Grinnell College Libraries Annual Report, 2016-2017

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1. Progress on Strategic Plan Actions

Teaching and Learning

In alignment with ACRL's Framework for Information Literacy for Higher Education, Grinnell librarians Julia Bauder, Kevin Engel and Phil Jones recommended in a study published in 2016 that research sessions providing general database profiles are best suited for lower-division and introductory courses such as Tutorial and the first course in a discipline. The findings from this study also indicate that instruction sessions for upper-division classes, seminars and MAPs reduce or eliminate time given to database demonstrations; rather, librarians were recommended to lead discussions of types of evidence and discovery of this material and to include ample opportunity for individual students to speak with their librarian and professor about a research project. Therefore, the library faculty have modified their research sessions in light of these recommendations and are also investigating ways to support additional one-on-one Library Labs with students.

In recent years, librarians have also noted an evolution in the ways our students and younger faculty are searching for information. These digital natives utilize information in ways that do not match well with more traditional Library-built information infrastructures (web site, Subject Guides, databases, etc.). This trend is apparent in an increasing number of requests for information that Grinnell students, staff, and faculty already have access to through the Libraries, but the path to that information is increasingly not in the workflow of these individuals. Accordingly, we have begun a pilot program of purchasing access to information at its source (usually direct from the publisher or a non-profit aggregator like JSTOR or Project MUSE) rather than the traditional and less expensive commercial aggregator (like EBSCO and ProQuest). New examples of these kind of purchases over the past year include the 2017 Springer E-book Full Collection (we have purchased this collection every year since 2010), the Taylor & Francis Social Science and Humanities and Science and Technology Journal Libraries, and the Wiley Journal Full Collection. Additionally, we believe our new integrated library system and discovery layer, which will go live late next year, will make it much easier to identify and locate research materials.

While we continue to expand the primary and scholarly resources available at Grinnell, our researchers will always need access to additional materials. Interlibrary Loan (ILL) is a service that allows our students and faculty to borrow items from other libraries, giving Grinnellians access to the holdings of major domestic and international research libraries. Last year our ILL department did a thorough self-review and worked with a consultant to identify best practices and optimize workflows. The results have been tremendously successful and delivery times for ILL requests have been significantly reduced. The department has just joined RapidILL, a complementary service, that provides access to a network of libraries who commit to expedited ILL services and 24-hour turn around for requests. This additional service should even further enhance Grinnell's access to research materials.

Textbook costs and access to course materials remain vital concerns at Grinnell. Last year, the Libraries and ITS created a new electronic reserve system within GrinnellShare that allows for easy integration with course pages in Blackboard. In the 2016-17 academic year, 146 faculty members, or about 70% of our faculty, utilized e-reserves. The Libraries provided 3,054 articles or book chapters and 424 e-Books as course readings through the e-reserve system, an increase of

nearly 10% over the prior year. Library staff have partnered with Accessibility and Disability Services staff and Academic Support Assistants to make course readings on e-reserve as accessible as possible to students with disability accommodations.

Grinnell Learning Place

The library staff continues to try to find low-cost ways to improve Burling and make it a more conducive research environment for current students and faculty. Upon his arrival at Grinnell, the new Librarian of the College, Mark Christel, observed many of the research sessions offered by the librarians. He noted that many classes were too large for the small library teaching spaces, in some cases classes needed to be split and placed into two adjacent rooms. He prioritized the creation of a larger classroom space within Burling that could accommodate those larger classes, facilitate more interactive pedagogical approaches, and feature advanced projection options that could better serve the needs of groups like Special Collections.

While Burling is nearing capacity, the library staff shifted large portions of the stacks and worked with the teaching faculty to identify bound journals that could be removed from the building because they were now available online to create the space we needed for the classroom. This is a phased project, but we now have a new teaching space on Burling second floor that will be used by classes this Fall. Whenever classes aren't using it, students will have a new study area featuring comfortable furniture that can be configured to suit their needs and mobile whiteboards for collaborative work.   In a future phase, we hope to enclose this space and also create some much-needed group studies in an adjacent area.

The other major enhancement to the Libraries this year was the addition of a video production studio in Burling Library. The production studio is supported by staff from the Digital Liberal Arts Collective (DLAC). The space and its staff represent a very valuable resource for students and faculty interested in creating media projects to incorporate into their teaching and research.

Alumni Engagement

The staff in Special Collections and Archives has continued and expanded their

ongoing efforts to engage with alumni. In addition to staffing a "photo identification table," again, in the Smith Gallery of the Joe Rosenfield Center, the staff also gave a presentation to alumni about the kinds of material found in Special Collections and how to access it. Special Collections houses a large number of photographs of Grinnell that lack identifying information. The staff selected some unidentified photographs from each reunion cohort and asked alumni to help identify the people and events depicted. Approximately 75 people stopped by the table again this year, looked at 151 photos, and helped identify roughly 200 people and five locales. These photos can now be uploaded to Digital Grinnell with complete metadata, allowing alumni and others to search by name and find photographs of themselves, their friends, or their ancestors. This event was extremely popular with the alumni; responding to feedback received last year, the staff of Special Collections opened their photo identification table for four hours on Saturday, in addition to the hours they were available during the week.

The presentation the Special Collections staff gave to alumni, "Eras of Grinnell: Online and In-person Resources of Special Collections and Archives," attracted thirty people. The presentation took place in Burling Library's event space, after which there was an open house in Special Collections so that those who attended the presentation could visit the physical resources available and learn more about the objects and collections that had heard referenced during the presentation.

The Libraries have several databases that could be made available to alumni for small upcharges and we have begun meeting with the Office of Development and Alumni Relations (DAR) staff to work through some of the remaining technical questions and discuss potential timing. We are currently reviewing licenses and pricing to determine what resources could be included. We know many of our alumni would benefit from ongoing access to these databases and full-text journals, so we hope to be able to share additional information in the next few months.

2. Identifying and Addressing Areas of Risk

As noted in numerous facility studies and library reports, Burling Library is nearing the end of its useful life as Grinnell's main library. The main building was

constructed in 1959 to support a student body of 938 students and a collection of 300,000 volumes. The 1982 addition added space for almost 250,000 more books, but today we house 71,000 volumes off-site in a storage facility, offer an insufficient number of sub-par study spaces to our student body, lack collaborative work areas, fail to comply with basic ADA requirements, and are essentially at capacity in our stacks. Our ability to support the research needs of contemporary students, who work more collaboratively and engage with technology in ways never imagined in 1959, is severely limited by our facility. We are addressing this challenge by making smaller enhancements to Burling and beginning to define a program for a new facility.

The Libraries continue to be deeply concerned about a major risk highlighted in last year's annual report: the potential loss of access to critical parts of the historical and scholarly record. In some cases, Grinnell students and faculty may lose access to resources because we can no longer afford them, as prices for scholarly journals continue to rise far faster than the rate of inflation or the increase in the library budget. In other cases, access to "born-digital" documents may be lost completely when their publishers go out of business, or if the documents are not migrated to new formats as the old formats become obsolete.

 This complex and long-term set of challenges requires a multi-pronged response from the Libraries. Locally, we continue our ongoing efforts in digital preservation, migrating older digital information to modern digital formats that will remain accessible. Grinnell partners with other Iowa colleges and universities in the Central Iowa Collaborative Collections Initiative (CI-CCI) to ensure that at least two copies of older scholarly books are preserved within Iowa. We participate in national efforts to preserve journal literature in collaboration with the Center for Research Libraries (CRL), the Five College Library Depository, and Portico, an effort supported by the Mellon Foundation.

Nationally, the open-access movement is attempting to find a new economic model for scholarly publishing that will better control costs and increase access to scholarly materials for everyone. Grinnell supports several organizations that seek to make digital versions of scholarly materials freely available, including efforts such as the Lever Press, Knowledge Unlatched, and the Public Library of Science (PLoS). This summer, one of our librarians will offer a summer workshop for faculty interested in developing Open Educational Resources (OERs), curricular resources ranging from open digital textbooks to video lectures that can be freely

used by other scholars and researchers around the globe. The Libraries believe our participation in these projects is in our self-interest because of their potential to offer a more sustainable economic model for developing curricular resources, but also because of Grinnell's deep commitments to social justice and engagement with a global community of learners.

3. Challenges, Achievements, and Opportunities

Over the past year, there have been significant developments in collaboration among academic and public libraries in the State of Iowa. For the first time ever, the Iowa academic library community (community colleges, private colleges and universities, and the three public universities) through the "Iowa Academic Library Alliance" have partnered with the State Library of Iowa. Together, the Alliance and the State Library presented a Request for Proposals to nine information vendors and have since awarded contracts for a multi-vendor suite of databases that will be available to all libraries and all people in Iowa through the next five years. The partnership has resulted in a package that brings in more content at a lower cost and enhances vendor competition. In addition, the Alliance has also helped put together smaller but very important projects like the joint JSTOR E-book Demand Driven Acquisition project involving Grinnell College, Drake University, and Luther College. That effort makes all 50,000+ e-Books in JSTOR available to students, staff, and faculty at each of the three institutions. Grinnell's science librarian, Kevin Engel, has ably led both the state-wide request for proposal (RFP) process and the JSTOR E-Book partnership.

The Libraries have also continued their engagement with and support for digital scholarship initiatives at Grinnell. We continue to enhance our platforms for hosting digital content, from our Islandora-based [Digital Grinnell](#) repository to Omeka or the Open Journal System (OJS) software we use for our online journals (e.g., the Grinnell Undergraduate Research Journal). Following Professor Matt Johnson's departure from the college, library faculty assumed leadership of the ongoing Grinnell-in-China Innovation Fund project, which developed a digital collection based on materials from the College Archives. Another library faculty member, Assistant Professor Elizabeth Rodrigues is co-teaching a new special methods course on the Digital Humanities with the director of the college's Digital Liberal Arts Collaborative (DLAC). Students in the course are introduced to emerging modes of digital scholarship. Additionally, the Libraries, DLAC, and

Professor Carolyn Herbst Lewis are collaborating on the [Vivero Digital Scholarship Student Fellowship Program](#), an effort to train and mentor a cohort of students who will become more fluent in the digital liberal arts and serve as resources to other students and support courses that integrate digital components. Professors Sarah Purcell and Eric Simpson have recently received an Innovation Grant to develop another digital humanities course and the Libraries look forward to collaborating with them in whatever ways seem most productive.

4. Primary Areas of Focus for 2017-2018

- Prepare for a migration to a new integrated library system (ILS) at the end of next academic year. Our current system from Innovative Interfaces was purchased in 1989 and we will be migrating to a new ILS, discovery layer, and electronic resource management (ERM) system from Ex Libris in June, 2018. Our new system was recently implemented at seven other major libraries in Iowa, including all the Regent universities and Drake, so once we are also on that platform, we can begin collaborating with that group to increase our access to resources and enhance our operations.
- Perform a comprehensive space assessment to analyze how students and faculty are currently using library facilities, determine how they see the libraries contributing to their teaching, learning, and research goals, and identify what technologies will be most critical moving forward. Use this information to maximize the usefulness of Burling Library during its remaining lifespan and to begin planning for a new library building in Phase 2 of the campus plan.
- As Grinnell prioritizes additional individual research opportunities for its students, the Libraries will partner with academic departments to help them introduce research skills and mentor student researchers. We will explore how librarians can support additional one-on-one Library Labs, which are crucial as students engage in substantial individual research projects.
- Enhance student and faculty access to primary sources and scholarly materials. We are increasing direct, immediate access to journal literature (e.g., the Elsevier's College Edition Complete and the Wiley Journal Full Collection) and e-Books. We are currently working with ITS to implement Shibboleth, which will allow Grinnell to join the HathiTrust, giving our community expanded access to millions of public domain materials.

5. Primary Analytic Activities and Plans

We are currently in the process of writing our decennial self-study, and expect to have external reviewers on campus early in the spring semester.

This year, we worked with Information Technology Services (ITS) and the Office of Analytic Support and Institutional Research (OASIR) to conduct the [Measuring Information Service Outcomes Survey (MISO)](#), a faculty and student satisfaction survey, designed by and for liberal arts colleges, that measures satisfaction with information services provided by both ITS and the library. Overall, we were very pleased with the results from the MISO questions related to the Libraries. Over 95% of faculty, staff, and students were satisfied or somewhat satisfied with the overall library service, and even higher percentages agreed or somewhat agreed that the library staff were reliable and responsive. More than 95% of students and faculty are either satisfied or somewhat satisfied with both the library print collections and the Libraries' databases, and around 90 percent are satisfied or somewhat satisfied with the Libraries' e-book collections.

As we look forward to planning for a new academic commons—while at the same time trying to make Burling as accommodating as possible for current students—we are very interested in learning more about how students and faculty currently use Burling and what they would like to see in a new building. To that end, five of the librarians and library staff have registered for a course offered by the American Library Association this summer on using ethnographic techniques to learn about and improve users' experiences with library facilities. We hope to be able to put those techniques to use studying students' experiences with Burling sometime in the next academic year.

I. Libraries Statistical Comparison (2015-2016 and 2014-2015)

Grinnell College Libraries Statistics	2015-2016	2014-2015
Gate count (typical week)	3,854	4,097
Total circulation (books, CDs, DVDs, etc.)	31,402	37,524
Total full-text article downloads	550,605	470,710
ILL borrowed	3,891	3,672
ILL provided	4,530	4,996
Reference Questions	2,982	4,200
Group Instructional Sessions	121	137
Hours per week	110	110
Librarians	8	10
Professional staff	3	3
Support staff	12.6	11.7
Annual student hours	16,943	16,376
Total physical volumes held (including Gov Docs)	705,765	768,671
E-books available	474,326	409,888
Serials subscriptions received (all formats)	66,328	57,817
Audiovisual items	38,004	37,430
Acquisitions expenditures (one-time purchases)	$419,449	$333,102
Acquisitions expenditures (subscriptions)	$1,378,095	$1,161,447