



EMORY

OXFORD
COLLEGE

ANNUAL REPORT
HOKE O'KELLEY MEMORIAL LIBRARY
OXFORD COLLEGE
EMORY UNIVERSITY
2009-2010

Submitted to Dean Stephen H. Bowen

By

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Notable Library Achievements and Highlights for 2009-2010
Submitted by Kitty McNeill, Associate Dean and College Librarian

Research Practices. Under the leadership of the Research Practices team, the library saw phenomenal expansion of its instructional program. We increased the number of library instruction sessions by 47% and saw an increase of 67% in the number of student contacts during these sessions. We collaborated with faculty to offer sequenced library instruction sessions for more classes. While we taught four of these repeat sessions in spring 2009, we taught 21 in spring 2010 and 35 for the entire 2009-2010 academic year. These numbers indicate the growing role the library plays in the Oxford curriculum. The library experienced a 47% increase in the number of reference consultations (1,107) and an 84% increase in the number of Ask! Desk transactions (11,523).

We embarked on collaborative efforts to integrate library skills across the curriculum. With the partnership of Satu Riutta, Institutional Research Associate, we administered the Research Practices Survey four times, organized formal presentations to inform faculty members of the results, and used the data to initiate improvements in our instruction program and library services. With the assistance of Satu Riutta and Daniel Teodorescu, input from faculty, and the support of the Educational Programs Committee, we have initiated a curriculum mapping project. The project will map a list of core information literacy outcomes across the curriculum to help us discover where these outcomes are being taught, where they need to be taught, and where there is repetition across courses.

We also implemented our library assessment plan. In addition to developing our list of information literacy outcomes, we conducted two faculty focus groups and a Freshman Council focus group. Each member of the Research Practices team also wrote a self-assessment of his or her teaching and presentation skills.

The team worked to increase the national exposure of Oxford College and the library. Andrea Heisel and Nitya Jacob, Associate Professor of Biology, presented “A Faculty-Librarian Partnership for Investigative Learning in the Introductory Biology Laboratory” at the Georgia Conference on Information Literacy. They discussed embedding library instruction into course curricula and the benefits of librarians co-teaching with faculty. Mary Moser and Satu Riutta presented “Bridging the Information Gap: Partnerships for Student Learning in the Digital Age” at the Association for General and Liberal Studies conference, focusing on the use of assessment as a continuous tool for developing our library instruction program. Mary Moser also presented “LOLcats, Celebrities, and (Red Panda) Bears – Oh, My!!” at the Library Orientation Exchange (LOEX) conference. She demonstrated creative approaches to keeping the energy high in library instruction sessions. The team worked together to develop a proposal to the Association of College and Research Libraries conference in March 2011. “A More Perfect Union: Campus Collaborations for Curriculum Mapping Information Literacy Outcomes” details our efforts over the past year to build partnerships across campus.

Virtual Services. The Virtual Services team worked to expand the presence, impact, and capability of library services. This year we expanded the library’s digital branch by enhancing our presence in Twitter, Facebook, Delicious, Blackboard, LearnLink, YouTube, and the Oxford Library webpage. We offered digital content through a digital sign in the library and *Dooley Noted*, the library newsletter. Under the leadership of Mark Swails, the team implemented a new virtual reference plan that included growing our virtual chat presence in several platforms: an expanded chat widget in the library webpage, a text-a-librarian service, and several proprietary chat platforms including Yahoo chat, GChat, and AIM. To streamline workflow, traffic from all of these sources is channeled into a single queue which can be answered from any library staff person at any desk through a single interface. Through these methods the library generated 131,602 digital visits, comparable to its 151,254 physical visits.

Mark Swails led the staff in streamlining our internal processes with new digital workspaces. The team now employs a network file server for saving and sharing documents; a new program, Desktracker, for collecting and collating statistics; and an internal staff blog. The team stayed abreast of emerging technologies through frequent

attendance of workshops and webinars. These new technologies improved our collaborative efforts, as Mark Swails worked with Dr. Patti Owen-Smith to migrate the Cognitive and Affective Learning (CAL) Bibliography to Zotero to be published and searchable on the web. To encourage the use and growth of the collection, the CAL Bibliography is now part of the Zotero community where it can be shared and expanded upon by other scholars throughout the world. The team is working closely with Emory Libraries system librarians to migrate our library's website to the University Libraries' Drupal template for enhanced continuity for students. Ultimately, this project will provide students with a consistent look and feel for their transition to the Atlanta campus and allow the library to more easily implement library specific web technologies.

Hub of Living and Learning. The Hub of Living and Learning team aims to create dynamic, flexible, and inviting library spaces that encourage student learning, growth, and collaboration. Using feedback from a Freshman Council focus group, Kitty McNeill collaborated with Dean Bowen and Hugh Tarbutton Jr., chair of the Board of Counselors Library and Academic Commons fundraising committee, to create a "Proof of Concept" plan for the first floor of the library. While we revise the scope and cost of the original library building project, we can in the meantime create teaching, research, and collaborative spaces that will employ finishes, furniture, and equipment that will also be used in the new building. This project has the approval of the Board of Counselors and the University Ways and Means committee and should be completed before new students arrive in August.

The library continued to be a popular place for students – daily attendance on Mondays averaged 756 students, while the highest college enrollment for the year was 756 students. Caleb Lanford supervised the late-night hours at the library, which continue to be our busiest, sometimes with 80 or 90 students in the building at one time. The library also continued to be a successful environment for student employees. This year, we employed a record number of 40 student employees who not only assisted in day-to-day library operations but also helped with large-scale initiatives, such as the systematic weeding of the periodical and reference collections and the creation of student-directed and produced videos about the library hosted on YouTube. Jennifer Sirotkin, student employee coordinator, presented "A Good Training Plan is Hard to Find" at the Access Services Conference, sharing our experiences and best practices with librarians across the country.

The team strived to create dynamic and interactive learning opportunities for library users. Ellen Neufeld coordinated the installation of 18 exhibits, using library materials to reflect timely issues. Ellen Neufeld and the library staff collaborated with Dean Linville to develop, install, and host the sixth annual "Inspired Performance: A Celebration of Professional and Artistic Creativity," a major exhibit and reception honoring the scholarly and creative work of Oxford faculty and staff. For the fourth consecutive year, the team organized "Chocolate, Sweets, and Other Treats," a highly attended New Student Orientation event at the library, rated the fourth favorite New Student Orientation social activity. Other collaborations included work with the Student Activities Committee, Campus Life, and the Development and Alumni Relations office, to host six successful events. As we balanced all of our activities, the staff learned Compass, the University's new financial management system. Kitty McNeill, Andrea Heisel, and Jessica Robinson, who assumed the position of Coordinator of Library Acquisitions this year, provided strong leadership during this transition.

Dynamic Information Content. The Dynamic Information Content team faced the challenges of the old versus the new in a head-on fashion in 2009-2010. While focusing on the creation of relevant library content in Web 2.0 sites like Twitter, Facebook, Delicious, and YouTube, we also reviewed the print reference collection for duplications and outdated materials and performed a significant weeding of those items. We changed *Dooley Noted* to a blog format in an effort to keep both the content and the platform up-to-date. We developed a one-on-one faculty liaison program to improve communication with faculty for their input on building the library collections, which met with great success and collaboration. We reviewed and streamlined our list of standing serials to eliminate unnecessary duplication of print and online materials. Most significantly, we purchased and implemented the *Bowker Book Analysis* system. This system allows us to electronically analyze our current holdings against the items suggested in *Resources for College Libraries* and provides us with reports identifying gaps and duplications in our collections.

Goal: Research Practices

Leader: Mary Moser, Members: Andrea Heisel, Kitty McNeill, Mark Swails

Notable Achievements/Highlights:

- Significant Expansion of Research Practices Library Instruction Program
 - 47% increase in the number of instruction sessions taught:
 - 2008-2009 – 73 classes
 - 2009-2010 – 107 classes
 - 67% increase in the number of student contacts during library instruction sessions:
 - 2008-2009 – 1,155 contacts
 - 2009-2010 – 1,930 contacts
 - 47% increase in the number of Research Project Consultations (RPCs) conducted at the reference desk:
 - 2008-2009 – 751 RPCs
 - 2009-2010 – 1,107 RPCs
 - 84% increase in the number of Ask! Desk transactions:
 - 2008-2009 – 6,272
 - 2009-2010 – 11,523
 - Dramatic increase in the number of follow-up library instruction sessions we taught:
 - Spring 2009 – 4 classes
 - Spring 2010 – 21 classes
 - 2009-2009 – 35 total follow-up sessions, 32% of total classes taught
 - These repeat sessions allow us to be less rushed in our teaching, cover more content, and allow more time for students' comprehension and questions.
 - Expanded our library instruction program into departments with whom we have not recently worked (e.g. Women Studies, Languages, and Physical Education/Dance).
 - Embarked on a collaborative project with Christine Loflin and the English department to develop online library tutorials to supplement the research skills instruction students receive in ENG 185 (and serve as instructional tools for students who place out of ENG 185 but need research skills instruction).
- Integration of Research Practices Across the Curriculum
 - Mark Swails collaborated with English professors Jeff Galle and Adriane Ivey to lead the **Oxford Experience Project**, helping Oxford students digitize historic Emory documents while teaching them to research the themes and issues the students read about in the documents. The digitized documents are hosted by the Emory Libraries Beck Center. The project teamed with Oxford's Student Development office and the Academy of Liberal Arts of Newton High School to include a Theory-Practice-Service Learning (TPSL) component.
 - **Research Practices Survey**
 - Collaborated with Satu Riutta, Institutional Research Associate, for two successful implementations.
 - Collected quantitative and qualitative data tracking both student learning and student attitudes.
 - Employed the data to support a variety of improvements in library instruction and services.
 - Satu Riutta and Mary Moser presented two information sessions to faculty members in February 2010, summarizing the results of the Research Practices Survey and how the data are being used and seeking their input and suggestions.
 - Curriculum Mapping Information Literacy Outcomes
 - Developed a targeted set of information literacy outcomes.

- Presented key information to the **Educational Programs Committee (EPC)** in February 2010, gaining their support both for our proposed outcomes and for our upcoming curriculum mapping project.
 - Partnered with **Satu Riutta and Daniel Teodorescu** in designing the curriculum mapping project.
 - Conducted **faculty focus groups** to gain input and support from faculty curriculum mapping project will assist with a seamless and organic integration of research skills into the Oxford College curriculum.
 - The team continues to assist faculty members with their in-depth personal research.
- Implementation of **Assessment Plan**
 - Ran two successful implementations of the nationally recognized **Research Practices Survey**, with high response rates (34% in the fall, 38% in the spring).
 - Developed a targeted list of **information literacy outcomes**, based on the ACRL Information Literacy Standards for Higher Education that will form the foundation of our library instruction program and our assessment efforts.
 - Two **faculty focus groups**, held in February 2010, discussed our proposed information literacy student learning outcomes and our shared ideas for integrating information literacy competencies into the Oxford College curriculum.
 - Held **Freshman Council focus group** to help identify primary areas for improvement and expansion of services, as well as provide feedback that contributed directly to the plans for the Proof of Concept project.
 - Each team member videotaped him- or herself teaching and wrote an informal **self-evaluation of teaching** and presentation skills.
 - Partnered with Satu Riutta and Daniel Teodorescu to embark on an in-depth **curriculum mapping project** that will allow us to see where in the curriculum library skills are being taught, where the skills are not being taught but need to be, and where the skills are being over-taught or needlessly repeated, preventing students from developing higher-level skills.
 - Further developed and refined **one-minute papers** to assess student experiences in instruction sessions.
- Local and National Exposure for Oxford College and the Library
 - National
 - Andrea Heisel and Nitya Jacob, Associate Professor of Biology, presented "A Faculty-Librarian Partnership for Investigative Learning in the Introductory Biology Laboratory" at the Georgia Conference on Information Literacy, September 25 – 26, 2009 in Savannah, GA. They discussed the importance of embedding library instruction into course curricula and the benefits of co-teaching with faculty.
 - Mary Moser and Satu Riutta, Institutional Research Associate, presented "Bridging the Information Gap: Partnerships for Student Learning in the Digital Age" at the Association for General and Liberal Studies conference, October 1-3, 2009 in St. Louis, MO. They focused on the use of assessment, specifically the Research Practices Survey, as a continuous tool for developing our library instruction program.
 - Mary Moser presented "LOLcats, Celebrities, and (Red Panda) Bears – Oh, My!!" at the Library Orientation Exchange (LOEX) conference, April 29-May 1, 2010, in Dearborn, MI. She demonstrated creative approaches to keeping the energy high in library instruction sessions.
 - Andrea Heisel, Mary Moser, and Mark Swails prepared and submitted a proposal to the Association of College and Research Libraries conference in March 2011. "A More Perfect Union: Campus Collaborations for Curriculum Mapping Information Literacy Outcomes" details the team's efforts over the past year to build partnerships across campus, leading up to our current curriculum mapping project.

- Local
 - The team prepared and led a library instruction session for two groups of students from the Academy of Liberal Arts of Newton High School. The team collaborated with a reference librarian from Newton County Public Library for the presentation and will be continuing to work with the Academy this summer.
 - Mary Moser and Jessica Robinson attended the Atlanta Area Bibliographic Instruction Group conference at the University of West Georgia in May 2010.
- Emory community
 - Mary Moser and Mark Swails participated in the 2-day Master Teacher Program at Emory University in January 2010, presented by the Emory Center for Faculty Development and Excellence.
 - Mark Swails published “Digitizing Early Emory Documents” in the April 19, 2010 issue of the *Emory Report*, detailing the collaborative Oxford Experience project and its impressive results.
 - Mary Moser and Mark Swails participated in all four days of Oxford College’s Institute for Pedagogy in the Liberal Arts, May 11-14, 2010.
 - The team presented information to the Oxford staff about the library, the Library and Academic Commons project, and library services and resources available to them at an Oxford Staff Organization in March 2010. This presentation continued our campus outreach efforts.
 - The team presented key information to the Board of Counselors Library and Academic Commons Committee in March 2010, winning their support and enthusiasm as we embarked on the first-floor Proof of Concept project.
 - The team participated in the Oxford Institute for Environmental Education again this summer, providing instruction to Institute participants about finding and evaluating information online.
 - Andrea Heisel, Mary Moser, Ellen Neufeld, and Mark Swails were asked by students to serve as Peer Assistant Leader (PAL) co-facilitators; they will work closely with their student partners to lead weekly Freshman Seminar discussions in fall 2010.

Challenges/Notable Issues:

- The Research Practices team struggled to teach such a large number of classes without a designated instruction space or sufficient technology capabilities. This problem will be remedied this summer, as the construction of a library instruction classroom, equipped with 18 laptops for student use during classes, is included as part of the first-floor Proof of Concept project.
- While we have gained a lot of support from faculty over the past year, as demonstrated by the dramatic increase in the number of follow-up library instruction sessions we teach to several classes, we still struggle to communicate the importance of library instruction to faculty. Many faculty members still believe that students receive adequate instruction through other classes or that one library instruction session teaches students everything they need to know about academic research. Hopefully our curriculum mapping project this year will help us identify gaps in student learning and give us a platform for working collaboratively with faculty to make sure students are equipped with the skills necessary for academic success.
- The team worries that there is not enough coordination effort between the library instruction programs at Oxford and at Woodruff Library, leaving us unsure about the consistency of students’ experiences and professors’ expectations as Oxford students continue on to the Atlanta campus. Lee Pasackow, a Business librarian, is setting up an informal learning community for Emory teaching librarians, and Mary Moser has broached the conversation with Erin Mooney, a Woodruff librarian. Hopefully these avenues will help us all be better informed about the teaching that occurs at all Emory libraries.

Metrics (Supporting Data):

- All instruction statistics collected are the highest the library has seen in at least 6 years.
- 107 instruction sessions taught in 2009-2010, reaching 1930 students (many more than once); 47% increase from previous year (73 classes in 2008-2009).
- 1107 research consultations (RPCs) conducted in 2009-2010; 47% increase from previous year (751 RPCs in 2008-2009).
- 1930 student contacts in library instruction sessions; 67% increase from previous year (1155 in 2008-2009).
- 11,523 Ask! Desk transactions in 2009-2010; 84% increase from previous year (6,272 in 2008-2009). Part of this increase can be explained by our new laptop and reserve policies requiring multiple renewal requests from students, and part can be attributed to a better and more effective method of collecting statistics; the large part of this increase, however, is likely due to greatly increased levels of activity in the library.
- Positive faculty response: faculty members comment on our “very helpful” instruction sessions and “excellent work,” and one respondent to the Emory Libraries survey said, “The Oxford Librarians are absolutely wonderful! They are the best that I have ever worked with.”
- Students respond positively to the “cheery librarian[s],” our “enthusiasm and friendliness,” our energy, and our teaching styles.

Goals for the coming year:

- Continue to pursue opportunities for sequenced follow-up instruction sessions.
- Continue to make regular, consistent improvements to our services based on the assessment data we collect.
- Build on our assessment work:
 - Continue to develop and collect data for our curriculum mapping project, and use the data to identify opportunities for improvement in our instructional program.
 - Compile assessment plan in the WEAVE online system in preparation for the SACS 5-year review.
 - Work with the Communication Support Committee to evaluate student portfolios for evidence of research and information skills developed while at Oxford.
 - Participate in standards-based self- and peer-evaluations among Research Skills team, and seek teaching evaluations from Oxford faculty.
 - Begin to develop teaching portfolios to assist us in our development as instructors.
- Develop strategies for teaching a larger number of students and scheduling a larger number of classes to help us transition as smoothly as possible to a much larger student body.
- Develop a plan for more in-depth and consistent campus outreach to make sure all campus constituents are aware of the resources and services available to them.
- Work with Christine Loflin and the English department to develop online library tutorials for ENG 185 that can both supplement the instruction students receive in the classroom and serve as instructional materials for students who place out of ENG 185 and may not get exposure the process of writing a research paper.
- Expand our current “personal librarian” program to include all library staff members and a formalized timeline and list of responsibilities.
- Coordinate a team of Oxford faculty, staff, and students devoted to promoting the ethical use of information on Oxford’s campus. Some ideas for advancing this effort include:
 - Working with Jim Brown of Oxford College Information Technology to educate faculty about the Blackboard program SafeAssign, a tool for helping students recognize plagiarism in their own work and learn to avoid it in the future.

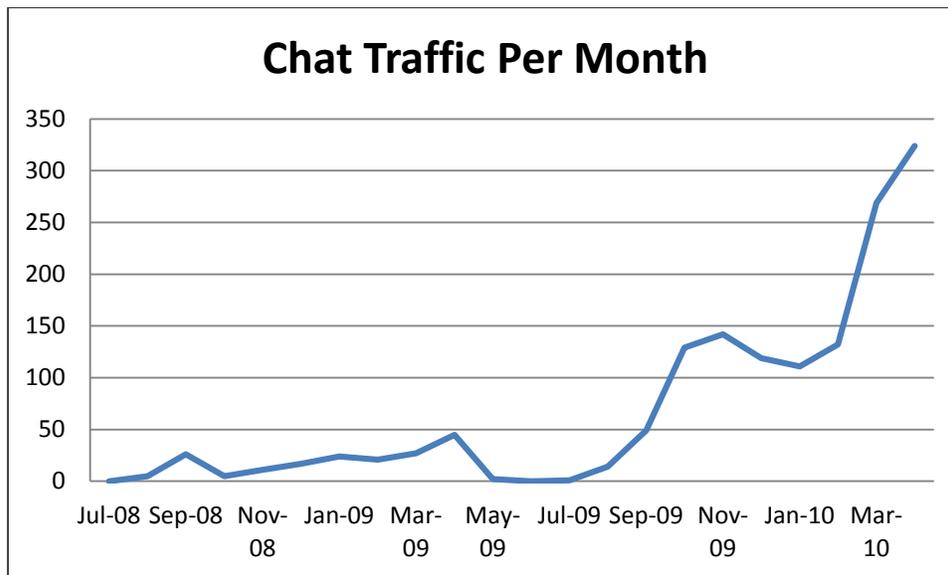
- Developing a video campaign to educate students about the importance of using information ethically.
- Working with the Oxford Studies coordinator to reduce student plagiarism in Oxford Studies reviews.
- Working with the Academic Services department and the English as a Second Language instructor to educate international students about the culture of academic integrity at American institutions.

Goal: Virtual Services

Leader: Mark Swails; Members: Andrea Heisel, Ellen Neufeld, Mary Moser, Jennifer Sirotkin, Jessica Robinson

Notable Achievements/Highlights

- In order to expand the “digital” branch of the library, the Virtual Services team created and deployed a virtual presence plan to integrate itself into stakeholders’ and students’ digital spaces, including: Twitter, Facebook, Delicious, Blackboard, Learnlink, Youtube, Oxford Library’s webpage, *Dooley Noted* – the library’s newsletter, and a digital sign in the library. Through these methods the library generated 131,602 digital visits this year, comparable to its 151,254 physical visits.
- The team implemented a new virtual reference plan that included expanding our virtual chat presence in several platforms: an expanded chat widget in the library webpage, a text-a-librarian service, and several proprietary chat platforms including Yahoo chat, GChat, and AIM. To streamline workflow, traffic from all of these sources is channeled into a single queue which can be answered from any library staff person at any desk through a single interface. The hours for all these services were expanded to include all hours the library is open. A “contact a librarian” web form was also created for after-hours service. Thanks in part to these expansions the library has realized a 516% increase in digital traffic over the past academic year.



- Mark Swails, in collaboration with the Virtual Services team, overhauled the library staff’s digital work spaces. Basecamp, a proprietary fee-based service, was replaced with three task specific systems: (1) an Emory UTS network file server for storing and sharing documents, (2) Desktracker, a library-specific metrics tool that allows library staff to quickly and easily count interactions and (3) an Emory UTS internal blog used for internal communication and publishing front desk shift reports. Each of these systems is easier to use and more efficient than the Basecamp system. This project has resulted in more reliable desk metrics and direct cost savings.
- Several members of the Virtual Services team attended conferences, webinars, and presentations to stay abreast of emerging technologies and evaluate them for possible use in the library. Several of these new technologies including Zotero, bX Recommender, and Lyrasis have been deployed by the library
 - Mark Swails attended a two day conference about Zotero, an open source bibliographic management and citation tool.

- Andrea Heisel and Mark Swails attended the National Information Standards Organization (NISO) conference and attended sessions about open eBook platforms, open URL standards, and bX Recommender a scholarly recommendation engine.
 - Ellen Neufeld, Andrea Heisel, and Mark Swails attended a webinar about the Lyris mass digitization process.
 - The Virtual Services team participated in two American Library Association “Tech Trends Webinars.”
 - All library staff regularly attended library “INFOforum” workshops about emerging technologies in the library.
- Mark Swails worked with Dr. Patti Owen-Smith to migrate and improve the Cognitive Affective Learning (CAL) Bibliography to a Zotero platform. The bibliography is published and fully searchable on the web. To encourage the use and growth of the collection, the CAL Bibliography is now part of the Zotero community where it can be shared and expanded upon by other scholars.
 - Working closely with Kitty McNeill and system librarians at the Atlanta campus, Mark Swails worked to improve Oxford Library’s digital collections. Metadata was corrected in the Early Emory Class Photographs (EECP) repository for easier search and discovery. Google Analytics was also installed on EECP in order to track use and guide future improvements. The online archives of the Journal of Cognitive Affective Learning (JCAL) and Oxford Journal of Anthropology (OJA) were corrected and prepared for permanent storage.
 - Mark Swails worked with OCIT and Kim Braxton at UTS to enable student laptop printing on library printers. This project was undertaken in direct response to student feedback at the Freshman Council focus group.
 - Ellen Neufeld, Andrea Heisel, Kitty McNeill, and Mark Swails worked closely with Emory Libraries System librarians to migrate the library’s website to the University Libraries’ Drupal template. Ultimately, this project will provide students with a consistent look and feel for their transition to the main campus and allow Oxford Library to more easily use library specific web technologies.
 - The Virtual Services team collaborated with OCIT to overhaul the collection of circulating laptops. All existing machines were upgraded and 17 new machines were ordered for circulation. The team executed an assessment plan to evaluate the new collection, involving both circulation statistics as well as a survey. This assessment plan is being used to further improve access to this popular collection during the coming academic year.

Challenges/Notable Issues

- The architecture of the Oxford College Website situates the library web-page deep within the file-structure with a long, difficult to remember URL: (http://www.oxford.emory.edu/audiences/current_students/library/). To overcome this problem two dummy URL’s for the library have been established: (<http://www.oxford.emory.edu/library/>) and (<http://www.oxford.emory.edu/Library/>). These different modes of entry impede the library’s ability to count web-traffic that is directed from these dummy URL’s. Thus, the library’s web traffic is likely higher than reported. This created an ongoing challenge in compiling and interpreting statistics from the website.
- Indirect control over publishing on the library website led to slower deployment of new services and content on the web.
- Scaling our workflows to respond to the significant increase in staff-mediated digital traffic, indicated in the graph above, was an ongoing challenge. New policies and workflows have been put in place to help mitigate this problem while maintaining top quality service.

Metrics (Supporting Data)

- 516% increase in IM and text message traffic over ‘08-’09.
- 131,602 digital library visits, comparable to 151,254 physical visits.

- 18% increase in digital requests for Emory books by Oxford patrons over '08-'09.
- 7% increase in digital requests for interlibrary loan books by Oxford patrons over '08-'09.
- 29% decrease in Euclid use over '08-'09. Patrons are moving to *discoverE*.
- 2,347 total views for all 15 YouTube videos.
- 175 fans of our Facebook.com site with over 250 views per week.

Goals for the coming year

- Expand the website in the Drupal template, including: completing the migration, establishing an ongoing administration schedule and marketing plan, and creating an assessment and reporting solution.
- Evaluate the effectiveness of our presence in social media and targeting content for specific audiences.
- Expand the library's presence on mobile technologies.
- Further expanding our digital reference capabilities; including a collaborative browsing solution or video-conferencing for remote consultations.
- Continue to improve the library's digital security.
- Cultivate technology partnerships with University libraries and OCIT.
- Continue collaboration with OCIT to improve the student computer workstations in the library.
- Implement structured plan to stay abreast and ahead of emerging technologies.
- Improve the digital repository and curation of digital archival materials.

Goal: Hub of Living and Learning

Leader: Andrea Heisel, Members: CC Lanford, Kitty McNeill, Mary Moser, Ellen Neufeld, Jessica Robinson, Jennifer Sirotkin, and Mark Swails

Notable Achievements/Highlights:

- Kitty McNeill collaborated with Dean Bowen, Hugh Tarbutton Jr., chair of the BOC Library and Academic Commons fundraising committee, to approve the 1st floor proof of concept project. We held our second annual Freshman Council focus group and used their feedback to implement the changes to the first floor. This project includes not only new paint around the first floor, but also new computer workstations, an instruction classroom with an installed projector, new group and individual seating, and a new information desk.
- Kitty McNeill, Jessica Robinson, and Andrea Heisel dedicated many hours to learning the new university budget and accounting system, Compass. At this time, we are able to fully harness much of this system's resources.
- The library employed a record number of student employees this year of 40 students. Six of our full-time staff each supervised 5-6 students.
- The entire library staff partnered with the Dean of Academic Affairs, Kent Linville, to develop, install, and host the sixth annual "Inspired Performance: A Celebration of Professional and Artistic Creativity," a major college exhibit and reception. We had a record number of 29 exhibitors this year.
- The library staff sponsored the fourth annual New Student Orientation event "Chocolate, Sweets, and Other Treats." This is a well-attended and well-liked event during orientation. Frequently, sophomores attend it in addition to the incoming freshmen.
- Exhibits:

Foyer exhibits:

- Library Staff Read posters
- Oxford Experience display
- Martin Luther King, Jr. Day
- Banned Books Month
- Frank Maddox Sculpture
- Black History month
- Poetry Month
- Honored library student employees and Class Marshals
- Commencement speaker Dr. Dennis Liotta

Display case exhibits:

- What can be checked out at the library
- Hot Topics
- Erik Oliver – book & book signing
- Haygood archive material

Library Learning Commons:

- LGBT Month – October (supports campus partnership with Myrinda Grantham, LGBT liaison)
- German Noble Prize Winners (supports campus partnerships with German Department - Delia Nisbet)
- Women's History

Other exhibits (support campus partnerships with the Oxford Studies events):

- Rabbi Weinstein poster
- Andy Irwin poster
- Yun Chi Ho exhibit
- Other library events throughout the year included:
 - Freshman Orientation "Chocolates, Sweets, and Other Treats" party

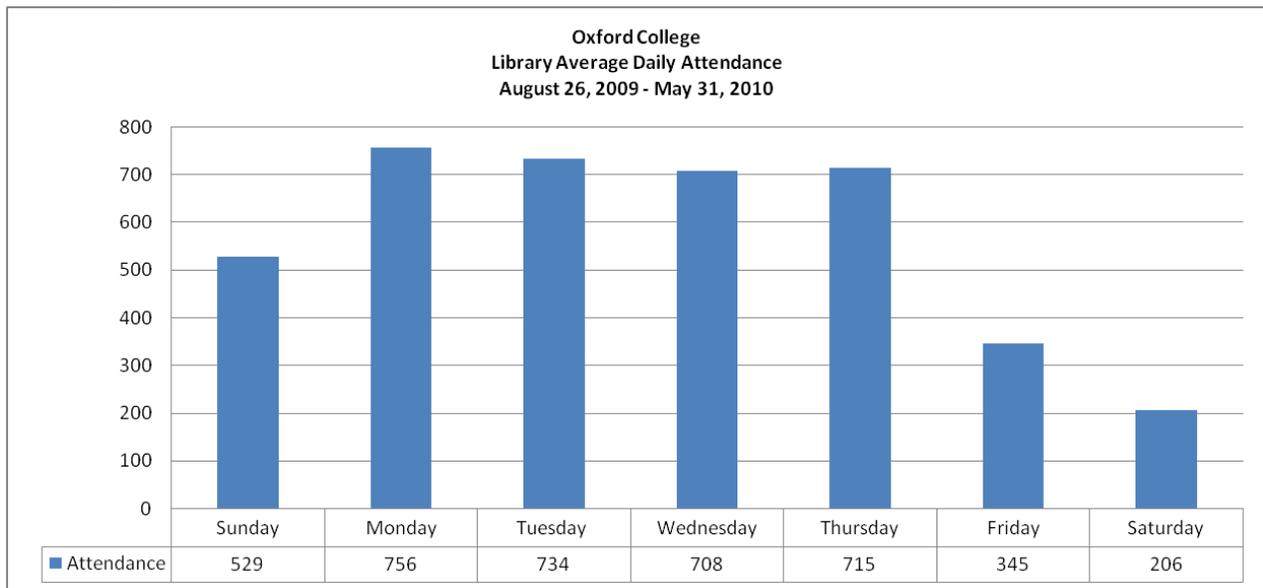
- Partnered with Campus Life to provide hot chocolate during Halloweek
- Partnered with SAC (Student Activities Committee) to host a *Vampire Diaries* viewing party for the episode which featured the library
- Held a National Library Week Cupcake Party/ Sophomore Class Gift party, partnered with Development and Alumni Relations
- National Poetry Month contest each day in the month of April
- Inspired Performance. Continued partnership with Dean of Academics, Kent Linville
- Two Research Practices Survey video game parties

Challenges/Notable Issues:

- We still need a lead donor for the Library and Academic Commons project.
- We still need some special exhibit display cases to address issues with three dimensional art displays. The current cases only allow one to look down upon an object, inhibiting eye level and varietal aspect displays.
- The lack of appropriate wall space for displays was also an issue this year. We resolved this by moving furniture.

Metrics (Supporting Data):

- “Chocolate, Sweets and Other Treats” was rated 4th favorite social activity in the Freshman Seminar Evaluation of New Student Orientation.
- Library attendance increased .42% from last year:
 - 2008-2009 attendance - 150,620
 - 2009-2010 attendance - 151,254.
- Library attendance during peak times was strong, with our highest average daily attendance for the year on Mondays at 756 people. In comparison, the highest college enrollment during 2009-2010 was 756 students.



Goals for the coming year:

- Continue to support the efforts to successfully raise funds for the Library and Academic Commons Project.
- Partner with the Woodruff Library to bring more University exhibits to Oxford.
- Continue and increase collaboration with other student groups and departments across campus for special events in the library and Phi Gamma.
- Complete 1st floor proof of concept project

Goal: Dynamic Information Content

Leader: Ellen Neufeld; Members: Andrea Heisel, Mary Moser, Jessica Robinson, Jennifer Sirotkin, Mark Swails

Notable Achievements/Highlights

- Mark Swails and Kitty McNeill began a review of collections to target for a new digital archive of Oxford College items.
- We created, due to popular staff and student demand, a special link on the library web site to an alphabetical list of our 850 circulating DVDs.
- We generated fresh content on a weekly basis to our library social media pages including Facebook, Twitter, and Delicious. We also created, with the help of student staff, 14 original library YouTube videos. All of these are accessible via a link on the library web page.
- We continued publishing *Dooley Noted* but migrated the newsletter to a blog format, focusing on information relevant to faculty and staff.
- Jeff Galle's column, "Toward the Center," was incorporated into *Dooley Noted*.
- Each team member took turns generating fresh content weekly for the library's new digital sign.
- Throughout the year, librarians performed a significant weeding of outdated reference materials and duplicate journal materials, creating space for library renovations.
- Kitty McNeill made significant progress with a College committee about copyright issues related to events video- and audio-taped at Oxford, determining what will be stored in the digital repository for Oxford.
- Each member of the team became a liaison to different faculty, asking for suggestions toward collection development and providing each faculty with an email version of the Choice reviews, pertinent to their discipline.
- We reviewed and pared down the library standing orders serials list, removing items duplicated at other Emory libraries and/or available online.
- We purchased a one-year subscription to the *Bowker Book Analysis*. This electronic analysis of our library collection compares our holdings to the suggested items in *Resources for College Libraries* and provides reports and statistics we can use to identify gaps and duplicates in our collection.
- We were more pro-active in contacting faculty about items to be placed on course reserves. We also developed a procedure for getting the bookstore information early and purchasing any needed items for the collection.
- The entire team made a concerted effort to meet weekly in order to review any gift books and New York Times bestsellers as suitable/not suitable for our collection.

Challenges/Notable Issues

- In the faculty focus groups conducted by the Research Practices Team, we learned that the faculty wasn't reading *Dooley Noted* when it arrived as an email attachment. Using this information, we changed *Dooley Noted* to a blog format, which we plan to incorporate into the new library web site.
- We were unable to submit electronic resources suggestions to Emory Libraries Collection Development group due to lack of money in the common good fund.
- Keeping abreast of new technologies for delivery of content is challenging. For example, what type of e-book reader is best for our patrons, what type of social networking is best for delivering library news and content, etc. Taking the time to evaluate and select options has been a challenge this year.

Metrics (Supporting Data)

- 28% increase in total circulation over the previous year; 38,638 total circulation
- 32% increase in audiovisual items (includes DVD and VHS); 12,867 audiovisual items circulated
- 4,020 Oxford books circulated to Atlanta campus patrons; 3,245 Atlanta campus items loaned to Oxford patrons; we loaned 19% more to Atlanta campus than we borrow from them

- Total Oxford Collection size: Volumes 88,911 (decrease 4%); e-journals over 60,000; electronic databases 637; print periodicals 236 (decrease 35%)

Goals for the Coming Year

- Determine targeted collections for digital content and explore digitization options.
- Develop more dynamic link to list of new DVDs and Books via WorldCat local.
- Create student employee driven library blog geared towards students.
- Begin process of choosing best e-book reader and collections for our patrons.
- Complete Phase I of book analysis including additions to the collection.
- Develop a core list of authors to collect.