

# Champlain College Library 2013-2014 Annual Report

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*"The only thing that you absolutely have to know is the location of the library." Albert Einstein*



Champlain College / Stephen Mease Photography

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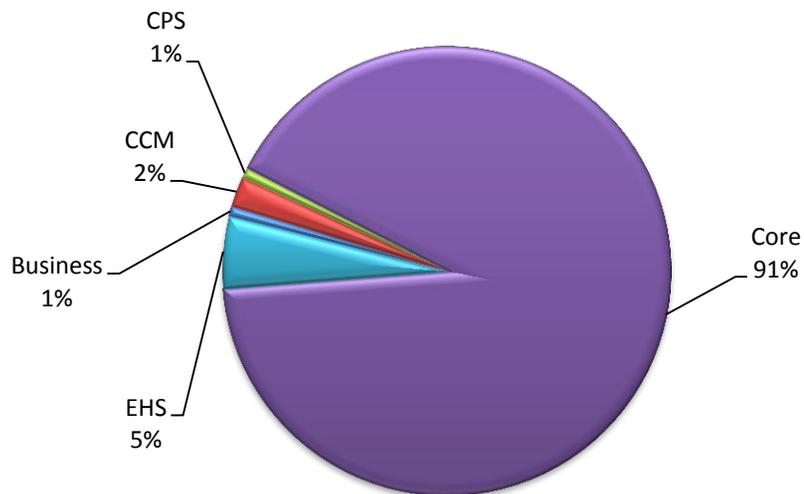
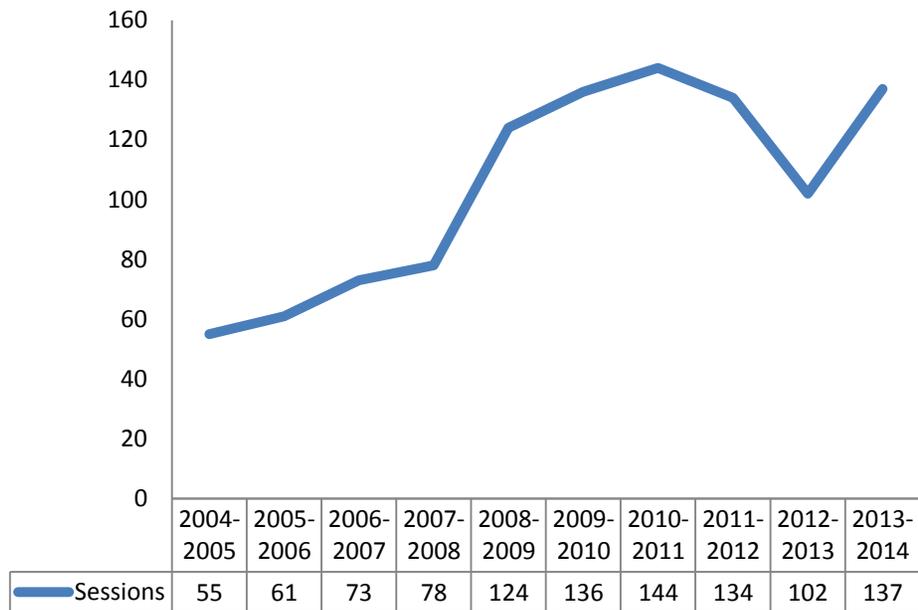
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## Instruction

The library’s instruction program underwent significant change during the 2013-2014 academic year. The coordinated series of information literacy inquiry-based instruction embedded within the Core curriculum increased in size and transformed to a blended, hybrid approach.

The library continues to provide information literacy instruction to each undergraduate student every semester during the first three years of the Core curriculum. During their second year, students now receive two instructional sessions each semester, either entirely online, entirely in-person during class, or a blend of both in-class and online.

Thus, Champlain undergraduate students now receive information literacy instruction seven times throughout their studies. This allows the library to continue to offer a sequential, integrated and scaffolded information literacy program in both classroom and online learning experiences.



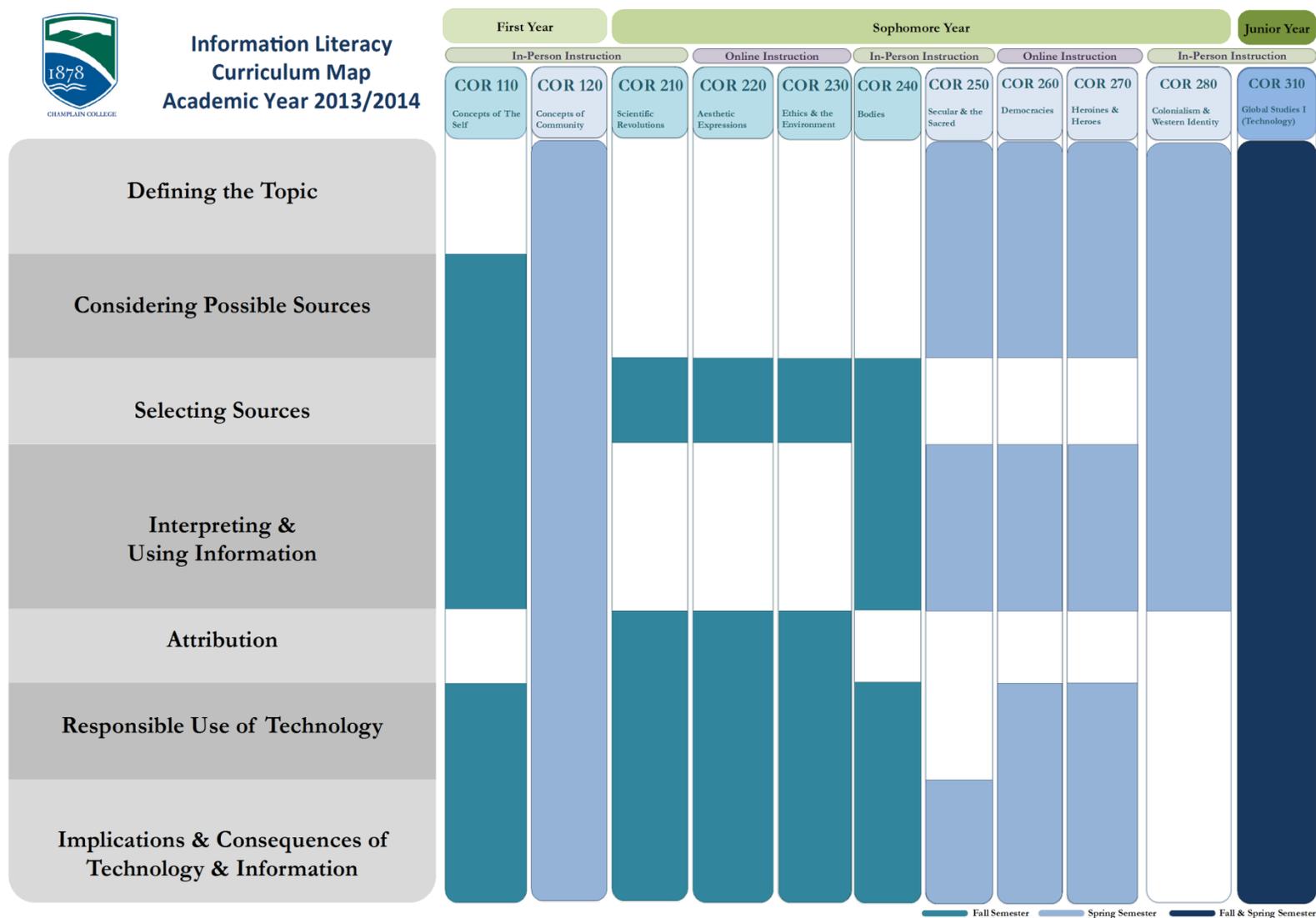
**Sessions taught:** The Library’s instructional outreach increased dramatically this year – 34%! This increase is due to a teaching hiatus in the second year of the Core in 2012-2013 with a full teaching schedule reintroduced in 2013-2014. Additionally, 46 online sessions were delivered for the first time this year.

The library continues to offer individual instructional sessions at the request of faculty members in courses outside of the Core division.

While the Core Information Literacy program does account for the majority of our instructional outreach, faculty in the Robert P. Stiller School of Business, Education and Human Studies (EHS), Communication and Creative Media (CCM), and Continuing Professional Studies (CPS) all requested librarian-led instruction during 2013-2014.

## What Are We Teaching?

The introduction of six new Core courses led to an increase in information literacy instruction, which in turn changed the curriculum map for Champlain College Library's innovative information literacy program. Outlined below is the curriculum mapping for 2013-2014.





## Information Literacy Curriculum Map Academic Year 2013/2014

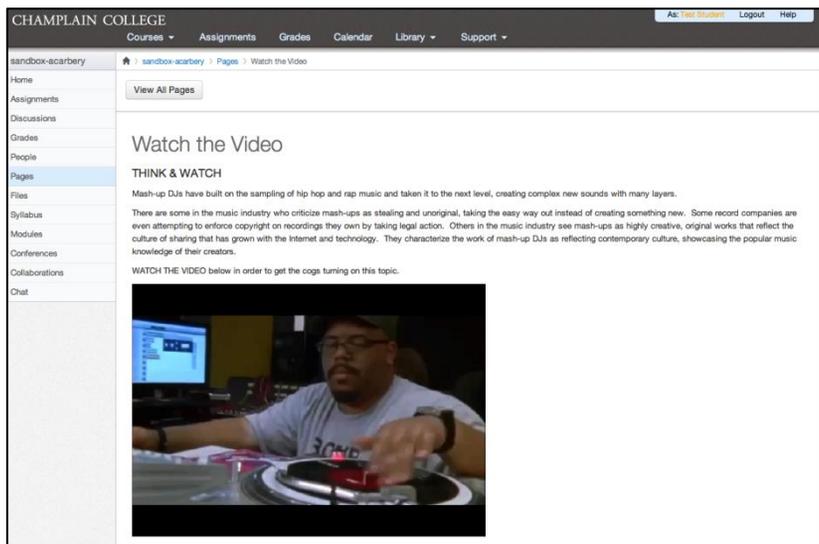
Defining the Topic
<ul style="list-style-type: none"> <li>1.1 Identifies questions for investigation; narrow and formulate focus.</li> <li>1.2 Identifies keywords and related terms.</li> <li>1.3 Identifies the purpose, audience, and potential use of possible information resources (e.g., primary vs. secondary; popular vs. scholarly; current vs. historical).</li> <li>1.4 Defines a realistic overall plan and timeline to acquire the needed information</li> </ul>
Considering Possible Sources
<ul style="list-style-type: none"> <li>2.1 Identifies the differences between potential resources in variety of formats and modes of access.</li> <li>2.2 Articulates the potential usefulness of a variety of sources towards a specific purpose; recognizes the implications of using a particular source.</li> <li>2.3 Selects efficient, appropriate, and effective approaches for accessing the information needed.</li> </ul>
Selecting Sources
<ul style="list-style-type: none"> <li>3.1 Compares, and evaluates information based on selected criteria including reliability, validity, accuracy, authority, timeliness, and point of view;</li> <li>3.2 Recognizes bias, prejudice, deception, or manipulation among sources.</li> <li>3.3 Identifies and notes the source of the information for citations or repeated retrieval.</li> </ul>
Interpreting & Using Information
<ul style="list-style-type: none"> <li>4.1 Locates, analyzes, evaluates, and synthesizes relevant information from within chosen sources.</li> <li>4.2 Takes notes, annotates, or stores information for later use.</li> <li>4.3 Describes criteria used to make information decisions and choices. Determines whether to incorporate or reject viewpoints encountered.</li> <li>4.4 Assesses the quantity and quality of selected information to determine whether alternative information should be sought or utilized. Revises search strategy and seeks more information.</li> <li>4.5 Combines new information with existing knowledge to generate new ideas and address the particular problem or question.</li> </ul>
Attribution
<ul style="list-style-type: none"> <li>5.1 Uses documentation style recognized by the discipline to share sources of information</li> <li>5.2 Attributes work by others accurately and appropriately to avoid plagiarism and recognize intellectual property of others.</li> </ul>
Responsible Use of Technology
<ul style="list-style-type: none"> <li>6.1 Chooses appropriate times, places, and situations to use or not use technology.</li> <li>6.2 Uses technology tools to store, organize, present, convey, and respond to information effectively and efficiently.</li> <li>6.3 Selects technology tools and uses them effectively and responsibly to participate meaningfully in Champlain and broader learning communities.</li> </ul>
Implications & Consequences of Technology & Information
<ul style="list-style-type: none"> <li>7.1 Contextualizes information and/or experiences in terms of the cultural, socio-economic, legal, ethical, and/or physical implications of technology or information</li> <li>7.2 Practices safe, legal, and responsible use of information and technology.</li> <li>7.3 Develops a self-learning approach to technology; be prepared to adapt to new technologies.</li> </ul>

First Year		Sophomore Year						Junior Year		
In-Person Instruction		Online Instruction		In-Person Instruction		Online Instruction		In-Person Instruction		
COR 110 Concepts of The Self	COR 120 Concepts of Community	COR 210 Scientific Revolutions	COR 220 Aesthetic Expressions	COR 230 Ethics & the Environment	COR 240 Bodies	COR 250 Secular & the Sacred	COR 260 Democracies <small>Mind-mapping</small>	COR 270 Heroines & Heroes <small>Keyword Grid</small>	COR 280 Colonialism & Western Identity	COR 310 Global Studies I (Technology)

## How Are We Teaching?

Champlain College librarians continue to design and deliver information literacy instruction that follows the Inquiry Method. Using this method, students explore 'bigger picture' information literacy questions from a variety of viewpoints and perspectives. Our expansion into a blended instructional approach was no exception, and all six of the new lessons from our program continue the use of the Inquiry Method, including the four online sessions.

### Blended, Inquiry-based Learning



The screenshot shows the Canvas LMS interface for a course named 'sandbox-ecarbery'. The main content area displays a video prompt titled 'Watch the Video'. Below the title is a section labeled 'THINK & WATCH' with text explaining that mash-up DJs have built on the sampling of hip hop and rap music. It mentions that some record companies are seen as stealing and unoriginal, while others are seen as highly creative. A video player is embedded below the text, showing a DJ performing at a turntable. The interface includes a navigation menu on the left with options like Home, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Modules, Conferences, Collaborations, and Chat. The top navigation bar includes Courses, Assignments, Grades, Calendar, Library, and Support.

Using short video prompts, polling, and discussion boards, students were invited to think, explore and inquire about ethical use of information through a variety of lenses and perspectives.

Students were then challenged to find, post, and discuss case studies involving information ethics within their chosen profession.

Students in the online sessions demonstrated deep thinking and high levels of engagement with the lesson topic. (Example on right)

Using Canvas, the College's online learning management system, librarians designed discussion-based modules for Fall COR 220 and COR 230 classes.

**Reason & Reflect (Information Literacy)** Jul 19, 2013 at 2:37pm

After watching the video about mash-ups, explain your thinking about mash-ups and the ethics of mash-up artists. Some questions to ponder and jump-start your ideas:

- Is it a big deal for mash-up DJs to sample the music of artists who came before them? What about it makes it right/wrong?
- Is acknowledgement important in this case? Should mash-up DJs give credit to the artists they sample, or is it all fair game?
- Why do you think mash-up DJs create their music this way?

Then, please COMPLETE THE FOLLOWING:

1. POST your reasoning to the discussion forum--whose side did you choose and why?
2. Provide a thoughtful REPLY to someone else's original post--ex. do you have something to add to their argument?

 **Student 1** Oct 18, 2013

I certainly agree with the DJs in this argument. I can't get the analogy made at the end of the video out of my head; writing music is to sampling as painting is to photography. I think I've come up with an example that helps further the analogy, actually. Consider a photographer that takes a picture of a beautiful building. Someone else constructed that building, and they specifically designed it to be beautiful. Years of effort went into its construction, and people from architects to construction workers all played a part in its creation. Is the photographer "stealing" the work of the architect who designed it? Of the workers who toiled over its construction? I'm inclined to think the photographer is not. Rather, the two media, photography and architecture, benefit from each others' existence. This hypothetical building is large and complex, and the photographer has given us a new perspective from which to view it. Through the photography, we can better appreciate the work that went into the building, and we can appreciate the photograph as its own work of art.

Mash-ups and original music have the same kind of symbiotic relationship. Songs are complex beasts, and DJs take songs and show the audience a new perspective on them by putting them in a different context. Through the work of mash-up artists, we really gain new art on several levels. We can gain an appreciation for the music that already exists by seeing it in a different context, and we can appreciate the work the DJ did in seeing this new perspective on old music and for sharing it with an audience.

 **Student 2** Oct 18, 2013

I like the building analogy. Just like the photograph is a preservation and sort of tribute to the work of the architects and builders, mash-ups are snapshots of (usually) popular pieces of culture. It not only spreads their reach and continues the legacy of the original artist, but is like when one painter's style gets compared to another - it showcases the ability and synergy of what the original artist produced.

For Spring COR 260 and COR 270 courses, librarians designed lessons based on the overall arc or theme of research strategies. These lessons were designed to provide students with strategies and approaches to help them deal with common research problems, such as generating keywords, or narrowing research topics.

Using video lessons that were designed, acted, produced and edited in-house, Champlain librarians brought fun and creativity to lessons that ask students to explore approaches to research.

### Mind Mapping your Topic

Coming up with a workable research question, thesis statement, or topic is absolutely crucial when embarking on a project. This stage of the Research Process, known as Topic Formulation, will help guide the remainder of your research. Sometimes you will find you are thinking too broadly; sometimes, too narrowly. In either case, you can ask yourself questions to prompt you towards a more thoroughly formulated topic.

One effective strategy for formulating a topic is brainstorming, an activity that can take many forms. In this lesson, we will introduce you to mind mapping (also known as concept mapping), a brainstorming tool that can help build off of the knowledge you already have while helping you to identify gaps in your knowledge that may pose problems as you begin to conduct research. Mind mapping encourages you to look at your topic from many different angles; it emphasizes a visual, creative approach to Topic Formulation that can help you see your topic in a new way.

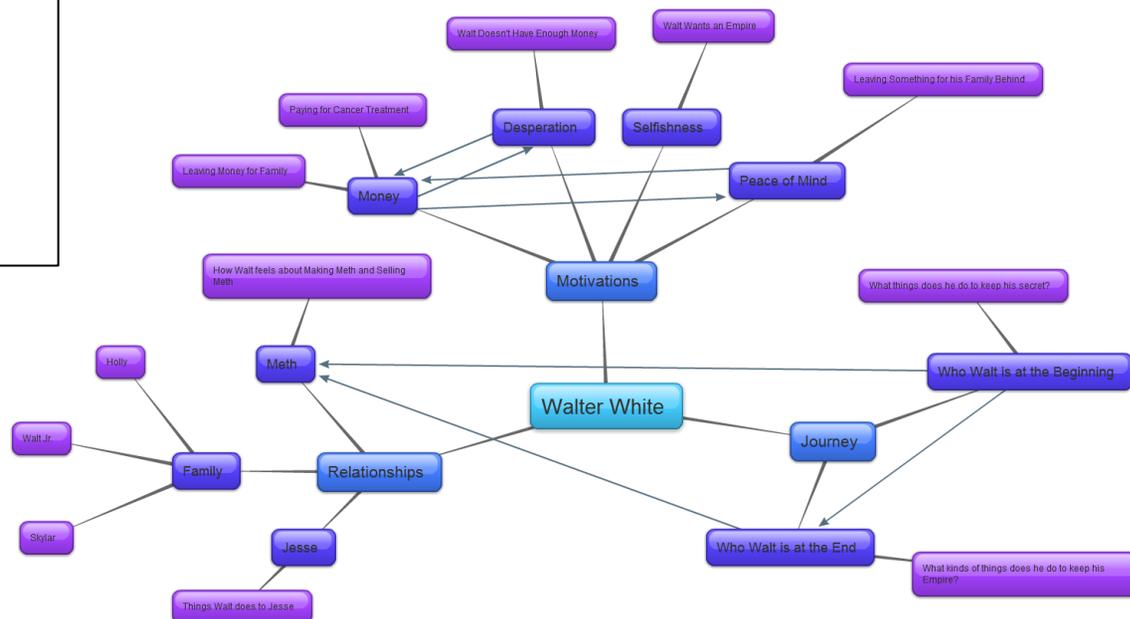


### Keywords Video

#### Developing keywords

We've all been frustrated when trying to find articles and books that we need for our research. Once we have defined our topic it is time to get to work and start searching. But how do we go about finding what we need? Locating relevant books and articles that pertain to our topic can be difficult, but not always. Preparation is key before even going into a database to find the resources that we need. Take a few moments to think about what keywords you will use in your searches. It may take several tries before you get a good combination of keywords working together to render the result you are looking for... ie articles and books that you can use for your paper and actually talk about your topic. Doing a keyword grid is the way to go! A keyword grid is a tool that can make your searching more effective. In the end, this preparation will save you lots of time and be more beneficial than if you had just started plunking words into a databases hoping for good results. This video explains how to create a keyword grid.

#### Chauncey's Keyword Caper



Students were then asked to complete a mind-map or keyword grid to upload to Canvas, as part of the lesson activities. (Mind-map example at right)

Librarians are able, in turn, to source these artifacts for future assessment and lesson evaluation.

## Assessment

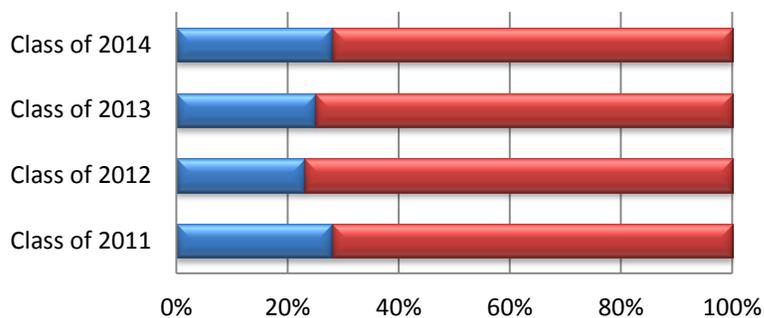
As in previous years, the library relied on Faculty assessment of student work. This assessment was mapped to the specific outcomes of the College’s Information Literacy competency within the college’s ePortfolio software. This has, in the past, allowed the library to chart a developmental path for our students’ performance in information literacy based on their performance in their actual coursework.

Problems arose in this method this academic year largely due to a change in faculty assessment within the Core division.

In an effort to concentrate their assessment efforts, Faculty no longer assesses each Divisional outcome every year. This, in turn, affects the number of information literacy outcomes assessed. For academic year 2013-2014, this cyclical assessment pattern affected the Junior Year measure (as illustrated to the right) significantly.

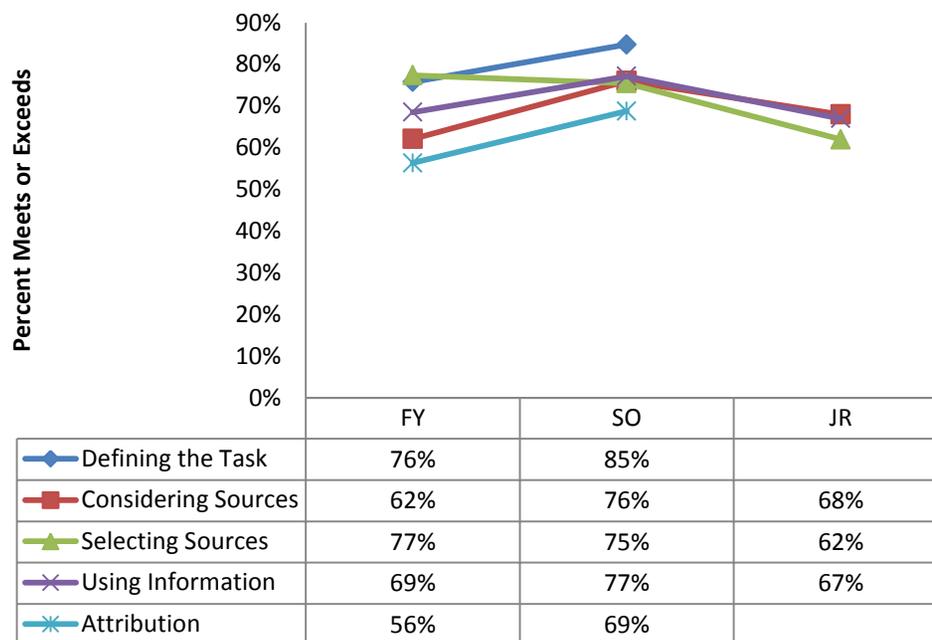
Two of the five information literacy outcomes had no measure in the Junior Year, while the remaining three outcomes had a significantly reduced sample number, thereby potentially affecting the final overall measures.

### Overall Information Literacy Achievement



	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Did Not Meet or Nearly Met Expectation	28%	23%	25%	28%
Met or Exceeded Expectations	72%	77%	75%	72%

### Class of 2014 Information Literacy Developmental Path



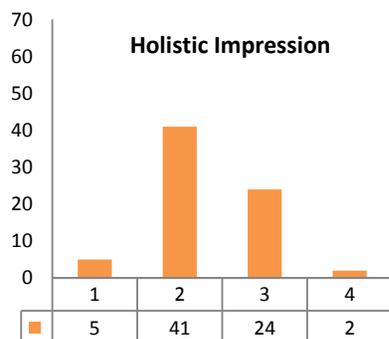
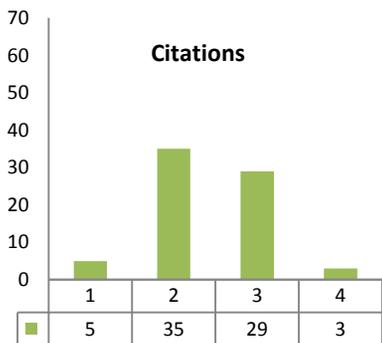
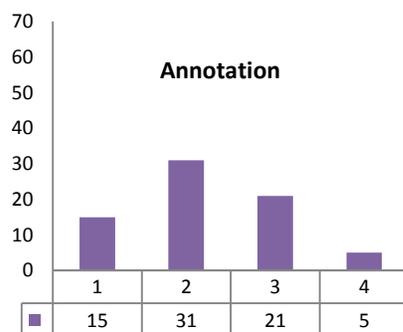
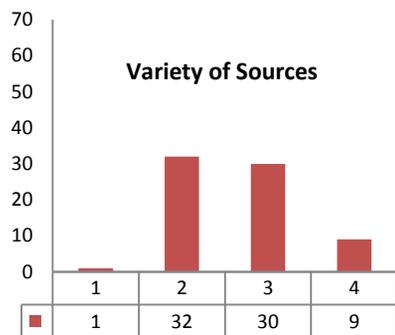
This has also impacted the validity of the Overall Information Literacy Achievement data (as illustrated to the left).

Data for Class of 2014 is derived from a combination of Sophomore and Junior Year data, and cannot be compared easily with similar data from previous years.

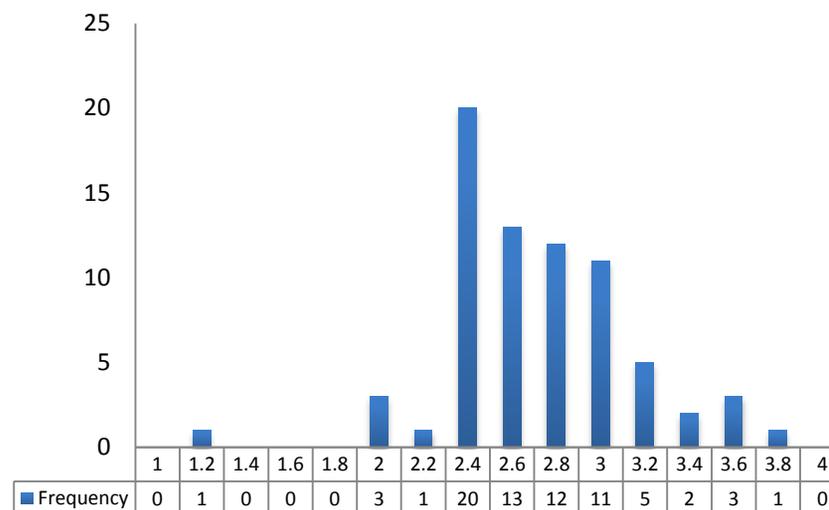
The assessment of information literacy in Champlain College requires significant rethinking. This has been identified as a major goal for the library for 2014-2015.

### Direct Librarian Assessment

In an effort to begin the restructuring of information literacy assessment, Champlain Librarians began to directly assess student artifacts from COR 120 – Concepts of the Community for the Class of 2016. Working with the College’s Learning Assessment Director, a sample of student work was collated and assessed using the Annotated Bibliography Rubric previously devised for the COR 120 common assignment. It is hoped that this will set the stage for further librarian-led direct assessment of student work.



### Overall Student Grades



The rubric assessed four criteria on a four-point scale: Variety of Sources, Citations, Annotations, and Holistic Impression. For more information on the specific criteria of the rubric, please see: <http://bit.ly/LACrubric>.

The average median score stands at 2.7 for this class.

Overall, students performed well in the Sources category, meaning students were finding and selecting quality source types for their annotated bibliographies. Conversely, students performed worse in the Annotation criterion, suggesting that students need further support in summarizing and connecting sources.

The Holistic Impression criterion also saw lower scores, suggesting that students appeared to lack certain perspectives or points of view within their source selection.

### **Citation Analysis Research**

In an effort to further understand the information choices and behaviors of students conducting research for academic achievement, the Assistant Director for Teaching, Learning and Assessment and the Scholarly Resource and Academic Outreach Librarian conducted a citation analysis of the sampled COR 120 Annotated Bibliography artifacts. This analysis was conducted on a trial, pilot-basis. The results of this project are still being analyzed. The immediate noticeable trends do provide important insight for instruction. The analysis appears to highlight a common misconception among many students regarding primary sources. Mistaking the term to mean “main sources,” many students need additional support recognizing, retrieving and using primary and historical documents. Unsurprisingly, students appear to favor sources available in e-format for their academic assignments.

### **Evidence-based Instruction – Using Assessment Data**

The direct librarian-led assessment effort, and the subsequent citation analysis project, has led to curricular changes to the information literacy program. During the COR 120 Information Literacy session, librarians switched the inquiry focus to explore the annotated bibliography as a conversation type, with the student having a distinct voice. Emphasizing to students that their responsibility lay in demonstrating and outlining the various voices in a scholarly conversation, it is hoped that students will begin to show improvements in the Annotations and Holistic Impressions criteria. Faculty feedback to librarians at the time of instructional delivery reinforced the value of this shift.

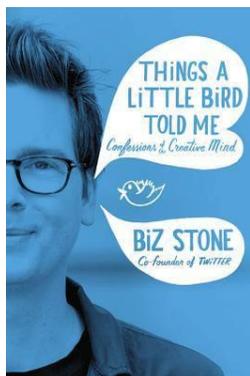
In response to the difficulty that students have with primary sources, librarians designed a new information literacy session for COR 280 – Colonialism and Western Identity, which asks students to explore primary sources and historical documents.

### **Assessment in Action**

The Association of College and Research Libraries (ACRL) was awarded a grant by the Institute of Museum and Library Services (IMLS) for its Assessment in Action (AiA) program. The program aims to strengthen the competencies of librarians in campus leadership and data-informed advocacy by accepting three cohorts of libraries and library team leaders to lead assessment efforts in the area of the value of academic libraries. The call for cohort two of the AiA program was opened in Fall 2013. Champlain College submitted an application for inclusion, with support from the former Provost and Chief Academic Officer, Robin Abramson, under the team leadership of the Assistant Library Director for Teaching, Learning and Assessment. The application was successful and Champlain College joined cohort 2 of AiA in July 2014.

In our AiA assessment project, Champlain College will assess the impact of the blended information literacy program on student engagement. The team comprises the Library, Josh Blumberg (eLearning), Ellen Zeman (Office of the Provost), and Steve Wehmeyer (Core Division).

The AiA team will present a poster presentation as part of AiA at the American Library Association Annual Conference in San Francisco in June 2015.



### Summer Reading

TLs once again committed to using the summer term to read a common text for reflection. “Things A Little Bird Told Me: Confessions of a Creative Mind” by Biz Stone, co-founder of Twitter, deals with issues of creativity and inspiration in the workplace. The TLs have spent much time this past year reflecting on the theme of creativity – particularly in light of our creative and innovative approach to blended information literacy instruction.

## MISO Survey

In the spring semester of 2014, Champlain College administered the MISO Survey, a web-based quantitative survey designed to measure how faculty, students, and staff view both library and computing services. The survey was administered to five specific populations: Traditional undergraduate students, Graduate students, CPS students, Faculty, and Staff (excluding employees of the Library and Information Services departments). A separate [MISO report](#) was compiled which focused on ratings of importance and satisfaction for library resources and services, with a special emphasis on identifying high priorities.

About 40 other schools used MISO in 2014, providing comparative data. While these schools are not necessarily in Champlain’s usual comparison groups (overlap, aspirational, etc.), this benchmark data is still useful in helping to learn whether Champlain’s results are similar to those of other colleges and universities. In this first implementation of the survey, our hope was to establish the instrument as a viable survey tool for our campus and to gain insight into current perceptions. The tentative plan is to repeat the survey on a three-year schedule. The question set can be adjusted for each population at each use, as needed, but some questions will be repeated, allowing comparisons over time to be examined.

### John Lavallee Award

During the College’s campus-wide summer retreat, the Teaching Librarians (TLs) were awarded the John Lavallee Award in recognition of their innovative use of technology for the outstanding work in recreating the second year Information Literacy curriculum using a blended approach. The John Lavallee award annually recognizes the person or group of people behind a technology solution, process improvement or innovative effort that has had a significant, positive impact for the College.

#### Highlights of the MISO Survey results:

- All populations expressed very high satisfaction levels for all questions related to the library, with all averages above 3.4 on a scale of 1 to 4. In particular, every constituency expressed very high levels of satisfaction with overall library service; the average ratings across populations exceeded 3.7.
- Notably, Champlain faculty members’ ratings for overall library service were significantly higher than those of other schools.
- All populations found librarians to be friendly, knowledgeable, reliable, and responsive. Average ratings across populations for these factors exceeded 3.84, with many exceeding 3.9.
- Library as place emerged as an area of special importance for traditional undergraduates – not surprisingly, since this is the population who uses the facility the most. Undergrads rated aspects of the facility highly in terms of satisfaction, but satisfaction exceeded importance by only a small margin, indicating that these areas will need ongoing attention.
- Collections, especially eBooks, emerged as an area that needs more study and attention.
- Library instruction and information literacy emerged as an important area for development for graduate and CPS students.
- The library could benefit from greater input into library decisions from all populations.

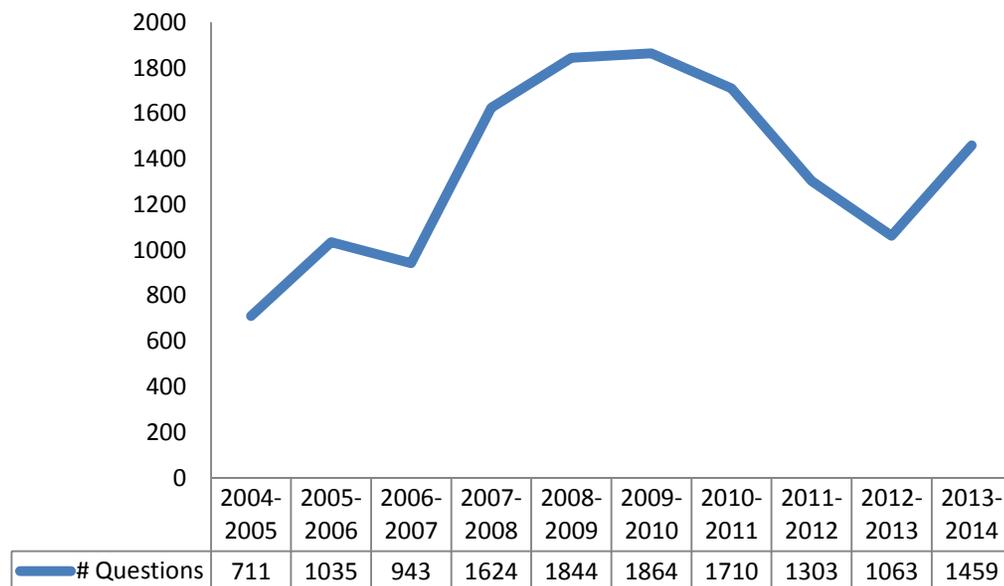
## Reference Services

Following a period of declining reference questions, Champlain College Library recorded an increase in the number of reference questions received and answered in 2013-2014.

The number of reference questions logged by reference librarians grew by 37% in the past year.

Analyzing the breakdown of questions received this year reveals an interesting observation. Excluding directional and other non-reader questions, the percentage of basic and in-depth research questions have fallen from the previous year, while the number of technology-related queries has doubled.

The majority of these technology-related questions address patron printing issues. Some of these involved helping with software programs and the College’s learning management or ePortfolio systems.

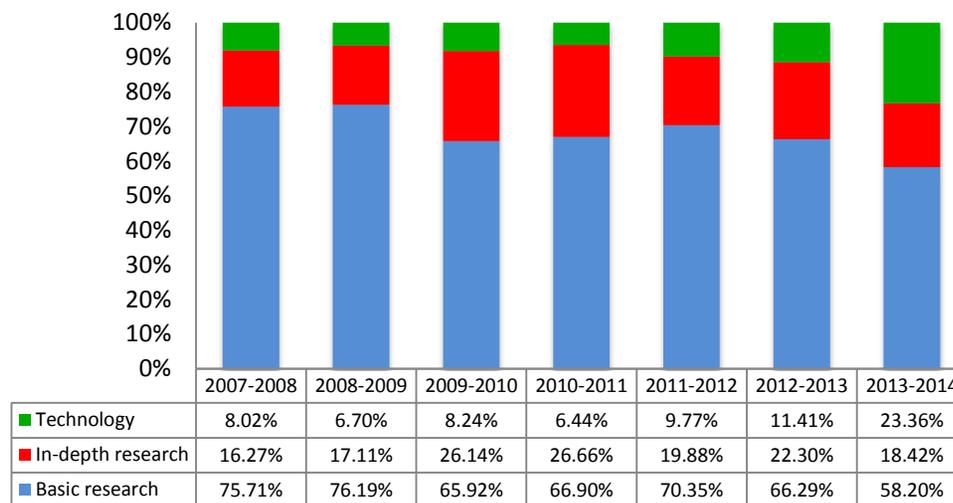


### Snapshot!

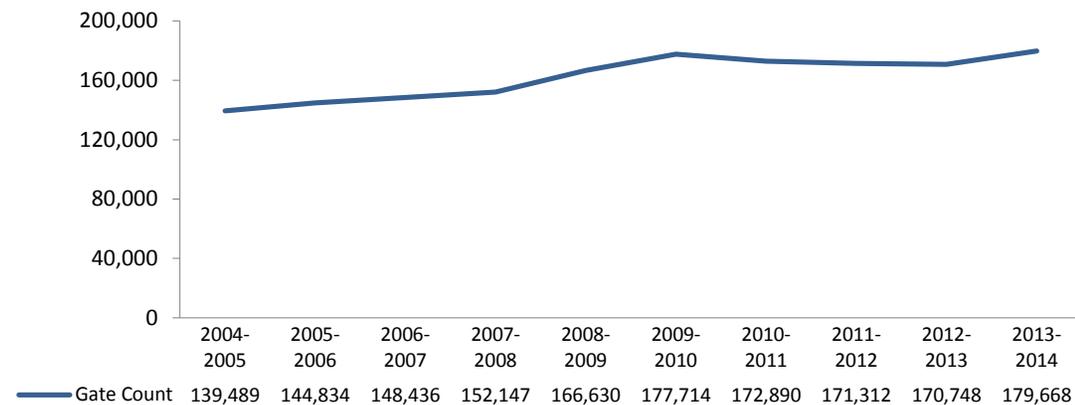
Questions received via:

- Chat – 10%
- Email – 6%
- In-Person – 82%
- Phone – 2%

Number of additional questions answered by Library Computer Lab monitors – 528.



## Use of Miller Information Commons



People entering Miller Information Commons this year

**179,668**

The Miller Information Commons continues to be a heavily used facility on campus. The total gate count increased 5.22% over last year. A number of displays, events, and exhibits throughout the year contributed to the vitality of the facility.

## Book Displays

- 📖 Ah Summer!
- 📖 Week of Noise & Day of Silence
- 📖 Women's History Month
- 📖 African American History Month
- 📖 MLK, Jr.
- 📖 Tent City: National Hunger and Homelessness Awareness Week
- 📖 Happy Halloween
- 📖 Welcome, Fall!
- 📖 Conflict Resolution Month
- 📖 Banned Books
- 📖 Happy Fourth of July!
- 📖 Holiday Reading

## Events

- 📖 Edible Book Festival Awards Reception
- 📖 International Photo Exhibit and Awards Reception
- 📖 Brown Bag with Rula Quawas: "Women's Voices from the Muslim World: Three Documentaries"
- 📖 Privacy Lost: A Panel Discussion
- 📖 Brown Bag with Aaron Lawry
- 📖 Trick or Treat at the Library
- 📖 Banned Books Read-Out!
- 📖 Brown Bag with Jeanne Lieberman: "America at War: What Are the Rules?"
- 📖 6<sup>th</sup> Annual Chili Cook-off

## Exhibits

### Miller Information Commons

- International Photo Exhibit
- Owls in the Library!
- Champlain's Early Years
- Godbox: Art on Display at the Library
- Dinosaurs in the Library!

### Perry Hall — Llewellyn Collection

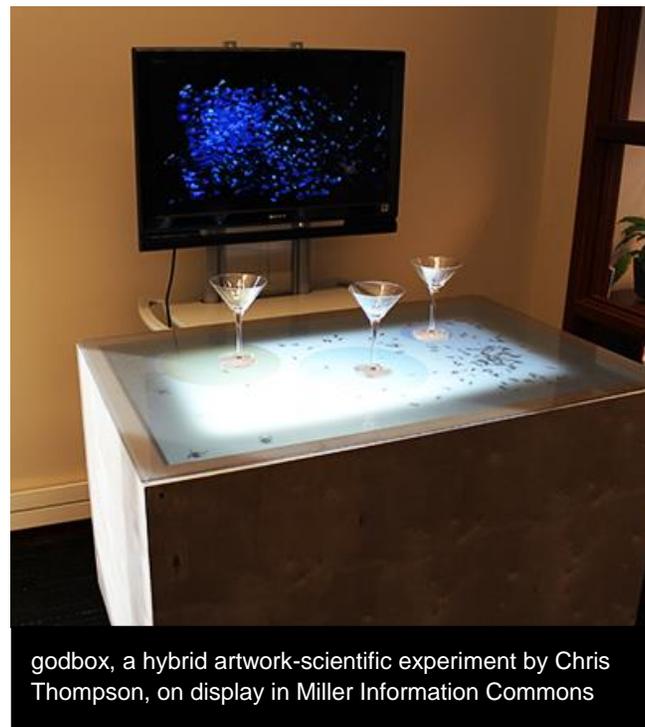
- The Burlington Waterfront: Highlights from the Llewellyn Collection
- Burlington's Poets Mimeo Cooperative
- Marketing Vermont: Tourism Publications from the Llewellyn Collection
- Burlington Landmarks: Postcards from the Llewellyn Collection

### Online — Llewellyn Collection

- The Burlington Waterfront: Highlights from the Llewellyn Collection
- Marketing Vermont: Tourism Publications from the Llewellyn Collection



Postcard view of Church Street from Bank Street, c. 1910, Llewellyn Collection Catalog # 2010.1.231

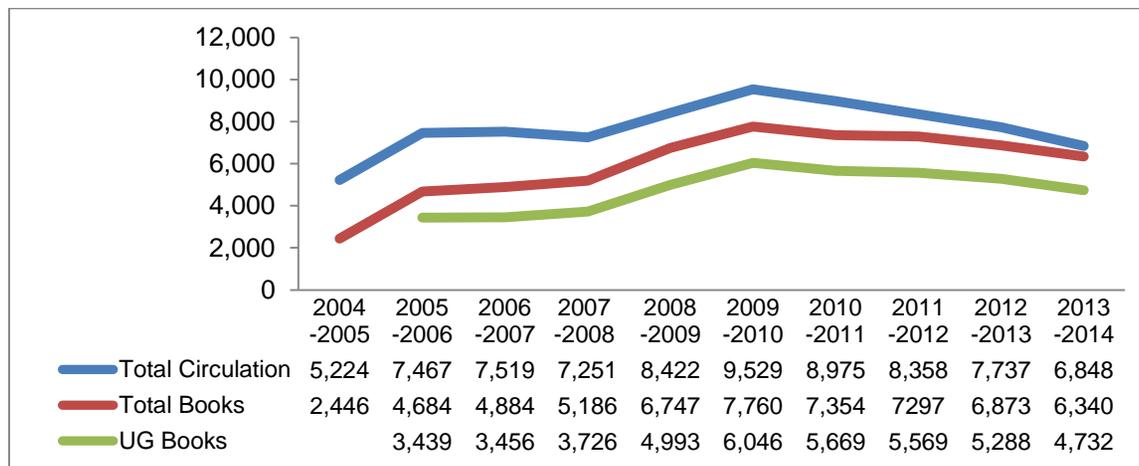


godbox, a hybrid artwork-scientific experiment by Chris Thompson, on display in Miller Information Commons

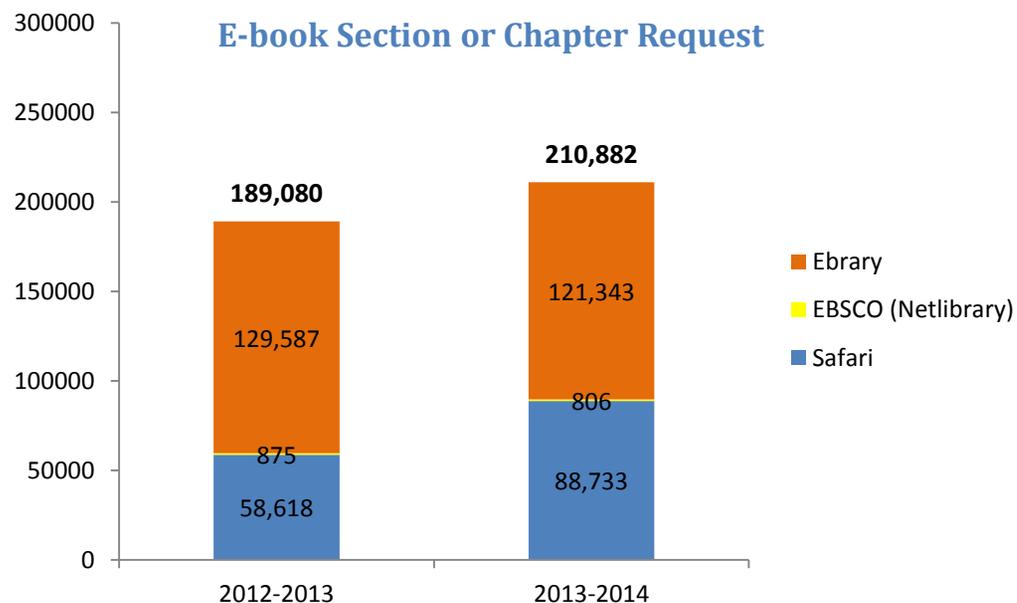
## Collections

### Usage

As the graph at right indicates, books (the red line in the graph at right) account for the greatest proportion of total circulation of materials (blue line). The decline in total circulation in recent years reflects a drop in the use of other items such as laptops and, to a lesser extent, audiovisual materials such as DVD and VHS videos. Book use by undergraduates (green line) accounts for almost all book circulation, and has remained relatively stable in recent years.



While our print circulation has declined, our usage of e-books increased over the past year. In the past we have not been able to obtain useful data regarding our e-book usage. We now have access to standardized COUNTER compliant reports that will improve the quality of our data. We will be collecting this data moving forward and including it in subsequent annual reports (data from our Books 24/7 collection was not yet available but will be included in the future).



Current Holdings	
Print books: 52,804	E-books: 148,190
DVD/VHS: 767	E-journals: 59,399

## Collection Development

The collections at the Champlain College Library provide academic support for faculty instructional and student research needs. Librarians at the Miller Information Commons have historically worked collaboratively with faculty to help build a collection that continually reflects the ever-changing nature of courses at the college. Faculty are invited to take an active role in building the collection and input is sent to and solicited by the Scholarly Resource and Academic Outreach Librarian. For 2013-2014, faculty participation remained high, with over 50 members of the faculty participating in the process.

We continue to add in the print and digital domains. In print, we acquired over 1,000 new titles in 2013-2014 across a wide range of subjects. A prominent addition to our electronic collections was Research Monitor. The acquisition of Research Monitor happened in close collaboration with our colleagues in the Robert P. Stiller School of Business. We were approached by Scott Baker in International Business who had received information about the product. Research Monitor is a database offering in-depth industry and country reports from 80 countries. A successful trial was launched, and the excitement among the International Business faculty led to a quick turnaround time for acquisition. By early January 2014, the database was added in time to be used by students in the spring semester. As always, we benefitted from the open lines of communication with our faculty. We continue to explore new ways of utilizing technology to bring the best resources to our students in as efficient a manner as possible.

In building and maintaining our eBook collection, the Champlain College Library has always sought to make e-titles as easily accessible as

possible. We know there is nothing so frustrating as to be shut out from using an eBook. To mitigate this issue, we always seek licenses that allow for multiple simultaneous users. We believe the chief beneficiaries of this policy are our online students, who typically only have access to our electronic titles. To help promote this aspect of our collection, as well as to get a better understanding of the needs and behavior of our online students, the library has made concerted efforts over the course of the year to more closely align itself with our colleagues in Continuing Professional Studies.

For this fiscal year, the library reviewed several parts of the collection, looking to keep it relevant to our students' needs and to increase visibility and use. Standing orders, print periodicals, reference books, and the circulating collection were areas targeted for deselection. While deselecting of print books and standing orders is an activity taken up annually, a concerted effort to review the print periodicals had not been undertaken for several years. The collections team began by reviewing standing orders that represented subjects no longer addressed by our curriculum, contained redundant information (including multiple "yearbooks" of social, political, and economic information for countries around the world), or contained information that could reliably be found online. The library enlisted the help of Eric Friedman from the Legal Studies program to help make decisions for the numerous Law titles we received on a rolling basis. By implementing these changes and making thoughtful cuts to our orders, we have been able to make more efficient use of our limited space.

In summer 2014, we invited faculty members from the Robert P. Stiller School of Business and from the Division of Education & Human Studies (EHS) to review titles in their subject areas. The following is a sample of areas from which titles were deselected: business management, communication, entrepreneurship, organizational development, accounting, children's fiction and nonfiction, and children's reference. As always, the deselection process represents a much-needed aspect of keeping our collection robust and up-to-date. In addition, it is a great

Faculty who helped improve the print, journal and reference collection by identifying items to remove include Professors Baker, Baker, Dees, Esposito, Farrell, Friedman, Kerr, Kite, Lange, Leo-Nyquist, Mayer, Morris, Ronis, Scudder, and Webster.

**Thanks to all Champlain faculty & staff members who helped to improve the library collections this year!**

opportunity for faculty to reacquaint themselves with our holdings and a means for the library to promote its collection. The deselection process also often spurs increased requests in the areas where shelf space has been opened up. For example, in reviewing the children's collection, Kathy Leo-Nyquist was able to provide guidance in building the non-fiction area, which many of our EHS students rely on during their student teaching.

Faculty and staff members who helped improve the print book collection by suggesting books to add include Adams, Baker, Balda, Barricano, Beaulieu, Bongiorno, Brandenburg, Burkhardt, Church, Clark, Ellefson, Esckilsen, Erickson, Esposito, Foerg, Ford, Friedman, Godwin, Holmes, Lange, Larsen, Lawry, Leo-Nyquist, Liebmann, Lu, Lustgarten, Marrs, Nadel, Nemazee, Niagolova, Noonan, Novotny, Pelletier, Pepin, Portilla, Quawas, Ronis, Rosenblatt, Scudder, Stevens, Stroup, Thomas, Wehmeyer, Wilhelm, Williams, Williams, Willoquet-Maricondi, Wolf, Wright, Yacubian, Zale, Zeman, and Zucker.

## Special Collections

The Special Collections at Champlain College contain two major collections, the Champlain College Archives and the Llewellyn Collection of Vermont History, as well as other smaller collections and individual items. In FY 2013-2014, the Special Collections were managed by the consulting Archivist and Manager of the Llewellyn Collection, Erica Donnis. This report covers her work on the Archives and other assorted Special Collections. A separate report, *2013-2014 Llewellyn Collection Project Report*, provides more details of her work with the Llewellyn Collection of Vermont History.

## Special Collections Management

### Collections Plan

During the fiscal year, Erica Donnis worked closely with Janet Cottrell, Director of the Library, to refine a Collections Plan document first drafted in 2011. Initially intended to address only the Llewellyn Collection of Vermont History, the scope of the Plan was expanded to encompass all of the College's Special Collections. The current draft, which was completed in March 2014, includes the following definition of the Special Collections:

“The Special Collections contain items related to, or illuminating the history of, Champlain College and the City of Burlington. Types of items in the Special Collections include, but may not be limited to, analog and born-digital archival materials, ephemera and memorabilia, still and moving images, works of art, decorative arts, artifacts, and architectural fragments.”

### Emergency Plan

An emergency planning process was also launched during the year. Erica Donnis attended a workshop in May 2014 and began internal discussions on emergency preparedness for library collections. An emergency plan for collections is projected to be completed by December 2014.

### Physical Arrangement

Several improvements to the physical arrangement of the Archives were completed during FY2013-2014 to promote a more efficient use of space and safer storage of materials. Boxes in the main Archives storage room (MIC G07) were rearranged to mirror the newly created series and subseries levels for manuscript collections (see Archives Manuscript Arrangement, below). New shelving was purchased for the second-floor Archives storage closet, and the closet was reorganized with new storage areas for supplies, oversized items, and ephemera previously stored in G07. The florescent light fixtures in both closets were outfitted with ultraviolet-filtering sleeves to improve environmental conditions.

### Deaccessions

An initial assessment of possible deaccessions was conducted in FY2013-2014. Duplicate copies of yearbooks and *The Invisible College* by Ralph Nading Hill were identified and segregated for future transfer to the Library's circulating collection. Local history print materials that fall outside the scope of the greater Burlington area were also segregated pending a final decision on deaccessioning.



Champlain College Brochure, 1958,  
© Champlain College

## Special Collections Acquisitions

In FY 2013-2014, we added significantly to our Special Collections holdings. Two gifts from friends of Champlain College enhanced our local history-related holdings: copies of three Lake Champlain Yacht Club publications, donated by the Yacht Club, and a copy of *The Vermont Heritage Songbook*, donated by Janice Stafford. The College Archives received one major gift from external sources: an incomplete set of Limoges dinnerware associated with the Goodhue/Coolidge family (this anonymous gift was deposited in the Archives in FY2013-2014, but the deed of gift was signed in FY2014-2015).



A tech-savvy Champlain Student in the 1980s,  
© Champlain College

Numerous items were also transferred to the Archives from other college departments. The President's Office sent four cartons of decorative items from the Greif Collection, in storage in recent years, staff members Shelley Richardson and Janet Cottrell transferred one carton each of their papers, and the Advancement Department deposited several cartons of papers and artwork related to Calvin and Grace Coolidge, previously stored and displayed in the Coolidge House. New internal and external publications related to the College were added to the Archives as they were produced. These items included the latest issues of *Champlain View*, *Willard and Maple*, Admissions brochures, Staff Council minutes, departmental newsletters, Commencement invitations and programs, and local and national news articles referencing Champlain. Finally, an oral history interview was conducted with Diana Augusta '71, an executive assistant to several college presidents, in December 2013, shortly before she retired.

## Special Collections Research Requests

In the summer of 2013, a Special Collections reference tracking database was created with the assistance of Alan Carbery, Assistant Director for Teaching, Learning & Assessment, and Mandy Boyers, Senior Administrative Coordinator. Thirty-five research requests pertaining to the history of Champlain College were received in FY2013-2014, requiring more than seventy-five hours of the Archivist's time to correspond and meet with researchers, conduct research on their behalf, and scan and transmit requested images. The vast majority of research requests were internal queries from other college departments, including the President's Office and the Marketing, Advancement, Events, and Student Life Departments. Among other products, the results of these queries were showcased in the spring 2014 issue of *Champlain View*, which featured biographies and photographs of past College presidents, and the spring 2014 annual staff retreat, which featured images of College buildings.

## Archives Manuscript Arrangement

In FY 2013-2014, an intellectual framework was established for the College Archives, an essential step toward the eventual goal of complete, searchable finding aids. This framework includes series and subseries levels, folder title naming conventions, and box numbering conventions for manuscript collections. Subsequently, manuscript arrangement was launched for several components of the Archives.

The Campus Series, which consists of files on each building on campus, was fully arranged and rehoused by volunteer Hayley Lamberson, who spent two hours per week on the project for almost a year. Her work included sleeving several hundred photographs, photocopying newspaper clippings onto acid-free paper, re-boxing and re-folding the series using standard folder titles, and creating a folder list.

The following series and sub-series were also arranged, re-boxed, and re-folded by the College Archivist during the year:

- Staff Council Minutes (Faculty and Staff Series)
- *Champlain View* (Alumni Series)
- Marketing Publications (Marketing Series)
- Student Publications (Student Life Series)
- Athletics (Student Life Series)

At the close of the fiscal year, arrangement and rehousing was also underway for the following:

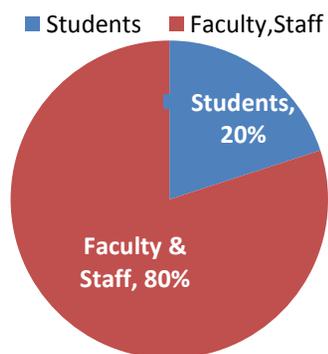
- Board of Trustees Series – surveyed, re-boxed, arrangement plan completed
- Presidents Series – surveyed, re-boxed, arrangement plan completed; full arrangement projected for completion in November 2014
- Burlington Business College Series – surveyed, re-boxed, arrangement plan completed; full arrangement completed in July 2014
- Ted Lyman Papers (Marketing Series) – surveyed, re-boxed, rehousing supplies purchased, arrangement plan completed, arrangement commenced
- Student Sub-series (Marketing Series) – surveyed, rehousing supplies purchased

## Archives Exhibits

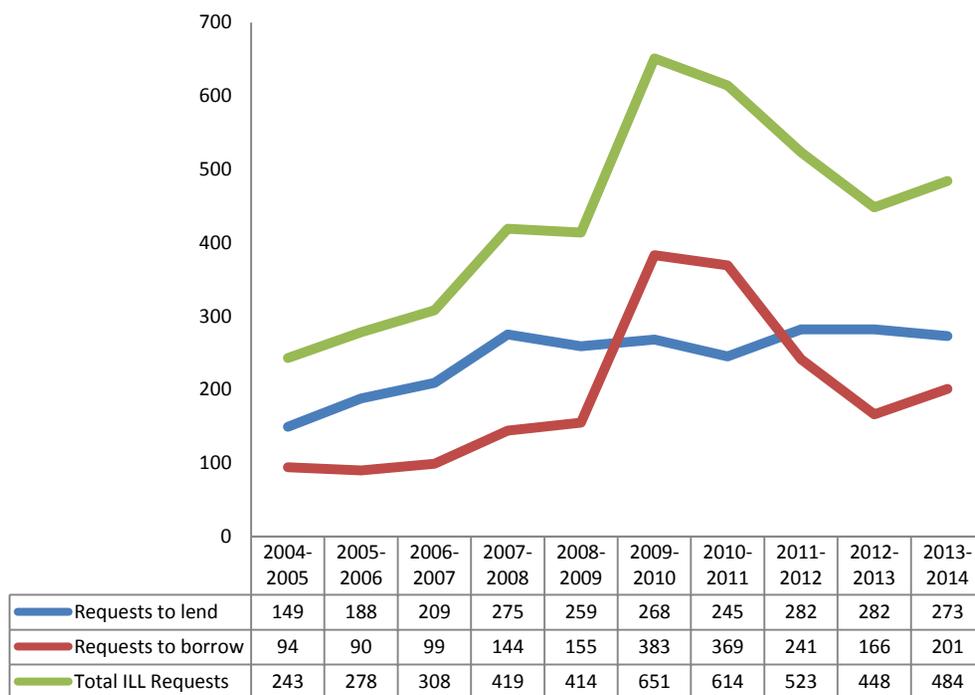
During the fiscal year, two temporary exhibits showcasing items from the College Archives were mounted in a display case on the first floor of Miller Information Commons:

- A scrapbook donated by Diana Arey Agusta, Class of 1971, containing academic and student life memorabilia was displayed from March 2013 to January 2014.
- *Champlain's Early Years*, which was displayed from January to August 2014, showcased the history of the Burlington Business College using photographs, academic catalogs, textbooks, and student notebooks in the Archives. Special permission was received to include two mid-twentieth century images of Burlington Business College students owned by the Special Collections Department at the University of Vermont.

## Interlibrary Loans



Following trends from past years, faculty and staff make up the significant share of requesters to borrow materials from other libraries, at 80%. This is broken down further as follows: Full-time faculty (50%), Adjunct faculty (28%) and Staff (2%). Student requests amounted to 20% of Interlibrary Loan (ILL) requests to borrow from other libraries.



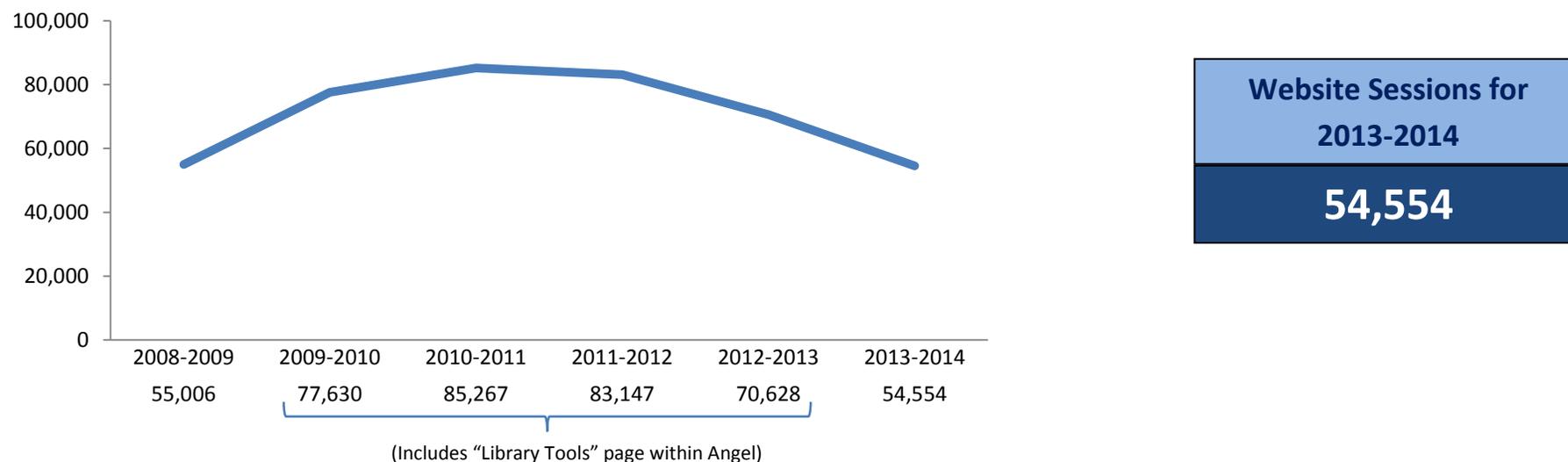
The number of borrowing requests from the Champlain community has increased over the past 10 years by 113.8%.

The number of lending requests from other libraries to borrow Champlain Library materials saw a slight decrease over the previous year. However, the number of lending requests from other libraries has increased significantly over the past 10 years as we have seen an 83.2% increase in requests to lend as compared with 2004.

While the total number of interlibrary loans increased slightly by 8% in 2013-2014, the growth in requests from 10 years ago is somewhat significant. Compared with 2004-2005, total ILL requests are up by 99.2%.

## Website Usage

The library website was substantially redesigned late in the 2012-2013 academic year so this is the first full year of the new design. The analytics for the academic years 2009-2010 through 2012-2013 also include the number of sessions for a “Library Tools” page within our previous learning management system Angel. This page was significantly used by online learners and when we completed the migration to Canvas in the summer/fall of 2013, this page was no longer measured. There is no equivalent page within Canvas and this explains the increased traffic for those four academic years.



## Professional Activities

### Involvement in the Profession

Professional development is an essential component of librarianship. Our staff attended and participated in a wide variety of professional events and associations, including:

ALA (American Library Association)	NEASC Accreditation team visit
ACRL (Association of College & Research Libraries)	VCAL (Vermont Consortium of Academic Libraries)
CILIP (Chartered Institute of Library & Information Professionals) - Information Literacy Group	VLA (Vermont Library Association)

## Contributions to the Profession

- Andy Burkhardt, Sean Leahy, and Lindsey Rae. "Privacy Lost: Facilitating conversations about technology, privacy, and personal data on campus." Vermont Library Conference: Story Time: Advocate, Celebrate, and Be Heard, Burlington, VT, May 20, 2014.
- Alan Carbery and Janet Cottrell. "[Inquiry-based learning online: Designing and delivering a blended and embedded information literacy program.](#)" LOEX 2014: Creative Visualization: The Art of Information Literacy, Grand Rapids, MI, May 8-10, 2014.
- Lindsey Rae. "[Owning the Stage: Using Dramatic Theory to Improve Teaching.](#)" LOEX 2014: Creative Visualization: The Art of Information Literacy, Grand Rapids, MI, May 8-10, 2014.
- Alan Carbery. Invited closing panelist. LILAC (Librarians Information Literacy Annual Conference), Sheffield, UK, April 25, 2014.
- Alan Carbery and Sean Leahy. "[Evidence-based instruction: Assessing student work using rubrics and citation analysis to inform instructional design.](#)" LILAC (Librarians Information Literacy Annual Conference), Sheffield, UK, April 23, 2014.
- Alan Carbery. "[Online inquiry-based information literacy instruction: Designing and delivering a blended IL program.](#)" LILAC (Librarians Information Literacy Annual Conference), Sheffield, UK, April 23, 2014.
- Andy Burkhardt and Alan Carbery. "[Exploring information landscapes and bubbles: Facilitating students' discovery of their information selves.](#)" In *Only Connect ... Discovery pathways, library explorations, and the information adventure*, edited by Andrew Walsh and Emma Coonan. Huddersfield: Innovative Libraries, 2013.

## Involvement on Campus

Academic Affairs Team	Institutional Review Board	Search committees
Curriculum Committee	Library and Academic Resources Committee	Staff Council
College Competencies Committee	Multicultural Affairs Committee	Student club advisor (Equestrian)
Faculty Senate	NEASC Standards Committees	

## About the Library

### Vision

By 2015, Champlain College Library will be widely recognized as -- *and will be* -- one of the most innovative, effective, and supportive libraries in higher education.

### Mission

Champlain College Library endeavors to be a recognized leader in helping students become skilled, effective, responsible, life-long information users. We are agile, navigating quickly and effectively in the fast-changing environment of our profession, our College, and our higher education arena. We are entrepreneurial, securing and deploying exemplary resources and services in innovative ways. We are thoughtful in our application of new technologies, selecting and implementing the best available tools to support students and faculty in their information needs. We capitalize on the innovative design and purpose of Miller Information Commons. We maintain and promote it as an intellectual center on campus and a welcoming and supportive environment. We are knowledgeable and approachable, and are active in our profession locally, nationally, and internationally. This approach is the signature of both the physical and virtual Library, its resources, staff, and services, as we provide relevant, patron-centered support to students, faculty, and staff.

### Values

agility • approachability • being patron-centered • breaking new ground • collaboration • collection • community • contributing to the profession • creativity • curricular support • customer service • customized response • dynamic collection practices • efficiency • fun • innovation • nimbleness • progress • relationships • supportiveness • thoughtful use of technology • welcoming atmosphere

### Near-term Goals (next 1-2 years)

- Continue to adapt information literacy instruction program in response to curricular change, including our new hybrid model. Explore adaptation of information literacy instruction for Continuing Professional Studies (CPS) populations.
- Strategically tackle a viable assessment plan for our information literacy efforts using student artifacts from Core courses. Explore adaptation of student outcomes assessment for CPS populations.

- Continue our participation in the Assessment In Action program, an ACRL/IMLS initiative focusing on library assessment activities. (We were accepted into the 2014-2015 cohort.)
- Enhance our outreach to other departments serving students; by sharing information about library resources and services with our peers, we hope to expand our outreach to students.
- Continue to explore ways to enhance space use in Miller Information Commons, focusing particularly on the north side of the main floor in the coming year.
- Prepare for eventual replacement of online catalog system. Examine and evaluate alternatives; make recommendation for coming year.
- Build and document procedures and policies in our systems area. Continue to build cross-coverage and cross-training in this vital area.
- Stabilize staffing in our circulation area, which requires additional hours for Circulation Coordinator positions. Continue to develop the student Library Aide I and II positions.
- Continue to develop the library's web presence, especially for graduate and CPS students. Conduct usability testing on website, especially with undergraduate students.
- Develop a maintainable model for supporting special collections at Champlain, including archives, college history, and historical collections such as the Llewellyn Collection. Address space needs, including an immediate issue in a primary storage/work area. Build a staffing model that moves from temporary contract work to permanent staffing. Work with Advancement to explore possible donor support for special collections.
- Prepare information, background material, and text to support the upcoming NEASC review, especially for standard 7, and other standards as needed.
- Continue our programming of displays, exhibits, and events.
- Continue our work in evidence-based assessment and planning, including interpreting and applying the MISO survey.
- Continue our work in exploring the application of appreciative inquiry to our practice.
- Continue our engagement in professional activities at the local, national and international level.



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