

2013 Update

The Olin Library at Rollins College Application for the ACRL Award for Academic Libraries

The Olin Library at Rollins College is pleased to offer this addendum to our 2012 application for the ACRL Award for Excellence in Academic Libraries. Although it may seem premature to submit another application so quickly, the past year has been one of tremendous progress as several long-term initiatives were finally implemented. They are changing not only the way the library operates, but how the college functions as well.

A unifying theme throughout these initiatives is the Olin Library's consistent effort to collaborate across campus and within the community. These accomplishments embody the dynamic and ongoing collaboration throughout the college, and have succeeded in positioning the Olin Library as an integral part of the Rollins community.

Among the projects which have come to fruition since our last application:

A New Main Floor for the Library

The most obvious change this past year was a major renovation of the main floor of the library, which opened in August of 2012. The original footprint of the main floor had remained untouched since the building was opened in 1985. Like any library, there were nagging issues we had long wanted to address. We had an intimidating fortress for a reference desk that hindered collaborative work between the librarian and students, little room for group work, and static book stacks consuming a large percentage of public space. We wanted an expanded café, better lighting, more room for group study, and more power outlets for student laptops.

Our new main floor tripled the number of workstations, provided wrap-around shelving for our reference books, and re-located the librarians' offices adjacent to the research terminals. The research terminals have plenty of room on either side to foster collaborative work, and the Research Help Desk is designed for collaboration between the librarian and student.



Perhaps the most popular improvement of the new design was to provide for 24-hour access to the library. Our students have been asking for this since the building opened in 1985, but the old floor plan made it impossible without a major overhaul and cooperation across campus organizations. The library is housed in a four-story building serviced by an open central staircase and an elevator. Security concerns prohibited us from opening the entire building for around-the-clock access, so a solution for keeping *only the main floor* open 24-hours per day needed to be found.

Working closely with an architect, Campus Security, the I.T. Department, Student Government, and Campus Facilities, we devised a solution to move the most popular resources to the main floor of the building and engineered solutions to limit access to the other floors. Pocket doors were built to close the staircase during overnight hours while not disturbing the aesthetic appeal during daylight hours. The elevators were upgraded and programmed to stop operating during overnight hours. Students gain entry to the main floor by swiping their campus IDs, granting them full access to computers, reference materials, comfortable seating, and study spaces. Security is provided through two nightly walk-throughs by campus safety personnel, aided by passively monitored security cameras.



The new reference area is defined by wrap-around bookshelves

Three days after initiating the library's new 24/7 access, the college was hit with Hurricane Isaac. Classes were canceled, buildings closed, and employees were advised to stay away from campus. Hundreds of students who would have otherwise been stuck in their dorm rooms were able to make use of the comfortable space at library during the storm....even though we were technically closed due to the storm.

After four months of around-the-clock operations, our typical gate counts indicate that 50-150 patrons make use of the building during the overnight hours. We anticipate keeping the main floor of the library open 365 days per year with no increase in staffing costs.

Other changes to the main floor came from the kind of participatory design techniques pioneered by the University of Rochester Libraries, several rounds of student surveys, focus groups, and consultation with faculty. Our redesigned space provided the following upgrades:

- Greater visibility and easier access to all major service points (Circulation, Reference, and the I.T. Help Desk).
- Rebalanced the space allotted for reference books to research terminals to better reflect 21st century research methods. In order to accommodate an expanded collection of research computers, we needed to significantly reduce the print reference collection down to 15% of its original size.
 - We embarked on a two-year process of transferring major reference titles to online formats, while working closely with faculty to slim down the remaining print collection. The library liaisons took the lead in working with faculty in their areas to reduce the collection, organize multiple rounds of review, and meet with concerned faculty on campus. We partnered with the nonprofit BookNetwork to accept our weeded titles.

- The new design surrounds the reference area with built-in bookshelves that continue to provide a warm, scholarly tone while actually making the books more visible to patrons.
- We tripled the number of research terminals and quadrupled the wireless bandwidth, while providing expanded online access to reference materials, improved workspace, and additional power outlets.
- The creation of a full service café, tripled café seating, and expanded menu options.

Comprehensive Student Services

The college library of the 21st century must be more than a repository of information, but a place where knowledge is created. In addition to a strong online and physical collection, an excellent college library must provide the space, technology, services, and staff necessary to accomplish this mission. The following changes have been incorporated during the past year to foster that goal:

A new Tutoring & Writing Center. After several years of planning with campus faculty and administrators, the decision was made to move the Tutoring & Writing Center into the library. The Director of Tutoring & Writing now reports to the library director and she attends all the librarian meetings, where her insights into how students learn have greatly enriched the librarians' understanding. This reorganization has taken "collaboration" to the next level, in that the Tutoring & Writing Center has actually been integrated into the Olin Library's services.

Not Your Father's Multimedia Lab. The goal of the library as a place for the creation of information is embodied in our new Center for Creativity, a multi-media lab with thirty iMacs, high-end software, multimedia equipment, oversized workspaces, and a wall-sized whiteboard. The design of this lab was the result of our collaboration with the department of Critical Media and Cultural Studies (CMCS), one of the largest majors on campus. This major requires a great deal of multimedia production and original research in contemporary media culture. The chair of CMCS teamed with the library to develop a mandatory credit course for all CMCS majors. The twelve contact hours are taught by a librarian. In addition to comprehensive coverage of information fluency, the class provides the theory and techniques behind original research.



The Center for Creativity

Because the CMCS major is so heavily based in digital services, the library fitted out one of our study rooms with a green-screen for higher-end video production.

We see our collaboration with CMCS as the perfect intersection of information resources, appropriate space, consultation services, and computing equipment.

Personal Librarian Program. In an effort to develop personalized service to students, we have inaugurated a Personal Librarian Program. The goal of the program is to ensure that every incoming student has a few contacts with a librarian who has made individualized outreach efforts to meet students on a one-by-one basis. Students are assigned to librarians based on liaison subject

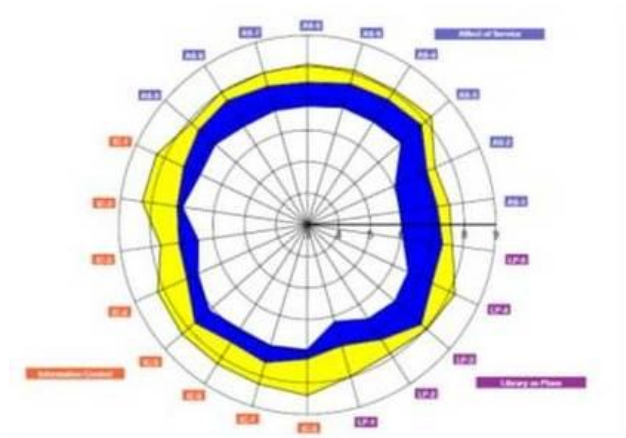
responsibilities. In an effort to set a welcoming tone even before they arrive on campus, we contact students a month before classes begin, introducing ourselves and setting a friendly, approachable tone. Follow-up emails are sent within a month of their arrival on campus. The Personal Librarian program was introduced in the Fall of 2012, and has already resulted in a number of individual consultations.

Assessing our Progress

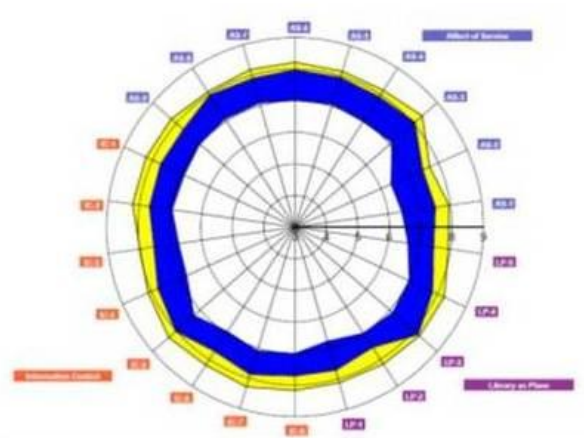
In light of the substantial changes in our systems, collections, services and physical building, it is essential that we listen to our users to gauge our progress as we implement and plan additional changes. This is often done face-to-face through meetings with Student Government, focus groups, online surveys, and frequent communication with a faculty Library Advisory Committee.

We have administered LibQual in [2007](#), [2010](#), and in the Fall of [2012](#). Each assessment has reflected improved scores, but the dramatic changes we have implemented over the past two years are especially well documented by the 2012 results.

2010



2012



The charts above show the progress we have made in the past two years in our resources, services and space. The closer the blue band comes to filling the yellow band, the better we are doing in meeting our users' highest level of expectations. For more detail, please see the links above to view the complete reports, survey questions, and narrative comments.

Some of the comments drawn from this year's survey:

- "The service and atmosphere of the Olin Library is wonderful, especially since the renovation. When on campus, I spend most of my time in the library....it is my favorite part of campus!" (3rd year Political Science major.)
- "I love the renovation. Makes me want to spend more time in the actual library." (Assistant Professor of Biology.)
- "The new design is wonderful. I also like how different study areas are identified as quiet or not." (4th year Psychology major.)
- "I always leave [the library] in a better mood than when I came in." (3rd year Theatre major.)

Collaboration throughout Campus

Digital Preservation. For many years the college has progressively moved most business processes online, but works that are born digital require an entirely different set of procedures to ensure that historically significant materials are archived. Our President accepted the Library's proposal to create a records management program that encompasses digital records across all the college units so that content is managed using defined rules, consistent procedures, and solid security measures. Although the Archives & Special Collections at Rollins has been digitizing materials from our archival collections for over a decade, we saw an opportunity to participate in the president's initiative. When a librarian position became open due to a retirement, we rewrote the position description to play a large part in the college's digital management initiative. With representatives from the college's I.T. department, the Risk Management team, and the Head of Archives, we helped develop policies and set long-term goals and priorities for digital stewardship at Rollins College. The new Digital Archivist position has been designed to work collaboratively with campus offices to develop and implement college record retention policies, plan and conduct digital record inventories, and serve as a campus contact in electronic record management.



The configuration of the reference computers was expanded with more workspace, monitors on adjustable arms, and triple the number of workstations.

The collaborative nature of this position will keep the library tightly aligned with the college administration and academic departments throughout campus in the years to come. In October we began hiring for the Digital Archivist position. We anticipate having this position filled in the Spring of 2013.

General Education. The college has spent the past six years designing and piloting a new plan of general education for the college. This is the first comprehensive overhaul of general education at Rollins since 1979. From the beginning, the librarians have been closely aligned with this process by serving on and even chairing some of the faculty committees throughout the six year development process.

The new general education plan, which will commence in the Fall of 2013, will include Information Literacy as one of five competencies to be systematically assessed throughout the curriculum. In close partnership with the faculty, the librarians will assess the progress of information literacy initiatives in selected classes at all four years of the undergraduate experience. Each summer we will evaluate student papers, portfolios, and other assignments at the introductory, intermediate, and capstone stages. Not only is this an opportunity to measure our students' progress in information literacy, but we will be partnering with faculty members across campus in the development and assessment of research projects.

College libraries have historically struggled to find meaningful techniques to assess their effectiveness in promoting student learning. We believe our alliance with faculty in the General Education program will be a model that can be emulated by other colleges struggling to document student progress in information fluency. The program will provide us with meaningful, ongoing, and recursive data that will help guide our own development as well as document progress for outside accrediting agencies.

Conclusion:

In the past ten years, the Olin Library has made consistent efforts to become entwined in the fabric of our campus. At the forefront of this initiative is the tight relationship we have with campus faculty, administration, and students. This has been fostered by team-teaching credit courses with faculty, being elected to and chairing faculty committees, and positioning the library as a popular Third Place for the campus community.

Our librarians are as likely to be found out on campus as they are in their offices. We are no longer only curators of information, but active partners with faculty in designing research projects, teaching classes, and assessing the results.

Although we strive to set a high bar for ourselves in terms of technology development and assessment of our services, we never lose sight of the sheer love of learning. The Olin Library is a vibrant and dynamic space that is often cited by the students as the most popular place to hang out on campus. Through our Third Place initiatives we have cultivated a relaxed but intellectually engaging atmosphere. We have received a number of eloquent complements for our recent renovations and ongoing instruction with the students, our relationship with the students is perhaps best reflected in the pithy comment of a 1st year math major on our services this year: “Wicked job guys!”



2012 Application for the ACRL Award for Academic Libraries The Institutional Background and Mission of Rollins College

Rollins College has a long tradition of innovation in liberal education, beginning with its founding in 1885 when it became the first co-educational college in the state of Florida. In 1935 Rollins hosted a national conference on the liberal arts curriculum, chaired by the eminent educational philosopher John Dewey. Rollins attracted national attention by implementing the student-centered curriculum that emerged from that conference, linking the classic ideals of liberal learning to the contexts of social responsibility and global citizenship in a modern world.

The tradition of innovation continues today, as we seek to educate our students to pursue meaningful lives and productive careers. With an average student-to-faculty ratio of 10 to 1, Rollins prides itself on inquiry-based learning. There are numerous opportunities for students to become involved in internships, living-learning communities, student-faculty research collaboration, study-abroad programs, and active engagement with the community. The librarians of Rollins are actively engaged in all of these initiatives. As full members of the faculty, they are deeply engaged with the campus community through teaching, scholarship, service, and personal interaction with students and faculty.



The Olin Library at Rollins

The Library at Rollins has evolved a great deal since the college's opening day, when the collection consisted of a single dictionary and a bible. Since 1985 the library has been housed in the Olin Library, a beautiful, Spanish colonial style building overlooking Lake Virginia in Winter Park, Florida. The library features inviting research and study spaces, a comprehensive wireless network, private study rooms, conference rooms, a café, three computer labs, and a lounge in the tower of the building with a spectacular 360° view of campus. The library's collection contains over 300,000 volumes, access to approximately 80 databases, and 47,175 print and electronic journal subscriptions. The library is currently staffed with ten librarians and twelve staff members.

Rollins has a student population of 3,005, of whom 1,730 are full-time residential students enrolled in our pragmatic liberal arts undergraduate program. Rollins also offers a prestigious MBA program and master's degrees in Counseling, Education, Human Resources, Planning in Civic Urbanism, and Liberal Studies, which combined enroll 613 students. Rollins was one of the first colleges to design a liberal

arts undergraduate degree for non-traditional students, and since 1960 it has offered evening and weekend degree programs tailored for the working adult. Today our Hamilton Holt School enrolls 662 part-time, non-traditional students.

The librarians at Rollins value the historic traditions of our college, but have also eagerly embraced the opportunities afforded by 21st century technology and the infusion of information literacy throughout the curriculum.

Creativity and Innovation in Meeting the Needs of the Rollins Community

Objective 1: Partner with campus departments to facilitate services to students.

In order to position the Olin Library as a dynamic part of the Rollins community, librarians have sought partnerships not only with academic aspects of campus, but with co-curricular groups as well. We recognize that our students have needs that extend beyond the traditional 9 to 5 workday. Since the library is generally open until midnight and on weekends, our circulation desk now serves as a place where students can come to access various campus resources and materials when other campus departments are closed.



A student with a bike checked out from the Olin Library

For example, working in conjunction with the student group EcoRollins, we now circulate 13 bicycles to students and staff for three-day loan periods. For the Office of Residential Life we circulate a Wii console along with associated games and accessories. We also circulate laptops, digital cameras, video cameras, and tripods on behalf of the Information Technology Department. In addition, the Office of Multicultural Affairs developed a unique collection of materials to highlight visiting artists and speakers of color, which we circulate on their behalf. While these materials are owned by the aforementioned departments, the library provides circulation services. Not only has this earned the library the goodwill of the departments, but our students now have much greater access and flexibility for checking these items out and one more reason to see the library as an integral part of their lives.

Outcome: Library staff has formed positive working relationships with student groups and co-curricular departments on campus and are likely to expand this service to other areas in the future. The greater visibility and extended service hours of the library created more demand for these items, prompting the departments to purchase additional equipment. In the past two years, there has been a 47% increase in circulation of these items.

Objective 2: Create better and faster access to information resources.

In 2007, the Olin Library's Technical Services department began streamlining, outsourcing, or eliminating redundant positions and processes from an earlier era. A major realignment of personnel allowed the library to drastically improve productivity while using fewer staff members. This involved a multi-year process which took advantage of retirements, re-training, and attrition to eliminate or combine positions. Utilizing the savings, the library was able to hire additional technical expertise and create a Digital Services & Systems Department. With this realigned structure, we were able to achieve the following:

- 1) Initiate pay-per-view for articles in physics. Given the high cost of these journal subscriptions, we transitioned to providing faculty and student majors with passwords for immediate, full-text access to scholarly articles in their field. This has improved services by drastically expanding the range of full-text scholarly journals available to our patrons, while saving the library approximately \$20,000 per year.
- 2) In order to deliver a similar, one-stop shopping experience that Google provides, the library became an early adopter of Summon, the unified discovery service licensed from Serial Solutions. As only the third library to sign a commercial license for this service, we are able to play a pivotal role in developing the tool to reflect the needs of a small liberal arts college. Although this product is now used by hundreds of libraries, our director continues to serve on the Serial Solutions advisory board and through him we provide ongoing recommendations for development.
- 3) Imbed a link resolver across our entire suite of databases.
- 4) Between 2008 and 2010 we initiated ILLiad, OCLC Direct Request, and Rapid ILL, which improved the delivery of interlibrary loan books and articles. Our overall turnaround time for all requested articles improved from an average of 6.8 days to 2.4 days and for books from over two weeks to 9 days. During this time, our ILL borrowing increased 154% (from 1,731 in 2007-08 to 4,410 in 2010-11.)
- 5) Integrate [Archon](#) software into our Special Collections & Archives. Archon allows us to provide extensive descriptive information for our archival holdings. This level of detail is usually only seen at the university level, but through student-faculty collaborations, we are able to incorporate this resource into our own college archives.

Outcomes: The library administered the LibQUAL survey in [2006](#) and [2010](#), and our users have recognized significant improvement in access to information. In the overall Information Control dimension, our adequacy gap rose from .33 to .46, evidence that our users recognize that our provision of these core information and collection services is improving. Since 2008, the number of articles received through Interlibrary Loan has more than doubled while our delivery time has been slashed from 6.8 days down to 2.4 days. The overall LibQUAL score of users' perceived mean response to the question "efficient interlibrary loan/document delivery" rose from 7.43 to 7.64, and faculty response rose from 7.58 to 7.94. Although there is still room for improvement, information control is the area in which patrons have the highest expectations and we are pleased with our progress in greatly expanding the speed, ease of use, and range of resources offered.

Objective 3: Make the Olin Library the most popular Third Place on campus.

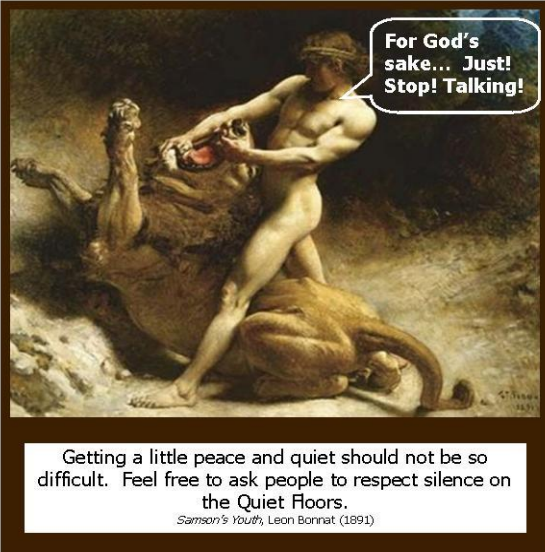
In his book *The Great Good Place*, sociologist Ray Oldenburg defined the “third place,” as a place where people choose to go that is outside of their work or home. In contrast to the first place (home) and the second place (work), the third place is where a person chooses to mingle and form bonds with their community. It can be a café, a barbershop, a park, or a library, and can serve as an important venue for people looking to foster a sense of connection to their community. Third places offer a neutral ground where people can gather, interact, or even be alone without *feeling* alone.



The Adjunct Lounge in the Olin Library

In 2007 we launched a deliberate initiative to instill the principles of the third place into the Olin Library. We want our building to be a comfortable, welcoming environment for our students, whether they chose to study, socialize, or seek information and help. This is also a place where students can interact with faculty outside of the sometimes intimidating classroom or faculty office. Thus, we have implemented the following steps to foster the third place initiative:

- 1) Because few of our adjunct faculty members have private offices on campus, the library converted a spacious room on the main floor to serve as an Adjunct Faculty Lounge. Furnished with comfortable seating, warm lighting, and a computer and printer, this room has been immensely popular with our adjunct faculty, a section of our community who often feel disconnected from the rest of campus. The Adjunct Faculty Lounge gets daily use as the professors meet with students, check email, or simply relax for a few minutes in between classes. Located next to the public services librarians’ suite of offices, the lounge has the added advantage of providing opportunities for librarians and adjuncts to connect.
- 2) We adjusted our service policies to align with third place ideals. Rules on food, cell phone use, and talking were modified in order to encourage the relaxed, comfortable atmosphere essential to a third place. The criteria used in annual staff reviews were revised to make customer service a primary point of evaluation. Our physical environment was modified through the addition of comfortable seating, lamps, rocking chairs, and other touches to lend a more home-like atmosphere.
- 3) We’ve created additional opportunities for community building and social interactions. Announcements are sent via Twitter and Facebook to invite students to the library to watch a presidential debate, a major sporting event, or participate in a gaming contest. We’ve even invited students to our tower room to watch space shuttles launch from nearby Cape Canaveral. Snacks are served, seating is provided, and students have responded enthusiastically to these events.



An example of a Quiet Zone table tent.
[Click here for additional examples.](#)

opportunities to, in Scott Bennett's words, "enact the mission" and involve librarians in the students' education, and students in the creation of spaces and services. For example, a librarian worked with a professor in the Art Department to develop an assignment in which students designed and constructed end tables to be installed as working furniture *and* as permanent items in the library's art collection.

- 4) Creation of Quiet Zones. The library always had floors reserved for quiet study, but in light of the increased liveliness on the main floor, we needed to emphasize our commitment to maintaining quiet zones for students who prefer silence over the convivial atmosphere of a third place. We created a series of quirky, fun table tents that grab students' attention. Signs are tailored for either the quiet zones or the floors where group study is encouraged. Rather than using "library police" to enforce the rules, these humorous signs have helped re-set student expectations for behavior on various floors.

Finally, creating a third place goes beyond creating spaces on behalf of students and services that support the mission of the college. At the Olin Library we seek

Outcomes: The campus has enthusiastically embraced the new tone and role of the Olin Library, which fosters a sense of community. Our adjunct faculty have made heavy use of their new lounge. "It is great to have a 'home' on campus," reported one of our professors. "An unsolicited comment on our Facebook page thanked us for being his "home away from home." A senior member of the faculty noted approvingly that he, "had never seen the library so busy." There is even an unofficial Facebook group called "Club Olin VIPs." In the past three years, surveys of the campus community have rated the library at or near the top of all departments at Rollins in terms of service quality (Rollins Customer Service Survey, 2009 and the Service Excellence Team survey, 2010). Although there was some concern that the lively atmosphere in the library might prove disruptive to students seeking a traditional quiet place to study, the results of these two surveys indicate the library is very popular with students on campus. Complaints reported to library staff about noise on the quiet floors have decreased in light of the new signage. Perhaps the most prominent campus endorsement of the new tone set by the library came in May 2011, when the staff of the Olin Library was selected to be the first recipient of the college's annual Service Excellence Award, which recognizes and celebrates the campus department that most closely embodies the service excellence values of the College.

Objective 4: Provide services to our users where they live.

At the most basic level, this objective means students should have excellent access to library resources from outside the library walls. Taking this commitment further, it also means the library must have a meaningful presence in Google, WorldCat, and other internet sites where students may be visiting for their research. Our commitment to meeting the student researchers where they live is reflected in our strategic plan, and had the following results:

1) The creation of a [mobile website](#) for the Olin Library, which went live in January 2011. Although it would have been easier to design an app for remote access, we chose to develop a mobile website. A mobile website provides the widest access across platforms, while minimizing the effort required for maintenance. The core of the site is basic HTML, with some simple Javascript to make the menu options work, and CSS to allow flexible display on different devices. This approach allowed all the functionality we required, providing a simple, convenient interface to the content from our website most likely to be of use to mobile device users, with a link to the full site for those who prefer it. The mobile website was developed by library personnel based upon students surveys, data gathered by Google analytics, and input from librarians.

2) Recognizing that many students continue to use Google Scholar, we added one-click linking to articles provided by Rollins databases. This service brings the students back to the scholarly resources provided by the library, even if their preferred search engine is Google. Librarians have begun incorporating this into information literacy instruction.

3) In order to provide reference services for students who are not in the building, chat, e-mail, and text-reference services have been prominently added to the library homepage. Chat reference service proved immediately popular and is second only to in-person reference as the most popular way to contact a librarian. Chat reference has also served as a model for other chat services on campus and is now incorporated in the Human Resources website.



Students studying on the loggia of the library

Outcomes: In the first six months of operation, the mobile website received 2,769 hits, making it the 10th most popular page on the library's site. An analysis of our other hits indicates our discovery service is the most popular database used by our students. Downloaded scholarly articles have continued to increase at a rate of 4-5 percent per year. We speculate that the ease of Summon and our presence in Google Scholar has made it easier for our students to find scholarly resources where they are predisposed to search.

Leadership in Developing and Implementing Exemplary Programs Other Libraries Can Emulate

Objective 1: Encourage Open Access in scholarly communication.

As a relatively small liberal arts institution focused primarily on undergraduate teaching, Rollins benefits tremendously from the open access movement and the Olin Library has worked hard to incorporate open access recourses into our array of services and collections. However, as an institution that places a high value on community engagement, it is inconceivable that we would take without giving back. Therefore the library has been a leader on campus in encouraging faculty and students to make their own work openly accessible to scholars and readers. Examples of this include the following:

- 1) *Open Access Policy.* The library played a leading role when the Arts & Sciences faculty passed an Open Access Policy in February 2010, making Rollins only the third liberal arts college in the country to do so. The library is now beginning discussions with the faculty of the Crummer School of Business on a similar policy.
- 2) *Institutional Repository.* The library hosts the College repository, [Rollins Scholarship Online](#) (RSO), which houses the openly accessible publications of the faculty. The repository also houses the publications that result from student-faculty research collaboration, [SPECS journal of art and culture](#) edited on campus, and the [Rollins Undergraduate Research Journal](#), a student edited, peer-reviewed, and open access journal.

Outcome: This engagement with the open access movement has placed the Olin Library at the center of the campus conversation about the transformation of scholarly communication in the digital age. We have served as a resource for faculty when they engage in this conversation within their wider disciplines and are now seen as information experts on campus who can help when faculty and students face issues of digitization, copyright, publishing, and scholarly communication in general.

In its first year, articles in RSO have been accessed thousands of times by people in more than 100 countries, including Greenland, Malta, Cape Verde, Pakistan, Morocco, and Japan. Last year, the RSO received ten queries from Uganda and nine from Kenya. It has proven to be an important way of communicating our research to the world, especially to developing countries where proprietary databases are not readily available.

Objective 2: Upgrade the quality of teaching among our librarians.

Librarians at Rollins have full faculty status and require a more appropriate and comprehensive means of documenting their teaching quality beyond the customer satisfaction surveys students routinely complete following an instructional session. Not only did we need better documentation, we wanted to provide mentorship for librarians who were seeking to become better teachers. Students are more likely to benefit from a library instruction session if the librarian is engaging and presents a dynamic class that is rich in content. Therefore, we partnered with experts on campus to create standardized, rigorous tools for the assessment and improvement of librarian instruction.



Archivist Wenxian Zhang teaches a seminar on Zora Neale Hurston

- 1) [Formative Assessment](#). We designed a plan of formative, peer assessment using a comprehensive matrix tool as a starting point for the discussion. This matrix is used by librarians when reviewing a fellow librarian, and requires assessment on style, engagement, organization, teaching techniques, and the principles of Information Fluency. All librarians are required to complete at least one peer assessment of each fellow librarian per semester. Not only does this provide valuable feedback to the librarian being evaluated, but it also offers an opportunity to learn effective techniques from our peers. These documents are not used in the tenure process, which gives us the freedom to be frank and rigorous in our peer assessment.
- 2) [Summative Assessment](#). The library had been using a rudimentary four-question student survey following library instruction sessions which provided us with little practical insight. In consultation with teaching and evaluation experts, we designed a more effective assessment tool for our one-time presentations. We built a database into which the results are added, so we can track a librarian's progress across time or a specific class or discipline. These routine, standardized results are aligned with the Course Evaluation Instrument used by the teaching faculty; therefore they carry more credibility on campus than our former evaluation instruments.

In addition, twice-monthly "teach-ins" have been implemented to share new developments in librarianship with our peers. Topics include newly acquired databases, concepts such as copyright or cloud computing, conference reports, or the results of our scholarship. The purpose is two-fold: not only is it a form of continuing education for the librarians, but it gives us additional opportunities to review the presentation skills of our peers and try out new teaching techniques before a friendly audience. Following the session, the Head of Public Services meets with the presenter to provide insight into the pedagogical aspects of the presentation.

Outcome: These new evaluation tools were put in place during the 2010-11 academic year, so meaningful feedback on the summative assessments is not yet available. However, the formative assessments have already proven useful. Because junior librarians are assessed several times per semester, they have already made the easy adjustments (such as incorporating a dynamic introduction to every presentation and increasing the intellectual rigor of sessions). Discussion with the librarians reveals that the greater frequency of peer evaluation has inspired some of the more traditional teachers to move beyond the standard demonstrations of searching a database to incorporate more challenging, engaged styles of teaching.

The twice-monthly teach-ins have been an outstanding way for us to learn new tools and teaching techniques. Following the sessions, the librarians often engage in pedagogical discussions, such as 'When does innovative software (such as Prezi) enhance or intrude on the content of the session?' or 'How can we bump up the academic value of a tool like Ancestry.com?' These impromptu discussions highlight the value we place on excellent teaching at Rollins.

Objective 3: Implement evidence-based decision making.

In previous years, the librarians often made decisions based on gut-instinct. Although this is often the quickest way to proceed, it can lead to inaccurate assumptions about what our patrons need. Now we make rigorous efforts to look at existing data, launch surveys, or solicit feedback in the following key areas:

- 1) *Web Development*. Before revising the library website, we routinely conduct usability studies among students and review Google Analytics to determine where they have difficulty in

navigation. Library websites are often dense with terms beloved by librarians but not intuitive to students. We routinely use student-focus groups to help us with our naming protocol. Most recently, we redesigned our link resolver button and pass-through page to incorporate language students found easier to understand.

- 2) *Building Design.* The library is in the planning stages of redesigning the main floor of the building. Construction is anticipated during the summer of 2012. Focus groups and surveys have solicited feedback based on the Charette model and were administered to get a sense of what students want to see in a library space. Additionally, librarian Susan Montgomery and staff members are conducting observations at several times throughout the week to collect data on where students congregate, the nature of their activity, and demand for computers, quiet study, electrical outlets, and group study space.
- 3) *Maintaining a focused, student centric book collection.* As we prepare to shift the balance between space currently used for printed volumes and for people in the Olin Library, the library will need to reduce the footprint of its stacks. The techniques used in our modest weeding initiatives from previous years were inadequate to the task, but we were hesitant to simply “weed more.” In order to have data-driven evidence to guide our decisions, we worked with the R2 Consulting company, which was in the design stage of their *Sustainable Collections System* software, for identifying withdrawal candidates based on specific criteria. Criteria included the date of last circulation, availability in a statewide storage facility, inclusion in RCL/Choice, rarity, the availability of a trusted digital surrogate, and local interest. Faculty members from the appropriate disciplines are invited to participate after books for withdrawal have been flagged. Cynthia Snyder, the librarian in charge of the process is working closely with R2 to provide meaningful suggestions in the development of this impressive forthcoming product.
- 4) *Regular use of standardized national surveys.* The library administered the LibQual Survey in 2006 and 2010 and participated in the MISO Survey in 2011. Based on the results of the 2006 survey, major initiatives were put in place to improve customer service, our library’s website, and off-campus access, along with expanding our offerings of electronic resources.
- 5) *Publication of our data.* A commitment to evidence-based decision making requires gathering feedback and frequent use of surveys. Sometimes this results in less-than flattering feedback. We routinely publish the results of these surveys on our website and in our newsletter as a way of holding ourselves accountable. We tell the Rollins community what we learned and what we are doing about it. After we sent an email message to the faculty to announce the results of the 2010 LibQual survey, one faculty member responded, “we often forget to tell our survey-takers what was found, and what we’re doing about it, and the email does that very well. Congratulations to you and your staff in this assessment effort.”

Outcomes: We now have documented evidence from focus groups and surveys that indicate students want more group space, an expanded café, and more dedicated quiet study areas. We are in the process of making this happen. Using the data-driven software provided by R2, the librarians have been able to proceed with weeding in a much more confident and efficient manner. We anticipate being able to confidently de-select three to four times the number of books our “gut-instinct” method had produced in previous years. As an example, we have been able to pull 32% of the entire book collection in the T’s, yet the software still identified nine books within that range of a rare or valuable nature. Those nine books are now permanently flagged for retention.

The 2006 and 2010 LibQual results indicate we have made substantial progress in Affect of Service and in Library as Place, and some in Information Control. Those surveys and the MISO survey also indicate

that we still have room for improvement, particularly in how we serve graduate students. This will be our focus in the years ahead.

Substantial and Productive Relationships with Classroom Faculty and Students

The librarians at Rollins have a long and productive history of partnerships with students and faculty to support information literacy on campus. Below is a quick summary of our traditional instruction program, followed by a more detailed outline of recent initiatives.

Librarians have been well-integrated into the first-year seminar since its inception in 1995. The first-year orientation program at Rollins is conducted through one of 35 faculty-led seminars on specialized topics such as Crime Scene Chemistry, The Maturation of Harry Potter, or Love in the Hebrew Bible. The seminar is a platform through which skills such as information fluency, writing, research, and public speaking are taught. Since 1995, the librarians have been successful in providing library orientations for approximately 90% of these seminars. Our goal is 100% coverage of these classes, which we hope to attain through a consistent plan of outreach and engagement.



Director Jonathan Miller with a student and professor following a class.

For over a decade we have paired each honors student and master's thesis student with a personal librarian to mentor them through their capstone projects. Early in the research process, the librarians are provided with the student's proposal. We familiarize ourselves with their topic and the available resources prior to meeting with the student. These meetings often take place in the library's café, where we can buy the student a cup of coffee and have a relaxed discussion about the plan for their research. This helps lay the foundation for a year-long process of research in which the students establishes a relationship with a librarian who fully understands the scope of their project. These students often continue their research while abroad, and having a librarian who is well-informed about their needs while overseas has been an unexpected benefit of the program.

Each semester the librarians are responsible for teaching several sections of *IFT106: Using the Web for Research*. These one-credit courses date back to the late 1990's when they consisted of basic internet instruction, such as what is a browser or a firewall. As students have become far more sophisticated in their ability to use technology, we have shifted the nature of this class to cover the concepts where students are traditionally weak, such as the implications of cloud computing, filter bubbles, privacy and security issues, and the evaluation of online sources. These classes proved so popular with faculty that one of the largest majors on campus, Critical Media Studies, has asked the library to modify this course into a required, one-credit lab for all their students.

We have a rigorous schedule of one-time bibliographic instruction sessions. We annually teach between 120-130 such classes per year. However, we do not measure success by the number of classes per year, but in targeting the right classes at the appropriate developmental point. Using a diagram of the courses in our majors and minors, we have identified courses at the introductory, advanced, and capstone levels to target as logical places for bibliographic instruction.

Listed below are some of our more recent and innovative programs that are proving very successful:

Objective 1: Play an active role in teaching and assessment for tracking the Information Literacy component in the General Education program.

In 2010-11, Rollins began piloting a new General Education curriculum, which aimed to teach 15 core competencies established by the Association of American Colleges & Universities. Administrators have since concluded that assessing 15 competencies placed too much burden on faculty and revised the program to focus only on six competencies. Unfortunately, Information Literacy was one of the competencies slated for exclusion. The librarians proposed an innovative way of alleviating the burden of assessment from the teaching faculty, while still measuring the effectiveness of our efforts to instill information literacy at key points in the curriculum.

Each summer, the librarians will evaluate student papers, portfolios, or other assignments agreed upon with the instructor at introductory and capstone level courses. We will assess student work using the AAC&U Information Literacy Learning Rubric. Those assessments will be shared with the professor and collected in the college's online assessment database. This will provide an important measure for benchmarking information literacy with no added burden on the faculty. Additionally, the librarians will become better acquainted with instruction at the college while also serving as a resource for faculty in designing assignments that effectively develop information literacy.

Outcomes: This project will be piloted over the summer of 2012.

Objective 2: Encourage librarians to become fully integrated into the fabric of the college through active partnership with the teaching faculty.

We believe librarians are most likely to advance the cause of information literacy on campus if they become active partners with the teaching faculty. Although one-shot information literacy sessions and answering reference questions are important, this is a limited vision of how we can promote information literacy. We are most likely to be seen as partners in advancing the educational mission of the college if we are functioning as partners with the teaching faculty. To this end, we seek to get outside the walls of the library and create ties with the faculty. Some of our more successful initiatives in this area are outlined below:

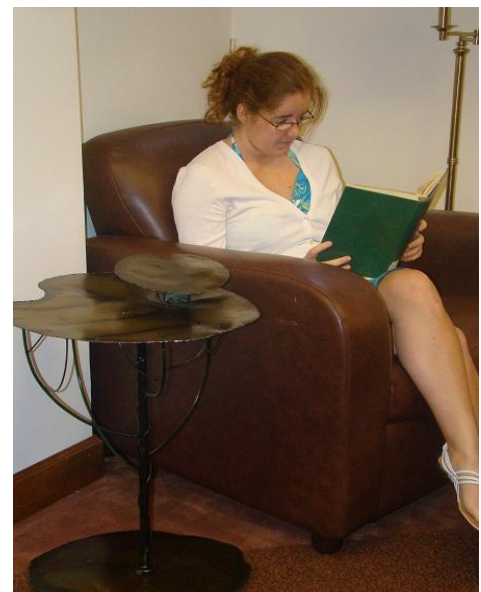
- 1) *Integrate librarians with disciplinary expertise into the curriculum.* Many of the librarians have disciplinary expertise and have begun team-teaching research intensive courses paired with campus faculty. Examples include classes on the History of Comic Books; Zhongguo: Journey to the Middle Kingdom; England and America in the 18th Century; librarians teaching in the first year seminar, and a research lab attached to a required course for Critical Media Studies.

- 2) *Foster social ties with members of the teaching faculty in settings that are deliberately non-library or classroom related.* The opportunity to network in an informal, collegial setting removed from the distractions of academic business can help build a more comfortable relationship. To that end, the library has hosted a number of book discussion groups, oftentimes in campus locations outside the library. The rooms selected have comfortable seating, and food and beverages are provided to help create a relaxed, congenial atmosphere. This has proven very popular with faculty across campus, and the librarians have established better relationships with faculty by interacting with them in a purely social setting, deliberately removed from any specific library agenda.
- 3) *Campus Committees.* Librarians now routinely serve on elected faculty governance committees. For the 2011-12 academic year, librarians have been elected and are serving on all four faculty committees on campus. In recent years, librarians have chaired several high-profile campus committees, such as the search committees for the new Provost, the new Chief Information Officer, and the committee for Curriculum Redesign. Inclusion in these committees is a direct result of years of work beyond the library walls establishing connections and building trust with the faculty.
- 4) *Internationalization Efforts.* Archivist Wenxian Zhang regularly leads campus trips to China. Many of the trips have been attached to credit-bearing classes taught by Professor Zhang, while others were specifically for groups of faculty seeking to broaden their knowledge of the world. Professor Zhang has also traveled to China on behalf of the college administration to seek and form partnerships with institutions of higher education in China. These partnerships have resulted in increased field studies trips to China led by our faculty, additional study abroad opportunities for our students, as well as many Chinese students coming to Rollins for exchange programs.

Objective 3: Foster and highlight the research skills of students at Rollins College.

The Olin Library Director serves as the faculty advisor to the [Rollins Undergraduate Research Journal \(RURJ\)](#), an online journal that reaches a global audience. RURJ was established to provide students with a forum to display their best work in a public format. Student authors and editors gain experience in writing, editing, the peer-review process, copyright issues, open access, and the publication of an online journal.

Rollins also has an active Student-Faculty Collaborative Scholarship program to support student collaboration with faculty members in research initiatives. Archivist Wenxian Zhang has routinely hosted student scholars in research projects which led to publications in peer-reviewed journals and presentations at conferences. The library's Head of Public Services, Dorothy Mays, serves on the committee which evaluates and advises applicants to the program.



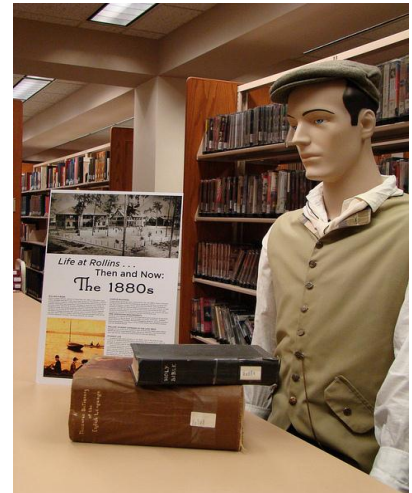
A table produced in Professor Almond's furniture design class, now part of the library's permanent collection

Objective 4: Create a sustained campaign to integrate student artwork, assignments, and initiatives into the Olin Library.

As part of our objective to foster and reflect the academic life at Rollins and position the library as a favorite third place on campus, we created a position within the Public Services Department for a librarian dedicated to developing the third place. Susan Montgomery joined us in August of 2010 and is tasked with finding new and creative ways for the library to support students and faculty using the library as a venue. Some examples of accomplishments to date include:

- 1) Collaborating with an art professor to have his Furniture Design class create sturdy yet visually interesting tables that would be suitable for use in the library. The result was over a dozen examples of whimsical, creative tables. The library ultimately purchased seven of these tables which are now part of the permanent furnishings of the library.
- 2) Several exhibits in which students created graphic presentations of original research. Examples include the history of prostitution in Orlando, a children's literature display, and research on local farmworker's health problems.
- 3) "Rollins through the Ages." To commemorate the 125th anniversary of the College, mannequins were rented and dressed in costumes authentic to various historic eras since our founding in 1885. The mannequins were posed with books and technology appropriate to their area, and placed at various locations throughout the building as though they were actual students. This exhibit was featured in *American Libraries*.

Outcomes: Although the primary purpose of the public services position was to help foster the third place initiative, one of the results has been tremendous publicity for the library. These creative partnerships have resulted in articles in *American Libraries*, *The Orlando Sentinel*, and a presentation at the annual Florida ACRL meeting.



A mannequin representing the 1880's to help celebrate the college's 125th anniversary

Conclusion

The Olin Library at Rollins has made substantial changes by aligning our staff and operations to meet the needs of a liberal arts college of the 21st century. We have instituted a rigorous system of data-driven decision making to guide our staffing patterns, collection development, financial expenditures, and the assessment of our teaching. We have engaged in creative efforts to position the library as the most popular third place on campus. Given the enthusiastic response of the community, our efforts appear to be working. Many of our techniques are surprisingly simple: a free cup of coffee during final exams or inviting students over to watch a presidential debate. Others have been more daring. We are proud to serve as a beta-test site for the development of promising software that will help shape librarianship in the future. Not only have we been early adopters of Summon and the forthcoming Sustainable Collections System from R2, but we have been able to provide insight into tailoring these products to fit the needs of other small college libraries.

Although today's students confidently navigate the world of online information, they often lack the knowledge of how information should be searched, evaluated, and used in an ethical manner. There is a desperate need for training in information literacy which must extend beyond the walls of the college library, which is why the librarians at Rollins have worked so hard to meaningfully engage our students outside of the traditional one-time information literacy instruction session. We teach credit-bearing courses, host student-faculty collaborations, serve on curriculum committees, assess information literacy in student work, and work with student groups to produce online journals and research projects. It is through these associations that we can seed the principles of information literacy at numerous points throughout a student's academic experience at Rollins.

Librarianship in the 21st century is being transformed. The Olin Library at Rollins has realigned its organizational structure, attitudes toward service, and the role of the library on campus and is in the process of redesigning its physical structure to better reflect the needs of students. Most importantly, we continue to be actively engaged in a relationship with the campus community, allowing us to align our services and resources to further enhance and support the mission of the College.

