on both sides.”
Of the means of assistance identified in the previous question, the two most critical are helping align the library’s digital resources to course curricula and providing the resources to help with the transition to online learning (both selected by 26 percent of libraries). Licensing additional ebooks and ejournals was the most critical form of library support for 21 percent of respondents.

Figure 7. Which faculty support is most critical at this time? —All Libraries

- Helping to align library’s digital resources to curriculum: 26%
- Providing resources to help with transition to online: 26%
- Licensing additional ebooks and ejournals: 21%
- Offering technical assistance: 7%
- Developing course reserves: 5%
- Making LibGuides: 4%
- Participating in virtual department meetings: 3%
- Offering guidance on copyright/fair use: 2%
- Creating/maintaining a digital repository: 1%
- Other: 4%

n=384

Helping to align library's digital resources to curriculum was the most critical form of support for community colleges (32 percent).
Table 7. Which faculty support is most critical at this time? —Libraries by type of institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year undergrad</td>
</tr>
<tr>
<td>Providing resources to help with transition to online</td>
<td>27%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Helping to align library’s digital resources to curriculum</td>
<td>23%</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>Licensing additional ebooks and ejournals</td>
<td>27%</td>
<td>25%</td>
<td>21%</td>
</tr>
<tr>
<td>Offering technical assistance</td>
<td>7%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Developing course reserves</td>
<td>6%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Making LibGuides</td>
<td>2%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Participating in virtual department meetings</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Offering guidance on copyright/fair use</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Creating/maintaining a digital repository</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>1%</td>
<td>5%</td>
</tr>
</tbody>
</table>

We asked an open-ended question: “What do you wish you could be doing to support students and/or faculty but can’t because of a lack of administrative/peer support or logistical issues?” Top recurring responses included “being embedded in classes or departmental meetings,” being able to communicate directly with students,” and “access to print materials.” And, of course, budget issues, especially now they many libraries have to bolster their digital resources. (For a greater selection of responses, see Appendix B.)

- A quick link to online software without of the layers of authentication. I understand it is necessary for security, but I feel it would be quicker. For example, you can set your Zoom session up with a click of a link and one does not need to know the meeting ID.
- A single flawless master portal for all electronic content.
- Access to all courses in Moodle so I can help add eresource content to Moodle courses. I have to request permission from our LMS admin and often wait quite a while to get it. We have new service, like chat reference, but I can’t add them to our pages because we switched to a new portal in the fall before IT worked out all the kinks with it. I used to be able to add code and scripting, and now I can’t and the person in charge doesn’t know enough about the technical aspects of the new portal to provide quick assistance.
- Access to print collection.
- Ad hoc chat on specific topics.
- Having an embedded librarian in various programs would be great.
- We have a small staff [4 librarians, including Dean; plus 2 support staff] and the library’s and university’s already flat budget took a big hit.
- Although students are currently able to access some of their required textbooks online freely via RedLeaf and VitalSource, this will no longer be the case beginning the summer session. In terms of logistics, how can we make our reserve collection available for students?
- Be more embedded in the development of online assignments or projects.

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• Being able to provide access to print materials needed.
• Being more involved in the online curriculum and teaching.
• Being physically available to them. Interaction is everything. This is not due to lack of administrative support but more of a state mandate.
• Better communication access to students. We have to send announcements to faculty and hope that they are being passed on to students.
• Better integration of library services and resources into the learning management system and into individual courses.
• Better training in creating library tutorials/instruction completely online.
• Centralized messaging about the support we’re offering, and how things are running.
• Communicating directly with students and faculty about the assistance we can provide.
• Continue offering a broad range of resources since students learning online need these resources even more now.
• Coordinated partnership with academic support/tutoring for seamless student experience and support with their assignments. Coordinated partnership with IT to ensure students are getting the technical and digital literacy support they need in this huge shift for them.
• Could have more support staff helping from home but they lack Internet and computers.
• Despite reaching out to departmental heads and faculty, most are not using librarians in their classes. They have assignments that require library services or resources but do not want to include librarians in courses.
• Equitable access to online resources and services for all.
• Faster, easier, cheaper licensing of streaming films. More ebooks with unlimited user access.
• Finances are our primary issue—having to license a wide array of digital resources that we already paid for in print. Secondary is marketing resources our students and faculty have underutilized in the past (chat and online reference, ebooks, etc.).
• Funding for additional online databases that cover the reserve items our students can’t access in print anymore.
• Getting access to our print collections through mailings, curbside pickup, etc.
• Getting faculty to move away from insisting students buy/rent commercial textbooks.
• Getting feedback on where we did well and where we could improve.
• Give access to the building while observing social distancing.
• Have more technical services support as we do not have a TS librarian to manage our LSP and e-resources.
• Having an instructional librarian, who would have an online presence and would have been ready to go. We also do not have a cataloger/tech services librarian right now.
• I have been looking into e-reserve systems but there has been lack of feedback from the other librarians and our dean. They would rather focus on how to resume loaning print materials.
• I think our biggest challenges are related to having enough personnel and time. We have support for our ideas to expand OER outreach, etc. I think we need to think about how to provide ILL to the print collection via Hathi, and how to provide ILL to print for institutions without Hathi access.
• I use Camtasia for my screencast videos but that software is not on our network, so I can only use it from my office PC. Would rather not use limited online tools like Jing.
• I want to do more promotion of services/resources that the library has available.
• I wish I could be doing more synchronous instruction, but this doesn’t tend to be a heavy time for that in an average semester and faculty are just trying to make it through so aren’t seeking out synchronous library instruction.
• I wish I could better support my branch campus students and faculty, but my Dean doesn’t see the benefit and has closed one of the two branches.
• I wish I could provide more access to ebook and eresources. But we don’t have the money available to do so.
• I wish I could provide more of the programing and additional resources students get when in house. They need mental health breaks now more than ever.
• I wish I had the time and expertise to insert database widgets into online classes and I wish we had the staff to embed in multiple classes.
• I wish the library had administrative public support and directives to library services aimed at students and faculty instead of everything being focused on what training they can get through Center for Instructional Innovation.
• I wish there was more integration of library services into the LMS. This has been an obstacle and now is even more so...
• I wish we could provide WiFi hotspots.
• I wish we still had interlibrary loan as an option, but it’s shut down statewide. We don’t have funds to mail materials to everyone; admin needs to focus funds toward refunding student room and board and paying employees.
• I wish we were more prepared on serving our students online. We need to expand our online resources collection; however, due to budget freeze we are unable to do so. We are limited on what databases we can purchase. Thankfully, we are slowly expanding our ebooks and our online video streaming via Kanopy.
• I wish we were part of the flurry of conversations about going online so we could have offered our online instruction services more thoroughly, but we weren’t.
• In the library I am the only professional librarian. Furthermore, the library is open on a limited basis for students needing computer access to complete coursework. Furthermore, my administration is using this time to move forward with the remodel plan for the library so I am tasked with boxing up the collection in anticipation of this process. I have only myself and one other staff member to complete this within the next three weeks. I wish I had at least one if not two other professional librarians that could assist in the process of making LibGuides, creating an embedded librarian program for all online led classes, and assisting with finding appropriate online sources to support online classes.
• It’d be nice to be able to continue offering print books to students or faculty who prefer that format, but, of course, we can’t ship print materials since our library and many others are still closed.
• It’s been harder than I would have liked to start making videos at home that can then be used at work—can’t make videos “at work” when VPNed in because the equipment isn’t there/isn’t on at work.
• Offering more time slots for remote appointments; offering scanning services; establishing e-reserves; reach out more proactively to assess needs. We were already down 2.5 public services staff before the crisis, and now we’re on a hiring freeze—so reaching out to offer more services just isn’t feasible.
• Offering students and faculty more information about resources available through the library for their research needs.
• Our additions of ebooks/ejournals are mostly trials that will end within the next month or two. Our budget for such materials has always been very limited (smaller than peers’) and under the current circumstances will almost certainly stay flat at best and likely decline. It’s going to be very difficult to provide even stable, much less increased, access to virtual resources going forward just because of costs.
• Our students struggle with access to technology (laptops and WiFi) but we weren’t set up to provide those technologies for loan.
• Reformatting website content to focus on finding and using digital resources.
• Remote access to library computers.
• Restore instructional design position/function at university.
• Technology can share content but it is not the same as the student being able to ask questions directly as in the face to face environment. Pushing docs or responding to Q&As to them is helpful but is limited in the engagement factor. Though useful, it lacks the human factor and customer support. Online, it is much slower. Also, students often lack the technical vocabulary to discuss their issues. I would need to hire a FT IT for the library if we were 100% online all the time. There is a tech gap among students that is very real.
• The instructional designers simply don’t actively incorporate the library in planning and training—we are always an add-on rather than a partner.
• The main issue is MONEY; we are seeing unprecedented reductions and cut backs, by necessity, I understand, but that is what holds us back from doing more to support students and faculty.
• Tutoring has become an issue with none of the students able to come on campus. Tutors were not given access to anything including software, or the ability to communicate with those who needed their services.
• We have a heavily used textbook collection that became inaccessible with the move to remote instruction and the close of the library. Publishers making content freely available through VitalSource has been extremely helpful but that ends this term. In the summer and fall, I expect some of the physical collection will still be inaccessible and the question becomes how the library can support students and faculty with etexts/OERs.
• We have very good support. I am an Instructional Design Librarian hired specifically several years ago as part of a Multimodal/Online Learning Support Office.
• We need a more robust remote phone system. Our current one is clunky and won’t allow more than one person at a time to staff the phone. It also doesn't allow transfers to other staff or librarians.
• Would like to make more short online tutorials, but don’t have enough specialized equipment.
• Would love to be an embedded librarian—that sounds fun and more useful to teacher and students. Not sure if that is a possibility without school, but I think so?
Adopting/Expanding Online Learning

Evolution of Library Services

As we have seen, academic libraries were generally prepared for the transition to online learning even if other parts of higher ed institutions were not. Naturally, this kind of a transition is not a “set it and forget it” phenomenon; some things will work better than others, and tweaks—or even major changes—will inevitably be necessary. So how have libraries evolved as the transition has taken place?

As face-to-face interaction has become impossible, the vast majority—87 percent—have found greater use of online chat or video conferencing. Libraries have also been maintaining or even increasing their hours of operation even if they are physically closed (42 percent). This likely means librarians spending more time at work at home (some of the write-in comments above indicated that many librarians were prohibited from physically going into the library). About one-third (35 percent) of libraries eased restrictions on access to content, and 28 percent started or increased distribution of physical equipment to students—although, as commenters remarked in the previous write-in question, many would have liked to have done this but were not able.

Figure 8. How has the library evolved its approach to online learning since this crisis began? —All Libraries

- Greater use of online chat or video conferencing as a substitute for face-to-face interaction: 87%
- Maintained or increased hours of availability even through physical closing: 42%
- Eased restrictions on access to content: 35%
- Started or increased distribution of physical tech equipment to students: 28%
- Maintained access to physical materials via contactless pickup: 22%
- Investigated more LMS integration: 21%
- Other: 10%

n=382
Community colleges (52 percent) were the most likely to maintain or increase their hours of availability. Doctorate universities (40 percent) were the most likely to ease restrictions on access to content. Public institutions were more than twice as likely (36 percent vs. 15 percent) to start or increase distribution of physical equipment to students.

Table 8. How has the library evolved its approach to online learning since this crisis began? —Libraries by type of institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year</td>
</tr>
<tr>
<td>Greater use of online chat or video conferencing as a substitute for face-to-face interaction</td>
<td>88%</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>Maintained or increased hours of availability even through physical closing</td>
<td>40%</td>
<td>42%</td>
<td>36%</td>
</tr>
<tr>
<td>Eased restrictions on access to content</td>
<td>40%</td>
<td>34%</td>
<td>36%</td>
</tr>
<tr>
<td>Started or increased distribution of physical tech equipment to students</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Maintained access to physical materials via contactless pickup</td>
<td>20%</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>Investigated more LMS integration</td>
<td>15%</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>

“As always, help with whatever you can, even if it doesn’t fall within normal library services or your job description (I’ve done a lot of Microsoft Teams troubleshooting with faculty because I was already familiar with the platform).”

“Our transition to online learning was so rapid that the library could not have provided in-depth assistance and faculty did not have time to consult the library for help. Moving forward, our library liaisons can proactively inform their faculty what services we could provide during the bi-annual contact attempts.”

“I don’t think the library is the best resource for transitioning to online and remote learning. We aren’t the solution to every problem.”

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Most Effective Online Services

We asked an open-ended question about which online services have proven to be the most effective, and the chart below identifies the most common responses. Chat is by far the most effective online service, written in by 39 percent of our respondents. Email communication and Zoom meetings were the second most effective (22 percent), and virtual reference in general or video conferencing was written in by 12 percent of our respondents.

Figure 9. What online services/approaches are working best? —All Libraries

The table below collects all of the responses to this question.
### Table 9. What online services/approaches are working best? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctor-ate Univ.</td>
<td>Masters Univ.</td>
<td>4-year undergrad</td>
</tr>
<tr>
<td>Chat</td>
<td>39%</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Zoom meetings</td>
<td>25%</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>Email communication/reference</td>
<td>15%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Virtual reference in general/video conferencing</td>
<td>17%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Online library classes/Recorded instruction sessions</td>
<td>10%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>LibGuides</td>
<td>7%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Reaching out to faculty</td>
<td>10%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Increased purchasing of digital materials/required texts</td>
<td>12%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Phone</td>
<td>0%</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>LMS discovery services (e.g., Canvas, Blackboard, etc.)</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Online research/reference appointments</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>ILL (Inter Library Loan)</td>
<td>6%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Increased access to free resources from vendors</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Databases</td>
<td>2%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Ebooks/e-journals</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Embedded librarians in courses</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Updated website/Catalog pointing to digital materials</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Social Media (e.g., Facebook messenger)</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Google Meets/Hangouts</td>
<td>2%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Extended library hours/chat hours</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Questionpoint</td>
<td>1%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Increased course reserves</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Laptop lending</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Increased use of streaming video</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>14%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Barriers to Online Learning

As would be expected, the biggest barrier to online learning is funding, selected by 53 percent of libraries. Funding impacts the amount of staff the library has available to assist students and faculty, the extent to which it can expand its digital resources, and if it can provide certain technologies at all. The second biggest barrier to online learning has been faculty readiness, selected by 51 percent of respondents. A somewhat distant third barrier is a tie between inadequate infrastructure and lack of time, both selected by 35 percent of respondents.

Figure 10. What are the biggest barriers to providing ongoing remote access and online learning? —All Libraries

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>53%</td>
</tr>
<tr>
<td>Faculty readiness</td>
<td>51%</td>
</tr>
<tr>
<td>Inadequate infrastructure/systems</td>
<td>35%</td>
</tr>
<tr>
<td>Lack of time</td>
<td>35%</td>
</tr>
<tr>
<td>Limited tech experience</td>
<td>31%</td>
</tr>
<tr>
<td>Library readiness</td>
<td>18%</td>
</tr>
<tr>
<td>Lack of institutional flexibility</td>
<td>16%</td>
</tr>
<tr>
<td>Protection of author rights</td>
<td>12%</td>
</tr>
<tr>
<td>Lack of school support</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
</tr>
</tbody>
</table>

Funding as a barrier becomes less of an issue as both academic level and enrollment increase, and, surprisingly, funding was more of a challenge of private institutions than public ones.
Table 10. What are the biggest barriers to providing ongoing remote access and online learning? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year under grad</td>
</tr>
<tr>
<td>Funding</td>
<td>52%</td>
<td>60%</td>
<td>53%</td>
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<tr>
<td>Faculty readiness</td>
<td>48%</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td>Inadequate infrastructure/systems</td>
<td>35%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Lack of time</td>
<td>40%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Limited tech experience</td>
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<td>35%</td>
</tr>
<tr>
<td>Library readiness</td>
<td>18%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Lack of institutional flexibility</td>
<td>15%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Protection of author rights</td>
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<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Lack of school support</td>
<td>10%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
<td>11%</td>
<td>15%</td>
</tr>
</tbody>
</table>

“I don’t think we have a strong connection, but we are the only department that stepped up to train faculty to use instructional technology. The campus techies merely said just use Blackboard or Google Hangouts. The library has a, formerly underutilized, instructional technologist. He and the library director walked the largely unprepared and luddite faculty members through the second half of the semester.”

“Our college is small, but the library department is viewed by faculty as a go-to resource because the two faculty librarians have spent years building relationships and partnerships with faculty, both individually and by department. We are leaders in tech, PD, on every committee, constantly sharing out on the services we provide, and we sent out an email to faculty during the transition reminding them that as they move their on ground courses online, we’re ready to be built into their courses or craft library supports personalized for their courses. Be visible, be everywhere, be vigilant about promoting library services and benefits to students.”
The Library as an Online Learning Resource

The library appears to have been a somewhat underutilized resource in the shift to online learning: only one-fourth (26 percent) of respondents said that “most” or “many” faculty members or departments approached the library as a “go-to” resource. Four out of ten (41 percent) said “some” faculty or departments approached the library, and one-third said “few” did. Still, it does bear mentioning that this isn’t the role of the library in some institutions, which may have dedicated “distance learning” or IT departments that are the official go-to resource for online learning.

Figure 11. In your institution, how many faculty/departments have approached the library as a go-to source to help with the transition to remote access and online learning? —All Libraries

Faculty or departments at masters universities and community colleges were the least likely to have approached the library as a go-to-resource.

Table 11. In your institution, how many faculty/departments have approached the library as a go-to source to help with the transition to remote access and online learning? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year und</td>
</tr>
<tr>
<td>Most faculty/departments</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Many faculty/departments</td>
<td>22%</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>Some faculty/departments</td>
<td>41%</td>
<td>42%</td>
<td>40%</td>
</tr>
<tr>
<td>Few faculty/departments</td>
<td>28%</td>
<td>36%</td>
<td>31%</td>
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</tbody>
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Establishing a Library–Faculty Connection

As a follow-up to the previous question, we asked an open-ended question: “What strategies and tactics would you recommend to other libraries trying to establish a strong connection with their faculty?” Here is a selection; for a larger set of responses, see Appendix B. Recurring comments included “attend department meetings,” “reach out to faculty,” “be proactive,” and “constant communication.”

- A strong liaison program and the close relationship with the Center for Teaching and Learning.
- Added communications, flexibility.
- After receiving multiple requests for similar services, we sent out an email to all faculty to provide information on library readiness during COVID which included virtual services and resources, while encouraging them to continue to submit requests for purchase as needed.
- As soon as it was announced that courses would be going online, I immediately reached out to the faculty and offered my library assistance with anything.
- Attend department meetings. Go visit faculty in their offices. Develop the working relationship ahead of time because if you wait till disaster hits everyone will be too busy to listen to you.
- Be proactive with your assistance. Make videos for faculty to post on their sites, before they even ask. The videos can be on generic topics that you know they would want/need their students to know.
- Build relationships through ongoing communication, participation in faculty events and committees.
- Communicate often, ask them for their opinions on holdings, be aligned with faculty development efforts.
- Demonstrating value of library services in this moment to university administration (Provost, etc.) can help make the library a focal point when university admin promotes tools and resources to faculty making the transition to online. That, and investment in an experienced PR person for the library who can share stories of what the library can do via campus networks
- Don’t wait for them to ask you; offer your help; give them something they want or need; find a new teacher to work with (or a seasoned one) who will be your champion and recommend you to other teachers.
- Dynamic FAQ about closure and resources. Single message about closure and resources.
- Enroll a dummy entity in each course to assist faculty (on a real-time basis).
- Have strong connections in place already... I’ve been in contact with my departments for a decade and they trust me and read my short, clear emails and regularly respond when applicable. I’ve continued my approach, with very short, single-point emails, once every few days, and it has been well received.
- Have the library involved from the very beginning of online course development or transition to online.
- If strong connections to faculty weren’t already in place it will be tough—I’d probably recommend working one-to-one, hoping that will spread the word.
- Mainly letting them know all options available to them, both technological and non-technological. Though many faculty and staff were happy about most technological solutions, most were also happy to know that other services were available, even though on a non contact basis.
- Make it personal. Send a message directly to a professor rather than to the faculty as a whole. Add a line or two of personal information. We are all getting so many emails offering special services at this time that many are being overlooked when they are sent to general groups. (As I’ve been told by our faculty.)
- Make sure to check in with faculty at least once a week to see if there is anything they need. Keep communication open.
- Offer them really specific help. I.e., if they had a book on reserve we could offer to look for/buy an ebook. Just reaching out feels useless.
- Offering support; providing reminders of our already robust online services and collections.
- Our instructional designers and Blackboard support teams are already part of the library. We have also been working with faculty already on open/affordable textbook options and designing course readings.
• Our liaison program is quite proactive and aggressive. We have demonstrated our value repeatedly over the last few years to where the faculty consider us one of the first resource experts they need to contact in their research.
• Our library is embedded within the school that we serve which makes our connection to faculty quite strong.
• Our subject liaison librarians are our life-lines to faculty. We coordinated a unified strategy of what to communicate and how, and then we each reached out to the faculty in our area to share details about what we were offering and how we could help.
• Prepare LibGuides and send faculty links to them; do not send out lots of emails re new resources; single focused emails from the Dean (or director) are best.
• Sending direct emails from librarian liaisons to faculty as a way to build on existing relationships. We draft these emails collectively to cover key points and each liaison personalizes for their departments/schools.
• Sending periodic emails to all faculty with reminders about how librarians are willing to help (email availability, Zoom meetings, Ask a Librarian chat) and links to our online resources available off-campus 24/7.
• To reach out to other departments who are not as engaged with the library. Our school is an Art School and not many of our curricula are research-based. We do our best to provide online resources for students. We have an Instruction Librarian who teaches information literacy classes but not all departments are required to attend. Most of our student population lacks information literacy skills.
• We obtained a list of textbooks for classes and took the time to see if these could be purchased in unlimited user models.
• We partnered early with our teaching and learning center who led the charge on campus. We were recognized early on as a source of assistance for content, copyright knowledge, Canvas expertise, effective online strategy, etc.
• Working with departments through targeted instruction! The library has worked for the past five years to get most of the English composition classes instruction in research methods and that has helped to connect with them during this time.
• You need to already have a good librarian/faculty liaison program in place; that credibility can’t be ginned up overnight. However, the best thing after that is, be very discipline specific in messaging and workshops. The historians are very different from the chemists.

To follow up on that question, we asked another open-ended question: “In your opinion, what does the library need to do to become a valued, go-to source for faculty?” For a larger selection of comments, see Appendix B. Here is a selection; for a larger set of responses, see Appendix B. Recurring comments included “advertise and promote our services,” “additional resources and funding,” “inclusion in meetings with faculty,” “better communication,” and “more funding/staff.” Another common comment was “we have another department that is responsible for that.”

• “Sell” ourselves as valuable professionals who can develop relationships with students that ultimately result in greater student success. Some of our faculty had no idea what it means to embed a librarian in a course.
• A better working relationship with our tech team. We seem to work apart, or at odds, too much. I think together (with a better working relationship) we could work stronger and better.
• A lot of faculty already work with the library and are familiar with our online resources so not that many of them needed us to help them transition. We also have a fabulous Center for Teaching and Learning that faculty can go to for support.
• Additional resources, staffing, and funding.
• At our institution, there is a department named Instructional Design and Online Learning (IDOL). They were already designated as our go-to source for remote access and online learning, even before the
pandemic. We would have to reorganize the college, or somehow supplant IDOL to become the go-to source.

- Be included in meetings with faculty.
- Be more present in classrooms. We are a small school and with a low faculty to student ratio, our faculty may be better able that some to provide the one-on-one help students need, without calling on the library.
- Better curricular integration; expanded technical options
- Bone up on instructional design and course building and become more involved in the process of designing and delivering courses.
- Both ITS and the Libraries have been lauded for their support by both senior administration and faculty. But only about half the faculty across many different departments needed access to library resources.
- Change false perceptions.
- Contact individual departments with info about library assistance/services. A mass email was sent that did generate some response from faculty—asking for our help.
- Continue to be proactive in reaching out to faculty. So many faculty are still getting grounded in this new teaching experience and constructive conversations with library faculty and staff about what they are their students need hasn't been a top priority for them.
- Demonstrate value by improving students’ and professors’ experiences with the use of learning resources and library services.
- Find ways to offer discipline-specific to online instructors in a way that makes our resources irresistible for them to add to their online classes.
- Formal statement from university leadership.
- Have better access to campus-wide information-sharing (e. g., broadcast emails) so we can get the word out.
- Have sufficient staff, with sufficient skills to provide the support. We are too small, too limited to make a seamless pivot
- Honestly, I am not sure what more we can do. I think the faculty was so overwhelmed in transitioning their instruction and then preparing for finals that the library is not high on their list. The librarians continue to contact their faculty as liaisons with new resources and helpful information and have offered to provide additional library instruction. We are also active on social media sharing our resources as well.
- I believe that most faculty and the majority of the campus don’t really know what librarians do behind the scenes or what we’re capable of doing. In the public eye they see us sitting behind a desk or think we read all day. Maybe have faculty participate in a library orientation on what the library can offer you.
- We have tried all the traditional ways...marketing, library liaison services, social media, presenting at departmental meetings. Only “word of mouth” seems to work but there is often large faculty turnover so it’s hard trying to maintain our progress.
- I think that we are being utilized well, I just think that professors are overwhelmed right now that even reaching out and asking for help would be one more thing to do in a very stressful semester. The best thing that we can do is responding efficiently and positively to the requests that we get, word will spread amongst faculty... We have had quite a few positive comments about the library in campus wide meetings.
- IT Services licenses Zoom and other institution-wide software used for remote instruction and provides tech and online pedagogical support. The library is familiar and well-versed in tech and pedagogical support but most faculty seem to look to each other or to IT Services for guidance, rather than the library.
- It was difficult to conduct aggressive outreach activities as faculty were so overwhelmed by just the technical aspects of the transition online. In the fall, we need to reach faculty to let them know of our online resources especially our streaming videos.
- Need to reach them somehow, though often there is a lack of interest on their part. Few are proactive in advising us what resources they would like/need. We are not faculty, so there is a roadblock in access to dealing with them. Truth is, many of our resources may be suiting them fine without librarian interaction.
- Solve someone’s problem, then we are go-to.
• Solving specific problems/issues as they arise for the faculty member; and then teaming up as necessary to get ahead of the curve for the next iteration of this.
• The library as the heart of the academic community seems to have been marginalized in recent years by administration, which has fragmented departments and divisions, and the lack of respect for the library’s role in scholarship has eeked down to the faculty. Not all, but some. We are currently without a President, but COVID has put a search for a new one on hold. I am hoping a new administrative team will be on board that you cannot function without a library.
• The library doesn’t need to do anything. The faculty need to change their attitude and remember that we are here.
• There are a lot of political issues at play, including the past relationship between the library and the faculty. We haven’t had particularly good communication in the past, so the faculty do not have a very clear idea of what the library does. We could be much more helpful to them, but we are often ignored when we reach out, so many liaisons just wait for faculty to come to them, which they don’t. We need a public relations campaign within the university aimed at the faculty and administration. If they knew what we could do and what we could offer, they might be more likely to take advantage of it.
• We already have a separate instructional technology team that has been doing most of the transition work. Greater emphasis/communication from the administration that we are available and able to help would extend our reach and faculty awareness.
• We are not the go-to source because there are others in the university that are seen as the main resource to use for online learning and online classroom engagement. We were actually left out of the team that helped the university get faculty up and running for online learning.
• We are there already and have been for years. What they are shifting to online now has nothing to do with libraries, it is there daily lectures and labs. If they needed library resources or librarians embedded in courses, we were already there.
• We have a separate office on campus that is specifically charged with doing online learning support, so we can’t really interfere.
• We have an extensive IT department that did a wonderful job in helping new or on ground faculty with tech challenges. It actually went fairly smoothly because of our IT that offered multiple trainings for faculty and staff. The librarians at my campus are a valued and go-to source for our faculty, before and now.
• We need to change our campus’ perceptions of what a library can be. Most people think of us as the place to get the stuff, but not to help them transition their classes online.
• We need to continue to partner with the campus initiatives that faculty do use. We currently have a librarian who participates in twice-weekly open “office hours” with our teaching and learning institute. We also need to continue to be visible to faculty through committee work, faculty senate, etc.
• We’d need to take over IT and the course design department, which isn’t going to happen. The people we have in those other non-library departments are doing a good job of supporting faculty and we’d be duplicating their services.
• We’re already doing what we need to do, and many departments usually approach us. The change to online happened so quickly that I think it’s all they can do to get through the semester. If the pandemic continues, we’ll see more departments contacting us for help.
• We’re not the right department for that. We have an online learning department at our institution. We always partner with that department closely.
• I don’t assume we need to be this. We are well-supported with colleagues in Ed Tech & the Center for Teaching & Learning. Our expertise around scholarly research materials is sort of lower on the hierarchy of emergency conversion to online with only a few weeks left in the semester. I think our expertise and services will be more valuable as we head into fall and have more time to rethink what materials are needed to teach. And as we eventually think about restarting research again.
Short- and Long-Term Impacts on Academic Institutions and Libraries

The COVID-19 crisis will have both short-term and long-term effects on just about every aspect of society and culture, and academic institutions and libraries will also see some major and minor changes in the months and even years ahead. This section looks at some of the potential impacts.

Impact on Library Resource Purchase Decisions

One area that will definitely be affected is library resource purchase decisions. In this section we explore how decision-making criteria will change in importance.

Importance of Individual Criteria

As this survey has shown, one of the biggest challenges for libraries was making online resources widely available. As a result, the one criterion that far and away will become more important according to our survey is an unlimited simultaneous user model for ebooks and other e-resources—75 percent of libraries said this was going to become more important. This was a perennial problem in the 10+ years Library Journal conducted ebook surveys of academic libraries, and with more online competition for the same resources—and most likely limited funding for expanding electronic collections, the single-user model becomes less viable. Six out of ten (59 percent) said a “print-to-digital shift” for collections will also become more important. As we saw elsewhere in this survey, the abrupt inability to provide print-based resources to students was a major challenge, and not nearly all of those materials had been converted to or purchased in digital form. More than one-half (53 percent) also feel that aligning content to courses/curricula, user interface experiences, persistent URLs for sharing in LibGuides and elsewhere, and cost will become more important. Very few criteria are seen as becoming as less important.
Figure 12. How do you predict an increased focus on remote access and online learning will impact the importance of the decision making criteria below when renewing/purchasing library resources? —All Libraries

The table below breaks all these criteria down by institution type, enrollment, and ARL membership.

Table 12. How do you predict an increased focus on remote access and online learning will impact the importance of the decision making criteria below when renewing/purchasing library resources? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
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<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
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<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year undergrad</td>
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<tr>
<td>Unlimited simultaneous user models</td>
<td>76%</td>
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<td>74%</td>
</tr>
<tr>
<td>More important</td>
<td>22%</td>
<td>3%</td>
<td>4%</td>
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<td>27%</td>
<td>35%</td>
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<tr>
<td>Less important</td>
<td>2%</td>
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<td>Ease of LTI/LMS integration</td>
<td>42%</td>
<td>44%</td>
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<td>User experience of product interface</td>
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<table>
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<tr>
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**Academic Library COVID-19 Response Survey 2020**

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<th>Alignment of content to courses/curriculum</th>
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<tr>
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<tr>
<td>51%</td>
</tr>
<tr>
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<td>48%</td>
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</tbody>
</table>

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<tr>
<th>Sponsored by</th>
<th>GALE</th>
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</thead>
</table>
### Most Important Criteria

For this question, we asked respondents to rank their top three most important decision-making criteria. We then scaled the answers so that a ranking of 1 received 3 points, a ranking of 2 received 2 points, and a ranking of 3 received 1 point. The chart and table below provide the cumulative scores. Price or cost per use, alignment of content to courses/curriculum, faculty demand/requests, and unlimited simultaneous user models stand out as the top-scoring criteria.

**Figure 13. Which would you rank as the top three most important decision making criteria going forward, when renewing/purchasing library resources? CUMULATIVE SCORES — All Libraries**

- Price or cost per use: 396
- Alignment of content to courses/curriculum: 322
- Faculty demand/requests: 293
- Unlimited simultaneous user models: 257
- Depth and breadth of content: 113
- User experience of product interface: 109
- Supports a print-to-digital shift for our collection: 95
- Student-driven requests: 88
- Persistent URLs for sharing in LibGuides: 78
- Compliance with most current web: 70
- Ease of LTI/LMS integration: 66
- Cross-searchable within library discovery: 40
- User workflow tools like highlight, annotate: 10
- Product awards, reviews, and peer: 6

\[n=343\]
Table 13. Which would you rank as the top three most important decision making criteria going forward, when renewing/purchasing library resources? CUMULATIVE SCORES —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year undergrad</td>
<td>2-year CC</td>
</tr>
<tr>
<td>180</td>
<td>133</td>
<td>117</td>
<td>68</td>
</tr>
<tr>
<td>Alignment of content to courses/curriculum</td>
<td>127</td>
<td>71</td>
<td>103</td>
</tr>
<tr>
<td>Faculty demand/requests</td>
<td>135</td>
<td>77</td>
<td>90</td>
</tr>
<tr>
<td>Unlimited simultaneous user models</td>
<td>125</td>
<td>67</td>
<td>57</td>
</tr>
<tr>
<td>Depth and breadth of content</td>
<td>47</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>User experience of product interface</td>
<td>41</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>Supports a print-to-digital shift for our collection</td>
<td>46</td>
<td>27</td>
<td>21</td>
</tr>
<tr>
<td>Student-driven requests</td>
<td>44</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Persistent URLs for sharing in LibGuides, syllabi, learning management systems</td>
<td>28</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>Compliance with most current web accessibility standards</td>
<td>25</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Ease of LTI/LMS integration</td>
<td>20</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Cross-searchable within library discovery service</td>
<td>14</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>User workflow tools like highlight, annotate, download, save, cite, etc.</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Product awards, reviews, and peer testimonials</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

“I expect vendors to take advantage of the increase in need for online resources by monetizing and improving their online products. What I wish would happen would that this would be the moment when OER projects are funded and pushed as a solution both for accessibility and affordability.”
Impact on Summer/Fall Courses

What is the projection for summer and fall courses? Will they be delayed or held on schedule and, if so, will they be in-person or will there be a continued reliance on online learning?

Impact on Timing

Three-fourths of academic libraries expect no change in the timing of summer courses; likely institutions and students were too far along in their planning to delay or cancel them. There is much more ambivalence about the fall classes—37 percent don’t know if they will be held as scheduled or delayed. Very few libraries expect either summer or fall classes to be cancelled completely.\(^3\)

Figure 14. How do you think the pandemic will impact the timing of your institution’s summer/fall courses? —All Libraries

Masters and doctorate universities are the most certain that there will be no change to the timing of summer and fall classes, although they are a little more uncertain about fall classes.

\(^3\) There are other tweaks to the Fall 2020 that institutions are making; such as starting earlier than usual and compressing different portions of the academic year so that students don’t have to come back to campus between Thanksgiving and Christmas.
Table 14. How do you think the pandemic will impact the timing of your institution’s summer/fall courses? — Libraries by type of institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctor-ate Univ</td>
<td>Masters Univ</td>
<td>4-year undergrad</td>
</tr>
<tr>
<td>Summer Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>77%</td>
<td>78%</td>
<td>63%</td>
</tr>
<tr>
<td>Delayed start</td>
<td>7%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Cancelled</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Don’t know or N/A</td>
<td>12%</td>
<td>9%</td>
<td>22%</td>
</tr>
<tr>
<td>Fall Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td>59%</td>
<td>58%</td>
<td>55%</td>
</tr>
<tr>
<td>Delayed start</td>
<td>6%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Cancelled</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Don’t know or N/A</td>
<td>36%</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

“I envision more hybrid classes with in-person and online components. I hope that this leads to internet access being considered more of a utility and less of a luxury. I would like to see more unlimited user e-resources.”

“I suspect that after it’s over, there will be a desire to return to on-campus learning—so many students are concerned about missing out on the college experience, which is so much more than just classes.”
Impact on Instruction Environment

Online learning for summer classes appears to be a fait accompli; 71 percent of respondents expect a wholesale shift to online learning for the summer, with only five percent anticipating a mix of in-person and online classes and no one expecting any in-person classes. As with timing, the fall is far more uncertain; 40 percent don’t know, although 49 percent expect a mix of in-person and online classes. Only six percent expect normal in-person classes come the fall.

Figure 15. How do you think the pandemic will impact the instruction environment of your institution’s summer/fall courses? —All Libraries

n=358 (Summer)/356 (Fall)

At the time of our survey, 14 percent of undergraduate institutions had been uncertain about whether summer courses will be online, in-person, or a mix, although 55 percent of them are expecting fall classes to be a mix.
Table 15. How do you think the pandemic will impact the instruction environment of your institution’s summer/fall courses? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year under-grad</td>
</tr>
<tr>
<td>Summer Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No impact: Regular, in-person classes</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>No impact: Online only classes</td>
<td>14%</td>
<td>19%</td>
<td>12%</td>
</tr>
<tr>
<td>Shift to online only classes</td>
<td>75%</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>Shift to a mix of online and in-person classes</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Don’t know or N/A</td>
<td>6%</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Fall Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No impact: Regular, in-person classes</td>
<td>6%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>No impact: Online only classes</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Shift to online only classes</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Shift to a mix of online and in-person classes</td>
<td>49%</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>Don’t know or N/A</td>
<td>42%</td>
<td>39%</td>
<td>38%</td>
</tr>
</tbody>
</table>

“Our economy has collapsed, and as a result, higher education is going to take a huge hit. I predict that some institutions will shut down.”
Potential Impact on Fall Enrollment

Another potential impact of the COVID-19 crisis is on enrollment. More than two-thirds (68 percent) expect a lower overall enrollment in the fall, 46 percent expect fewer international students, and 30 percent expect more online enrollment. Only five percent expect higher enrollment and two percent expect there will be no impact on enrollment.

Figure 16. How do you expect the COVID-19 crisis will affect enrollment in the fall? —All Libraries

- Lower overall enrollment: 68%
- Fewer international students: 46%
- More online-only enrollment: 30%
- Higher overall enrollment: 5%
- No impact (write-in): 2%
- Other: 5%
- Don’t know: 15%

n=373

Four-year undergraduate and the lowest-enrollment institutions are most likely to expect fall enrollment to be down. Community colleges are far and away expecting more online enrollment.

---

4 The impact on enrollment may not be completely due to the health and safety aspects of the coronavirus, but also due to any economic fallout, which may make higher education less affordable for many families.
Table 16. How do you expect the COVID-19 crisis will affect enrollment in the fall? —Libraries by type of institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters</td>
<td>4-year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>undergrad</td>
<td>2-year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC</td>
<td>&lt;2.5K</td>
</tr>
<tr>
<td>Lower overall enrollment</td>
<td>67%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Fewer international students</td>
<td>55%</td>
<td>49%</td>
<td>53%</td>
</tr>
<tr>
<td>More online-only enrollment</td>
<td>29%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Higher overall enrollment</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>No impact (write-in)</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>16%</td>
<td>12%</td>
<td>13%</td>
</tr>
</tbody>
</table>

“For us: I expect we will lose some of the most vulnerable student population in terms of technology experience and simple ability to purchase or use technology; you can’t take online classes from home if you have rudimentary computer skills, cannot afford a computer, and can’t get decent internet access in your rural area. Larger trends—loss of interpersonal relationships that support students and help teachers know when students are struggling; I think the academically weaker students will falter and fail, and we will see fewer students enrolling in higher education.”

“Our students are telling us that they want to come back—they really enjoy the physical campus. And many are saying that they miss the library and library staff. I believe that this will continue.”

“There will be much more remote learning in the short term. Fear of going off to college will be a problem for a time. I think people will want to return to face to face interaction for education. The college experience will continue to be a rite of passage. However, some aspects of online learning will be acceptable much more widely.”

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Future/Permanent Impacts on Online Learning

So is all this permanent? Is online learning going to be the “new normal”? The majority—86 percent—expect their institutions to retain an online learning component even when in-person classes start again; 40 percent say “definitely” and 48 percent say “probably.” While 10 percent are unsure, only four percent say “probably not.” No one (0%) said “definitely not.” 5

Figure 17. Do you anticipate your institution/faculty will retain an online learning component to courses when in-person classes start again? —All Libraries

![Pie chart showing percentages of definite, probably, unsure, and probably not responses]

n=358

Four-year undergraduate colleges are the least sanguine about online learning being the future of higher education, although not by much (8% said “probably not” and 14% were unsure). Community colleges are the most certain that online learning is the future.

Table 17. Do you anticipate your institution/faculty will retain an online learning component to courses when in-person classes start again? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
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<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year undergrad</td>
</tr>
<tr>
<td>Definitely</td>
<td>39%</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>Probably</td>
<td>48%</td>
<td>46%</td>
<td>40%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3%</td>
<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>Probably not</td>
<td>5%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Definitely not</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

5 An online or distance learning component has been growing among many academic institutions for the past decade or more, although the current situation has decidedly accelerated the prevailing trend.
General Educational Trends and Impacts

Finally, we asked a more general forward thinking open-ended question: “What are some of the larger education trends and impacts you expect as a result of the COVID-19 shutdown?” This section displays a selection; for a greater set of responses, see Appendix B. The most common response was “closing down of many colleges.” Other responses included: “higher focus on online learning,” “lower enrollment,” “more students taking gap years,” “shift to etextbooks/OERs,” and “budget cuts.”

- 1. Anticipate that many small private colleges and many branches of larger university libraries may be closed. 2. Students taking gap years or having to enter the workplace to help replace economic impact on families. 3. Tuition may go up, considering colleges had to reimburse housing/ etc. 4. Higher focus on online learning and products.
- A flattening or lessening of college enrollment. More closures among smaller or less-prestigious colleges and universities. An increase in online or hybrid courses within selective colleges and highly ranked public institutions. More faculty teaching remotely across different types of institutions.
- A higher percentage of students will be from high-income families.
- A lot of small specialty schools and SLACs will close. More competition for students, lowered admissions standards coupled with reduced services for students will lead to even lower levels of student success. It will never be the same.
- Academic departments will probably select etextbooks.
- Acceleration of challenges already faced by small and medium sized colleges and universities; a greater reliance on online educational models.
- Agile emergency responses will be required best practices; zero in on ways to become less tuition-dependent faster; like scientists should be driving the COVID-19 conversation, Instructional Designers should be driving online learning whenever possible!
- Better solutions to resource sharing of electronic books; more dependence on resource sharing in general; planning ahead for sudden closures.
- Bricks and mortar universities will be struggling and will have to enact budget cuts, layoffs, discontinue some programs, etc. Online education will get a huge boost and future on-campus courses will be a hybrid (e.g., utilizing more of the teaching technology through LMS, etc.) or possibly include offerings of online-only sections. Library websites will need re-examining and retooling to better serve users. Focus on increasing integration with systems (library catalogs that can search across all subscriptions, as well as better integration with LMS).
- Budget cuts and enrollment declines.
- Continued increase in online education; increase in enticements to students to attend a specific university (e.g. special offers to get students to commit to a specific institution); lower international student enrollment; year break between high school and college.
- Creative delivery of student and faculty resources. A reduced interest in higher education, which will result in additional budgetary issues.
- Enrollment drop, possible layoffs/furloughs similar to what was seen during the Great Recession, hiring freeze resulting in staffing shortages—resulting in increased workload.
- Even greater move away from physical resources; possible more acceptance of OER/OA materials and production.
- Fewer students going to college in the traditional fashion. More online courses regardless of pandemic. reduced budgets.
- Flat budgets, some colleges permanently closing, spending on outside programming reduced or eliminated, travel funding eliminated, national searches for open positions switched to internal only, hiring freezes, staff furloughs, lower student enrollment, no raises for remaining staff, fundraising for building projects halted and switched to student oriented fundraising.
• Focus on DRM-free ebooks rather than other types.
• Greater adoption of hybrid learning modalities (online and in person). Greater use of Zoom-like conferencing. Decreased enrollment (initially).
• Greater appreciation of what the library is already doing in the online realm.
• Greater shift toward OER, more modular teaching with less emphasis on semester long instruction.
• Greater use of asynchronous learning. Real financial difficulties for some institutions, possibly including some closing forever, lower enrollment overall, but especially for in-person classes as families struggle financially.
• Higher unemployment often leads to higher enrollment.
• Hopefully to disprove the notion that online learning is not as valid or as worthy of the investment as face-to-face learning.
• Hoping for people knowing more about the library’s existence.
• How do we maintain social distance in a synchronous environment and/or in libraries?
• I expect many colleges and universities to fold. I expect all others to have major budget cuts including employee furloughs, layouts, and pay cuts.
• I expect we’ll see some kind of transformation to K-12 education as more online learning is here to stay. I expect this will have widespread, controversial, and long-term impacts to the structure K-12 education. I expect to see more educators in K-12 and higher ed working remotely and providing virtual services. I expect to see higher ed becoming less expensive (tuition and textbooks as a result of OER) and more competitive as some colleges close down completely and students have greater choice than every to attend college virtually. I expect we’ll have increased discussions about the pros and cons of online learning vs. traditional, on campus experiences, and beyond the learning: we’ll discuss the impact to student life and college experience when they opt for 100% online experience.
• I hope administrators will be more open to include the library in all distance learning initiatives and also help librarians to develop new strategies and skills related to this modality.
• I hope information literacy will increase in importance. Growth of online and especially hybrid courses as more the norm than the exception.
• I mean, how many schools are going to close in the next three years as the calculus for most students trends more towards “online-only college is not worth dying in debt peonage, and the potential to literally die from COVID-19 (plus that debt peonage, too) is not worth attending schools with in-person operations”? And this is just in advance of the enrollment cliff in 2025. It’s hard to imagine anything less than 50% of all academic librarians will be unemployed by 2022–23, barring a massive federal intervention (which, lol, whose administration is going to do that? Trump’s parade of grifters or the one headed by the man who guaranteed almost everyone my age dies with student debt?). It’s hard to imagine that whatever comes after COVID isn’t crueler and more ghoulish than our current political economy.
• I think a non-trivial number of higher education institutions are going to close within the next few years. How many will depend in large part on how the pandemic plays out, e.g. when effective treatment protocols are established, when a vaccine becomes available, etc. I don't think in-person education at smaller schools will disappear completely because many people recognize it as a valuable experience, but it’s going to change.
• I think people are going to both have a reaction against online learning because they will associate this transition to remote learning with online learning, although true online learning is different from what we’re experiencing now. I think faculty will have in the back of their minds that at any point we may have to switch to online again so they may be thinking more about that from the beginning of course design.
• I think some colleges will close, and others will experience financial exigency. We’re already anticipating staff reductions. More online learning options will be available and at least some will be hybrid online/in-person.
• I think that this will accelerate many of the trends that are already in place. If I were to be hopeful, I would hope this accelerates the development and integration of more OA/OER. Again, some of this is too early to tell—beyond more online.
I think there were will be fewer enrollments across the board for all higher education institutions since no on-campus functions or tours, etc., could take place in the spring and early summer.

I think there will be an overall increase in online courses and an increase in hybrid online/on campus classes.

I think we might start a program in which students can purchase reasonably priced laptops from their college. This would allow us to move away from providing computers in classrooms and libraries that would have to be disinfected constantly.

I would hope that we get a lot more students since unemployment will be high. I just hope they apply for FAFSA in time.

Improvements to UX within databases; better general understanding of the library’s instructional role.

Increase in blended learning.

Increase in certificates and 2-year degrees to be more employable as “essential.” Large increase in online learning.

Increase in online instruction and greater emphasis on quality engaging online methods that appeal to 18–22 year olds.

Increased interest in VR and AR for enhanced remote learning. Changes in physical spaces in classrooms and meeting rooms. Increased demands for additional bandwidth for synchronous teaching.

Increasing differentiation among “types” of higher ed, e.g., undergraduate/vocational, master’s degree/professional, and advanced research.

Large scale closing of higher ed institutions.

Less diversity due to financial limitations facing economically disadvantaged groups and greater emphasis on workforce applications of collegiate programs.

Less residential students?

Lots of institutions, faculty, and libraries playing catch up with online teaching and learning. Probably enrollment shifting toward community colleges, online universities, and less expensive universities with strong online degree programs.

Lower enrollment = lower budget.

Mental health problems for students and employees.

More emphasis for faculty to learn pedagogical methods for online learning. Retention of students will be difficult so institutions need to find ways to remedy this situation.

More long-term working arrangements for university employees. After vaccine is in place, a rebound of place-based and collaborative learning/research.

More online students interested in health sciences.

More private institutions close, more virtual conferences/meetings, more opportunity to collaborate as we find our footing, perhaps consortia will get stronger and MAYBE more state support as it can be afforded given the rate of unemployment.

More small private liberal arts colleges will die.

More students reconsidering the value of a 4-year degree; a significant number of college closures or mergers.

More virtual, less traditional course offerings, but with lower enrollments because many students do not like virtual learning and resent not being given other options. In our institution, over half of the students dropped classes when our institution went to virtual due to pandemic.

Obviously there will be more awareness and preparation of faculty and infrastructure to support remote learning. Campuses will probably have to explore online labs and ways to make remote learning possible for hands-on courses.

Online learning, of course. Asynchronous learning. Accommodating quite a bit more; more flexibility in studies, grading, and timing of everything. Possibly more students focusing on local and/or community college institutions; they seem to be feeling that if they aren't getting the on-site experience, then there's no real difference between our highly selective institution and their local CC.

Overall enrollment drop.
• Overall, greater need for institutions to support both modes. Faculty might not feel totally comfortable returning to class and might choose to teach online. Interactive library instruction—modeling good practice. Authentic assessment. Increased support for both faculty and students.

• Possibly financial constraints will suppress traditional student enrollment at residential colleges, but maybe not if unemployment remains high; remote and hybrid instruction will continue to supplant some in-person courses, even at small private institutions.

• Publishers who opened up content will use usage data to try to sell more online content to libraries and directly to faculty. Institutions will need to be better positioned to react to interruptions in classes.

• Reduced budgets/overall spending. More emphasis on ebooks—including individual ebook titles, possibly even for “children’s books”—and streaming services. Lower spending on physical materials. Reduced hours (due to lower enrollment and budget shortfalls). Fewer student-worker jobs (due to reduced hours, lower enrollment, and budget shortfalls). Fewer students attending college, especially those in lower-income brackets—so a reverse in the small gains in student diversity. Layoffs.

• Reduction of enrollment for all higher education. Realization of the feasibility of work from home for library staff and potential off-site support staff becoming more viable. Closing of smaller liberal arts colleges with limited funding and enrollment.

• Rethinking the application of Fair Use, during emergencies but also generally for distance education.

• Rethinking the role of the academic library and librarians in a campus environment.

• Schools with no online component will get on the bandwagon or close down. New channels of communication with students will appear.

• Smaller class sizes; less foreign students so higher prices for domestic students; more ability for faculty and/or staff to work from home.

• Smaller classes, staggered attendance on campus, more online resources, severe cutbacks, staff reductions.

• Smaller institutions will collapse, which will drive up the number of qualified people competing for academic jobs.

• Some potential students will choose to go into the workforce rather than go to university. Attitudes of resistance to online teaching will decrease and become more amiable toward online teaching.

• Some staff will switch to the remote work model, an increase in online learning as faculty get more familiar with it.

• Staffing reductions; both from admin cuts and individuals looking for more stable employment.

• Standardize online platforms as part of curriculum design. Broader use of open educational resources. Decrease of full-time enrollment. Uncertainty on the impact of economic downfall to University education.

• Students less likely to choose a college more than a day’s drive from home. Increased interest in epidemiology, infectious disease. Even if we return to on-campus classes, I expect more hybrid instruction with components of online learning complemented with face to face instruction.

• Students wanting online options/moving to a college closer to home.

• Under fair use policy, more copyright-related restricted resources ready for local or public use.

• Universities that have been wanting to get rid of physical collections may use the pandemic to reduce physical collection or move items to offsite storage.

• Unpreparedness of incoming students. Anxiety as the situation unfolds and campuses open back up. Greater investment in online course design and online student experience overall.

• We were already seeing flat or decreased enrollment and we expect decreased enrollment to continue beyond Fall 2020. As a result, we expect the overall library budget to remain cut.

• Your “impact on fall scheduling” question didn’t provide an option for classes starting and ending earlier, so that students don’t come back to campus after Thanksgiving. The public campuses in my state will be doing that it seems.
Conclusions and Recommendations

Over the past three months, colleges and universities made a virtually wholesale and instantaneous switch from in-person to online education. For many, it was simply hastening a trend that had been developing slowly over the past 10 years or so. For others, it was a panic-mode transition, like trying to turn an aircraft carrier on a dime, the ultimate effects of which have yet to be seen. In many cases, it was individual courses, faculty, or departments that either succeeded or struggled.

The academic library often had a major role to play in this transition, offering e-resources when they could as well as supporting students and faculty in using online tools. In some institutions, other departments were responsible for managing the transition to online learning and the library was there if needed.

One theme that was carried throughout the survey was that the library was an underutilized resource, that faculty and students rarely turned to libraries of their own accord to ask for help with the transition to online learning. Many of our respondents chalk this up to the heat of the moment; the transition was taking place so quickly and under such pressure that faculty and students had too much else to focus on, while at the same time, they were often unaware that the library had any kind of experience or resources that could help with the transition.

Now that the first wave of online learning is over, and online learning will in all likelihood remain a big part of higher education after the virus is gone, what can libraries do to become a valued, go-to resource for faculty and students?

• First of all, as with most things, it starts with better communication, and that often means library staff initiating conversations with faculty. This can take the form of regular check-ins at periodic times to offer assistance with things like ensuring there are enough materials for students or other technical support.

• Secondly, libraries will need to get more involved in both faculty meetings and in-person and online classes. Being able to contribute during course or semester planning stages can also give faculty a much clearer idea of the resources that are available—and give librarians a better idea of what is needed by faculty and students.

• Librarians can become a part of online courses and get a sense of the course materials they can provide through the library as well as how students (and faculty) are faring on an online platform.

• Librarians should also be more involved in the course development and planning stage to recommend specific texts and other materials and dissuade faculty from assigning materials that may be hard to get or hard to provide enough copies of. It also gives the library a heads up on what they may need to order.

• The library can be proactive about marketing and promoting its services and resources, not just to the faculty but to students and even the administration.

In some institutions, some or perhaps even all of these items may be difficult to effect, thanks to the various “culture clashes” that often occur between libraries and faculty—or even between faculty and administration. Perhaps this crisis and the resulting need to transition to online...
learning may be the unifying force that brings the library and the rest of the institution together. That may be a naive dream for some, but these days we need to look on the bright side as often as we possibly can.
Appendix A. Demographics

This section provides a portrait of the respondents and institutions that completed our survey.

Type of Institution

Figure 18. Which of the following classifications describe your institution? —All Libraries

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate-granting University</td>
<td>43%</td>
</tr>
<tr>
<td>Baccalaureate 4-year College or University</td>
<td>26%</td>
</tr>
<tr>
<td>Master's College or University</td>
<td>26%</td>
</tr>
<tr>
<td>Associates 2-year College</td>
<td>23%</td>
</tr>
<tr>
<td>Special Focus Institution</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 18. Which of the following classifications describe your institution? —Libraries by enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th></th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt; 2.5K</td>
<td>2.5K–9.9K</td>
<td>10K–19.9K</td>
</tr>
<tr>
<td>Doctorate-granting University</td>
<td>18%</td>
<td>34%</td>
<td>56%</td>
</tr>
<tr>
<td>Master's College or University</td>
<td>29%</td>
<td>29%</td>
<td>23%</td>
</tr>
<tr>
<td>Baccalaureate 4-year College or University</td>
<td>49%</td>
<td>22%</td>
<td>12%</td>
</tr>
<tr>
<td>Associates 2-year College</td>
<td>15%</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Special Focus Institution</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Figure 19. Is your institution public or private? —All Libraries

![Pie chart showing 40% Private and 60% Public institutions.]

n=413

Table 19. Is your institution public or private? —Libraries by type of Institution, enrollment, and ARL membership

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctor-ate Univ</td>
<td>Masters Univ</td>
</tr>
<tr>
<td>Public (government-funded)</td>
<td>57%</td>
<td>48%</td>
</tr>
<tr>
<td>Private</td>
<td>43%</td>
<td>52%</td>
</tr>
</tbody>
</table>

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[GALE logo]
Figure 20. Is your library an ARL member library (Association of Research Libraries)? —All Libraries

Table 20. Is your library an ARL member library (Association of Research Libraries)? —Libraries by type of Institution, enrollment and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctor-ate Univ</td>
<td>Masters Univ</td>
</tr>
<tr>
<td>Yes</td>
<td>45%</td>
<td>26%</td>
</tr>
<tr>
<td>No</td>
<td>55%</td>
<td>74%</td>
</tr>
</tbody>
</table>

n=320
Enrollment

Figure 21. What is your institution’s approximate full time student enrollment? —All Libraries
Mean enrollment: 10,574

![Pie chart showing enrollment distribution]

Table 21. What is your institution’s approximate full time student enrollment? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
</tr>
<tr>
<td>Less than 2,500 students</td>
<td>11%</td>
<td>30%</td>
</tr>
<tr>
<td>2,500–4,999 students</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>5,000–9,999 students</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>10,000–19,999 students</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>20,000–29,999 students</td>
<td>14%</td>
<td>3%</td>
</tr>
<tr>
<td>30,000 or more students</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Mean # of students</td>
<td>16,153</td>
<td>9,500</td>
</tr>
</tbody>
</table>

n=413
Location

Figure 22. Where is your institution located? —All Libraries

Table 22. Where is your institution located? —Libraries by type of institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctorate Univ</td>
<td>Masters Univ</td>
<td>4-year undergrad</td>
</tr>
<tr>
<td>South</td>
<td>42%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>Northeast</td>
<td>19%</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>Midwest</td>
<td>20%</td>
<td>25%</td>
<td>21%</td>
</tr>
<tr>
<td>West/Mountain</td>
<td>19%</td>
<td>20%</td>
<td>14%</td>
</tr>
<tr>
<td>Other (Canada, Puerto Rico)</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

n=414
Respondent Job Function

Figure 23. What is your primary job function? —All Libraries

n=414

Table 23. What is your primary job function? —Libraries by type of Institution, enrollment, ARL membership, and funding

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>STUDENT ENROLLMENT</th>
<th>ARL MEMBER</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctor-ate Univ</td>
<td>Masters Unv</td>
<td>4-year under-grad</td>
</tr>
<tr>
<td>Library director or assistant library director</td>
<td>12%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>Reference/Information services manager/specialist</td>
<td>11%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Instructional librarian/manager</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Subject specialist/Department liaison</td>
<td>15%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Collection Development/Acquisitions manager/specialist</td>
<td>7%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Head librarian/Department head</td>
<td>7%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Library administrator/manager</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Access services/</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>TYPE OF INSTITUTION</td>
<td>STUDENT ENROLLMENT</td>
<td>ARL MEMBER</td>
<td>FUNDING</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Doctor-ate Univ.</td>
<td>Masters Univ</td>
<td>4-year undergrad</td>
</tr>
<tr>
<td>circulation manager/specialist</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Electronic resources manager/specialist</td>
<td>5%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Dean of libraries</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Cataloging manager/specialist</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Technical services manager/specialist</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Systems manager/specialist</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Archives manager/specialist</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Serials manager/specialist</td>
<td>10%</td>
<td>10%</td>
<td>14%</td>
</tr>
</tbody>
</table>

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[Logo]
Appendix B. Write-In Responses

Here is a larger sampling of the responses to the open-ended questions on our survey.

“If there were significant differences in faculty preparedness between disciplines, briefly explain.”

- A number of courses in Business and Professional Studies and Sports Sciences were online or partially online already.
- Adjunct faculty usually are not aware of library resources.
- All fall classes were hybrid and online. For some faculty, this was the first time teaching a full online class.
- All students believe they want to go fully online but that is really for accomplished students that can teach themselves. The quality is better in person.
- Although there were plenty of faculty who have online presence (i.e., use the college’s LMS, Canvas) and were able to adapt to the new environment, there were many more who had never used Canvas at all. As a result, most faculty were not prepared at all for online learning.
- Art and Science faculty struggled with delivering courses online due to studio and lab components and technology knowledge.
- As a community college, we have many technical programs that just do not translate well to online only. Examples: welding, cosmetology, auto body repair.
- As an art and design school, online learning is atypical and not ideal, so it wasn't something they were prepared to do. However, they hit it out of the ballpark. Libraries have been online for decades, so we just had to pivot a little and pause the in-person aspects of our work.
- Career technical faculty were less prepared than academic faculty.
- Certain classes depend on real-world experiences—for example, agriculture classes.
- CTE and lab-based classes I don’t think ever imagined they would be in this position. They were also told there was a possibility they would still be coming back on campus to complete lab and hands-on portions of their class (which did not end up happening), so it’s hard to prepare for the unknown.
- Differences in librarians. Some of us have been working online for years while others had no experience.
- Difficult to put science experiment labs online.
- Disciplines that require hands-on learning (biology, art, etc.) had the most difficulties in transitioning to online.
- I don’t know about disciplines, but many faculty had not taught online before.
- Dual Credit classes were better prepared for shifting to an all online experience than face to face instructors, but when the K-12 schools closed many students didn’t continue with their college classes, lacking resources to do so.
- Education and nursing programs that rely on face-to-face laboratories were the least prepared.
- Every student on our campus has a laptop, and the online course management is actively used. However, we are a polytechnic, and transferring the hands-on learning to digital has been the greatest challenge.
- Faculty who teach labs (chemistry, biology, and other sciences) as well as recording technology and dance have a more difficult task.
- Faculty with more “native” online programs had more online videos and tutorials already in place. So collectively we are not starting entirely from scratch.
- Few adjuncts teach online, so they were not prepared. A good portion of FT faculty don’t teach online, so they were unprepared. The library has online databases and Springshare products. We were ready.
- Our Theatre department had never offered or taught an online course and that’s a particularly difficult discipline to teach online.
- General Ed folks were more prepared.

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• General education, e.g., composition, social science, humanities, have been least prepared. STEM areas were better placed to adjust.
• Half our credits are normally delivered online, so the faculty and library were in pretty good shape.
• Health sciences, education, business, and social sciences were all far more prepared than arts/humanities and the physical sciences.
• Human and animal health fields need hands-on clinicals. Technology and farming are also hands on. They have been working hard to provide what students need.
• I don’t really know about faculty; they had 1 week to pull it off and they have done it, so kudos to them. Librarians have also been super flexible and able to support the faculty in absolutely essential ways.
• I think with the older faculty, the technology gap and hesitation due to unfamiliarity really led to their lack of preparedness.
• I work at a college of technology and a bulk of our programs are all hands on. So while some more arts and sciences programs had trouble preparing materials on short notice to have online, technical programs had no clue of what to do. There's only so much that you can lecture in a program such as welding. For those students in these technical programs that have hands on work this has hit them the hardest.
• It really depended on the professor and their teaching skills. Tenure track were mostly lost; teaching track faculty adapted.
• Library already does a lot of online searching, so for much of what we were doing it was just more of the same. Admittedly it was rather stressfully more-of-the-same.
• Library had all electronically available tools ready for remote access by default.
• Many of the institutional faculty still held in-person classes; the librarians have taught both on-site and distance education students in the past, so we were ready. That said, we still found things that we could improve on like more video tutorials and reviewing LibGuides more frequently for outdated material.
• Many of the library resources were already online, just not well advertised. The faculty were in the process of moving more classes to online access, but about a year behind of being fully launched and comfortable with the format.
• Most of our faculty had no prior experience with online instruction, but the library had been providing it for years.
• Most were doing online classes, but some needed coaching. Library is well prepared for online full-text, but Zoom was new for us.
• Not as great a difference in disciplines, but a difference in age.
• Not between disciplines, just between those who had taught online and those who hadn’t. There was a continuum
• Not between the disciplines, but simply between faculty members. Some well prepared, others clueless.
• Obviously hands-on courses like lab sciences, fine arts, music, theater, kinesiology and so forth, don't translate well to the online environment. So it’s more the discipline and course content than faculty preparedness.
• Our College of Education faculty (to my surprise) appeared to be the LEAST prepared of all departments. It’s noteworthy that most of our COE faculty have been teaching at the university for decades, are more advanced in age collectively than other departments, and had not kept up with technological changes/shifts. Our humanities and social sciences faculty seem (outwardly) to be coping the best.
• Our College of Education has several online programs. COE faculty were very prepared and helped prepare the rest of the faculty.
• Our College Prep programs are very in-class based, but our Liberal Arts Program has the flexibility to adapt better.
• Our institution has several online degree programs, but departments outside of those Programs have many instructors who had never taught online, and are struggling to adapt their pedagogy.
• Our institution offers significant Trades programming, which by nature is very hands-on. Faculty in this area have had the biggest challenges in moving online, even for the theoretical portions of their teaching. Other areas that have been particularly challenged are those that rely predominantly on print resources,
such as English as a Second Language programs. Science and Business faculty appear to be the most prepared, as many of them were already doing things like recording their lectures and hybrid teaching.

- Our professional schools have graduate programs that are taught 100% online, so faculty in those schools were more prepared than those in the Arts & Sciences.
- Programs with hands-on elements and labs (music, theater, art, sciences dependent upon labs) struggled more with adapting in a way that felt meaningful. Also our education students are required to do field observations, which we were able to accomplish with a series of videos from the DOE of Massachusetts, but it isn’t an ideal scenario.
- Science faculty are struggling, I think, to find virtual lab activities; our workforce/trades & technologies faculty can’t move some of these classes online (hard to do your cosmetology or aviation exercises online!).
- Sciences with labs and courses requiring class presentations and poster sessions were less prepared than other disciplines.
- Social work, nursing, and education faculty were generally better prepared since those academic units had some online programming in place before the closure.
- Some colleges and departments on our campus already taught very heavily online—for example, the College of Criminal Justice and College of Education had entire online degree programs, and the History MA program was mostly online. So I do feel that faculty in areas like this were better prepared than faculty in areas where the degrees were still very much in person, like health sciences.
- Some departments were already utilizing the LMS in many of their in-person courses. While many humanities departments had many courses that never set up their LMS.
- Some disciplines were already delivering online access and had no issues. It was a challenge for some of the disciplines, especially the ones that required labs and simulations.
- Some disciplines were not requiring/ensuring that their faculty be proficient in using our LMS (Blackboard Learn).
- Some faculty had taught only face-to-face classes. My institution trained all faculty in online instructional methods during an added week of spring break.
- Some faculty were teaching both face-to-face and online/hybrid, others were teaching only face-to-face and had a steeper learning curve to move classes to totally online.
- Some faculty who were teaching face-to-face were already using Canvas and other online services to enhance their classes, while others had not used an online platform at all.
- Some library staff, myself included, have experience from previous jobs. Many of us also took online classes in library school.
- Some STEM classes have a lab or project component that doesn’t translate well to online learning.
- STEM faculty were far more used to the more complex types of digital databases and uncommon digital resources; and more STEM faculty used Internet and digital platforms during their teaching even if the class itself was in-person.
- Students complained that some faculty were not familiar with the technology that became necessary to use.
- The adoption of our course management system, Moodle, has been very spotty. Some professors have taken to it and use it comfortably, others hate it and think it is an abomination to teach online. This is a gross generalization and there are definitely exceptions, but it seems that the humanities were a little less prepared for the possibility, while the sciences had at least a framework in place.
- The assigned course material for some courses is only available in print or DVD form, which we already had on reserve before our campus shutdown. Budget limitations meant that many of our subscription databases didn’t contain the same or equivalent materials. In addition, some materials (humanities, ESL, science textbooks, medical/allied health training) aren’t available in ebook or streaming formats at all.
- The disciplines which already had robust online-only course offerings (typically STEM) had the necessary infrastructure and pedagogies in place. Everyone else suddenly had to catch up on 10 years worth of online instruction development and best practices.
- The institution was the pioneering research institution on library science and that was an ideal for librarians, where as faculty had to cope with “resistance to change,” especially in COAS.
• The library had more experience providing digital information than the pedagogical experts did.
• The Library has been moving toward online resources for the past five or so years, and we’ve had a 24/7 online chat service for over 15 years. Many instructors at the University had not taught online classes, and needed to do so in a matter of days.
• The library was already set up to offer remote access for online students, but many faculty had never taught online before.
• The school of professional counseling which teaches many of courses online was far more ready to go completely online.
• There was a handful of faculty that were not prepared because they had not used the learning management system or considered how online learning might be different than face to face. I would suspect that many would need more or would benefit from training of the latter.
• There were a few faculty that were already trained via an online certification program. But, most faculty did not go to this training and only taught in-person.
• Very few courses were offered remotely before the outbreak. Number of courses offered remotely doubled overnight.
• We deliver content and services equitably for all students, including those online, so we only needed to make a few changes in how our services and resources are delivered. Many faculty do not teach online, hence, their self-reported struggle with the transition.
• We have 80+ programs that are online only or partly online so many programs were prepared. But there were many programs that were not prepared to move online at all.
• We have quite a few long-time faculty members who have never taught online and do not and never have used Moodle (our LMS). There were a lot of problems getting them trained to use Moodle and for the library—we spent a LOT of time helping them find eresources to use in place of DVDs they show in class or other materials they shared in physical formats.
• We use cloud-based services in the library. School prides itself on face-to-face teaching and development of cohorts among students.

“What do you wish you could be doing to support students and/or faculty but can’t because of a lack of administrative/peer support or logistical issues?”

• A quick link to online software without of the layers of authentication. I understand it is necessary for security, but I feel is would be quicker. For example, you can set your Zoom session up with a click of a link and one does not need to know the meeting ID.
• A single flawless master portal for all electronic content.
• Access to all courses in Moodle so I can help add eresource content to Moodle courses. I have to request permission from our LMS admin and often wait quite a while to get it. We have new service, like chat reference, but I can’t add them to our pages because we switched to a new portal in the fall before IT worked out all the kinks with it. I used to be able to add code and scripting, and now I can’t and the person in charge doesn’t know enough about the technical aspects of the new portal to provide quick assistance.
• Access to print collection
• Ad hoc chat on specific topics.
• Having an embedded librarian in various programs would be great.
• We have a small staff [4 librarians, including Dean; plus 2 support staff] and the library’s and university’s already flat budget took a big hit.
• Although students are currently able to access some of their required textbooks online freely via RedLeaf and VitalSource, this will no longer be the case beginning the summer session. In terms of logistics, how can we make our reserve collection available for students?
• As a librarian at my school I don’t have access to Blackboard in the capacity that would be helpful for giving aid to students. I have student access, but since I haven’t taught a formal graded class I can’t create
videos, host virtual classes, or upload content that could help students with research and other library services.

- Be embedded in more classes.
- Be more embedded in the development of online assignments or projects.
- Being able to provide access to print materials needed.
- Being able to work with physical primary sources and share them with our students. We have only started digitizing our materials so this has been difficult since we are not on campus.
- Being more involved in the online curriculum and teaching.
- Being physically available to them. Interaction is everything. This is not due to lack of administrative support but more of a state mandate.
- Better communication access to students. We have to send announcements to faculty and hope that they are being passed on to students.
- Better embedded in learning management system
- Better integration of library services and resources into the learning management system and into individual courses
- Better training in creating library tutorials / instruction completely online.
- Centralized messaging about the support we’re offering, and how things are running.
- Communicating directly with students and faculty about the assistance we can provide.
- Contacting all students directly, rather than only as a response.
- Continue offering a broad range of resources since students learning online need these resources even more now.
- Coordinated partnership with academic support/tutoring for seamless student experience and support with their assignments. Coordinated partnership with IT to ensure students are getting the technical and digital literacy support they need in this huge shift for them.
- Could have more support staff helping from home but they lack Internet and computers.
- Despite reaching out to departmental heads and faculty, most are not using librarians in their classes. They have assignments that require library services or resources but do not want to include librarians in courses.
- Embed a librarian in all classes.
- Embed into CMS.
- Embedded librarianship.
- Embedded librarianship; addition of a proxy server to ease off-campus access to library resources.
- Embedding in LMS.
- Embedding in online classes.
- Embedding librarians in classes, or doing virtual/live instruction.
- Embedding librarians in research intensive courses, participating in department meetings. Generally more contact with faculty—time is a constraint, theirs and ours.
- Equitable access to online resources and services for all.
- Faster, easier, cheaper licensing of streaming films. More ebooks with unlimited user access.
- Finances are our primary issue—having to license a wide array of digital resources that we already paid for in print. Secondary is marketing resources our students and faculty have underutilized in the past (chat and online reference, ebooks, etc.).
- Funding for additional online databases that cover the reserve items our students can’t access in print anymore.
- Getting access to our print collections through mailings, curbside pickup, etc.
- Getting faculty to move away from insisting students buy/rent commercial textbooks.
- Getting feedback on where we did well and where we could improve.
- Give access to the building while observing social distancing.
- Have more technical services support as we do not have a TS librarian to manage our LSP and e-resources.
- Having an instructional librarian, who would have an online presence and would have been ready to go. We also do not have a cataloger/tech services librarian right now.
• Having virtual contact with students with helpful tips.
• I feel like we have had tons of administrative, peer, and logistical support.
• I have been looking into e-reserve systems but there has been lack of feedback from the other librarians and our dean. They would rather focus on how to resume loaning print materials.
• I think our biggest challenges are related to having enough personnel and time. We have support for our ideas to expand OER outreach, etc. I think we need to think about how to provide ILL to the print collection via Hathi, and how to provide ILL to print for institutions without Hathi access.
• I use Camtasia for my screencast videos but that software is not on our network, so I can only use it from my office PC. Would rather not use limited online tools like Jing.
• I want to do more promotion of services/resources that the library has available.
• I wish I could be doing more synchronous instruction, but this doesn’t tend to be a heavy time for that in an average semester and faculty are just trying to make it through so aren’t seeking out synchronous library instruction.
• I wish I could better support my branch campus students and faculty, but my Dean doesn’t see the benefit and has closed one of the two branches.
• I wish I could contact students and faculty directly.
• I wish I could provide better solutions to students who are experiencing difficulty with remote learning. We’ve had issues with students who don’t have access to computers, the Internet, or books they need in the library, and I wish we could return to the physical library so they didn’t have to worry about these barriers.
• I wish I could provide more access to ebook and eresources. But we don’t have the money available to do so.
• I wish I could provide more of the programming and additional resources students get when in house. They need mental health breaks now more than ever.
• I wish I had the time and expertise to insert database widgets into online classes and I wish we had the staff to embed in multiple classes.
• I wish instruction librarians were embedded in the freshman English composition courses. I wish all liaison librarians were involved in departmental meetings. I wish special collections/archives librarians were involved in humanities/social sciences department meetings.
• I wish the library had administrative public support and directives to library services aimed at students and faculty instead of everything being focused on what training they can get through Center for Instructional Innovation.
• I wish there was more integration of library services into the LMS. This has been an obstacle and now is even more so...
• I wish we could be doing more of these activities in a targeted way. The institutional structures preventing that from happening are: no centralized needs assessment on campus nor 2-way communication with faculty about their needs so the library doesn’t know what they need except anecdotally, and no communication from the library to all faculty (not allowed by campus admin) so we can’t survey them ourselves.
• I wish we could have an embedded librarian in online classes, but it would require a person dedicated to that task.
• I wish we could interlibrary loan ebooks from other institutions.
• I wish we could provide all students with appropriate laptops and software licenses needed for class work. Teaching professors expect students to have laptops in order to download software, but sometimes a student only has a Chromebook which has limited download capabilities. Surprisingly, even in an online environment, students were requesting access to a printer, which we were not able to provide during the “Stay at Home” orders.
• I wish we could provide WiFi hotspots.
• I wish we still had interlibrary loan as an option, but it’s shut down statewide. We don’t have funds to mail materials to everyone; admin needs to focus funds toward refunding student room and board and paying employees.
I wish we were more prepared on serving our students online. We need to expand our online resources collection; however, due to budget freeze we are unable to do so. We are limited on what databases we can purchase. Thankfully, we are slowly expanding our ebooks and our online video streaming via Kanopy.

I wish we were part of the flurry of conversations about going online so we could have offered our online instruction services more thoroughly, but we weren’t.

I would like for the library to be more involved in assisting faculty, but our offers to provide support have not been taken. Our library administrator has not been effective at promoting our library, so I am not sure that other departments understand our value. I personally would like to see more librarians embedded in courses, but so far I have only been included in one instructor’s courses. Other librarians on staff have not pursued this, or have not been offered the opportunity. Perhaps they are afraid of extra work, on both sides.

In the library I am the only professional librarian. Furthermore, the library is open on a limited basis for students needing computer access to complete coursework. Furthermore, my administration is using this time to move forward with the remodel plan for the library so I am tasked with boxing up the collection in anticipation of this process. I have only myself and one other staff member to complete this within the next three weeks. I wish I had at least one if not two other professional librarians that could assist in the process of making LibGuides, creating an embedded librarian program for all online led classes, and assisting with finding appropriate online sources to support online classes.

It would be great if we could be embedded in Canvas courses, but I doubt many other librarians would want this added responsibility.

It’d be nice to be able to continue offering print books to students or faculty who prefer that format, but, of course, we can’t ship print materials since our library and many others are still closed.

It’s been harder than I would have liked to start making videos at home that can then be used at work—can’t make videos “at work” when VPNed in because the equipment isn’t there/isn’t on at work.

Just being asked to support in any way

Live virtual meetings with students. It’s very hard to facilitate interactive research instruction with videoconferencing.

Main obstacle is financial—budget impact of providing digital materials, especially streaming media.

More one-on-one assistance.

More reliably providing digital access to course readings, especially textbooks.

More research literacy instruction in online classes.

Not sure if faculty and students are taking full advantage of our chat service and email reference.

Nothing—we’ve got this.

Nothing from those issues, but because of financial issue, providing more equipment for students to borrow.

Offering more time slots for remote appointments; offering scanning services; establishing e-reserves; reach out more proactively to assess needs. We were already down 2.5 public services staff before the crisis, and now we’re on a hiring freeze—so reaching out to offer more services just isn’t feasible.

Offering students and faculty more information about resources available through the library for their research needs.

Our additions of ebooks/ejournals are mostly trials that will end within the next month or two. Our budget for such materials has always been very limited (smaller than peers’) and under the current circumstances will almost certainly stay flat at best and likely decline. It’s going to be very difficult to provide even stable, much less increased, access to virtual resources going forward just because of costs.

Our administration is very supportive. Everyone is hampered by a lack of concrete information due to the very fluid nature of this situation.

Our library is banned from communicating with students via email. Our only marketing to students/public is through social media.

Our students struggle with access to technology (laptops and WiFi) but we weren’t set up to provide those technologies for loan.

Paying to expand licenses for unlimited use or acquiring more e-content.
Print interlibrary loan, purchasing books via Amazon to ship to patrons, electronic course reserves. Our spending is frozen.

Provide more electronic resources to support online teaching and learning. Budget is moving in wrong direction. Having to make deep cuts rather than acquiring more resources.

Providing “curbside” library services.

Providing a place for students without Internet access.

Providing access to more resources. Apparently our budget will be cut in the coming year, so we will be proving fewer online resources instead.

Purchase appropriate ebooks; have librarians more fully embedded in courses; increase use of our subscription databases and OER among faculty; increase use of our subscription databases and online reference services by students.

Purchase of more databases and ebook collections.

Purchasing additional databases

Purchasing more eresources (lack of budget) and providing more embedded course support, but admin has historically not actively supported this and has been laissez-faire about Library Instruction.

Purchasing/subscribing to more online resources rather than relying on freebies.

Reformatting website content to focus on finding and using digital resources.

Remote access to library computers.

Restore instructional design position/function at university.

Speaking directly with students.

Students’ access to technology (laptops, internet) is very uneven, an obstacle the library does not have funding to assist with.

Students need access to print books from our library and other libraries within the consortium, but cannot get them because all services are shut down. Those titles are available in ebooks, but not in our collection, and we are not getting approval to purchase or even lease temporarily.

Students need better access to technology as well as basic computer skills workshops.

Technology can share content but it is not the same as the student being able to ask questions directly as in the face to face environment. Pushing docs or responding to Q&As to them is helpful but is limited in the engagement factor. Though useful, it lacks the human factor and customer support. Online, it is much slower. Also, students often lack the technical vocabulary to discuss their issues. I would need to hire a FT IT for the library if we were 100% online all the time. There is a tech gap among students that is very real.

The instructional designers simply don’t actively incorporate the library in planning and training—we are always an add on rather than a partner.

The main issue is MONEY; we are seeing unprecedented reductions and cut backs, by necessity, I understand, but that is what holds us back from doing more to support students and faculty.

Tutoring has become an issue with none of the students able to come on campus. Tutors were not given access to anything including software, or the ability to communicate with those who needed their services.

We are in the process, headed by the library, of starting to use OERs. The administration could really help with this if they understood it better.

We are not allowed to have staff in the building—all staff are working remotely and can only gain access for emergencies. Would love to have more processing and digital collections activities going on from home, but the equipment nor space does not allow.

We are simply short-staffed, and budget concerns prevent us from adding positions.

We are still developing an overall strategy for managing online workshops that were previously delivered in person.

We currently do not have a cataloger or an instructional services librarian. Lacking two key librarians hampers us.

We have a heavily used textbook collection that became inaccessible with the move to remote instruction and the close of the library. Publishers making content freely available through VitalSource has been extremely helpful but that ends this term. In the summer and fall, I expect some of the physical collection
will still be inaccessible and the question becomes how the library can support students and faculty with e-texts/OERs.

• We have been trying for years to include a widget of the library catalog, discovery services and virtual reference on every online course but our attempts have been unsuccessful.
• We have had great administrative and peer support. What hurts our students is that many had very poor computer skills to begin with and relied on hands-on help from library staff.
• We have very few librarians. Our paraprofessionals don’t have any role with faculty or students and have received no training to do so.
• We have very good support. I am an Instructional Design Librarian hired specifically several years ago as part of a Multimodal/Online Learning Support Office.
• We just need more staff to do the things we would like to do—more librarian presence in online classes whether that be through video/tutorial, live/synchronous library instruction, or an embedded model.
• We need a more robust remote phone system. Our current one is clunky and won’t allow more than one person at a time to staff the phone. It also doesn't allow transfers to other staff or librarians.
• We need to be able to fund databases—including lab streaming videos and other full text content.
• We received several requests for ILL materials, but all ILL services were shut down. Some information is not available electronically or via open access. These are great tools, but many students and faculty felt like they were settling and not getting the best resources.
• We wish more faculty would ask us to speak with their classes or provide them with a video that they would post.
• Would like to make more short online tutorials, but don’t have enough specialized equipment.
• Would love to be an embedded librarian—that sounds fun and more useful to teacher and students. Not sure if that is a possibility without school, but I think so?

“What strategies and tactics would you recommend to other libraries trying to establish a strong connection with their faculty?”

• A strong liaison program and the close relationship with the Center for Teaching and Learning.
• Added communications, flexibility.
• After receiving multiple requests for similar services, we sent out an email to all faculty to provide information on library readiness during COVID which included virtual services and resources, while encouraging them to continue to submit requests for purchase as needed.
• As always, help with whatever you can, even if it doesn’t fall within normal library services or your job description (I’ve done a lot of Microsoft Teams troubleshooting with faculty because I was already familiar with the platform).
• As soon as it was announced that courses would be going online, I immediately reached out to the faculty and offered my library assistance with anything.
• Attend department meetings, send out regular emails, offer group classes and individual help.
• Attend department meetings. Go visit faculty in their offices. Develop the working relationship ahead of time because if you wait till disaster hits everyone will be too busy to listen to you.
• Attend faculty meetings, say yes to faculty requests when you can, be open to answering their questions or doing things last minute.
• Attending faculty meetings, working year-round with faculty.
• Be proactive in reaching out with specific services and resources. They are scrambling and have very little time to assess how the libraries can offer additional assistance.
• Be proactive with your assistance. Make videos for faculty to post on their sites, before they even ask. The videos can be on generic topics that you know they would want/need their students to know.
• Build relationships through ongoing communication, participation in faculty events and committees.
• Communicate often, ask them for their opinions on holdings, be aligned with faculty development efforts.
• Constant communication: making sure the library is part of any discussions about teaching, resources, or curriculum development. Cultivating relationships over time.
• Continuous communication and reminders to department heads.
• Demonstrating value of library services in this moment to university administration (Provost, etc.) can help make the library a focal point when university admin promotes tools and resources to faculty making the transition to online. That, and investment in an experienced PR person for the library who can share stories of what the library can do via campus networks
• Departmental liaisons; fast response time; suggest alternatives.
• Direct communication to departmental faculty through liaisons.
• Don’t wait for them to ask you; offer your help; give them something they want or need; find a new teacher to work with (or a seasoned one) who will be your champion and recommend you to other teachers.
• Dynamic FAQ about closure and resources. Single message about closure and resources.
• Enroll a dummy entity in each course to assist faculty (on a real-time basis).
• Establish relationships and foster familiarity with library services and resources before a crisis hits and make phone calls, send emails, create guides, and find a way into their courseware once a crisis is happening.
• Faculty are invited to weekly meetings with our Center for Teaching & Learning. The library presented at an early one.
• Have a librarian that is dedicated to the institution’s Instructional Design Team.
• Have strong connections in place already... I’ve been in contact with my departments for a decade and they trust me and read my short, clear emails and regularly respond when applicable. I’ve continued my approach, with very short, single-point emails, once every few days, and it has been well received.
• Have the library involved from the very beginning of online course development or transition to online.
• I didn’t wait for them to approach me—I approached them with news of expanded access from vendors, OERs, document delivery strategies.
• I don’t think we have a strong connection, but we are the only department that stepped up to train faculty to use instructional technology. The campus techies merely said just use Blackboard or Google Hangouts. The library has a, formerly underutilized, instructional technologist. He and the library director walked the largely unprepared and luddite faculty members through the second half of the semester.
• I would recommend reaching out to individual departments, even individual faculty, as well as relying on your usual messaging infrastructure (email, social media, etc.) to get the word out about what help is available. Holding online forums would also be helpful to give opportunities for questions/answers.
• If strong connections to faculty weren’t already in place it will be tough—I’d probably recommend working one-to-one, hoping that will spread the word.
• Just reach out and let them know you are there to help identify online resources (particularly streaming video) for their classes.
• Liaison librarians work closely with faculty in assigned departments.
• Librarians embedded in faculty online instruction training. Open offers to faculty via email to seek librarian support.
• Mainly letting them know all options available to them, both technological and non-technological. Though many faculty and staff were happy about most technological solutions, most were also happy to know that other services were available, even though on a non contact basis.
• Make it personal. Send a message directly to a professor rather than to the faculty as a whole. Add a line or two of personal information. We are all getting so many emails offering special services at this time that many are being overlooked when they are sent to general groups. (As I’ve been told by our faculty.)
• Make sure they know what we can do to help—communication/publicity.
• Make sure to check in with faculty at least once a week to see if there is anything they need. Keep communication open.
• Meet with library administration to communicate needs as well as the IT department.
• Much of it surrounds making the material available.
• Offer them really specific help. I.e., if they had a book on reserve we could offer to look for/buy an ebook. Just reaching out feels useless.
• Offering support; providing reminders of our already robust online services and collections.
• One-on-one relationship with individual members.
• Our college is small, but the library department is viewed by faculty as a go-to resource because the two faculty librarians have spent years building relationships and partnerships with faculty, both individually and by department. We are leaders in tech, PD, on every committee, constantly sharing out on the services we provide, and we sent out an email to faculty during the transition reminding them that as they move their on ground courses online, we’re ready to be built into their courses or craft library supports personalized for their courses. Be visible, be everywhere, be vigilant about promoting library services and benefits to students.
• Our instructional designers and Blackboard support teams are already part of the library. We have also been working with faculty already on open/affordable textbook options and designing course readings.
• Our liaison program is quite proactive and aggressive. We have demonstrated our value repeatedly over the last few years to where the faculty consider us one of the first resource experts they need to contact in their research.
• Our library is embedded within the school that we serve which makes our connection to faculty quite strong.
• Our subject liaison librarians are our life-lines to faculty. We coordinated a unified strategy of what to communicate and how, and then we each reached out to the faculty in our area to share details about what we were offering and how we could help.
• Outreach by libraries.
• Over 25 librarians and technical staff partnered with the university’s center for teaching and learning to support faculty getting set up for remote teaching.
• Prepare LibGuides and send faculty links to them; do not send out lots of emails re new resources; single focused emails from the Dean (or director) are best.
• Reach out to deans and department chairs with information on relevant digital library materials. Target instructors of specific courses that may be extra challenging in an online format, offering them assistance and suggested digital library content.
• Reach out to individual staff, what can we do? Remind them that we have all of _____ things available to them.
• Reach out!
• Reach out. However, timing is important. An email two weeks prior to the start of the term to offer some key services. Make it quick, easy to read—use bullet points. No emails the first couple of weeks of the term due to so many students needing faculty assistance. Contact again week three or four if there is a new service or database available.
• Reaching out through social media, email, building relationships with departments
• Sending direct emails from librarian liaisons to faculty as a way to build on existing relationships. We draft these emails collectively to cover key points and each liaison personalizes for their departments/schools.
• Sending periodic emails to all faculty with reminders about how librarians are willing to help (email availability, Zoom meetings, Ask a Librarian chat) and links to our online resources available off-campus 24/7.
• Strong liaison librarian relationships with schools and departments.
• Strong liaison structure and well-established connections between all librarians and teaching faculty
• The liaison model of librarianship is essential to meet this goal. During this time of transition, being able to build on prior relationships is important and is facilitated by liaison librarianship.
• The only strategy to use is openness with the faculty. Keeping reaching out and communicating to the faculty what resources the library has and let them know help is available if they need it.
• To reach out to other departments who are not as engaged with the library. Our school is an Art School and not many of our curricula are research-based. We do our best to provide online resources for students. We
have an Instruction Librarian who teaches information literacy classes but not all departments are required to attend. Most of our student population lacks information literacy skills.

- Use department liaisons to convey library information, have an library service updates page prominently placed on library home page.
- Utilize subject librarians to communicate with department. Equip them with language that lays out the services and resources offered.
- Virtual drop-in sessions, increased consultation via Zoom, etc.
- We already had a very strong liaison system with librarians working closely with faculty. The library staffs and runs the LMS for the campus.
- We are a small college and know many of the faculty and students. That connection makes it easier for communication to flow both ways.
- We have leveraged our librarian liaison relationships and communicate discipline-specific library-related information to faculty in a personalized manner.
- We obtained a list of textbooks for classes and took the time to see if these could be purchased in unlimited user models.
- We partnered early with our teaching and learning center who led the charge on campus. We were recognized early on as a source of assistance for content, copyright knowledge, Canvas expertise, effective online strategy, etc.
- Working with departments through targeted instruction! The library has worked for the past five years to get most of the English composition classes instruction in research methods and that has helped to connect with them during this time.
- You need to already have a good librarian/faculty liaison program in place; that credibility can’t be ginned up overnight. However, the best thing after that is, be very discipline specific in messaging and workshops. The historians are very different from the chemists.

“In your opinion, what does the library need to do to become a valued, go-to source for faculty?”

- “Sell” ourselves as valuable professionals who can develop relationships with students that ultimately result in greater student success. Some of our faculty had no idea what it means to embed a librarian in a course.
- A better understanding of the services offered.
- A better working relationship with our tech team. We seem to work apart, or at odds, too much. I think together (with a better working relationship) we could work stronger and better.
- A lot of faculty already work with the library and are familiar with our online resources so not that many of them needed us to help them transition. We also have a fabulous Center for Teaching and Learning that faculty can go to for support.
- Actively promote library services in time of crisis.
- Additional resources, staffing, and funding.
- Advertise our services better.
- Advertise the library’s value.
- At our institution, there is a department named Instructional Design and Online Learning (IDOL). They were already designated as our go-to source for remote access and online learning, even before the pandemic. We would have to reorganize the college, or somehow supplant IDOL to become the go-to source.
- Awareness of faculty of resources available to support their curriculum.
- Be included in meetings with faculty.
- Be invited to all faculty meetings that involve student learning.
- Be more integrated to individual courses via embedded librarianship, more outreach.
- Be more integrated with institutional faculty success collaborative that provides instructional design And be more CMS savvy.

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[Image]
• Be more present in classrooms. We are a small school and with a low faculty to student ratio, our faculty may be better able that some to provide the one-on-one help students need, without calling on the library.
• Be more proactive about demonstrating value to faculty and department heads. Currently we mostly seem to assume that people know our resources; they don’t.
• Be proactive.
• Be recognized as central to learning, and not an optional resource.
• Better advertisement. More embedding opportunities.
• Better communication and embedding in learning management system.
• Better curricular integration; expanded technical options
• Better educational outreach to explain the work of libraries in supporting faculty beyond providing books and articles.
• Better leadership
• Better marketing of our services.
• better marketing of services and resources
• Better marketing. Ensuring that all librarians are properly skilled in technical skills.
• Bone up on instructional design and course building and become more involved in the process of designing and delivering courses
• Both ITS and the Libraries have been lauded for their support by both senior administration and faculty. But only about half the faculty across many different departments needed access to library resources.
• Change false perceptions.
• Clear communication of what we can do and real, honest partnership with ITS...where the library is a valued partner, not an uncredited tool to be used.
• Communicate more about what we do and what we CAN do.
• Communicate with faculty regularly. I try to do this via email every few days but hardly ever hear back from them.
• Communication about the library and its services coming through administration.
• Contact individual departments with info about library assistance/services. A mass email was sent that did generate some response from faculty—asking for our help.
• Continue to be proactive in reaching out to faculty. So many faculty are still getting grounded in this new teaching experience and constructive conversations with library faculty and staff about what they are their students need hasn't been a top priority for them.
• Continue to build departmental relationships.
• Continue to reach out to the faculty letting them know that the library can provide their students access to the resources they need.
• Continue to tell them what we can do for them.
• Continue with outreach via email.
• Demonstrate value by improving students’ and professors’ experiences with the use of learning resources and library services.
• Do a better job of communicating what we offer.
• Educate faculty on library e-resources that are available for them and their students
• Educate the faculty, specifically on how to find and use the available digital resources for their teaching and research.
• Effective communication to let faculty know what we do vs. other departments like IT, Instructional Technology, etc.
• Embed in LMS.
• Faculty are more concerned with Zoom support at this time, which is falling to the IT department.
• Faculty need to be more involved with library services and what we offer.
• Find faculty advocates in key departments.
• Find ways to offer discipline-specific to online instructors in a way that makes our resources irresistible for them to add to their online classes.
• Formal statement from university leadership.
• Funding to support faculty with online resource needs.
• Gain more expertise in IT and in use of the online teaching platform
• Get connected to each Department.
• Get faculty to actually deal with us.
• Get more faculty buy-in; they don’t always realize the breadth of services that can be provided.
• Get more tech expertise.
• Get support from the Administration.
• Get the word out, be proactive in sharing what we can do, and will do.
• Have a more prominent presence in campus outreach.
• Have better access to campus-wide information-sharing (e.g., broadcast emails) so we can get the word out.
• Have personal conversations with key faculty about urgently felt needs and let word-of-mouth spread.
• Have sufficient staff, with sufficient skills to provide the support. We are too small, too limited to make a seamless pivot
• Heavier promotion; increased role in extra-departmental meetings; more communication with administration.
• Help faculty understand the wide variety of resources we have available.
• Hire a library director.

Honesty, I am not sure what more we can do. I think the faculty was so overwhelmed in transitioning their instruction and then preparing for finals that the library is not high on their list. The librarians continue to contact their faculty as liaisons with new resources and helpful information and have offered to provide additional library instruction. We are also active on social media sharing our resources as well.
• I believe that most faculty and the majority of the campus don’t really know what librarians do behind the scenes or what we’re capable of doing. In the public eye they see us sitting behind a desk or think we read all day. Maybe have faculty participate in a library orientation on what the library can offer you.
• I don’t assume we need to be this. We are well-supported with colleagues in Ed Tech & the Center for Teaching & Learning. Our expertise around scholarly research materials is sort of lower on the hierarchy of emergency conversion to online with only a few weeks left in the semester. I think our expertise and services will be more valuable as we head into fall and have more time to rethink what materials are needed to teach. And as we eventually think about restarting research again.
• We have tried all the traditional ways...marketing, library liaison services, social media, presenting at departmental meetings. Only “word of mouth” seems to work but there is often large faculty turnover so it’s hard trying to maintain our progress.
• I don’t think the library is the best resource for transitioning to online and remote learning. We aren’t the solution to every problem.
• I don’t think this is the library's fault, but we need to get more in the face of the administration so we are acknowledged as of critical importance.
• I think that we are being utilized well, I just think that professors are overwhelmed right now that even reaching out and asking for help would be one more thing to do in a very stressful semester. The best thing that we can do is responding efficiently and positively to the requests that we get, word will spread amongst faculty... We have had quite a few positive comments about the library in campus wide meetings.
• I think the pivot came so fast that the library was the least of their concerns. I know we’re valued and I hope that we get some better integration if we have to remain online in fall.
• I think we need to be embedded in the courses and collaborate in assignment and course design.
• I think we need to continue to get the word out about how we can help them and their students. We have a ton of resources that people are often unaware of.
• Improve relations with other colleges and departments.
• Increase awareness—make them pay attention to library communications/messages, website, resources, etc.
• Increase faculty awareness of resources and services.
• Increase the library presence on the institution's guide for working remotely.

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• Increase the number of digital resources.
• Institutional support by highlighting the library more.
• It is a culture thing at my institution. The library here has not been utilized for a long time and that has slowly been changing.
• IT Services licenses Zoom and other institution-wide software used for remote instruction and provides tech and online pedagogical support. The library is familiar and well-versed in tech and pedagogical support but most faculty seem to look to each other or to IT Services for guidance, rather than the library.
• It was difficult to conduct aggressive outreach activities as faculty were so overwhelmed by just the technical aspects of the transition online. In the fall, we need to reach faculty to let them know of our online resources especially our streaming videos.
• Keep providing online help and answering reference questions.
• Less silos and more cooperative experiences.
• Librarians should be faculty and then we would be trusted. Unfortunately we are classified as staff.
• Make more faculty aware of what the library has to offer.
• Make sure they are aware that we are still here to help and make an impression.
• Market our resources better.
• Market our services more broadly.
• Market services as more than just books.
• Materials that match course curriculum in a user-friendly way.
• More and better outreach to faculty; for faculty to read/act on emails sent by us, be receptive; support and promotion of library by administration.
• More assertive liaison outreach from librarians.
• More electronic materials and up-to-date resources.
• More faculty and administrative buy-in.
• More faculty need to be interested in library resources, in general. This has nothing to do with COVID-19, but is a pre-existing situation.
• More funding, more librarians, more outreach. And we have other departments who are helping faculty to do this.
• More information from faculty about what library resources and supplemental lesson material they need
• More liaison activities.
• More librarians need to become tech savvy and knowledge about how they can assist faculty and students during this time.
• More marketing
• more of our librarians need to be able to assume instructional technology roles and be recognized as part of the support team.
• More one-on-one outreach. We plan to focus on new faculty.
• More online resources and staff who can work later hours to help students and faculty.
• More positions—we are severely understaffed and so do not have positions to cover open access, scholarly communications, and are missing positions for certain subject specialties.
• More promotion and interaction with faculty; training for librarians.
• More resources, more communication about what’s available.
• More respect from high-ranking university administration.
• More staff to support the need and be able to do more outreach.
• More time to adjust.
• More time to contact faculty and provide individualized resources for courses, particularly OER texts.
• Most faculty have tech-related issues which the school’s dedicated IT department handles. We can send out e-mails to faculty reminding them that we can help with finding online resources for them to use for their classes.
• Mostly for resources not for tech support.
- Need to become more visible.
- Need to reach them somehow, though often there is a lack of interest on their part. Few are proactive in advising us what resources they would like/need. We are not faculty, so there is a roadblock in access to dealing with them. Truth is, many of our resources may be suiting them fine without librarian interaction.
- need to see ourselves in this way.
- Network with departments so they are aware of all we have to offer, and continue to develop infrastructure so we can readily meet and at times anticipate their needs.
- Not sure, maybe after this pandemic faculty members will become interested in connecting with the library resources to be ready for anything that may arise in the future.
- Not sure, most disciplines won’t provide library time at their faculty meetings so we have few avenues other than email to reach out to faculty.
- Offer more online teaching resources and guidance.
- Our go-to source is the Distance Learning department on our campus.
- Our library needs to have a real liaison program. The professors and departments that know we exist and can help reach out to us and use our services often. But other programs don’t take advantage of the services we can provide to students and to them.
- Our transition to online learning was so rapid that the library could not have provided in-depth assistance and faculty did not have time to consult the library for help. Moving forward, our library liaisons can proactively inform their faculty what services we could provide during the bi-annual contact attempts.
- Outreach.
- Perhaps market ourselves—we’re good at being support when it’s needed, but not letting people know what we have to offer or reaching out to let people know we’re there if they need us.
- Present on library services to faculty in their professional development meetings.
- Promote our services more to faculty. Truly everyone was so busy trying to get their classes online in one week the library was not a priority.
- Promotion of services.
- Provide information about the resources that we have available.
- Provide more training opportunities and former tighter bonds with our Center for Teaching and Learning and Tutoring Center.
- Provide what they really want/need, not what we think they should want/need. Lots of communication and reminders. Be seen as problem solvers.
- Publicizing what we can provide.
- Push and promote new initiatives that directly impact faculty. Our focus currently prioritizes students which the other faculty don’t always recognize.
- Reach out directly to faculty.
- Reach out first instead of waiting for faculty’s replies.
- Reconfiguration of academic support services.
- Solve someone’s problem; then we are go-to.
- Solving specific problems/issues as they arise for the faculty member; and then teaming up as necessary to get ahead of the curve for the next iteration of this.
- Some decent marketing.
- Some of the faculty already know the value of the library and what is offered and others had assistance from the Information Technology Department in getting ready for the transition to online delivery.
- Somehow make faculty aware of our knowledge and how we can make their jobs easier and help students learn.
- Strong relationships with faculty.
- That’s an ongoing question even prior to this pandemic!
- The administration needs to encourage the faculty body to work more with the library and re-emphasize ways the library can provide instruction and academic support.
The Center for Teaching is, and should be, the go-to resource. The Library work with the CTE in curating support materials and guides.

The library as the heart of the academic community seems to have been marginalized in recent years by administration, which has fragmented departments and divisions, and the lack of respect for the library’s role in scholarship has eked down to the faculty. Not all, but some. We are currently without a President, but COVID has put a search for a new one on hold. I am hoping a new administrative team will be on board that you cannot function without a library.

The library doesn’t need to do anything. The faculty need to change their attitude and remember that we are here.

The library must be more proactive, better market their mission, and work harder to engage with and align with the steps the university is taking, especially at this time.

The only thing that has worked has been constant repetition. Faculty don’t think of us unless they need us, and they don't remember past promotions.

The University administration should place a higher value on the library. If that happens, the faculty will follow.

There are a lot of political issues at play, including the past relationship between the library and the faculty. We haven't had particularly good communication in the past, so the faculty do not have a very clear idea of what the library does. We could be much more helpful to them, but we are often ignored when we reach out, so many liaisons just wait for faculty to come to them, which they don't. We need a public relations campaign within the university aimed at the faculty and administration. If they knew what we could do and what we could offer, they might be more likely to take advantage of it.

This is the perennial question...not sure it’s different in a remote environment than in person. I think librarians and library workers need to be able to build relationships with faculty. When they know us and trust us, they will value us and come to us.

This would mean taking on additional projects.

Tighter integration with Canvas/online learning platforms and tools.

To be fair, most faculty/departments didn’t use us as a resource for course development before COVID-19.

To be granted access to orientation sessions. Having the faculty teach away from the textbook.

We already have a separate instructional technology team that has been doing most of the transition work. Greater emphasis/communication from the administration that we are available and able to help would extend our reach and faculty awareness.

We are not the go-to source because there are others in the university that are seen as the main resource to use for online learning and online classroom engagement. We were actually left out of the team that helped the university get faculty up and running for online learning.

We are still scrambling and trying to figure that out.

We are there already and have been for years. What they are shifting to online now has nothing to do with libraries, it is there daily lectures and labs. If they needed library resources or librarians embedded in courses, we were already there.

We assist with resources. Our acad tech and ITS departments are more involved with the tech support end of things.

We have a separate office on campus that is specifically charged with doing online learning support, so we can’t really interfere.

We have an extensive IT department that did a wonderful job in helping new or on ground faculty with tech challenges. It actually went fairly smoothly because of our IT that offered multiple trainings for faculty and staff. The librarians at my campus are a valued and go-to source for our faculty, before and now.

We have been struggling with “visibility.” It’s also hard to help when everyone at the university already “wears many hats.” Emails reminding faculty of available resources—including librarians as a resource; offering more training (mix of in person again—and video)...

We have to find a way to provide concrete data that proves our relevance.
We must do a better job of marketing, but I think it really comes down to relationships. It takes time to build trust and confidence. To do that, we must get out of our buildings and go where faculty are. We must continue to learn new technologies and keep up with trends, but we also have to reach out to faculty and tell them what we can do to help them and their students.

- We need a breakthrough in communication with our faculty and our students.
- We need better relationships with faculty. Many faculty were fine researchers in school—evidenced by their ability to become faculty. They don’t always seem to understand that their students are not.
- We need more professional staff to provide outreach to faculty and departments to inform them of what library electronic resources are available as well as what resources they would like to have access in the future.
- We need strong, supportive, visible leadership that champions the library’s resources, services, and staff.
- We need to be better prepared to help with solutions (time, money, expertise, etc.).
- We need to change our campus’ perceptions of what a library can be. Most people think of us as the place to get the stuff, but not to help them transition their classes online.
- We need to continue to partner with the campus initiatives that faculty do use. We currently have a librarian who participates in twice-weekly open “office hours” with our teaching and learning institute. We also need to continue to be visible to faculty through committee work, faculty senate, etc.
- We need to employ more full-time librarians to help with outreach and collaboration with teaching faculty. And we need to figure out how to make teaching faculty really understand what academic librarians and libraries actually do (stereotype still prevails—we sit around reading books all day).
- We need to have the staffing necessary to meet their needs in a timely fashion, both in terms of numbers and experience. Due to funding, half of our department is very entry level.
- We need to promote our services. Sending weekly emails that we are available and here to help. Adding content to the College's weekly newsletter about our services.
- We need to show faculty all the ways in which we help students and the level of service that we provide, since it seems that many faculty are unaware of the extent that we help.
- We regularly reach out to departments, but there is no support from upper administration guiding faculty in any way to use the Library. We need admin to structure their approach to include the Library in faculty orientations, department meetings, and create expectations for using Library resources when planning courses.
- We’d need to take over IT and the course design department, which isn’t going to happen. The people we have in those other non-library departments are doing a good job of supporting faculty and we'd be duplicating their services.
- Weekly contact with the departments on what we do and can do for them and their students not only during the pandemic but continued. Good, strong librarian liaisons with each department.
- We’re already doing what we need to do, and many departments usually approach us. The change to online happened so quickly that I think it’s all they can do to get through the semester. If the pandemic continues, we’ll see more departments contacting us for help.
- We’re not the right department for that. We have an online learning department at our institution. We have a department that does it instead of the library.
- You’re asking a question that I think we all would love an answer to: “how does the library prove itself of equal value to other campus departments?” If you have a good answer, I’d love to know, because we work as hard (and often harder) than any teaching department, but we’re not seen as equals. We’re seen exclusively as a resource, and that’s precisely the problem.
“What are some of the larger education trends and impacts you expect as a result of the COVID-19 shutdown?”

- Anticipate that many small private colleges and many branches of larger university libraries may be closed.
  - Students taking gap years or having to enter the workplace to help replace economic impact on families.
  - Tuition may go up, considering colleges had to reimburse housing/ etc.
  - Higher focus on online learning and products.
- A flattening or lessening of college enrollment. More closures among smaller or less-prestigious colleges and universities. An increase in online or hybrid courses within selective colleges and highly ranked public institutions. More faculty teaching remotely across different types of institutions.
- A higher percentage of students will be from high-income families.
- A lot of boomers will be retiring. More dependence on third-party technology. More hybrid and online teaching.
- A lot of small specialty schools and SLACs will close. More competition for students, lowered admissions standards coupled with reduced services for students will lead to even lower levels of student success. It will never be the same.
- Academic departments will probably select etextbooks.
- Acceleration of challenges already faced by small and medium sized colleges and universities; a greater reliance on online educational models.
- Access to technology. Once connected, most succeed.
- Agile emergency responses will be required best practices; zero in on ways to become less tuition-dependent faster; like scientists should be driving the COVID-19 conversation, Instructional Designers should be driving online learning whenever possible!
- Better solutions to resource sharing of electronic books; more dependence on resource sharing in general; planning ahead for sudden closures.
- Bricks and mortar universities will be struggling and will have to enact budget cuts, layoffs, discontinue some programs, etc. Online education will get a huge boost and future on-campus courses will be a hybrid (e.g., utilizing more of the teaching technology through LMS, etc.) or possibly include offerings of online-only sections. Library websites will need re-examining and retooling to better serve users. Focus on increasing integration with systems (library catalogs that can search across all subscriptions, as well as better integration with LMS).
- Budget cuts and enrollment declines.
- Clarifying and perhaps reordering priorities—what is really most important, and what do we not want to return to?
- Colleges and universities will close.
- Continued increase in online education; increase in enticements to students to attend a specific university (e.g., special offers to get students to commit to a specific institution); lower international student enrollment; year break between high school and college.
- Creative delivery of student and faculty resources. A reduced interest in higher education, which will result in additional budgetary issues.
- Decrease in budgets, not sure about enrollment as our summer term enrollment headcount increased by 6%.
- Decreased enrollment for a while; more part time online students.
- Decreased enrollments and increased discount rates and scholarships. Fewer staff to support fewer courses.
- Decreased enrollments, smaller universities shuttering, very difficult times for higher education and K-12.
- Decreased overall enrollment; decrease in retention and success; decrease in faculty and staff hiring; less funding for materials; decrease in adjunct hiring; increase in online-only classes.
- Delay in ILL service.
- Ebook use may change dramatically.
- Enrollment declines.

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GALE
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Enrollment decrease cost savings through adjunct faculty positions not filled/eliminated.

Enrollment drop, possible layoffs/furloughs similar to what was seen during the Great Recession, hiring freeze resulting in staffing shortages—resulting in increased workload.

Enrollment in higher education will continue to decline.

Even greater move away from physical resources; possible more acceptance of OER/OA materials and production.

Everything is online now so it may be hard for a lot of people, especially those who does not have internet or laptops.

Faculty and students will need to get used to ebooks more which will help when libraries do go to more e over p.

Fall enrollment decrease. Decrease in funding for colleges of NY.

Fewer databases. Fewer staff.

Fewer private colleges with fewer students; staff reductions (library and overall).

Fewer students going to college in the traditional fashion. More online courses regardless of pandemic. reduced budgets.

Fewer teachers, fewer colleges.

Flat budgets, some colleges permanently closing, spending on outside programming reduced or eliminated, travel funding eliminated, national searches for open positions switched to internal only, hiring freezes, staff furloughs, lower student enrollment, no raises for remaining staff, fundraising for building projects halted and switched to student oriented fundraising.

Focus on DRM-free ebooks rather than other types.

For our area, continue to address the digital divide...inequality in access to technology.

For the coming year, lower enrollments, many students taking gap years, less funding, and some institutions closing.

For us: I expect we will lose some of the most vulnerable student population in terms of technology experience and simple ability to purchase or use technology; you can’t take online classes from home if you have rudimentary computer skills, cannot afford a computer, and can’t get decent internet access in your rural area. Larger trends—loss of interpersonal relationships that support students and help teachers know when students are struggling; I think the academically weaker students will falter and fail, and we will see fewer students enrolling in higher education.

Furloughs. Layoffs. Permanent cuts in the departmental budgets.

Gap years, or an even greater increase in popularity of community-college-for-your-gen-ed-requirements.

Greater adoption of hybrid learning modalities (online and in person). Greater use of Zoom-like conferencing. Decreased enrollment (initially).

Greater appreciation of what the library is already doing in the online realm.

Greater dependence on online delivery, challenges in recruiting and online advising.

Greater online use/presence, decreased enrollment.

Greater shift toward OER, more modular teaching with less emphasis on semester long instruction.

Greater use of asynchronous learning. Real financial difficulties for some institutions, possibly including some closing forever, lower enrollment overall, but especially for in-person classes as families struggle financially.

Higher unemployment often leads to higher enrollment.

Hopefully this has increased awareness about the digital divide our students face and higher ed institutions will find better ways of getting technology into the homes of their students.

Hopefully to disprove the notion that online learning is not as valid or as worthy of the investment as face-to-face learning.

Hoping for people knowing more about the library’s existence.

How do we maintain social distance in a synchronous environment and/or in libraries?
I envision more hybrid classes with in-person and online components. I hope that this leads to internet access being considered more of a utility and less of a luxury. I would like to see more unlimited user e-resources.

I expect many colleges and universities to fold. I expect all others to have major budget cuts including employee furloughs, layoffs, and pay cuts.

I expect vendors to take advantage of the increase in need for online resources by monetizing and improving their online products. What I wish would happen would that this would be the moment when OER projects are funded and pushed as a solution both for accessibility and affordability.

I expect we’ll see some kind of transformation to K-12 education as more online learning is here to stay. I expect this will have widespread, controversial, and long-term impacts to the structure K-12 education. I expect to see more educators in K-12 and higher ed working remotely and providing virtual services. I expect to see higher ed becoming less expensive (tuition and textbooks as a result of OER) and more competitive as some colleges close down completely and students have greater choice than every to attend college virtually. I expect we’ll have increased discussions about the pros and cons of online learning vs. traditional, on campus experiences, and beyond the learning: we’ll discuss the impact to student life and college experience when they opt for 100% online experience.

I hope administrators will be more open to include the library in all distance learning initiatives and also help librarians to develop new strategies and skills related to this modality.

I hope information literacy will increase in importance. Growth of online and especially hybrid courses as more the norm than the exception.

I mean, how many schools are going to close in the next three years as the calculus for most students trends more towards “online-only college is not worth dying in debt peonage, and the potential to literally die from COVID-19 (plus that debt peonage, too) is not worth attending schools with in-person operations”?

And this is just in advance of the enrollment cliff in 2025. It’s hard to imagine anything less than 50% of all academic librarians will be unemployed by 2022–23, barring a massive federal intervention (which, lol, whose administration is going to do that? Trump’s parade of grifters or the one headed by the man who guaranteed almost everyone my age dies with student debt?). It’s hard to imagine that whatever comes after COVID isn’t crueler and more ghoulish than our current political economy.

I suspect that after it’s over, there will be a desire to return to on-campus learning—so many students are concerned about missing out on the college experience, which is so much more than just classes.

I think a non-trivial number of higher education institutions are going to close within the next few years. How many will depend in large part on how the pandemic plays out, e.g. when effective treatment protocols are established, when a vaccine becomes available, etc. I don't think in-person education at smaller schools will disappear completely because many people recognize it as a valuable experience, but it’s going to change.

I think people are going to both have a reaction against online learning because they will associate this transition to remote learning with online learning, although true online learning is different from what we’re experiencing now. I think faculty will have in the back of their minds that at any point we may have to switch to online again so they may be thinking more about that from the beginning of course design.

I think some colleges will close, and others will experience financial exigency. We’re already anticipating staff reductions. More online learning options will be available and at least some will be hybrid online/in-person.

I think that this will accelerate many of the trends that are already in place. If I were to be hopeful, I would hope this accelerates the development and integration of more OA/OER. Again, some of this is too early to tell—beyond more online.

I think there were will be fewer enrollments across the board for all higher education institutions since no on-campus functions or tours, etc., could take place in the spring and early summer.

I think there will be an overall increase in online courses and an increase in hybrid online/on campus classes.
I think we might start a program in which students can purchase reasonably priced laptops from their college. This would allow us to move away from providing computers in classrooms and libraries that would have to be disinfected constantly.

I think we will see a lot of creative re-envisioning of higher education. Some ideas will work and some won’t. But as struggling colleges strive to stay afloat, and stronger colleges work to increase efficiency, I think it’s unavoidable that we will see a lot of experimentation and questioning the status quo of how higher ed “works.” In the long term, I hope this will yield positive results. But I also expect to see leaner, meaner operations for a while, with layoffs, furloughs, and pay cuts not ending any time soon.

I would hope that we get a lot more students since unemployment will be high. I just hope they apply for FAFSA in time.

Improvements to UX within databases; better general understanding of the library’s instructional role.

Increase in blended learning.

Increase in certificates and 2-year degrees to be more employable as “essential.” Large increase in online learning.

Increase in online instruction and greater emphasis on quality engaging online methods that appeal to 18–22 year olds.

Increase interest in OER and other OA alternatives.

Increased digital resources and services.

Increased emphasis on online learning; increased training for faculty on the delivery of instruction online.

Increased interest in VR and AR for enhanced remote learning. Changes in physical spaces in classrooms and meeting rooms. Increased demands for additional bandwidth for synchronous teaching.

Increased shift to online instruction.

Increased use of OER.

Increased use of OER, adaptive learning, and online learning even after the crisis ebbs.

Increasing differentiation among “types” of higher ed, e.g., undergraduate/vocational, master’s degree/professional, and advanced research.

Lack of accreditation consistency for libraries. Online programs should require the same quality resources that in-person programs do.

Large scale closing of higher ed institutions.

Less diversity due to financial limitations facing economically disadvantaged groups and greater emphasis on workforce applications of collegiate programs.

Less money in budget overall.

Less residential students?

Less student enrollment, colleges closing down, and online learning.

Library as “safe haven” will increase once on-campus resumes. Greater reliance on e-resources.

Likely additional closures of colleges/campuses.

Loss of CTE and lab classes.

Lots of institutions, faculty, and libraries playing catch up with online teaching and learning. Probably enrollment shifting toward community colleges, online universities, and less expensive universities with strong online degree programs.

Lower enrollment = lower budget.

Lower enrollment, at lease for a while; fewer programs; shift in academic programs; creative options for non-degree seekers.


Many colleges will not survive and will close. Far fewer students will go to college. Costs to students will have to come down drastically, which will mean we have to streamline—or we’ll be among those that don’t survive.

Mental health problems for students and employees.

More asynchronous education.

More CIT students. Innovations in teaching “labs” in an online environment.
• More closures and mergers.
• More courses being offered online. More technical skills training required for faculty and students to succeed in an online environment.
• More emphasis for faculty to learn pedagogical methods for online learning. Retention of students will be difficult so institutions need to find ways to remedy this situation.
• More emphasis needs to be on digitally accessible materials for students. I wholeheartedly believe that courses with OER content will become even more prevalent and more professors will be looking into this so this scramble doesn’t happen again.
• More face-to-face/online hybrid classes, perhaps even with a mixed student population—some students completely online with others in-person for the same class and section.
• More flexibility with and interest in online options.
• More focus on online teaching and training, increase in electronic resources.
• More hybrid and online classes.
• More hybrid classes. Fewer print books purchased. Librarians becoming more experienced with videoconferencing. More remote work possible for librarians. Perhaps fewer Ref Desk in-person shifts. More importance placed on e-resources even as budgets continue to be cut.
• More hybrid models of classes.
• More institutions of higher learning will close.
• More instruction videos for classes that require lab, like biology.
• More investment in student tech.
• More long-term working arrangements for university employees. After vaccine is in place, a rebound of place-based and collaborative learning/research.
• More online classes, flexible learning and better online test procedures.
• More online classes, some schools will close or merge in some areas of the country, students may take a year off before heading to college.
• More online classes. More attention to public health issues.
• More online classes. Possible decreased enrollments until face-to-face classes return. Budget decreases.
• More online course offerings, but fewer on-campus students.
• More online course offerings. Greater adoption of OA/OER. Perhaps faculty/staff layoffs or furloughs. Fewer students enrolling in higher education.
• More online courses in the Fall 2020 and Spring 2021. More online students. More OER for students Budget cuts/reduced staff members.
• More online courses. Less patience with faculty who can’t handle tech.
• More online education.
• More online education. And I’m hoping for increased attendance due to people not having much else they can do...but that’s a job security hope too.
• More online education; more online resources; more ability to work from home. smaller enrollments, institutional closures.
• More online enrollment. Greater need for better web presence and stability. Need for improved online course design and resource access integration.
• More online offerings; social distancing effects on size of face-to-face classes; scheduling classes; demand for excellence in online courses.
• More online-only degrees. Rethinking how staff perform their work and where they need to be working to fulfill their job duties.
• More online preparedness. Alternatives to help create social distancing.
• More online students interested in health sciences.
• More online teaching, or hybrid; library services offered remotely.
• More private institutions close, more virtual conferences/meetings, more opportunity to collaborate as we find our footing, perhaps consortia will get stronger and MAYBE more state support as it can be afforded given the rate of unemployment.
• More small private liberal arts colleges will die.
• More students reconsidering the value of a 4-year degree; a significant number of college closures or mergers.
• More technology available to students like laptops and devices. All classes will be using an LMS.
• More use of blended learning.
• More video conferencing for classes and additional hybrid classes. Support for student hardware and faster internet.
• More virtual, less traditional course offerings, but with lower enrollments because many students do not like virtual learning and resent not being given other options. In our institution, over half of the students dropped classes when our institution went to virtual due to pandemic.
• More work from home expectations.
• More/renewed interest in OER.
• Move to online learning only.
• Move to online-only instruction and more working from home for employees.
• Need to diversify revenue streams away from residential model.
• Obviously there will be more awareness and preparation of faculty and infrastructure to support remote learning. Campuses will probably have to explore online labs and ways to make remote learning possible for hands-on courses.
• OER, more online/hybrid models, more reliance on digital literacy and digital tools.
• Online and hybrid learning will become more accepted and pedagogical studies for such learning will increase. Hopefully, this will lead to developing more meaningful and diverse strategies for online learning.
• Online course readiness.
• Online learning will stay more prominent as will online resources for libraries. Print books may be a thing of the past.
• Online learning, of course. Asynchronous learning. Accommodating quite a bit more; more flexibility in studies, grading, and timing of everything. Possibly more students focusing on local and/or community college institutions; they seem to be feeling that if they aren't getting the on-site experience, then there's no real difference between our highly selective institution and their local CC.
• Our economy has collapsed, and as a result, higher education is going to take a huge hit. I predict that some institutions will shut down.
• Our students are telling us that they want to come back—they really enjoy the physical campus. And many are saying that they miss the library and library staff. I believe that this will continue.
• Overall enrollment drop.
• Overall, greater need for institutions to support both modes. Faculty might not feel totally comfortable returning to class and might choose to teach online. Interactive library instruction—modeling good practice. Authentic assessment. Increased support for both faculty and students.
• Physical classes will shift towards online only—a few departments may move towards an online platform.
• Plenty of colleges shutting down for good.
• Possibly financial constraints will suppress traditional student enrollment at residential colleges, but maybe not if unemployment remains high; remote and hybrid instruction will continue to supplant some in-person courses, even at small private institutions.
• Primarily hard budget situations. Layoffs. Cancellations of subscriptions. Less professional development/travel money, if any at all.
• Problems with working with budget decreases.
• Publishers who opened up content will use usage data to try to sell more online content to libraries and directly to faculty. Institutions will need to be better positioned to react to interruptions in classes.
• Recognizing the unique needs and environment of the online student and instructor.
• Reduced budgets/overall spending. More emphasis on ebooks—including individual ebook titles, possibly even for “children’s books”—and streaming services. Lower spending on physical materials. Reduced hours (due to lower enrollment and budget shortfalls). Fewer student-worker jobs (due to reduced hours,
lower enrollment, and budget shortfalls). Fewer students attending college, especially those in lower-income brackets—so a reverse in the small gains in student diversity. Layoffs.

- Reduction of enrollment for all higher education. Realization of the feasibility of work from home for library staff and potential off-site support staff becoming more viable. Closing of smaller liberal arts colleges with limited funding and enrollment.
- Reliable online access ebooks. More online classes.
- Rethinking the application of Fair Use, during emergencies but also generally for distance education.
- Rethinking the role of the academic library and librarians in a campus environment.
- Revaluate space at all locations.
- Schools with no online component will get on the bandwagon or close down. New channels of communication with students will appear.
- Shift to OER, more embedded librarianship, more EMS integration, more online and hybrid classes.
- Shift to online learning with emphasis on F2F connections being more meaningful.
- Smaller budgets; fewer resources; staffing reductions.
- Smaller class sizes; less foreign students so higher prices for domestic students; more ability for faculty and/or staff to work from home.
- Smaller classes, staggered attendance on campus, more online resources, severe cutbacks, staff reductions.
- Smaller institutions will collapse, which will drive up the number of qualified people competing for academic jobs.
- Some potential students will choose to go into the workforce rather than go to university. Attitudes of resistance to online teaching will decrease and become more amiable toward online teaching.
- Some staff will switch to the remote work model, an increase in online learning as faculty get more familiar with it.
- Staffing reductions; both from admin cuts and individuals looking for more stable employment.
- Standardize online platforms as part of curriculum design. Broader use of open educational resources. Decrease of full-time enrollment. Uncertainty on the impact of economic downfall to University education.
- Student being allowed checking out tech equipment to take home.
- Students less likely to choose a college more than a day’s drive from home. Increased interest in epidemiology, infectious disease. Even if we return to on-campus classes, I expect more hybrid instruction with components of online learning complemented with face to face instruction.
- Students wanting online options/moving to a college closer to home.
- There will be much more remote learning in the short term. Fear of going off to college will be a problem for a time. I think people will want to return to face to face interaction for education. The college experience will continue to be a rite of passage. However, some aspects of online learning will be acceptable much more widely.
- Those that weren’t online-ready will become so.
- Traditional college experience will change. I’m not sure as to what but it won’t be the same.
- Tuition should be lower, but will most likely increase. Private campus with high tuitions may close their doors, because funding will not be enough to operate a university effectively.
- Under fair use policy, more copy right related restricted resources ready for local or public use.
- Universities who have been wanting to get rid of physical collections may use the pandemic to reduce physical collection or move items to offsite storage.
- Unpreparedness of incoming students. Anxiety as the situation unfolds and campuses open back up. Greater investment in online course design and online student experience overall.
- Urgency of online teaching and learning readiness—faculty, infrastructure, support, training, etc.
- We were already seeing flat or decreased enrollment and we expect decreased enrollment to continue beyond Fall 2020. As a result, we expect the overall library budget to remain cut.
- Your “impact on fall scheduling” question didn’t provide an option for classes starting and ending earlier, so that students don’t come back to campus after Thanksgiving. The public campuses in my state will be doing that it seems.
Appendix C. Methodology and Questionnaire

The Academic Library COVID-19 Response Survey was emailed to a selection of academic librarians on April 22, 2020, with a reminder to non-responders on April 28. On May 8, the survey was emailed to a new list of academic librarians. A drawing to win one of five American Express gift cards was offered as an incentive to reply. The survey closed on May 17, 2020, with 414 North American respondents.

Academic Library COVID-19 Response Survey

1. Which of the following classifications describe your institution? Please check all that apply.

- Doctorate-granting University
- Master’s College or University
- Baccalaureate 4-year College or University
- Associates 2-year College
- Special Focus Institution
- Tribal College
- Not an institution of higher learning [thank and end survey]

2. [if doctorate, masters or baccalaureate 4-year] Is your library an ARL member library (Association of Research Libraries)?

- Yes
- No

3. What is your institution’s approximate full time student enrollment?

- Less than 2,500 students
- 2,500 to 4,999 students
- 5,000 to 9,999 students
- 10,000 to 19,999 students
- 20,000 to 29,999 students
- 30,000 or more students

4. Before the COVID-19 pandemic, approximately what percent of your total student enrollment would you estimate was receiving exclusively online instruction?

- 0%
- 1%-24%
- 25%-49%
- 50%-74%
- 75%-99%
- 100%
5. Is your institution public or private?

Public (government-funded)
Private

6. Where is your institution located? [Dropdown list of states, with Canada, + Other Int’l]

7. What is your primary job function?

Access services/Circulation manager/specialist
Acquisitions manager/specialist
Archives manager/specialist
Cataloging manager/specialist
Collection development/Materials selection manager/specialist
Dean of libraries
Electronic resources manager/specialist
Head librarian/Department head
Instructional librarian/manager
Library administrator/manager
Library director or Assistant library director
Reference/Information services manager/specialist
Serials manager/specialist
Subject specialist/Department liaison
Systems manager/specialist
Technical Services manager/specialist
Other, please specify: ____________________________

8. In your opinion, how prepared were faculty and the library for providing remote access and online learning prior to the closure?

<table>
<thead>
<tr>
<th></th>
<th>Not prepared at all</th>
<th>Somewhat prepared</th>
<th>Prepared</th>
<th>Very prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. If there were significant differences in faculty preparedness between disciplines, briefly explain: ____________________________
10. What training or assistance with transitioning to remote access/online learning did you receive? Check all that apply.

Formal professional development provided by institution
Professional development from vendors
Networking with librarians or other educators, specify:___________________
Training available online (LinkedIn Learning, YouTube, etc), specify:___________________
Other, please specify:___________________
No training or assistance received

11. Which of the following do you currently need help with regarding the shift to remote access and online learning? Check all that apply. [randomized choices]

Guidance from administrators
Communicating effectively with students and faculty
Information, guidance on how to facilitate online learning
Technical assistance with online applications (e.g., Zoom)
Discovering useful resources/methods that are trending
Content with unlimited user access models
Understanding how to improve user experience for library website
Addition of Instructional Design roles among library staff (new or increased roles)
Other, please specify:___________________
None of the above

12. How is the library assisting students with online learning? Check all that apply. [Randomized choices]

Aiding students conducting research
Helping align library content to courses and curriculum
Directing students to digital tools available through the library
Licensing additional ebooks and ejournals
Offering guidance on copyright/fair use
Providing technical assistance to students
Instructional librarian embedded in online classes
Other, please specify:___________________
None of the above
13. How are you supporting faculty shifting to online learning? Check all that apply. [Randomized choices]

- Providing resources to help with transition to online
- Helping to align library’s digital resources to curriculum
- Licensing additional ebooks and ejournals
- Offering technical assistance
- Offering guidance on copyright/fair use
- Participating in virtual departmental meetings
- Creating/Maintaining a digital repository
- Developing course reserves
- Making LibGuides
- Other, please specify: _________________________

None of the above

14. What do you wish you could be doing to support students and/or faculty but can’t because of a lack of administrative/peer support or logistical issues?

__________________________________________________________

15. [If not none in Qn above] Which faculty support is most critical at this time? Please select only one.

[pipe in choices from question above]

16. How has the library evolved its approach to online learning since this crisis began? (Check all that apply) [Randomize]

- Maintained or increased hours of availability even through physical closing
- Eased restrictions on access to content
- Investigated more LMS integration
- Greater use of online chat or video conferencing as a substitute for face-to-face interaction
- Maintained access to physical materials via contactless pickup
- Started or increased distribution of physical tech equipment to students
- Other, please specify ________________

17. What online services/approaches are working best?

______________________________________________________________
18. What are the biggest barriers to providing ongoing remote access and online learning? (Check all that apply) [Randomize]

- Limited tech experience
- Inadequate infrastructure/systems
- Lack of school support
- Protection of author rights
- Funding
- Lack of institutional flexibility
- Library readiness
- Faculty readiness
- Lack of time
- Other (please describe) _________________

19. In your institution, how many faculty/departments have approached the library as a go-to source to help with the transition to remote access and online learning?

- Most faculty/departments
- Many faculty/departments
- Some faculty/departments
- Few faculty/departments

20. [If Most/Many] What strategies and tactics would you recommend to other libraries trying to establish a strong connection with their faculty?

_________________________

21. [If Some or Few] In your opinion, what does the library need to do to become a valued, go-to source for faculty? _______________________

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LOOKING AHEAD:

22. How do you predict an increased focus on remote access and online learning will impact the importance of the decision making criteria below when renewing/purchasing library resources? [Random order]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>More important</th>
<th>Same importance</th>
<th>Less important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlimited simultaneous user models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of LTI/LMS integration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>User experience of product interface</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth and breadth of content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty demand/requests</td>
<td></td>
<td></td>
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<tr>
<td>Student-driven requests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Price or Cost per use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>User workflow tools like highlight, annotate, download, save, cite, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment of content to courses/curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product awards, reviews and peer testimonials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compliance with most current web accessibility standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistent URLs for sharing in LibGuides, syllabi, learning management systems</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cross-searchable within library discovery service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discoverable by users searching online with Google/Google Scholar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports a print-to-digital shift for our collection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
23. Which would you rank as the top three most important decision making criteria going forward, when renewing/purchasing library resources?

[Provide same list as above]

24. How do you think the pandemic will impact the timing of your institution’s summer/fall courses?

<table>
<thead>
<tr>
<th></th>
<th>No change</th>
<th>Delayed start</th>
<th>Cancelled</th>
<th>Don’t Know or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. How do you think the pandemic will impact the instruction environment of your institution’s summer/fall courses?

<table>
<thead>
<tr>
<th></th>
<th>No impact: Regular, in-person classes</th>
<th>No impact: Online only classes</th>
<th>Shift to online only classes</th>
<th>Shift to a mix of online and in-person</th>
<th>Don’t Know or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fall courses</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

26. Do you anticipate your institution/faculty will retain an online learning component to courses when in-person classes start again?

Definitely
Probably
Unsure
Probably not
Definitely not
27. How do you expect the COVID-19 crisis will affect enrollment in the fall? Check all that apply.

Lower overall enrollment
Higher overall enrollment
More online-only enrollment
Fewer international students
Other, please specify:____________________________________
Don’t know

28. [Optional comment] What are some of the larger education trends and impacts you expect as a result of the COVID-19 shutdown?

________________________________________________________