

## Library Annual Report for 2021/22

The Wyndham Robertson Library persisted through a second consecutive academic year of being down 20+% of its staff to continue to deliver on most of its mission statement for the benefit of the Hollins community.

And there is light on the horizon -- as I write this report in the early stages of the 22/23 year, we have a new Digital Pedagogy and Scholarship Librarian and a new Circulation Coordinator in place, with a Special Collections Librarian and Archivist search underway.

To understand the library's achievements in 2021-22, it's critical to review the staffing challenges, from the student assistant to librarian levels. Our initial search for a Digital Pedagogy and Scholarship Librarian failed. Our Special Collections Librarian search was delayed 6+ months while we waited for the position to be posted. An administrative change to our student assistant staffing and pay structure caused much last-minute scrambling -- securing enough student staff for the fall, covering checkout desk hours when faced with a deficit of student availability in the January short-term, and hiring student peer coordinators late in the spring. We also witnessed our circulation coordinator and part-time administrative assistant leave for new opportunities.

Difficult conversations over a newly imagined future of the library building, as campus leadership decided to move other departments into the building to enhance the library's previously established focus on student success, also posed significant challenges for library staff morale and motivation.

In many ways, I see 2021-22 as the first of two years of transition, both in the world (as Covid-19 slowly shifts from pandemic toward endemic) and in our library. I expect 2022-23 to be similar, as we do the preparatory work of weeding and shifting to make possible the significant building renovations, and we onboard four new staff members on our 10-person staff.

We hope to come out the other side of these transitions a stronger library for Hollins; in the meantime, we continue to build community on campus and serve as innovative partners for university-wide initiatives.

Our Imagination Initiative proposal for a GLAM (Galleries, Libraries, Archives and Museums) Studies Certificate, co-authored with the Eleanor D. Wilson Museum, moved closer to reality in 2021-22. The certificate program, which initially received conditional approval through the Imagination review process, passed through a full Cabinet review and a successful faculty vote, and will be added to the Hollins curriculum in the 2023-24 academic catalog. GLAM Studies course development will be a priority in 22-23, in preparation for the formal launch of the program.

As part of the certificate program, we expect the library to both assist, and be assisted by, students exploring library and archives work as a potential career path. As part of the university focus on experiential learning, the library has offered a j-term internship for a first-year student for several years; in 2021-22, for the first time, we had multiple interns in January, and another intern in the spring, all of whom contributed significant ideas and work toward the library mission. Multiple library staff, notably Coleman Holth, James Miller and Maryke Barber, have put the library in position to offer valuable intern experiences across various library work areas.

Maryke, as co-chair of the Working Group on Slavery and its Contemporary Legacies and of the Reconciliation: Campus Spaces Task Force, was also fundamental to Hollins' major step forward in its

Diversity, Equity, and Inclusion work, as the Board of Trustees voted unanimously to remove former slaveholder George P. Tayloe's name from a campus building. The historical resources preserved through the university archives, and the persistence of Maryke in shepherding this work and listening to multiple campus constituencies, make this a milestone for both the library and the university. Maryke received a Distinguished Service Award from Hollins, the fourth time a library staff member has been so recognized.

All the library staff were again recognized for their outstanding service to Hollins through the feedback received in the library's quinquennial (once every 5 years) survey. We were again pleased to see that the vast majority of our campus community is satisfied with our resources and services, and we look forward to responding to ideas for improvement. As part of our emphasis on diversity, equity and inclusion, we expanded the survey in spring 2022 to gather demographic data from our respondents, so we could compare responses across demographic groups. We also added a new section to the survey with questions about identity and belonging. For more information on our survey and findings, please see our 2022 Library Survey report.

The survey changes demonstrate one step we took to further campus DEI goals in our work; others are listed throughout the report below and in [our assessment of our progress toward our 21-22 DEI goals](#).

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

Our librarians taught 109 instruction sessions, across 87 Hollins courses, the seventh consecutive year we've taught at least 100 sessions, a clear sign of the importance that our faculty place on the breadth and depth of information literacy skills we teach. Including our orientation sessions and stand-alone workshops, we taught 129 total sessions for 1,580 members of our Hollins community (note that many students would have had multiple, scaffolded sessions).

After a year of pandemic-induced online instruction (71% of our instruction was virtual in 2020-21), we returned to primarily in-person teaching in 21-22, with 92% of our instruction in-person.

To ensure we continue to be a vital part of a Hollins education, librarians participated in multiple discussion and feedback opportunities over the past two years with the General Education Redesign Team. Information literacy will remain a foundational student learning outcome within the newly approved Gen Ed curriculum.

In addition to classroom teaching, another key element of library-enabled student success happens through reference and research assistance. We answered 372 reference questions in 2021-22 (a 5% uptick from 2020-21), including 187 consultations, which are research appointments made by students (or other community members) with librarians to discuss their research needs.

In only its third year of existence, our consultation service (enabled through the online scheduling program Calendly) has become an integral part of our offerings. We assessed student learning and satisfaction with this service in 2021-22, asking participants to respond to four Likert-scale and two open-ended questions on a survey from the Association of College & Research Libraries. [The results](#) provided "confirmation of the overall effectiveness of the research consultation service when it comes to affective categories. Students feel the service is beneficial to their levels of knowledge and confidence. The results also place us in step with (or very slightly ahead of) our peers."

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

Highlighting our work in this area were several actions taken to improve diversity, equity and inclusion. Maryke partnered with students and a student club to create exhibits in our front lobby relevant to our students' identities and their interests. Exhibits showcased the African diaspora, transgender awareness, and neurodiversity, all from books and films in our collection. Our exhibits and New Book Shelf are both critical to making students aware of our diversifying collection that grows by around 2,000 titles every year.

We continue to take strides to purposefully diversify the collection; Rebecca, for instance, focused on purchasing titles emphasizing Black joy. An intern project resulted in the addition of several important disability-focused titles. And we have maintained our relationship with Books & Crannies, a Black-owned bookstore in Martinsville, as a significant supplier of young adult and juvenile titles for our collection.

Not only do we need to purchase and exhibit such titles, but we also must describe them using respectful and appropriate terminology, with the acknowledgement that language choices can change rapidly. James created a new way for us to modify outdated and potentially offensive language in the subject headings in our catalog, through implementation of locally controlled subject headings. We have already replaced the subject heading "illegal alien" with "noncitizen," "gays" with "gay people," and "manic-depressive illness" with "bipolar disorder." These changes have modified the records for hundreds of titles in our collection, making them more findable for our community, and more respectful of the people represented in those titles. With this tool in place, we can continue to identify and replace other outdated subject terms as needed, and be responsive to community requests.

One major student request through previous years was the creation of a separate young adult collection (these books had previously been shelved in our Juvenile collection), which Rebecca, Karen Ryan, and two student assistants accomplished in the last part of the summer of 2021. The team identified titles for the Young Adult and New Adult (YANA) collection and moved them to the 2nd floor balcony. Students have responded positively, with 214 checkouts from this collection. A Young Adult book club formed at Hollins at the same time, and Rebecca served as the staff advisor for the group.

Behind the scenes, Coleman made tremendous progress in developing workflows to share some of his copy cataloging work with student assistants, particularly by having students add shelf-ready items to the collection. This gave Coleman time to copy-catalog a record number of 638 items, and to create original cataloging for 72 items (note original cataloging is not in his job description, but he is now capable of this work thanks to his professional development as a cataloger).

We didn't only work in 2021-22 to make our print collection more welcoming and accessible. We did the same for our online collection when we moved to Hollins single sign-on access in May 2022, meaning that any community member who is logged into any Hollins resource (Moodle, e-mail, etc.) now also has seamless access to all library resources. The change occurred too late in the year to impact our 2021-22 online access numbers, but we are curious to see if there is an impact on usage in 22-23.

E-resource usage stayed steady in 2021-22, with an increase in article downloads (up from 39,764 to 44,528) offset by a decrease in book and book chapter downloads (from 30,864 to 23,342). A 40% drop in streaming video views (from 3,870 to 2,755) was almost entirely accounted for by a decrease in class Swank streaming video usage (and a corresponding decrease in our costs for this service), as courses returned to the classroom and faculty were no longer as dependent on streaming films.

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

New campus leadership and priorities, in the second year of Pres. Mary Hinton's tenure on campus, combined with the focus on a return to campus (after the heavily pandemic-influenced hybrid year of 20-21) to create a multitude of opportunities to (re)build campus community. The library staff played an important role in these efforts, both as initiators of library activities for the community and as contributors to campus-wide initiatives.

I previously mentioned Maryke's leadership role, on both the Campus Spaces Task Force and the Working Group, in establishing procedures for the removal of a name from a campus building, and then applying that protocol to the gymnasium building.

However, that was just one of many instances of library staff responding to campus needs. James brought his usability testing and user experience knowledge to the my.hollins redesign team. He also served on the [SPARC \(student research conference\)](#) planning committee and the online learning task force. Shawna Battle recorded RSVPs for the Inauguration ceremony for Pres. Hinton. I served on the Rutherford Center Development Task Force; Maryke served on the task force on post-covid academics.

The library, as always, also formed new partnerships to advance the university's work. In collaboration with first-year seminar faculty, the library hosted the newly rebooted FYS Extravaganza for the first time. In partnership with executive director of institutional effectiveness and chief data officer Maliha Zaman, the library brought a state-wide survey on textbook affordability to Hollins, identifying crucial information about the impact of textbook prices on the success of our students.

Meanwhile, as students and faculty returned to campus, we re-established popular library offerings. For students, this meant write-ins, exam snacks and stressbusters, and the graduate student reception. For faculty, this meant the faculty course spa and the writers' retreat. For everybody, this meant bookmobiles and orientations.

This activity helped lift our building usage counts back to pre-pandemic levels, no small feat during a time in which many peer libraries reported difficulty in bringing students back into their spaces.

Finally, the library continued to show its commitment to the success of the [Leading EDJ day](#), through 100% staff participation and the presentation of two sessions ("Open Educational Resources: a tool for equity and access," presented by James; and "Living Queer History in the Roanoke Valley," presented by guest Dr. Samantha Rosenthal of Roanoke College).

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

We did not move forward this part of our mission statement in 2021-22. Without a Special Collections Librarian or a Digital Scholarship Librarian, our activities in this area were limited to previously established programs (e.g., accepting new theses into our institutional repository).

## **Library Staff: Selected Campus Service and Participation**

### **Maryke Barber**

- Working Group on Slavery and Its Contemporary Legacies, Co-Chair
- HU Reconciliation: Campus Spaces Task Force, Co-Chair
- Leading EDJ Day Planning Committee
- Provost's Task Force on Post-Covid Academics
- Co-presented (with students) faculty lunch session on Research for the Arts class

### **Shawna Battle**

- Received and coordinated RSVPs for Inauguration Ceremony of Pres. Hinton

### **Coleman Holth**

- Presented to Disabled Students Alliance (Hollins student group)
- Initiated online chat room for autistic adults in Roanoke area, including several Hollins students
- Staff advisor to SAGA (Hollins student group)

### **James Miller**

- SPARC (Hollins' Undergraduate Research Conference) planning committee
- Task Force on Online and Hybrid Teaching
- Intranet (my.hollins) redesign team
- Presented "Open Educational Resources: a tool for equity and access," at the Leading EDJ conference

### **Rebecca Seipp**

- Trained as an Equity Fellow / Search Advocate
- Staff advisor to YA Book Cub (Hollins student group)

### **Luke Vilelle**

- Rutherford Center Development Task Force
- Public Scholar workshop series
- Announcer for Internet broadcasts of Hollins basketball games
  - Received 2021-22 Hollins Athletics Service Award

## Library Staff: Professional Service and Publications/Presentations

### Maryke Barber

- ARLIS (Art Libraries Society), Travel Awards Committee
- Virginia Library Association Scholarship Committee

### Coleman Holth

- Scholarship recipient, Potomac Technical Processing Librarians

### James Miller

- Authored article, "Adding Anti-racism to your Web Usability Work," in *Library Journal*

### Rebecca Seipp

- The Innovative Library Classroom (TILC conference), Co-Chair
- Co-authored article, "Building a Community of Practice for Managers and Managers-to-Be," with Candice Benjes-Small, Alyssa Archer, Katelyn Burton, and Jennifer Resor-Whicker, and published in *College & Research Libraries News*.

### Luke Vilelle

- VIVA (Virginia's academic library 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
- Lever Press Oversight Committee
- Panel presenter for "Transformative Deals: View from Several Perspectives", webinar sponsored by the Academic Library Association of Ohio (ALAO) Collection Management Interest Group.
- Panelist for "Applying Subscribe to Open to Scholarly Books," webinar sponsored by SPARC (Scholarly Publishing and Academic Resources Coalition).
- Panel presenter for "Evaluating and Supporting Open Content Programs," webinar sponsored by Lyris.