

STETSON UNIVERSITY

duPont-Ball Library

Annual Report 2016-2017 (June 2017)

duPont-Ball Library

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PART I – Goals and Accomplishments

The Library's Strategic Plan (<https://www2.stetson.edu/library/green/wp-content/uploads/2016/08/Strategic-Plan-MASTER-FINAL.pdf>) drives our major goals that fall into the three broad categories of *Teaching and Learning, Collaboration, and Innovation* (see below in green). We believe that almost everything we do in the library also supports various elements of the University's Strategic Map, but especially: *Enhance Excellence and Innovation in Learning (B); Empower Lifelong Success and Significance (C); Increase Organizational Resilience and Adaptability (E); and Expand and Strengthen Strategic Partnerships (bottom)*. Our goals also touch on: *Strive for Vision-Driven Distinctiveness (A1); Enhance Faculty and Staff Development (D5); and Optimize Use of and Return on Real Estate, Infrastructure, and Capital Assets (D6)*.

Librarians understand that we must be mindful of how we can contribute to the campus initiatives that will help move Stetson forward: defining the value of a Stetson education; practicing diversity and inclusion; and helping move the needle on retention and persistence. While we cannot approach these campus-wide agenda items in the same way that classroom faculty can, our goal to *create a showcase library that exemplifies excellence* should contribute to all of these areas. Having access to an excellent library that offers unique opportunities for students adds to the value of a Stetson education. We believe that helping to set standards that produce information literate students can only help retention and persistence. We are also cognizant of the need to create an atmosphere that fosters both diversity and inclusion for our staff as well as for all of our library users.

In an era of easy and free access to an almost limitless supply of online information, as well as commercial access to specialized proprietary databases, most libraries today offer access to much of the same information as their peer institutions. Measuring the quality of a library by the number of books owned or the number of journal subscriptions, therefore, is no longer enough. To achieve excellence in a contemporary academic library, libraries must develop two areas that offer the possibility of distinctiveness: *Innovation Opportunities* and *Special Collections*. We believe that we have excelled in offering students *free* innovative learning opportunities with 3D printing and scanning, virtual reality, and experiential teaching and learning tools. We continue to earn national recognition for our work in these areas. Our Innovation Lab is a *distinctive* for our library, and for Stetson, that has resulted in multiple publication and presentation opportunities for both faculty and students. Similarly, we have spent more than a decade building our archives and special collections with content unique to Stetson. Our Max Cleland Collection, the Vietnam Collection, the Greenlaw Children's Literature Collection, and the Stetson Family Genealogy and History Collection have all received considerable attention from those outside of Stetson - which brings recognition and adds value to the University.

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

2016-17 GOAL: Successfully on-board, train, and develop a significant number (about one-third of the total library staff) of new librarians and staff members. With all of the new staff members, including the Director of the department, housed in Public Services, the unprecedented turnover greatly impacted the library. Most of the upheaval, however, likely went unnoticed by library users, as long-time staff in other departments stepped up to help during the transition. One year later, Public Services is running smoothly and has improved services, workflow, and communication. The new team members, with new ideas, contribute significantly to our goals of excellent services, collections, and facilities – and complement nicely the skill sets of our more seasoned librarians and staff. *Library Strategic Map: Create a showcase library that exemplifies excellence.*

2016-17 GOAL: Develop a concept for the library's Innovation Center to present to potential donors. With considerable input from others on- and off-campus, the Library Dean designed a full concept package, including architectural renderings and donor presentation booklet. President Wendy Libby and the Library Dean pitched the concept to one donor who was receptive, but not yet ready to commit. The Library Dean met with alumnus Daryl Holt (EA Games) to discuss strategies to sell the concept. Holt was very encouraging, endorsed the concept, and suggested a combination corporate/individual donor approach. As we continue to seek donors to fund the full project, we have worked to move our current Innovation Lab forward, offering workshops and adding new learning technologies to enhance curricula. *Library Strategic Map: Develop the concept and plan for a library Innovation Center; Create a showcase library that exemplifies excellence; Support innovative pedagogical methods and models with current and emerging learning technologies; Utilize space to best fit the existing facilities to the library's mission; Offer access to emerging technologies that support the curriculum; Utilize the Innovation Endowment to promote innovative library services.*



2016-17 GOAL: Improve the visibility and use of Research Services to increase students' information literacy skills. Librarians began collecting detailed data on reference interactions including date, time, question, and answer provided using an online tool. We are using the data for training and marketing. We repackaged our research consultation service and made the process for setting up an appointment easier. *Library Strategic Map: Develop and implement an ongoing plan to increase student literacy skills.*

2016-17 GOAL: Review and revise website content including our Research Guides to increase students' information literacy skills. Librarians added content for specific groups of library users, including *Services for Graduate Students* (<https://www2.stetson.edu/library/services/library-services-for-graduate-students/>) and *Services for Faculty* (<https://www2.stetson.edu/library/services/library-services-for-faculty-members/>). We revised Research Guides content (<http://guides.stetson.edu/>), tying resources to curriculum and content to student needs, and migrated the library database list to better integrate into the online Research Guides. *Library Strategic Map: Develop and implement an ongoing plan to increase student literacy skills.*

2016-17 GOAL: Apply for a NELFLIN Marketing Grant to learn how to better promote library services to the Stetson Community, to collaborate with faculty/students on supporting their teaching/learning and research needs, and to increase students' information literacy skills. A team of librarians submitted a proposal to focus on marketing to Stetson faculty to increase their awareness of library services that support students' information literacy and research skills - with the goal of faculty more frequently recommending library research services to students. The library received the grant in January 2017 and librarians worked throughout the spring semester on a marketing plan. *Library Strategic Map: Develop and implement an ongoing plan to increase student literacy skills; Collaborate with faculty/students on supporting their teaching/learning and research needs.*

2016-17 GOAL: Working collaboratively with faculty, review and revise General Learning Outcomes for information literacy and writing. During the 2016-17 academic year, we made progress on many information literacy initiatives. Librarians have been working productively with English Professor Megan O'Neill and others on questions of General Education learning outcome statements on information literacy (<https://www.stetson.edu/administration/provost/media/geac-rubric-GLO2.1.pdf>) and a new information literacy general education learning outcome was proposed as part of the General Education Learning Outcome committee's efforts to update learning outcomes in general. Librarians taught 90 course-integrated information literacy sessions across the University, in addition to sessions for student groups such as the Writing Center tutors and the Women's Leadership Community in Chaudoin Hall.

To better understand how students experience information literacy instruction, librarians revised the after-class evaluation survey. In order to improve faculty understanding of the library's role in teaching information literacy, we developed a new form for faculty to request a variety of information literacy services and expanded both the library instruction page on the library website and the information literacy instruction research guide (<http://guides.stetson.edu/informationliteracy>). We also contributed to faculty development on information literacy with an FSEM faculty workshop and the Scholarship of Teaching and Learning workshop series. As part of a four-year collaborative project, librarian Grace Kaletski and Megan O'Neill interviewed 2nd year students about their learning in both the fall and spring semesters. They presented their findings at both the Small Liberal Arts College-Writing Program Administrators and the Association of College and Research Libraries conferences. As part of another project to learn about faculty perceptions of information literacy, Grace Kaletski presented as part of the

Faculty Spotlight Series, published an article on this topic, and disseminated a survey to faculty at peer institutions. *Library Strategic Map: Develop and implement an ongoing plan to increase student literacy skills; Collaborate with faculty/students on supporting their teaching/learning and research needs.*

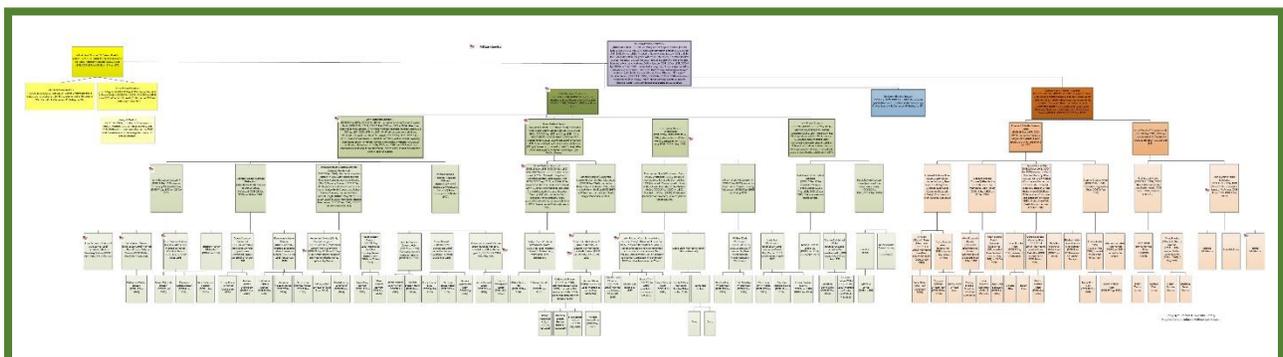
2016-17 GOAL: With faculty input, evaluate, acquire, and provide access to resources in all formats.

The Library Associate Dean and her staff utilized the library's materials budget to maintain current subscriptions, to acquire new electronic and print books, and to obtain non-print materials and resources based on faculty input and curricular needs. *Library Strategic Map: Acquire collections in all formats that supports the current curriculum; Collaborate with faculty/students on supporting their teaching/learning and research needs.*

2016-17 GOAL: To make room for alternative use of ground floor space, evaluate print periodicals housed on the ground floor and discard redundant or unneeded titles; consolidate remaining volumes to keep collections current. Evaluate government documents and discard obsolete titles.

As part of the ground floor renovation, librarians and staff completed an evaluation of the entire print periodicals collection in the summer of 2016, and completed shifting all remaining volumes in early 2017. In April, we discarded microfilm periodicals due to deterioration. The Government Information Librarian completed an ongoing weeding and shifting of the government documents collection in May 2017. Ground floor shelving was removed, carpet installed, the area painted, and furniture ordered to create a quiet student study space to open in fall 2017. Funding came from Facilities, significant donations from the Student Government Association and an alumnus, and donated endowment funds. *Library Strategic Map: Acquire collections in all formats that supports the current curriculum; Utilize space to best fit the existing facilities to the library's mission; Collaborate with Development and other campus units to ensure adequate funding to support the library's mission.*

2016-17 GOAL: Complete the Stetson family history archives project. The Library Dean completed the genealogical portion of the project with all direct descendants of John B. Stetson identified. The project resulted in updated contact information for about 30 Stetson family members, and culminated in a March 2017 visit by John B. Stetson IV and his wife. John and Solveig Stetson donated more than 400 items of family memorabilia to the archives during their visit. *Library Strategic Map: Leverage Library Archives in new ways to build alumni relations.*



2016-17 GOAL: Implement a next generation universal resource management system (OCLC's WMS) to replace the library's current integrated catalog system. (The current system is not cost effective and does not handle electronic resource management well.) Funding for implementation (approximately \$35,000) was requested in the Library's FY18 budget. At this time, we do not know if the initiative will be funded. *Library Strategic Map: Acquire collections in all formats that supports the current curriculum; Collaborate with Development and other campus units to ensure adequate funding to support the library's mission.*

2016-17 GOAL: Work with Development and Academic Affairs to fund adequately library operations, materials, and initiatives. Although we have been disappointed in our work with Development major gift officers who have not been able to produce any gifts for the library over the past year, the Library Dean continues to try various methods of fundraising. The library received a number of significant gifts this year, including the \$10,000 Greenlaw Children's Corner gift; the \$18,000 Brumback and \$5,000 SGA gifts to help renovate the ground floor; and a \$5,250 gift from alumna Christine Brewer. We received seven other gifts of \$1,000 and above, and more than one hundred gifts of less than \$1,000. We have not been as successful convincing the University to increase the funding of the library. Stagnant budgets have greatly affected the quality of the collections we offer – especially given the large increase in the number of students and faculty, and the resulting increasing use of the library and its resources. High library materials inflation rates also impact our collection development efforts. *Library Strategic Map: Collaborate with Development and other campus units to ensure adequate funding to support the library's mission.*

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

Improve Services: We have engaged in multiple assessment projects to learn more about students using the library and their needs. We received a NEFLIN Marketing grant to develop a marketing plan to increase faculty and student awareness and use of Research Services. We are using reference interaction data collected over the year to shape the marketing message. The study implementation could significantly improve communication and marketing of library services.

Foster Innovation: The library's Innovation Lab continues to be an area of distinction. Based on what we have learned at conferences and from the professional literature, our library remains well ahead of other small undergraduate libraries in the type of work coming out of our Innovation space. We believe we are still the only institution in the country, large or small, to offer a for-credit undergraduate course in 3D printing and rapid prototyping.

Leverage Facilities: The library continued to improve its facilities this year by installing the Café duPont last summer, and by renovating the northeast corner of the mezzanine to create the Children's Literature Corner this spring. We are currently renovating 3,500 square feet on the ground floor to create a large quiet study area in the basement with primarily donor funding. We moved a Mac-based video editing suite (*The Creation Station*) into the Innovation Lab. In addition, the library created a suite of equipment (*The Conversion Station*) in the Lab that will allow the Stetson community to convert media from one format to another (for example, VHS to DVD; and print photos and slides to images).

Provide one to three outstanding examples of faculty scholarship.

Barbara Costello, Government Information & Research Librarian and Associate Professor, and **Susan Ryan**, Betty Drees Johnson Dean of the Library and Learning Technologies, both contributed book chapters to 2016 IGI Global publications. (“Academic Libraries in Partnerships with the Government Publishing Office: A Changing Paradigm in *Space and Organizational Considerations in Academic Library Partnerships and Collaborations* and “Curricular Collaborations: Using Emerging Technologies to Foster Innovative Partnerships,” in *Technology-Centered Academic Library Partnerships and Collaborations*). Ryan served on the editorial board for both books.

Debbi Dinkins, Associate Dean of the Library and Professor, presented a paper, *Henry Flagler and Florida Philanthropy: The Stetson University Connection*, at the Florida Conference of Historians.

Grace Kaletski, Learning & Information Literacy Librarian and Assistant Professor, and **Megan O’Neill**, Professor of English, presented *Where do We Go from Here: Potential Trajectories from a Pilot Study of Writing and Information Literacy* at the Small Liberal Arts College Writing Program Administrators conference.

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

Staffing Turnover: During 2016-17, the library filled two open librarian positions and four staff positions in Public Services. The resulting lack of institutional knowledge as well as a lack of procedural documentation for circulation and course reserves has meant that new procedures had to be determined and recorded which has been quite time consuming. The new staff members now have a year of experience under their collective belts, however, and have made great progress in streamlining and improving procedures and services.

Lack of Systems/Website Librarian: Although the Library Dean gave a proposal to the Provost to add such a position to the library faculty, the position has not yet been approved. The proposal details why the position is important. 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.

Budget: Stagnant materials and operations budgets, as well as a lack of capital investment (our roof still leaks!), continue to be a challenge when supporting the current curriculum and the heavy use of library resources. The library budgets have not mirrored the growth of the student body nor have they kept up with library materials inflation. With many new faculty members hired over the last few years and new programs added with no library “start-up” funding for resources, we have been forced to cut electronic resources to make room for new. While evaluation of library collections is healthy, we have reached the point where no new subscriptions can be added without cutting existing resources. Lack of resources is the single biggest impediment to achieving excellence in collections, services, and facilities.

What are the Library's major goals for the 2017-18 academic year?

All of our goals should contribute to *creating a showcase library that exemplifies excellence.*

SERVICES:

GOAL 2017-18: Continue user experience research to better understand how students use the library building. In spring 2017, we gathered observational data about the furniture used in the library and began analyzing it. We will continue that work. We also plan to work with the Student Success Center for future assessment studies focused on student needs. *Library Strategic Map: Utilize space to best fit the existing facilities to the library's mission; Collaborate with other University staff to advance student success.*

GOAL 2017-18: Work with Student Success to identify groups of students (High-Achieving, At-Risk) who might benefit from targeted marketing of library services. A study by the Academic College & Research Libraries group (*Academic Library Impact on Student Learning and Success: Finding Assessment in Action Team Projects*) offers evidence that academic libraries can make significant contributions to student learning and success. (<http://guides.stetson.edu/LibraryImpact>). We have begun to think carefully about how we can leverage what we have learned about assessment and campus partnerships to contribute more directly to student learning, success, and retention/persistence. *Develop and implement an ongoing plan to increase student literacy skills; Collaborate with faculty/students on supporting their teaching/learning and research needs; Develop, enhance, and expand strategic partnerships across campus.*

GOAL 2017-18: Train Circulation Staff and student workers to record the basic reference questions they answer when working at the Circulation Desk. The collected data will better reflect the reference interactions that take place in the library, will provide information about how students are using the library's resources, and will be used to determine staff training needs so that the front desk staff provide accurate and helpful answers to library users. *Library Strategic Map: Acquire collections in all formats that support the current curriculum; Collaborate with faculty/students on supporting their teaching/learning and research needs.*

GOAL 2017-18: Implement and assess the marketing plan from the NEFLIN Marketing Grant. We will determine if the library met the goals of the marketing plan, and how we might improve in the future. *Library Strategic Map: Develop and implement an ongoing plan to increase student literacy skills; Collaborate with faculty/students on supporting their teaching/learning and research needs.*

GOAL 2017-18: Redesign mechanism for sharing book reviews with faculty in collaborative collection development. Changes in how our vendors provide book reviews means development of a new means of communication with faculty on what new books are available in their fields. *Library Strategic Map: Acquire collections in all formats that support the current curriculum; Collaborate with faculty on supporting their teaching and research needs.*

FACILITIES:

GOAL 2017-18: Open the new Quiet Study Area on the ground floor and secure funding for additional furniture for the space. Students have long demanded more quiet study space in a building that is not well-designed for quiet. We will convert a large ground floor space this summer that should meet the needs of a large number of students. We have a very limited furniture budget with which to furnish the space for fall, so fundraising for the space will continue throughout the year. *Library Strategic Map: Utilize space to best fit the existing facilities to the library's mission.*

GOAL 2017-18: Open a new large group study room on the basement level of the library near rooms 25L and 26L. The move of the Creation Station from the ground floor to the Innovation Lab has opened up a room on the north side of the basement level. Students have requested more group study space, and this will add a study room to a part of the building that currently has none. *Library Strategic Map: Utilize space to best fit the existing facilities to the library's mission.*

GOAL 2017-18: Secure funding to upgrade electrical infrastructure and replace inadequate lighting in the Library's Nemecc Courtyard. The Nemecc Courtyard is a popular place for students to study at night, as well as a venue used more often for University receptions. Electrical upgrades and new lighting fixtures will make the space much more useful and inviting. *Library Strategic Map: Utilize space to best fit the existing facilities to the library's mission.*

COLLABORATIONS:

GOAL 2017-18: Maintain existing strategic partnerships with other support services and academic departments and develop new partnerships in the coming year. Currently, the library maintains partnerships with the college and schools, the Law Library, IT, Development, the Writing Center and Student Success. We look to expand these partnerships to other academic and support departments (for example, campus museums and residential life). *Library Strategic Map: Develop, enhance, and expand strategic partnerships across campus.*

GOAL 2017-18: Work with Development on library fundraising, identifying new donors, and moving the Innovation Center project forward. While fundraising is an ongoing goal, it is imperative that we move forward with the Innovation Center funding while we are still out in front on library-housed innovation. If we wait much longer, we will be too late to attract donors to what is currently a unique initiative. *Library Strategic Map: Collaborate with Development and other campus units to ensure adequate funding to support the library's mission.*

PART II – Statistical Analysis

Although we only have 11 months of data, some conclusions may be drawn. 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: For the first eleven months of the academic year, we had a gate count of 262,642. Adding the average June gate count from recent years brings our total 2016-17 traffic to **266,671**, the highest number since we have been tracking these data, and an **increase of about 1.5%** over last year. (This year marks a **44% increase over 2010-11** when we began to grow the student body.) These data validate our assumption that as the number of students and faculty grow, and as our facilities and services improve, more people will use the library. 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). The budget implications, however, are obvious – more students means the need for more seating, more tables, more study areas, and more funding for paper and printing. More faculty mean the need for new databases to support their disciplines. None of these needs have been adequately funded, and the number of library faculty and staff have not grown to meet the increased demands on services.

Information Literacy Instruction: Librarians held 90 course-related instruction sessions this year (down from 100 last year) and reached 1,594 students in these sessions (up by 45 students). These data have remained steady in recent years as we have reached critical mass on how many classes our librarians can reasonably visit. To counter our lack of human resources, we have spent quite a bit of time this year improving our website, creating and revising online research/course guides, and better articulating our services to graduate students. Our librarians' collaboration with other faculty to improve the information literacy general learning outcomes is also aimed at having each faculty member integrate research skills into her/his classroom so that students are exposed to research methods and practices throughout their Stetson education.

Circulation: Our circulation of material totaled **13,352 items for the first eleven months, exceeding last year's 12-month circulation of 13,065 by about 2.2%**. 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. Our database use, while difficult to track exactly from year-to-year given the way our federated search engine works, has consistently trended upwards. Annual database subscriptions (the method by which we deliver many of our e-books, journal titles, streaming music, and streaming video) are a costly ongoing annual expense that creates quite a different budget scenario than buying a physical item once. The advantages of online resources, of course, are many, but the most important are that users expect online access; multiple users can use the same material at the same time, any time; and far more material can be acquired in online aggregate formats than in print.

Funding: The Library Dean provided to the Provost earlier this year a detailed report on our budget concerns which we will not repeat here. We see a very similar trend in our funding sources this year as last year. More than 11% of our materials budget, and more than 35% of our operational budget, comes from donor funding. (Those numbers will likely rise as our University budgets have been exhausted and we are expending donor funding almost exclusively in the last month of the fiscal year.)

