

## Library Annual Report for 2019/20

A year that was already going to mark significant change for the library, due to a re-organization, the hiring of two new staff members, and the departure of others, brought even more change with the coronavirus pandemic that forced Hollins into emergency online teaching in the spring and summer. The library's teamwork, plus the deep connections established between library staff and the HU community, provided the necessary framework during this time of rapid transition to enable the library to carry out its mission in a drastically altered environment.

Staff celebrations and challenges bookended 2019/20. We began the year with the hiring of a new Interlibrary Services coordinator, Shawna Battle, and the promotion of Coleman Holth from part-time technical services assistant to full-time acquisitions and copy cataloging coordinator. We also hired a new part-time administrative assistant, Julie Peters, who began work with us in late fall. Meanwhile, our metadata and digital initiatives librarian, Taylor Kenkel, left Hollins in August, and our initial search to fill Taylor's position failed in winter 2020. The search was re-launched in March, only to have it shut down by the pandemic and the ensuing freeze of all open positions at HU. Archivist and special collections librarian Beth Harris went on medical leave from mid-March through June, further reducing our available staff.

Our library's re-organization took effect for 2019-20, with Rebecca Seipp promoted to Assistant University Librarian, supervising day-to-day library operations and our three full-time paraprofessional staff members; Maryke Barber shifted into a newly created Information Literacy & Outreach Librarian position; and the former position of Acquisitions Coordinator and Assistant to the UL split in two -- the acquisitions piece became part of the Acquisitions and Copy Cataloging Coordinator position, and the administrative assistant piece became a separate part-time position. We moved the Interlibrary Services Coordinator office to the first floor, adjacent to the Circulation Coordinator, to create the conditions for a more unified approach to delivery of physical materials. As a result of our re-organization discussions, we also created a new team within the library, the Metadata Team, to address a need for more cross-library conversations about metadata best practices and their impact on our digital collections and OneSearch.

A concurrent, but unrelated, faculty re-organization provided librarians with greater visibility in our academic community, as they gained a type of faculty status ("consulting faculty") with the faculty's approval (and subsequent Board of Trustees endorsement) of changes to the Faculty Handbook. This change, which will allow librarians to attend faculty and division meetings (with further details to come in 2020-21), recognizes the growing educational role of librarians in the Hollins curriculum and will aid the university in its dedication to academic excellence.

Into this rapidly changing environment came the pandemic, which impacted all of Hollins beginning in mid-March. The library was well prepared to support the immediate shift to online instruction, with a significant majority of its collection available virtually, plus the library staff's online presence (via our discovery system OneSearch, our chat service, our library course guides, our librarians' online appointment calendars, our video tutorials, and much more). We also moved quickly to fill service and access gaps, from alerting faculty to textbooks made freely available online, to digitizing reserve materials, and to learning about online teaching tools we could use and share with faculty partners.

Just as impactful to the library's work was the movement for racial justice that developed across the nation, and at Hollins, in the wake of the police murder of George Floyd and other African-Americans in the late spring of 2020. Even prior to the renewed prominence of the racial justice movement, the library in 2019-20 had written a [new fundamental commitment](#) to provide a "welcoming environment where all members of our community feel like they belong"; developed a new [accessibility page and policies](#); and begun meeting with student groups representing diverse populations. In addition to these steps, the library furthered its commitment to this work with an [anti-racism statement](#) in June. We also began development of an [anti-racist virtual bookshelf](#). We echo Pres. Hinton's June 19 statement that "all of us must do this work."

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

Our librarians taught 111 instruction sessions, across 88 Hollins courses, in 2019-20, the fifth consecutive year we've taught at least 100 sessions, and the second-highest total on record. Add in the nine orientation sessions and the six stand-alone workshops led by librarians, and we provided 127 presentations for 1,494 students.

Faculty and librarians continued to partner in new ways, exemplified by Rachel Nunez's invitation to Rebecca Seipp to attend the Reacting to the Past Conference with three teaching faculty colleagues in January 2020. Subsequently, Rebecca participated in Rachel's course in the spring as an observer and a character/moderator.

Maryke Barber successfully proposed a new course, Research in the Arts, that was placed on the Fall 2020 undergraduate course schedule and cross-listed across four departments in Division IV. Based on Maryke's information literacy expertise and her previous experience in the theater, this course may serve as a model for potential future library curricular offerings, particularly now that librarians have consulting faculty status.

2019-20 also marked the first full year for our research assistance services as a by-appointment model, using the online program Calendly for students to view our availability and book research consultations. Students booked 121 appointments with librarians through Calendly in 2019-20, despite a steep drop-off when the pandemic struck (only four appointments were made after Hollins moved instruction online).

With the onset of the pandemic, librarians immediately began to explore different mechanisms to continue their vital information literacy work. Luke taught an Economics class asynchronously via custom-developed screencasts, supplemented by discussion board activity. Rebecca taught Classics, History, and English classes via Zoom. Maryke taught an Art class via pre-recorded videos, accompanied by e-mailed practice prompts. Rebecca and Maryke offered Zoom orientations for summer graduate students. James, with consulting help from Maryke and Rebecca, developed three new video tutorials, to strengthen our suite of instructional videos.

We also made new connections both pre-pandemic and during the pandemic. Prior to the pandemic, conversations with Career Center and International Programs staff led to library inclusion in orientations for study abroad and internships, highlighting the related library resources and services available to participants. And in the pandemic's virtual environment, working closely with Summer Research Fellows coordinator Alison Ridley, we paired each program participant with a librarian to provide personalized

support throughout the summer. Librarians also offered two workshops via Zoom for the undergraduate participants.

Our continued commitment to assessment and growth was evidenced by the completion of our 2019-20 student learning outcome assessment. We focused on citation analysis as an expert searching technique for upper-class students, and we were pleased to find that a more-than-satisfactory 84% of our study participants appropriately articulated both methods and reasons for using citation searching. For more information on this assessment, please see our [2019-20 SLO full report](#). (Note that we also launched a new iteration of our assessment of the applied research skill, as part of the general education program, but it was unfortunately interrupted and then delayed to 2020-21 by the pandemic).

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

The library's focus on making resources easily accessible online to our student and faculty became even more critical this year in the wake of the pandemic and the forced online instruction.

We saw huge increases in usage across all types of e-resources. Streaming film plays increased by 78%, to 3,552; e-book views by 125%, to 22,763; and online article usage by 35%, to 57,634.

Our emphasis on increasing the number of e-books available to our campus, based on the outcome of conversations with faculty in 2018-19, was particularly important. We licensed two new major multi-publisher scholarly e-book packages, JSTOR and Project MUSE, in summer 2019, adding more than 60,000 e-books to our collection.

However, when the pandemic struck, we also knew that we had significant amounts of content, particularly in our book and film collections, only available via a physical format in our building. Perhaps most important, we needed to provide access to physical items on reserve in the building. Karen, our reserves coordinator, contacted all faculty with reserves to ask if they needed their students to have digital access to those materials. We identified 25 reserve books for emergency online provision to the faculty (22 through digitization, and 3 via an e-book format), enabling continuity of instruction in those courses.

We also enabled ongoing community access to the physical collection, even with the building closed, through the development of a request form and workflow to scan/digitize books for students and faculty upon request.

OneSearch, as our discovery system for nearly all library resources, was a vital piece to connect our dispersed community to our collection, and James continued to make improvements to its functionality and usability. In 2019-20, James updated the appearance of request links to make them more prominent (based on usability testing that showed students struggling to request books from Roanoke College), added Unpaywall links to OneSearch to provide more seamless access to open access materials, and added a filter for New Items. We can now showcase new books/films in OneSearch, thanks to James' research into and development of this feature.

The new metadata team also immediately had an impact on the usability of OneSearch, identifying both improvements that we immediately made (moving all local subject headings into one field, to make them easier to manage and maintain) and improvements slated for 2020-21 (standardizing the subject heading for theses, whether they are native to Alma or the Digital Commons).

In another change not necessarily visible to the community, we streamlined our order process for new books from YBP, our primary book supplier. Liaisons can now place their orders directly, rather than having orders go through an additional step of review by our acquisitions coordinator. This both expedites orders and saves time for Coleman, our acquisitions coordinator.

Finally, we continue to slowly expand the reach of open educational resources across campus through time-intensive one-on-one outreach to faculty. Caroline Mann adopted an open text for Psychology 101.

### **III. We strengthened the intellectual community.**

Hollins' appointment of LeeRay Costa into the newly established role of director of faculty development, beginning with the 2019-20 academic year, provided an excellent opportunity for the library to enhance its faculty development offerings. We have developed multiple partnerships with LeeRay, helping to build on previous events sponsored by the library and to seek new opportunities, particularly in the pivot to online instruction.

In regard to previously established events, LeeRay brought a writing workshop to our writers' retreat in January 2020. We had nine participants, including four first-timers, and again received excellent feedback. We greatly enjoyed having a faculty partner to help plan and publicize both the retreat and the faculty course spa.

In regard to new opportunities, the library worked closely with LeeRay in the spring and summer to share our instructional technology knowledge with faculty. Maryke hosted a spring session and three summer workshops for faculty, highlighting such online tools as hy.pothesis and Wikipedia for instruction. At LeeRay's request, liaison librarians also developed lists of hybrid instruction examples for sharing with faculty.

In the building and pre-pandemic, in partnership with HR and the Employee Wellness Program, we introduced a new study/work option to the library with the debut of two FitDesks (stationary bike desks) in January 2020. The community received them with enthusiasm -- we received feedback such as "This is so helpful for ADHD" and "They are the perfect way for me to get my stress out and relieve my 'fuzzy brain' sensation from sitting still so long." Also in the building, but invisible to our community, we installed new visitor counters by the entrances, which will enable us to better track library usage and make data-driven decisions about future building accessibility.

We added a library-themed HAB bingo night and a Sundaes on Wednesday event on front quad to our traditional outreach efforts, which included blind date with a book/dvd (for staff), movie night on the lawn (for students, in collaboration with HRL), and the Moody bookmobiles (for all). When the campus community went online in the spring, we moved our community-building efforts there, including an Instagram student poetry exhibit for NaPoWriMo (coordinated by our library student advisory board), a digital summer faculty exhibit, a Meet & Greet page introducing library staff, virtual silent study hall, and a book recommendation video series. Not all of these were as successful as we hoped, but they helped us learn where we should focus future online outreach efforts.

We also transitioned from an in-person awards ceremony for our Undergraduate Research Awards to a [digital format](#) that featured the voices of our finalists and winners. Thanks to James' work on this project, regardless of the format in future years, we will continue to highlight our winners' stories as part of the awards.

Throughout the year, librarians joined the conversations about the redesign of the General Education curriculum at Hollins. Maryke, as our coordinator of the applied research skill, also met separately with members of the Gen Ed team. We led a faculty lunch discussion about the ACRL Framework for Information Literacy, to help bring the framework into the general education conversation.

#### **IV. We preserved and shared Hollins' legacy.**

Archivist Beth Harris worked intensively with classes taught by Lori Joseph and Ashleigh Breske in 2019-20, enabling students to work with primary sources in their development of exhibitions. The exhibitions, originally planned to be physical, moved online in the wake of the pandemic.

Breske's Cultural Property, Rights and Museum course created the exhibit, [\*Unveiling the Past: Reckoning with Our History of Enslavement at Hollins University\*](#), based on archival materials and with website design support from the museum. Joseph's courses worked with our collection of Ann Hopkins papers, for which we had received a grant from the Council of Independent Colleges. The Hopkins papers exhibit was delayed until 2020-21, but Beth's work in digitizing the collection and instruction for multiple class visits, made the ongoing project possible.

Finally, we strengthened our materials challenge policy, as a response to the controversial withdrawal of the Spinsters from the Hollins Digital Commons in the spring of 2019. With faculty support and assistance, the library wrote a new [materials challenge policy](#), which was approved by the Academic Affairs Committee (AAC) in fall 2019. Key aspects of the new policy included the explicit inclusion of digital materials, and the implantation of the AAC as the final arbiter of any withdrawal requests.

## **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, Eleanor D. Wilson Museum Advisory Board

### **Beth Harris**

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

### **James Miller**

- Honor Court Advisor

### **Karen Ryan**

- HSEP (Hollins Student Employee Program) Committee

### **Luke Vilelle**

- Honor Court Advisor
- Play-by-play broadcaster for Hollins University basketball games

### **Liaison Librarians (Maryke, James, Rebecca and Luke)**

- Faculty Lunch presentation: "The Information Literacy Framework for Higher Education"

## **Library Staff: Professional Service and Publications/Presentations**

### **Maryke Barber**

- LEO (Libraries Exchange Observation) coordinator for Hollins

### **Rebecca Seipp**

- The Innovative Library Classroom (TILC conference), Co-Chair
- Association of Research Libraries' Library Management Institute, participant
- "Seeding Mindfulness: Growing Contemplative Community and Cultivating Well-Being Across Campus," co-presentation (with LeeRay Costa, Jenny Call, and Courtney Chenette) at the Association for Contemplative Mind in Higher Education

### **Luke Vilelle**

- 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
  - Ex-officio member of ACRL's College Library Section executive committee
- ACRL Excellence in Academic Libraries Award Committee, member

### **Professional Development of note**

Circulation coordinator Karen Ryan registered the library as a group for the Access Services Conference virtually. This enabled all members of the library staff to attend conference sessions together in our 2nd-floor instruction room, and all but one library staff member attended at least one session. This was an excellent, and cost-effective, model for our professional growth, and for building relationships among staff.

The library's commitment to inclusivity and diversity was reflected in widespread participation in inclusivity webinars provided both by Hollins and others. Most library staff participated in two major workshop offerings from the Office of Inclusivity and Diversity, "Antiracism and Whiteness" and "Gender Identity."