

Library Annual Report for 2018-19

The library's 2018-19 annual report must begin with the *Spinster* controversy that engulfed the library and Hollins in spring of 2019. The library staff was placed in an extremely difficult situation, caught between upholding a professional commitment to resist censorship and the president's demand to remove access to digitized Hollins yearbooks, *The Spinsters*.

The library is proud that it was able to share its concerns about this administrative demand both forcefully and respectfully. We collaborated with colleagues on campus, most notably the Working Group on Slavery and its Contemporary Legacies, and garnered statements of support from our community, both faculty and students. State and national library organizations also spoke out on our behalf.

We believe that our principled objections helped encourage the president to quickly restore access to the yearbooks online, following a one-week removal of the online *Spinsters* with blackface. These *Spinsters* were re-posted in tandem with associated blackface educational materials that librarian Maryke Barber developed in collaboration with English professor Rebecca Rosen.

This situation continues to impact the library to this day, with a team of librarians working with faculty partners to strengthen our challenge/withdrawal policy, in the hopes of ensuring that no single person can have materials removed from our library or repository without review. Our archivist is also working to capture, organize, and make materials from this controversy accessible, so that both Hollins and the larger academic community might learn from our experience in grappling with race, history, and censorship.

Although this challenge captured much of the library's time and attention for several weeks this spring, and continues to require time, the library persevered to build stronger collaborations, services and resources for the academic community. Notably, this spring marked the conversion of our traditional reference desk service to a research consultation model. This model keeps us available to our students for just as many hours each week, and enables improved one-on-one support for our students' work.

We also completed our first year of our intercultural development initiative, begun in collaboration with HU special advisor on inclusivity and diversity Idella Glenn. Each member of our library staff met a personal goal in 2018-19 to increase their knowledge of diversity issues.

We also prepared for the retirements of two long-time staff members, interlibrary services coordinator Lilla Thompson and acquisitions coordinator and assistant to the university librarian Lee Rose, who both stepped down June 30. In association with their retirements, University Librarian Luke Vilelle initiated a re-organization of the library, resulting in three altered librarian positions and changed responsibilities for our new staff hires. These changes took effect for the 2019-20 academic year.

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

Our librarians continue to show their creativity in engaging with faculty colleagues to develop new approaches to information literacy instruction that will be meaningful and valuable to our students. Librarian Maryke Barber collaborated with art professor Genevieve Hendricks on a first-year seminar assignment that required her Designing Women students to strengthen Wikipedia entries. Librarian Rebecca Seipp worked with English professor Michelle DeGroot to create two new research-based assignments for History of the English Language. Librarian Taylor Kenkel, for the second consecutive

year, partnered with a faculty member on a class project to create a digital exhibit. Taylor worked with Kathleen Nolan's Gothic Art class as they wrote descriptions for our Special Collection's Book of Hours leaves. Beth Harris hosted three first-time class visits to Special Collections, including two English classes and a music class. The music class, Seminar in Musicology, partnered with a Medieval Latin class to transcribe and translate music notation and texts in medieval manuscripts in our collection.

Our total instruction count of 100 classes dropped from last year's record numbers (the 133 sessions in 2018-19 was unusually high, 24% more than we'd ever taught in a year), but this was still the fourth consecutive year we've taught at least 100 sessions. Faculty turnover causes part of the natural fluctuation in our instruction load, as does the number and type of courses offered. In 2018-19, Hollins' closure due to Hurricane Florence also caused some library sessions to be canceled.

In addition to the 100 instruction sessions, which reached 80 classes across the curriculum (the other 20 sessions were second, third, or fourth sessions working with a class), we also offered nine orientation sessions and six stand-alone workshops. We had a total attendance of 1,375 at all 115 library sessions.

With many of these students, we have the opportunity to partner with them, and help develop their skills further, through our new research consultation model. In the spring of 2019, after six months of preparation spearheaded by reference coordinator Rebecca, we moved our reference work from the traditional desk to in-office consultations. The goals were to create more schedule flexibility for librarians and to help ensure that students talked to the librarian best prepared to assist them, in an environment most conducive to collaboration.

Because we made this change in the middle of the academic year, it is difficult to gauge the full effect. However, one snapshot indicates that our biggest concern -- whether students would still find us to ask questions -- was alleviated. We answered 87 reference questions of 5 minutes or more in the spring semester, which was exactly the same number we answered in the spring of 2018.

We also evaluated the success of the change by surveying students who had consultation sessions. The response was overwhelmingly positive. Of the 22 students who responded, 20 said they had made a "lot of progress" as a result of the consultation, and the other two said they had made "some progress." More than 90% of students also found it "extremely easy" to schedule a consultation.

Much complementary work made this success possible. Discovery librarian James Miller, for instance, developed three key supporting tools:

- a new Ask a Librarian page, which guides students to schedule an appointment with the librarian who can best help them.
- a mobile chat app for our librarians, so they could still be connected online with our front desk even when elsewhere on campus.
- a queue system for our chat reference service, so that front desk student assistants can immediately connect with available librarians should they need assistance with a question.

Maryke and Rebecca developed a new training model for our student assistants so they could better answer basic questions about locating particular items and refer more in-depth questions to librarians. Circulation coordinator Karen Ryan supported the transition by making her student assistants available for this additional training, and incorporating more patron support into her daily work. This initiative could not have succeeded without the support of nearly every library staff member.

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

Just as the library made a significant change in how we support student research, we also shifted how we incorporate new books into our collection. We outsourced most of our copy cataloging to our book supplier, YBP (which was already doing much of our processing), so that they could deliver books to us shelf-ready. Instead of requiring 15+ minutes to copy catalog each book we receive, it now takes only 2 minutes to do a brief review of each book and send it to the shelf.

The transition required significant collaboration between Taylor and YBP in the fall to create the cataloging rules for our collection, and continues to require occasional adjustments as we fine-tune the process, but is delivering the expected results in reducing the time between ordering a book and having it accessible to our community. As of August 2019, this lag is about four weeks, as opposed to previous delays that would sometimes have books waiting six months or more for processing.

This change, in conjunction with the hiring of Coleman Holth as our part-time copy cataloging assistant in March, has cleared a backlog of more than 2,000 items (books and DVDs) waiting for processing. Coleman quickly became an indispensable staff member in our library, such that he received a promotion to a full-time position of acquisitions and copy cataloging coordinator beginning in September 2019.

As our new books move faster to the shelves, we also continue to innovate to help our community find these materials. James, using his newly developed expertise in Angular Javascript, made a number of improvements to OneSearch, such as the inclusion of a “Report a Problem” feature (which will help us address bad records and links), a chat widget connected to our liaison librarians, and a visual Yewno Search. James also moved us closer to the goal of a single sign-on for all library resources by altering how the community accesses Interlibrary Loan (ILLiad), and he made it easier to search OneSearch on a mobile device by creating a responsive search box on the home page.

We also sought to make it easier for community members to physically find materials in the library. Maryke led the first significant signage update to the library since its opening 20 years ago. Karen led her student assistants through an inventory of the second floor general collection that located nearly 200 books not in OneSearch. Karen also developed and implemented the first official student peer coordinator (SPC) training class in the fall of 2018, allowing her to train them prior to start of fall semester, enabling stronger service from our SPCs and all the other work-study students they train.

All of these changes help to support the tens of thousands of connections between our HU community members and the library resources we provide. In 2018-19, HU students, faculty, and staff:

- Checked out 11,766 items, including 7,000+ books, 1,700+ films, 570 reserves, and 2,530 pieces of equipment (umbrellas, chargers, Chromebooks, headphones, etc.).
 - Our equipment checkouts continue to grow rapidly (about 100% from 2017-18), while film and book checkouts continue to drop (about 15% for films and 12% for books from 2017-18). These both represent ongoing trends.
- Accessed online 42,713 full-text articles, 10,117 books, and 1,990 films. Online article usage has stayed fairly steady for the past three years, while e-book usage and film streaming has increased significantly.
 - Because our e-book collection and usage is growing rapidly (we now have more e-books accessible than print books in our collection), we conducted nearly 20 one-on-one

conversations with faculty in the fall of 2018 about their format preferences for books. The conversations were extremely enlightening, helping us to understand how our faculty use books in research (essentially, there are benefits for both print and online), and what faculty seek in e-book collections (a preference for collections that include multiple quality publishers). The discussions led us to commit more funds to e-book purchases for 2019-20, through licensing agreements with Project MUSE and JSTOR for access to 60,000+ more e-books, with a commitment to purchase a certain amount of them at the end of year, based on usage.

- One threat to our online film resources is the cost model for Kanopy, which is based on usage (unlike typical subscription services, where the yearly cost is based on student FTE). We barely were able to afford Kanopy in 2018-19, as its cost increased about 300% to more than \$7,000. We have decided to maintain access to Kanopy for 2019-20, because of its popularity and use in the classroom, but will be monitoring expenses.
- Received 729 books/DVDs and 577 articles through Interlibrary Loan.
 - After a significant 20% drop in the number of ILL requests in 2017-18, we experienced another 6% drop in 2018-19. We continue to track this service closely. For the sixth consecutive year, we were a net lender, filling 1,809 requests from other libraries.

III. We strengthened the intellectual community

The library made a commitment in 2018-19 to improve our knowledge of diverse cultures and experiences, and each staff member created and executed their own personal development plan, with the guidance of special advisor Idella Glenn. Personal plans included a variety of elements: staff attended intercultural gatherings in the community and student-sponsored events at Hollins; participated in Sustained Dialogue; read diverse authors; and watched educational films. We shared what we learned over the course of the year, and we intend to take actions in 2019-20 that will benefit the library and the community and demonstrate our commitment to inclusivity and diversity.

As always, our librarians participated in several cross-campus committees and task forces to help move Hollins forward, from chairing the Harassment Grievance Board (Rebecca) to co-chairing the United Way fall fundraising campaign (Luke, Maryke, Rebecca, James, Beth) to serving as members of the Working Group on Slavery and its Contemporary Legacies (Beth, Maryke). A full list is in the Appendix.

The library helped advance faculty teaching and scholarship, and built faculty community, through events co-sponsored with the VPAA's office. This was the sixth year for the faculty authors and achievers event; the third year for the faculty course spa; and the second year for the Faculty Writing Retreat, which gave a dozen faculty their own dedicated library space for a week to work on projects during January 2019. We look forward to working closely with LeeRay Costa, the new director of faculty development, in building on the Retreat in 2020 and seeking additional opportunities for collaboration.

The library also serves as a vital community space for students, who entered the building more than 60,000 times in 2018-19. At no time is the library space more important than during finals, when students fill every nook in the building. Maryke, building on knowledge she gained through the Contemplative Collective Sowell faculty/staff group, introduced a stress relief lounge to our traditional de-stressing options during the Spring 2019 finals week. The lounge drew more than 100 students over the course of five days.

And the library continues to serve as a welcoming space for dozens of events hosted by a variety of departments, from Admissions to Alumnae Relations. Particularly of note in 2018-19 was the theatre department's performance of *A Midsummer Night's Dream*, a site-specific performance in which cast and audience traveled throughout the library building.

The library's Undergraduate Research Awards were awarded for the ninth year, recognizing winners in both the first-year/sophomore category and the junior/senior category, as well as five additional finalists, all of whose work is now available through the Hollins Digital Commons.

The library's wide variety of outreach, from the staff/faculty/alumnae book club to student write-in's to bookmobiles to "Blind Date with a book", engaged campus students and staff with the library and with each other. Particularly of note in 2019-20 was the library's week-long 20th birthday celebration, in which the library highlighted one of its most impactful (and student-relevant) initiatives every day by table-sitting in Moody. Selected initiatives included our fine-free policy, the undergraduate research awards, the contributions of our student advisory board, our zine collection, and the impact of faculty selection of open educational resources (OER) for their courses.

We continued to advocate for OER in 2018-19, and we reached a milestone of \$50,000 of student savings since we began encouraging faculty to consider OERs in 2015. We calculate this by multiplying the cost of the replaced textbook times the number of students in the class. James also assisted math instructor Erin Levering in her application for a VIVA course redesign grant, seeking funding for Erin to write a new text for Math 100 and 105, though unfortunately the application was not chosen.

IV. We preserved and shared Hollins' legacy

The struggle over access to the yearbooks exemplified our belief in preserving and sharing Hollins' legacy, as painful as it might be in regards to issues such as race. Only by thoughtfully reflecting on our history, and refusing to erase previous actions, can we move forward as an institution.

We continue to digitize archival materials, including Alumnae Magazines and student handbooks, to include in the Hollins Digital Commons. We are also adding work from our faculty, staff, and students (as contributed, and as they meet HDC content guidelines) to share with the world. We added 165 items to the HDC in 2018-19.

We are pleased to report the Hollins Digital Commons recorded a record 25,070 downloads in 2018-19, including 7,608 downloads from the Undergraduate Research Awards collection, always the most popular set of items in the HDC. Though the Spinsters did experience a surge in interest following the blackface publicity, the 2,500 downloads of the Spinsters were not the sole reason for the increase in HDC access.

Particularly notably, the children's book illustrator portfolios collection recorded 770 downloads. This new collection is a result of a partnership with Marketing & Public Relations, which worked with Taylor to establish a workflow for creating online portfolios in the HDC for illustrators on the summer graduate faculty. We are very happy with how this partnership turned out, as Marketing staff can now do most of the work to build portfolios, and we hope to establish similar campus partnerships.

Research into HU's archival materials, aided by Beth Harris, contributed to the following scholarly and creative output in the previous year:

- *The Important Thing About Margaret Wise Brown*, by Mac Barnett and Sarah Jacoby
- a documentary film about Flannery O'Connor
- Nelson Harris' book on 1940s Roanoke, scheduled for release in February
- *Roanoke Times'* pictorial book on Roanoke (covering the 19th century and up to 1939)
- "The Reluctant Plaintiff" (article on Ann Hopkins by Mary Atwell in *Hollins*, Spring 2019)

Hollins students, under the mentorship of professor Lori Joseph, will be sharing their own archival research findings in the spring of 2020 thanks to a Humanities Research for the Public Good grant from the Council of Independent Colleges. Beth is teaming with Lori and Rebecca Halsey to engage students in research into the Ann Hopkins papers, which detail Hopkins' lawsuit against her employer for sex discrimination. This collection shines a light on sexual discrimination and stereotyping in the workplace and its effects on women.

Library Staff: Selected Campus Service and Participation

Maryke Barber

- Chess Club Advisor
- Honor Court Advisor
- Member, Working Group on Slavery and its Contemporary Legacies
- Member, Contemplative Collective
- Member, Eleanor D. Wilson Museum Advisory Board
- Participant, Sustained Dialogue course (spring 2019)
- Faculty Lunch presentation, with Genevieve Hendricks, "Teaching with Wikipedia"

Beth Harris

- Member, Working Group on Slavery and its Contemporary Legacies
- Member, Eleanor D. Wilson Museum Advisory Board

Taylor Kenkel

- Member, Inclusivity and Diversity Advisory Committee

James Miller

- Honor Court Advisor
- "Adopting open textbooks to support student success," an open textbook workshop for faculty

Karen Ryan

- HSEP (Hollins Student Employee Program) Committee

Rebecca Seipp

- Chair, Harassment Grievance Board
- Member (staff representative), Trans & Gender Identity Trustee Task Force
- Member, Contemplative Collective
- Member, Public Health major working group, and co-author of the working group's final report and recommendation

Luke Vilelle

- Honor Court Advisor
- Participant, Sustained Dialogue course (spring 2019)
- Faculty Lunch presentation, "Shaping the Future of the Small Liberal Arts College Library"

Librarians

- Campus co-chairs, United Way fund-raising campaign

Library Staff: Professional Service and Publications/Presentations

Maryke Barber

- LEO (Libraries Exchange Observation) coordinator for Hollins

Beth Harris

- Reviewer for Library of Congress' Letters about Literature essay contest for middle and high school students.

James Miller

- "The Design Cycle and a Mixed Methods Approach for Improving Usability: A Case Study," *Journal of Web Librarianship*, 2019.
<https://www.tandfonline.com/doi/abs/10.1080/19322909.2019.1600451?journalCode=wjwl20>.

Rebecca Seipp

- The Innovative Library Classroom (TILC conference), Co-Chair
 - TILC Travel Grant Committee, Chair
- "Library Management Case Studies: Preventing (Negative) Revolutions in Your Library." Presentation (with Candice Benjes-Small and Jennifer Resor-Whicker) at the Virginia Library Association Conference, 2018, Williamsburg, VA.

Luke Vilelle

- "Shaping the Future of the Small Liberal Arts College Library," Paper presentation (with John Tombarge) at the Association of College & Research Libraries Conference, 2019, Cleveland. Paper available at: <http://www.ala.org/acrl/conferences/acrl2019/papers>.
- VIVA (Virtual Library of Virginia consortium) Outreach Committee, chair
 - Ex-officio member of VIVA Steering Committee and SCHEV Library Advisory Council
- ACRL (Association of College & Research Libraries) liaison to the Council of Independent Colleges

Maryke Barber and Karen Ryan

- Webinar for the Florida Library Association on going fine-free

Maryke Barber, Rebecca Seipp and Luke Vilelle

- "A Revolution in the Stacks? An Academic Library Re-Envisions the Value of the Print Collection," Presentation at the Virginia Library Association Conference, 2018, Williamsburg, Va.