

**Profile of the  
UW-Parkside Library  
University of Wisconsin–Parkside  
2019 Regents Academic Staff Excellence Program Award Recipient**

**Highlights from nomination materials:**

- The UW-Parkside Library creates a welcoming and enriching environment to support academic excellence and a growing number of students, faculty, staff, and community members are using its services; the 2017-18 visits to the UW-Parkside Library totaled nearly 220,000 – about 22,300 more visits than four years earlier.
- As campus persistence and graduation rates continue to improve to historic levels, the Library has been an essential part of this success; in the last three years, visits to the Library have increased 13 percent, average visits per student are up 15 percent, and study-room reservations have grown 18 percent.
- The Library recently opened the Guttormsen Family Literacy Lab to support teacher development programs at UW-Parkside, as well as regionally, and serve as a childhood literacy resource; the lab has colorful murals, comfortable furnishings in plant and animal shapes to appeal to children, and a new mini UW-Parkside mascot, Ranger Reader, designed to engage children and encourage them to read.
- A primary focus of the Library is to improve academic excellence and student success through observing best practices and focusing on demonstrated student needs; library staff created and implemented a vision to become more user friendly by adding more individual study spaces, presentation spaces, modern and accessible furniture, and technology-equipped study rooms; in addition, student outcomes are improved as faculty benefit from the outstanding and improved online and in-class library instruction experience.
- A bilingual (English-Spanish) staff member serves Hispanic students, a key priority as UW-Parkside focuses on improving student success and eliminating gaps among minority and majority students; online instructional tutorials support adult and online students; Library Day serves educators in the region with seminars on topics such as copyright law, augmented reality, literacy, maker spaces, and disaster plan preparation; the Reserve-a-Librarian program enables students to make appointment with librarians for research consultations; the Library also loans calculators, molecular model sets, and phone chargers to students.
- During exam week, the Library team provides snacks and coffee for students and hosts regular visits by therapy dogs to reduce stress; these efforts contribute to the university's success in increasing student retention and graduating the largest number of students in school history.
- The Library has received two National Endowment for the Arts Big Read grants, allowing it to promote literacy for people of all ages in the community; in 2015, the Library received one gold and two silver awards from the Council for Advancement and Support of Education for its work on the first Big Read; in 2017-18, the Library was recognized with the Wisconsin Library Association's Library of the Year award.
- Fourteen librarians and library staff have authored conference presentations or contributed to scholarly publications over the past four years.

**In the words of colleagues:**

- “The Library’s performance speaks for itself. It is the beating heart of our academic community. With students like ours, e.g., 80 percent commuter, majority first-generation, Pell-eligible, and working off-campus, getting students to the Library means getting them the space they need in their busy lives to focus on their studies. As the campus’s persistence and graduation rates continue to inch upward beyond historic highs, the Library is creating the space for student success.”  
—*Rob Ducoffe, Provost and Vice Chancellor, Academic and Student Affairs, UW-Parkside*
- “In the 28 years of my tenure at UWP, I have seen the library transform from one filled with books and journals, microfiche readers, duplicating machines, video tapes and tape decks, televisions and stacks of magazines to one that pulses with new technologies that support faculty advancement and diverse styles in new learning.”  
—*Helen Rosenberg, Professor of Sociology, UW-Parkside*