**Library Annual Report for 2017-18**

The Wyndham Robertson Library completed its first year on a new integrated library system (Alma), and the library staff made the transition nearly seamless for the Hollins community, thanks to intensive work behind the scenes to ensure patron access, delivery, and discovery were not impeded as we adjusted our workflows. But we didn’t limit ourselves to working only on internal processes: The library’s presence and importance across the Hollins community was never more in evidence than in 2017-18. We taught more classes than ever before; created digital projects in collaboration with faculty and students; recognized and encouraged adoptions of open educational resources to improve student learning and save students money; and contributed our ideas and research to strategic planning, conference planning and program planning efforts taking place across the campus.

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

Our educational impact continues to expand: at the request of and in collaboration with teaching faculty, we offered a record 133 instruction sessions (across 99 courses) for 1,447 students in 2017-18, plus 6 orientation sessions and 3 stand-alone workshops that reached an additional 208 students.

* Particularly of note was Taylor Kenkel’s co-teaching of Greek Inscription in Art, with classical studies professor Tina Salowey. Taylor taught 7 sessions, focused on the technological and metadata skills necessary to create an ArtStor public collection and an Omeka-based exhibit. This exhibit is now accessible from anywhere in the world, at Hollins Digital Exhibits, and may be used as an educational resource at Hollins or elsewhere.
* Liaison librarians are providing an increasing amount of support to teaching faculty in the development of learner-centered research assignments – as one example, Rebecca Seipp and Julie Pfeiffer created an assignment based on using the Oxford English Dictionary (OED) as an entrée into close reading and writing a critical literature paper.

The number of questions asked at the library reference desk continues to decline; however, the library saw an increase in both personal consultations (questions asked directly of a librarian), from 170 to 231, and in the number of in-depth reference questions requiring more than 20 minutes, from 102 to 167. The changing nature of our reference work (which we now pair with instruction as the heart of our educational mission) has prompted meaningful discussions about the future of reference provision, and we expect to change our reference model in 2019.

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

The introduction of OneSearch (a single search box for all books, articles, and films that the library provides access to) for the 2017-18 academic year revolutionized how our community discovers our materials. We conducted a system usability study that gave OneSearch a satisfactory “B” grade, and James Miller continues to tweak the interface based on user research and librarian suggestions.

* Material from the Hollins Digital Commons is also a part of OneSearch, making our repository a more prominent part of our offerings.
* The Hollins community accessed 42,618 full-text articles, 8,710 books online, and 1,012 streaming videos in 2017-18. Both the e-book and online streaming numbers doubled from last year – not surprising, considering they were not included in our previous library catalog. These results show the value of OneSearch in including these resources. And the number of full-text article accesses is very similar, indicating that OneSearch adoption took place without significant disruption to our community’s use of online journals.

The library added more than 20,000 high-quality e-books to our collection, through participation in VIVA (Virtual Library of Virginia) consortial demand-driven acquisition (DDA) licenses for new e-books published by Wiley and Taylor & Francis. Community usage of these books will drive future purchasing decisions.

We ordered 2,711 items in 2017-18, including about 2,550 physical items; however, borrowing of print materials dropped across all categories in 2017-18.

* We also saw our second consecutive significant drop in the number of materials being checked out, a 10% drop from 14,039 checkouts to 12,621 checkouts. Included in this number are 800 checkouts of reserve items; 1,200 checkouts of equipment; 2,000 checkouts of films/media; and about 8,000 checkouts of books. Our patrons also borrowed only 922 items from Roanoke College’s collection last year, down 33% from last year and nearly 50% since 2014-15.
* Interlibrary Loan remains a critical element of resource provision for our community, though we saw a 20% decrease in the number of filled borrowing requests in 2017-18, from 1,754 to 1,390 borrowed items. For the fifth consecutive year, we were a net lender in the ILL community, sending out 1,906 items to fill other libraries’ requests in 2017-18.

In light of these trends, we are exploring tactics to better engage students with our physical resources. Maryke Barber made our stacks more welcoming, via signage that tells what subjects can be found in each row of stacks. We have also initiated small-scale projects, such as in-stacks displays, to better showcase the wealth and variety of print materials in our library, including materials highlighting the diversity of our collection (exhibits this year included the student-curated exhibit “what book describes your identity/culture?”; “Indigenous”; and “Before Charlottesville”).

The adoption of our new integrated library system led to a number of workflow adaptations to best take advantage of its capabilities (and, in some cases, to mask its weaknesses). We created a new status for books called “in process of cataloging,” to inform patrons when a book had arrived but was not yet on the shelf. We created a new check-in procedure for periodicals. We created mechanisms to add e-books into OneSearch, both through individual title activation and batch imports of collections.

James Miller trained to become the VIVA campus leader at Hollins on behalf of the Open Textbook Network, and made progress in both recognizing the student savings created previously at HU through adoptions of open textbooks, and in encouraging further adoptions. Since the faculty learning community on open educational resources took place in 2015, HU students have saved more than $44,000 on course-required texts.

**III. We strengthened the intellectual community**

Maryke Barber and Beth Harris were key contributors to the success of the Heritage Committee and Hollins’ hosting of the Universities Studying Slavery Conference in 2017-18. Maryke handled many of the logistics for the event, enabling it to run smoothly, and Beth co-presented a session at the conference. Beth’s support also helped underpin much of the work completed by the committee over the past year, including an archaeological dig.

Luke Vilelle and Rebecca Seipp were each selected to serve on a strategic planning theme team.

Each library liaison served as a research consultant for one of the four faculty working groups examining potential re-envisioned or new majors at Hollins. As Amy Gerber-Stroh indicated in an interim report from the digital arts group, “we have also gathered a collection of data (thanks to Maryke Barber) about other digital arts programs, digital arts faculty, and job opportunities for students after college,” and librarians gathered similar resources for the other working groups.

The library offered its first-ever formal internship (students have completed internships in the library in previous years, but only on an ad-hoc basis), and was pleased to have first-year student Faith Hogge as its first-year J-term intern. Faith completed projects in digital initiatives, website usability testing, and collection development. The library will continue to engage with the Career Center in developing additional opportunities, both for students who may seek a career in librarianship and for those who are developing skills for use in other professions.

Taylor Kenkel, Rebecca Seipp, and Maryke Barber partnered with museum staff to offer the first-ever Feminism + Arts Wikipedia edit-a-thon on the Hollins campus, focused on female artists with a Hollins connection. Though the event did not draw any student attendees, the experience proved valuable for us, and we seek to continue this work next year in partnership with an HU course(s).

The library helped advance faculty teaching and scholarship, and built faculty community, through events co-sponsored with the VPAA’s office. This was the fifth year for the faculty authors and achievers event; the second year for the faculty course spa; and the debut for the Faculty Writing Retreat, which gave seven faculty their own dedicated library space for a week to work on projects. Participants loved the event, and we are planning a second edition for 2019.

The Undergraduate Research Awards received a record number of entries (22) and also recognized a record number of finalists (8), an indication of the quality of HU student work.

Librarians continue to share their knowledge across campus, often through Faculty Lunch presentations. In 2017-18, Maryke Barber and Rebecca Seipp presented, “What’s in the Black Box? Sexism, racism, and other search engine characteristics,” and Taylor Kenkel co-presented with Tina Salowey and Chris Richter on their digital projects.

Rebecca Seipp co-taught the Sustained Dialogue j-term course (with Idella Glenn) for a second time, and Luke Vilelle co-moderated one of the fall semester’s Sustained Dialogue groups.

The library’s wide variety of events and initiatives, from the staff/faculty book club to student write-in’s to bookmobiles to “Blind Date with a book”, all serve to engage campus students and staff with the library and with each other.

**IV. We preserved and shared Hollins’ legacy**

The Hollins Digital Commons continues to spread the Hollins name across the nation and world, with 16,090 additional downloads and 8,069 metadata page hits from the repository recorded in 2017-18. We added materials, including student newspapers, Inside Hollins, and student handbooks as part of the 365 items added in 2017-18.

Led by Taylor Kenkel, we launched Hollins Digital Exhibits on a new platform (Omeka), and already have two collections available on this site (“Greek in the Wild: Inscriptions Explained,” by Tina Salowey’s Greek Inscription in Art course; and “WWII Monuments in Epirus, Greece”, a co-publication of Salowey and Chris Richter), comprised of 221 images. These images were also added to our JSTOR Forum (formerly known as Shared Shelf) site. From our JSTOR Forum site, we made 172 images available for harvesting by the Digital Public Library of America (DPLA), where they join materials from other library and museum collections from around the nation.

With our digital presence now spanning the Hollins Digital Commons, JSTOR Forum, Hollins Digital Exhibits and DPLA, Taylor Kenkel has begun to develop a unified presence for our digital initiatives to clarify the purpose of each element of our digital services.

Beth Harris contributed significant research and archival materials to major Hollins events, including the inauguration of President Lawrence and the re-dedication of the Hollins science building. Archival maps and blueprints also were a critical aid to the archaeological dig on campus in the spring of 2018.

Beth Harris not only gathered raw material from the archives to aid others, but she also shared her own knowledge in 2017-18 via two notable presentations. The Historical Society of Western Virginia invited her to speak on Hollins history, including African American history at the college, and Beth also collaborated with museum staff, faculty, and a trustee on a presentation about the life of Jacques Lusseyran.

The Wikipedia edit-a-thon contributed new entries and additional information on Hollins-affiliated female artists to the world’s largest encyclopedia.

**Library Staff: Selected campus service and participation**

Maryke Barber

* Hollins Heritage Committee
* Contemplative Collective
* Digital Arts major working group

Beth Harris

* “Jacques Lusseyran: From the Sorbonne to Hollins College,” presented at Reunion
* “From Valley Union Seminary to Hollins University: 175 years of Hollins History,” presented to the Historical Society of Western Virginia
* Hollins Heritage Committee

Taylor Kenkel

* Co-presenter with Tina Salowey and Chris Richter, faculty lunch presentation on collaborative digital projects

James Miller

* Environmental Advisory Board
* Counseling concentration working group
* Honor Court adviser
* “Adopting open textbooks to support student success,” an open textbook workshop for faculty

Rebecca Seipp

* Sustained Dialogue Leadership Team
* Contemplative Collective
* Public Health major working group
* Strategic Planning, Theme Team 3
* Distinguished Speakers Committee

Luke Vilelle

* Strategic Planning, Theme Team 1, “Learning Across Boundaries”
* Business/Entrepreneurship working group
* Sustained Dialogue co-moderator, Fall 2017

Rebecca Seipp and Maryke Barber

* “What’s in the black box? Sexism, racism and other search engine characteristics,” Faculty Lunch presentation
* Co-organizers, faculty/staff book club

Library staff

* Contribution to United Way/RISE through meal-packing for the Dominican Republic

**Professional Service**

**Maryke Barber**

* LEO (Libraries Exchange Observation) coordinator for Hollins

**Rebecca Seipp**

* The Innovative Library Classroom (TILC conference), Co-Chair
  + TILC Travel Grant Committee, Chair
* Roanoke Valley Library Association, Board Member

**Luke Vilelle**

* VIVA (Virtual Library of Virginia consortium) Outreach Committee, chair
  + Ex-officio member of VIVA Steering Committee and SCHEV Library Advisory Council
* *Virginia Libraries* editorial board

**Maryke Barber and Karen Ryan**

* “User-centered access: planning and implementing a fine-free policy,” presented at the 2017 Access Services Conference, Atlanta, Ga.