Library Annual Report

January 1, 2016

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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 Library Mission states:

The Zach S. Henderson Library is committed to providing:

- a physical environment that is comfortable, safe, and conducive to learning; *(The faculty and students who responded to the spring 2016 LibQUAL+ comprehensive survey regarding Henderson Library performance indicated that our building facilities and the study environment were exceeding their expectations: using a rating scale of 1 to 9, 6.38 was the mean expectation and 7.36 the actual performance rating.)*

- staff who are recognized by users as being well-trained and committed to facilitating patron success; *(The faculty and students who responded to the spring 2016 LibQUAL+ comprehensive survey regarding Henderson Library performance indicated that our staff were exceeding their expectations: using a rating scale of 1 to 9, 6.56 was the mean expectation and 7.39 the actual performance rating.)*

- a wide and deep range of information resources selected to match the needs of the institution’s faculty and students; *(The overall responses to the spring 2016 LibQUAL+ comprehensive survey regarding Henderson Library performance indicated that our information resources and research support tools were exceeding their expectations: using a rating scale of 1 to 9, 6.46 was the mean expectation and 7.19 the actual performance rating. However, the overall rating was heavily weighted by the much larger number of students who responded and who are satisfied with the resources supporting their undergraduate programs. Faculty responses show dissatisfaction with the Library’s collections, which the faculty deem insufficiently deep to support faculty and graduate student research.)*

- efficient and effective avenues for obtaining information resources needed by the library’s patrons but not held in the local physical or electronic collections; *(The faculty and students who responded to the spring 2016 LibQUAL+ comprehensive survey regarding Henderson Library performance indicated that our interlibrary loan and document delivery services were exceeding their expectations: using a rating scale of 1 to 9, 6.33 was the mean expectation and 7.22 the actual performance rating.)*

- 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.); *(As a result of extensive usability testing conducted during FY16 by engineering students and Library personnel, the following improvements have been or are being made to our web presence:*

  1. Attempt to clarify the meaning and purpose of the “Your Library account” feature pending its total replacement by a new Library catalog in May 2017.
  2. Expand the Library’s FAQs to better align with student use behaviors.
  3. On the Print Services page, add a map showing printer locations on the second floor.
  4. Eliminate or better define any acronyms appearing on Library web pages.
  5. Investigate the possibility of adding an “Item Exact Match Recommender” app in Discover to improve mediation of navigational and service-related searching in this platform.
  6. Focus features of the tabbed box area on the homepage to support common search needs of unmediated novice users.
  7. Focus features of the lower right-hand column to support navigational needs of mediated and advanced users. Revise the link menus in the lower right-hand column according to Cycle 2 results, including addition of “Research Help” and “Search Tools & Collections” menus.
  8. Adopt the navigational convention of “More…” links and secondary disambiguation pages for each menu.
  9. Revise select secondary pages according to cycle 3 prototypes and results.*
- 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; (This past year Library faculty and staff uploaded 4,612 works to the institutional repository Digital Commons@Georgia Southern and 2,884 works in SelectedWorks profiles. Among these added works were 1,541 conference entries, 115 journal articles, 305 issues of newsletters/magazines/newspapers, 376 teaching resources, 1,072 theses and dissertations, 172 administrative documents, 270 multimedia works, 738 faculty publications, 11 faculty presentations, 9 faculty books, and 3 research datasets. As of June 30, 2016, 24,043 total works were in Digital Commons@Georgia Southern and SelectedWorks with Digital Commons@Georgia Southern housing 14,277 of those works. Digital Commons@Georgia Southern works and SelectedWorks profiles have accumulated 1,002,600 total downloads and 313,100 total metadata hits, of which 504,068 downloads and 172,536 metadata hits occurred in the past year alone.)

- creative experimentation with applying information technologies to library services; (We are one of three “vanguard” libraries that are testing Alma, a new, state-of-the-art online library management system to be installed and shared by all University System of Georgia campuses. Our testing role involves ensuring the Alma system will meet the USG libraries performance specifications in time to begin serving our students and faculty by May of 2017. The work of the vanguard libraries will reduce the amount of time and effort required of the other 25 institutions when implementing Alma on their campuses.)

- continuing education and professional development opportunities for library personnel. (Every Library faculty member attended at least one professional association conference or professional development workshop relevant to their duties. We registered for online access to 42 webinars dedicated to academic library trends, issues and best practices.)

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. (As indicated by the overall satisfaction ratings from our LibQUAL+ survey respondents, we are achieving our mission and vision goals reasonably effectively: the performance rating of 7.30 on a nine point scale exceeded the expectation rating of 6.48 by 0.82. The primary concern is faculty dissatisfaction with the depth of the Library’s collections.)
II. **Major Objectives and Accomplishments for 2015-2016**  
Produce a listing of the College’s 2015-2016 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.

<table>
<thead>
<tr>
<th>Institutional Strategic Theme</th>
<th>College Major Objective</th>
<th>Strategy Development &amp; Implementation</th>
<th>Results &amp; Analysis</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Academic Excellence; Enhance Student Success; Increase Research and Creative Activity</td>
<td>Increase scholarly resources supporting the AEP College of Engineering and Information Technology</td>
<td>In response to feedback from a member of the SACS Reaffirmation Team that library resources for the engineering program are thin, we sought suggestions from the college dean and faculty, and conducted a year-long trial of the engineering database Knovel.</td>
<td>The college dean and faculty did not have any recommendations for additional library resources, and after the year-long trial of Knovel it was clear the faculty had little or no interest in using it. Since Knovel costs $18,000 a year, the lack of faculty interest indicated this would be a poor use of limited funds.</td>
<td>We will work with the college dean and faculty to consult their accrediting bodies regarding resources that accredited programs are expected to have. Since SACS does not accredit individual programs, we should not have this process driven by the feedback of one person who may or may not have an engineering accreditation background.</td>
</tr>
<tr>
<td>All</td>
<td>Conduct the LibQUAL+ survey of patron satisfaction. The target was for the Library to receive improved ratings compared to the last LibQUAL+ survey in 2013.</td>
<td>This nationally renowned survey was developed by the Association of Research Libraries and has been used by thousands of academic libraries over the past two decades. All Georgia Southern faculty and students were invited to complete the LibQUAL+ questionnaire during February of 2016, to rate their levels of satisfaction with Henderson Library’s service quality, adequacy of information resources and research tools, and its physical facilities.</td>
<td>The overall results showed improvement in the sense that there were fewer instances where the Library’s performance was rated as below minimum expectations. Those few instances were primarily limited to the faculty responses, where there continues to be frustration that the Library is unable to subscribe to more academic journals and databases.</td>
<td>We will continue working with the University administration to develop additional support for information resources. As a result of the generous amount of year-end funding given to the Library, FY16 saw the highest level of library support in the University’s history, $315 per FTE student. However, benchmark data from Georgia Southern’s officially recognized peer institutions shows the mean level of library support among that group is $396.19 per FTE student, ranking 13th among the group of 14 peer universities that reported data to the latest Association of College and Research Libraries annual survey.</td>
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<tr>
<td>Enhance Student Success</td>
<td>Continue the project of identifying associations between library use and student academic success</td>
<td>A statistically significant association between cumulative GPA and GALILEO use by freshmen was found in the first year of the project, FY15. We continued tracking that cohort this year.</td>
<td>The associations between cumulative GPA and GALILEO use continued to hold.</td>
<td>We will continue to track this student cohort for a total of six years, seeking to determine whether there are further associations between library use and certain academic disciplines and majors.</td>
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<tr>
<td>Promote Academic Excellence; Enhance Student Success;</td>
<td>Begin the transition to the new USG-shared</td>
<td>The BOR’s Office of Library Services contracted to replace the</td>
<td>Henderson Library personnel have assumed leadership</td>
<td>The implementation plan has set specific target dates during FY17 for the</td>
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<tr>
<td>Increase Research and Creative Activity</td>
<td>Library management system, Alma.</td>
<td>Current Voyager system (that is shared by all USG institutions) with Alma, a state-of-the-art, newer generation platform. Henderson Library volunteered to be one of three vanguard institutions that will test the Alma system and set the parameters for completing system implementation by May of 2017.</td>
<td>Roles on several of the USG Alma implementation committees, and extensive testing of the Alma system has taken place during the past year. Thus far the vendor has responded positively and effectively to the modifications that the testing showed to be necessary.</td>
<td>Completion of testing, data loading, and personnel training. Given progress to date, we are optimistic the transition to Alma will be a successful and on schedule.</td>
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<tr>
<td>Promote Academic Excellence; Enhance Student Success</td>
<td>Support the new Quality Enhancement Program through collaborations with faculty teaching writing-intensive courses.</td>
<td>In addition to the research assistance and instruction we provide at the Learning Commons Desk, through one-on-one consultations on demand, and through class workshops, we were asked by the QEP Implementation Team to develop a specially designed workshop on bibliographic and citation styles. The request came as a result of the student Writing Fellows feedback that they felt they lacked the knowledge to assist students adequately with their bibliographies and footnotes.</td>
<td>We conducted workshops aimed at both the general student body and at the Writing Fellows themselves. The workshops were judged to be worthwhile by the attendees, but attendance was sparse even at the sessions aimed at the Writing Fellows who requested the workshops. The best attendance resulted when a faculty member overseeing a college’s Writing Fellows directed them to attend one of our sessions.</td>
<td>We will continue to support the QEP writing initiative by offering the bibliography and citation workshops and the research skills workshops. We also intend to strengthen our collaboration with the Writing Center after it moves into its new quarters in the Library. This will enable students to obtain both research and writing assistance in one location, and during more hours of the week than the Writing Center was able to offer in the Forest Drive Building.</td>
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<td>Enhance Student Success</td>
<td>Employ more effective means of obtaining feedback from our online patrons.</td>
<td>Patrons who use our online instruction modules and subject research guides are invited to complete a short online Qualtrics assessment of what they used, and responses are reviewed for complaints and perceived weaknesses in the guides and modules so we can make improvements. Invitations to complete the questionnaire are on our website and social media sites.</td>
<td>The response rate to the Qualtrics questionnaire continued to be very low to be considered a reliable indication of overall patron opinions regarding our subject guides and tutorials. However, the few responses we did receive were quite positive. We will continue to seek feedback, and we hope the thousands of increased subject guide uses that were recorded are an early indicator that patrons are finding them helpful for their research.</td>
<td>In the coming year, we will embed the survey link within each LibGuide, which will make it even more prominent and easy to identify, and offer an incentive: respondents will be able to choose to be entered into a drawing for a prize (to be determined, depending on budgetary constraints). We will also investigate the possibility of obtaining feedback by conducting some student focus groups.</td>
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<tr>
<td>All</td>
<td>Continue reorganization of Library management structure.</td>
<td>We completed the transition to investing greater emphasis on developing proposed policies and procedures within interdepartmental work teams. The goal was to ensure broad and sufficient participation by the relevant library personnel, thus breaking down the “silo effect” that the traditional department structure appeared to be creating, leading to poor interdepartmental communication.</td>
<td>The recruitment of a new Special Collections Librarian is nearing completion, while the new Interlibrary Loan Librarian and Associate Dean of the Library began work March 1 and April 1, 2016, respectively. The duties of the Associate Dean position have been modified to a) reduce building management responsibilities, and b) assign the oversight of the Library’s institutional effectiveness assessment efforts. After one year, the interdepartmental work teams have submitted annual reports documenting significant achievements and successes.</td>
<td>Three library faculty positions in the Information Services Department will be vacated due to retirements during FY17 and FY18, one of the positions being the department head. To improve our liaison relationships with various science and business disciplines, we will be seeking librarians with some subject expertise in those general areas.</td>
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<td>Ensure Fiscal Sustainability</td>
<td>Complete implementing the opt-in approach to purchasing books, replacing the opt-out method. The intent is to focus on purchasing or leasing the resources currently in demand by our patrons, as opposed to purchasing materials that are not currently in demand just in case someone wants to use them in the future. Since the annual inflationary price increases for library resources greatly exceeds Henderson Library budget increases, the opt-in approach is more fiscally responsible.</td>
<td>Over the past two decades, only about 25% of all books purchased through the approval plan acquisitions method circulated within five years of purchase, and the percentage that circulated after that period was significantly much lower. In FY2016 the Library discontinued the use of its approval plan, in which books were automatically sent us by a vendor and we were expected to review and return any that we did not wish to purchase. Given the fiscal constraints the Library confronts and to spend its materials budget more effectively, the Library shifted in FY2016 to a demand-driven acquisition plans (DDA) for electronic and print monographs, in which book records are included in our catalog for many titles that we have not purchased. New books are</td>
<td>No meaningful comparisons can be made until we have at least five years of circulation data. However, it is interesting to note that after two years, 26.8% of the books purchased in FY15 (the year when the approval plan was still in place) have circulated at least once, whereas 30.3% of the FY16-purchased titles (after the approval plan was discontinued) have circulated at least once, despite having been owned by the Library for a shorter period of time.</td>
<td>Data collection and analysis will be even easier with the implementation of the new online library management system, Alma. The system has reporting and data analysis capabilities that are far more sophisticated than the Voyager system now in use.</td>
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because we are more likely to have funds available for titles requested by patrons, namely, the funds that would otherwise have been spent on titles not actually in demand currently.

now acquired when requested or viewed by librarians and Library patrons (either as a result of finding the records in our catalog or some other means of discovery), as opposed to the former process of purchasing titles “just in case” some patrons in the future might want them. Throughout the next five years, the Library will gather circulation data for both electronic monographs and print monographs to evaluate the effectiveness of the DDA plans, in terms of meeting demands placed by our patrons.

| Enhance Student Success | Increase student mastery of information literacy learning outcomes. | The Library faculty offer instruction workshops on research techniques that aim to help students learn to critically evaluate print and electronic information for its currency, relevancy, authority, accuracy and purpose. At the end of the workshops, attendees take a four question quiz that is intended to gauge whether the attendees are capable of critically evaluating information resources at a basic level. In FY15 the student achievements for three of the questions continued to be at least satisfactory, but for the fourth question there seemed to be a problem that was leading to poor scores. Students were confused by explanations of how to use Boolean logic to expand or narrow an online search strategy. In response, we adopted a simplified explanation of how to narrow or expand searches, eliminating references to Boolean operators in the quiz question. | The success rates in correctly answering questions 1, 3, and 4 were very similar to previous years’ success rates, but there was a gratifyingly large improvement in the success rate for question 2: 26% more students answered question 2 correctly compared to FY15, which had been the first time the success rate had exceeded 50%. | The changes in explaining search narrowing and expanding techniques appear to have been the primary differences between the instructional approaches of FY16 and previous years, so we tentatively conclude that we have found an effective means of helping students achieve the necessary understanding. |
II. Accomplishments and Productivity for 2015-2016

A. Librarian Activities – Narrative of Accomplishments

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

  - To obtain more study space for students and faculty, we completed moving the bound periodicals to the automated retrieval system. We are no longer binding any periodicals whose back runs can be accessed online, thus significantly reducing binding expenses.

  - While the circulation of most of our non-electronic collections held steady or declined, circulation of audio-visual materials (mainly DVDs), tripled.

  - A major activity that contributes to the institution’s retention efforts is our range of workshops on library research and plagiarism. We taught 138 workshops to 2,483 students. Fifty of these instruction sessions were delivered to First-Year Experience classes (1,220 students.)

  - To promote diversity and multicultural learning opportunities, we continued our International Journeys Lecture Series. Seven lectures featured Georgia Southern University faculty or emerita faculty speaking on the history and culture of the following:

    - Oman (Jacek Lubecki)
    - India (Srobana Bhattacharya)
    - Guatemala (Subhrajit Saha)
    - Ireland (Howard Keeley, Steven Engel)
    - Brazil (Matthew Flynn)
    - Costa Rica (Ann Hamilton)
    - Qatar (Youssef Salhi)
We sponsored free showings of the six-part documentary series “The Latino-Americans: 500 Years of History,” featuring episodes 1-3 during Fall Semester 2015 and episodes 4-6 during Spring Semester 2016. The screenings were advertised to both the campus and Statesboro communities. After each episode, a different faculty member or student group moderated a discussion with the audience related to themes and issues raised by the documentary.

- Foreigners in Their Own Land (Michael Van Wagenen)
- Empire of Dreams (Association of Latin-American Students)
- War and Peace (Lane Van Tassell)
- The New Latinos (Christina Abreu)
- Prejudice and Pride (Sandra Morales)
- Peril and Promise (Matthew Flynn)

During the first two days of class in August 2015 we participated in Welcome Week activities by greeting all visitors to the Library with free “Club Hendy” gifts, Library brochures, and campus maps when needed. Dozens of new students and faculty benefited from the opportunity to get help finding their way around an unfamiliar campus.

We participated in the planning and execution of the University’s “Constitution Day” celebration on September 17, 2015. Government Documents Librarian Lori Gwinett and staff member Daricus Larry gave out pocket-sized copies of the Constitution and shared information about our federal and state government documents collections. The Library also contributed posters for students to use in the Department of Political Science student poster competition.

Library Open House April 12, 2016: Lori Gwinett and Chelsea Faircloth planned, promoted, and coordinated an open house to help familiarize students with collections and services they might utilize in their research and study activities. Features included information about borrowing materials from other libraries, consulting librarians with expertise in various majors and disciplines, and finding books using the Library of Congress classification system. Many Library personnel participated either by volunteering to staff tables or contributing needed items.

Money Smart Week - Jessica Williams and DeVante Scott organized and implemented 2 events in April 2016 that focused on giving students an understanding of best practices for managing money responsibly.

The University’s Sustainability Showcase was held in the Library’s exhibit area on the bottom floor during April of 2016. The sustainable projects funded by the Sustainability Fee were on display the entire month. The Library’s water bottle refilling stations, which were funded by the Sustainability Fee, recorded that enough water was dispensed during the year to fill 20,000 plastic bottles.

The Seventh Annual Farm to Table fund raising dinner was held in June at the belle house (sic) and featured Georgia Southern’s Director of the Center for Sustainability, Dr. Lissa Lege. More than $3,000 were raised in support of purchasing or leasing information resources to support faculty and student learning.

We participated in the community event “Reading Carnival” at the Statesboro High School in May of 2016, handing out information about our free services to members of the local community, including borrowing privileges and Internet access. The event attracted over 700 attendees. Our participation increased the visibility of the University and the Library.
We mounted numerous exhibits designed to promote unique Library resources and services:

- Star Wars: the Force Awakens (Katrina Jackson, August 2015 - January 2016)
- Movies ↔ Comics (Tony Ard, February - April 2016)
- A Taste of His Own Medicine: the artifacts of a rural doctor’s practice (Special Collections personnel, April - June 2016)
- Jazz Appreciation Month (Kay Coates, April 2016)
- National Poetry Month (Rebecca Ziegler, April - May 2016)
- Primaries, Local Elections (Lori Gwinett, Keyani Loftin, May 2016)
- Flag Day & Independence Day 2016 (Cassidy Horton, June - July 2016)
- National Parks at Christmas (Cassidy Horton, December - January 2016)
- Bombed Monastery in Mosul (Kyle Herman, April 2016)
- Georgia Undergraduate Research Conference (GURC) poster display (Lori Gwinett, Lisa Smith, November - December 2015 to showcase student research. Collaborated with ISD, URC, GURC planning committee and Dr. Steven Engel)
- NASA Hubble (Keyani Loftin, Fall 2015)
- Wonders of the World (Debbie Emley, Fall 2015)
- Welcome Back! (Cassidy Horton, August 2015)
- Librarians Are Your Best Bet! (Peggy Lee, April - July 2016)

From 5pm to 6pm on the first three days of Fall and Spring Semesters final exams weeks, we hosted the local therapy dogs group in the Library atrium. Students and faculty relieved end-of-term stress by interacting with furry friends!

During Open Access Week (October 19-25, 2015), three presentations were offered twice by Jeff Mortimore, Ashley Lowery, and Paolo Gujilde: “Author Rights as Faculty”, “How to Recognize and Avoid Predatory Journals”, and “Library Services Available to Measure Your Scholarly Impact”.

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.)**

- **Ruth Baker**

- **Paolo Gujilde**

- **Clement Lau**

- **LiLi Li**

- **Jessica Minihan**
  - Moderated “What Librarians Want Educators to Know,” Roundtable Discussion, Georgia International Information Literacy Conference, Savannah, GA, September, 2015.
• W. Bede Mitchell
• Jeffrey Mortimore
• Debra Skinner
  ▪ Presented with Ashley Lowery, “We Came, We Saw, We Conferenced: Capturing and Sharing Campus Events at Georgia Southern,” Online Webinar Streamed Nationally by BePress, October, 2015.
  ▪ Panelist, “Growing GKR: Undergraduate Research in Digital Commons,” Georgia Council of Media Organizations Conference, October 2015, Athens, GA
• Fred W. Smith
• Lisa Smith
• Rebecca Ziegler
### Supporting Data

#### Research and Creativity Data (Data Should Be Provided by College)

<table>
<thead>
<tr>
<th>Books</th>
<th>Journal Articles and Book Chapters</th>
<th>Creative-works</th>
<th>Conference Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
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<td>29</td>
</tr>
</tbody>
</table>

#### Sponsored Funding (Data Will be Provided by ORSSP)

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>Change 2014 to 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submissions</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Awards</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Award Funding</td>
<td>n/a</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td>Range of Awards</td>
<td>n/a</td>
<td>n/a</td>
<td>0</td>
</tr>
</tbody>
</table>
C. **Service—Narrative of Significant Service Activities and Accomplishments**

- **Provide a bulleted list of significant or major activities and accomplishments**
- **Ruth Baker**
  - Professional Service:
    - Georgia Library Association, Georgia Conference of Media Organizations Poster Committee, Chair
  - Georgia Southern University:
    - Undergraduate Committee, Member
    - Undergraduate Research Council, Member
- **Paolo Gujilde**
  - Professional Service:
    - American Library Association, Committee on Organization, Intern
    - Asian/Pacific-Americans Library Association Executive Board, Member
    - Asian/Pacific-Americans Library Association, Task Force on Archives and Handbook, Chair
  - Georgia Southern University:
    - Faculty Research Committee, Member
    - General Education and Core Curriculum Committee, Member
- **Lori Gwinett**
  - Professional Service:
    - Georgia International Conference on Information Literacy, Proposal Review Panelist
  - Georgia Southern University:
    - Faculty Welfare Committee, Member
    - Library Public Relations and Outreach Team, Chair
    - Search Committee for Interlibrary Loan Librarian, Member
    - University Elections Committee, Member
- **LiLi Li**
  - Professional Service:
    - Chinese-American Library Association, International Relations Committee, Member
    - Chinese-American Library Association, Web Committee, Member
  - Georgia Southern University:
    - Faculty Senator
    - Faculty Welfare Committee, Member
    - General Education Committee, Member
    - Undergraduate Committee, Member
- **David Lowder**
  - Georgia Southern University:
    - Information Technology Advisor Council, Member
    - Web Advisory Council, Member
  - University System of Georgia, Board of Regents:
    - Alma Implementation Committee, Institutional Lead
- **Jessica Minihan**
  - Georgia Southern University:
    - Faculty Senator, Senate Librarian, and Senate Executive Committee, Member
    - Undergraduate Committee, Member
- **W. Bede Mitchell**
  - Professional Service:
    - American Library Association/Association of College and Research Libraries, Academic Library Trends and Statistics Survey Editorial Board, Member
    - Association of College and Research Libraries/Association of Research Libraries Joint Advisory Task Force, IPEDS/AL Component Definitions, Member
  - Georgia Southern University:
• Quality Enhancement Program Implementation Team, Member
• Georgia International Conference on Information Literacy Steering Committee, Co-chair
• Search Committee for Associate Dean of the Library, Chair
  ▪ University System of Georgia, Board of Regents:
    • Regents Academic Committee on Libraries, Chair
    • GALILEO Steering Committee, Chair
• Jeffrey Mortimore
  ▪ Professional Service:
    • Georgia Library Association Public Relations Committee, Member
    • Georgia Library Association Website Redesign Committee, Member
  ▪ Georgia Southern University:
    • Faculty Development Committee, Member
    • Institutional Effectiveness Review Team, Member
  ▪ University System of Georgia, Board of Regents:
    • Georgia Integrated Libraries OPAC/Discovery Committee, Member
    • Alma Assessment Functional Work Team, Member
    • Primo Online Public Access Catalog Functional Work Team, Member
• Debra Skinner
  ▪ Professional Service:
    • Ogeechee Technical College Library Advisory Committee, Member
  ▪ Georgia Southern University:
    • Graduate Committee, Member
    • Research Symposium Committee, Member
    • Search Committee for Associate Dean of the Library, Member
    • Search Committee for Interlibrary Loan Librarian, Member
    • Search Committee for Special Collections Librarian, Chair
  ▪ University System of Georgia, Board of Regents:
    • Alma Implementation Committee, Institutional Leader
    • GALILEO Knowledge Repository Coordinating Committee, Member, and Metadata Subcommittee, Chair
• Fred Smith
  ▪ Professional Service:
    • ARLIB (Automated Retrieval Systems in Libraries) Listserv, Moderator
    • Southeastern Library Association, Circulation and Reserves Roundtable, Chair
  ▪ Georgia Southern University:
    • Athletics Committee, Member
    • Search Committee for Interlibrary Loan Librarian, Chair
  ▪ University System of Georgia, Board of Regents:
    • Alma Implementation Fulfillment Committee
• Lisa Smith
  ▪ Georgia Southern University:
    • Georgia International Conference on Information Literacy Steering Committee, Member
    • Phi Kappa Phi Honor Society Research Symposium Selection Committee, Member
    • Undergraduate Research Council, Member
    • University Wellness Advisory Board
• Rebecca Ziegler
  ▪ Georgia Southern University:
    • Faculty Service Committee, Member
    • General Education and Core Curriculum Committee, Member
    • Graduate Committee, Member
• Intellectual Property Committee, Member
• Quality Enhancement Program Planning Committee, Member
IV. **Student Success and Achievement**
Provide data as available for each area of student success and achievement per Program of Study/Major

N/A

V. **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 2015-2016. *Located in Annual Program Assessment Reports and Professional Accreditation Documentation*

- Discussion of Major Improvements Emanating from Comprehensive Program Review Conducted during 2015-2016: *Located in Comprehensive Program Review Documentation*

- Discuss comparability, rigor, and workload of distance education courses to campus-based face-to-face courses:

N/A
VI. **New Major Goals and Objectives for 2016-2017**

Provide a list of the College’s Major Objectives for 2016-2017 as they relate to the Institution’s Strategic Themes and FY16 budget requests.

A. **Institutional Strategic Theme(s):** Promote Academic Excellence, Enhance Student Success, Increase Research Activity, Ensure Fiscal Sustainability

**New Major Objective:** Reduce reliance on year-end funds to pay subscription costs for information resources, and increase per FTE student spending to more closely approximate the mean library expenditures of our peer institutions, as measured by dollars-per-FTE-student.

**Summary of Evidence/Rationale used to Determine New Objective:** In FY16, a generous allocation of year-end funds resulted in library expenditures of $315 per FTE student, the highest ratio in more than two decades but still well below the mean library expenditures ratio of our peer institutions, $396 per FTE student. Georgia Southern faculty members feel the impact of Henderson Library’s low funding level: the faculty who responded to the Spring 2016 LibQUAL+ library effectiveness survey assigned “failing” ratings to the Library’s collections, complaining they are not extensive enough to support faculty and graduate student research. Therefore we are requesting below an increase in our base budget that is half of what would be needed to reach the mean peer institution expenditure ratio. However, we recognize that a) the University received no new funds this year and does not expect major budget increases in FY18, and b) our current subscription commitments greatly exceed our budget allocation. The strategy of employing year-end funds to pay for information resources our base budget cannot afford has served our students and faculty well over the past 15 years, for otherwise faculty would have access to even fewer information resources. Nevertheless, due to journal subscription prices increasing annually at rates far exceeding Georgia Southern’s budget growth (6-10% per year), our year-end funding needs have grown to an unsustainable size and will continue to increase unless we can identify some annual commitments that can be eliminated without extensively compromising core academic programs.

B. **Institutional Strategic Theme(s):** Promote Academic Excellence, Enhance Student Success, Increase Research Activity

**New Major Objective:** By May of 2017, complete the implementation of Alma, the library management system to be shared by all USG institutions.

**Summary of Evidence/Rationale used to Determine New Objective:** This state-of-the-art system is intended to maximize resource sharing among USG institutions through streamlined purchasing, cataloging, inventory management, and document delivery processes. Alma also provides more sophisticated management reports of expenditures and collection use.

C. **Institutional Strategic Theme(s):** Enhance Student Success

**New Major Objective:** Improve students’ research and information literacy skills by providing and promoting the CREDO Reference learning resources.

**Summary of Evidence/Rationale used to Determine New Objective:** The Henderson Library has long made a top priority of teaching the research, critical analysis, and information literacy skills that are essential to success in college. Beginning in Fall of 2016 we will be offering to faculty and students the Information Literacy Modules created by CREDO Reference. The Modules are ADA-compliant and are mapped to the Association of College and Research Libraries (ACRL) Information Literacy Framework, which are core information literacy concepts approved by the American Library Association. The modules provide more than 50 quality videos, tutorials, and quizzes. Topics covered include the following:

- Getting Started with Research
- Sources of Information
- Evaluating Information
• Presenting Research and Data
• Citations and Academic Integrity

The Modules are ideal for extending learning activities from a “one-shot” session, and for offering a “flipped-classroom” model, whereby students view the Modules, and come to class ready to work on more complex information literacy activities. The modules in part or in whole can be embedded into our Research Guides, which extends access to them. Finally, they are useful in online learning classes for which face to face instruction opportunities are limited or non-existent. The Library’s Information Services Department plans to pilot the Modules in Fall Semester 2016 in information literacy classes, targeting FYE 1220 and English 1101/1102. In the spring semester 2017, the department will have a formal campaign to promote these learning modules campus-wide.

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* Strategic Themes:
  - Promote Academic Excellence
  - Enhance Student Success
  - Increase Research and Creative Activity
  - Ensure Fiscal Sustainability

**DUE DATE:** July 29, 2016