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Holy Cross Libraries Annual Reports

Library Services

6-18-2018

College of the Holy Cross Libraries FY18 Annual Report

Mark Shelton

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COLLEGE OF THE
Holy Cross



College of the Holy Cross

FY18 ANNUAL REPORT

Libraries

June 18, 2018

Major Achievements for FY18

Building a Strong, Accessible Research Collection

The Library here at the College of the Holy Cross is continuing to take a very positive view towards building a strong collection. Equally as important are efforts to make content more easily accessible, whether our scholars are on campus or out in the field. Accessibility represents more than just a pathway or process; it is also the application of knowledge to discovery, analysis, interpretation, and utilization of data and information in one's scholarship.

Dr. Mark D. Nevins' 86 Collection for the Study of Comics and Graphic Novels

One of the most notable additions to our collection was a gift of graphic novels from Mark Nevins '86. A circulating collection of over 1,200 titles, this collection will serve faculty who utilize graphic novels in their courses, and students who seek to explore a very different genre of scholarly works. The collection was officially launched on April 9th, 2018 with a celebration recognizing the gift. This project was partly funded by a grant from the H. W. Wilson Foundation.

Visual Arts Wing in Dinand: Creating a Stronger Platform for Visual Arts Materials

In conjunction with the new graphic novels collection, the Library has taken strides to address significant concerns associated with the visual arts materials. These concerns, expressed by faculty, are associated with the challenges to use these materials in the spaces they were located. A \$45,000 grant from the H. W. Wilson Foundation has made it possible to convert the current periodicals space in Dinand into a visual arts room in a space that is well lit. The visual arts materials are now contiguous to the graphic novels allowing one collection to be symbiotic with another. Janis DesMarais, the Visual Literacy and Arts Librarian, has moved into the same space, which embeds support for all scholars interested in these materials. Improving spaces in the library is a priority and a challenge as we maximize our resources and seek funding.

Visual Literacy Rubric Development

If a picture is worth a thousand words, what happens if you use the wrong image? With data from the senior and Montserrat surveys, the Library began the process of developing a visual literacy rubric to help assess our understanding of the visual literacy skills development of our students. A gap in research and a lack of an appropriate college level rubric prompted the development of our own. By better understanding visual literacy, it allows the library to engage students and faculty in how images, like other information resources, can best be applied to scholarship. We need to link our instruction to outcomes in and outside of the classroom.

Fighting Plagiarism to Achieve Academic Integrity

Working collaboratively with the Director of the Center for Writing, and the Class Deans, the Library launched a series of workshops called “The Dreaded P Word: Plagiarism”. The three workshops held this past year were well attended with two being completely full. Faculty encouragement went a long way to validate the importance of these workshops. Scaling up this work is a challenge and conversations are now underway to develop an online version that can be made accessible to a larger number of students. The Library also held a series of Citation Frustration Stations during finals to also assist students working on papers and projects.

Collaborating with Faculty to Bring Collections to Life

As commissioned by Melissa Schoenberger, the library hosted an English Majors Event, “Manuscripts, Mocktails, and Mayhem,” with robust attendance from students and English faculty. It was held on the library patio, Melissa and Monica Locker organized activities and mini-lectures on the works of Anne Finch and related research materials. The Library also began an “Authors on the Hill” book series with three faculty presenting their works. These book talks were also very heavily attended and were filled with engaging questions.

Bridging Institutions to Expedite Access to Collections

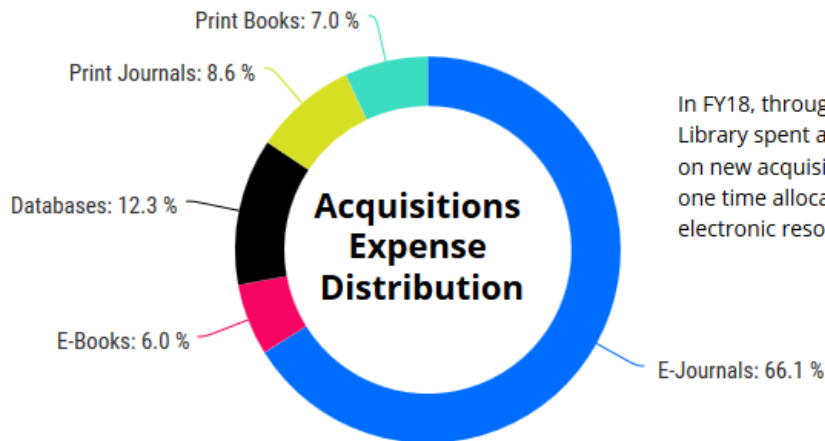
The Library has had a long tradition of working with other institutions to bring content to faculty and students. This year, the Library, in collaboration with Clark University, has improved the process of expediting access to physical resources held by the other institution. In January 2018, the catalog of Clark University was added to EDS, our discovery layer. A search for resources in CrossSearch now shows Clark’s holdings. With one click, a student can request the book held by Clark, and through a priority handling process can have the book in hand in as little as 24 hours. Boston College is the number one lender to Holy Cross. Clark University is second.

Creating Access to Something Unique

Archives and Special Collections can be filled with the most unique holdings of a library’s collection. Almost 250 researchers sought support for their work and scholarship in FY18. Students from six art classes using sketchbooks and students working on their Holy Cross history projects for Stephanie Yuhl’s class also used these collections. In addition to putting up four exhibits, Special Collections supported the Protestant Reformation exhibit in O’Kane Hall.

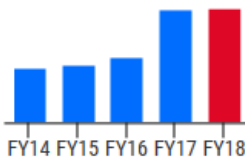
Building our Collections

Print and Online



In FY18, through June 5, 2018, the Library spent a total of **\$1.71 million** on new acquisitions. This included a one time allocation of **\$89,000** for electronic resources.

292,776 E-books in FY18



E-book Growth

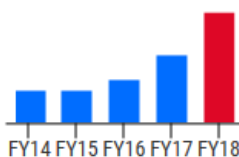
31% E 69% Print

In FY18, E-books represented 31% of total volumes.



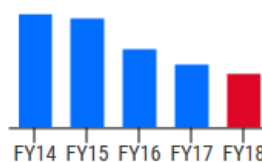
651,508 Print volumes

24,739 E-journals in FY18



E-journal Subscription Growth

441 Print journals in FY18



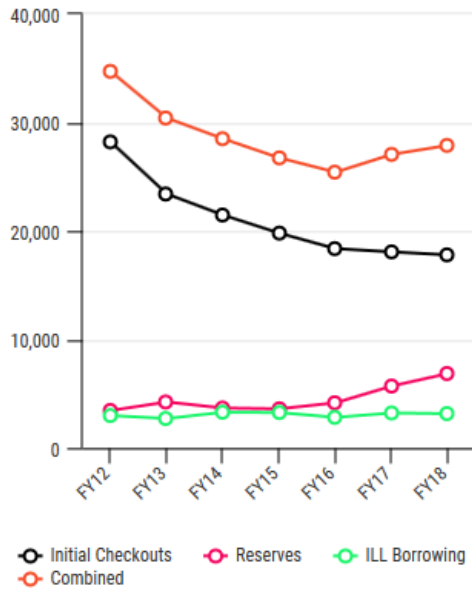
Print Journal Decline

95,600 E-Journal Titles

Total e-journal titles now listed in the A-Z list. Includes subscriptions and full-text journals available via databases.

Utilizing our Collection

Physical Performance in a growing Digital Age



Circulation performance

The graph on the left mimics a growing trend. Physical circulation continues to decline although at a slower rate. When Reserves and ILL borrowing are included into a combined calculation, there is a reversal in the trend. FY18 overall circulation activity follows last years increase. This may be due to a larger freshman class size.

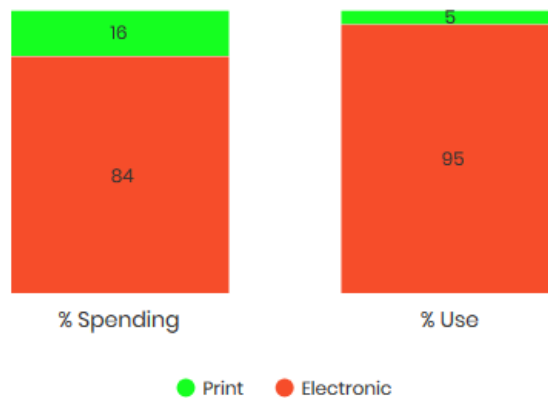
500,000+ digital downloads and requests in FY17

During FY17 a very large amount of library activity occurred online. This number included journal downloads, video streaming, and e-book activity.

When the numbers don't add up, what metrics indicate value?

Assuming FY18 download activity is almost the same as FY17, the chart provides a rough comparison of print vs electronic on spending and use.

This chart raises far more questions than it answers. Since books require significantly more time to read, should we expect lower use? Since downloading is so easy, does this represent real use?



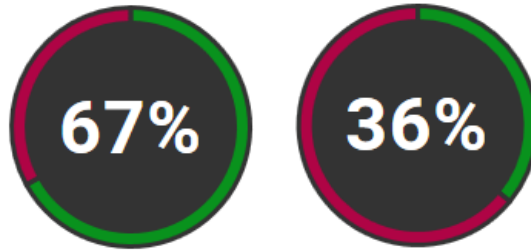
Providing Research Support

Reference and Instructional Activities

Contact with Montserrat Students

67% of all Montserrat students were reached through information literacy sessions, up from 64% in FY17

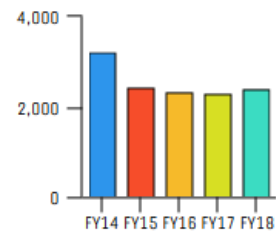
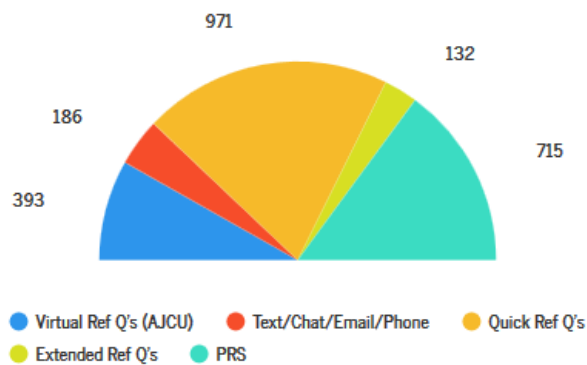
Student feedback is very positive about this early exposure to the library.



Librarians conducted 715 Personal Research Sessions (PRS) with students during this academic year.

36% (or 257) of those sessions were with Montserrat students.

FY18 Reference/Consultation Distribution



Annual Change in Reference/Consultations



155 Instructional Sessions (48 were Montserrat)

Instructional Sessions took many forms and were tailored to the unique needs of individual courses



2,630 Attendees

This is based on numbers provided by faculty. In some cases, students may have attended multiple sessions

Sessions were requested by 88 different Faculty



480 LibGuides

24,900 views

LibGuides are essential tools created by librarians to support individual classes and programs. LibGuides are great online tools about library resources for students.

Promoting Scholarship in CrossWorks

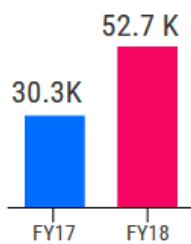
3 Most Downloaded Items



Mega-Events: The effect of the world's biggest sporting events on local, regional, and national economies by Victor Matheson (faculty)
2,132 downloads, 81 countries

Beethoven's Thematic Processes in the Piano Sonata in G Major, Op. 14: "An Illusion of Simplicity" by Kara Valliere (undergraduate) 1,475 downloads, 68 countries

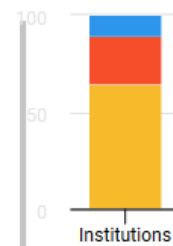
Positano: A City Built into the Side of a Mountain by Kara Mahoney (undergraduate) 1,105 downloads, 81 countries



CrossWorks experienced a **74%** increase in downloads over FY17



100,000 downloads reached in January 2018



People from **2,775** institutions downloaded items from CrossWorks in FY18. **65%** were educational institutions.

This is a **29%** increase over FY17.



2 New Undergraduate Journals Launched

The Criterion
and
Of Life and History.



Of Life and History was downloaded 227 in the first 5 days it was released. It was downloaded in 17 different countries.



1,343 works now populate the repository. A 14% increase over FY17.

Quotes that Represent the Real Achievements of the Library

From Students:

"Jared Rex was an amazing resource and it was evident that he genuinely cared about my research and wanted to help. I could not have asked for it to go any better!"

"The person who helped me was great. I was able to show her what work I had found already and we went on from there. She taught me how to properly search for things online and how to determine whether a source is scholarly or not."

"LOVE PRS!! They are seriously so helpful and I don't know how I'd live without them!! Thank you to all the librarians who helped me this year-- I wouldn't have been able to succeed without your support :) have an awesome summer!"

"I worked with Ms. Alicia Hansen and I really cannot express how much she taught me in our 30 mins together about all sorts of research engines and techniques to get the best out of your research."

From Faculty:

"Many thanks again for coming in to speak to my POLS 250 students on Monday. Several of them mentioned to me afterward that they found the session very helpful. I am grateful to you for your time and expertise!"

"Thank you for your visit to South Asian politics today. It was hugely helpful, and I know some students were stressed out at the prospect of doing research for this paper so I'm sure you will have a couple coming your way for appointments fairly soon."

Other Notable Accomplishments of Staff and Librarians

Sarah Campbell, Assistant Archivist

- Completed research and writing of *Beneath the Cross* for the 175th Anniversary, which provides information on all Jesuits in the campus cemetery.

Monica Locker, Assessment, Teaching, and Learning Librarian

- *Conquering Datasets*. Breakout session presented at the Digital Commonwealth Conference, Worcester, MA (April 2018)

Barbara Merolli, Science Librarian

- Montserrat Natural World Cluster – The Last Wilderness Seminar. Guest Presenter: Power and Transportation Canal

Mary Moran, Senior Content and Information Strategist

- NETSL Board Member
- Title IX Panelist

Karen Reilly, Associate Director and Head of Content and Information Strategies

- Title IX Panelist

Jared Rex, Music Librarian

- Accepted into the NACO Music Project
- NEMLA Past Chair

Robert Scheier, Systems Librarian

- ACRL/NEC 2018 Conference Planning Committee Member

Mark Shelton, Director of Library Services

- Book Review Editor, College and Research Libraries
- Academic Research Collaborative Vice Chair/Chair Elect
- Catholic Research Resources Alliance Board Member
- H. W. Wilson Foundation Grant (\$45,000)

Laura Wilson, Outreach Librarian

- Accepted into ALA's FIL Guadalajara Free Pass Program. This spot allows Laura to attend the Guadalajara International Book Fair.

PUBLICATIONS:

DesMarais, Janis L. (2017). [Review of the online resource *Mapping Paintings*]. *ARLIS/NA Multimedia & Technology Reviews*, October 2017. <https://arlisna.org/publications/multimedia-technology-reviews/1280-mapping-paintings>

DesMarais, Janis L. (2017). [Review of the book *Color in the Age of Impressionism: Commerce, Technology, and Art*]. *ARLIS/NA Reviews*, November 2017. <https://arlisna.org/publications/reviews/1304-color-in-the-age-of-impressionism-commerce-technology-and-art>

DesMarais, J. (2018). *The Handbook of Art and Design Librarianship*, 2nd edition. Paul Glassman and Judy Dyki, eds. London, U.K.: Facet Publishing, 2017. 343p. \$85.00, £69.95 (ISBN 978-1-78330-200-0). *College & Research Libraries*, 79(4), 592. <https://doi.org/10.5860/crl.79.4.592>

Hansen, A. (2018). Review: *Critical Library Pedagogy Handbook*, Volume 1: Essays and Workbook Activities, and Volume 2: Lesson Plans. Nicole Pagowsky and Kelly McElroy, eds. *College & Research Libraries*, 79(1), 148. doi: <https://doi.org/10.5860/crl.79.1.148>

Shelton, M. (2017). Review: *Reading, Research, and Writing: Teaching Information Literacy with Process Based Research Assignments*. Mary Snyder Broussard. *College and Research Libraries*, 78(7). <https://crl.acrl.org/index.php/crl/article/view/16797>

Looking to the Future

The Library faces a number of key challenges and sees many opportunities as it looks to the future. In many ways, they are closely connected and must be considered together as the Library establishes its priorities. Many of the Library's priorities centers on resources. Yet, it is library instruction that is the aspect of the library that can have the greatest impact on our students.

LIBRARY INSTRUCTION

Faculty are adept at understanding their information need and applying critical thinking to information. They easily analyze articles and books pulling key data and information to aid in their research or to construct their arguments. There is familiarity with what represents scholarly works, how to vet authors and organizations, and the appropriateness of citations. They have learned to see how information builds, shifts, changes, and can tell multiple stories. Faculty are at a cognitively developed stage where information is an integrated part of the complete research process. New learning for them is the result of platform changes. Students, on the other hand, have a long way to go, yet find themselves in an environment where they must work, not just in a select field, but must become information literate across multiple fields. Collections are valuable at the point of need, yet it is this cognitive development that students take with them when they leave the College and enter new information landscapes, some being very poor.

A COMPLETE VIEW OF INFORMATION LITERACY INSTRUCTION: Recognizing that information is and needs to be integrated across a student's four years of study, the library must re-think its instructional processes. Picking up pieces here and there limits what students take away. Considering this, the Library has begun to think through instruction as a holistic cognitive developmental process that grows from when a student is a freshman and continues well beyond graduation.

In this past year, the Library has been doing more work around examining how deeply we have been getting into courses and what we are covering in those courses. How what is addressed in a previous course link up with what comes next? Likewise, the work of developing a visual literacy rubric seeks to develop instructional process that span the broader curriculum beyond the visual arts.

Looking forward, the Library will continue to expand upon this work to examine what changes should occur as students move through their four years. This includes determining where a student should be as they start work on such projects as honors theses. The Library has had success in working with Montserrat students. The data

presented in the infographic on instructional activities shows that we are reaching 2/3rd of the students in those courses, and 1/3rd of all courses taught in. Yet what that means is that most of the interactions are early in a student's time at the College. This is a very valuable time that gets reduced as students move into upper level courses when students' needs are cognitively higher functioning critical thinking information needs.

The Library faces a large challenge in the form of faculty. There must be a collaboration between faculty and librarians to ensure that this growth is integrated into all research and writing courses. We see that when the faculty makes the library, its instruction and its resources a priority in their courses, utilization and impact increases. Research indicates that the more engaged students are with the library, the greater their success. This behooves the Library to also create engaging programming that also supports cognitive development and engagement with the library and its resources. Outreach programming is shifting to do just that and can be seen in the flyers we make available at many programs. In consultation with presenters, the library identifies additional resources that allow students to discover more beyond what was covered in a presentation. Assessment of students information literacy development is a priority and the Library will continue its efforts with the Office of Assessment and Research to further development measures.

As the Library works to develop an online plagiarism workshop, it should also work to expand other online tutorials and videos that will aid students.

IMPROVING RESOURCES

Over the past two years, the Library has taken significant steps to improve its resources. Much of these steps have been the result of finding efficiencies and improving processes within the current limitations we face. At the same time, the environment continues to shift and present challenges that exceed the outcomes of even the best efforts of the Library.

SPACES: Building space projects like the visual arts wing in Dinand, the renovation of the 2nd floor bathrooms and improving student study spaces by re-purposing faculty studies are allowing the Library to improve the environment of the Library. They also allow the library to re-think how spaces are used to optimize the value to scholars using the library. This is being done while continuing to accommodate the expanding physical collection. Both changes have to be considered together to ensure the integrity of the collections while opening more usable spaces.

The Library is continuing to look at spaces and how they are used. Several future potential projects include the renovation of the Debate Room into a study and event space. Estimates indicate that it will cost above \$125,000 to make these

improvements. There are additional spaces along the Blue Room that present opportunities to repurpose spaces. This year the Library will be clearing larger storage spaces with an eye towards renovating them into large group study spaces. The wells in the wings of Dinand also present opportunities to add square footage without significant construction. By adding a floor over the basement level, we add space and can build additional huddle rooms on the lowest level.

As the Library looks out more than two years, it has to consider how much should be done if a campaign for the library were to be held. In addition to clearly needing the mechanical systems of the library upgraded, especially HVAC, the College should consider how we can integrate new spaces that support digital scholarship. Significant fundraising will be required to achieve any major projects with respect to spaces.

INFORMATION: Through extensive negotiations with vendors, the library has seen an increase in the amount of electronic resources available to the College. These negotiations have also helped to keep costs in check with managed increases to these resources. In order to help think about where the library goes in its development of its collections, the library has put together a task force to develop a Collection Development Policy. The Policy will provide guidance on how the library prioritizes its collection. The Library will have to strategically consider how it utilizes its limited financial resources to help maximize support for the range of information needs, especially as programs and curriculums change at the College.

Many of our collections exist in electronic formats, and supporting access and discovery in an efficient way impacts all scholars who seek to utilize our resources. The access and discovery universe is currently experiencing some significant changes including the development of open source platforms and tools. Because these tools are so critical to the library, it is important to plan for how we might change these tools. As a result, the Library has charged a task force with evaluating the current landscape to determine what future options we might have.

As the Library considers how it might be support the College via a campaign, it has to also consider the best deployment of funds to support collections. Endowments can go a long way to support collections although using it for purely budget relief limits opportunities to acquire unique resources when presented. Additionally, Archives and Special Collections currently lack any funds to acquire content. This should be a priority.

STAFF: This year, the Library added several outstanding librarians, Monica Locker, Assessment, Teaching, and Learning Librarian, Judith Nagata, Content Strategist, and Stephanie Cyr, Worcester Art Museum Librarian. Although Stephanie left her position

after a few months, her time was invaluable in presenting what a person in that position could do. As class sizes grow, and efforts to engage faculty and students continues to move in a very positive direction, the Library will need to consider what it would mean to add more librarians to support our work. Although adding full time permanent positions is something to consider down the road, the Library should also consider opportunities for term positions, even fellowships. Such positions can bring in new ideas and talents as well as create learning and experiential opportunities for new librarians, including librarians of color.

As the Library looks to the future retirement of Mark Savolis, the Head of Archives and Special Collections, it is taking steps to not only improve the processing of materials in Archives, the Library is planning for his future replacement. In FY19, Nicole Tantum will be joining the library filling a one year part time term position. Nicole will be engaged in a project to consider how Archives and Special Collections support expanding digital collections and born digital content. This work will lay the foundations for how the Library might best support this work including identifying keep software and systems, defining processes, and setting up a strategic plan to implementation. Having this work completed not only helps the library address a defined gap in how we support the College, it also gathers useful knowledge that will benefit the hiring process to refill the Head of Archives and Special Collections position.

Diana LeBlanc, the Library's administrative assistant, is also considering retiring in Spring 2019. This is a critical position that will need to be thought through along with other needs of the library.

APPENDIX ONE:

Library Assessment:

1. Denise Bell has worked closely with the library on including Information Literacy and Visual Literacy questions on the annual survey deployed to freshmen and seniors. We spent the academic year creating, refining, and norming a rubric that will be applied to each year's surveys. Just last month, we applied the rubric to 2016-2017 surveys, and those results are forthcoming. In the meantime, we also revised those questions to suit our Visual Literacy goals more closely, and Denise incorporated those new questions into the 2017-2018 surveys. This is an ongoing collaborative assessment project between the Libraries and the OAR.

2. Focus Groups for Qualitative Feedback

Overview:

In April, we conducted focus groups to obtain feedback from students about their one-shot instruction sessions. The focus groups were moderated by student workers, and had no librarians present. Students were recruited via email list, and compensated for their time with \$10 Starbucks gift cards. Each focus group had 2-4 students.

Findings:

Overall, students had positive experiences with their instruction sessions. Most agreed that the sessions made research less intimidating and that they were more likely to ask for help after their sessions. Sessions on annotated bibliographies were very popular. Several students in both years mentioned that the handouts they were provided were very helpful, and they referred back to these handouts as they were writing their papers.

The most common criticisms were that librarians did not talk about how to find books and use ILL in the session, which would have been helpful, and that the sessions can be boring. Students suggested that doing more hands-on activities can help alleviate the boredom and help them to immediately see the relevance of the sessions. Two students mentioned that the librarian in their class did not stress the availability of PRS and other ways to get help, but they should have.

Other criticisms had to do with the timing of classes: most students would prefer to have their instruction session more than one week before their research assignment is due, but not so early in the semester that they don't know about the research assignment yet.

Three first-year students requested a universal first-year orientation to the libraries.

Recommendations:

Whenever possible, librarians should discuss finding books and using ILL in their instruction sessions. This is a simple change that would close what students perceive as a big gap in our instruction. Librarians should also spend time going over the library website and ensure that students are aware there are other opportunities to receive research help.

Based on this feedback, having a class-wide orientation for first-years would be well-received. Many students express that having librarians introduce themselves and discuss finding books and general library services would be helpful, in addition to the targeted one-shot instruction sessions that they have in their classes.

Although scheduling the one-shots is largely out of our control, librarians could indicate to faculty that sessions are received best after students learn the details of their research assignment, but not so close to the due date that they feel like they can't use the skills they learn.

3. Pre-Instruction Survey: AY 2017-2018

Background:

We administered a survey at the start of a majority of our instruction sessions in AY 2017-2018. The survey asked for information on the course and whether the student has had a previous instruction session, and then asked the following two questions:

1. On a scale of 1-4, how comfortable do you feel with library research?
(Multiple choice)
2. If you were beginning a research assignment for this course, where would you start looking? (Short answer)

We received 694 responses to this survey. Q2 was a free-text response that was then coded on a 1-4 scale to mirror Q1.

Major findings:

- 18% of respondents reported a "1 – Don't know where to start" in response to Q1 and just 6% reported "4 – I feel very comfortable." 24% responded "3 – I can find most books and articles without help."
- Of the students who did have a previous instruction session, just 6% reported a "1 – Don't know where to start" and 10% reported "4 – I feel very comfortable." 33% responded "3 – I can find most books and articles without help."
- The comfort level difference between students with previous instruction and students without previous instruction was, on average, 0.58 "points."
- The coded scores for Q4 were, on average, significantly lower than students' self-reported comfort levels. 44% of all students received a coded ability score of

“1 – Doesn’t know where to start” and just 1% received a “4 – Very comfortable with library research.” 50% of all students scored a “2 – Able to get started with library research.”

- Of students who had previous instruction, the number of 1s in coded ability dropped to 31%. 61% received a 2, 6% received a 3, and 2% received a 4.
- Students in upper-level classes received much higher scores than students in 100-level classes. 50% of students in 100-level courses received a coded ability score of 1, vs. only 25% of students in 200-level courses or above.

Conclusions and recommendations:

The primary limitation of this survey was that it tested two separate groups: the group of students with previous instruction and the group of students without previous instruction. No direct comparison between these two groups is possible. Next academic year, we should select a sample of courses for which we can administer a posttest as well as a pretest. This is likely to require faculty buy-in and might be easiest to do in Montserrat classes and classes where we teach for 75 minutes.

We didn’t have a large enough sample of responses from upperclassmen to draw conclusions about skills gained through library instruction vs. skills gained through exposure to the curriculum as a whole. In order to explore this potential difference, we should recruit upperclassmen for a targeted study of their information literacy skills.

The Library plans to continue to work with Denise Bell to continue to develop additional assessment measures that provides data on how students are impacted by library instruction. A significant challenge to this work is in getting faculty who are willing to support the additional assessment.

The current study of writing samples being carried out by the Office of Assessment and Research also presents an opportunity to examine differences in resource utilization in papers.

APPENDIX TWO:

Expanding Diversity and Inclusion within the Library

The Library makes every attempt to be a neutral and inviting research and study space for students, faculty, and staff. The Library also seeks to provide a wide range of content that allows scholars to explore many different voices, perspectives, philosophies, and opinions.

Along with creating an inclusive environment, the Library has sought to create programming and collaborate with students and faculty in an effort to support diversity.

Through Outreach and Engagement:

- a. Hosted three successful “Authors on the Hill” campus author talks: Gareth Roberts, Predrag Cicovacki, and Susan Amatangelo.
- b. Created formal resource flyers to support various initiatives on campus:
 - i. MLK Book Talk - collaboration with the Office of Diversity and Inclusion
 - ii. Gish Jen, Petina Gappah, Rethinking the Afropolitan - all collaborations with the McFarland Center
 - iii. La Musicalite des Nympheas - Gabrielle Thierry - collaboration with Cantor Art Gallery
- c. Pumpkin carving event in Science Library: a collaboration with the Office of Student Involvement and International Students
- d. Our LibFest added the Digital Transgender Archive to our list of participating partners.
- e. Therapy dogs for finals stress relief: a collaboration with the Counseling Center and the Counseling Outreach Peer Educators (COPE)

At the Science Library:

- a. Spearheaded library involvement, specifically research instruction, to the First Year Research Advancement Program (FRAP). This is a group of 10 first year science students selected from underrepresented groups or first gen students, and they work with a science faculty member on a year-long research project.
- b. Increased textbooks on reserve, as part of a larger effort on campus to assist with the burden of textbook costs.
- c. Provided expertise and support to the “Women in Science” workshop for area high school female students, a collaboration with Prof. Bitran.

The Challenge of Creating a Diverse Library Staff

During this past year, the library hired three new librarians. The pool of applicants was not particularly diverse. This is a challenge that is faced by academic libraries across the country. A recent study, conducted by Ithaka S&R, of Oberlin Group library staff showed that there was a lack of diversity among these libraries, Holy Cross included. Most librarians who represent many diverse populations often seek positions at research institutions where large collections of cultural and international resources reside. There is a need to develop a pipeline that not only encourages more diverse populations to go into library science, but also encourages them to consider small liberal arts colleges as a future opportunity.

SUBMITTED BY:

Mark Shelton, Director of Library Services