

# **THE CHAMPLAIN COLLEGE LIBRARY**



## **ANNUAL REPORT 2005-2006**

**AUGUST, 2006**



# THE CHAMPLAIN COLLEGE LIBRARY

## ANNUAL REPORT

### 2005-2006

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## THE STAFF OF THE CHAMPLAIN COLLEGE LIBRARY

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Director of Academic Resources and the Library: Janet R. Cottrell

Assistant Director and Acquisitions/Serials Librarian: Marie A. Kascus

Technical Librarian: Sarah Cohen

Circulation Coordinator: Tammy Miller

Reference and Instruction Librarian: Paula Olsen

Reference and Interlibrary Loan Librarian: Brenda Racht

Evening/Weekend Circulation Assistant: Tamar Bouchard

Evening/Weekend Circulation Assistant: Eileen Burke

Evening/Weekend Circulation Assistant: Matt Jarvis

Evening/Weekend Circulation Assistant: Colin McClung

Archives Coordinator: Christina Dunphy

## FROM THE DIRECTOR: A VISION FOR THE LIBRARY

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As part of the College's comprehensive planning efforts, Provost Russell Willis has asked me to write a statement applying Champlain's unique vision to the Library. It is an exciting task, and a rewarding one. Recall the College's vision:

"Champlain College endeavors to be a national leader in educating today's students to become skilled practitioners, effective professionals and global citizens. Champlain's agile and entrepreneurial approach to higher education uniquely blends technology leadership, market savvy, innovation and fiscal responsibility with a commitment to 'the human touch.' This distinctive approach permeates the delivery of relevant, student-centered and rigorous programs in business, applied technology and public service."

The challenge was to determine how this vision can best inform the planning and operation of the Library. The most expedient approach seemed to be to translate -- literally -- the College's vision statement by capturing the intent and spirit of it in terms that can be realized in the context of the Library and Information Commons. Here is a look at that process:

### How the College's Strategic Vision ...

"Educate today's students to become skilled practitioners, effective professionals and global citizens"

=

### ... translates to the Library

Help educate students to become skilled, effective, responsible information users: that is, people who recognize when they need information, and know how to find, retrieve, evaluate, and use it effectively, efficiently, and ethically.

"Agile"

=

Able to respond quickly and effectively to fast-paced change in our profession of librarianship and information science, our College, and our higher education arena.

"Entrepreneurial"

=

Undertake the challenge of providing exemplar library and information resources and services in the innovative Champlain environment; organizing, operating, and assuming the risk of securing and deploying the needed resources in creative, sometimes unconventional ways. As "*in*trepreneurs," creating and growing an effective library unit within the larger organizational context of the College.

(The term "*in*trapreneur" is derived from *in*tracorporate *entrepreneurs*, those who implement innovative ventures within an existing organization. For a discussion of intrapreneurship, see works by Gifford Pinchot, including *Intrapreneuring in Action: A Handbook for Business Innovation*, Berrett-Koehler Publishers, 1999.)

"Blend technology leadership, market savvy, innovation and fiscal responsibility with a commitment to 'the human touch'"

=

Secure and deploy the best available technology to support students and faculty in their information needs. Capitalize on the innovative design and purpose of the Information Commons. Create, maintain, and make known the Information Commons as an intellectual center on campus that provides a welcoming environment staffed by effective and caring professionals.

"This distinctive approach permeates the delivery of relevant, student-centered and rigorous programs in business, applied technology and public service"

=

This distinctive approach permeates both the physical and virtual Library, its resources, staff, and services, as they provide relevant, patron-centered support to students, faculty, and staff.

Recombining these elements into a statement that is specific to library resources and services, the College vision can be embodied in the Library as follows:

"Champlain College Library endeavors to be a national leader in helping educate students to become skilled, effective, responsible information users: that is, people who recognize when they need information, and know how to find, retrieve, evaluate, and use it effectively, efficiently, and ethically. The Library practices agility in being able to respond quickly and effectively to fast-paced change in our profession of librarianship and information science, our College, and our higher education arena. We take an entrepreneurial approach: we undertake the challenge of providing exemplary library and information resources and services in creative, sometimes unconventional ways within the innovative Champlain environment; organizing, operating, and assuming the risk for securing and deploying the needed resources. As "*intrepreneurs*,"\* we create and grow an effective library unit within the larger organizational context of the College. In support of the College's approach to higher education (a unique blend of technology leadership, market savvy, innovation and fiscal responsibility with a commitment to "the human touch"), we secure and deploy the best available technology to support students and faculty in their information needs, we capitalize on the innovative design and purpose of the Information Commons, and we create, maintain, and make known the Information Commons as an intellectual center on campus -- a welcoming and supportive environment staffed by effective and caring professionals. This distinctive approach permeates both the physical and virtual Library, its resources, its staff, and its services, as we provide relevant, patron-centered support to students, faculty, and staff."

The current Annual Report describes some ways in which we are already realizing this vision. In the coming year, another year that promises significant growth and change, we will continue to explore and execute the vision in the resources and services that we provide. As one faculty member commented recently, "The Library was always a nice building, but now, with all the programs and displays and academic outreach, it is really starting to have a soul."

Janet R. Cottrell  
Director of Academic Resources and the Library  
August, 2006

\* The term "*intrapreneur*" is derived from *intracorporate entrepreneurs*, those who implement innovative ventures within an existing organization. For a discussion of intrenpreneurship, see works by Gifford Pinchot, including *Intrapreneuring in Action: A Handbook for Business Innovation*, Berrett-Koehler Publishers, 1999.

## "MAKE KNOWN THE INFORMATION COMMONS"

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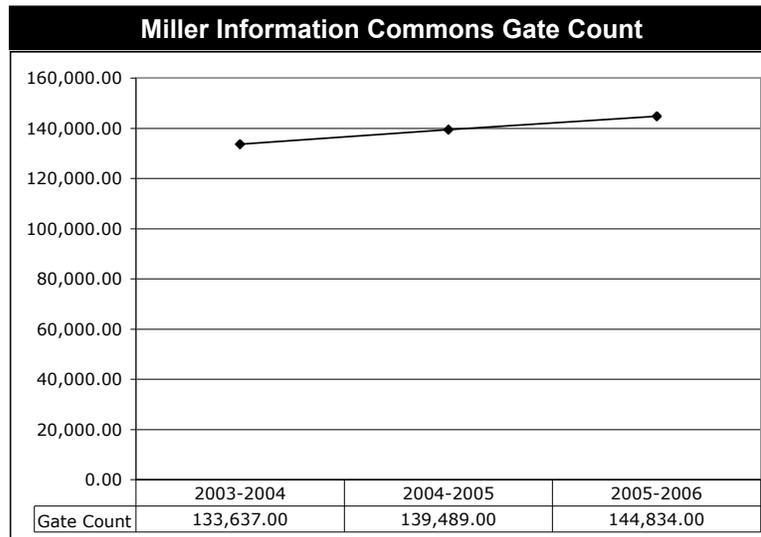
"...WE CAPITALIZE ON THE UNIQUE DESIGN AND PURPOSE OF THE INFORMATION COMMONS, AND WE CREATE, MAINTAIN, AND **MAKE KNOWN THE INFORMATION COMMONS** AS AN INTELLECTUAL CENTER ON CAMPUS -- A WELCOMING ENVIRONMENT..."

The old saying that "the whole is greater than the sum of its parts" is certainly true of Miller Information Commons. By its very design, the Miller Information Commons combines all the functions of an academic library with the innovative spirit and character of a center for information problem-solving, incorporating services like the Writing Lab, the CORE Learning Center, and soon, the Math/Accounting Lab.

In 2005-2006, the Library continued its tradition of providing extensive access to facilities and resources, and pioneered new outreach programs for the campus and the community.

### THE FACILITY AND ITS USE

Miller Information Commons is increasingly heavily used, with a gate count of nearly 145,000 in FY 2005-2006. The "gate count" of a facility simply measures each time someone walks into the facility. It does not identify type of use, but it does serve as a good overall indicator of level of use.



Although this slope may appear gradual because of the scale of the graph, it represents an increase in gate count of over 11,000 in just the past two years.

Library staff members kept the facility open for 106.5 hours each week during the academic year, including early morning, late night, and weekend hours. Students and faculty continue to comment favorably on the facility.

The "first impression" that patrons receive upon entering the Miller Information Commons was enhanced this year by the addition of a circular glass display case and a traditional cherry case near the main entrance. Exhibits in these cases, along with displays on the main service desk and in the foyer, are maintained throughout the year.

In addition to library resources and services, Miller Information Commons includes other areas of service for students and faculty:

- *Writing Lab*: The Writing Lab logged 697 visits in the 2005-2006 academic year.
- *CORE Center (Faculty teaching & learning center)*: Over 84 faculty and 5 staff members consulted with the CORE Teaching and Learning Center in the 2005-2006 academic year, the Center's first year of operations.

In the coming year, the Math/Accounting Lab will also be moving to the 2nd floor of the facility, providing an even broader range of services for students within Miller Information Commons as they approach on the broad spectrum of information problem-solving projects in their academic work.

#### **EXHIBITS AND DISPLAYS**

Exhibits and displays in the main floor of the Miller Information Commons have become effective ways of increasing awareness of the Library's collections. Some of the topics featured in exhibits and displays during the year include:

- Oh the Things You Can Think! (August-September 2005)
- For Constitution Day (September 2005)
- The Kite Runner (September 2005)
- Read Banned Books! (September 2005)
- Global Water Resources (Late September - Early October 2005)
- 1805-2005: Honoring Montpelier (October 2005)
- The United States Supreme Court (October 2005)
- National Book Award Winners (October 2005)
- Honoring Rosa Parks (early November 2005)
- George McGovern: The Myth and the Man (early November 2005)
- In Memory of Peter Drucker (November 2005)
- The T-Rex of Crocodiles (November 2005)
- World AIDS Day (early December 2005)
- Native American History Month (November 2005)
- Who really DID invent the Internet? (November 2005)
- The Soviet Union: A Real Gem (December 2005)
- Holidays Around the World (December 2005)
- "...we should ask him what books he reads": Dave Finney (November-December 2005)
- C.S. Lewis: More Than Just Narnia (January 2006)
- Benjamin Franklin's 300th Birthday (January 2006)
- In Honor of Martin Luther King, Jr. (January 2006)
- Betty Friedan: Feminist, Activist, Writer (February 2006)
- The Olympics (February 2006)
- Black History Month (February 2006)
- Charles Darwin (February 2006)
- "Good Books Are Life Teachers:" Jim Fry (January-February 2006)
- Women's History Month (March 2006)
- Tim Brookes: Guitar (March 2006)
- Remembrance Display: Holocaust and Genocide (April, 2006)
- Alexander Hamilton: Biographies (March 2006)
- Vermont Historical Society documents and maps of Vermont (April, 2006)
- National Poetry Month (April, 2006)
- Jazz! (May, 2006)

In addition to these exhibits and displays within the Miller Information Commons, Christina Dunphy arranged displays of College information and photographs in Joyce Hall and scheduled tours of historical buildings in the campus area.

### **ALEXANDER HAMILTON: THE MAN WHO MADE MODERN AMERICA**

Champlain College's Miller Information Commons was one of only 40 libraries nationwide -- and the only site in northern New England -- selected to host traveling exhibition called "Alexander Hamilton: The Man Who Made Modern America" during a four-year period. This panel exhibit examined Hamilton's central role during the Revolutionary War and our country's Founding period in creating the economic, constitutional, social, journalistic, political and foreign policy templates for modern America.

The national traveling exhibition was organized by the New-York Historical Society, the Gilder Lehrman Institute of American History and the American Library Association. The exhibition was been made possible in part through a major grant from the National Endowment for the Humanities, dedicated to expanding American understanding of human experience and cultural heritage. Champlain College's showing of the exhibit was supported in part by a generous gift from Trustee Emeritus Dr. John W. Heisse, Jr.

The College augmented the exhibit with special programming for teachers and families, and several educational lectures and panel discussions featuring local and regional experts, including:

- "Alexander Hamilton: Inventing Modern America," keynote lecture by **Willard Sterne Randall**, historical scholar in residence at Champlain College (March 10, 2006; over 200 guests)
- Exhibit showings for area teachers, who learn how to relate lesson plans to the exhibit. In conjunction with Darlene Worth, Educational Services Agency/CVEDC. (March 13 & 15, 2006)
- "Alexander Hamilton and the Economy," lecture by Champlain College economics professor **Jay Morris** (March 16, 2006; 28 guests)
- "Alexander Hamilton, Humanitarian," panel with **Matt Messier**, **Nolan Masterson**, and **Willard Sterne Randall** (March 23, 2006; 28 guests)
- "Alexander Hamilton, Legal Pioneer," lecture by **Bruce N. Morton**, Dean of the Touro Law School (March 30, 2006; 44 guests)
- "Alexander Hamilton: Godfather of Vermont," lecture by **Willard Sterne Randall** with panelists **J. Kevin Graffagnino** of the Vermont Historical Society, **Greg Sanford** of the Vermont State Archives, **Nick Muller** of the Ethan Allen Homestead, and **Michael Sherman**, author of *Freedom & Unity -- A History of Vermont* (April 6, 2006; 91 guests)
- Family Day at the Alexander Hamilton exhibit, featuring 18th-century reenactments by the Ethan Allen Homestead's **History Alive!** actors, along with related activities (April 8, 2006; 28 children, 17 adult guests)
- Demonstration of historic letterpress printing by Champlain College graphic design professor **David Lustgarten**. (April 11, 2006; 55 guests)
- "Alexander Hamilton, Slavery and the Constitution," lecture by **Willard Sterne Randall** (April 13, 2006; 65 guests)
- "Hamilton the Futurist: Dreamer, Prophet or Planner" lecture by Champlain College Provost **Russell Willis** (April 27, 2006; 44 guests)

For more details about the Alexander Hamilton exhibit and its programming, see Appendix A.

## OTHER SPECIAL EVENTS

Programming in Miller Information Commons expanded considerably this year, with special events throughout the year:

- **George McGovern: The Myth and the Man, with Russell E. Willis.** (Friday, November 11, 2005). George S. McGovern: To Conservatives, he was the patsy they loved to hate; to Liberals, the greatest president never elected. What's the truth behind these very different public perceptions of George McGovern? What shaped the man who was known both as compassionate architect of the Food for Peace program and honest to goodness war hero? Russ Willis gave Veteran's Day reflections on one of the leading American figures of the 20th century. **Russell E. Willis**, Provost of Champlain College, is the author of the chapter "Ambassador McGovern: Elder Statesman" in *George McGovern: A Political Life, a Political Legacy* (Pierre, SD: South Dakota State Historical Society Press, 2004). Willis served as founding director of the George and Eleanor McGovern Library and Center for Public Service at Dakota Wesleyan University.
- **"Good Books Are Life Teachers" with Professor Jim Fry** (Wednesday, February 8th, 2006): Professor **Jim Fry** first suggested that the Library host regular displays showcasing members of the Champlain College community and their choice of books: books they have found insightful, influential, current, or just plain entertaining. We liked the idea, so we purchased a new round glass display case for the main floor of Miller Information Commons, and this past fall we asked President Dave Finney to identify books for our "inaugural" display. It was a hit! People seem to enjoy seeing what someone else is reading (and checking which ones they've also read). So, we asked Jim himself to choose books for the next display. Taking as his theme "Good Books are Life Teachers," Jim listed titles from all aspects of life. The result is a wonderfully eclectic assortment of volumes -- stop by Miller Information Commons and see. But why these books? At this Book Talk with Jim Fry, he discussed his selections.
- **Sue Miller Sculpture: A Dedication Celebration** (Tuesday, March 7th, 2006): President **Dave Finney** and Provost **Russell Willis** gave introductory remarks at a Dedication Celebration of the sculpture "The Family" by Vermont artist **Sue Holzman Miller**. The sculpture, crafted from Vermont marble, is a gift of the artist to Champlain College. The Dedication was held at the site of the sculpture, between Aiken Hall and Miller Information Commons; a reception followed in the main floor of Miller Information Commons, where additional works by the artist are on permanent display.
- **Tim Brookes: Guitar** (Tuesday, March 14th, 2006): Author, guitarist and Champlain professor **Tim Brookes** read from his latest book, *Guitar: An American Life*, which he describes as "part history, part love song." The book, recently chosen by *Library Journal* as one of the Best Books of 2005, explores the history of the guitar in America and at the same time follows that making of a one-of-a-kind custom guitar in the hands of a master luthier.

Several events such as the Alexander Hamilton exhibit and lectures, the Sue Miller sculpture dedication, and the evening with Tim Brookes were part of an exciting new tradition, "*Arts and Culture at Champlain*." This arts and culture celebration, held primarily in March of 2006, was a wonderful collaboration of many groups on campus, including the Library. In addition to the events listed above, *Arts and Culture at Champlain* included:

- Vermont Symphony Orchestra Seminar with violinist David Gusakov (March 7)
- Vermont Symphony Orchestra Seminar with Dr. Dawn Willis (March 7)
- Vermont Symphony Orchestra lecture with Robert De Cormier (March 8)
- Vermont Symphony Orchestra concert sponsored by Champlain
- Art Faculty Gallery Opening (March 8)
- The Queneska String Quartet (March 15)
- An evening of short plays (March 15 - 19)

*Arts and Culture at Champlain* is expected to become an annual tradition in which the Library will continue to play a leading role.

## "PROVIDE EXEMPLARY RESOURCES"

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"WE UNDERTAKE THE CHALLENGE OF **PROVIDING EXEMPLARY LIBRARY AND INFORMATION RESOURCES** AND SERVICES IN CREATIVE, SOMETIMES UNCONVENTIONAL WAYS, WITHIN THE UNIQUE CHAMPLAIN ENVIRONMENT; ORGANIZING, OPERATING, AND ASSUMING THE RISK FOR SECURING AND DEPLOYING THE NEEDED RESOURCES."

### **STRONGER PRINT RESOURCES**

To ensure that the College's information resources collection continues to grow appropriately in depth and breadth, librarians work regularly with faculty in each academic discipline to support specific academic programs as well as core general education needs. Faculty-identified book requests are encouraged and play a strong role in our successful collection development and acquisitions process.

Working collaboratively with faculty first and foremost helps the Library to develop a strong and relevant print book collection. Making the best selections is important when considering that our book jobber, Yankee Book Peddler (YBP), profiled 60,000 new academic titles in fiscal 2005/2006. Second, it gives faculty an opportunity to provide direct input into the collection, providing students with print books that support and augment their classroom instruction. Third, it functions as a "current awareness" service: faculty find that participating in the Library's outreach effort makes it easy for them to stay current with new books in their disciplines.

The Library uses *Choice Current Reviews for Academic Libraries* as a selection tool and makes these reviews available to interested faculty online. For faculty interested in receiving online reviews of current academic books in their particular discipline, monthly selections from *Choice Current Reviews for Academic Libraries* are forwarded via e-mail.

Faculty participation in selecting books and developing the print book collection remains strong. Nearly fifty full and part-time faculty members from Business, Communication and Creative Media, Education & Human Services, and Information Technology & Science recommended books to add to the print book collection in 2005-2006, including Professors Abramson, Bloomer, Bongiorno, Bonino, Brookes, Butt, Church, Cross, Dees, DuBois, DeMarle, Edelstein, Edwards, Farrell, Glubock, Goldsweig, Hayward, Hunter, Kanfer, Kerr, Kessler, Kite, Klove, Koch, Koulouris, Lustgarten, Miller, Mayer, McKee, Myers, Moore, Morris, Nagelschmidt, Nahra, Newberry, Novak, O'Grady, Pepin, Randall, Reid, Reisseg, Rowley, Scudder, Selby, Suozzi, Whitmore, Whitney, Williams, and Young. The process is working well and is being continued and expanded to involve more faculty members.

As a result of this collaboration, 43% of the 1,441 books purchased for the collection in fiscal 2005-2006 were direct suggestions from faculty members.

At the same time, faculty members helped to improve the print collection by identifying and removing outdated or inappropriate volumes. In each area outlined below, faculty members worked directly in the stacks handling all the books in their subject area, and selecting volumes that were no longer useful in supporting the curriculum; in 2005-2006, a total of 713 books were removed in the following areas:

Withdrawn Books, 2005-2006	
Health, medicine, sciences.....	Susyn Dees Michelle Miller
History .....	Bob Mayer Craig Peppin Gary Scudder
Education .....	Laurel Bongiorno Paul Koulouris Kathy Leo-Nyquist
Sociology/Social Sciences .....	Fred Koch

This ongoing collaboration to improve the collection has had a remarkable cumulative effect in a relatively short time:

Cumulative Effect Over Time		
	<u>Added</u>	<u>Removed</u>
2003-2004	1,116	1,269
2004-2005	1,153	823
<u>2005-2006</u>	<u>1,441</u>	<u>713</u>
Total	3,710	2,805

In the past three years, over 3,500 books were added and nearly 3,000 books were removed. In a print collection of 40,000 books, the impact of these changes is noticeable.

#### NEW FULL-TEXT ONLINE RESOURCES

Champlain's extensive collection of online databases was further enhanced by the addition of several full-text databases during the 2005-2006 year:

- *Book Index with Reviews (BIR)* contains information about nearly four million fiction and nonfiction books across the subject spectrum, including more than 800,000 fully searchable full-text reviews.
- *Contemporary Authors* provides current biographical and bibliographical data on more than 120,000 modern authors, searchable by name, title of work, subject/genre, nationality, date and place of birth, honors, award, etc. Includes author-provided updates, expanded entries, bibliographies, awards, and recent update information.
- *Faulkner Security Management Practices* covers critical management issues for those charged with providing enterprise-wide security. The contents for this database are: business continuity; facility security; electronic & paper document security; security technology; security outsourcing; legal and financial security issues; regulations and standards; IT and network security; e-business security; human resources security; public, private sector partnerships; public safety; security administration; and security laws, regulations and standards.
- *Faulkner Advisory Technology* allows you to do a search on any topic, but the reports are grouped into the following topics for easy searching: IT infrastructure, telecom, technology vendors, Linux/open source, wireless communications, data networking, convergence, information management, security, enterprise systems, the Internet and Web, and streaming media. You can also search by report type: tutorial, directory, product, standards,

implementation, glossary, marketplace, selection guide, and company profile. So if you are interested in security, you can click on the box and all of the reports will be listed. There is a button to click for a full PDF version to print.

- *Issues and Controversies* analyzes and explains hundreds of controversial topics, in understandable language and format, with balance, accuracy, and regular updating. Also includes "By the Numbers" statistical overviews of major issues, selected newspaper editorials, editorial cartoons, primary documents, a directory of contact organizations, curriculum/study aids, etc.
- *Issues and Controversies in American History (Facts on File)* is a unique online resource of clear, concise, and balanced explanations of the most contentious issues in American history, including Birth of a Nation, Civil Rights and Liberties, Communism and the Cold War, Constitutional Issues and Court Cases, Foreign Policy and Diplomacy, Government Regulation and Welfare, Politics and the Presidency, Slavery and Race Issues, Social and Cultural Trends, States' Rights v. Federalism, War and Civil Unrest, and Westward Expansion. Includes primary documents, biographies, timelines, background articles, photographs, and maps.
- *JSTOR Arts & Sciences III* focuses on the arts and humanities and contains full-text of 150 titles. The collection makes available additional journals in language and literature, as well as important titles in the fields of music, film studies, folklore, performing arts, religion, and the history and study of art and architecture.
- *JSTOR Arts & Sciences IV (to be completed by the end of 2006)* will include a minimum of one hundred titles when it is completed in 2006. Law, psychology, and public policy and administration are the new areas introduced with this collection. The collection also includes business and education titles.
- *JSTOR Arts & Sciences Complement (to be completed by the end of 2008)* provides a method to seamlessly add journals related to the core Arts & Sciences I, II, III, and IV Collections. For the Arts & Sciences Complement, journals may be focused in any of the more than thirty arts, humanities, and social sciences disciplines covered by JSTOR. Our aim is to introduce important titles that we were unable to include in earlier collections and to capture journals that cross discipline boundaries. A minimum of 150 titles will be included by the end of 2008.
- *Literary Reference Center (LRC)* is a comprehensive database that provides users with a broad spectrum of information on thousands of authors and their works across literary disciplines and timeframes. *LRC* combines information from major reference works, books and literary journals as well as additional content from EBSCO Publishing. Included in this full-text database are: author biographies, plot summaries and Work overviews, literary criticism, reference books (i.e. *Continuum Encyclopedia of American Literature and Continuum Encyclopedia of British Literature*) journals, book reviews, poems, short stories, classic books, and author interviews. Additional features include a literary/historical timeline, citation tool, and literary glossary.
- *Project MUSE* is a unique collaboration between libraries and publishers providing 100% full-text, affordable and user-friendly online access to over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers. The Project MUSE® complete collection offers a comprehensive selection of prestigious humanities, arts, and social sciences journals to support a core liberal arts curriculum at any academic institution. Every journal is heavily indexed and peer-reviewed, with critically acclaimed articles by the most respected scholars in their fields. MUSE is also the sole source of complete, full-text versions of titles from many of the world's leading university presses and scholarly societies.
- *TeachingBooks* is a comprehensive database of children's book information for teachers and library media specialists. TeachingBooks optimizes technology to enable authors to be seen and heard in every school, library and home and to provide everyone with access to quality children's literature resources. All of TeachingBooks resources are designed to bring insights about books across the curriculum, to all subject areas, grade levels and even into the home. Thousands of reliable links are catalogued into a relational database that is organized by author, title, subject and grade. Educators and parents find materials through instantly sortable tables and from "Eye-on-the-Web" automated reports identifying and instantly connecting users to book and author materials that meet specific grade levels and subject areas of interest.

- *WorldCat* (OCLC) contains the merged catalogs of thousands of OCLC member libraries, forming a large bibliographic database.

Working closely with the program developers, the Library identified and purchased resources specifically to support the new business masters program (MBA):

- *ABI/INFORM Complete*, including:
  - *ABI/INFORM Global* provides in-depth coverage of business conditions, trends, corporate strategies and tactics, management techniques, competitive and product information, and a wide variety of other topics. As of April 2006, the database includes 1,400 journal titles in full text.
  - *ABI/INFORM Trade & Industry* covers periodicals and newsletters with a trade or industry focus. These titles provide users with the latest industry news, product and competitive information, marketing trends, and a wide variety of other topics in the Trade & Industry segment of business information. Targeted trades and industries include telecommunications, computing, transportation, building and construction, petrochemicals, and more. Every major industry is represented in the database.
  - *ABI/INFORM Dateline* provides selective full-text coverage of over 140 local and regional business publications. These provide news and analysis on many smaller and regional companies, information on local markets, and more from the business news segment of business information. The database covers many subject areas including: researching employment opportunities; compiling data on benefit packages and compensation plans; tracking businesses and industries in particular locations; learning about corporate strategies, mergers, acquisitions, and expansions; researching marketing trends and new products; surveying local effects on regulation and legislation and more.
- *Emerald Full-text* - The Electronic Management Research Library Database provides access to over 130 full-text journals including the European Journal of Marketing, International Journal of Operations & Production Management, Personnel Review, and The TQM Magazine from 1989 to the present.
- *Hoovers Online* – Includes data about more than 600 industries, 40,000 companies, and more than 225,000 key executives; features enterprises not covered elsewhere (non-public companies, government entities, not-for-profits, associations, universities, consortia, professional sports teams). Hoover's is one of the most important sources of corporate and company research.
- *MarketResearch.com Academic* – Provides full-text access to hundreds of marketing reports covering biotechnology, consumer products and services, cosmetics and personal care, demographics, diagnostics, food and beverage, manufacturing and construction, medical devices, pharmaceuticals, public sector, and technology and media. The reports in this extensive database of market research and business intelligence include background information, forecasts, and analyses on the topic, statistics, charts, graphs, and tables.
- *Mergent Online* – This database provides access to 15 years of detailed and comprehensive U.S. Company Data and International Company Data to enable in-depth business and financial research. Rich textual descriptions offer a wealth of information on items including business description, history, property, subsidiaries, officers and directors, long-term debt and capital stock. Financial statements are presented in "as-reported" form and in native currencies, maintaining the full integrity of this critical information.
- *Books24x7* – makes available technical and business reference content with access to over 3,000 digitized reference books, research reports, and articles. Books from major publishers such as AMACOM, Harvard Business School Publishing, John Wiley and Microsoft Press are included. Among the subjects covered are information technology, business and professional skills/development, financial and accounting information, engineering, best practices providing guidance on strategic issues, and government-related issues unique to public sector workers and private organizations.

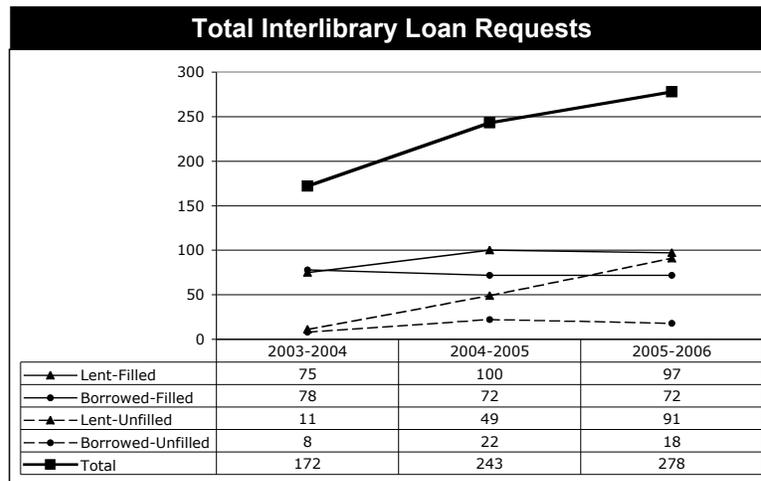
In addition to the above new resources, the Library upgraded from *Business Source Premier* to *Business Source Complete* to further enhance online business resources for both the undergraduate and MBA program. *Business Source Complete* provides full-text access to

over 9,500 titles including over 1,000 peer-reviewed journals. It includes industry and market research reports and country reports, as well as SWOT analyses for companies. It covers all areas of business including accounting and tax; banking, finance and insurance, economics, human resources, management, marketing, MIS, operations management and public administration.

With the addition of these electronic databases, the Library currently provides access to nearly 21,000 full-text electronic journals and over 41,000 electronic books to support our growing academic programs.

### INTERLIBRARY LOAN

The total number of Interlibrary Loan (ILL) requests--that is, requests for all media types, borrowed and lent, both filled and unfilled--continued to increase noticeably in 2005-2006:

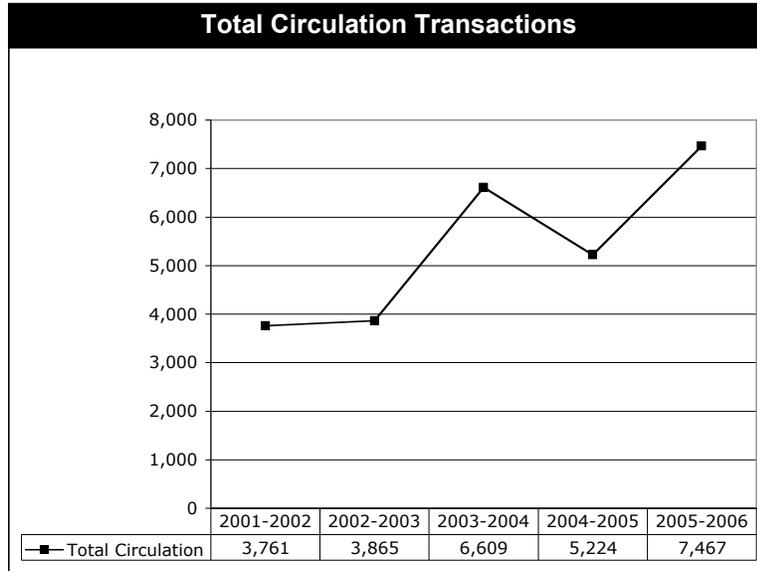


In many cases this year, Champlain was unable to lend books to other institutions because the items were already checked out to people in the Champlain community, indicating that items in the collection are in demand from our own students and staff as well as others outside the Champlain community. Other reasons for not lending items included not actually owning the item, and restrictions on circulating new books, reference books, or other non-circulating items.

As the increase in total ILL requests seems well-established now, we will continue to monitor ILL trends and try to interpret their impact on resources and services.

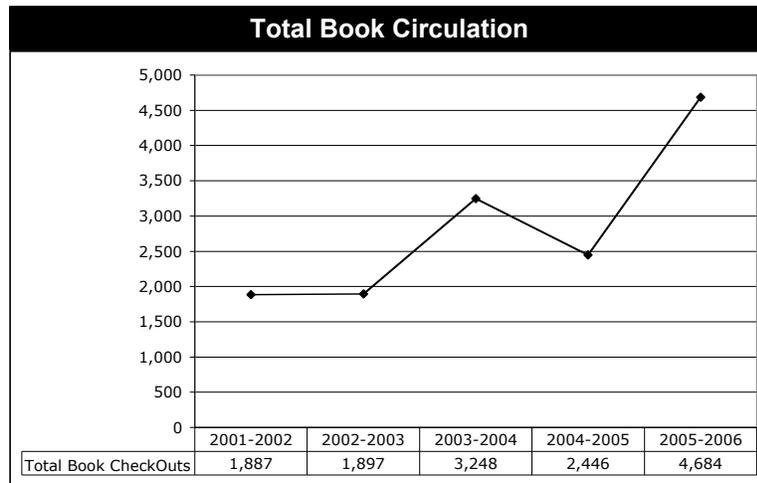
**CIRCULATION TRENDS**

Total circulation for the most recent three years is noticeably higher than for earlier years, with this year's total circulation nearly double that of just four years ago:



Total circulation includes all circulation transactions handled at the Circulation Desk during the year: books, reserve items, audiovisual items, laptops, and all other materials. It serves as a good general indicator of usage of the Library's tangible collections.

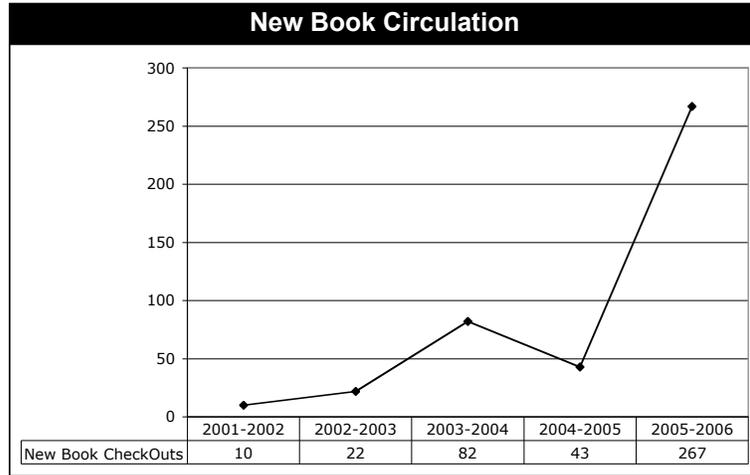
Much of that activity involves print books, so the total book circulation tends to parallel the total circulation transactions:



Both of these charts indicate an anomaly in 2003-2004 and 2004-2005, in which circulation rose, then dropped. Reports for all years prior to the current year were generated under the old online catalog system, which did not always produce reliable reports. We are fairly confident of the oldest data for total circulation (2001-2003) simply because they appear consistent, and we are quite confident of the 2005-2006 data because the new system generates accurate reports, but the intervening years call for cautious interpretation. The 2004-2005 year did not "feel" less busy than the prior year; in fact, it felt busier and we anticipated higher circulation.

In any case, assuming the early years are at all accurate, total book circulation for 2005-2006 is nearly two and a half times that of 2001-2002.

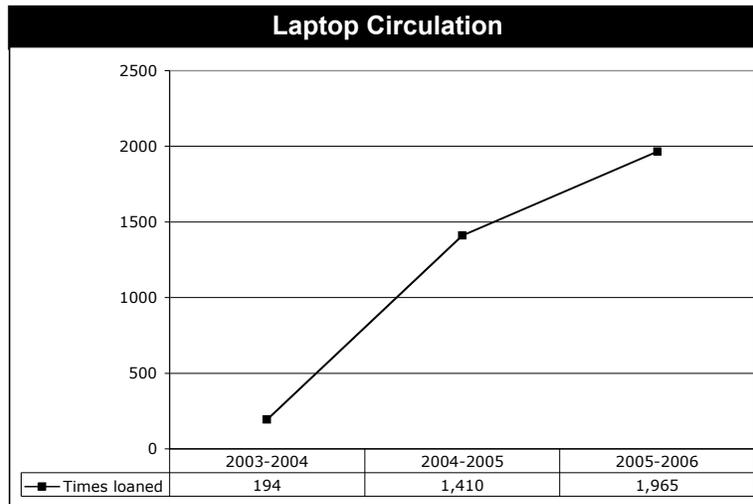
Of particular interest is the remarkable increase in New Book circulation:



Although the 2004-2005 data point always seemed suspiciously low, the 2005-2006 data (retrieved via the new integrated library system) is accurate, and shows a clear increase in the use of new books. This trend speaks well for the increasing relevance of the collection and the effectiveness of displaying new acquisitions in their prominent main floor location.

**LAPTOP LOANER PROGRAM**

Use of laptop computers checked out by students at the Circulation desk continued to increase: this year, the four available laptops circulated nearly 2,000 times during the year:



Wireless network access and printer access within the Miller Information Commons make these computers very popular with students, and we anticipate that laptop use will remain high.

## **SUMMARY OF COLLECTIONS**

The approximate collections of the Champlain College Library as of Summer, 2006 included:

39,090	Print books
41,786	Electronic books
1,154	Audiovisual materials
3,962	Microfilm
267	Serials (print)
20,980	Online full-text journals

## "EDUCATE STUDENTS"

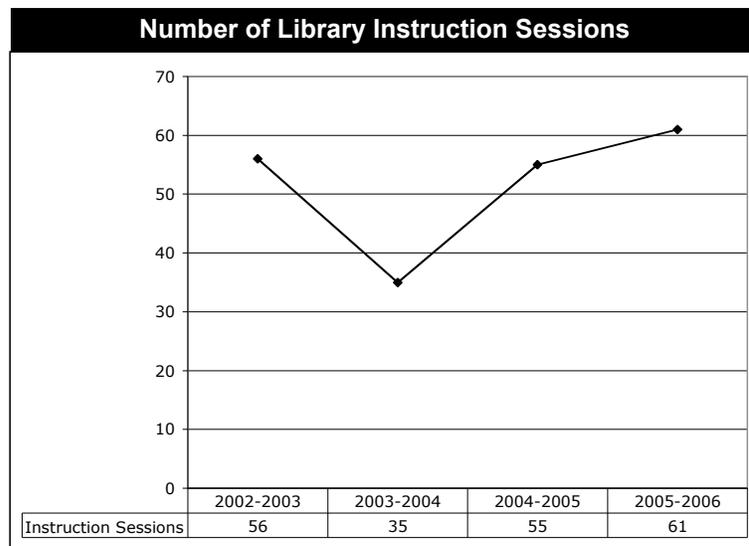
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"... **EDUCATE STUDENTS** TO BECOME SKILLED, EFFECTIVE, RESPONSIBLE INFORMATION USERS: THAT IS, PEOPLE WHO RECOGNIZE WHEN THEY NEED INFORMATION, AND KNOW HOW TO FIND, RETRIEVE, EVALUATE, AND USE IT EFFECTIVELY, EFFICIENTLY, AND ETHICALLY."

Librarians participate in direct student instruction by teaching sessions at the request of faculty members and by providing one-on-one reference instruction and advice. Librarians participated in both New Student and New Faculty orientations in August 2005 and January 2006. In addition to general orientation sessions, Librarians also partnered with Student Life to offer special orientations geared toward International Students and toward Single Parents (by Paula Olsen). We also offer workshops, training, and consultation for faculty members.

### COURSE-INTEGRATED LIBRARY INSTRUCTION

Library instruction sessions continued to increase in 2005-2006, with a total of 61 sessions, an increase over past years:

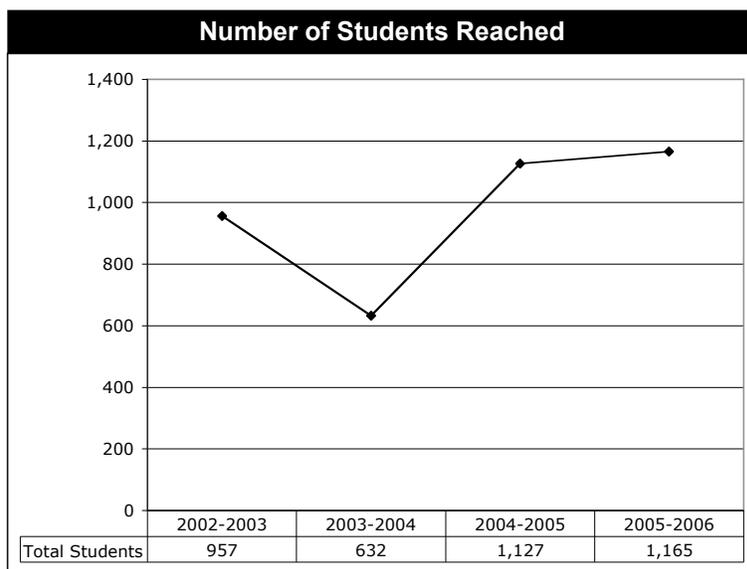


The range of disciplines and departments in which librarians were invited to offer instruction sessions indicates that library research instruction is reaching students across a variety of programs. A sampling of the courses into which instructors invited library instruction includes:

- Abnormal Psychology
- American History
- Art History
- Building Business/Global Environment

- Children's Literature
- Cognitive Psychology
- Computers in the Classroom
- Critical Reading and Expository Writing (CREW2)
- First Year Seminar (FYS)
- Introduction to Radiography
- Literature of the Bible
- Management & Organization Behavior
- Marketing and Business & Management classes
- MMG Senior Thesis & Portfolio
- Public Speaking
- Research Methods in Psychology
- Service Learning
- Social Deviance
- Social Psychology
- Software Development/Engineering class
- Survey of Community Agencies
- Themes for Writing

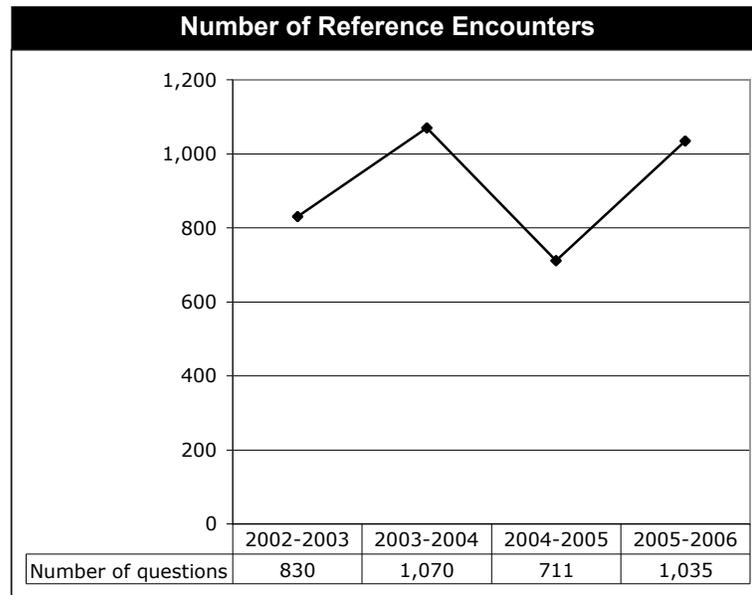
The number of students reached in the sessions increased accordingly:



Post-instruction surveys indicated that virtually all students who responded found the sessions clear, relevant, and helpful. In written comments, several students indicated that they learned about useful resources of which they were previously unaware.

## REFERENCE SERVICE

Reference questions rebounded this year after last year's decline:



Although the prior year's decline was consistent with national trends, we believe that it was most likely because the Library was short-staffed for half the year, and reference coverage was inconsistent. With this year's return to highly visible and consistent reference service, we anticipate a steadier average. Like the prior year, nearly all questions this year were substantive research questions rather than requests for directions -- another trend we hope will continue.

## FACULTY WORKSHOPS

In addition to working directly with students, the Library takes an active role in providing workshops for faculty and participating in campus-wide development efforts.

The May Faculty Collaborative provided a focus for faculty development into which the Library integrated easily and aptly. Librarians provided workshops and also worked collaboratively with faculty members as the College redefined its core general education curriculum, an overriding focus of the 2006 Collaborative.

Workshops offered this year included:

- **Successful Student Research** (August 23rd, 2005): Cinse Bonino and Paula Olsen presented a dynamic workshop on designing assignments that promote successful student research, improved student papers, and increased academic rigor.
- **Find it at the Library!** (September 7th, 2005): Sarah Cohen, Brenda Racht, and Paula Olsen provided an overview and an opportunity to learn more about the new online catalog.
- Faculty Collaborative Lunch Roundtable (May 10th, 2006): **"What Role Should the Library Play in the Core General Education Curriculum?"** The General Education Core Curriculum presents an opportunity for close collaboration between faculty and librarians. Marie Kascus organized this discussion of the role of the Library in the implementation of the general education core curriculum to help us determine how the Library's information literacy program can best be integrated into the general education curriculum to support student learning outcomes.

- Faculty Collaborative Lunch Roundtable (May 17th, 2006): **Wikipedia, Friend or Foe?** Sarah Cohen led a discussion of the strengths, shortcomings, implications, and usability of Wikipedia. This online encyclopedia that "anyone can edit" is free, accessible and widely used, but is this written compendium of knowledge reliable, verifiable, or acceptable to us as educators.
- **Faculty Focus Group** (May 23th, 2006): At the Library's request, Professor Jim Whitney conducted a focus group in which faculty gave feedback on library resources and services.
- **Welcome Adjuncts: An Open House especially for Adjuncts** (May 10, 2006): This open house held collaboratively with the CORE Center and Writing Lab provided a chance for adjunct faculty to learn more about library information resources and services.

## "RESPOND TO CHANGE IN OUR PROFESSION AND COLLEGE"

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"...ABLE TO **RESPOND QUICKLY AND EFFECTIVELY TO FAST-PACED CHANGE** IN OUR PROFESSION OF LIBRARIANSHIP AND INFORMATION SCIENCE, OUR COLLEGE, AND OUR HIGHER EDUCATION ARENA."

In order to stay involved in our campus and current in our profession, Champlain College librarians participate in many campus efforts and many professional development activities.

### **INVOLVEMENT ON CAMPUS**

Librarians and library staff members remain active and involved. On campus, Library representatives have actively participated in:

- Faculty Senate
- Staff Council
- Provost's Council
- Curriculum Committee
- Library Committee
- Community Book Committee
- Search Committees
- NEASC Self-Study Team
- Master Planning Steering Committee
- President's Task Force on Diversity and Inclusion
- Program Viability Committee
- Core Curriculum Design Teams
- Core Curriculum Steering Committee

### **INVOLVEMENT IN THE PROFESSION**

Professional development remains an essential component of librarianship. Library representatives also attended and participated in a wide variety of professional events and associations, including:

- ACRL
- ALA Midwinter
- ALA Committees
- Association of Vermont Independent Colleges (AVIC)
- Council on Library and Information Resources (CLIR)/Council of Independent Colleges (CIC)
- Vermont Library Association (VLA)
- Vermont Library Association (VLA) College and Special Libraries Section
- Vendor-sponsored workshops
- ACRL Information Literacy Immersion Institute
- ACRL/Harvard Leadership Institute

## "DEPLOY THE BEST AVAILABLE TECHNOLOGY"

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"IN SUPPORT OF THE COLLEGE'S APPROACH TO HIGHER EDUCATION ... WE SECURE AND **DEPLOY THE BEST AVAILABLE TECHNOLOGY** TO SUPPORT STUDENTS AND FACULTY IN THEIR INFORMATION NEEDS..."

### **INTEGRATED LIBRARY SYSTEM**

At the beginning of the 2005-2006 fiscal year, the Library's new integrated library system was just coming online. Although additional time will be needed to fully implement the Serials module (because it was not functional in the former system), all other modules in the system were fully functional by Fall 2005 and functioned well throughout the year, including Acquisitions, Cataloging, Circulation, and the Web OPAC.

We had selected the Innovative Interfaces, Inc. system because of its interface design, features, and functionality in the public view and in the staff modules, and the system has fulfilled our expectations in both respects. Some of the new or enhanced features available as a result of the conversion include:

- enhanced searching in the public interface
- ability to link to full-text e-books directly from the catalog
- patron-initiated web-based renewal of items
- ability to generate reminders and overdue notices
- enhanced staff-side features in all modules
- accurate and easy reporting

### **LIBRARY WEBSITE AND PROXY SERVER**

The Library website (<http://www.champlain.edu/library>) has been moved to a more stable server and continues to be refined, resulting in improved access to online library resources. However, fully effective access to electronic resources from off-campus required improved proxy service. To meet that need, the College acquired EZproxy, one of the most widely used authentication solutions in academic libraries. Once implemented, EZproxy will provide two important outcomes:

- easier access for students, faculty and staff using library resources from off-campus
- greater security for library resources

EZproxy is expected to be fully functional by the beginning of the Fall, 2006 year.

## APPENDIX A: ALEXANDER HAMILTON FINAL REPORT

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### Alexander Hamilton, the Man Who Made Modern America Final Report, by Sarah Cohen, Technical Librarian

"Alexander Hamilton, the Man Who Made Modern America" enabled Champlain College to reach members of the greater Burlington and greater New England communities in new and exciting ways. With the help of Champlain's faculty, staff, and students, and in collaboration with the Vermont Historical Society, the Ethan Allen Homestead, and the Champlain Valley Educator Development Center, history came to life for many of Vermont and Northern New England's residents and its visitors.

Champlain College coordinated seven lectures to accompany the exhibit:

- "Alexander Hamilton: Inventing Modern America" keynote lecture by Willard Sterne Randall, Hamilton biographer and Champlain College's Historical Scholar in Residence.
- "Alexander Hamilton and the Economy" by Champlain College economics professor Jay Morris.
- "Alexander Hamilton, Humanitarian" Willard Sterne Randall, Matt Messier and Linda Li.
- "Alexander Hamilton, Legal Pioneer" by Bruce N. Morton, Dean of the Touro Law School.
- "Alexander Hamilton: Godfather of Vermont" by Willard Sterne Randall with panelists J. Kevin Graffagnino of the Vermont Historical Society, Greg Sanford of the Vermont State Archives, Nick Muller of the Ethan Allen Homestead, and Michael Sherman, author of *Freedom & Unity—A History of Vermont*.
- "Alexander Hamilton, Slavery and the Constitution" by Willard Sterne Randall.
- "Hamilton the Futurist: Dreamer, Prophet or Planner" by Champlain College Provost Russell Willis.

All events were free and open to the public. Additional events were organized to offer members of the community a less formal or academic setting in which to augment their viewing of the exhibit: Family Day was held in collaboration with the Ethan Allen Homestead and included local actors imitating life in 18<sup>th</sup> century Vermont with arts and crafts activities coordinated and supervised by our Education students; an evening of Chamber music that reflected the music of the period; a Contra Dance that highlighted folk music and dance from Hamilton's era; and a Printing Press demonstration illustrating the complexities, intricacies and significance of disseminating information during the period. This variety of opportunities, available to all members of our community, met our objective of increasing common knowledge about our national and local history in a creative, dynamic way.

The exhibit made a profound impact on the College's climate in that it sparked a nascent interest in the College's arts and culture programming. The College developed an "Arts and Culture Celebration" surrounding the exhibit that showcased music, art, literature, theater and dance in addition to the Hamilton lecture series. The momentum initiated by the exhibit has opened the door for Champlain to celebrate Arts and Culture on an annual basis, a great addition to the College as a whole and to the greater Burlington community.

Beyond our conventional audience of Champlain students, staff, faculty, donors and neighbors, the College reached out to local schools, retirement communities, public libraries, and area children (question 4). The "Arts and Culture" brochure, created by our graphic design students, was sent out to more than 1500 Champlain affiliates. Brochures were distributed and available to anyone on campus throughout the eight weeks along with Alexander Hamilton pamphlet provided by ALA. The mailing was very well received and attendance at all events reflected this.

Press releases of all events were issued to local and regional publications such as *Yankee Magazine* and AAA's travel magazine *Northern New England Journey*, making the exhibit a stop on many people's vacations through New England. Faculty and staff of the

college also distributed ALA-issued posters and brochures for the exhibit to local libraries as far as 40 miles from Burlington. Professor Willard Sterne Randall was interviewed regarding his many lectures on local radio and television stations as well as in the Burlington Free Press, the local newspaper. The Vermont Historical Society, the Ethan Allen Homestead, and the Vermont Humanities Council all included write-ups on the exhibit in their newsletters. Finally, our website, <http://www.champlain.edu/events/hamilton/> provided a full schedule of events, links to sources for more information, resources for teachers and information about attending events, (question 7) and was included in all publicity materials.

Our collaboration with other local institutions was enormously fruitful. The Vermont Historical Society generously lent exhibit-related materials to the Miller Information Commons to create the sister-exhibit "Alexander Hamilton in Vermont." The Vermont Historical Society's director, J. Kevin Graffagnino, helped organize and spearhead a panel discussion of Hamilton's place in Vermont's history that included our State Archivist, local historians and the author of the authoritative history of Vermont. The Ethan Allen Homestead joined us in creating interesting and exciting programming for Family Day by bringing actors from their "History Alive!" program to reenact life in 18<sup>th</sup> century Vermont. The Champlain Valley Educator Development Center invited area teachers to teacher-showings of the exhibit. These teacher-only events allowed middle and high school social studies teachers to view the exhibit, develop lesson plans with their colleagues and discuss ways to use the Hamilton exhibit and the educators' packets in creative ways in their classrooms. Having opened the door to these relationships through the exhibit, the groundwork is now laid for future collaborations.

The excitement surrounding the exhibit was most evident at our opening reception (question 4). Governor Jim Douglas joined Champlain College Provost Russell Willis in opening the champagne reception for 80 guests in the exhibit hall. Reception guests then joined the 120+ plus lecture attendees in Alumni Auditorium for the Keynote Lecture, "Alexander Hamilton, Inventing Modern America", delivered by Professor Willard Sterne Randall. The auditorium reached its seating capacity of 200. This lecture, along with three others, has been shown on Channel 17, Burlington's Community Access Channel, allowing the members of the community who were unable to attend the lectures the chance to view them at a later date.

Perhaps the most valuable opportunity this exhibition provided was the opportunity for the Library to collaborate with various departments across campus and the "real-world" experience it provided the students who helped create accompanying materials or activities.

- Graphic design students conceptualized, designed, and produced artwork for production of logos, brochures, printed direct mail materials, banners, and collateral materials. This opportunity afforded our students an actual experience of seeing a real-world project from start to finish.
- Education students developed and executed arts and crafts activities that engaged young children (ages 4-12) during Family Day in activities reflecting a historical period such as calligraphy, candle-making, and contra-dancing. Students' hands-on participation with area children in a relaxed, non-school environment allowed them to refine their skills as educators and communicators.
- Electronic Gaming students conceptualized, designed, and produced an educational electronic game to accompany the exhibit. The real-world limitations of topic, historical-accuracy, and gaining the approval of committee (faculty, librarians, and the Provost) provided these students an opportunity to create fun educational materials for various age groups and demographics. Like the graphic design students, the gaming students also gained the experience of seeing a real-world project from start to finish.

Champlain College's showing of the Hamilton exhibit would not have been possible without the support of the Champlain Heritage Foundation and the generosity of trustee emeritus Dr. John W. Heisse, Jr. (question 6). The Champlain Heritage Foundation provided hospitality funding for lectures. Dr. Heisse's generous donation of \$12,000 allowed us to produce and send publicity materials, hire student workers as security for the exhibit, move

and store furniture usually housed in the space the exhibit occupied, provide stipends for speakers, and purchase a museum-quality display case with which to show materials lent to us by the Vermont Historical Society. Dr. Heisse attended every lecture and said that the exhibit has been "one of the most enjoyable events that I have ever had a part in....Through it I have renewed my commitment and enthusiasm to Champlain College."

Dr. Heisse's comments reflects the overarching enthusiasm "Alexander Hamilton, the Man Who Made Modern America" brought to Champlain College. Feedback for the exhibit and the accompanying lectures and activities has been nothing short of phenomenal. Below are excerpts from some guests who shared their comments with us (question 9):

- "Congratulations on a great exhibit! Champlain College continues to excel and serve our community in new and exciting ways. Keep up the good work" – Gov. Jim Douglas
- "This exhibit marks an important milestone in Champlain's efforts to strengthen the arts and humanities...a series of event that is nothing short of incredible and that has already attracted wonderful publicity, record crowds, rave reviews, and a visit from the Governor."—Janet Cottrell, Director of Academic Resources and the Library
- "Great! Hope to connect your exhibit with many more teachers in VT."—Sigrid Lumbra, Social Studies Coordinator, VT Dept. of Education
- "What an amazing schedule of events. I look forward to attending."—Shelli Goldsweig, Champlain College staff
- "It is an honor to be here and see such a fascinating exhibit"—Bob Bolluck, New York State Archives
- "Inspirational. Very glad to have happened upon the Hamilton exhibit."
- "Full of interesting information about an incredible and important American."
- "Outstanding."
- "Very well done indeed. I've learned so much."
- "An excellent exhibit that helps secure the proper place in our Country's history for its most brilliant founder."
- "Thank you for teaching me more about Hamilton. I am glad to know what a bright and principled man he was."

"Alexander Hamilton, the Man Who Made Modern America" invigorated Champlain College and enabled us to strengthen our role in the community as an institution committed to shaping our understanding of the past, present and future. Opportunities to collaborate on such a grand scale and across so many disciplines, departments and organizations are few and far between. Champlain College was honored to be selected to show this exhibit and aimed to present it to our area in a thoughtful, creative and innovative way. The exhibit acted as an important vehicle for us to provide meaningful experiences for our students, build partnerships and deepen our role in the community. Most importantly, "Alexander Hamilton, the Man Who Made Modern America" allowed us to extend our reach as educators beyond our College's walls to the broader public. Champlain is proud of our efforts and to have been part of this national traveling exhibit.

#### **SUMMARY: Individual program descriptions**

- 1) Required Opening Reception: *Champagne Reception (80 guests) and Keynote Lecture, Alexander Hamilton, Inventing Modern America* delivered by Willard Sterne Randall (200+ guests)
- 2) Required humanities program: *Music in the Time of Hamilton: Chamber Music with the Queneska String Quartet* (45 guests)
- 3) Required humanities program: *Alexander Hamilton and the Economy* by Champlain Economics Professor Jay Morris (28 guests)
- 4) Required humanities program: *Alexander Hamilton, Humanitarian* with Prof. Willard

Sterne Randall, Matt Messier, and Nolan Masterson. (28 guests)

5) Required humanities program: *Contra Dance* (18 guests)

6) Required humanities program: *Alexander Hamilton, Legal Pioneer* by Bruce N. Morton, Dean of the Touro Law School (44 guests)

7) Required humanities program: *Alexander Hamilton, Godfather of Vermont*, a panel discussion led by J. Kevin Graffagnino of the Vermont Historical Society with panelists Willard Sterne Randall, Greg Sanford of the Vermont State Archives, H. Nicholas Muller of the Ethan Allen Homestead, and Michael Sherman, author of *Freedom & Unity -- A History of Vermont*. (91 guests)

8) Required humanities program: *Family Day at the Alexander Hamilton Exhibit* (28 children, 17 adults)

9) Required humanities program: *Alexander Hamilton, Slavery and the Constitution* by Prof. Willard Sterne Randall and Hal Colston (65 guests)

10) Required humanities program: *Hands On Demo: Printing Press in Hamilton's Age* with Champlain College Graphic Design professor David Lustgarten (55 guests)

11) Required humanities program: *Hamilton the Futurist: Dreamer, Prophet or Planner* by Champlain College Provost Russell Willis (44 guests)