

2014

Old Dominion University Libraries Annual Report FY2013-14

Old Dominion University Libraries

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Old Dominion University
University Libraries Annual Report
FY2013-14

Our Mission:

“The Library promotes student and faculty success in learning, teaching, and research. We build, manage, and preserve research and information collections; serve the information needs of our community in a welcoming physical and virtual environment; and create and foster collaborative opportunities for research and service.”

Our Vision:

“The Library is the center of the University’s intellectual, cultural and social life. We are client centered and future oriented. We are recognized as the premier research library of southeastern Virginia. We provide leadership to the community through knowledge and resources. “

Our Values: We affirm our commitment to

The transformative nature of teaching and learning
Excellence in service
Responsible stewardship
Ethical practices

Collaboration, cooperation and teamwork
Recognition, development and empowerment of staff
Regard for diversity of people and of ideas
Change and innovation for the benefit of our community

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Highlights

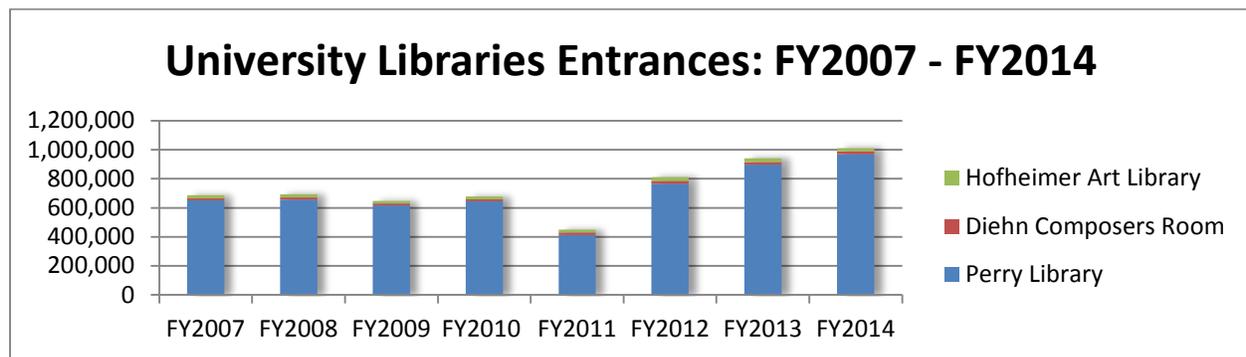
Preparing for change this year, the University Libraries launched the first 4 phases of its 18-month future planning process. In Phase 1, *Self-Discovery*, participating staff explored their MBTI (Myers-Briggs Type Indicator) preferences in handling tasks and relationships. In Phases 2 and 3, some participants focused on the internal and the other half focused on the external academic library and higher education environments. Campus faculty and administrators partnered with Library staff in exploring a series of extreme scenarios in Phase 4 to sharpen thinking about overarching themes and recurring opportunities. Phases 5, 6 and 7 to set strategic directions and to create a 5-year operational plan for the Libraries will roll out in FY2015.

Virginia S. O’Herron, University Librarian since 2004 and a member of the University community since 1993, announced her intention to retire. Her extended leave began at the end of June, in advance of

her formal retirement date of July 31, 2014. Staff members completed succession planning for units and departments, developed and carried out training programs, and worked closely with her to ensure a smooth transition in all areas. George Fowler, Associate University Librarian for Information Resources and Technology, began unofficial service as Interim University Librarian at the end of June. He will officially become the interim University Librarian on July 1.

Perry Library again extended building service hours. Learning Commons usage continued to grow. In FY2013, the facility opened to students for a total of 5,933 hours out of the possible 8,760 hours in the year. In FY2014, with onetime University funding, the facility opened for service 6,206 hours, an increase of 273 hours.

FY2014 Building Entrances	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Perry Library	652,433	656,832	617,095	644,154	411,905	765,793	898,343	969,168
Diehn Composers Room	12,517	13,972	11,925	14,892	18,969	19,586	17,136	19,612
Hofheimer Art Library	22,106	22,205	18,962	19,675	20,160	26,097	25,833	22,512
University Libraries total entrances	687,056	693,009	678,558	678,721	451,034	811,476	941,312	1,011,292



FY2014 University Libraries Annual Statistical Report: Service Usage	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Help desk reference transactions	29,996	24,354	26,068	30,743	15,977	31,640	41,275	43,368
Consultations	429	204	307	404	656	451	483	427
Interlibrary loan items acquired for ODU users	15,715	14,212	14,083	13,736	13,542	12,656	13,389	12,666
Interlibrary loan items sent to other libraries	11,407	12,451	12,424	14,343	12,075	11,701	11,643	9,792
Items delivered to ODU patrons from the ODU collections	6,048	6,643	5,191	6,268	5,393	5,419	6,045	6,683
Learning Commons equipment loans						6,279	10,140	18,095
Course based instruction sessions	139	194	204	181	208	264	257	259
Orientations and tours	21	52	61	68	76	82	73	67
Workshops	11	15	33	35	21	35	60	34
Learning Commons programs	NA	NA	NA	NA	NA	333	331	309
Events	9	9	9	17	13	30	17	12
Exhibits	19	13	17	26	21	27	32	25
Virtual reference transactions	1,490	870	1,223	2,384	3,134	4,439	5,646	6,414

The Hofheimer Art Library relocated to the newly constructed Barry Art Building on Monarch Way at the close of FY2014. The Art Library's second floor home is beautiful, with new furniture, shelving, and equipment. By the time fall semester classes begin, the Library, faculty offices, labs, and classrooms will be ready for arriving students.

The Libraries passed its 10 year University audit of Library financial and other procedures with no recommendations. To support that process, staff set up centralized files for review, met with the University auditor to describe library practices and services, demonstrated specific processes, and answered questions. The Libraries' longtime investment in developing standardized practices and working closely with appropriate University agencies resulted in the conclusion that its processes meet University expectations.

Teaching and Other Services

The University Libraries are committed to supporting student learning and faculty teaching. The Libraries provide a suite of instructional programs and services designed to meet student needs, both on and off campus. Help Desk services provide face to face assistance to students for technical help, construction of effective search strategies for research in the disciplines, navigation of campus complexities, selection of best resources, and for many other questions. Online services provide real-time individual assistance, detailed guides, individual course lists, videos, search tools, finding aids and other instructional products. The Libraries offer consultation with faculty, class instruction and other assistance, specialized workshops, and various outreach activities. As part of its culture of assessment, the University Libraries continued to focus on enhancement of teaching and support services.

Instruction Programs

Library instruction programming is based on defined research concepts. Student learning outcomes align with the information literacy standards developed by the Association of College and Research Libraries. Instructional programs primarily target three types of standardized campus instruction – the University’s General Education program information literacy emphasis; General Education’s English composition classes for lower level undergraduates; and discipline-based classes for upper level undergraduate and graduate students.

Within this programming, Library instructors assess effectiveness and experiment with new ideas and products. Their instructional assessment process is cyclical. First: initial assessment, practice, and instructor reflection on successes and concerns. Second: implementation of improvement methods. Third: assessment of the impact of those improvements. In this cohesive cycle, the instructor observes the process, initiates improvements, observes anew, and reflects on ideas and new approaches with other instructors.

The University Libraries supplement formal classroom instruction with specialized workshops, general orientations, and tours. This year, faculty and graduate student workshops highlighted citation management software, disciplinary resources, NBCLearn, and journal metrics. Undergraduate workshops examined general learning skills such as citing sources, avoiding plagiarism, and evaluating web sources.

Library staff used many resources to strengthen teaching and assessment. The accessibility and functionality of the University’s new Qualtrics survey tool provided staff with an effective system for capturing faculty perceptions of instructional effectiveness in the library sessions. Faculty response rates improved, and faculty provided more qualitative comments about the sessions. Other instruction tools included Prezi, Poll Everywhere, new course guides offered in LibGuides, group activities, quizzes, and games to enhance learning.

Library instructors expanded basic teaching programs. For the first time, staff offered library instruction to the ENGL 110 classes which incorporate research-based assignments. For this new program, staff designed curriculum content to cover 4 main topic areas for this new set of classes, and taught 18 sessions during FY2014. These courses extended the reach of library instruction to more students at an early stage in their academic careers. Instructors benefited from the opportunities to continue exploration of instructional techniques and organization.

Librarians used diverse methods to build and maintain individual instructional effectiveness this year. To support disciplinary needs during periods of staff transition, Library instructors developed a standardized, interchangeable set of curriculum plans. With this plan, the instruction team maintained science classes throughout the period of time needed to fill the open science reference position. This standardized approach also enhanced orientation and training programs for new Library instructors.

The Libraries continued to work closely with faculty members to support student learning in semester long classes. Two librarians embedded within new classes. While labor intensive, this in-depth outreach results in many positive learning opportunities for those students. The experiences appear to enhance engagement of the students with the librarians.

The Learning Commons continued to partner with faculty members seeking specialized equipment for class projects. This year, faculty members borrowed iPads to support Business 110 students tasked with creating video commercials and also for an English 231 class interested in capturing the challenge of walking across Hampton Boulevard.

In another innovative project, Library staff used the flipped classroom technique first explored last year in a library session held for a theater class. This year, the new curriculum for ENGL 211 classes included pre-session group assignments by the faculty member for a course session where each group developed and presented on the research process. In this model, responsibility for learning is placed almost entirely on the students working in small groups. The 35 sessions taught in the new method appear to have been well received by course instructors, as evidenced by positive comments in the Qualtrics assessment surveys.

Library Instruction sessions by Location	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
In Library	161	180	138	71	176	155	166
GORNT0	10	6	5	10	8	5	6
Adobe Connect							6
Oceanography	1	0	0	0	4	5	5
MGB	1	0	0	5	7	3	5
BAL	4	3	7	34	5	9	6
Constant	5	5	19	45	41	49	45
Diehn		1	1	0	0	0	2
Education		2	3	8	7	3	3
Health Sciences			1	2	2	3	3
Kaufman					7	8	3
SRC					3	1	0
ECSB							2
Other	1	1	1	26		4	0
VBHEC	6	5	4	6	4	12	7
Tri Cities		1	2	1		0	0
Total	189	204	181	208	264	257	259

Instructional products

The Libraries continue to develop products to supplement instructional programming. Staff created and posted 16 one-minute videos, *One Minute Tips*, for quick user consultation. These videos are used in classes, linked in Blackboard, and are used by individuals. Most run on the ODU YouTube channel and received more than 1,900 views during the year.

The Libraries partnered with ITS and other campus agencies to acquire the Lynda.com training resource on applications use. Access to Lynda.com is available from several locations on the campus web page for easy user access, and is included in the University Libraries' A to Z database listing. Students and staff alike may use more than 2,500 training videos.

Outreach programs

The University Libraries are committed to building relationships across campus and to extending programs to the students. Librarians traveled to students, teaching sessions in Constant Hall, Batten Arts and Letters Building, Diehn Fine and Performing Arts Building, Education Building, Student Success Center, Mills Godwin Building, and the Virginia Beach Higher Education Center. They also provided online sessions via Adobe Connect. Staff participated in orientation programs for faculty, graduate students, UNIV 100, and the UNIV 195 LEAP classes. Participation in student orientation programs helps build early awareness of library services and resources.

As part of outreach, three representatives from the University Libraries attended the University's Resource Fair for Residential Advisors in August of 2013 to talk with students about instructional services. Responding to an invitation to help provide programming for resident students, library staff presented their first-ever dormitory workshops, offering one workshop on plagiarism and another on library website content.

The University Libraries' Information Literacy Roundtable was revived for faculty in January 2014. Library staff discussed new instructional tools, provided an overview of upcoming changes in the ACRL Information Literacy Standards for Higher Education, and solicited feedback from those teaching the General Education information literacy courses.

Continuing assessment feedback indicated a strong interest in fine and fee payments via credit or debit cards. Although University practice still does not grant the Library the ability to accept such payments, Library staff developed an alternate solution in partnership with the University Card Center and Information Technology Services (ITS) for fall semester. Students may now apply funds to their Monarch Plus card via credit/debit card and then pay library debt with the Monarch card. This system appears to be working well.

In the Learning Commons, Help Desk staff continued to provide online, phone and direct help to all customers on a 24/5 basis. Staff managed, updated and expanded the Commons' equipment loan service.

Librarians worked with the Colleges on program reviews, self-study documentation, and onsite accreditation visits as part of the suite of Library services. Contributions included:

- reaccreditation report for the Environmental Health Sciences undergraduate program
- accreditation review for Nursing Anesthesiology
- accreditation survey for Dental Hygiene
- external review of the Community College Leadership program
- accreditation review of Park, Recreation & Tourism Studies
- ABET accreditation process for of the Modeling and Simulation Engineering Department

Collections Support

The University Libraries enhanced collections this year. Ongoing acquisition and oversight of print and online scholarly resources supported teaching and research programs. The Libraries focused on acquisition and management of local, archival, and specialized materials. Staff continued to create and develop content-based digital collections.

Print and online collections

The Libraries allocated funds to both faculty members and bibliographers to build individual disciplinary program collections. The Libraries participated in the Virtual Library of Virginia (VIVA) state wide monographic collection analysis. This year, trials were set up for faculty members and other users to test out content and user functionality for 30 new online resources. From these, 8 new subscriptions were initiated, including *Birds of North America Online*, *PsycTESTS*, *AccessAnesthesiology*, and *Web of Knowledge*.

Special collections

Despite position vacancies within the Libraries' Special Collections and University Archives, research and consultation services continued this year. Staff received donations of two small manuscript collections (papers from Paula J. Miller's election campaigns; papers of Joseph Fitzpatrick). In addition, staff completed processing of the Henry Howell collection.

In music special collections, the Libraries conducted a review of holdings, history, and goals of the collections. Staff inventoried collections, audited records, and identified issues. Reviews led to improved clarification and understanding of the collections, focusing on priorities, best practices, user needs, and articulation of realistic, achievable goals.

The 12 named research collections (composers' working papers, scores, recordings, and other materials) are the focal point of the music special collections. Online finding aids have been created for 10 of those collections. Content is supplemented by community collections held in the Special Collections and University Archives: the Schola Cantorum Records; Virginia Symphony Orchestra Papers; Virginia Symphony League Papers; Greater Williamsburg Virginia Symphony Society Papers; and Virginia Opera Papers.

A second segment of the music collections evolved from the archival New Music Performance Collection for scores. An inventory project identified those scores published since 1999, when the archival collection was established. The 222 published scores are now being cataloged for a new circulating collection to be housed in the DCR Reading Room and featured as a performance collection. Unlike the archival scores, which are governed by restrictive access guidelines, this collection will be open to all students and all faculty. This collection will retain the name, *New Music Performance Collection*. The Libraries also allocated funds for purchasing additional titles, and will be making the new collection available in FY2015.

The remaining unpublished scores have been given a new name, the *Contemporary Composers Collection*. To broaden access, the Libraries created a digital collection containing the scanned first page of the score plus metadata description of composer and score. In addition, the Libraries initiated a campaign to solicit new pieces, sending invitations to the Fellows who participated in the Duffy Composers Institute workshops.

The third segment of the music special collections contains the University's local performances. Staff inventoried library holdings of local performance recordings and initiated a project to develop this segment of the collection as a digital collection rather than a circulating library collection.

Digital Collections

The University Libraries engaged this year in developing its unique, online collections. Staff established best practices for streaming audio and video files, selected an accessible media player for users, created naming guidelines, configured Archon online finding aids, and established file management and quality control processes.

Items added to digital collections climbed from 2,873 in FY2013 to more than 7,000 in FY2014. Entry and processing was completed for four collections originally created in FY2013:

- *Oral Histories in the Perry Library*
- *School Desegregation in Norfolk, VA*
- *DOVE-Desegregation of Virginia Education*
- *Revelli Memorial Band Competition Winners* [music collection]

Two collections were created and completed in FY2014:

- the *Carolyn Rhodes Collection* of oral histories
- *The Independent Correspondence*

Three new collections were added in FY2014 and are still growing:

- the *Russell Stanger Collection* [photos; music collection]
- *Norfolk Public Schools Desegregation Papers*
- *Contemporary Composers Collection* [music collection]

Gifts

Donors contributed to book collections as well as to special and music collections. With the opening of the new campus Confucius Institute and Chinese Studies program came a large gift of Chinese materials. Most of its 800 books, DVDS, and other instructional materials are in Chinese. These materials were processed and are available through the Libraries' catalog in their native Asian scripts.

The Library received gifts for its general circulating collections from several other donors. Dr. Carol Doll in the College of Education donated 2,000 juvenile and young adult titles. Professor Emeritus Carl Boyd added 99 volumes to his *Carl Boyd Collection of the History of War*. Peter Mark, Artistic Director of Virginia Opera till 2010, donated his collection of books related to opera and musical performance.

Access to collections

Collections are useless if no one can access them. To enhance access, staff continued to configure the EBSCO Discovery Service to improve access to the Libraries' collections, whether print or electronic. This configuration entailed considerable coordination between multiple vendors and the Libraries; the project improved user experience for patrons retrieving full text from comprehensive search results. Campus users now have broader, more reliable access to academic resources.

The Libraries improved access to materials not available in the University Libraries' collections, by developing a procedure in which the Libraries will pay for faculty and graduate students to purchase an individual article as needed, through a pay-per-view program with the Copyright Clearance Center called Get It Now. This program normally provides same-day delivery of available articles at less costly rates than through individual proprietary options. The service should also improve turn-around time for embargoed and other difficult to obtain articles. It appears to have had a positive impact on borrowing fill rates.

The Libraries participated in the Virtual Library of Virginia (VIVA) Universal Borrowing Pilot Project throughout the academic year. The project authorized users at any VIVA institution to borrow print books held at participating institutions, such as Old Dominion University. This new project marks a transformative step in extending resources to students, faculty and staff at both public and private higher education institutions throughout the Commonwealth.

Operations

The University Libraries focused on strengthening operational support systems to maximize benefits and reduce costs. The Libraries partnered with the University in consolidating and archiving documents in the campus Banner Document Management System – especially financial documents essential to Library and to other campus operations. In replacing outdated print files, this new system expanded access and security while reducing storage and staffing needs. Licensing and vendor contracts were centralized in an Electronic Resources Management System; documents, metadata, addenda, sole source letters, and historical contract data are now easily accessible to Procurement Services and to the Libraries for negotiation and contract management purposes.

The Libraries launched an ambitious project this fiscal year to establish SharePoint for centralized file management. Much of the year was spent on training in SharePoint organization and administration protocols, cleaning up old files, consolidating files, and preparing an organizational structure for file maintenance in the future. With foundations firmly in place, the Libraries will begin creating the system in SharePoint next year.

The Libraries continued reorganizing and streamlining budgetary organization, review, and maintenance of expenditures for library collections. Now in its third year, the materials budget project resulted in more efficient operations, clearer and more accessible reporting, and increased flexibility of decision making in allocation of funds. Vendor services were further consolidated, with the selection of EBSCO for e-resource management as well as the EBSCO Discovery Service.

Facilities Services and Support

Physical space

The Libraries' physical spaces provide many benefits to the campus community. The buildings serve as a symbolic and tangible home on many levels. Students, whether on campus for the day or living in campus residences, come to the library to study, meet friends, collaborate with classmates, socialize, eat, seek specialized services, find materials, use the workstations and other technology, and a host of other reasons. They come as regulars, and they come on errands as needed. Faculty send their students to the building, meet with students in the building, attend events and meetings themselves, seek specialized services, and find needed resources.

The University Libraries continued to invest in these space and resources which provide a welcoming and supportive environment to users. Usage levels in Perry Library remain high. Library staff worked with campus partners to repurpose space as needed for campus wide growth and space needs, while also focusing on upgrading the facility and maintaining a welcoming atmosphere. Providing for these needs is challenging. To offer more centrally located tutoring services, the Learning Commons' Multimedia Innovation Lab was converted to house Academic Enhancement's Peer Educators Program. The Lab's Mac stations were relocated to the main floor of the Learning Commons. To provide space for new faculty members in the College of Arts & Letters, the open study space on the south side of Perry's 3rd floor was repurposed to serve as a temporary home for the College's graduate and teaching assistants. Campus plans for the renovation of Rollins Hall in FY2015 necessitated the temporary relocation of Rollins Hall enrollment and financial aid assistance. The University Libraries developed plans to relocate Interlibrary Loan Services from its first floor space to the Digital Services Center in order to accommodate these new services into the existing Interlibrary Loan space.

To enhance spaces in Perry, the University Libraries installed new furniture on the third floor, repainted many areas, added new equipment to its lending programs, installed additional electrical and data outlets, installed new tile in the elevators and in the back hallway, and refurbished all of the original restrooms. Staff relocated all but two of the reference bookcases in the Learning Commons to accommodate installation of two custom built tables offering 10 new workstations and 10 laptop connections.

The Learning Commons makes Perry Library a vibrant, exciting and noisy space, but feedback from users suggested a need for quiet study space as well. In response to this feedback, the Libraries designated quiet zones on the east and west sides of the third floor, posting signage to mark these zones at the start of fall semester. For fall and spring final exam periods, the remainder of the third floor was also designated for quiet study. This effort appeared to be successful; most students cooperated, and the number of noise-related complaints declined noticeably from prior years.

The University Libraries worked closely with University project managers to design and prepare for relocation of the Hofheimer Art Library in the new Barry Art Building. They developed shelving, growth

capacity, furniture layout, and equipment needs. Art collections were moved into the new space in June 2014.

Online space

The University Libraries worked throughout the year on design, organization, and content development of a new website in collaboration with University web content management staff. Roll out of the new site is scheduled for early FY2015.

Community Engagement

To improve communications, the Libraries created a part time Public Relations assistant position, consolidated and expanded photo files, and began creating a content management system designed to support robust use of library images. The Libraries further developed its marketing program to include identification of desirable multi-media outlets for publicity, relationship development with University media units, and participation in events.

Campus

The University Libraries continued to engage on many fronts with the campus community. Library staff met with students in campus orientation programs. Learning Commons partners continued to explore service enhancements and problem resolution together. Campus agencies use the Learning Commons space; this year, staff collaborated with the Student Government Association and the Student Success Center to host a new event, Exam Jam, to assist at-risk students. Library staff partnered with the Student Government Association on library activities for students. Campus programs and meetings held in Learning Commons spaces included Connect with Colleagues, Monarch Millionaire, the Provost's Conversations series, student skill development sessions, research presentations and others. Events held in the Learning Commons this year included the Poetry Slam, Preview sessions, the University Libraries' Spotlight on Scholarship series, and ODU Writes a Book.

The University Libraries expanded its social media presence, promoting database trials, one minute videos, and new resources on its Facebook page. The Library staff photographed events, Learning Commons activities, and students throughout the libraries, posting photos on web pages, promotional materials, and on Facebook. Top posts were the Reference Services photos of its spring and fall events (*Mardi Gras; Zombie*), and the first week of class pictures. The Libraries also worked with Academic Enhancement on the ODU Learns social medial project, contributing posts to its Facebook and Twitter pages on topics such as Information Literacy Tips.

Library staff also contributed directly to the life of the University through participation in many University committees, boards, projects, and events across campus. Examples include Provost Council, Faculty Senate and many of its committees, Women's Caucus, HACE, Association of University Administrators, QEP/IDW Advisory Board, ODULearns, Main Street Fair, Admitted Students Day, graduation and convocation ceremonies, and many others.

Looking Forward

FY2014 was an exciting and active year for the University Libraries. The Libraries continued to reach out to faculty and students, to collaborate in campus events and initiatives, to teach, to build collections. The year also saw preparation for change, as staff worked with campus partners to envision new directions. The Libraries will continue to grow its digital collections, opening access to a wealth of unique local materials. The Libraries will publish its newly designed library web site within the University's web content management system. The site's design, and the realization of the University Library's project to create a streamlined, centralized file management system within SharePoint will provide a solid foundation for moving with the University in new directions. In FY2015, the University Libraries will complete its planning process under new leadership and launch its new strategic plan, focused on the opportunities and challenges of the future.