

Gustavus Library 2016-17 Annual Report

Date: May 31, 2017

Individual submitting the report: Julie Gilbert, Library Chair

I. Departmental/Program Accomplishments

A. Mission and Strategies

The department should have both a clear and defined mission aligned with that of the College and cohesive, demonstrable strategies to achieve that mission. Please state the department mission and strategies and determine either met, not met, or in progress with a brief rationale for that determinations:

At the end of every academic year, the faculty librarians and staff of the Gustavus Library reflect on the goals we set the previous year and discuss our progress toward those goals. We also use this opportunity to determine goals and outcomes for the upcoming year. All of our work is driven by our mission and our identity as a teaching library, and we refer often in our discussions, both at the end-of-year retreat and throughout the year, to our mission statement: “The library advances the teaching mission and intellectual life of the College by selecting and facilitating access to information and by instructing in its use, interpretation, and evaluation.”

We live out our mission through our collective work. Considering our limits in terms of budget and staff size, our main strategies include conducting this work with an eye toward cost, as well as finding creative ways to meet our goals within our given context. Our success is best outlined through a review of specific projects and initiatives we have undertaken. This year, we made significant progress on a number of major initiatives.

Selecting and Facilitating Access to Information – Goals Achieved:

- Driven by external and internal factors, the entire library faculty and staff investigated options for a **new integrated library system** (ILS). The ILS software is the backbone of library operations, providing the means to acquire, catalog, and make available all of our materials, including through the online library catalog. It also contains our entire bibliographic and patron databases. Moving to a new ILS is no small feat. After years of discussion, prioritization and research, we unanimously agreed to migrate to OCLC’s WorldShare Management Services (WMS). Migration work began in early spring under the direction of ILS Manager Melissa Perron, and will continue until (and beyond) our go live date in early July. While the decision to migrate meant leaving the PALS consortium, WMS will provide better workflow for library employees and a more robust research experience for library users. More information can be found here: <https://folkelore.blog.gustavus.edu/2016/12/02/were-moving-2/> and here: <https://folkelore.blog.gustavus.edu/2017/04/04/new-library-catalog-update/>
- In September, we welcomed James Nickras as **our new Digital Collections Manager**, after bidding a bittersweet farewell to Serials Manager Amanda Moeller in June, who took a position at a different library. We took advantage of Amanda’s departure to rework the position to better reflect the evolving needs of the Library, especially how workflow and priorities change as materials continue to shift from print to electronic. We were also pleased that the Cabinet approved replacing the position,

signaling their acknowledgement of the role of the Library in student learning, as well as recognizing how short staffed the Library continues to be.

- Under the direction of Archivist Jeff Jenson, Archives Specialist Adrianna Darden, and the entire Special Collections Commission, we opened the **Special Collection & Rare Books Room (SCRB)**, including secure cabinetry for the collection, furnishings conducive to research, and special cabinetry to display the St. John's Bible. The opening of the SCRБ achieves a major accomplishment to make Gustavus' unique special collections more visible and available to researchers and other users. The room and Bible were featured at May's Books in Bloom event. More details about the room and its use can be found here: <http://folkelore.blog.gustavus.edu/2016/09/07/special-and-rare/>
- Also under the direction of Jeff Jenson and Adrianna Darden, we completed construction on the **new Archives classroom and reading room** (named the Imaginarium), which includes enhanced space for researchers from both on and off campus, as well as serving as a classroom for Gustavus classes utilizing materials in the College & Lutheran Church Archives. The Imaginarium allows for improved access and interactions with archival materials.
- Members of the Library's Space Committee established a **Nonrequired materials section** near the main entrance; the section expands our traditional Browsing book collection by highlight movies, magazines and current fiction and nonfiction books. The collection grew out of research on undergraduates' recreational reading patterns conducted by librarians Barbara Fister and Julie Gilbert. For pictures and more information, visit our blog: <https://folkelore.blog.gustavus.edu/2017/03/23/fun-books-now-with-movies-and-magazines/>
- We continue to build **GustieScholar**, the College's institutional repository. GustieScholar makes faculty and student work broadly available both on and off campus, highlighting the community's scholarly achievements. GustieScholar is also linked to the new RSC form developed by the Kendall Center; this connection has doubled our submissions. Explore GustieScholar here: <http://archives.gac.edu/cdm/landingpage/collection/ir>
- The librarians and Diane Christenson in Acquisitions continued to **curate the Library's print and electronic materials collections** through the following methods:
 - Working with faculty across campus to **add appropriate materials** to the collection to support the curriculum and student research
 - Processing over **several thousand gift books**, including the Gustav Tenggren collection, which was added to Special Collections
 - **Weeding outdated and irrelevant materials** from the monograph and periodical collections, using measures such as circulation data and support of the curriculum
- Interlibrary Loan Manager Sonja Timmerman investigated Tipasa, a new product from OCLC designed to provide **sophisticated ILL services to patrons**. Under her recommendation, the library will be implementing Tipasa as part of the migration to WMS.

- In May, the Library hosted **Books in Bloom**, a Gustavus Library Associates event. Visitors from on and off campus viewed blooms inspired by materials in our collection. The event highlighted Library collections and spaces, while celebrating the creative spirit. Diane Christenson and Sonja Timmerman served as Library representatives to the committee. Photos of some of the blooms can be seen here: <https://www.facebook.com/gustavuslibrary/posts/10156586067237588>
- Our work of **curating materials extends to the Library's own records**. With the help of Paul Hanson in GTS, the Library successfully migrated all of our shared files to a new server; the move allowed us an opportunity to review old materials and delete or archive as appropriate.
- The **Library building** is a teaching resource in and of itself. As student study and research habits change, Library employees continually seek (usually low to no cost) ways to create more student study spaces, especially spaces conducive to collaborative work. This priority grows out of an extensive Library space study we conducted in 2015, which confirmed student desire for group work spaces. We have undertaken the following projects this past year to meet those needs:
 - **Combined the "Current Periodicals" and "Older Periodicals" collections**, which had been housed in separate locations; the move makes it easier for users to find materials as well as opening up more space for student study.
 - With the help of Media Collections Specialist Mark Kump, we **shifted the AV collection** to create better sightlines on the lower level, as well as create more spaces for student collaboration and study. Pictures of the change, including changes to the periodicals sections, can be found here: <https://folkelore.blog.gustavus.edu/2017/03/06/more-study-spaces/>
 - **Enhanced the group table space** on the lower level by adding outlets to every table, relocating a printer to the area, and bringing in a whiteboard on wheels for group use: <https://folkelore.blog.gustavus.edu/2016/04/05/wired/>
 - **Moved the zine collection** to a new location; thus making the collection more visible to users. More information about the collection can be found here: <https://folkelore.blog.gustavus.edu/2017/02/13/new-spot-for-our-zines/>
 - Our academic assistant, Maria Pazandak, established **Tea Tuesdays** in the Library, bringing over a tea cart every Tuesday to provide a warm beverage and create a sense of community among library users. Tea Tuesday has been very popular with students: <https://folkelore.blog.gustavus.edu/2016/10/28/tea-tuesdays/>

Selecting and Facilitating Access to Information – Ongoing:

- **Migration to a new ILS is a months-long project**; the work will continue into the summer and fall, with an anticipated go live date of July 7, 2017. Once the migration is complete, the Library will

turn its attention to identifying new workflows offered by the ILS, as well as updating documentation, processes and procedures for both Library employees and Library users.

- In spring 2016, the Gustavus Library committed to **creating gender neutral bathrooms** on the main floor. Equity and inclusion are core values of libraries and, in the wake of legislation around the country to curtail the rights of transgendered people, we committed to making some of our bathrooms gender neutral, while preserving gender-specific bathrooms on other floors, to accommodate users who prefer single-gender bathrooms.

After working with Facilities, we have submitted a capital request to bring in architects, who will provide an assessment of current space, code issues, and options for creating gender neutral bathrooms, including cost of the entire project. Barbara Fister was interviewed by the Gustavian Weekly about the project: <https://weekly.blog.gustavus.edu/2016/10/07/gustavus-library-finalizes-plans-for-gender-neutral-bathrooms/> The Library has also created a guide about the issues: <http://libguides.gustavus.edu/bathrooms>

- We continue to be at the mercy of **rising material costs**, especially electronic databases, which tend to increase in price on an average of 5-6% per year. Under the direction of Budget and Institutional Data Specialist Jeannie Peterson, as well as the Library Chair, the Library plans our budget carefully, but the cost of materials to adequately support undergraduate research far outstrips our funds. The Library is a core resource for undergraduate research, and has been identified as a key feature of the Gustavus ACTS Strategic Plan (especially section 2.1.2). We welcome this inclusion, bolstered by the recognition the campus has of the essential role the Library plays in undergraduate research, as well as the unique challenges we face in providing the collections to support the College's mission. **Gaps in resources will continue to grow, however, if the College does not find the financial means to support this important component of undergraduate research.**
- Our **ongoing space priorities are also hampered by budgetary constraints**. We have long sought to create learning spaces that support current pedagogical approaches and information technology needs. While we will continue to explore no cost options to renovate rooms such as our small BI2 lab, these projects are a fraction of what we could do, given the resources. Recent library renovations at St. John's University represent the kind of library the College could have, provided we had adequate staff and budgetary resources. We have the vision; we need the support. This article highlights the innovative renovation of the Alcuin Library: https://issuu.com/csbsju/docs/2017_winter_spring_magazine_full_si/22?e=1392978/45928006
- Two years ago, we identified a need to **better communicate the Library's services, collections and role to the campus community**. We have steadily built our social media presence and have utilized other communication methods such as faculty-I and faculty packets. Like most libraries, we continue to combat some of the stereotypes plaguing libraries, namely that libraries are outdated. We continue to make the case that this is simply not true and will continue to do so in the coming year, most notably through a blog series on the people and resources required to run the Library. We also welcome additional conversations with various offices on campus to help them better understand the

essential role that academic libraries play in higher education and undergraduate research. For more information about our social media offerings, click here: <http://libguides.gustavus.edu/socialmedia>

Instructing in the Use, Interpretation and Evaluation of Materials – Goals Achieved:

- This year library faculty piloted **new ways of connecting with students in the classroom**, in what was one of the biggest changes to reference and instruction services in years. This initiative built upon years of assessment data and studying national trends in student research behavior.

We successfully experimented with new methods, such as shorter “pop up” instruction sessions occurring in the regular classroom, research office hours, appointments, online guides and exploring partnerships across campus. We moved the reference desk near the front desk to create a single service point; the work including relocating the Interlibrary Loan office and taking down part of a granite counter. Working with Front Desk and Collections Manager Jay Nordstrom, we began training our circulation students to handle basic reference questions (and refer when necessary). These methods are working to create a library and research experience that is even better integrated into students’ lives.

We answered almost 500 reference questions this academic year; while the majority of questions occurred at the desk (80%), we saw an increase the number of students we helped during office hours, by appointment and via email. Compared to previous years, our reference hours were more productive in terms of the number of questions answered, as well as a rise in the number of questions we answered that required our expertise as librarians (rather than questions that could be answered by our front desk student workers). We will continue to track these numbers over the coming years as we continue to experiment with this new model.

- Library faculty **taught library instruction sessions for 114 courses, reaching 1,309**, including meeting with a good percentage of First Term Seminar courses. While the numbers are slightly lower than last year, we also saw a small but encouraging increase in the number of instructors who opted to incorporate the Library faculty’s expertise in other ways, such as creating online guides for courses and connecting with students via email, rather than face-to-face sessions. We will continue to communicate with classroom faculty about the services and expertise provided by the Library faculty. We note that the decrease in sessions is also related to the overall reduction in the number of faculty lines and students at the College as a whole.

As in past years, Library faculty also taught semester-long library lab components as part of POL 200: Analyzing Politics. Barbara Fister taught the lab in fall 2016 and Julie Gilbert taught the lab in spring 2017, both with course instructor Chris Gilbert. Anna Hulseberg, Jeff Jenson and Julie Gilbert also served as resources for Mellon Digital Humanities courses in January.

- Library faculty also taught **several for-credit courses**:
 - NDL 310: Genealogy Research taught by Jeff Jenson; the course is part of the Mellon Digital Humanities program and was featured on the Gustavus news blog: <https://news.blog.gustavus.edu/2017/02/02/january-interim-experience-research-course-builds-connections-to-the-past/>
 - NDL 201: Reading Workshop taught by Anna Hulseberg

- NDL 301: Information Fluency taught by Barbara Fister
- CUR 399: Senior Seminar (by arrangement) taught by Dan Mollner
- This past winter **we renewed our commitment to upholding library values**, even as facts, information and the press were under attack. We created numerous online guides and blog posts to raise awareness of various issues, including a Fight Fake News Guide and a joint library faculty statement on the importance of the press. We added rotating “Libraries are for Everyone” images on our website. We also participated in the #DayofFacts in February; our post about why we were participating received widespread attention.
 - The Press is Not Our Enemy blog post: <https://folkelore.blog.gustavus.edu/2017/02/21/the-press-is-not-our-enemy/>
 - Fighting Fake News guide: <http://libguides.gustavus.edu/FakeNews>
 - Day of Facts blog post: <https://folkelore.blog.gustavus.edu/2017/02/15/the-libraris-dayoffacts/>
 - This is a Library blog post: <https://folkelore.blog.gustavus.edu/2017/02/27/this-is-a-library/>
- In conjunction with the **MAYDAY! Conference**, Barbara Fister held a workshop on protecting internet privacy: <https://folkelore.blog.gustavus.edu/2017/04/22/surveillance-self-defense-workshop/> Resources related to privacy in the information age are also available via an online guide: <http://libguides.gustavus.edu/mayday>
- The Library **fostered members of the next generation of library and information professionals** by serving as an internship site for three Gustavus students: Lizzie Hjelle, Elli Moran and Chloe Knop. Michelle Twait, Barbara Fister and Julie Gilbert served as site supervisors, while Anna Hulseberg was the faculty sponsor for two of the interns. Interns received a grounding in how academic libraries operate, decision making processes, and core library functions like reference and instruction. Interns also curated collections, hosted library events, interviewed international student workers, designed new spaces and created a training program for Writing Center tutors.
- The Library faculty **awarded the 2016-2017 Patricia Lindell Research Paper Prize** to Cole Tucker for his paper, “Effects of Aberrant Self-Lipid Antigen Presentation by Autoimmune B Lymphocytes in iNKT Cell Homeostasis.” For more information about Lindell Papers and Projects, and to read Cole’s paper, click here: <https://gustavus.edu/library/PatriciaLindell.php>
- Barbara Fister and Julie Gilbert co-hosted an open mic for creative writers in December, seeking to celebrate **the connections between research and creative writing**. The two also spoke to senior English majors about the kinds of research they do for their own respective creative writing work.

Instructing in the Use, Interpretation and Evaluation of Materials – Ongoing:

- We have long held that **classroom faculty involvement in information literacy is essential**. Library faculty serve as liaisons to academic departments and programs, fostering a close connection between the Library and the rest of the academic program. Seeking to understand better how

classroom faculty discuss research concepts and mindsets with students, the Library faculty began initial phases of a collaborative research project, interviewing a small number of faculty in our liaison departments. We anticipate the work will continue into the coming years and provide insight into how we can best support undergraduate research in collaboration with other faculty across campus.

- Through the work of one of our interns, **we began a partnership with Writing Center tutors**, training them how to handle research questions that arise during tutorials, as well as how and when to refer complex questions to librarians. In coming years, we will explore how we can do more shared marketing with the Writing Center and will also explore partnerships with other academic tutors across campus.
- Our new reference and instruction model also requires **ongoing marketing of reference services** to all students. We want every student to know not only *how* they can find research help at the Library, but that they can *always* find research help at the Library, whether in person or via our online resources.
- The Library's website (gustavus.edu/library) is an essential learning resource, providing both access to scholarly materials and instruction (in the form of online guides and asynchronous methods to connect with librarians). Updates to the website required by the ILS migration **provide an opportunity to revisit and revise our entire site**, with an eye towards improved communication with users. We anticipate a website revision will continue well into the next academic year.
- We can **only do so much with the resources we have**, however. This proves to be difficult when we have such a strong vision for innovative ways to teach students about research. We suspect the larger community does not always fully understand how we can work with all faculty across campus to help enrich the research experience of our undergraduates. **A systematic and comprehensive approach to faculty development – and the funds and librarian time required to do it well – continues to be an elusive goal with current staffing levels.**

At our annual assessment retreat, the librarians noted that we had similar conversations this year as we've had in previous years: What research skills and competencies do our students have upon graduation? What gaps do they exhibit? At which points in the curriculum do students learn about research mindsets and skill? And how do we best work with other faculty to make sure that Gustavus students are graduating with sophisticated and nuanced abilities to work with information in their professional and personal lives? **We need a better sense of our current students' research abilities and skills – and where and how they learn those skills - in order to help the College better support undergraduate research and prepare students for lifelong learning.**

This kind of inquiry requires an investment of time and resources, as well as **a College-wide commitment to studying this question.** The College is admirable in its stated support for undergraduate research, but we note a gap in discussions and clarity about how the entire campus can best support students in developing the research skills and habits of mind necessary to undertake the kind of undergraduate research we want them to pursue.

The Library alone cannot explore and answer this question. We will look for opportunities within a new curriculum and through liaison relationships to continue exploring these questions, notably through our interview project described above. But we will also invite ideas and support from other partners across campus – including the administration – to carry this work to the institutional level.

B. Internal Recognition

The department has achieved success/made progress by such means as:

- *Effective development and/or implementation of current or new curriculum & Productive discussion of the effectiveness of current pedagogy and/or incorporation of new pedagogies, as appropriate to the discipline*

As in past years, the Library is recognized on campus as an essential resource for undergraduate research. The Library faculty and staff are deeply committed to student learning and innovation. As described above, we have effectively developed **new initiatives related to our teaching**, notably through revising our reference and instruction program; these revisions were based on extensive assessment data and discussion from spring 2016 and knowledge of disciplinary trends.

- *An appropriate balance of curricular contributions to general education and the major & Effective and productive involvement with interdisciplinary programs/initiatives*

The Library plays an important role in undergraduate education, **supporting all areas of the curriculum** – both departments and interdisciplinary programs - through instruction sessions and other forms of research support. To further this work, we foster intentional relationships with all academic departments on campus through our liaison program to build the collection and support student learning. The for-credit courses offered by the Library also contributed to IEX, Three Crowns Curriculum and interdisciplinary programs.

- *Contributions to global learning*

The Library **supports global learning** in numerous ways, including through collection development priorities. One of our interns interviewed our international student workers to better understand their experience of the Library; we will use this information to develop a survey of all international students in the fall. Findings from the interviews and surveys will guide our programming and instructional priorities. Our Library Diversity Interest Group also met with CICE staff to explore collaboration opportunities, including a Library presence during international student orientation. The Library is also participating in the international student liaison program.

- *The appropriate incorporation of technology into teaching and learning*

This year, the Library **incorporated technology into teaching and learning** most notably through the exploration and adoption of a new ILS. The new ILS offers search features that are better suited to undergraduate research behavior, including a discovery layer that searches multiple catalogs and databases at once. We anticipate this will be a huge benefit for students. We also opened the Imaginarium, which

functions both as an Archives classroom and reading room. The Library also continually explores ways to support trends in higher education, notably digital humanities and flexible learning spaces.

- *Evident leadership within and beyond the department*

The Library's **collegial management system** continues to function well. All Library faculty and staff serve on internal committees and share in shaping the plans and visions of the department. Most of the goals described in section A grew out of committee discussion and work. The ILS Implementation team deserves special recognition for their leadership in overseeing the myriad details of migration. Changes to the FLSA brought an opportunity for five administrators in the Library to review job duties, resulting in positions that allow for even more leadership opportunities.

Of particular note is Michelle Twait's promotion to Professor this spring. This promotion denotes Michelle's ongoing excellence as a teacher, her impressive contribution to the literature in library science, and her leadership both on campus and within the discipline.

Library faculty and staff serve in leadership roles beyond the department as well, including service on numerous College committees. More information about specific undertakings can be found in the External Recognition section below.

- *A positive spirit and vitality that create community, and support and enhance the work of faculty, students and the broader College community*

Our library, like all libraries, **endeavors to be a welcoming community**. We strive to create a spirit that is challenging and engaging, although not necessarily "positive," as learning is not always a positive, feel-good experience. After the proliferation of "fake news" claims, as well as attacks on freedom of the press this year, the Library responded through blog posts, online and in person displays, a Fighting Fake News guide and participating in the national Day of Facts. Links can be found on in Section I.A above.

- *Demonstrated ability to attract, retain, and graduate excellent students*

As an academic department that does not offer a major, the Library still plays a **key role in supporting the learning of all students**. We also make special effort to connect with students interested in library science, most notable this year by supervising three interns. We value the Library as a mentoring space. Michelle Twait, Jeff Jenson and Anna Hulseberg are conducting research into how libraries function as mentoring communities. James Nickras and Michelle Twait participated in the Purposeful Advising workshop series. We also maintain a database of Gustie alum librarians. Many Gustie alums who go on to successful careers in library science cite the Gustavus Library as a major influence in shaping their understanding of their vocation: <http://mailchi.mp/538991a5b21f/may-2017-mlis-newsletter?e=97c2e146cb>

- *Support of multicultural diversity*

As a core library value, **diversity is prioritized** at the Gustavus Library. One of our special restricted budget lines is used to purchase diversity-related materials. The Library's Diversity Interest Group has focused on

how we can better support international students; further collaborations with CICE and an upcoming survey of international students (based on the work done by one of our interns) will help the Library discern how it can best meet the research needs of international students.

- *Other*

N/A

C. External Recognition

The department has achieved and sustains recognized success beyond the Gustavus Adolphus College community by such means as:

- *Scholarship, creative work and professional activity (organization of conferences, editing, leadership of regional and national professional organizations, etc.)*

Diane Christensen joined the GLA-Friends of the Library Board; she also served on the GLA Books in Bloom Committee. This was a very successful event held May 5-7, with over 500 people in attendance. Diane also leads a group of 30+ volunteers for the group Chaplain's Wings which sends care packages to soldiers deployed overseas. This is her 12th year of serving in this way.

During the 2016-17 academic year **Adrianna Darden** attended four professional development activities: Minnesota Archives Symposium - "Archives in Conversation;" one Twin Cities Archives Round Table (TCART) meeting; and the MnObe Spring Meeting at St. Olaf. The TCART Spring meeting was held at Gustavus and Adrianna helped in the planning, as well as guiding visitors on tours of the College and Lutheran Church Archives and the Special Collections and Rare Books room.

In addition to course-related library sessions, **Barbara Fister** taught the lab section of POL 200: Analyzing Politics in the fall and NDL 301: Information Fluency in the spring. She served on the CapSub committee, the First Year Seminar and Writing Program Advisory Committees, and the MAYDAY! committee, serving as the moderator of the afternoon panel on mass surveillance and the role of whistle-blowers. She gave a workshop and lecture at the University of New Mexico, was on a panel on open access for teaching and learning at the American Anthropology Association annual meeting, and was one of the authors of a paper given at the Library Assessment Conference. She wrote the foreword for a book on autoethnography in librarianship and an article for the Journal of Information Literacy (forthcoming) as well as weekly columns for Inside Higher Ed. She also provided research assistance to incarcerated women who are taking volunteered college courses at the Indiana Women's Prison.

Julie Gilbert wrote a series of four children's books, which were released this spring. The [Dark Waters](#) series, published by Stone Arch Books, tells the story of India Finch and her mermaid friends. Known as hi-lo books (high interest for low level readers), the series is written for teens who read at a second grade level, thus encouraging reluctant readers. Julie's novels grew partially out of her academic research on recreational reading and diversity initiatives in academic libraries. She also served as a reviewer for *College & Research Libraries*, one of the discipline's top journals, attended the Minnesota Library Conference and continued her research on ways to best support undergraduate research across campus. Julie taught numerous library instruction sessions, including the lab section of POL 200: Analyzing Politics in the spring. Serving in her first year as Library Chair, Julie facilitated the decision-making process to migrate to WMS and served on numerous campus committees. She also served as an external reviewer for a faculty librarian seeking tenure at Virginia Commonwealth University.

This year, **Anna Hulseberg** served on the Academic Operations Committee (AOC) and as an AOC representative on the Curriculum Logistics Group, and looks forward to moving into the new role of Co-Chair of AOC in 2017-2018. She also enjoyed her first opportunity to serve on a Third Year Review Committee of one of her colleagues in the Nursing Department. Anna's scholarly activity this year included a publication co-authored with Anna Versluis of the Geography Department: "Integrating Information Literacy into an Undergraduate Geography Research Methods Course," published in *College & Undergraduate Libraries* 24.1 (2017): 14-28. Anna participated in a presentation with Librarian Michelle Twait, Library Intern Lizzie Hjelle, and colleagues from Carleton College: "Part of a Community: Creating Meaningful Experiences for Undergraduate Interns," at the ARLD Day academic libraries conference. Anna's teaching included working with many First Term Seminars, continuing partnering with faculty in her liaison departments on library instruction and research support, teaching Reading Workshop (NDL 201) in the spring, and serving as faculty sponsor for two library interns. In addition to her ongoing work managing the library's e-resources collection, this year Anna served on the library's WorldShare Management Services implementation team, with a focus on the e-resources and references components of WMS, work that will continue into next year.

Jeff Jenson continued his work of helping students connect with heritage materials through the learning spaces found in the College and Lutheran Church Archives and the newly opened Special Collections and Rare Books room in the Folke Bernadotte Memorial Library. Through his work, students from several courses in different academic departments used the college's unique historical materials for class-specific projects. Jenson participated in professional development opportunities at the Northern Great Plains History Conference, the Midwest Archives Conference, MNObe, and TCART. With TCART, he hosted the organization's largest event held outside of the Minneapolis/St. Paul metro area and offered tours of Gustavus' archives and special collections.

James Nickras began working at the Gustavus Library as Digital Collection Manager in September. James spent much of the year acclimating himself with working with the current print and electronic serials, government documents, electronic resources, and the institutional repository (IR). At the same time, working with the WITS team, he planned and helped to start the migration from Aleph to WMS. After becoming familiar with ContentDM and institutional repository policies, James was able to continue adding new faculty research to the IR and work with Jeff Jenson and Barbara Fister to promote the IR. The web site has been updated, a promotional pamphlet has been designed, and a protocol has been set up with the Kendall Center to allow faculty to include interest in adding new research to the IR. In the Spring, James participated in the four-part workshop, "Purposeful Advising and Supervising."

Jay Nordstrom organized and provided regular library hours in the year where reduction of reference hours and reconfigured work area were changed. She worked diligently to perfect a way to keep in contact with 35 student employees. She figured out a way to make peer supervisors accountable on weekends by hiring more and asking them to do on-call hours for weekends.

Melissa Perron is the Library Project Lead for the migration from the library's current ILS to OCLC WorldShare, which will be our new ILS. As project leader she is responsible for holding weekly conference calls with the OCLC Implementation Manager. She also convenes weekly Implementation Team meetings. She compiled a detailed project plan in order to make sure that everyone on this team is aware of what they are tasked to do. Another responsibility as project lead is making sure that all staff are aware of training opportunities of this new product.

Jeannie Peterson's professional accomplishments continued to revolve around her role as the data specialist within the Library. Aside from her daily routines of payment of bills, managing the budget, remitting student payroll, working with bibliographic instruction statistics and surveys, reserving rooms, and general maintenance of the library, she managed to also serve on the Safety & Health Committee for the fourth year,

as well as attend monthly academic administrative meetings (both committees often providing critical information with campus changes). Jeannie also attended numerous self-enhancement classes offered throughout Touring Week: self-defense, supervisory training, courageous conversations; as well as five TechBytes offered throughout the spring semester: Just Jing It, Google Sheets, Mail Merge, GusMail Basics, & Google Drive/Calendar. Outside of campus, Jeannie co-chaired and volunteered at a number of fundraising events held at her church for the upcoming YouthWorks Mission Trip to Savannah, GA this summer.

During the summer and fall of 2016, **Sonja Timmerman** continued contributions to the MnPALS consortium collaboration with ExLibris. This work occurred simultaneously with her participation on the library's internal task force and ultimately informed the decision to select WMS and exit the MnPALS consortium. Beginning in October, the library's internal task force evolved into an implementation team to create a migration timeline and action plan, requiring weekly meetings in addition to weekly webinars with OCLC. As Interlibrary Loan department manager, migration tasks had Sonja planning and implementing the transition for ILL with minimal disruption for faculty and students; she has made efforts to gradually close out requests in the current system, establish new workflows in the interim system and prepare for the introduction of a new ILL product this summer (Tipasa). Nearly all of this work has been accomplished invisibly to users of ILL. Migration plans have also involved reaching out to current library partners regarding upcoming changes and efforts to establish new partnerships as widely as possible. Sonja served on the Wireheads and Staff Enhancement committees and joined the Diversity Task Force. She took advantage of Staff Enhancement Days sessions (Geek Speed Dating and Courageous Conversations) and attended the Minitex Interlibrary Loan conference in St. Paul in May. She served on the Books in Bloom 2017 planning committee, playing a major role in the library logistics of the event.

Michelle Twait was elected as an at-large representative on the Faculty Senate and also serves as the Faculty Senate representative on the Board of Trustees Enrollment Management Committee. She continues to advise the campus Quiz Bowl team and also serves as a Faculty representative on the Campus Conduct Board. Along with her colleague, Anna Hulseberg, and librarians from Carleton College, she presented "Part of a Community": Creating Meaningful Experiences for Undergraduate Interns" at the 2017 Academic and Research Libraries Division Day in Chaska, MN. In addition, she will have a chapter ("Evidence and Authority in Health and Exercise Science Research") published in the forthcoming book, *Disciplinary Applications of Information Literacy Threshold Concepts* (Chicago: Association of College and Research Libraries).

- *Programmatic or individual funding from external grant agencies*

N/A

- *Externally recognized success of alumni and current students*

The Library takes pride in **the success of Gustavus alumni and students who have or are pursuing careers in library science**. The academic library community is a vibrant one, and rarely does a regional or national professional conference pass without us connecting with Gustavus alumni librarians or current library school students. Gustavus alumni librarians hold positions in public, academic and special libraries across the country.

- *Support of multicultural diversity*

The Library has been **informally recognized by other Oberlin College libraries in our efforts to create a welcoming community**. Members of the Oberlin College libraries share a Facebook page to discuss diversity issues and share programming and display ideas, as well as advice. Julie Gilbert's 2015 article in *College & Research Libraries*, "Heroes and Holidays: The Status of Diversity Issues at Liberal Arts College Libraries," has been used in professional development work by the librarians at Oberlin College.

- *Other*

N/A

D. Student Learning Beyond the Classroom

Students contribute to the intellectual vitality of the Gustavus community by such means as:

- *Collaborative student/faculty research, scholarship, and creativity*

We stand unique as an academic department with no majors. Yet evidence of **Library contributions to the intellectual life of the College** is everywhere. Strolling through the posters at the Celebration of Creative Inquiry reveals the extent of how students incorporate research materials (usually provided by the Library) and – even more importantly – sophisticated research habits of mind in their work. Most discussions with any senior student about a final project includes ways in which the Library helped shape their work. Indeed, undergraduate research on campus does not exist without the Library.

Library interns, academic assistants and work study students all play a role in shaping the face of the Library. Our interns completed significant projects enhancing student learning, including investigating the research needs of international students and developing a research training program for Writing Center tutors. Our academic assistant worked tirelessly to create a sense of community through the Tea Tuesdays program, as well as by boosting the Library's social media presence. Our work study students learned how to answer basic reference questions and refer others to librarians, thereby providing seamless reference help at all hours in the Library.

Site supervision of our interns resulted in **collaborative student/faculty research**. Anna Hulseberg and Michelle Twait presented on libraries as mentoring communities at the Association of Research Libraries Division (ARLD) Day at the MN Landscape Arboretum in April. Their presentation included a presentation by Lizzie Hjelle, one of our interns. Barbara Fister also collaborated with interns Chloe Knop and Elli Moran on various projects. Under the direction of the Library Diversity Interest Group, Elli Moran conducted research on international students' experiences of libraries.

One of our student employees (and former Patricia Lindell Scholar recipient) Renee Yong assisted several librarians with a research project involving interviews, while another student worked with Jeff Jenson to research and produce a revised Environmental Studies online guide.

- *Independent studies, internships, service learning, and other off-campus experiences*

As mentioned above, **our interns did a remarkable job** undertaking initiatives to strengthen the role of the Library on campus and in student learning.

- *Performances*

N/A

- *Student leadership in department and/or disciplinary endeavors*

Our interns and academic assistant demonstrated leadership in the department through their various endeavors (described in greater detail above). Our interns in particular grounded themselves in disciplinary conversations and brought relevant parts into their projects. Our academic assistant also took tremendous initiative in employing strategies for better promoting the Library to students.

- *Other*

N/A

II. Assessment of Learning Outcomes

1. What action(s) have you taken this year (2016-17) in response to last year's (2015-16) program assessment findings?

As mentioned above, last year we held a series of meetings during the spring discussing data and observations about how we reach students through instruction sessions and one-on-one research consultations at the reference desk and elsewhere. We concluded that it would make better sense to redirect our efforts at developing closer relationships with academic departments and programs and reduce the number of hours devoted to simply being available for walk-up questions. We relocated the reference desk to a site close to the main desk, created a “quick answers” guide to the most common questions people ask, devised contact information cards for each of the librarians, and rebranded the circulation desk as an information desk. On the whole, this new approach seems to be working. The number of questions we receive is down, but not out of keeping with declines in the past four years, even though we have halved the number of hours per week that we provide walk-up reference assistance. Though the reference desk is still the most common site where students seek research help, some librarians have had success meeting students by appointment for more in-depth help. When interactions lasted 30 minutes or more, they were more likely to have been arranged by appointment than shorter reference interactions, and several were follow-ups from instruction sessions with 200 or 300-level courses. This could be a promising way to deepen our engagement with students who are learning more advanced information literacy concepts. The courses most commonly involved in these extended research consultations were in HES, religion, history, and political science.

Librarians have also met with several departments to discuss ways to work together on information literacy and have begun to interview faculty members about how they approach fundamental information literacy concepts in their courses and department curriculum. The first of these interviews will be transcribed over the summer. We will continue with these interviews in the coming academic year, hoping to gain insights into the

ways faculty in the disciplines approach information literacy concepts with their students both to inform our instruction program and for publication.

We have gathered survey data from students in 200-level courses who had library sessions, intending to compare their observations with those of students in 100-level courses to see whether there is growth in their understanding of information literacy concepts, but haven't transcribed the data yet. Once it's transcribed and analyzed we will discuss results at the start of the fall semester.

2. If you have completed your 2016-17 assessment, what are your planned next steps related to this assessment?

Next year we will continue to hold discussions with departments and interview individual faculty members. We will collect senior papers and score them using a previously-tested rubric as part of our regular cycle of assessment activities. We also anticipate having a student researcher (a Lindell Scholar) conduct a more extensive project in the spring addressing as yet undetermined questions about how students conduct research and view the role of the library in their lives.

III. Summary and Future Plans

1. A brief (<1 page) evaluative summary of the year

“Gustavus has been getting a lot of bang for its buck from the library. In fact we think the greatest strength of the library clearly lies in the talent and commitment of the people who work there, students, paraprofessionals and librarians. We found the staff to have unusual commitment to the institution, evident in part by selfless willingness to work long hours, and an abundance of talent and enthusiasm for quality library service. In fact, it may be that their great strengths have masked the problems resulting from underfunding.”

The paragraph above was written in 1994 by external evaluators after a departmental review. The paragraph could have been written today, for it describes perfectly the internal and external factors that contribute to the success of the Gustavus Library, while also noting the severe limitations facing us in terms of a shoestring staff and budget. We can – and have – provide comparison data to various offices on campus, and in various memos and reports, and have been doing this for decades. The Library's underfunding and understaffing is not a surprise.

While compiling this report, we were struck by the sheer amount of projects we have developed and executed in the past year, projects that share a dedication to improving student learning. Whether through migrating to a new ILS, enhancing our reference and instruction program or opening new spaces, the Library has proven itself once again to be an innovative, vibrant place staffed by imaginative and dedicated people.

Gustavus continues to get a lot of bang for its buck from the Library. We provide quality service and support for the entire campus. We do the best with the resources we have, but we continue to live with the tension of having a vision (and the expertise to carry out that vision) and not enough people or financial resources to make it a reality. We know that we are not alone on campus in this regard, and that we need to do even more work to communicate our vision to the wider campus.

We also need to better communicate the existing gaps and lack of resources we have within the Library right now. Our tendency has been to cover (and hide) as many gaps as possible. This instinct grows out of the professionalism of all Library faculty and staff, as well as out of a commitment to student learning. While we remain absolutely committed to student learning, we also must be more vocal about the pressures facing the Library – and by extension, the entire College – with regards to supporting undergraduate research and Library services.

We appreciate the opportunity to reflect on the past year and share our vision for the future, as well as comment honestly on the constraints we face.

2. A brief statement of the department's vision of and plans for the future – short-range (1-3 years) and five-year

While identifying an exhaustive list of short and long range goals would require a detailed strategic plan developed over the course of the academic year, we are providing a list of some of our more pressing goals, drawing on departmental external reviews, trends in academic libraries, and ongoing conversations among Library employees.

Please note that the list is not comprehensive; we refer readers to these additional publications for more information:

- 2013 Department Self-Study: <https://gustavus.edu/library/Pubs/selfstudy2013.pdf>
- 2009 Academic Strategic Plan: <https://gustavus.edu/library/Pubs/strategicplanMay2009.pdf>
- 2014 update to portions of our strategic plan: <https://gustavus.edu/library/Pubs/Strategic%20Plan%20Goal%203%202014%20Revision.pdf>

Short Range

- Work with faculty across campus to **systematically study the research skill and gaps exhibited by our students**; develop ways to address those gaps in a more comprehensive approach within the classroom, department and entire College curriculum.
- Continue to **enhance spaces for learning**, especially in light of potential collection changes, such as shrinking print periodicals (as electronic periodicals grow) and possible government documents changes.
- Build upon current work to **promote open access resources**, including GustieScholar and funds available through the Kendall Center, in light of the Library faculty's commitment to open access: <https://gustavus.edu/library/Pubs/OApledge.php>
- We have had several requests from other faculty for **streaming video services**, which we will continue to explore. At the moment, potential drawbacks include cost and a shift from owning materials to being at the mercy of the streaming provider.
- **Add a digital initiatives librarian position** (as a 7th tenure line), which would support both student and faculty research and innovation in the emerging field of digital humanities, as well as help us expand our instruction and reference program.
- At the very least, the Library must maintain **adequate staffing levels of both faculty and staff lines**. Over the past several years, Library employees have seen reductions in their contracts as well as elimination of staff positions. The gaps in Library service will become readily obvious to the entire

campus – and result in decreased instruction and support of student learning – should the Library not be able to maintain current levels.

Five Years

- **Add additional faculty and staff lines to support student learning and Library operations.** Positions include faculty and staff lines to support digital humanities, research data management, digital scholarship, collection assessment, instructional design, GIS support, and open educational resources.
- While GustieScholar functions well through our current provider, **many peer and aspirant libraries use bepress** (bepress.com), which contains features and functions to better promote the scholarly output of Gustavus students and faculty. We have priced bepress and found it is well outside our current budget.
- Open a **renovated Library**, with enhanced space for community events, technologies that support student learning (such as a media production space similar to the new space at the St. Olaf Library, as well as many of the innovated spaces evident at the St. John’s University Library renovation), spaces that promote collaborative work, and robust collections for undergraduate research.

3. An account of resources (facilities, equipment, additional faculty/ staff, budgetary increases, etc.) required to make progress toward your vision and future plans, but currently unavailable

A full account of resources required is beyond the scope of this report (and some data were already shared with the Strategic Plan 2.1.2 Working Group earlier this year, noting how far the Library is behind peer and aspirant institutions in terms of staffing and budget), but the following points represent the overarching needs to achieve our vision:

- Renovated Library building containing the kinds of innovative spaces described above and in line with remodels at peer and aspirant institutions, such as St. John’s University
- A massive increase in the Library budget to bring it in line with peer and aspirant institutions
- Increases in faculty and staff lines (including appropriate pay increases to meet salary requirements)

We also refer on campus readers to **Section F (pages 26-28) of the 2013 Higher Learning Commission Self Study**, which further details Library needs and outlines the ways in which the College has yet to respond to historical shortcomings created by the institution.

We remain confident that the contributions of the Library to student research, to the development of critical thinking and analytical skills, to the development of writing and the advancement of the disciplines is central to the mission of the College.