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LIBRARY ANNUAL REPORT: FY 2014-2015

I. Mission and Vision Statements

Provide a brief assessment of where the College stands with respect to achieving the *Mission* and *Vision* articulated last year.

The Zach S. Henderson Library is committed to providing:

- a physical environment that is comfortable, safe, and conducive to learning (The Library continues to be safe, despite occasional acting up by some students and disruptive behavior by a few community patrons. However, our staff have handled these situations well, and we are grateful to the Public Safety officers who have responded quickly and professionally when we require their assistance. The Library is very popular because of its intellectual opportunities, service ethic, and responsiveness to patron needs. Almost 800,000 people use the Library in a year.)
- staff who are recognized by users as being well-trained and committed to facilitating patron success (Feedback provided through online and paper patron feedback forms was overwhelmingly positive this year.)
- a wide and deep range of information resources selected to match the needs of the institution's faculty and students (Program review and accreditation reports conducted by academic departments this year reported no gaps in Library resources that threatened the viability of the academic programs. The SACS Reaffirmation Team reported no reservations about Library resources, except for a comment to the Dean of AEPCEIT that the resources for engineering may be thin. In response, we will be running a one year pilot subscription to a major engineering database, Knovel, and will determine by the end of FY16 whether this resource plugs important gaps in what we provide for engineering faculty and students.)
- efficient and effective avenues for obtaining information resources needed by the library's patrons but not held in the local physical or electronic collections (Survey results, online and paper patron feedback forms, and informal patron comments indicate interlibrary loan and document delivery services consistently exceed expectations.)
- service and content support systems that are easily located and navigated (e.g., web pages, database interfaces, online research assistance that is posted or interactive synchronously or asynchronously, etc.) (The most recent web usability tests were conducted during Spring Semester 2015 by students in Professor Sam Wainford's IT 5235 class. While the success rates they reported in finding information on our website were mostly very good (100% for three questions, 87.5% for three questions, 75% for one question, 62.5% for two questions, and 50% for one question), they presented eight suggestions for improving our website. Some of the suggestions may not be permissible under Marketing and Communication's website design requirements, and some may not be feasible if they require modifications of a vendor's proprietary interface. However, improvements that are feasible and permissible will be implemented by Fall Semester 2015.)
- empirically demonstrated positive impact on student learning, faculty research, and pedagogical activities (Our Assessment in Action project found a statistically significant association between freshman student success as measured by cumulative GPA and frequency of GALILEO use. This study will continue as we track students' library use and academic success throughout their entire Georgia Southern careers.)
- services for collecting, preserving, and managing the "born-digital" output of the institution's faculty and students (Student and faculty contributions to our institutional repository more than doubled this year.)
- creative experimentation with applying information technologies to library services (We employ most of the recent technological advances that our profession considers to be part of best practices.)
- continuing education and professional development opportunities for library personnel (We devote a generous portion of our budget to professional travel, and we have greatly expanded access to high quality webinars that teach cutting edge library skills, trends, and concepts.)

In sum, the Library aims to be recognized by faculty and students as an effective and essential contributor to the institution's central mission of teaching and learning. (Overall we are achieving our mission and vision goals reasonably effectively.)

II. Major Objectives and Accomplishments for 2014-2015

Provide a listing of the College's 2014-2015 Major Objectives and how they relate to the Institution's Strategic Themes and budget requests. Make sure that the reports explain and evaluate the effectiveness of last year's action plans developed from findings and analysis.

Objectives 1-5 Strategic Theme Relationship: Enhance Student Success

Objective 1: Increase student mastery of specified library instruction learning outcomes over 2013-2014 levels.

Implementation strategy: By September of 2014, librarians had reviewed the results of last year's learning outcomes assessments and identified some instructional improvements to be employed in this year's workshops. The Library faculty have designed a short quiz to be administered at the end of each class that tests whether the students have mastered the learning outcomes specified for the workshop. The quiz is administered at the end of each appropriate library session. Results are delivered to the Library Assessment and Planning Officer (LAPO) for compilation and analysis. The LAPO provides ongoing feedback regarding how well students are mastering the learning outcomes, in order that further instructional refinements may be made as needed. As a result, instruction delivered during Spring 2015 should reflect any changes made as a result of the results of Fall 2014 quizzes. At the end of the academic year, we hoped the final report would show learning outcome mastery rates that met or exceeded 80% for outcomes #1 (77% in AY14) and #3 (82% in AY14). The mastery rate target for learning outcome #2 was at least 60% (43% in AY14), and for #4 at least 90% (95% in AY14).

Findings & Analysis: The only mastery rate target met was for learning outcome #4, where the rate of 92% exceeded the 90% target. Mastery rates for outcomes 1 and 3 were 71% and 75% respectively, just short of the 80% targets. Librarians employed the same instructional techniques as they did last year for learning outcomes 1, 3, and 4, so it is unclear what caused these modest declines. However, this year librarians changed their approach to teaching learning outcome #2, and the mastery rate improved to 58%, a 15% increase over the FY14 mastery rate but 2% shy of the FY15 target of 60%.

Action Plan: By the beginning of Fall Semester 2015, librarians will attempt to identify further refinements to their instructional techniques so student mastery rates of the four learning outcomes will meet the targets, which will remain the same as in FY15: #1 – 80%, #2 – 60%, #3 – 80%, #4 – 90%.

Objective 2: Through the Assessment in Action project, identify whether positive correlations exist between student use of the library and student academic success.

Implementation Strategy: First-time, full-time degree-seeking freshmen were asked to participate in a study of how frequently they use library resources and services. At the end of AY15, frequency of library use was compared with cumulative GPA (extracted from Banner) to test the null hypothesis that no correlation exists between frequent library use and high GPA. A survey was conducted via e-mail in Spring 2015 of the first-time, full-time degree seeking freshmen identified in Fall of 2014, regarding how frequently they consult library personnel and use library resources. Participants' online use of electronic library resources was tracked by Information Technology Services. Online student activity was tracked under IRB guidelines, to protect student anonymity and to ensure only activity counts were tracked, not the actual content being accessed. Final data analysis was completed after Spring 2015 grades are posted.

Findings & Analysis: Statistically significant associations were found between academic success, as measured by cumulative GPA, and use of GALILEO scholarly resources.

Action Plan: The project will continue to follow participants through their Georgia Southern careers, to see how library use may be associated with academic success to a greater extent in certain majors rather than others. The next cohort of incoming freshmen will also be invited to participate, to see if there are longitudinal trends through successive cohorts of freshmen.

Objective 3: Almost one-third of the current Library faculty will retire by FY2018. Given the Library's and the University's evolving priorities, determine whether changes should be made in the vacated faculty position descriptions before replacements are recruited.

Implementation Strategy: A series of meetings involving all Library personnel focused on trends and issues that are influencing the University and Henderson Library. As options for possible position description modifications emerged in the discussions, the Dean of the Library developed the options into specific proposals for consideration by Library personnel. Library personnel were asked to respond to anonymous online surveys seeking their assessments of proposed modifications in certain faculty positions, as well as changes in organizational structure. The discussions and surveys were completed by Spring Break of 2015.

Findings & Analysis: The discussions in a series of meetings with all interested Library personnel, along with the results of two anonymous surveys of Library personnel (approximately 60% responded) yielded a consensus to rely more heavily on a set of interdepartmental work teams, instead of Library faculty meetings, for developing and overseeing policies, procedures, and services. Each work team will focus on a specific charge (e.g., managing online databases and resources, public service desk policies, etc.) and will meet at least monthly. Membership in the interdepartmental work teams is open to all interested personnel, staff as well as Library faculty. Recommendations of the work teams will be subject to review at formal Library faculty meetings and by the Dean of the Library, but this plan should reduce the workload to be done in the Library faculty meetings, as well as include more personnel in planning discussions and improve interdepartmental communications.

Action Plan: The work teams have been given formal charges, and a monthly meeting schedule has been implemented. Discussions will continue regarding what set of responsibilities will be assigned to the associate dean position that is being vacated through the September 30, 2015 retirement of Ann Hamilton.

Objective 4: Increase student awareness of Library personnel as being effective contributors to student learning and research.

Implementation Strategy: The Library's PR Committee attempted to survey a random sampling of students using the Library in early Fall Semester to measure the extent to which students understand the kind of research assistance that is available from librarians. The survey was also made available on the Library website for those students who do not visit the Library in person. The PR Committee then conducted a PR campaign during Fall Semester that promoted librarian research assistance services. The PR Committee attempted to survey students again in Spring 2015 regarding librarian research assistance. It was hoped that at the end of Spring 2015, the results of the spring survey would show at least a 20% higher level of awareness among students regarding the nature of librarian research assistance, compared to the Fall 2014 level.

Findings & Analysis: 54.5% of responding students indicated they were likely or very likely to seek the help of a librarian when they are conducting research, but the numbers of respondents in the fall and spring were too small to draw any conclusions about whether the publicity campaign had affected student understanding of the research-assistance role of librarians. The number of responses to the online survey was particularly low.

Action Plan: Continue collecting online feedback on this topic, but find a more effective method for drawing the attention of students to our online feedback forms. We think much of the problem in getting student responses is they do not see the current links inviting them to provide feedback. We will probably need to increase the number of students we survey within the Library, although this introduces some bias since it is possible students who use the Library in person are more likely to observe, understand, and benefit from the assistance of librarians than are students who rely on our online resources and services.

Objective 5: Enhance public service ratings through workshop on effectively serving the public.

Implementation Strategy: Library personnel attended a public service workshop offered by the Department of Human Resources in December, 2014. Shortly after Spring Break of 2015, we released an online survey regarding Library public service which utilized the public services questions found in the LibQUAL+ survey developed by the Association of Research Libraries. It was hoped the results of the Spring survey would show faculty and students believe Henderson Library public services meet or surpass their expectations.

Findings & Analysis: The numbers of survey respondents were too small to draw any conclusions about whether the training led to higher ratings of the quality of our public service. The responses to most of our patron surveys were very poor this year, perhaps due in part to survey fatigue and in part to shortcomings in the methods used to bring the surveys to the attention of faculty and students.

Action Plan: In February of 2016 we will conduct our triennial LibQUAL+ survey of faculty and students, which usually yields a satisfactory response rate. Meanwhile, we will continue collecting online feedback on this and other topics, but we will strive to find more effective methods for drawing the attention of patrons to our online feedback forms.

Objectives 6 – 10 Strategic Theme Relationship: Promote Academic Excellence; Increase Research and Creative Activity

Objective 6: Increase the amount of faculty content in the institutional repository by 10%.

Implementation Strategy: Through our academic department liaisons we promoted the value to faculty and the University of contributing their electronic content to Digital Commons. A combination of methods were used: visits to academic departments, one-on-one meetings with faculty, e-mails, news releases, and workshops. We encouraged contributions of faculty and student publications of all types, as well as University publications. We aimed to increase institutional repository holdings by at least 10%, compared with the 7/1/2014 benchmarks.

Findings & Analysis: The 10% overall growth target was greatly exceeded. Most of the metrics showed increases of between 29% and 300%.

Action Plan: We will continue to promote the institutional repository, and use the usage metrics to demonstrate the extensive readership that items in the repository are receiving.

Objective 7: Raise Awareness of Affordable Learning Georgia (ALG) Initiative

Implementation Strategy: We forwarded weekly Affordable Learning Georgia electronic newsletters to the Library blog and GSFAC listserv, along with other news items relating to open educational resources and alternatives to expensive textbooks. We attempted to survey faculty during Spring Semester 2015 to gauge levels of awareness and utilization of open educational resources, thus establishing a benchmark for future efforts to raise awareness.

Findings & Analysis: The numbers of respondents in the fall and spring were too small to draw any conclusions about whether the publicity campaign had been effective.

Action Plan: Continue collecting online feedback on this topic, but find a more effective method for drawing the attention of faculty to our online feedback forms.

Objective 8: Improve Library website through annual usability study

Implementation Strategy: A usability study, in which volunteers are asked to attempt to find specified information using the Library website, was repeated in Spring 2015, designed and conducted again by students in a CEIT class. The usability study sought information about what aspects of our website design are confusing students and making it difficult to find the information they need.

Findings & Analysis: The students developed 10 questions they thought should be answerable using the Library home page. They divided into 8 teams and attempted to use the Library home page to answer the questions. The success rates reported were based on team results, e.g., if 5 out of 8 teams were successful in answering a question, the reported overall success rate was 62.5%. For three of the questions, the success rate was 100%, for three questions it was 87.5%, for one question it was 75%, for two questions it was 62.5%, and for one it was 50%. Eight suggested web page improvements were offered by teams that could not successfully answer a question, and by teams that successfully answered the question but thought it had been unnecessarily difficult to obtain the answer:

1. Menu-Bar: Since the English reading habit starts from the left to the right, consider moving the side-menu bar to the left-side of the library image. This will assist users to see the important web links at first glance of the library homepage.
2. Index/Site Map: Create a library "Index" or a "Site Map" to assist students and faculty to navigate the whole library website.
3. Library Account: Insert direct link under "Quick Links" to reduce the number of clicks necessary for access.
4. Library Catalogs: Add a direct link for GIL-Express in this section.
5. Library Catalogs: Use the same title to name the same library service. "Login to Your GIL Account" inside the Library Catalog section should be the same as "Your Library Accounts".
6. Digital Commons: Digital Commons should be listed inside the central tab window to attract more attention.
7. Quick Links: To attract a student's attention, place "Your Library Accounts" at the first row inside Quick Links section. Switch the position of "Your Library Accounts" with that of "Government Docs".
8. Zach's NEWS Blog and NEWS: Currently, "Zach's NEWS BLOG" and "NEWS" have occupied the center section of the Library homepage. "Library Services" and "Quick Links" are placed at the right side. It would be better to place "Library Services" and "Quick Links" in the center of the homepage. "Zach's NEWS BLOG" and "NEWS" can be placed inside the side menu bar area.

Action Plan: Determine whether the suggested web page changes are permissible under the design requirements of Georgia Southern's Office of Marketing & Communications, and whether the changes might have unintended adverse consequences in other aspects of the web page. If permissible and advisable, implement the changes before Fall Semester 2015.

Objective 9: Adopt a demand-driven acquisition plan for all books, not just electronic monographs.

Implementation Strategy: The Library employs a demand-driven acquisition plan for electronic monographs, in which we have records in our catalog for many electronic titles that we have not yet purchased. If any of our patrons decide they want to "borrow" one of the electronic books, they may do so and the Library is then billed for the purchase. This plan enables us to make patrons aware of a large body of e-books that they might wish to consult, without our having to actually buy the titles and discover no one wants to use them. Over the course of this past year, we attempted to gather information that would answer the question of whether we could realize further savings by extending this approach to all books. Book vendors were asked to provide details about the protocols and costs of their demand-driven acquisition services. The staff and related costs of the steps necessary to implement the services were analyzed.

Findings & Analysis: After considerable discussion and information gathering, the Library faculty endorsed the move away from an “opt-out” approval plan to the demand-driven “opt-in” purchasing plan that relies on loading into our catalog records of books available for purchase, and purchasing those requested by students and faculty. Additional purchases will be made upon suggestions received from Library faculty and patrons.

Action Plan: The plan is being developed in cooperation with Coutts, a leader in opt-in patron-driven acquisition plans, and the plan will be in place by the end of summer 2015.

Objective 10: Measure the effectiveness of online instruction modules and subject research guides through feedback obtained from users of the modules.

Implementation Strategy: A “Tell us what you think” link was added to the online instruction modules and subject research guides. The link provided patrons with the opportunity to rate the usefulness of the modules and guides they used.

Findings & Analysis: Unfortunately, we found in this data gathering effort and in several others discussed in this report that the “Tell us what you think” link approach to inviting patron feedback, so common in commercial websites like Amazon.com, is not effective enough to obtain a sufficient number of responses to draw any conclusions.

Action Plan: Continue collecting online feedback on this topic, but find a more effective method for drawing the attention of patrons to our online feedback forms.

Objective 11 Strategic Theme Relationship: Enhance Student Success; Promote Academic Excellence; Increase Research and Creative Activity

Objective 11: Analyze the results of the FY14 space study and recommend actions based on patron usage patterns.

Implementation Strategy: We reviewed video recordings of library spaces being used by patrons during AY2014, looking for patron usage patterns that suggest the need to reallocate or add furniture, equipment, power outlets, etc.

Findings & Analysis: Only one finding suggests the need to modify current public space utilization: students are very unlikely to sit across from another student at one of the so-called “ping pong” tables if they are not acquainted with the other student.

Action Plan: Over the next few years, as funding permits, we will relocate ping pong tables to group study areas and fill the quiet study areas with single-occupant study carrels.

2014-2015 Budget Allocation Report			
Institutional Strategic Theme*	College Major Objective	Budget Funding Requested	Budget Funding Received
			No new continuing funds were received
All	Provide scholarly resources and facilities needed by faculty and students to achieve their teaching, learning and research goals		\$669,045 from year-end funds were added to the FY15 Library budget. \$656,740 were spent to maintain current subscriptions and add a campus site license to the New York Times. \$12,305 were spent to add public seating.

* Strategic Themes:

Promote Academic Excellence

Enhance Student Success

Increase Research and Creative Activity

Ensure Fiscal Sustainability

III. Accomplishments and Productivity for 2014-2015

A. Librarian Contributions to the Educational Mission of the University –Narrative of Accomplishments

- Provide a bulleted list of significant or major accomplishments

Promote Academic Excellence:

- The Zach S. Henderson Library hosted Georgia Southern University's annual Norman Fries Distinguished Lectureship for the second time on September 23, 2014, welcoming noted author and journalist Susan Orlean to speak about her career and her latest work in progress, tentatively titled The Library Book. Ms. Orlean has published extensively, but is perhaps best known for her contributions to *The New Yorker* and for her books The Orchid Thief and Rin Tin Tin: The Life and the Legend. An audience of about 150 people attended the lecture in the Performing Arts Center. Earlier in the day, Ms. Orlean met with journalism students in the Communication Arts program, answering numerous questions about how to launch a career such as hers, where she gets the ideas of subjects to investigate, and how it felt to be portrayed by Meryl Streep in the movie "Adaptation," which is loosely based on The Orchid Thief. The evening concluded with a reception for Ms. Orlean with members of the Friends of Henderson Library, Georgia Southern President Brooks Keel and First Lady Dr. Tammie Schalue, Provost Jean Bartels and her husband Terry Bartels.
- The Library's institutional repository, DigitalCommons@GeorgiaSouthern, grew dramatically in all of its several functions:
 - JOURNALS: Six open access journals went live, increasing our total number of journals to eight. Five of the journals published a total of 85 journal articles.
 - CONFERENCES: Eight conferences went live, increasing our total number of conferences to 19. Only one conference is non-recurring. We posted 1409 metadata/abstract and 276 full-text entries in conference schedules.
 - SELECTEDWORKS: Staff completed 114 SelectedWorks faculty profiles. Combined, the repository has 247 total profiles visible. We currently have participation from all faculty in Jiann-Ping Hsu College of Public Health, School of Nursing, and College of Science and Mathematics (except Biology). We have a total of 24,818 cover page hits on our SelectedWorks pages.
 - FACULTY RESEARCH/PUBLICATIONS: Faculty works published while at Georgia Southern are posted in our departmental Faculty Research and Publication series. We posted 98 metadata only, 426 linked, and 114 full-text entries. In our Faculty Presentation series (which only has full-text entries), seven full-text faculty presentations were posted.
 - FACULTY BOOKSHELF: A virtual Faculty Bookshelf prototype was created and approved. Thirty-eight Faculty Bookshelf series were created in anticipation of entries.
 - STUDENT RESEARCH: We posted 166 Electronic Theses and Dissertations and 85 Honors Theses. We created a series for the scanned legacy ETDs and uploaded 302.
 - NEWSLETTERS/MAGAZINES: We uploaded 251 newsletters and magazine issues, with 13 new magazine/newsletters added.
 - OTHER: 330 images and 14 videos were uploaded. 308 other documents (policies, meetings, agendas, syllabi) were added.
 - DIGITAL COMMONS USAGE: There are 9,703 full-text documents currently in the repository. Approximately 2,000 full-text documents (not including metadata/linked entries) were added this year in Digital Commons. We have had 352,647 downloads in the past year with 506,385 total downloads. Google remained the top referral to Digital Commons. The highest downloaded document was the ETD "Scouting for a Tomboy: Gender-Bending Behaviors in Harper Lee's *To Kill a Mockingbird*" with 7,999 downloads within the last year and 10,198 total downloads. Electronic Theses & Dissertations continues to be the top series with the most downloads: 225,076 for the year and 334,301 for all time. *International Journal for the Scholarship of Teaching and Learning* comes in second with 47,326 downloads for the year and 71,018 for all time.
- During Fall Semester 2014, the Library began an exciting collaboration with the Center for International Studies, offering a monthly lunch and learn series on international travel and research to students, faculty, staff, and members of the Statesboro community. Faculty members – both current and retired - were invited to talk about their research and travel in countries throughout the world. On September 10 Dr. Steve Engel, Dr. Howard Keeley, and their students presented "Tracing the Origins of the Savannah Irish: Transatlantic Archival Research by Undergraduates." Professors Engel and Keeley offered an Honors class in summer 2014 in which students did research at the Georgia Historical Society, the National Archives of Ireland, the Wexford County Archives, the

Wexford Library, and the Waterford County Archives. On October 8 Dr. Lane Van Tassell, Emeritus Professor of Political Science, talked about “A Changing China in a Changing World.” November 5 saw Dr. Fred Richter, Emeritus Professor of Literature, present “Love Works: Adventures in the Dominican Republic.” The series continued in Spring Semester with Dr. Svitlana Iarmolenko, Assistant Professor of Human Ecology, talking about Ukraine On January 21; Youssef Salhi, Lecturer in Foreign Languages, talking about Morocco on February 11; and Dr. Ahmet Akturk, Assistant Professor of History, talking about Turkey on March 11.

- Government Documents Librarian Lori Gwinett co-sponsored Constitution Day activities on September 17, in collaboration with the Student Government Association, Student Affairs, and Assistant Professor of History Dr. Michael Van Wagenen.
- The Library mounted or hosted a number of educational exhibits aimed at students, faculty and local community members:
 1. Government Documents personnel highlighted notable publications of the federal government, celebrated Freedom of Information Day, and featured information culled from government reports on UFOs and alien life.
 2. This past October, Special Collections Librarian Katrina Jackson worked with Assistant Professor Anna Alexander of the History department to educate the campus community about the Mexican celebration, Dia de los Muertos, or Day of the Dead. Students from Dr. Alexander’s History of Modern Latin America course created Day of the Dead altars as a means to shed light upon state-supported violence that occurred throughout Latin America during the Cold War. On October 15th, a well-attended public presentation made by the students was given. Each group discussed the history surrounding the massacred groups and the theory behind their altar designs. The presentations were followed by a reception which included Day of the Dead themed face painting by students of the Theater and Performance Program and Mexican food provided by El Jalapeno. The altars were on display from October 1st through November 3rd on the first floor of the Library, and were accompanied by an exhibit of traditional Day of the Dead artifacts on the second floor.
 3. This year marked the one hundred year anniversary of Albert Einstein’s groundbreaking theory of general relativity. In 1915, the scientist published his findings on the theory, just ten years after introducing his theory of special relativity. To commemorate Einstein’s remarkable achievement, as well as to celebrate his birthday on March 14, Henderson Library created an exhibit displaying an assortment of books both about the scientist himself as well as the theory of general relativity. The exhibit also featured a timeline of major events, such as his winning the Nobel Prize for Physics in 1921 and his acceptance in 1933 of a position teaching Physics at Princeton University- a place that had become a haven for scientists trying to escape the perils of Nazi Germany. To make the timeline more relevant, each major event in the physicist’s life was cast alongside other major historical events and cultural highlights from the same year. An online guide to the exhibit included the timeline, quotes, articles about the centennial, relevant titles in Films on Demand (an online film repository licensed by Henderson Library), as well as useful information directing patrons on how to locate a variety of electronic and print resources.
 4. Zach S. Henderson Library celebrated Black History Month with “Georgia Southern University’s Black Hall of Fame,” featuring Georgia Southern former and present students and their notable accomplishments. The exhibit highlighted black history as it pertained to Georgia Southern University and the contributions of African Americans throughout the country. On February 13, 2015 a reception was held to honor these notable alumni. Ten out of the thirty-four honorees were in attendance, including Kim Gusby, Azell Francis, Jemella Coes, Virgil Watkins, LaMeisha Hunter-Kelly, Jeffrey Grant, Francys Johnson, Chris Ford, Minkah Merritt, and Carolyn Milton-Smith. The honorees were recommended to the organizer of the exhibit and reception, Jocelyn Poole, Associate Professor and Head of Information Services, by faculty, staff, local residents and Georgia Southern alumni.
 5. Georgia Southern University’s First Annual Sustainability Showcase was held in the first floor exhibit space of Henderson Library and featured the 23 campus sustainability projects funded by the Student Sustainability Fee in fiscal year 2015. In FY2015, The Center for Sustainability (CfS) designated \$438,000 in grant funds ranging from \$2,400 – \$42,000 per project. These funds were allocated to 7 academic departments and 4 additional campus units. Topics ranged from water quality to solar and wind energy potential to waste management. Georgia Southern’s first Green Eagle Awards were presented at the closing reception for the Showcase, held on Earth Day, April 22nd. Recipients of the next round of Sustainability grants have been announced (including Henderson Library!), and the CfS and Henderson Library will host the Showcase again next April, in coordination with 2016 No Impact Week events.

6. The Library hosted a traveling exhibit based on the Jack G. Shaheen Archive at Tamiment Library and Robert F. Wagner labor Archives at New York University. The exhibit, titled “A is for Arab: Stereotypes in U. S. Popular Culture,” highlights and contextualizes the anti-Arab stereotypes documented at NYU.

Enhance Student Success:

- The new SUCCESS Program, initiated by the Athletics Department to prepare incoming student athletes for their first semester on campus, included library research orientation sessions by Library faculty members.
- After much testing, we were able to begin offering students and faculty the capability to send print jobs to public printers in Henderson Library from their mobile devices, using any web browser or mobile app, from anywhere in the world.
- Twelve whiteboards on wheels have been placed throughout the Library for patrons to use for individual or collaborative study wherever they happen to be in the building – in a study room or in the open area seating. Markers and erasers can be checked out from Access Services. The boards are extremely popular and constantly in use.
- The Library now offers a state of the art Collaborative Touchscreen Table in the Learning Commons. The table is easy to use and no formal training or instruction is needed, although an instructional slideshow is available. Georgia Southern students have been adept at using its features and the table has become one of the most popular destinations in the Learning Commons for students working on group projects. The table boasts a 46” horizontal touchscreen and seems like a giant iPad with a few unique features. The large touchscreen can be viewed as one display, or can be split into 2, 3, or 4 individual displays, each showing different content. In addition, the displays can be viewed on the attached 46” flat panel vertical display. Seating is available for up to 6 people, though the area around the table is large enough to accommodate larger groups. Several apps are built into the table (which is run by a macmini underneath), including a web browser with access to the Library’s web page, research guides and online databases, as well as public Internet sites. There is a built-in whiteboarding tool. Cables to connect laptops and tablets enable patrons to view or work with a wide variety of programs. Mobile devices can also be connected to the table wirelessly. The table is open and accessible to faculty, staff, and students as well as community users on a first-come first-served basis, or it can be reserved up to 2 weeks in advance for those with a current Georgia Southern email account.

Increase Research and Creative Activity:

- Henderson Library celebrated Open Access Week (October 20-26) with numerous presentations and webinars. Open Access Week is a global event just completing its eighth year, which promotes Open Access as a new norm in scholarship and research. Open Access is the free, immediate, online access to the results of scholarly research, and the right to use and re-use those results as you need. It has the potential to maximize research investments, increase the exposure and use of published research, facilitate the ability to conduct research across available literature, and enhance the overall advancement of scholarship. For Open Access Week, Ashley Lowery (Digital Collections Specialist) provided an overview of Georgia Southern’s institutional repository, Digital Commons@Georgia Southern, an open access digital collection that includes our University’s publications (policies, newsletters, magazines, brochures), faculty and student research/publications/presentations, SelectedWorks faculty profile pages, and peer-reviewed journals/conferences. Launching a journal in Digital Commons was the focus of Debra Skinner’s (Coordinator of Cataloging and Metadata) presentation during Open Access Week. As stated in her presentation, Digital Commons makes publishing a journal easy with its sophisticated design and automated peer-review process. Lastly, the Library hosted a showing of the webinar “The Feedback Loop between Open Access & Altmetrics (Plum Analytics: Measuring Research Impact).” This webinar focused on Plum Analytics, a new system that Georgia Southern University recently acquired that compiles the altmetrics for our faculty’s publications and presentations. Plum creates researcher profiles by gathering information from our SelectedWorks faculty profiles.
- The Office of Research purchased Plum Analytics in the summer of 2014. The Library was tasked with integrating it with our SelectedWorks system. After the integration was completed, our entire repository feeds into Plum, not just our SelectedWorks. In addition, Plum integrated our Digital Commons statistics with their altmetrics. Traditionally, faculty are evaluated based on the frequency their works are cited in prestigious publications. In addition to citations, Plum provides metrics for usage (abstract views, downloads, clicks), captures (favorites, bookmarks), mentions in blogs/forums/etc., and social media (shares/likes on Facebook, tweets). These altmetrics will provide a larger picture on the influence of our faculty’s research.
- The Cataloging and Metadata Management Team cataloged a total of 38,542 new items for the Library holdings, a record number for one fiscal year.

- Henderson Library received approximately 15,727 gifts of books, DVDs, periodicals and other library materials.
- Five collections in Special Collections have been digitized and added to our online CONTENTdm exhibits, including: Civil War Confederate Currency, the Reflector Yearbook Collection, the Postcards Collection, Frieda Gernant's Christmas Cards, and Wiley Nessmith's Civil War Letters.
- Henderson Library acquired the Flipster platform for popular magazines, allowing users to browse and read 10 popular titles with a similar experience to reading and browsing the print version. The titles include all of the images and advertisements of the print version.

Ensure Fiscal Sustainability:

- We completed the project of replacing homemade automated-retrieval system (ARS) bin dividers with commercially made dividers that will better ensure the ARS materials will not suffer damage due to insufficient support, similar to the way in which sturdy bookends keep books from falling over in open stacks shelving.
- We implemented software that streamlined our process for lending requested journal articles to other libraries. As much as two hours a day of staff time has been saved thanks to the refinement in the process that the software made possible.
- The Library is instituting an "opt-in" approach to book purchasing, phasing out the "opt-out" book approval plan that has been in place for more than twenty years. Under the old plan, new publications were automatically shipped if they appeared to be relevant to Georgia Southern's curricular emphases, with the expectation that unwanted books would be shipped back to the supplier. This approach became increasingly inefficient as patron demand for print books declined in favor of electronic books and online journal articles. To ensure that our scarce collection dollars are used to purchase print and e-books more likely to be used by our faculty and students, we are expanding our demand-driven acquisition plan for electronic monographs to include print books as well. Records of newly published electronic and print books will be loaded into our catalog, and when any of our patrons decide they want one of these titles, the Library is then billed for the purchase. This plan enables us to make patrons aware of a large body of books that they might wish to consult, without our having to actually buy the titles and discover no one wants to use them. Additional purchases will continue to be made upon suggestions received from Library faculty and patrons. The plan will be implemented by the end of summer 2015, and we expect to see a reduction in overall expenditures, but with a higher percentage of new acquisitions being used.
- Janisse Ray was the featured speaker in Georgia Southern's Nessmith-Lane Conference Center during the fifth annual Farm to Table Fundraising Dinner hosted by the Friends of Henderson Library in partnership with the Statesboro Main Street Farmers Market. Ray shared insights from her award winning book The Seed Underground, described by one reviewer as "an important book that should be required reading for everyone who eats." Executive Chef Kevin Case presented a multi-course gourmet meal prepared from locally grown ingredients including those grown from heritage seeds described in Ray's book, accompanied by a choice of wines. During dinner Chef Case talked briefly about how the exceptional taste of each course was achieved. The evening began with cocktails at 6:30pm followed by dinner at 7:00pm. Attendance was the largest ever, and attendees were highly complimentary of the event. Dr. Michael Braz also autographed copies of the carillon CD he created to raise funds for the Library. The carillon is housed in the Library, and it chimes on the hour and half hour throughout the year. Before he retired, Dr. Braz played carillon concerts at noon weekdays during regular terms. Proceeds from the event enhanced library resources available to the Georgia Southern community.
- The Friends of Henderson Library reported revenues of \$9,109.79, with \$5,000 transferred to the Library's collection budget.

B. Research and Creative Activity – Narrative of Accomplishments

- **Provide a bulleted list of significant or major accomplishments. (Colleges are encouraged to provide research and creativity data that most appropriately reflects the College's achievements.)**

Book

Li, LiLi. Scholarly Information Discovery in the Networked Academic Learning Environment. Oxford: Chandos Publishing, 2014. Print

Creative Works

Robert Fernekes presented a poster session at the Joint Conference of the Georgia Council of Media Organizations and the Southeastern Library Association, October 2014, Augusta, GA.

Debra Skinner and Ashley Lowery presented a national webinar on behalf of BePress, discussing our use of Digital Commons in managing numerous conferences, July 2015.

Rebecca Ziegler exhibited her mixed-media art pieces under the title "Tapestries/Landscapes of Wonder" at the Kalmanson Gallery of the Swainsboro Arts Council, Swainsboro, GA, 2014.

Conference papers

Ruth Baker presented "Designing LibGuides as Instructional Tools for Critical Thinking and Effective Online Learning" at the 16th Distance Learning Conference, Denver, CO.

Paolo Gujilde was a panelist on "Micro-aggression: It's No Small Matter", presented at the Texas Library Association, Austin, TX.

Lori Gwinett gave two presentations at the Joint Conference of the Georgia Council of Media Organizations and the Southeastern Library Association, October 2014, Augusta, GA: "Politically Correct: Teaching Effectively with Government Documents and Other Free Resources," and "Here Today, Gone Tomorrow: How to Cope with Disappearing Electronic Government Information." She also presented "Incorporating Government Information into Information Literacy Sessions" at the Georgia Depository Libraries Annual Business meeting, Athens, GA.

Lisa Smith delivered the paper "Memory Lane: How to Improve Audience Recall of Information Shared During Presentations" at the Joint Conference of the Georgia Council of Media Organizations and the Southeastern Library Association, October 2014, Augusta, GA.

• Supporting Data

Research and Creativity Data (Data Should Be Provided by College)			
Books	Journal Articles and Book Chapters	Creative-works	Conference Papers
FY2015	FY2015	FY2015	FY2015
1	0	3	6

Sponsored Funding (Data Will be Provided By ORSSP)			
	FY2014	FY2015	Change FY2014 to FY2015
Submissions	1	1	0
Awards	0	0	0
Award Funding	0	0	0
Range of Awards			

C. Service—Narrative of Significant Service Activities and Accomplishments

- **Provide a bulleted list of significant or major activities and accomplishments**

Ruth Baker:

American Library Association, Library Research Round Table, Mentorship Committee, Member
Georgia Southern University Undergraduate Committee, Member
Georgia Southern University Undergraduate Research Council, Member

Robert Fernekes:

Georgia Southern University Faculty Grievance Procedures Review Task Force, Chair
Georgia Southern University Faculty Research Committee, Chair
Georgia Southern University Graduate Committee, Chair
Georgia Southern University Military Affairs Task Force, Member
Georgia Southern University A Day for Southern On Campus, Library Coordinator

Cynthia Frost:

Georgia Southern University Faculty Grievance Committee, Member
Georgia Southern University Faculty Welfare Committee, Member
University System of Georgia Next Generation Library System Fulfillment Committee

Paolo Gujilde:

American Library Association, Committee on Organization, Intern
Asian Pacific American Librarians Association, Board of Directors, Member
Asian Pacific American Librarians Association, Archives and Handbook Task Force, Chair
Asian Pacific American Librarians Association, Outreach and Diversity Fair, Chair

Lori Gwinnett:

Georgia Library Association Government Information Interest Group, Chair
Georgia Southern University Academic Standards Committee, Member
Georgia Southern University Calendar Committee, Member
Georgia Southern University Faculty Service Committee, Member
University System of Georgia Next Generation Library System Government Documents Review Committee, Member

Ann Hamilton:

American Library Association/Association of College and Research Libraries/Library Leadership and Management Association, Interdivisional Committee on Building Resources, Co-Chair
American Library Association/Library Leadership and Management Association, Buildings and Equipment Section Executive Board, Member
American Library Association/Library Leadership and Management Association, Fundraising and Financial Development Section, Trends, Marketing & Project Development Committee, Member
Southeastern Library Association, Charles E. Beard Award Committee, Chair
Georgia Southern University SACSCOC Compliance Certification Team 6, Member

Katrina Jackson:

Georgia International Conference on Information Literacy Planning Committee, Member

Georgia Southern University Academic Standards Committee, Member
Georgia Southern University Faculty Senate, Library Committee, Member
Georgia Southern University Faculty Service Committee, Member

David Lowder:

Georgia Southern University SACSCOC Compliance Certification Team 6, Member

Jessica Minihan:

University System of Georgia Board of Regents, Regents Academic Committee on Libraries,
GIL-OPAC Discovery Task Force, Member

University System of Georgia Board of Regents, Regents Academic Committee on Libraries,
GIL-OPAC Discovery Service Implementation Team, Member

Georgia Southern University Faculty Senate, Library Senator and Member of the Senate
Executive Committee

Georgia Southern University Faculty Grievance Committee, Member

Georgia Southern University Undergraduate Committee, Member

W. Bede Mitchell:

American Library Association/Association of College and Research Libraries,
Seventy-fifth Anniversary Task Force, Member

ACRL/ARL Joint Advisory Task Force, IPEDS/AL Component Definitions, Member

American Library Association-Allied Professional Association, Certification Program
Committee, Chair

Georgia International Conference on Information Literacy (annual) – Planning
Committee Co-Chair

Journal of Access Services Editorial Board

University System of Georgia Board of Regents, Regents Academic Committee on Libraries,
Vice Chair/Chair Elect

Georgia Southern University Dean of College of Health and Human Sciences Search Committee,
Chair

Georgia Southern University Quality Enhancement Program Implementation Team, Member

Georgia Southern University Southern Association of Colleges and Schools Reaffirmation
Steering Committee, Member, and SACSCOC Compliance Certification Team 6, Chair

Jocelyn Poole:

Georgia Southern University SACSCOC Compliance Certification Team 6, Member

Charles Skewis:

Ogeechee Technical College Library Advisory Committee, Chair

Georgia Southern University SACSCOC Compliance Certification Team 6, Member

Debra Skinner:

University System of Georgia Board of Regents, Regents Academic Committee on Libraries,
GALILEO Knowledge Repository Steering Committee, Member, and Chair of the
Metadata Subcommittee

University System of Georgia Board of Regents, Regents Academic Committee on Libraries,
GIL-OPAC Discovery Task Force, Member

University System of Georgia Board of Regents, Regents Academic Committee on Libraries,
Next Generation Library Platform State Planning Committee, Member

Fred Smith:

Southeastern Library Association, Circulation and Reserves Roundtable, Chair

Georgia Southern University Faculty Grievance Committee, Member

Georgia Southern University Faculty Welfare Committee, Chair

Georgia Southern University SACSCOC Compliance Certification Team 6, Member

Georgia Southern University SACSCOC Quality Enhancement Program Committee, Member
Georgia Southern University Statutes Review Committee, Chair

Lisa Smith:

Georgia International Conference on Information Literacy Planning Committee, Member
Georgia Southern University Centers for Teaching and Technology Distance Education Advisory Committee, Member
Georgia Southern University General Education and Core Curriculum Committee, Member
Georgia Southern University Phi Kappa Phi Research Symposium Selection Committee, Member
Georgia Southern University Wellness Advisory Board

Rebecca Ziegler:

Georgia Southern University Ad Hoc Committee to Evaluate Student Ratings of Instruction, Chair
Georgia Southern University Development Committee for the QEP on Effective Writing, Member
Georgia Southern University General Education and Core Curriculum Committee, Member
Georgia Southern University Faculty Senate, Library Senator
Georgia Southern University Undergraduate Committee, Member
Georgia Southern University Southern Association of Colleges and Schools Reaffirmation Task Force on General Education and the Core Curriculum, Member

Student Success and Achievement

Provide data as available for each area of student success and achievement per Program of Study/Major

Not applicable.

IV. Annual Progress in Assessing Effectiveness

In Narrative Format, Describe the Current State of Each of the Following (please also attach your programs' assessment report as a reference to student learning outcome assessment):

- Discussion of Major Findings and Action Plans from Annual Program Assessment Reports and Professional Accreditation Reports or Responses to Major Findings Conducted during 2014-2015. Located in Annual Program Assessment Reports and Professional Accreditation Documentation

Not applicable to Library

- Discussion of Major Improvements Emanating from Comprehensive Program Review Conducted during 2014-2015: Located in Comprehensive Program Review Documentation

Not applicable to Library

The Library's institutional effectiveness activities are not part of the above reports. See section II for summary of Library assessment activities.

V. New Major Goals and Objectives for 2015-2016

2015-2016 New Major Objective Justification Report

Institutional Strategic Theme	New College Major Objective	Summary of Evidence/Rationale used to Determine New Objective
Promote Academic Excellence; Enhance Student Success; Increase Research and Creative Activity	Increase scholarly resources supporting the AEPCEIT.	Indication by SACS Reaffirmation Team member that library resources for the engineering program are thin.
All	Conduct LibQUAL+ survey of patron satisfaction. The target is improved ratings over the 2013 survey.	This nationally renowned survey is the cornerstone of Henderson Library institutional effectiveness assessment program, and conducted triennially.
Enhance Student Success	Continue the Assessment in Action project of identifying associations between library use and student academic success.	A statistically significant association between cumulative GPA and GALILEO use by freshmen was found in the first year of the project. Tracking students through their college careers may find further associations between library use and certain academic disciplines and majors.
All	Begin the transition to the new USG shared library system Alma.	The BOR's Office of Library Services contracted to replace the current Voyager system with Alma. This shared system is expected to be installed on all campuses by 2017, with the necessary transition steps beginning in August, 2015.
Promote Academic Excellence; Enhance Student Success	Support the new Quality Enhancement Plan through collaborations with faculty teaching writing-intensive courses.	Writing-intensive courses will require students to research topics and think critically. Relevant information literacy learning outcomes include pursuing a substantial or compelling inquiry; and identifying, evaluating, and selecting credible evidence or relevant examples.
Enhance Student Success	Employ more effective methods of obtaining feedback from our online patrons.	Links and invitations for online assessment forms at points-of-use in web pages have yielded inadequate feedback for assessing satisfaction with resources and services.
All	Continue reorganization of Library management structure.	The transition to giving greater authority to interdepartmental work teams must be completed by Fall 2015. Three librarians must be recruited this year to replace two retirees and one vacancy due to resignation.
Ensure Fiscal Sustainability	Complete implementing the opt-in approach to purchasing books requested by patrons.	The new selection approach must yield a higher proportion of new books being used than was found in the old opt-out purchasing process.
Enhance Student Success	Increase student mastery of information literacy learning outcomes.	Students who master the learning outcomes are better prepared to meet scholarly expectations throughout their GSU career.
Increase Research and Creative Activity; Ensure Fiscal Sustainability	Identify reputable open access scholarly journals that employ rigorous quality controls. Share with faculty.	Faculty wishing to publish in open access journals (and combat the usurious costs charged by commercial publishers) need help in identifying open access journals that meet academic quality control expectations.

2015-2016 New Budget Requested Report			
Institutional Strategic Theme*	New College Major Objective	New Budget Request	Budget Received
Promote Academic Excellence; Enhance Student Success; Increase Research and Creative Activity	Increase scholarly resources supporting the AEPCEIT	\$18,000 for subscription to Knovel database or other engineering resources	
Promote Academic Excellence; Enhance Student Success; Increase Research and Creative Activity	Cover the anticipated 6% increase in the cost of our scholarly journal and database subscriptions	\$120,000	

* Strategic Themes:

Promote Academic Excellence
 Enhance Student Success
 Increase Research and Creative Activity
 Ensure Fiscal Sustainability