

Library Annual Report: 2016-17

The library staff devoted much of its time and effort in 2016-17 to the migration to a new integrated library system, our first in 13 years. The new system from Ex Libris touches nearly everything we do, including the provision of a single-stop search box for all our resources, the management of e-resource licenses, and the acquisition, processing, and cataloging of print books. We expect the new search, named OneSearch, to provide easier access to our e-resources and an integrated view of the many different types of resources we provide for our campus (from streaming films to e-books to online scholarly articles to our print book collection). Much work remains to be done, such as the integration of Digital Commons into OneSearch and the fine-tuning of acquisitions workflows, but we debuted OneSearch in the summer with success. We believe the new system is ready to connect our faculty and undergraduate students with resources that advance scholarship and creative work.

The rest of the library's work did not stop while we moved all of our data and learned a new system. We continued to focus on the four primary elements of our mission, and we shared our work, through the telling of three exemplary stories, with the Board of Trustees at its February meeting.

I. We taught students to critically engage in the discovery and use of information

We taught 106 course-related research sessions, reaching a total of 89 Hollins courses (17 of those had a second research session), including each of the first-year seminars. We also provided five orientation sessions (for such discrete populations as dance graduate students, horizon students, etc.) and five stand-alone workshops, and had a total attendance of 1,392 at all our sessions.

We assessed a student learning outcome for the third consecutive year. To assist with Hollins' assessment of general education for the SACS re-accreditation process, we focused on the applied research skill. We found that most students successfully apply appropriate search methods to locate information for their research projects. However, only half of the students wrote annotations that articulated the value and purpose of their sources, suggesting a need for greater emphasis on this aspect of the skill [See Outcomes Assessments for details].

II. We connected faculty and students with resources that advance scholarship and creative work

Building on the work of the Open Educational Resources faculty learning community, we collaborated with faculty to implement free (or more affordable) required materials in courses across the Hollins curriculum. At least six courses (Communication & Well-Being; Introduction to Business; Principles of Microeconomics; Dance Senior Seminar; Pre-Calculus; and Calculus II) were offered in spring 2017 that did not have any materials costs for students.

In the same spirit of improving access to resources for all students, regardless of socioeconomic background, the library eliminated late fines and extended checkout periods beginning in the fall 2016 semester.

The Hollins community downloaded more than 43,000 full-text articles and accessed more than 3,000 e-books from the library's subscriptions in 2016-17, while checking out 10,006 items from our collection, 926 items from course reserves, 1,387 items from Roanoke College's collection, and another 1,017 through Interlibrary Loan.

We expanded the scope of resources available to our community by growing our zine collection (and improving the descriptive records for the zines, as we committed to them as a permanent part of our collection), and by adding curriculum crates to our curriculum corner. These crates include several books, films and games on a particular topic.

The frequently asked questions portion of our website, which debuted in 2014, saw usage increase by more than 100% for the second consecutive year, to 8,927 page views in 2016-17 (up from 3,991 last year), as our community found answers through this platform.

Our circulation department engaged our student assistants in a new Hogwarts-style house points competition (think Harry Potter), which led to quicker re-shelving of library materials and improved access for our community.

III. We strengthened the intellectual community

The library played a key role in building the foundation for Sustained Dialogue on campus. Trained as moderators in the fall, Rebecca Seipp and I (and the late Caren Diefenderfer) team-taught the first Sustained Dialogue course on campus, a J-Term 2017 course. Rebecca has joined the SD leadership team on the campus.

The library initiated and co-sponsored the first-ever faculty course spa, bringing together more than a dozen faculty with expert university consultants (on topics ranging from assessment to research), to help faculty prepare for their fall courses.

Heritage Committee members Beth Harris and Maryke Barber helped organize and host a well-received Hollins Day event in February 2017 that celebrated all those who contributed to the development of the university. The Hollins archive, managed by Beth, provided much of the necessary research materials, and Maryke helped to disseminate the committee's work through the creation of its website.

Students are coming to the library in increasing numbers, as shown in another gate count rise. Our gate count of 70,187 was a 2.5% uptick over 2015-16 (which had represented a 30% increase over 2014-15, thanks in large part to the debut of the CLE and the coffee shop in the library). We continue to revamp and improve nooks and corners of the library, making them more welcoming to students, as seen in the addition of a writable wall on the ground floor.

V. We preserved and shared Hollins' legacy

Our special collections and university archive hosted seven class visits. The archive has also been an indispensable resource for research into the Oldfield slave community, as part of the Hollins Heritage Committee's work.

The Hollins Digital Commons continues to grow, with 175 works posted last year. Notably, the online archive added the entire run of Spinsters, the Hollins yearbook, to commemorate HU's 175th anniversary. Visitors to the HDC downloaded 18,054 items (up from 11,791 downloads in 2015-16).

As part of our work within the Consortium of Digital Resources for Teaching and Research (organized by the Council of Independent Colleges), we completed our first digitization project in tandem with a faculty member, classical studies professor Tina Salowey. Her photographic collection of Volos Museum Stelae (ancient Greek grave stelae) is now represented online by 82 images, accompanied by robust metadata, and available to anybody. We believe it to be the best collection of grave stelae available online.

The library successfully presented narratives for the following re-accreditation elements to SACS: 2.9, Learning Resources and Services; 3.8.2, Instruction of Library Use; and 3.8.3, Qualified Library Staff.

Library Staff: Selected campus service and participation

Maryke Barber

- Member, Diversity Initiatives Advisory Board
- Member, Heritage Committee
- Participant in First Year Seminar faculty workshops
- Participant in j-term faculty workshops on low-stakes writing assignments
- Co-presented Faculty Lunch on our online plagiarism tutorial

Beth Harris

- Member, Heritage Committee
- Member, 175th Anniversary Committee

Taylor Kenkel

- Co-presented, with Tina Salowey, a Faculty Lunch session on digitization in Shared Shelf

James Miller

- Member, Environmental Advisory Board
- Coordinated a campus visit by a field biologist from the Virginia Department of Environmental Quality (VDEQ)
- Advisor for Honor Court hearings
- Co-presented Faculty Lunch on our online plagiarism tutorial

Lee Rose

- Member, Human Relations Committee

Rebecca Seipp

- Sustained Dialogue moderator and co-teacher of J-Term 2017 SD course
 - Co-led Faculty Lunch presentation sharing course outcomes
- Member, Distinguished Speakers Committee
- Participant in j-term faculty workshop on low-stakes writing assignments

Luke Vilelle

- Advisor for Honor Court hearings
- Facilitated Faculty Lunch session on Open Educational Resource experiences in the classroom
- Sustained Dialogue moderator and co-teacher of J-Term 2017 SD course
 - Co-led Faculty Lunch presentation sharing course outcomes
- Moderator for C3, the career connections conference

Library Staff: Professional Service

James Miller

- Provided webinar for Virginia Tech library staff members (at their request) on creation of our online assessment dashboard

Maryke Barber

- Co-coordinator, LEO (Libraries Exchange Observation: regional instruction network)

Beth Harris

- Gave presentation on the Hollins archive's role in the work of the Heritage Committee, at the Virginia Caucus meeting of the Mid-Atlantic Regional Archives Conference.

Rebecca Seipp

- Co-chair, The Innovative Library Classroom (TILC) conference, Radford University
- Board member, Roanoke Valley Library Association (RVLA)

Luke Vilelle

- Chair, Virtual Library of Virginia (VIVA) Outreach Committee (and ex-officio member, VIVA Steering Committee)
- Member, *Virginia Libraries* editorial board
- Presented paper, "Writing the Library's Story, Three Outcomes at a Time," at the Library Assessment Conference.