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Library Academic Organization Report (FY19)

Mark Shelton

Library Academic Organization Report – FY19

June 17, 2019

Submitted by: Mark Shelton, Director of Library Services

Section 1: Highlights from the Year / Status of Goals

Making Discoveries about Ourselves to Help Prepare for the Future

There have been three major efforts within the Library that have focused on helping the Library better understand itself. First, a new Collection Development Policy has been written.   With an eye towards having a better understanding of our collection and how it can change and improve, the policy was written to pave a path forward to improve the overall collection.   Not only does it take a holistic view, it also connects those librarians who work closely with faculty and students to be more involved in the collection development process so that the collection can better support the intellectual discovery that is a liberal arts education.   Developing this policy was a goal set down last year, and will provide guidance in implementing future collection goals.

The Library, with the support of the Digital Projects Specialist and input from faculty, administrators, and library staff, conducted an analysis of the landscape of digital content being created by the College. Based on this analysis, a plan with recommendations was created to how the Library and Archives could move forward with implementing digital archives and digital preservation as well as creating digital projects from the content held in the Archives and Special Collections.   In addition to completing a goal set down for this academic year, it lays the groundwork for the future of the Archives.   It also will facilitate the work of the new Head of Archives who will be starting over the summer of 2019.

The third major effort involved staff from across the Library.   The catalog and discovery system acts as a cornerstone to discovery of content. Since the current vendor for our catalog has been in place for many years, the ILS/LSP Task Force was charged with looking at how technology has changed and whether a new system would improve the service provided to the College.   The Task Force completed its work; evaluating multiple systems it made several recommendations about how the Library should move forward to meet the needs of our community as well as the work of the Library staff.   Two systems were identified as improvements on our current system. This report will guide discussions as the library seeks to make the change in FY21.

Completion of all three of these reports is significant, requiring much time, effort, collaboration, and intellectual consideration.   They lay the groundwork for improving the library and its services on multiple fronts.

Improving Space and Managing its Use

The Library took major steps to improve spaces within Dinand Library during this past year.   The completion of the visual arts wing was a goal and it was achieved and has received glowing responses

from the visual arts faculty as they now have better access to their content as well as a space to conduct classes within the Library.   All of the faculty carrels were renovated and four were converted to student study rooms.   With pressure on study spaces, these rooms have proven to be very popular often being occupied during all hours of library operation, including the two largest study rooms.   It is clear that if more rooms were provided, they too would be constantly occupied.   The second floor bathroom renovation was completed, and now the bathrooms on the basement level are being renovated offering an improved overall environment.   In addition to these projects, the Debate room renovation is nearing completion.   The expansion of alternate seating and study options within a well let and comfortable environment will result in heavy usage bringing many more students to the second floor of Dinand Library.   By completing these projects, they address goals set down in the previous year, and also will allow the Library to focus on other spaces as it looks to the future renovation of Dinand Library.

Dinand Library also took the step of no longer being open 24/5 except during finals.   This move was done to better manage the space, ensure safety of the students, and respond to how Dinand Library was being used in the early hours of the morning.   Although some students did not like the change, at this point it appears that all students have adjusted and the move was appropriate for the situation.

Being an Academically Engaged Library

There have been a range of achievements that have allowed the Library to expand its academic engagement with the College.   This year, four librarians participated as first year academic advisors. In addition to five very successful "Authors on the Hill" book talks by faculty, collaborating with the mathematics and computer science faculty on an open access movie event, and hosting the Citation Frustration Stations during finals (with increasing numbers from the previous year), the Library, in collaboration with the Writing Center, has implemented academic integrity workshops that faculty are encouraging their students to attend.   Most of the workshops have been completely full.   Knowing that there is a larger set of students to reach, a pilot online version of the academic integrity workshop has been created and feedback has been very positive from the Deans Advisory Group as well as other faculty who have viewed it.   Class instruction sessions continue to grow with 168 conducted in FY19, an increase from 155 in FY18 and 140 in FY17.   Over 73% of the Montserrat class sections were reached which is up from 67% last year.   Additionally, the Digital Scholarship Librarian collaborated with faculty and students to add two journals to Crossworks, *Presence Francophone* and *The Griot: The Black Literary Journal of the College of the Holy Cross*.

An Expanding Valuable Collection

The Collections of the Library continues to grow, particularly with electronic content.   During this year, the Library added multiple significant resources including the East View Russian Press Archive, the Royal Shakespeare Company Live Collection, the JSTOR Arts and Sciences Journal Archive Collection XIII, the JSTOR Life Sciences Collection, four Adam Matthews primary source collections (America in WWII, American Indian Histories and Cultures, Shakespeare's Global Archive, and Ethnomusicology), as well as the ALUKA Digital Collections on Struggles for Freedom South Africa and World Heritage Sites: South Africa.

In addition to these resources, ebooks and electronic journal subscriptions continue to grow along with the databases. The following chart shows where the increases are happening, and the cost of these resources.   Use statistics show that all resources are seeing a significant increase in use.   Springer ebooks, which were acquired to help off-set textbook costs, saw a 25% increase in utilization with many of the top used titles being in the social sciences and humanities fields.   Access to Kanopy, a video streaming service, had to be adjusted because use was outstripping fiscal resources.   American Video Online (AVON) has been added to address this need and provides over 60,000 academically valuable videos and documentaries.

	FY2015	FY2016	FY2017	FY2018	FY2019
					As of June 4
COLLECTION EXPENDITURES:					
Print monographs	$148,917	$153,135	$141,770	$118,763	$105,076
Print journals	$165,189	$167,442	$141,878	$148,363	$114,332
Databases	$184,294	$195,332	$209,569	$203,254	$273,823
E-Books	$107,728	$94,036	$216,930	$134,771	$86,782
E-Journals	$1,237,594	$1,009,501	$1,039,214	$1,079,135	$1,235,256
HOLDINGS:					
Print Volumes	640,137	645,750	650,307	651,508	648,546
Electronic Books	147,271	166,984	300,306	292,776	301,957
Print Journal Subscriptions	882	637	514	441	369
Electronic Journal Subscriptions	7,368	9,772	15,127	24,739	28,658
A-Z list e-journal titles	69,855	76,339	84,494	95,600	101,305
ACCESS SERVICES:					
Initial Check-Outs Incl Reserves (minus equipment and keys)	19,827	18,397	18,340	17,821	18,327
Print and A/V Reserves (minus equipment and keys)	3,641	4,192	5,734	6,889	6,731

The full implementation of the collaboration with Clark University to make our collections more discoverable has resulted in an increase in the amount of materials being borrowed and lent via Interlibrary Loan.   Over 625 items were received via this shared discovery system since it was piloted in January 2018. The discoverability of these other campus collections expands the reach of our faculty and students.

Our 175th, BSU's 50th, Our College's History

The Archives and Special Collections played a particularly involved role in helping the College celebrate its 175th Anniversary.   It also supported the 50th Anniversary of the Black Student Union.   In addition to

providing reference assistance to all those who worked on both projects, the Archives provided images, video content, documents, objects, and audio. The staff supported a variety of exhibits and hosted many others including: Hart Center Time Capsule, Exorcism Halloween Exhibit, 50th Anniversary of the BSU, College Radio Station 50th Anniversary, "Objects in the Archives" in the third floor exhibit cases, and "Lost Holy Cross" in the 2nd floor gallery.   Sarah Campbell, the Assistant Archivist, also completed the book *Beneath the Cross: Historical Tour of the Jesuit Cemetery at the College of the Holy Cross.*

Section 2: A Forward Look / Future Goals and Challenges

The Library represents one of those academic offices that the College community wants consistency and quality.   Yet, to meet the needs of researchers at all levels, it must be flexible and open to change.   During this coming year, and looking beyond, there are a variety of areas in which the Library seeks to make improvements.   These goals represent changes in spaces, services, processes, and how we engage with the community of scholars that make us the College of the Holy Cross.

IMPROVING Library Spaces

The Library is not just the collections, resources and services that are made available to faculty and students.   It is a place of intellectual thought and discovery, contemplation, and reflection. It is where students come together to work on projects together as well as connect with faculty. The future of the Library as a place of research and scholarship looks very positive as we plan for renovations of the Dinand Library

> *GOAL: Planning for the renovation of Dinand Library* – Over the coming year, the Library will work with Scott Merrill, Head of Facilities, Frank Vellaccio, Senior Vice President Emeritus and Special Advisor to the President and Advancement Offices, and an architectural consulting firm, to plan for the renovation of the Dinand Library. This work is being done at the request of the President and Provost.   In order to have a proposal in place by January 2020, the Library will need to help engage the faculty, administrators, students, and library staff in thinking about the Library should be in the future.   Including the work that has already been completed around the Dinand 2020 report, and respecting the history of the space and the importance of maintaining an academic environment, the work will seek to imagine how the Library can be improved for the way scholarship will be done in the future.   This future increasingly is more digital, especially as more content is being born digital, and scholarship is done completely in digital.
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> Such work offers a great opportunity to create spaces and services that meet the need of the future researcher.   It can provide flexible spaces that allow researchers from a range of liberal arts fields to work dynamically and think broadly. It can also allow opportunities to structure learning and programming that lets students and faculty to engage with a wide array of

information and further express and expand.   Yet it will be challenging to make these changes to reach these opportunities knowing that we are planning for a shifting future. It also means that even with lots of input, some may not like the final outcomes.   Even though the outcome will be beneficial, users of the library will be impacted by spaces under construction which will result in less available study spaces. Some of this may be alleviated by expanding the square footage of the library, especially if the number of needs cannot be achieved within the current footprint. Spaces such as expanded library instruction space, new space that allows for 24 hour study, additional small study and collaboration rooms, event space, and a digital humanities lab are all needs that will have to be considered.   Although waterproofing, HVAC, electrical upgrades, and other structural and mechanical improvements need to be made, the possible renovations will need to consider the previously mentioned needs.

Two other challenges must be considered when thinking about space renovations: collections and funding.   The Library will have to consider how the collections may change.   The faculty would like to maintain a strong physical collection and the Library continues to purchase many monographs.   Although the Library is in the process of weeding some of the print journals which are now available electronically, many remain.   Compact shelving could be considered to help address the space needs of the collections.

The remaining challenges is funding the work of renovating Dinand Library.   At present, there has been conversation around extending the capital campaign. The work of the architectural consulting firm will focus on the physical changes to the spaces.   What will also need to be considered will be the cost of service changes as they relate to staffing, and collections and technology needs.   Spaces changes must include conversations around other dimensions of the Library.

This work has a high probability of success as there is much interest across the College in seeing this work completed.   If the funding can be achieved, an improved Dinand Library is possible.

EXPANDING our Digital Archives

During this year, the Library has hired a new Head of Archives and Special Collections. Abigail Stambach, the new Head, has experience implementing digital archives projects.   Nikki Tantum has been working to create a report analyzing the landscape of the College identifying needs associated with implementing a digital archives and preservation plan.

GOAL: Implementation of a Digital Archives and Digital Preservation Plan – With the work that has already been completed, and the new Head of Archives and Special Collections coming on board, there is very good opportunity for the Library to achieve this goal.   So much of the work at the College is now done digitally.   Reports and memos exist purely in electronic form.   For Archives to succeed in its work, it must begin a process of capturing all this digital content, which represents the current production of the history of the College.   Additionally, there is content within the Archives and Special Collections that is a challenge to access.   Converting this

content to digital will make it possible for faculty and students to better utilize it and will open this content up to researchers from across the globe.

Since there is so much content to deal with, getting started can be overwhelming.   The report by Tantum will help provide guidance.   What It cannot do is put the infrastructure into place. This will take some time and even the report lays out a four-year timeline.   With a new Head in place, this person will need time to adjust to the new environment, gain an understanding of our collection and the community it serves, and think about what implementation means.   So infrastructure and staffing will have to get up to speed, and some of that will require funding. Although grants represent a possible avenue to meet this need, the efforts to raise funding for the renovation could also address this service as mentioned above.   It intersects with this as we think about the potential digital humanities lab.   Here is a new space that would benefit from the digital content that could be made available via the Archives. Already faculty have their students utilizing an array of resources from Archives and Special Collections so this would open more.

Funding would also be required to provide the staff to carry out this work.   Students working on digital scholarship projects could address part of this challenge, although they represent short term options as the students complete their classes and projects.   Additionally, students are more apt to find interest in content of Special Collections and may find less interest in digitizing committee reports.

DEVELOPING New Staff

The Library staff represents one of the most valuable resources within the Library.   Not only do they bring library expertise to support the work of faculty, staff, and students, they are also educators, advisors, event planners, and research partners.   With recent retirements and some staff departing for positions at other institutions, the Library will need to develop and integrate those who are hired to fill these open positions.

GOAL: Facilitate the Development and Integration of New Library Staff – The Library is filling multiple positions. These include the new Head of Archives and Special Collections as mentioned above, a new Visual Literacy and Arts Librarian, and a new Administrative Assistant. Each will play very important yet very different roles within the Library.   To ensure their success, the Library will take a very active role in helping them to develop into their positions, especially as they take on different responsibilities than those who worked in the positions before.   Helping them transfer their previous professional experience into a strong working relationship with the whole of the College's community is important both in the short term and beyond to the success of the Library and all of those who utilize it and its resources.

Since each of these are key positions for the Library, current staff will need to provide support to each of them.   This means that extra time and consideration must be spent to ensure that they adjust appropriately, learn expeditiously, and get up to speed without compromising on the practices and philosophies that make the Library an important component in the liberal arts

education provided by the College.   Time must be allocated to train them, and funds will be required to provide them with key resources.   Since the Head of Archives and Special Collections will be tasked to work on the digital archives plan, it will be important to find a balance integrating this work into the role.   All staff in the Library will have to help getting these new staff up to speed and making them feel both personally and professionally that the Library at the College of the Holy Cross is their Library.

CHANGING Collections Workflows

Building the Library's collections requires knowledge of the field, awareness of the curriculum, and an understanding of the research of the faculty and students. In many ways, this is why faculty have been the primary contributors of what should be added to the collection.   It also requires an understanding of the collections that are being built upon, the ways in which those collections are being used, and the content providers and publishers within the fields.   From this perspective, the librarians can provide significant input in how the Library's collections are built.

> *GOAL: Integrate Librarians into the Collection Development process* – This past year, the Library took a significant step forward in its efforts to create a better, more usable, and more cohesive collection by creating a collection development policy.   With the policy, the Library will be able to grow the collection so that it can meet the needs of a broad liberal arts education filled with interdisciplinary courses.   The collection will also become much better at providing content across subjects that will support scholarship as well as faculty research.   To do this, the research, teaching and learning librarians will be given the opportunity to participate in collection development.   They will be able to identify and select for acquisition monographs that they identify as beneficial to the collection and the student and faculty scholars who utilize the Library.   These librarians who work closely with faculty in the many subjects taught at the College, have both experience with the curriculum and the research demands placed on students across their curriculum.   The fact that they work closely with these students and faculty as they conduct their research allows them to have a broad perspective on how well the collections serve their needs, and where there are gaps in the collections.   This situation gives these librarians a unique and beneficial position to help build the collections so that it can provide maximum service to both students and faculty.   It will also increase the research, teaching and learning librarians' knowledge of the collection which in turn will make them better research, teaching and learning librarians.

> Having research, teaching and learning librarians do collection development is new to the current staff in the Library.   Although it may have been done in the past, it has not been part of the recent process.   Since faculty have been the primary source of identifying new monographs for the collection, it has led to fragmentation of parts of the collection with subjects being very narrowly covered.   Faculty will still be able to suggest purchases, although librarians will need to play a more prominent role.

Training will need to be provided to these librarians including understanding how to apply the collection development policy that has recently been completed. Although it will take some time to help them adjust to this work, once they are skilled, it will greatly improve the quality of the growing collection. Other staff in the Library will need to build trust in these decisions since they will not always be coming from faculty. This will also add work onto the already busy schedules of the research, teaching and learning librarians. They will also need to learn how the budget of the Library will be impacted by their decisions as well as how to collaborate with faculty in building the collection.

At the end of the first year of the new practice, the materials acquired will be reviewed with the research, teaching and learning librarians. This review process will allow for reflection on how decisions were made, the changes in the collections, and where additional professional development might benefit the work. It will also be a chance to discuss the outcomes of this change.

COLLABORATING with Faculty

One of the most important relationships for an academic library is its relationship with the faculty of the college or university it serves. Librarians collaborate with them as academics, as scholars, as researchers, as instructors, as mentors, and as colleagues. Together, the librarian and the faculty member can significantly improve the outcomes of students at all levels as well as the quality of the research conducted across the college, and ensure that the library, its services, and its collections are well aligned to the shifting scholarly needs of the campus.

GOAL: Expand collaboration with faculty to share information and improve the Library – Many of the goals mentioned above can only be achieved through collaboration with faculty. This is particularly true when thinking about the future renovation of Dinand Library. Other important topics include shifting collections, instruction, programming, funding, open access, new policies and practices, data management, digital scholarship, and getting feedback on reports and potential future changes. Although the Library does send out newsletters, and there are many individual conversations, a regular structure of meetings with liaisons needs to be established so that there is a consistent stream of information sharing and feedback. Having them meet in a larger group will also allow for them to more efficiently think through potential changes within the library.

Since there are so many different academic departments, getting all of the liaisons together at the same time is very difficult. Some may see such meetings as less important compared to other tasks and may prefer a one on one meeting. Setting up several meetings may help resolve this problem. The Library will need to make sure it has a solid agenda for these meetings so that it can optimize the faculty members' times to garner the most input. The department liaisons will also have to take on a new role beyond being a channel for collections requests, they will need to gather input from their colleagues as well as act as coordinators of more departmental level feedback. The first of these meetings will need to be set early in the

fall semester as well as a complete calendar of future meetings. Suggested primary topics for each of these meetings will need to be identified so that the liaisons know in advance the range of issues that will be discussed.

The success of such a series of meetings will be based on the extent of participation and the degree of feedback. It will also be based on the complexity of the issues discussed and the extent to which initiatives brought to the liaisons are able to move forward.

INTEGRATING Information Literacy into the Common Requirements

This past year, the Common Requirements Steering Committee has done significant work as it looks at the College's common requirements. This has included discussions with the Library with respect to how information literacy may play into their goals. It is very important that the Library continue to work with the Committee on this front.

> *GOAL: Integration of Information Literacy into the Common Requirements* – Based on recent discussions with faculty the Core Area Requirement goals suggests that information literacy is an important component that is seen to be impactful across the curriculum. Since this work will broadly impact the overall education of students, it is important that the Library continue to be proactive in the process to keep information literacy on the table as well as integrated in a holistic manner. There have already been very positive results from the work that the Library has done with Montserrat. Montserrat represents just the beginning stage of information literacy development. Growth of these competences continues throughout a student's academic career, and thus need to be integrated into the whole curriculum. Therefore, the Library will participate in discussions on the Common Requirements including seeking a meeting with the Committee to speak directly about the importance of information literacy. The Library will also provide feedback on reports that come out of the Committee. The Library will also consider a range of options for integrating information literacy beyond efforts already in place.

> A single course that focuses on information literacy taught by librarians and in collaboration with faculty represents one way in which students can gain foundational information literacy skills. Such a course would need to be connected to an academic department or to Interdisciplinary Studies. Based on the curriculum of the course, instruction in upper level classes could build upon what has already been learned. Curriculum mapping conducted by the Library has already shown the extent of information literacy engagement across the majors. It also shows gaps.

> Librarians are also educators who support the overall intellectual development of students, and much of the instruction is through collaborations with faculty. The Library would like to see these collaborations continue and expanded. Having information literacy identified within the Common Requirements would help facilitate these needed collaborations, and support the importance of this work. The Library does recognize that successfully expanding information

literacy would increase the load on the research, teaching, and learning librarians, which is a challenge the Library wants on its plate as the benefits outweigh the challenges.

Although this is in part a discussion for this year, knowing that the Common Requirements will not change again for many years indicates just how important this year's discussion is. These efforts will be seen as being successful if at the end of the year, the approved Common Requirements includes information literacy that integrates into the curriculum and across all four years of learning.

Appendix –

Assessment within the Library during FY19

1. The Assessment Team has continued to work with the campus-wide Office of Assessment and Research to survey all Montserrat students and outgoing seniors on their information literacy skills. The Team is also working with the Office of Assessment and Research to administer the HEDS Research Practices Survey in FY20, which will allow us to survey a broad range of students on their research experiences and information literacy skills and compare the results to past HEDS Survey results.
2. The Library received 899 responses to the pre-instruction survey given out to students before each class session in academic year 2018-2019, which is an increase of 30% over the previous year.
3. When asked to rate their comfort with library research, 51.5% of students who had a previous instruction session said they were "comfortable" or "very comfortable." Out of students without a previous instruction session, only 21.9% gave themselves this rating.
4. In FY20, the Library we will be implementing a post-instruction survey to go along with the pre-instruction survey, so that the Library can directly compare students' comfort and abilities before and after we engage with them.
5. The Assessment Team hosted a faculty focus group that was designed to evaluate to what extent faculty members use instruction services and how they view the role of the library in information literacy instruction. Faculty members were very enthusiastic about participating and indicated that they view the PRS program as one of the most valuable services that the library offers to students. They are interested in engaging with the library for scaffolded assignments, and they believe that long-term research projects in which students develop their own questions and evaluate sources are the best type of assignments for information literacy instruction. The Library received so much positive feedback from attendees of these focus groups, as well as interest from faculty members with scheduling conflicts, that we will continue to host focus groups on an annual basis.
6. In conjunction with the Teaching and Learning Team, the Assessment Team completed a curriculum mapping project that analyzed RTL's engagement with degree-granting departments and identified ways to increase engagement. This project was presented to the NECHE Steering Committee in February.

Selected PRS quotes:

- This opportunity came highly recommended to me by my professor, so make sure all professors are promoting it!
- Access to sources I would not have found on my own. It was also nice to have Monica's wisdom to sift through search products faster than I would have been able to determine what a good source is and what is not.
- They take away some of the intimidation of research and the confusion.
- Maybe have professors put it on their syllabus as a resource or send out an e-mail?
- Provides sources you didn't think to look for and helps guide you through the Holy Cross database and the stacks.
- Always good to talk through research strategies before during or even when you are finalizing citations. These sessions help with all of that.

Selected instruction survey responses from faculty:

- I definitely saw this semester in particular an uptick relating to the quality of secondary sources that my students "found" on their own. Historically, this has not been the case and they seem to take the first article they find. They were much more comfortable this semester digging around to find more specific topics. This, in turn, led to much better papers!
- Jen truly excels in her job!
- A number of my students scheduled individual research appointments with Barbara after the in-class session. The students all reported that these sessions were very helpful, and I could tell that the quality of the research for their final term papers was improved by these sessions.
- I include this in *all* of my classes because I've found it so beneficial for students at all levels. Jennifer does such a great job!
- Barbara found so much great stuff on very specific local topics. She organized the research guide in a very useful coherent way. I'm indebted to her.
- I wish it were required for all Montserrat courses!
- I really appreciate the Librarian's depth of knowledge of research tools for students. Very hands-on, with clear and concise skills for students.

The Library also looks to conduct a bibliographic analysis of student papers, freshmen and senior, in the coming year.   This analysis will look at how students are utilizing the collection; how students from different programs utilize the collection, and do those students who have had instruction as part of their course differ from those that haven't.   Since the data represents work of freshmen and seniors, these groups will be compared to determine the extent of growth in the content utilized as well as what materials they draw on to complete their work.

Other information about assessment activities over the last ten years can be found in the Library's NECHE presentation.

June 17, 2019 – Submitted by Mark Shelton, Director of Library Services