

Wyndham Robertson Library

Self-Study Report, February 2025

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For more information, including Annual Reports, visit the library's [Assessment page](#)

Mission

The Wyndham Robertson Library fosters student success at Hollins University and beyond by facilitating our community's critical engagement with the world's complex information environments. Guided by our fundamental commitments, we strive to educate, connect, and build a community strengthened through academic freedom and equitable support and access.

Fundamental Commitments

As **educators** of undergraduate and graduate students, we actively collaborate in teaching and learning across campus, encouraging critical engagement with the discovery and use of information.

As **champions** of reading, information literacy and lifelong learning, we advocate for the development of students' critical thinking abilities within the academic curriculum.

As **defenders** of academic freedom, we reject censorship and the abridgement of free expression, and safeguard the privacy and confidentiality of library users.

As **facilitators** of inquiry and exploration that help develop the scholarship and creative work by the Hollins community, we collect, support, organize, and enrich a valuable and diverse set of resources that match Hollins' broad liberal arts curriculum, connecting our community to those resources.

As **mentors**, we provide student employees and interns with transferable skills and opportunities to explore their interests and passions in a supportive setting.

As **caretakers** of Hollins' legacy, we acquire, preserve, and make accessible valuable historical materials with the goal of increasing knowledge, openness, and transparency in a collaborative environment.

As user-oriented **service providers**, we engage in dialogue with our community to develop personalized and responsive services that meet the needs of the campus.

As **professionals committed to a welcoming environment** where all members of our community feel like they belong, we will strive for equity, diversity and inclusion through every aspect of our resources and services. This includes accessible spaces, diverse collections, and responsive policies and programming.

As **innovators**, we continually seek to enrich the HU community through rethinking and redefining how the library can contribute to the success of the university.

As the **intellectual hub** of campus, we provide spaces and programming to encourage reflection, exploration and engagement, and also celebrate the scholarship and creative work done by our community.

As a **learning community**, we are committed to professional growth to ensure the ongoing development of current and emerging services and resources.

Our people

[see organizational chart in Appendix A for additional detail on structure]

Maryke Barber has been the Information Literacy & Outreach Librarian since 2019, and was previously the Public Services Librarian (2013-19) and Outreach Librarian (2008-13). Prior to 2008, Maryke served in multiple paraprofessional positions at the library, including Government Documents Coordinator, Media Cataloger, and Communications Coordinator.

Shawna Battle has been the Interlibrary Services Coordinator since 2019.

Isabel Folck has been the Archivist and Special Collections Librarian since 2022.

Coleman Holth has been the Metadata Librarian since 2024, after serving in a paraprofessional role as Acquisitions and Copy Cataloging Coordinator from 2019-24.

Jessi Hood has been the Circulation Coordinator since 2022 (and was a student assistant and student peer coordinator in the library prior to her hiring as a FT employee).

Chanlee Luu has been the Administrative Assistant since 2024. Chanlee works full-time at Hollins in a role split between her responsibilities as library Admin Assistant and as the Green Navigator.

James Miller has been the Discovery Librarian since 2013.

Rebecca Seipp has been the Assistant University Librarian since 2019, and was previously the Outreach Librarian from 2013-19.

Sara Sprague has been the Digital Pedagogy and Scholarship Librarian since 2022, when the position was created. (At that time, the library took responsibility for supporting educational technology adoption and integration across campus. Educational technology administration remains within the purview of the Information Technology department).

Luke Vilelle has been the University Librarian since 2012. He previously served as the Public Services Librarian from 2007-12.

Luke, James, Rebecca, and Maryke have all been departmental liaison librarians (responsible for instruction, research assistance, and collection development for designated academic departments) for many years: Luke since 2007, Maryke since 2008, and James and Rebecca since 2013. Sara joined the four aforementioned librarians as a departmental liaison in 2024.

Introduction

The Wyndham Robertson Library at Hollins welcomes this opportunity to review its work and priorities, at an opportune time in the evolution of Hollins University and its library.

Hollins, under the leadership of Pres. Mary Hinton, has embarked on an ambitious strategic plan for 2023-30, with the goal of becoming the nation's leader in social, economic, and civic mobility. The plan is built upon the gears of wellness, academic excellence, and access. Concurrent with the creation of this strategic plan, faculty developed and launched a new core academic curriculum for the 2023-24 academic year.

Committed to the success of the strategic plan and the new curriculum, the library has been engaged in the implementation of both, shifting the work of the library in new directions.

In response to these initiatives, and in recognition of a decade of changes since its last mission statement revision, the library undertook a review of its mission statement and fundamental commitments in 2024. Mission statement revisions included a focus on the education of students for success after college in the world's complex information environment, and newly adopted language emphasizing the importance of equity and access.

With this self-study, we focus on key themes and evolutions in the library, particularly focused on the past 10 years. We do not try to provide a year-by-year account of library activity -- such information is available through the library's Annual Reports.

For Annual Reports, Student Learning Outcome Assessments, and Library Survey reports, please visit the [library's Assessment page](#).

In preparing this report, library staff members reviewed [ACRL Benchmark data](#), reviewed the 2024 [ACRL Top Trends report](#), and responded to the following questions. This report is a culmination of those reviews and conversations.

- What impact(s) could the academic library trends, as identified by ACRL in 2024, have on your/our work?
- What does our ACRL benchmark data tell you about the library's place in the life of our community members? How does our data reflect (or not) national trends?
- What does the data tell us about your contribution (and the library's contribution) to the mission of the library and Hollins? What does the data not tell us?
- What story does the data tell you about your work and the future of that work?
- What do you want our external reviewers to know about your work? What do you want them to know about the library?
- What would you like our external reviewers to focus on during their visit? Do you have particular questions or themes you'd like them to keep in mind? Why do you suggest those?

Relationships/Partnerships across Campus

As a small academic library supporting a small campus (665 undergraduate and 96 graduate students; 84 FTE faculty), the success of our library is built upon the relationships that we develop with our colleagues and our students. We believe that the trust placed in us is evident in the invitations and opportunities we receive.

James served on the development team for the Inquiry and Communication course within the new Core Curriculum. Maryke was part of the development team for the new First Year Foundations course. Both courses have integrated information literacy learning outcomes.

In 2020, the Faculty Executive Committee proposed, and the full faculty approved, a change to the Faculty Handbook recognizing a new type of faculty status (Consulting Faculty) for librarians, the first time we have been so recognized on the campus. Librarians may now attend faculty meetings and are eligible for faculty professional development opportunities such as learning groups (though are not eligible to vote in faculty governance).

Not only do faculty value our presence and input, but so do administrators, staff, and students. We have librarians serving on the Leading Equity, Diversity, and Justice (Leading EDJ) conference planning committee, on the Working Group on Slavery and its Contemporary Legacies, and on the Academic Renewal Team. Our Sexuality and Gender Alliance student group asked Coleman to serve as their advisor. Multiple library workers have served as Honor Court advisors.

We intentionally seek feedback from our community, and place a high priority on responding to the feedback we receive. The library conducts a campus-wide survey once every five years. User experience studies, designed and led by James, have touched on a wide range of library services and resulted in a successful [home page redesign](#).

We have a [library student advisory board](#) (LSAB), consisting of student volunteers who meet monthly over dinner during the fall and spring semesters and provide regular input, both on questions we bring to them and on ideas they bring to us. With LSAB support, we've made several changes in library practices and offerings over the years, including reservable carrels, blankets, and institution of an evening quiet floor.

Maryke contacts student clubs every semester, asking if they would like to meet with library staff, as an initiative to both build relationships and learn more about the needs of various students. We've met with clubs ranging from the Black Student Union to the Pre-Medical/Veterinary Sciences club. This is a key part of our efforts to ensure that all students feel welcome in the library.

We also, for the first time in 2022, asked for respondents' demographic information in our community-wide library survey. We wanted to identify if there were any differences across students in how they use the library or in their perceptions of the library. Our analysis did not reveal any significant concerns, though we did find a few areas where we could act. For instance, we found that students self-identifying with a disability reported the physical library was less accessible to them than students who did not identify as having a disability. We expanded our book paging service as a result, making it available to all

students through our discovery layer. We found that minoritized groups had slightly lower levels of positive responses to the prompt, “I feel the library’s collection represents my identity.” In

response, we have focused several library exhibits on under-represented populations, and we created a collection development internship focused on the diversification of our collection. You can see more about our demographic findings in our [2022 survey report](#), in the section with the subhead, “Exploring Demographic Differences and Feelings of Belonging.”

Our public services staffing model relies on a different type of relationship, one in which we both depend on Hollins to supply us with a significant amount of student work-study hours, and on our work-study students to take responsibility for their assigned shifts. Our student assistants allow us to maintain 94 open hours every week during the fall and spring semesters, and ensure an ongoing flow of newly processed books to our shelves.

Within the circulation department, we employ between 20-25 work-study students, most for 5 to 7 hours per week. The decrease in the dollar value of work-study award packages (to enable the college to give more students work-study awards), plus the increase in Hollins’ hourly pay rate for work-study jobs, has combined to limit the hours for most of our work-study students. This has led to training and staff development challenges. Students do not work enough in the library to become familiar with the many aspects of their work, and there are frequently a few students who our circulation coordinator never encounters, because they only work evenings and/or weekends.

For training work-study students, and for keeping the library open on weekends and until midnight on weeknights, we depend on our handful of student peer coordinators (SPCs), for whom we work with financial aid to obtain larger work-study awards. The library is staffed solely by students for 12 weeknight evening hours (9-midnight Monday-Thursday) and for all our 20 weekend hours (10-6 Saturdays and noon to midnight on Sundays). For added security, the library is limited to ID card-access only after 9 p.m.

Student workers also play important roles (as do interns) in cataloging and archives work. Our metadata librarian relies on student workers for moving newly received books to the shelves; our archivist relies on student work for projects such as digitization and finding aid creation.

With the advent of the GLAM Studies certificate program, our internship program has grown in lockstep. We hosted 7 student interns each of the last two January short-terms, spread across multiple library departments. Occasional interns during the academic year, particularly in archives, and students completing capstone experiences for GLAM also contribute to the work of the library.

How might we better assess the levels of belonging and comfort our diverse student body feels in WRL?

What are reasonable expectations for our student assistants and interns? Could we improve their work experiences and address management and training challenges?

Changing Needs, Changing Library

As the university changes, we change. The development of the [GLAM Studies certificate program](#) is one example of the evolution of the library's work over the past decade.

A joint proposal of the library and museum, created for the campus' Imagination Initiative in 2021, the GLAM Studies certificate program received a green light and financial support from the administration, and then gained approval from the faculty to enter the academic catalog for the 2023-24 academic year.

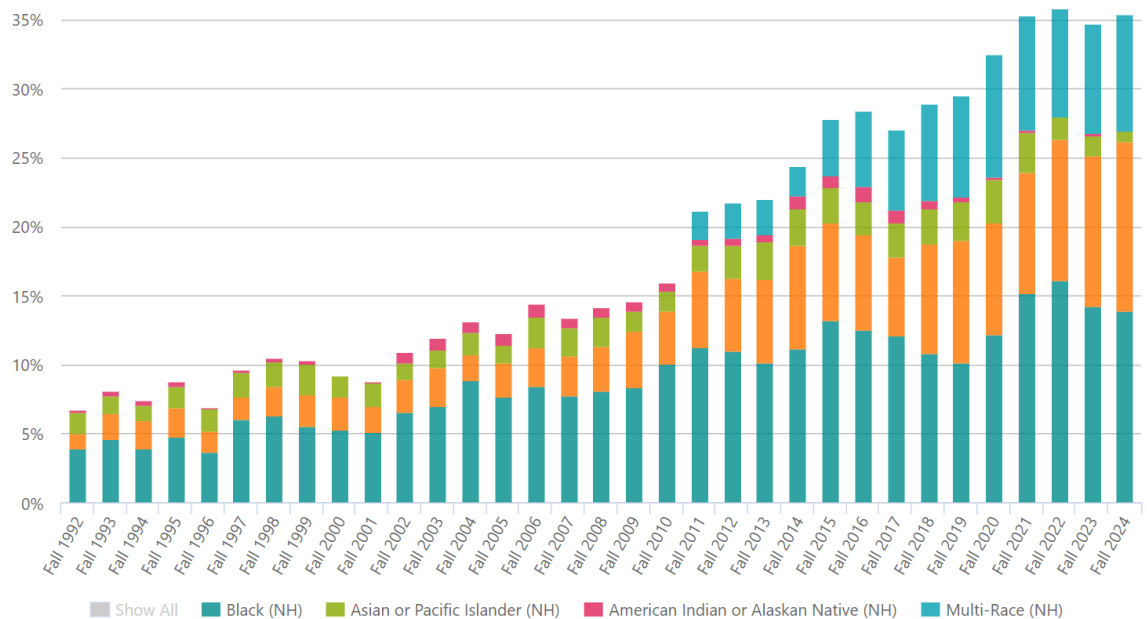
Developed in recognition of the traditionally high level of interest among Hollins students in continuing studies and careers in libraries, archives, and museums, and seeing opportunities to build learning opportunities for students within our institution, the program has engaged us in new ways with students, faculty, and the curriculum.

We've engaged with colleagues about cross-listing of courses, and how our certificate can complement majors across the curriculum. Our certificate serves as one way that our library (and museum) can contribute to the more purposeful integration of career preparation into our traditional liberal arts curriculum.

The advent of the GLAM Studies program has brought library staff into new relationships with students and faculty, and into new roles as internship supervisors, curriculum developers, etc. How might we responsibly manage this initiative and effectively integrate it into our work?

As our demographics change, we change. Responding to a 100% growth in students of color in the past 15 years and a consistent distribution of approximately 40% Pell grant recipients among our student population, we have placed an even stronger emphasis on equity and access, two traditional library hallmarks. We included the terms equity and access in our new mission statement revision in 2024, and their importance can be seen in everything from revised policies to new initiatives.

% of Hollins students who identify as students of color (SCHEV data)



We have revised circulation policies to allow students to request that we pull materials for them, enabling greater access for the commuter student who doesn't have the time to stay on campus, and for the student whose disability might prevent them from comfortably browsing the shelves.

For several years, we have encouraged faculty to adopt zero-cost materials in their teaching, to enable every student to have access to the materials needed to succeed in their course. We have made great strides, including through the creation of a provost-supported grant program, but work remains. In recognition of the need to hasten progress, and understanding the challenges some disciplines face in adopting zero-cost materials, we will pilot a new program in 2025-26 to place all course texts for three departments on reserve at the library. If successful, we hope to expand this to all departments in 26-27.

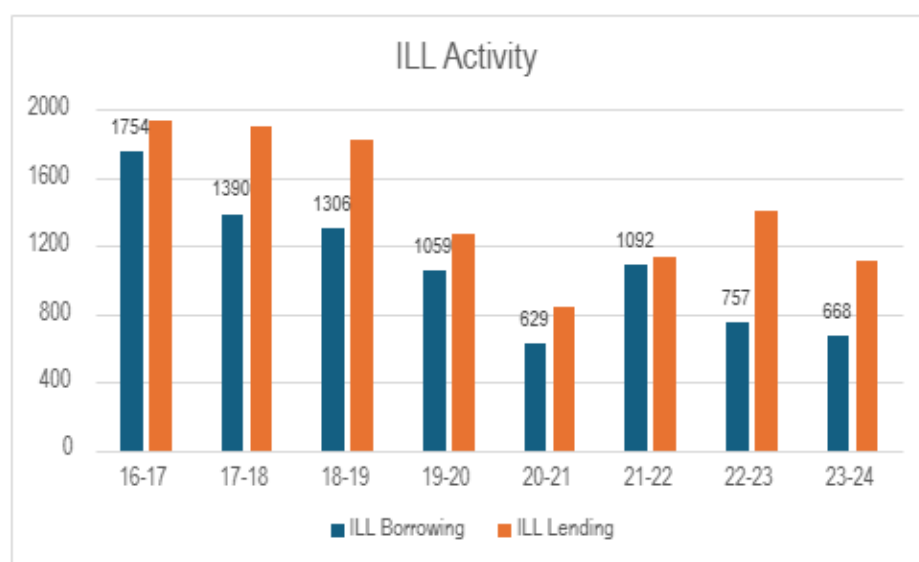
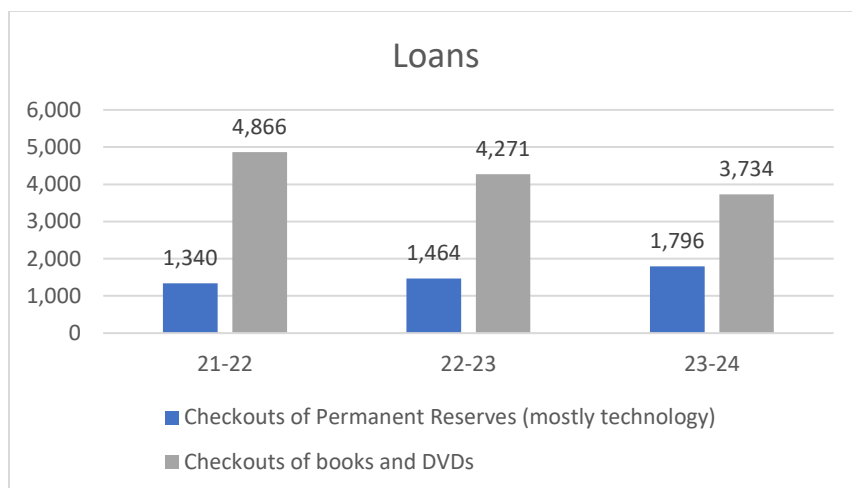
As our work has changed, our internal structures change. We made a significant organizational change in 2019, to centralize supervisory responsibilities and to place a greater emphasis on digital scholarship. Soon thereafter, in discussions with the Information Technology department about their staffing challenges, we brought a new responsibility into the library in the form of educational technology support and partnership. [See Appendix A for current and historical organizational charts].

We also see the potential for future changes. For instance, our Circulation and Interlibrary Loan departments do an outstanding job delivering materials to our community and helping to ensure building spaces are available and welcoming, by staffing the building and providing excellent customer service. Though spaces remain critically important (our waiting list for carrel reservations attests to this demand), the demand for materials is declining steadily.

The circulation of our physical materials has fallen for many years, driven by student preference for immediate and convenient access to online research materials. The drop in Interlibrary Loan borrowing requests by our community is a more recent phenomenon, for which we wonder if the growth in open access materials is a cause. As we also begin a process of exploring alternative Interlibrary Loan software, which may automate some of the current ILL work, we may have further reason to shift staff time. The rising number of ILL requests for e-books (though still a small portion of ILL requests currently) may lessen staff loads as well, by reducing the time needed for retrieval, packaging and shipping.

Our circulation department has shifted toward short-term technology lending. Chargers, headphones, laptops for limited term usage, graphing calculators and DVD/Blu-Ray players are all popular items at the checkout desk. A greater emphasis on course materials lending may also be coming soon with the textbook reserves pilot.

What should we consider in re-assessing library departments and practices in today's context and at a small institution with limited resources, whether for public services, metadata, collection development, or any other library function?

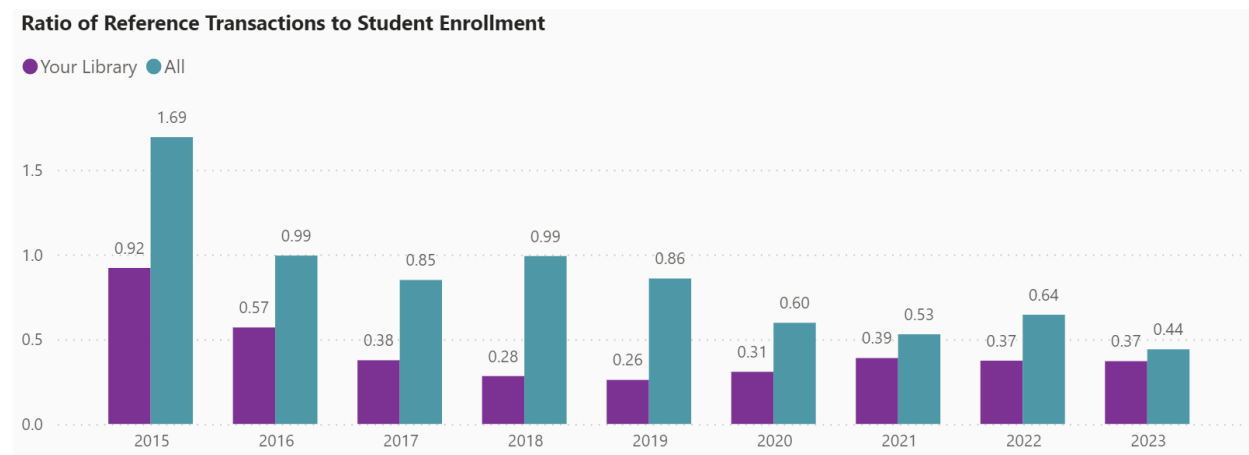


Are there other functional areas of the library for which we should re-evaluate their goals and work?

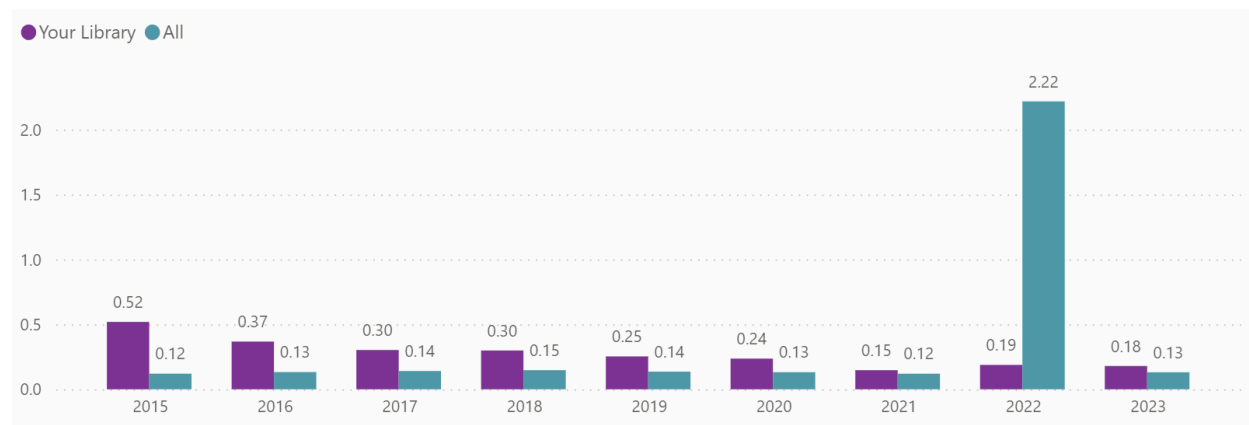
Two examples follow:

- Our metadata team is witnessing a transition from print to digital resource description, and from single-title materials to packages. There is also a greater need to provide metadata for work produced at Hollins, to make that work findable by anybody in the world. We add materials regularly to the Hollins Digital Commons, and have partnered with classes to create digital scholarship and exhibits in Omeka. How might we reflect these changes in our priorities and practices.
- Our instruction team has re-imagined reference as by-appointment consultations over the past several years. We removed our reference desk and then stopped offering regular evening reference availability. Does our consultation service, for which we rely heavily on faculty recommendations and in-class promotion during information literacy sessions, match the research needs of our students?

We do less reference than our peers... (ACRL benchmark data)



... But more consultations (20+ minute reference appointments), disregarding anomalous 2022 data



Observing the fewer students asking for help accessing our resources, and the corresponding growth in freely available high-quality resources for our students, our collection development efforts have evolved to help further the scholarly ecosystem's ongoing shift to open. We adopted a new statement within our collection development policy to share what we believed to be our responsibility in this new information environment.

"The library believes in the open dissemination of research and scholarship whenever possible, to spread knowledge and allow that knowledge to be built upon. The library supports the Hollins community in making materials open access through the creation and maintenance of institutional repositories, and also financially supports third parties who curate open access resources that will be of use to the Hollins community. (The library includes thousands of such open access resources in its discovery system and course guides)."

On our [Open Access Support page](#), we share the range of open activities we have supported, including key infrastructure, such as the Directory of Open Access Journals, and the creation of open content. Support for open content occurs through a variety of models, from Lever Press membership to read-and-publish subscriptions with traditional publishers.

To help make room for these open investments within our budget, we have worked with faculty colleagues to decrease our number of single-title journal subscriptions, both in print and online, for several years.

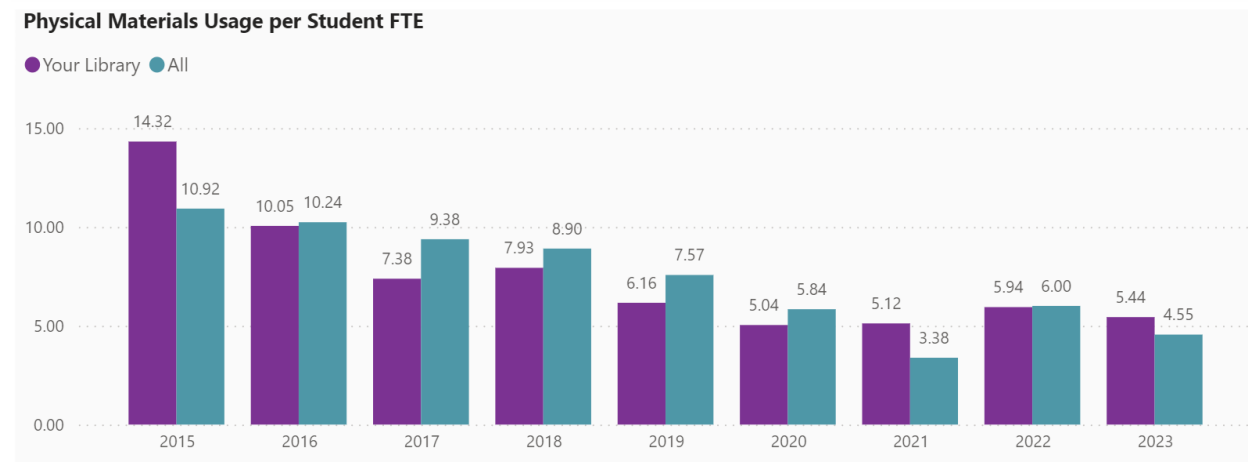
When we compare our expenditures with others through Library Benchmark, we see a notable difference in how we spend our budget dollars. We spend less on subscriptions, and more on single-title materials (primarily for book purchases, but also for DVDs/BluRays, digitized collections, etc.).

According to ACRL Benchmark data, we spent \$212,000 in FY23 on ongoing subscription commitments, 39% less than the median institution in the private, non-profit sector with the Carnegie baccalaureate classification. Conversely, we spent \$150,000 in FY23 on one-time purchases (primarily books), as compared to \$40,000 for the median institution in our comparison group. We have consistently protected our book budgets, as a nod to the liberal arts tradition and the strong humanities programs on campus.

How might our expenditures better reflect the needs and priorities of the Hollins community?

We have shifted about 30% of our funds toward e-book purchases in place of print purchases, but continue to favor print when making single-title purchases, unless we are buying for an online grad program or online access is requested by faculty.

Is this the wisest use of our money? (See Appendix B for historical budget expenditures). In some disciplines, faculty continue to recommend titles for purchase; in others, they don't. We see the same drop in print material checkouts as our peers, though our physical material usage numbers remain slightly higher than our peers (ACRL benchmark data).



All the recent changes, and future potential changes, require flexible and thoughtful work from our staff. Hollins has recognized the increasing strain and workload for all staff across the university, not just the library, and dedicated a section of its strategic plan to the creation of a humane workplace. What does a humane workplace look like for library staff? How can we ensure the well-being of our people?

How can we ensure our pace of change is matched by the necessary support and recognition for those tasked with carrying out these changes?

Everybody wants a reasonable workload, for which they can feel confident in their ability to do the job well. We try to be conscientious about making decisions about what not to do, or what to do less of, when new responsibilities are added, but such decisions are always difficult to both make and carry out.

Other aspects of the work environment are less under our direct control, but impact motivation and morale. The university is in the midst of a compensation study, with final outcomes still to be determined, after many years in which wage increases have not matched inflation. Some staff members seek additional remote work opportunities, as Hollins has begun to create a small number of remote positions within the organization, even as it continues to express its preference for in-person work.

Librarians continue to request opportunities for advancement (promotion in rank) similar to what is available for teaching faculty, as well as mini-sabbaticals. The challenge has been to bridge the gap between Human Resources' classification of librarians as administrative staff, and the faculty handbook's classification of librarians as consulting faculty. There is no precedent at Hollins for administrative staff ranks, but there is of course strong precedent for faculty ranks.

Rethinking the purpose of our spaces

Our physical space has continuously evolved since the Wyndham Robertson Library opened in 1999. Relatively new in library terms, the Wyndham Robertson Library has still witnessed extensive changes in library usage and student needs over the past 25 years, and renovations (both small and large) reflect those changes.

The building's extensive stack spaces did not age well, and two floors (the ground and first floors) originally built around stacks now have a drastically reduced number of print materials.

As demand for physical materials has fallen, the demand for other types of space usage has exploded on campuses, much of which has affected the library. Students seek spaces to work in collaboration. Universities seek combined departmental service points to better meet student needs. Newly created student success positions seek homes. Commuters need spaces to hang out between classes. Faculty, staff, and students all look for spaces where they can be in community with each other, at all types of events. Meanwhile, the library is still expected to also be a space of quiet refuge and academic focus.

How do we balance traditional library needs with new opportunities for our spaces, keeping in mind both national trends and local context?

And yet still: at a liberal arts campus such as Hollins, where English & Creative Writing and History remain popular majors (both among the top 5 majors at the institution), there remains an expectation of a strong collection of physical materials in the building.

Much of the past 10 years of the library has reflected this push and pull between various needs.

In 2014, the library launched its first extensive renovation, removing a large run of stacks on the first floor to make space for its first building partner, the Center for Learning Excellence (which include the math and writing tutors), and for a new classroom. Exponential growth of our information literacy instruction services, a doubling of our course-embedded instruction between 2004-14, necessitated the new classroom. Our original classroom, tucked away in a second-floor corner of the building, seated only 12 people comfortably. The new classroom, located prominently on the first floor, seats 24, with wheeled chairs and tables for easy reconfigurations. The CLE's inclusion reflected the national trend for libraries to work in partnership with other campus departments, and tutoring services clearly connected to the library's reference services. The CLE and library immediately began co-hosting events such as Write-Ins, and educating each other about their respective work. Accompanying the removal of the stacks was the deselection of the vast majority of our government documents collection, which we disposed of through the Federal Depository Library Program guidelines. At the same time, we ended a large portion of our print journal subscriptions, and removed the dedicated periodicals shelving from our Reading Room, making the space more flexible for events.

Post-pandemic, the Information Technology Help Desk moved to the ground floor of the library, bringing a new and much-appreciated service to the building. Tech questions asked at the library's front desk on weekdays could easily be referred to the floor below, rather than across campus.

In 2022, the university announced that the library would undergo further renovations to create more of a "one-stop shop" experience for our students, bringing together student success-related departments from four different buildings into WRL. The renovation also opened up the possibility to address longstanding library challenges, including the underutilization of our ground floor and a pressing need for additional archives and special collections space.

The library renovation was a controversial proposal, with students, faculty, staff, and alums all expressing a general concern that the library would no longer be a library -- that books and student study spaces were being shunted aside for staff offices.

We emphasized that book shelving would be preserved (there would be no diminution of our General Collection) and student study spaces would be emphasized and upgraded. Frustrations remained regarding both the renovation planning process and the additional library workload required to carry out the necessary deselections prior to the renovation, but most students expressed appreciation for the changes upon the debut of the renovated building in Fall 2023.

The renovations brought new spaces, services, and furnishings to every floor of the library, with the bulk of the work completed on the first and ground floors. WRL is now home to 30 full-time staff members, with reporting lines to three different institutional vice presidents. The Library, Global Learning, and most of Student Success report to the Provost; the IT Help Desk and Media Services report through IT to the Executive VP and Chief Financial Officer; the departments for Career & Life Design, HU Connect, DEI, and part of Student Success report to the VP for Student Success, Well-Being and Belonging.

On the first floor, in The Green: A Learning Commons, partner departments have offices next door to each other, with open space in the middle for students and collaboration.

The library had previously established relationships with many of our new building partners. We provided research instruction to students going abroad (Global Learning) and to students embarking on internships (Career & Life Design). New opportunities since the renovation have included a co-created book exhibit with Career & Life Design, hosting Global Learning's once/semester display of student posters of diverse trip experiences, and a co-hosted book club with the director of diversity, equity, inclusion and belonging.

That said, we have also struggled to understand how best to build deeper relationships and partnerships with our new building occupants. We created a Building Council (nicknamed the Fab 4, with representation from four departments) to discuss issues of common concern and interest, but the group disbanded after a year because of a lack of a clear focus. We thought other building occupants might wish to co-manage the building with us, but they have been happy to let us manage WRL's spaces and access to most of those spaces. We have created informal opportunities to get to know each other better, and they've been enjoyed by those who participated, but have been sparsely attended.

How might we build deeper relationships and partnerships with our WRL neighbors, including Student Success, the Green, and SSWBB staff, to create new opportunities for students?

We are pleased that there are no significant cross-departmental conflicts in the building, and that the lines of communication are open, both through e-mail and Microsoft Teams. Partners have been cordial and receptive to working out questions of space usage (recent examples include sharing classroom space with Career & Life Design, and identifying the best location for Global Learning's poster exhibit). But we wonder whether we are missing opportunities.

As our building partners have deferred to us in terms of building management, we have continued to tweak our spaces in response to student feedback and usage. For several years, we have conducted usage assessment of library spaces approximately once/semester, via hourly building walk-throughs to count people in the spaces.

When we see a trend (for example, nobody using the new study nooks created by the removal of cabinets in the 2023 renovation), we talk about whether we can make those usable spaces, and if so, how. Staff discussion of the study nooks led to an initiative to invite student art into those spaces, to make them more welcoming.

We listen carefully to what our users say about our spaces. One thing we heard repeatedly in both the renovation planning and aftermath was a desire to make spaces less sterile, to incorporate color and art. Our art planning team, with membership from the library, WRL partners, and the museum, created guiding principles for the inclusion of art, which we are now using to identify locations and potential artwork. We also respond to smaller requests, by actions such as placing lamps in our study rooms to provide alternative warm lighting to the overhead ceiling lights.

Instruction for today and tomorrow

Our instruction efforts have both changed, and not changed, in key areas over the past several years.

In concert with the Association of College & Research Libraries' shift from the Standards of Information Literacy to the Framework for Information Literacy, our instructional breadth has expanded. No longer is the focus necessarily on our catalog, or our databases, or even our stuff.

Instead, we want our students thinking about the evaluation of materials across the spectrum, not only what's found in scholarly journals or mass media or books. As the information ecosystem has grown more complex, so, necessarily, has our teaching.

The baseline of our teaching remains to make sure that students can do the work (find the sources, write the lit review, analyze the artwork, etc.) to succeed in their courses, but now we also think more about making sure they're in a position to thoughtfully engage with the "world's complex information environments," as we say in our mission statement. We're still figuring out how to do this most effectively.

We haven't changed our traditional focus on embedded instruction in our core curriculum, and partnerships with faculty to co-create assignments and outcomes are more important than ever.

How might we engage students with instruction to meet both their immediate needs, and help them be better citizens and lifelong learners?

Maryke and James' work within the implementation teams for the new core curriculum helped ensure that even as one instructional approach was phased out (the first-year seminars in which we were embedded were removed from the curriculum in favor of first-year foundations courses), we had a home in the Inquiry & Communication classes, seen as the second step in the journey of new Hollins students. They are expected to take an INQ class in the spring semester of their first year, and the INQ courses include the following student learning outcomes:

- Students will be able to formulate their own questions about a particular topic, idea, or issue using appropriate methods of inquiry.
- Students will be able to identify, evaluate, use, and cite appropriate sources of information as needed for a particular line of inquiry.

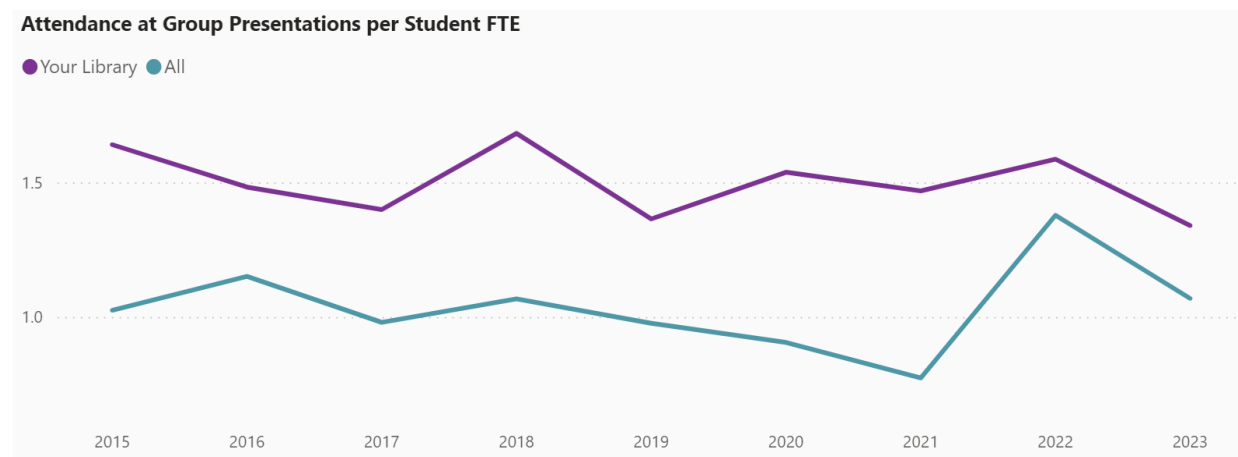
However, we have found that approximately 30% of Hollins students aren't required to take an INQ class, because dual-enrollment credits from high school have already satisfied the INQ. Many of those students will likely still end up in an INQ course, because they are spread throughout the curriculum and in many introductory-level courses, but not all students will have this experience.

And as dual enrollment grows in Virginia (and may see explosive growth in the coming years, with the state mandate to make DE courses free to all students), we may need to more closely assess the impact on our instruction program, which has traditionally depended on a foundation of instruction in finding, evaluating, using, and citing sources in the first year.

How might we account for our students' dual enrollment credits, and their effect on core curriculum course registration, when scaffolding our information literacy instruction?

Upper-level instruction covers a vast range of topics and issues, from advanced searching skills to research question development to AI literacy to poster creation to literature review structure to source and citation management. Because of the unstructured nature of many of Hollins' majors, which usually do not require students to take courses in a particular order, our occasional attempts to scaffold instruction within majors have met with limited success. We find ourselves often talking about similar resources or skills in multiple courses within a department.

We feel good about our instructional program's reach on campus. For several years, we have consistently taught approximately 100 classes every academic year, though the number may fluctuate as much as 10% from year to year. We see greater attendance (per FTE) at our library presentations than average across our peer group, according to ACRL Benchmark data.

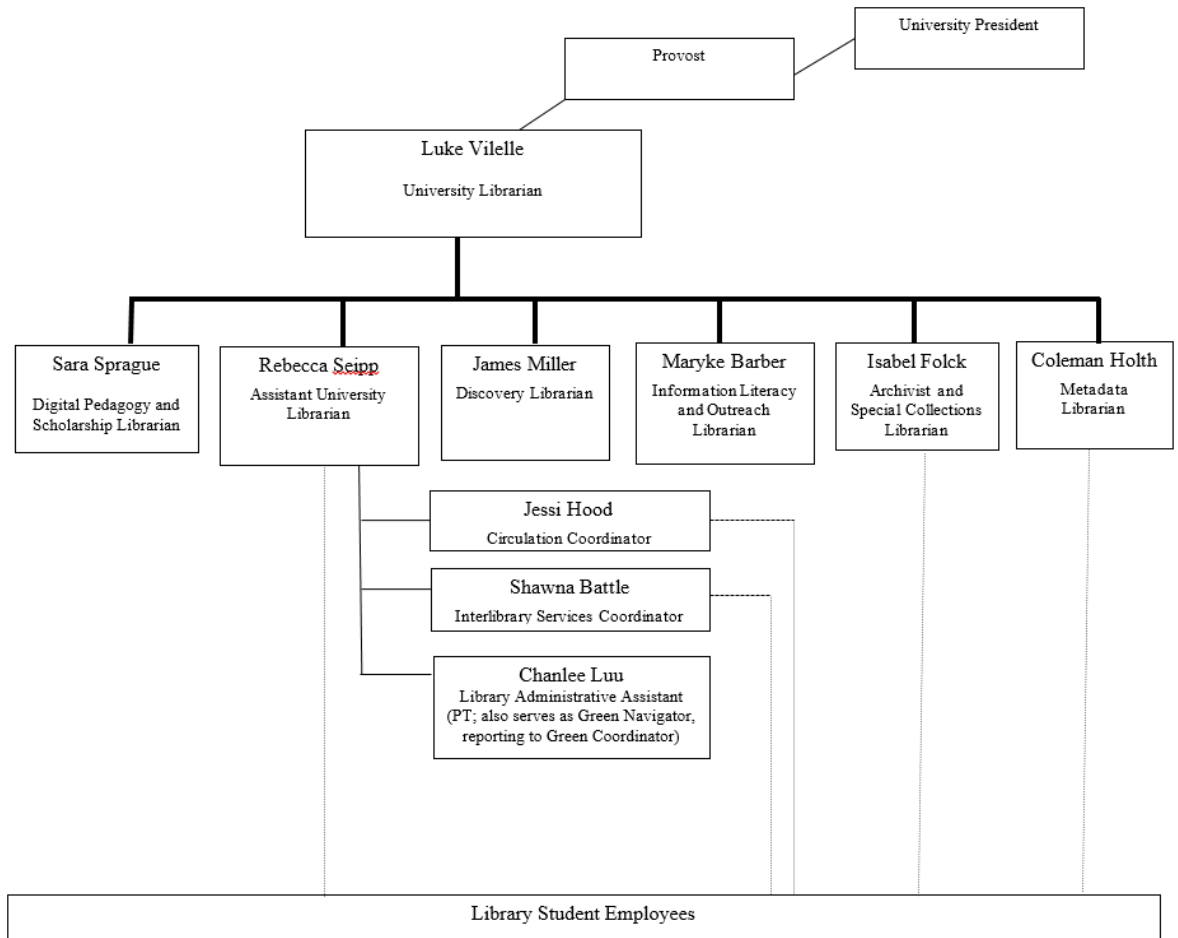


Postscript: What's next for our DEIA work?

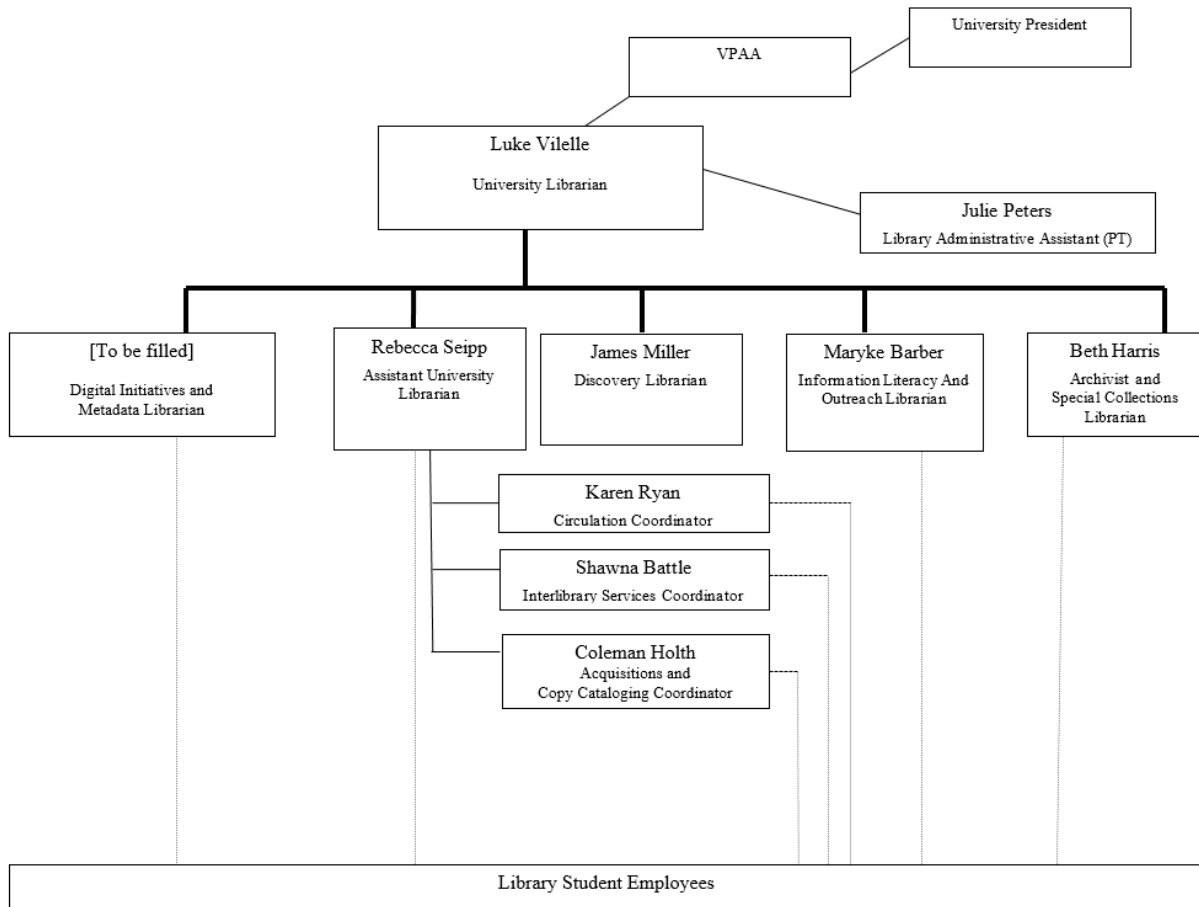
For this last section, we do not necessarily seek guidance from our reviewers. We know our next steps will, in large part, be led by institutional decision-making in these politically charged times. However, because our diversity, equity, and inclusion efforts have been a significant part of our library's planning and work over the past five years, mirroring our president's emphasis on inclusion, we could not produce such a report without at least a brief section devoted to DEI. Our [DEI web page](#), which includes goals and progress reports from previous years, captures the importance of this issue for us.

We have been engaged in discussions over recent months about our next steps for DEI, and identified the **Diversity, Equity, & Inclusion Self-Assessment Audit**, developed by Dr. Kawanna Bright, as a tool we could use to assess our progress and spotlight areas of concern. A staff survey guided us to focus on two sections of the audit, and will use staff survey responses to those sections to guide discussions. We expect these discussions will point us toward an area(s) for attention and improvement.

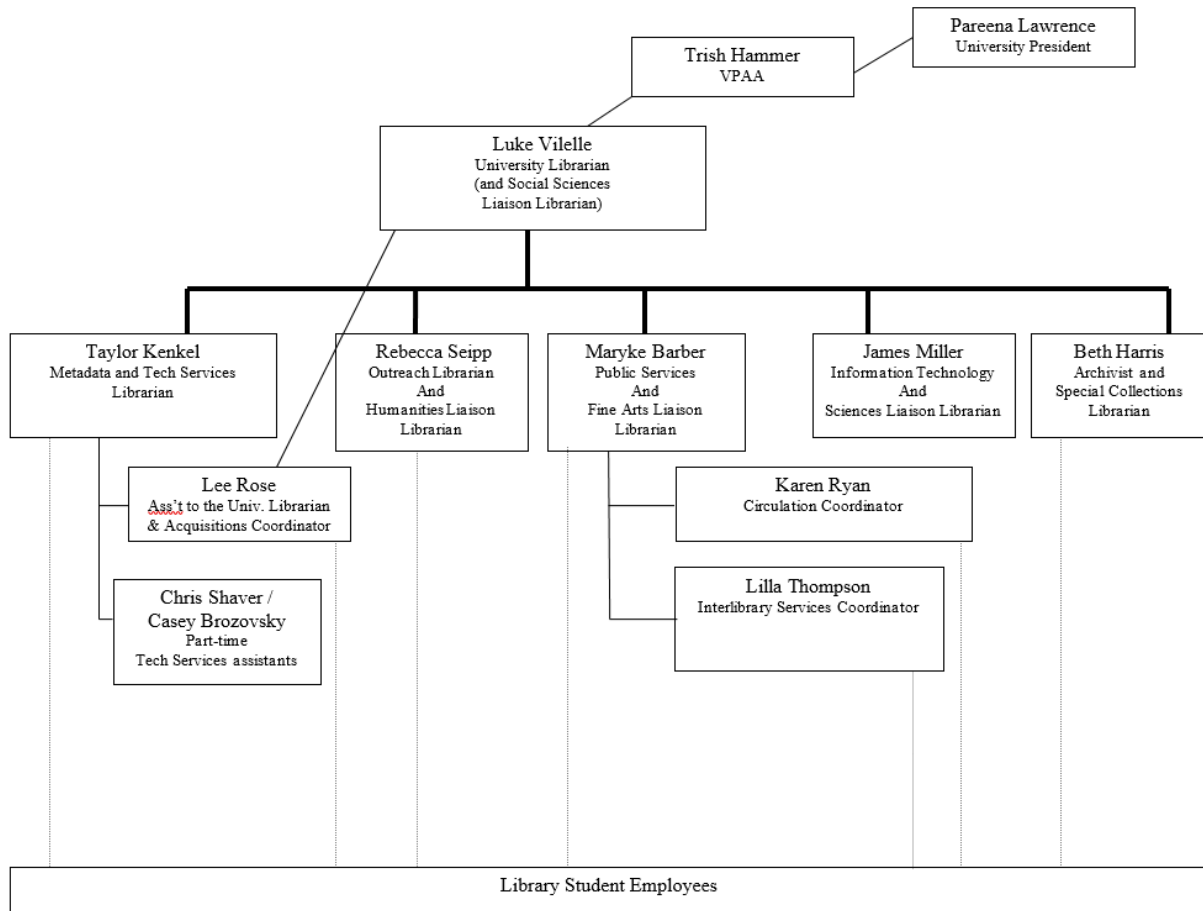
Current organizational chart



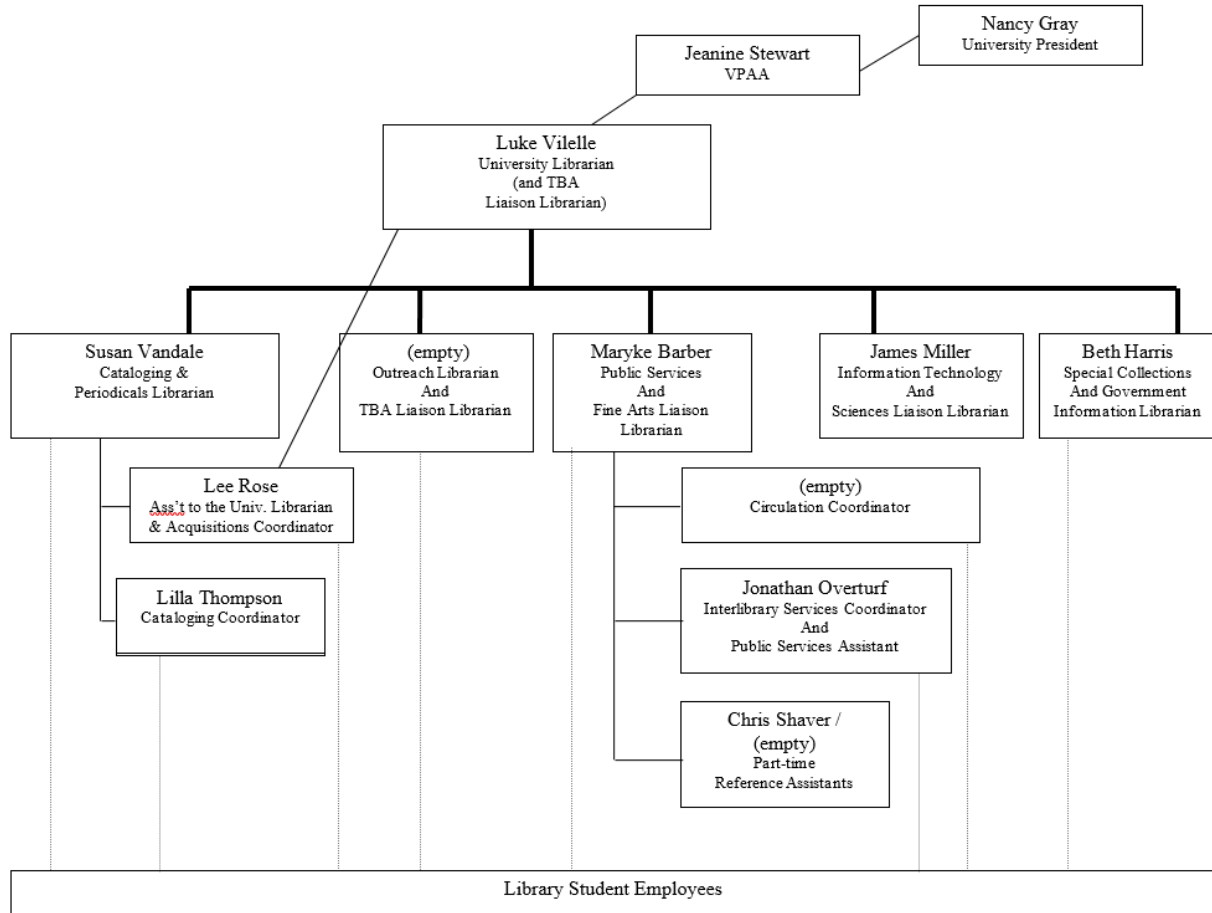
2019 Organizational Chart



2017 Organizational Chart



2013 Organizational Chart



Appendix B: FY22 through FY24 expenditures, and FY25 budget

Discretionary (Operating)	FY22	FY23	FY24	FY25 budgeted
Office supplies	\$7,381	\$3,860	\$4,880	\$4,500
Travel / Prof Development	\$3,800	\$5,700	\$9,800	\$16,000
Postage and shipping (includes UPS)	\$5,191	\$8,700	\$5,128	\$6,000
Telephone Long distance- admin	\$30	\$26	\$26	\$50
Duplicating Services / Printing	\$809	\$1,048	\$1,024	\$1,200
Document delivery	\$2,857	\$2,239	\$1,750	\$2,000
Entertainment/Business Meals	\$4,468	\$4,482	\$7,000	\$6,150
Awards & Prizes	\$100	\$240	\$390	\$400
Membership	\$887	\$887	\$975	\$1,200
Miscellaneous				
Software purchases	\$360	\$749	\$1,417	\$1,500
Honorarium	\$200			
Paper supplies				
Furniture/Furnishings	\$3,278	\$695	\$2,203	
Room & Board / Guest housing	\$50	\$250		
Discretionary (Operating) Total	\$29,411	\$28,876	\$34,593	\$39,000
Non-Discretionary				
Books	\$113,749	\$123,000	\$110,722	\$122,000
Periodicals	\$74,455	\$74,041	\$72,905	\$58,000
Library catalog maintenance	\$37,715	\$37,715	\$38,658	\$39,624
OCLC (Illiad, WorldShare, Metadata & Cataloging)	\$34,143	\$35,363	\$35,654	\$38,634
Databases	\$173,871	\$173,800	\$180,818	\$180,000
Equipment maintenance (new for FY18)	\$2,891			
Roanoke Times historical purchase	\$14,000			
Furnishings		\$370		\$3,720
Course Materials Pilot				\$13,000
Non-Discretionary ACTUAL	\$450,824	\$443,919	\$438,757	
Non-Discretionary BUDGETED	\$455,000	\$455,000	\$455,000	\$455,000