Library Action Plan

1. Pursue full faculty status for librarians, including voting privileges and a path for promotion and sabbaticals.

- Timeline: In process through ongoing discussions with faculty, faculty senate, faculty chair, and Provost.
- Rationale:
    - Librarians participate extensively in teaching, scholarship, and service, the three distinctive criteria for faculty roles.
        - From the AAUP statement: "Where the role of college and university librarians requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. … The function of the librarian as participant in the processes of teaching, research, and service is the essential criterion of faculty status."
    - Also, as highlighted by our external reviewers, "Librarians often find themselves at the forefront engaging with intellectual freedom, freedom of inquiry and expression, DEIA initiatives, and other areas that can be perceived as controversial."
- Potential outcome: Librarians are recognized as "librarian faculty" within the faculty handbook, with voting privileges. New guidelines are developed for the faculty handbook for rank and promotion for librarians and other continuing non-tenured faculty members. Faculty governance benefits from librarian expertise. Librarians have meaningful new paths for career development.

2. Assess our students' experiences with information literacy sessions to improve curricular scaffolding and session content.

- Timeline: Conduct a quantitative and qualitative study this spring of Hollins seniors, including a review of transcripts to identify courses in which they received information literacy instruction, and interviews with a sampling of students. Review findings in summer 2026, with the goals of making initial changes to session content and engaging faculty in discussions about curricular scaffolding in the 2026-27 academic year.
- Rationale: Our assessment of info lit-related student learning outcomes has consistently shown strong results, both inside and outside of the general education curriculum, ranging from first-year experiences to senior capstones. However, we hear anecdotally from students that there is too much repetition of research-related content in courses, as demonstrated in our external reviewers' statement that "[students] expressed some boredom with the instruction sessions, which they claimed covered content with which they were already familiar." We wish to move beyond anecdotes to assess the extent of which this statement might be true, and if so, consider opportunities for including more advanced and challenging content in upper-level classes.

- Potential outcome: Scaffolding of information literacy content within majors enables greater focus by librarians on teaching higher-level skills within 300- and 400-level classes, better preparing our students for graduate school and the workforce.

3. Improve our knowledge of the content and usage of our print and purchased ebook collections, to inform budgeting and purchasing decisions.

- Timeline: We are currently assessing the quality and granularity of data we can analyze about the usage of books (both physical and digital) we've purchased. We will use this data to help liaison librarians develop a customized book purchasing approach for at least one of their academic departments, to be piloted in spring semester 2026.
- Rationale: Use of the library's physical collection has dropped significantly over the past decade, decreasing by about two-thirds (to 4,458 checkouts in 2024-25). The number of books in our general collection, from which most checkouts occur, has remained approximately the same during this period. As our reviewers identified, "This pattern of usage is not uncommon in academic libraries right now, in part due to assignments and instructional design changing to adapt to current student needs." Though the reviewers did not recommend immediate changes to the book purchasing budget, they also asked us to consider, "if the materials aren't being used, it may be useful to consider how that humanities tradition currently manifests at Hollins if not through book use and research papers." We have not established systematic review processes to help inform book purchasing decisions and shelf space allotments, which is particularly urgent at a time when usage patterns are changing. Previous reviews of our print collection have been ad-hoc and project-based, and we have not previously examined usage of purchased ebooks.
- Potential outcome: Identify subjects and formats to prioritize, within our existing framework, to build a collection responsive to the curriculum and courses developed by HU faculty, and the subsequent academic needs of students in those courses.

4. Develop social spaces in WRL that can co-exist peacefully with the academic activities and purposes of the library.

- Timeline: By summer 2026, furnish the Coffee Commons as a social space within the library, through the inclusion of comfortable seating, couches and lamps, to create a coffee shop vibe. By fall 2026, and through collaboration, establish an operating procedure for the café's gallery space and publicize the space as a room available for small student events. The library will collect feedback from student experiences in a refurbished Coffee Commons, then decide if/how to consider the creation of additional social spaces.
- Rationale: Libraries are one of the quintessential "third spaces" in communities, defined by sociologists as social environments distinct from home and work. Such spaces provide inclusive environments for social interaction, learning, and community engagement. Libraries have long been centers for learning, and WRL hosts many community events. Social interactions occur in WRL, and could be fostered more deliberately through furnishing and environmental choices. As the reviewers noted, "Students perceive [the

library] as a student center, as well as a hub of academic activity, but its functional spaces are primarily designed for academic purposes. Should some sections of the library be maintained as academic and others promoted as social? Or should the social AND academic feel be propagated throughout the building?" The library staff wishes to focus on developing sections of the building that are viewed as social spaces.
- Potential outcome: Students will have a new welcoming social space in the library, addressing their desire for more spaces like this on campus.

5. Inform student employee training and management, including workload and expectations, through additional data gathering about student knowledge and comfort with the library and their work.

- Timeline: Survey newly trained work-study assistants, and conduct potential follow-up interviews, when we are next assigned new student assistants (spring 2026 or fall 2026). Changes to training and management practices would follow, based on results.
- Rationale: As the number of work-study hours available for our student assistants decreases, we seek greater understanding of the experience of these students. We must ensure that our student assistants have the information they need to provide good service to our community, and that they understand the value of their work experience for future employment opportunities.
- Potential outcome: Improved customer service library, and students who are better prepared for future employment opportunities.

6. Develop a sustainable and equitable approach for the operation of our GLAM Studies Certificate program, which the library co-leads with the Eleanor D. Wilson Museum.

- Timeline:
    - Spring 2026: Conduct environmental scan of other libraries that coordinate similar undergrad programs to GLAM, to identify how they balance for-credit instruction with librarianship.
    - Spring 2026: Review job descriptions to incorporate GLAM support into every librarian's job description, and make necessary adjustments to enable this.
    - Longer-term: Identify resources (Sabbaticals? Short-term adjustments in job duties? Professional development funding?) that can support development and growth of GLAM curriculum.
- Rationale:
    - Since the debut of the GLAM Studies program in the 2023-24 academic catalog, students have shown strong and consistent interest in the GLAM courses and certificate. Six students earned the certificate in May 2025, and another six are on track to receive the certificate in May 2026. The Behind the Scenes courses (one each for the Library, Archives, and Museum) average close to 20 students per offering; core GLAM class Shaping Memory, which we originally intended to

schedule only once every two years, is now offered annually to meet student demand.
    - In tandem with the growth of GLAM, the library's internships program has also grown rapidly, hosting 7 interns each of the past two j-terms, with a handful of additional interns scattered across the fall and spring semesters. We only regularly began hosting an intern in 2017-18.
    - From the reviewers: "The popularity of [GLAM] is a testament to its thoughtful design and how well it aligns with the interests of the student body, but it is also a cause for concern given how stretched library faculty and staff are with other commitments."
- Potential outcome: Ensure that all librarians contribute to the GLAM certificate program, in the manner best suited to their work and interests, while also not placing undue burdens on any single librarian.

7. Create a more coherent online presence for our archives and special collections, including digital humanities projects, to encompass both virtual content and guides to physical materials.

- Timeline: We have added access points in OneSearch for ArchivesSpace, creating entry points for finding aids to physical collections in the archive. A new landing page for archives and special collections is under development, to be launched early in 2026, with the goal of communicating the scope of our archive, including both physical and digital resources.
- Rationale: Our institutional repository and digital humanities initiatives have resulted in a diverse set of resources, spanning the platforms Digital Commons, Omeka, Scalar, and JSTOR, without a clear path to them or connecting them. In addition, we recently acquired ArchivesSpace software to help us manage and provide access to archives and manuscripts. The complexity has obscured some of our materials and the relationships between them, making this "both a question of access and of highlighting elements of the collection that are truly unique to Hollins and the library," as our external reviewers wrote.
- Potential outcome: Communicate our archival and digital scholarship content more clearly to the world, and our teaching and student support infrastructure (e.g., librarian expertise and digital platform capabilities) more coherently to our faculty and students.