

STETSON UNIVERSITY

duPont-Ball Library

Annual Report 2018-2019 (June 2019)

duPont-Ball Library

Susan Ryan, Betty Drees Johnson Dean of the Library & Learning Technologies

Debbi Dinkins, Associate Dean of the Library

Jennifer Corbin, Director of Public Services

PART I – Goals and Accomplishments

The Library's Strategic Plan 2015-2019 (<https://www2.stetson.edu/library/green/wp-content/uploads/2016/08/Strategic-Plan-MASTER-FINAL.pdf>) has driven our major goals that fell into the three broad categories of *Teaching and Learning, Collaboration, and Innovation*. We are pleased with the directions in which the last Plan has taken us, and we close it out with all of the goals either completed or with progress made.

For the past year, we have worked on our 2019-2023 Strategic Plan. We believe that almost everything we do in the library supports various elements of the University's Roll Ahead Strategic Map goals, but especially *Learning Excellence* and *Equity*. We do, of course, expect that our work to ensure a quality library will contribute to the overall University goal of *Demand, National Reputation, and Value Proposition*, and our fundraising efforts will contribute to *Campaign* goals.

What were the library's major goals for the past year and how were those accomplished?

SERVICES:

GOAL 2018-19: Design surveys (faculty/students) to obtain data that will inform the library's next Strategic Plan (2019-2024). Librarians designed surveys that mimicked (intentionally) past surveys, but in subsequent discussions we decided that the surveys would not elicit information in a way that would be particularly useful to our current strategic plan. The surveys were put on hold and we looked for other ways to engage faculty and, particularly, students. The Library Dean and others reached out numerous times to SGA leadership, but we could not get them to show interest in providing input for our planning process. Ideally, this means that the student leadership is satisfied with the library's services, collections, and facilities – we know SGA leadership has been quite vocal when they are unhappy with some aspect of the library – but we will continue to pursue SGA input in the fall when the leadership positions will have rotated to new students.

We have had success with more informal student feedback, including random conversations with student library users and "White Board" questions – librarians pose a question and students will comment. We have archived those comments for use in our planning. To date we have asked 18 white board questions. These include "fun" questions (*Where are you going this summer? What's your New*

Year's Resolution?), and “general interest” questions (*What are you reading right now? What do you listen to when you study?*), but also targeted questions about the library (*What is your favorite place to study? What is your favorite thing about the library? What brings you to the library today? What do you think of our fast new printer? Should we buy more of this type of noise-reducing chair?*).

GOAL 2018-19: Continue user experience research to better understand how students use the library building and expand into better developing the library's social media presence. These efforts largely came to a halt with the resignation of our User Experience Librarian and a subsequent failed search for her replacement. We changed the position description which we believe increased the pool, and hired an Engagement and Learning Librarian, Hunter Murphy, in March 2019. Hunter has hit the ground running and has expanded and increased our social media presence, including revitalizing our Facebook and Twitter accounts and establishing a library Instagram page which almost immediately attracted 300 followers. He is currently working on a comprehensive social media plan, and he will work with other librarians on user experiences in other areas of the library.

GOAL 2018-19: Market existing and new Innovation Lab workshops to the campus community. We completed this goal with more aggressive marketing of Innovation Lab workshops, as well as beginning to offer Cultural Credit for some of the workshops offered. Sixty-three students attended 15 Innovation Lab workshops during the 2018-2019 academic year. We believe that we would have had more attendees if not for the limit of eight students per workshop (necessary because of the tight physical space in which the Lab currently exists).

FACILITIES:

GOAL 2018-19: Conduct a feasibility study and, if merited, plan to create a “Green Screen” room in the library. We had quite a bit of discussion on this effort, including with Development Office staff who were interested in creating a space for Communication Studies students (based on some potential donor interest). These plans were put on hold when IT staff told us that they were creating such a space in LBC. Should we get feedback that the IT space is not meeting the campus needs, we will revisit this initiative. In the meantime, Room 26, which we had considered for this purpose, is used fairly heavily as a “bookable” Skype conference room.

GOAL 2018-19: Begin implementation of the library's furniture replacement plan. Significant progress was made in this area with furniture replacements in several areas of the main and ground floors. Student reaction to the new furniture has been overwhelmingly positive – and subsequent purchases were made based directly on student feedback. Our focus has been on lighter, more mobile furniture, as well as furniture that better serves the neurodiverse student. A large donor gift funded much of Phase One of the furniture replacement, and was supplemented by a budget allocation from Academic Affairs. This summer, we are working with the R. George Company to find a solution for replacing the workstations that surround the brick columns on the main floor. The column placement, as well as electrical outlet availability, make the carrel replacement a bit tricky, so we are looking at some custom solutions. The column-area furniture will close out Phase One funding.

COLLABORATIONS:

GOAL 2018-19: Expand collaborative relationships with teaching faculty. A framework for building collaborative relationships with teaching faculty on our campus was developed by Associate Dean Debbi Dinkins in partnership with Director of Public Services Jennifer Corbin. Corbin and Dinkins collaborated with two departments (fall 2018), the School of Music (spring 2019) and faculty teaching online courses (summer 2019). In the fall, the English and Marketing departments participated in the project, inviting Corbin and Dinkins to attend departmental faculty meetings. In advance of the meetings, the faculty were provided with documents listing the electronic resources (with embedded links to those resources) and descriptions of library services including information about research guides, information literacy (including the different levels of instruction provided), reference services, and interlibrary loan services. Outcomes from the fall semester included the following:

- Suggestions for library resources
- A plan for librarians to contact faculty before each semester for English text recommendations
- Suggestions for research guides to support courses
- On-call reference interactions with students on marketing plan assignments

At the end of the fall semester, Corbin and Dinkins attended a School of Music faculty meeting to present information on library collections and services. Although there was little interaction with the Music faculty after the presentation, there seemed to be more on-call reference questions from Music faculty, including a request for still photos and newsreel videos of Ellis Island as a backdrop for a recital. The library's *ArtStor* and *Films on Demand* databases provided copyright-free photos and online video in support of the recital.

Prior to the summer semester, all faculty teaching online courses were provided with a list of general digital resources (with active links) and information about online resources for faculty and students in on-call reference and instruction.

GOAL 2018-19: Work with Development on library fundraising, identifying new donors, and moving the Innovation Center project forward. While we did not secure funding for the Innovation Center, conversations around that effort continued with the Development Office. In other fundraising efforts, just over \$100,000 in cash was raised this year, including the large gift for furniture, a gift for white boards throughout the building, funding for the library's Student Book Club, and the expansion of the Children's/Young Adult Literature section. More than \$28,000 worth of gifts-in-kind were donated to the library, including quite a few unique additions to the Archives and Special Collections.

Provide one to three noteworthy examples of effective and/or innovative services and/or accomplishments to highlight.

Leveraging the Archives and Special Collections: One of our areas of distinction, the library's Archives, contributed material that informed the design for a John B. Stetson bronze sculpture by sculptor Erik Blome that will soon be installed on campus. Not only did the library provide items from the collection (hat, shoes) that will be featured in the work, but we researched the height of John B. Stetson to ensure

as much historical authenticity as possible. Library Dean Sue Ryan promoted the Archives with a “sold-out” talk on the Stetson Family Legacy at the West Volusia Historical Society – the keynote to a month-long display of Stetson family-related items from our Archives on display at the DeLand House.

Fostering Innovation: A second area of distinction, the library’s Innovation Lab, continues to grow in popularity, with more deliberate cooperation between the library and the School of Business Administration. Entrepreneurial students make good use of the Lab, resulting in some significant successes – most notably, with a Stetson student repeating last year’s winning entry in an entrepreneurial pitch competition with a product prototyped in the Innovation Lab. This year we added the ability to do subtractive manufacturing (as opposed to 3D printing which is additive manufacturing), which will give students more options and flexibility in designing prototypes. Increased Innovation Lab workshops now offer cultural credit, as detailed above.

Cultivating Strategic Partnerships: Debbi and Jennifer’s collaboration described above is an example of the type of formal strategic partnerships (our third area of distinction) with classroom faculty that we have pursued this year, along with Grace Kaletski-Maisel’s (and other librarians’) work on information literacy both inside and outside of the classroom. Librarians and library staff are doing some training with Aaron Distler this summer to better understand accommodations work and the extent of the neurodiverse student population on campus. We envision more “information sharing” collaborations with CLASS staff as we implement parts of our strategic plan.

Provide one to three outstanding examples of faculty scholarship.

Grace Kaletski-Maisel, Learning & Information Literacy Librarian and Assistant Professor, continued to build on her work on information literacy, general learning outcomes, student learning, and assessment with conference presentations at LOEX (a major clearinghouse for library instruction and information literacy information), the Georgia International Conference on Information Literacy, the Association of College & Research Libraries conference, and the NEFLIN (Northeast Florida Libraries Information Network) annual meeting. **Megan O’Neill**, Associate Professor of English, co-presented with Grace at the first three venues.

Jennifer Corbin, **Debbi Dinkins**, **Grace Kaletski-Maisel** (library faculty), **Kelly Larson** (library staff), and **Megan O’Neill** (English faculty) presented *Scholarly Writing: Carving Time from a Hectic Schedule* at Stetson’s annual *Colloquium on Teaching & Learning Innovation* in April. This presentation resulted from the work the library’s writing and research group has done over the past few years.

Jennifer Corbin, Director of Public Services and Assistant Professor, presented her poster, *We’re (Always) Hiring! Coping with High Turnover in a Small Academic Library* at the Association of College and Research Libraries (ACRL) National Conference in Cleveland, Ohio in April. Poster acceptance rates at the ACRL conference are always low – generally under 30%.

What challenges or impediments have you encountered in achieving the goals of your department this year?

Staffing Turnover: We continue to experience significant turnover which slows down progress as we train new librarians and staff, and as they take time to get up-to-speed on our operations and work culture. Forty-three percent of our librarians are currently untenured, and 100% of our non-faculty staff members have been with us less than five years. The “vacancy” time between a staff member or librarian leaving and her/his replacement arriving is a major impediment – especially at the front desk where most of the positions turn over – as we have little redundancy in staffing to cover seven days/104 open hours per week. On a positive note, none of these turnovers seem to be due to job dissatisfaction, but rather the ability to earn higher salaries elsewhere or for personal/family reasons beyond the library’s control. We are attracting a better educated, more technologically savvy staff which is also a plus, but those same skilled staff members have other employment options – especially in this “full-employment” economy – which makes it difficult to retain them.

Lack of Systems/Website Librarian: Although the Library Dean gave a proposal to the Provost to add such a position to the library faculty three years ago, the position has not yet been approved. The proposal details why the position is important, and the need for the position only increases with time as the library becomes more and more electronic. In summary, however, our ability to troubleshoot and improve both our integrated system (that essentially runs every aspect of the library) and our website (that is the portal to all of our electronic collections), is hampered by lack of time and expertise of existing staff.

What are the Library’s major goals for the 2019-20 academic year?

STRATEGIC PLAN

GOAL 2019-2020: Complete the library’s strategic plan and begin implantation. While much of the preliminary work has been done on the 2019-2023 strategic plan (refining mission, establishing goals, creating a map), we will be working on outcomes and assessment, student and faculty input, and finalizing the formal presentation of the material as we move into the 2019-2020 academic year.

TEACHING AND LIFE-LONG LEARNING

GOAL 2019-2020: Develop and implement a library for-credit internship experience. As more students approach librarians to inquire about library/archives/museum careers, we have decided to develop a program to meet the needs of students who have an interest in pursuing professions in those areas. Librarians will work with Stetson’s Career Services staff and research options for content, structure of

the internship, and learning outcomes. Not only will this initiative appeal to those students considering career options, but we hope that the experience will help to develop research and critical thinking skills that will have lifelong learning benefits. We hope that our internship opportunity may help to increase the diversity of applicants to graduate schools in library and information science and archival and museum studies. We expect to offer the first intern opportunity in spring 2020.

GOAL 2019-2020: Develop a comprehensive plan to address the needs of the neurodiverse student population. Having observed an increasing number of students using the library who appear to be neurodiverse, librarians and library staff will educate ourselves on the various special needs of that population (recognizing that the needs fall along a broad spectrum), look for ways in which we can make the library more neurodiverse-friendly, and implement changes (potentially in the library's physical spaces, as well as adjusting communication methods).

GOAL 2019-2020: Maintain up-to-date research guides (LibGuides) to support information literacy learning outcomes. Librarians cannot reach every student in a classroom or face-to-face setting. We rely heavily on our LibGuides (found on our website at <https://guides.stetson.edu/>) to provide a starting point for research in a variety of disciplines. Keeping the research guides current is a big, ongoing task, and we are trying to improve the update cycle on existing guides as well as produce new guides that support the curriculum.

COLLABORATION

GOAL 2019-2020: Continue to nurture existing collaborative relationships with classroom faculty and expand the program beyond those departments and groups already targeted. Successful marketing to the English and Marketing departments, as well as the School of Music faculty and summer school instructors, encourages us to continue with this initiative. Debbi Dinkins and Jennifer Corbin will contact Digital Arts, Sociology, Biology, and Education in the coming academic year to find out if they are open to direct collaboration.

INNOVATION

GOAL 2019-2020: Continue to offer existing cultural credit Innovation Lab workshops, as well as develop new workshops for new equipment. The Innovation Lab has added the capability for "subtractive" prototyping that will complement our 3D printing "additive" prototyping capabilities. Workshops should be developed for this technology if sufficient demand exists for training.

ARCHIVES AND SPECIAL COLLECTIONS

GOAL 2019-2020: Develop a comprehensive plan for a reorganization of the Archives and Special Collections. If the Innovation Center is funded, the current Innovation Lab space would house much of the Archives and Special Collections. In the meantime, however, the Archivist will develop a plan to maximize the use of its very tight existing space on both the ground floors and main floors. Included in this plan will be an analysis of the space needs for the papers and files from Wendy Libby's decade as President.

FACILITIES

GOAL 2019-2020: Develop a sensory garden in the Nemec Courtyard. Using Innovation Endowment funds, the library will create a sensory garden to enhance the Nemec Courtyard as both a study and event space. We will especially focus on “sensory” aspects of the garden that should appeal to some of our neurodiverse students who seek alternative study spaces.

GOAL 2019-2020: Develop a plan for the Writing Center Director's office to be constructed adjacent to the Writing Center. The Writing Center Director currently occupies an office that is needed for the Engagement and Learning Librarian (who is currently occupying a less-than-ideal office space needed for the expansion of the Archives). We will develop a plan to remove shelving from, and add carpeting to, the northeast corner of the building in order to construct a semi-permanent office space (similar to the staff offices in the Hollis Family Student Success Center). We will consult with facilities to get quotes for the project and work with Academic Affairs, Facilities, and Development to find funding for this project.

GOAL 2019-2020: Develop a plan to create additional student study rooms. We will develop a plan that will include the feasibility and costs of moving the reference/periodicals collections from the main floor to the ground floor, removing stacks on the east side of the main floor, and building study rooms (or perhaps some type of study “alcoves”) where the reference/periodicals currently reside.

GOAL 2019-2020: Improve library wayfinding. With the needs of the neurodiverse population in mind, the library will work to improve signage, make changes to the library’s website for easier navigation, and re-think the library brochure.

FUNDING

GOAL 2019-2020: Pursue University and/or donor funding to construct a new office for the Writing Center Director. The Library Dean will work with the Development Office and the Provost’s Office to secure funding for the project.

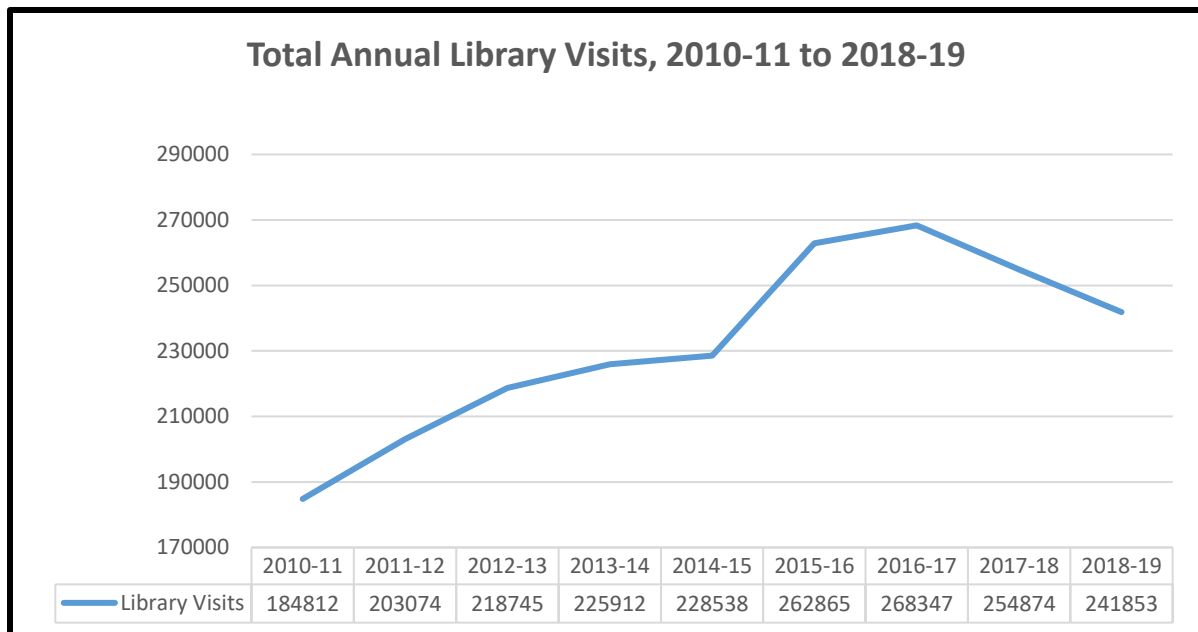
GOAL 2019-2020: Continue to pursue funding for the Innovation Center. While the Innovation Center has still not been funded, the Innovation Lab continues to evolve and increase the type of experiential learning that can happen in the Lab. We are limited in how far we can take the Lab, however, by space and location (no venting).

GOAL 2019-2020: Continue general fundraising efforts. The Library Dean will continue her normal fundraising efforts which include collaborating with Development, contacting potential donors, sending out Library Associate renewal notices, sending out two newsletters a year, and sending out thank you notes and holiday notes to donors. The retirement of Linda Davis is a significant loss for the library as Linda was the primary source of successful leads for potential donors. It is unknown at this time who, if anyone, can replace her in matching donors with library projects and needs.

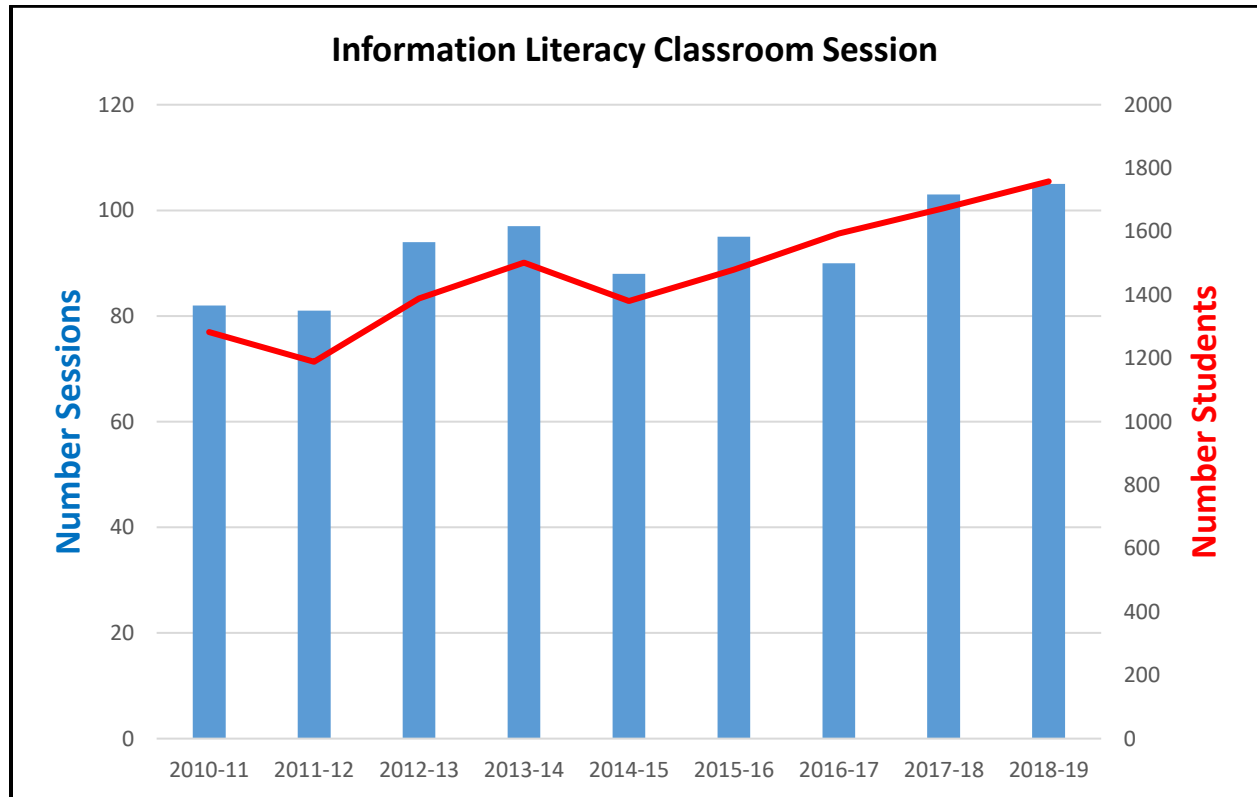
PART II – Statistical Analysis

The library updates some basic assessment to our website monthly (cumulating throughout the academic year). These data (<https://www2.stetson.edu/library/library-assessment/>) allow anyone to see at a glance basic library statistics and serve as an on-the-fly assessment tool for librarians. We also keep detailed records on library use, collections, services, and finances that we use in both required and optional annual national reporting venues.

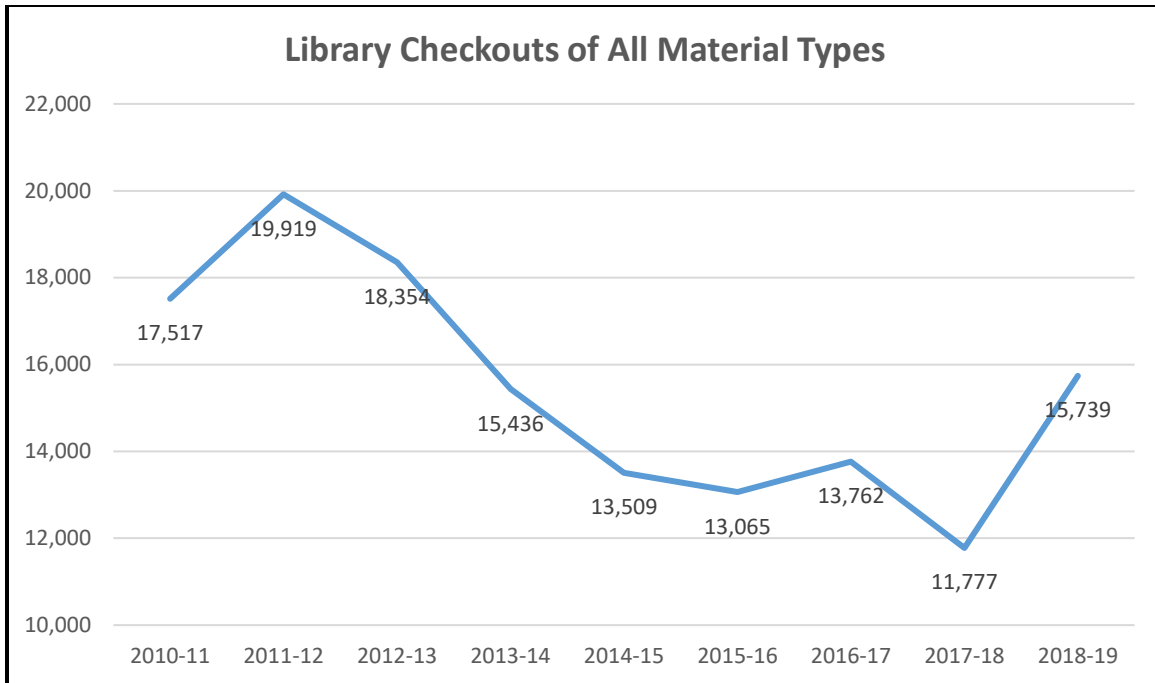
Library Visits: The annual gate count totaled **241,853**. After six years of increase in library use, we saw slight decreases last year and this year (**5% this year**). We attribute some of this year's decrease to the July 2018 carpet installation which had the library closed for 11 days and resulted in a 24% lower July gate count than the previous July. (This year's count, however is still a **31% increase over 2010-11** when we began to grow the student body.) The large number of library users encourages us to leverage the library in ways that move our strategic goals forward (as well as those of the University).



Information Literacy Instruction: Librarians held **105 course-related instruction sessions** this year (**up 2%** over last year) and **reached 1,758 students** in these sessions (**up 7%** over last year). These data have remained relatively steady in recent years as we have reached critical mass on how many classes our librarians can reasonably visit. While we have taken measures to improve our online Research Guides and Course Guides to support information literacy learning outside the classroom, this has not had an impact on the number of sessions we teach in person. In March we hired a second librarian who has instruction responsibilities, which may help balance the teaching load.



Circulation: Our circulation of material totaled **15,739 items, about 18% higher than last year's circulation**. Circulation of physical material (books, government documents, DVDs, music CDs, etc.) has generally trended downward over time - which we expect as we withdraw physical items and replace them with online access. This year, however, we saw a **14% increase in book checkouts** – with a 33% increase in faculty book circulation and a 21% increase in student book circulation. We're not sure what is causing those numbers to rise. We may have "bottomed out" on the book circulation decrease and we could be going into a period of fairly steady book circulation. Equipment circulation (tablets, laptops, cameras, tripods, microphones, and Digital Arts equipment) is heavy with **6,335 items checked out (a 53% increase over last year)** – mostly by students. Our database use, while difficult to track exactly from year-to-year given the way our federated search engine works, has consistently trended upwards.



Funding: We see a similar trend in our funding sources this year as last year, although this year we chose to spend more out of endowments than we usually do in order to give a jump start to projects such as the library furniture transition. **More than 11% of our materials budget, and more than 53% of our operational budget, came from donor funding this year.** The portion of our operating budget funded by donors is slowly increasing. This is the first time in library history that donors have funded more than half of the operating budget, but that resulted from a couple of large gifts that were spent this fiscal year. Donors funding the majority of the library operating budget is likely unsustainable as we cannot count on large gifts each year.

