

## **The Champlain College Library**



# **2003-2004 Annual Report**

**July, 2004  
Champlain College  
Burlington, Vermont**

## THE CHAMPLAIN COLLEGE LIBRARY AT A GLANCE

### Collection (Fall, 2003)

Print volumes in collection (approximate)	40,477
Print volume capacity of the facility (approximate)	60,000
Online books available via College licenses	over 24,000
Videotapes, CDs, DVDs,	698
Rolls of microfilm	3,601
Print serials subscriptions	276
Online journals via College licenses (approximate)	14,000

### Collection Management (2003-2004)

Books ordered this year	1,116
Percentage of these requested by faculty	over 40%
Number of faculty who suggested titles	over 35
Books selected for withdrawal this year	1,269
Percentage of these signed off by faculty	100%

### Facilities and Access (2003-2004)

Hours open each week during academic term	106.5
Hours adult staff are present	106.5
Gatecount, September 2003 to early May 2004	127,098
Linear feet of shelving in MIC	6,586
Shelving in miles	1.25
Number of seats currently in MIC	216
Quiet area seats added May 2004	14

### Reference (2003-2004)

Hours reference librarian is present each week	57
Hours reference librarian at main desk (approximate)	30
Number of questions logged this year at Ref Desk	1,070
Percentage of these questions on a Monday	31.3%

## Message from the Director

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Academic libraries typically tie their mission statements to the missions of their parent institutions, describing their roles in terms of supporting the academic and research needs of faculty and students. While that undoubtedly holds true for the Champlain College Library as well, a slightly different ambition for our Library stood out clearly in the summer of 2003: to make the Library a positive and vital force within the College.

That objective, in turn, suggested goals in several key areas:

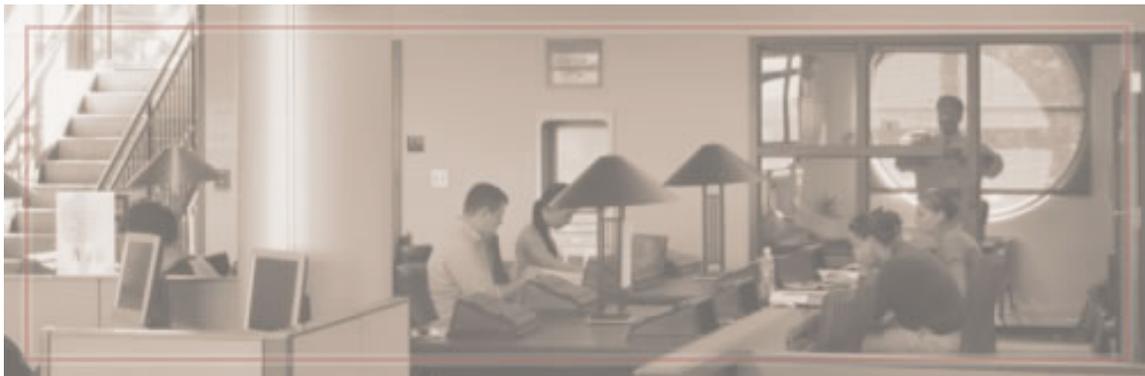
- Position the Library and the Miller Information Commons within the academic context of the College.
- Maintain and develop the Library's print and electronic collections.
- Maintain and develop the Library's physical and technological infrastructure.
- Explore ways to contribute financially to the growth of the Library and the College as a whole.

The basic strategy for approaching these goals was simple: Start with what we have, and work toward what we need. We are fortunate in that we actually have quite a lot. We have a staff who were consistently and deservedly praised in recent student and faculty surveys. We have a strong collection of online periodicals and databases, as well as a strong print reference collection, a strong children's book collection, and a moderately strong collection of print periodicals. We have an inviting technology-rich facility that combines various functions in interesting ways, and is accessible for many hours each week.

We also need quite a lot. Both student and faculty survey respondents emphasized the need for a stronger collection of books. Faculty also indicated a need for more substantive interaction and program development to integrate the Library's resources into the curricular activity of the College. And the Library staff expressed a need to move forward in innovative ways.

All in all, the Library was well-positioned to thrive during the year, and so it did. This report describes our progress toward approaching our overall objective and meeting our goals for 2003-2004, and outlines ideas for the coming year.

Janet Cottrell  
Director of Academic Resources  
July 30, 2004



## Staff

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Director of Academic Resources: Janet Cottrell

Assistant Director and Acquisitions/Serials Librarian: Marie Kascus

Reference and Instruction Librarian: Paula Olsen

Reference and Interlibrary Loan Librarian: Brenda Racht

Technical Librarian: Vacant

Circulation Coordinator: Tammy Miller

Evening/Weekend Circulation Assistant: Tamar Bouchard

Evening/Weekend Circulation Assistant: Matthew Jarvis

Evening/Weekend Circulation Assistant: Jim Kelty

Evening/Weekend Circulation Assistant: Pam Perrotte

Archives Coordinator: Christina Dunphy

## Credits

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## Goal 1 • Position the Library and the Miller Information Commons within the academic context of the College.

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The Robert E. and Holly D. Miller Information Commons is beautifully integrated into the physical campus; our challenge is to weave the Library and its resources just as integrally into the academic fabric of the College. This goal includes providing better access to resources and services, and greater outreach and participation.

### **Better access to resources and services**

- Improved Library website. The new Library website unveiled in May, 2004 is a much more attractive and interactive gateway to our services and resources (see <http://campus.champlain.edu/mic>). Preliminary feedback on the website is very positive. During the coming year, we will concentrate on developing processes and procedures that allow us to assume more direct responsibility for maintaining and expanding the site, and we will continue to overhaul and enhance deeper layers within the site.
- Easier access to online full-text journals. The Library provides an extensive collection of full text journals, but students and faculty can't always find them. To help remedy this, we contracted with Serials Solutions to provide an easy-to-use web-based list of periodicals. Using this link, patrons can search for a specific journal title, view full lists of titles alphabetically, or find all full-text journals in specific subject areas. After replacing the integrated library system, we hope to provide links to journals via the online catalog as well.
- More visible Reference service. Since the MIC opened in 1998, reference librarians worked from their offices, without a desk in the public area. This year, reference service moved out of the back room and into the midst of the main floor by setting up a work area at the main service desk, next to Circulation, and staffing it for several hours each day. (During the academic year, reference librarians are present in the facility about 57 hours each week and are at the desk about 30 hours each week.) The main desk location is more visible, and allows us to see or hear students who might need help and offer assistance before they ask. In fact, the new location has been correlated with an increase in questions. During the prior year, librarians answered a total of 891 questions for the 12-month period from July 2002 to July 2003. This year, librarians answered a total of 1,070 questions during the 9-month period from early September 2003 to early May 2004, an increase of 20% in only nine months. Our records indicate that nearly 85% of these were questions about informational resources as opposed to asking for directions or locations. (In an interesting aside, nearly a third of all questions were asked on a Monday.)
- Extensive open hours. As the main service provider in the MIC, the Library is responsible for keeping the facility open for 106.5 hours each week during the academic year, including early morning, late night, and weekend hours. Because the MIC houses not only the Library but also study spaces, computer facilities, meeting rooms, and the writing center, access to the building also provides access to a wide variety of campus academic resources. The facility is well-used, with a gatecount of 127,098 between September 2003 and early May 2004.
- New laptop loaners. In September, the Library took responsibility for making two laptop computers available for students to sign out and use within the MIC. Equipped with wireless access and a set of application software, the laptops are ideal for group work. During the previous year, when the laptops circulated from a different location (the computer help desk), they were checked out only 7 times. This year, the two laptops circulated a total of 194 times. The laptop loaner program was so popular that four new laptops have been set up to take the place of the older two, so we anticipate even higher circulation rates next year.

## Greater Outreach and Participation

- Instruction and orientation. This year, librarians provided 35 instruction sessions for classes totaling about 632 students. This level of instruction represents a decline from the year before; we are working toward understanding whether that decline is a year-to-year variation or part of a trend. The Library participated in New Student Orientation in August, and New Faculty Orientation in August and January.
- Invitations, events, involvement. The Library hosted two events this year: an open house in January to highlight the new Teaching and Learning Resources collection, and a reception in May to celebrate Sue Miller's painting "Journey to Vermont" now hanging in the main floor of the MIC. We anticipate hosting more events (presentations, brown-bag discussions, receptions, etc.) next year. Throughout the year, all faculty members were invited via e-mail to suggest book titles related to their disciplines, and the results were impressive. Selected departments were invited to help assess and adjust ("weed") their collections, and that was successful as well. (Both these initiatives are described in detail under Goal 2.)
- New flyer. Every new student, parent, and faculty member this year received a simple 3-fold brochure highlighting Library services and resources. We are unsure of the impact with students and parents, but we believe the flyer was useful in communicating with faculty. We hope to produce a more streamlined format in the coming year.
- Committee work. Library representatives participated in the Library Committee, Academic Council, Curriculum Committee, and Strategic Planning throughout the year. In an effort to gain insight into student perspectives, we also attended Student Forum; in the coming year, we hope to set up a more formal student advisory group.
- Student Art shows. Throughout the year, Miller Information Commons has hosted displays of student artwork on the main floor. Works by students in Sue Miller's art classes have been displayed in the large reading room to the left of the entrance and also on top of the Reference stacks (to the right of the entrance).



## Goal 2 • Maintain and develop the Library's print and electronic collections.

As the College continues to develop Bachelors and Masters level programs, our print and online resources must keep pace. The Library has approached that challenge in several ways this year.

### Stronger print collections

- **Making every book count.** Miller Information Commons was designed to hold about 60,000 volumes, small even for a small college library. Clearly, the facility was designed to support intensive online resources, consistent with Champlain's focus on technology and currency. Given this design, it makes sense that the print volumes in the collection ought to be carefully chosen and monitored over time, so this year we set out to improve the collection by starting our effort to make every book count. The Library's print collection improved dramatically during the year due to two coordinated and deliberate strategies: adding better books to the collection and withdrawing inappropriate books from it.
  - During the year, the Library purchased about 1,116 new books. Over 40% of these titles were direct suggestions from faculty members. Over 35 faculty members suggested books for the collection, primarily to support the academic programs -- sometimes one or two titles, sometimes dozens. Faculty participate in several ways: by sending titles of books or marked-up catalogs, by selecting titles from library-generated lists of recommended books, or by identifying missing titles while weeding the collection.
  - Working closely with faculty in four subject areas, we identified 1,269 titles to be removed from the circulating collection. In each area, participating faculty spent time in the stacks examining every volume in their designated area and selecting books that were outdated, irrelevant, or otherwise unsuitable, using the "MUSTIE" formula as a guide (see sidebar for details). As a result, 100% of the books withdrawn from the circulating collection were targeted by faculty and approved by a Program Director. As faculty participants examined the collection, they often expressed satisfaction at finding books they didn't know we had, and seeing books in the collection would in turn prompt them to suggest additional titles for the Library to acquire.

Withdrawing large numbers of volumes from a library collection sometimes causes consternation. Champlain is fortunate in that the Library Committee and the faculty as a whole, along with the College administration, have understood, supported, and wholeheartedly participated in both aspects of improving the collection -- by removing bad books and by adding better books. This kind of stewardship is particularly important at Champlain because of our changing curriculum and our limited stacks capacity. This accelerated collection assessment program will continue during the coming year.

### Sidebar • Deselecting books from the collection

#### 2003-2004 Areas of deselection

##### **Computer Science**

Faculty participants: Dave Whitmore,  
John Lavalley, Gary Kessler  
Number of deselected volumes: 119 (about 40%)

##### **Philosophy**

Faculty participants: David Kite, Allan Moore  
Number of deselected volumes: 41 (about 10%)

##### **Literature**

Faculty participant: Nancy Nahra  
Number of deselected volumes: 683 (unknown %)

##### **Education, Children's Literature**

Faculty participants: Kathy Leo-Nyquist,  
Laurel Bongiorno, Paul Koulouris, Colin Ducolon  
Number of deselected volumes: 426 (less than 10%)

#### Reasons for deselection: the MUSTIE formula

- Misleading; factually inaccurate
- Ugly; worn and beyond mending/binding
- Superseded by new edition or better source
- Trivial; of no literary or scientific merit
- Irrelevant to the needs of the community
- Elsewhere; superfluous or duplicate volumes
- [Other, such as out of date]

- Greater involvement with programs. The Library is now an active participant in the development and review processes for academic programs.
  - This year, the Library prepared resource reviews for all five new programs that were proposed (Special Education, Middle/High School Education, Electronic Game and Interactive Development, Media Communications, and Marketing). Written in consultation with the faculty developer, each review was filed with the program developer and the Provost's office prior to Curriculum Committee review of the program proposal. Each review identified resources currently available to support the proposed program as well as additional resources that would be needed, including cost estimates.
  - At the end of the year, Librarians began participating in the academic program self-review process by preparing resource reviews for existing programs. Three reviews were completed in June, and 3 more are in process for programs that are just starting their review (scheduled for 2003-2004). In the fall, we anticipate writing resource reviews for all programs scheduled for self-review in the 2004-2005 year.
  - Consistent with our need to support the academic programs of the College, the Library has begun developing written policies for collection development and assessment. These policies articulate as precisely as possible what kinds of holdings are needed in the collection as well as policies and procedures for withdrawing items from the collection.
- New Teaching and Learning Resources collection. Working with faculty and the Provost's Office, the Library has established a new Teaching and Learning Resources collection housed on the main floor of Miller Information Commons. Designed especially for Champlain faculty, this collection features a growing set of books, videotapes, audiotapes, and articles covering many aspects of teaching and learning at the college level.
- Showcasing new books. Newly acquired books are now showcased on the main floor of the Library, on top of the current periodicals shelves. Relocating new books from their secluded 2nd floor location to a main area of the Library seems to have increased interest and circulation, while decreasing the missing book problem.
- Maintaining strong Reference collection. The Reference collection has been well-maintained over time, and this stewardship continued during the past year. In addition to ongoing management, several volumes and sets were added to support new academic programs.

#### **Stronger online collections**

- Online journals. Champlain has a history of providing excellent access to online full-text journals and other resources. The online journal collection grew even stronger this year with the upgrading of two EBSCO databases, Academic Search Premier and Business Source Premier (over 4,000 additional full-text journal titles), and a new subscription to a set of full-text Psychology journals, PsycArticles (49 journals).
- Online books. The College's online book collection has remained relatively stable this year. One notable change was the addition of a new set of academic and reference materials to the NetLibrary subscription. In the coming year, we hope to add an additional simultaneous-use slot to our Safari Tech Books subscription, which is currently limited to one user at a time, and to work with faculty to select new titles to replace outdated ones in the collection.

#### **Interlibrary Loan as an option**

- Although Champlain has never experienced high volumes of interlibrary loan transactions, ILL remains a useful tool for providing materials to the Champlain community. ILL statistics for this year include 71 items lent to other libraries (out of 82 total requests) and 91 items borrowed from other libraries (out of 99 total requests).

### Goal 3 • Simultaneously maintain and develop the Library's physical and technological infrastructure.

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The physical infrastructure of the MIC has been well-maintained and remains in good condition. The focus this year has been to identify areas that can be made available for more general use. For example, in May, the Macintosh lab in the second floor tower room was dismantled in preparation for moving it to the new Global Business and Technology Center, allowing the room to be repurposed for quiet study in response to student requests. Later this year, we expect other areas of the second floor to become available as labs and faculty members move to the new Center. These areas will be reprogrammed in ways consistent with an Information Commons. For example, part of the second floor will be used to house the nascent Teaching and Learning Center (formal name yet to be determined), including a grant-funded position reporting to the Assistant Provost to help faculty integrate the Core Competencies into their courses and programs.

The main technology focus of the Library this year has been to identify an appropriate replacement for the aging integrated Library system (ILS). This year, we carried out the product assessment and selection process. Next year, we will work with both the vendor and IT to implement the new system, convert the data, support the program, and refine and use it to best advantage. As part of the ILS replacement, we anticipate replacing all staff desktop systems to accommodate the new software. We also hope to improve remote access to online resources.

Meanwhile, we have begun working with IT to identify and replace outdated hardware in the MIC. This year, the eight workstations in the Reference area were replaced, as were the two Circulation Desk workstations. The Circulation desk also benefited from new bar code scanners which are proving much more reliable than the aged light pens previously used there. In the coming year, we will be adding four standup workstations throughout the MIC for quick database or e-mail sessions. And as described in the Access initiatives of Goal 1, the successful student laptop circulation project has already been expanded for the coming year.

We have also used wireless technology within the MIC to facilitate our yearly checking of the collection, wheeling a laptop through the stacks to scan each volume. This process allows us to track missing or improperly checked items more effectively.

Overall, our intent is to automate wisely. Some processes can be streamlined, and the new automated system will ease things considerably. Another key is to gather data. We have started collecting baseline statistics, and have begun to build from there. This benefits not only the Library, but will be a key task in preparing for NEASC accreditation as well.

We will also work with IT to keep an eye on our existing technologies and identify innovations we should adopt. For example, if we continue to deselect and acquire large numbers of books, should we stick with traditional tattle taping or investigate RF chip tags? Should we consider self checkout? Should Champlain become a laptop campus? Too soon to say, but we'll try to keep an eye on the horizon.



## Goal 4 • Explore ways to contribute financially to the growth of the Library and the College as a whole.

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The Library participated in three major grant initiatives this year.

- As a result of a successful grant application prepared by the Library last fall, Champlain was selected from over 200 applicants to send a team of three participants to a Council of Independent Colleges workshop on The Transformation of the College Library. With the help of this \$1,500 grant, a team including Russ Willis as CAO, Janet Cottrell as library director, and David Kite as a faculty participant spent three days in San Francisco in late February working with nationally-recognized facilitators on how to better integrate our library resources into Champlain's academic life. The results of this focused workshop are already apparent in the Library's involvement in program support, and in our outreach plans for the coming year.
- Last winter, the Library contributed one of the two activities highlighted in the College's Title III grant application titled "Strengthening Library Resources and Management Information Systems at Champlain College." We are waiting to hear if our proposal for \$1,817,265 has been accepted. If it is, the College and the Library will benefit greatly from the proposed increases in collection and staffing. If not, we will still have benefited from the planning process and will seek to carry out as many initiatives as possible with available resources.
- This spring, the Library submitted a request to the Gladys Brooks Foundation proposing to establish a named endowment to support collections related to the College's Core Competencies. We are waiting to hear whether our \$100,000 proposal has been accepted.

In addition to these very specific attempts to contribute financially to the College, we also work to support the health of the institution by making our facility available for public and community events, by interacting constructively and approachably with our students and their families, by being accessible to patrons in our neighborhood, and by participating fully in key College initiatives such as the Strategic Planning process. The results of these activities are difficult to quantify, but they contribute toward making our work an integral part of the College.

