



EMORY
—
OXFORD
COLLEGE

ANNUAL REPORT
OXFORD COLLEGE LIBRARY
EMORY UNIVERSITY
2013-2014

Submitted to Dean Stephen H. Bowen
By

Kitty McNeill
Dean of the Library

Contributors
Sarah Bankston
Ellen Neufeld
Jessica Robinson

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Notable Library Achievements and Highlights for 2013-2014 Submitted by Kitty McNeill, Dean of the Library

Hub of Living and Learning

The College celebrated the grand opening of the new Library and Academic Commons on August 24, 2013 with a ribbon cutting and reception attended by more than 400 donors, alumni, students, faculty, staff, and visitors. Dean Stephen H. Bowen presided over the commemorative event with remarks by John W. Gregory, Jr. representing the Gregory family, Katherine Couch, student and 2013 Recipient of the Sara M. Gregory Memorial Scholarship, Max Vincent, Pastor of Allen Memorial United Methodist Church, Kitty McNeill, Dean of the Library and Art M. Vinson, Chair of the Oxford Board of Counselors. Ribbon cutters were lead donors for the project, Hugh M. Tarbutton, Jr., Joe Edwards, and Robert Chappell, Jr. along with Dean Bowen, Katherine Couch, John W. Gregory, Jr., Kitty McNeill, and Art M. Vinson.

The beautiful new library has become a genuine hub of living and learning for the College community. What is truly rewarding after planning and fundraising for the new facility for fifteen years is to observe the students day-to-day, happily living, working individually and collaboratively, and learning in the transformed library. More than 30 special events and receptions, 366 College department and student organization meetings, along with exhibits, poster sessions, classes, study groups, film viewings, supplemental instruction sessions, admission events, and exam breaks were in held in library spaces during the past year.

Further, the new facility was designed with spaces to optimally support the installation of exhibits. The Fran Elizer Exhibit space was the site of the opening and year-long exhibit, *The New Edition*. Library staff member Jonathan DaSo was the source of that creative title. The special exhibit highlighted the history and transformation of the Emory libraries on the Oxford campus since 1836 and celebrated the opening of the new Library and Academic Commons. A library team led by Ellen Neufeld and with integral support from Sarah Henderson, again partnered with Dean of Academic Affairs and Chief Academic Officer, Ken Anderson, to develop, install, and host the tenth annual “Inspired Performance: A Celebration of Professional and Artistic Creativity,” a major college exhibit and reception, with 30 faculty and staff exhibitors. The library is partnering with the exhibit team from the Woodruff library to bring scaled down versions of exhibits from the Schatten Gallery. In the fall of 2014, the Alice Walker exhibit will be installed and the following year, the Seamus Heaney exhibit will travel to Oxford.

Library staff members Ben Brown and Christopher Bishop collaborated with Student Services of University Technology Services to develop, install, and push out a standard and constantly updated computer image for all student computer workstations in the commons spaces and laptop computers available for check-out. As a result, Oxford students have access to the same image and software available at the other Emory libraries on the Atlanta campus. Also, the staff implemented LibCal, an unmediated room reservation for the new and extremely popular group study and tutor rooms. Also, the system was shared with Oxford College Information Technology (OCIT) to reserve the Humanities Hotspot.

For the library staff, the year was one of transition and learning as they completed training on all new building systems, technologies, and procedures. New staff were hired and trained, Kim David, Late Night Library Specialist and Hosanna Fletcher, Administrative Coordinator. Existing staff were promoted or moved into new positions including Jennifer

Sirotkin, Coordinator of Archives and Special Collections, Christopher Bishop, Coordinator of Library Systems, and Kim David, Administrative Coordinator.

Research Practices

The new library also provided brand-new instruction classrooms outfitted with excellent technology and moveable furniture to allow for active learning. With the new learning spaces came the opportunity to expand upon burgeoning and existing partnerships and offer excellent facilities for collaborations. Reviewing the year, a theme emerged of capitalizing upon existing partnerships and commonalities to align our instruction and outreach efforts with the needs of Oxford students and the curriculum.

This year the instruction program focused on bringing classes back into the library to acquaint them with our new spaces as well as our rich resources. We stayed flexible and also offered our mobile instruction services again, recognizing that instruction needs vary based on the course and assignment. One highlight of the year was building upon relationships formed with new faculty at the Faculty Retreat to create instruction sessions in courses we had either never had a presence or have not had in a while. Beyond the traditional course-based instruction sessions, the team created workshops for students outside of class. We held Zotero citation software workshops marketed to the entire student body, and a targeted resume workshop for library student employees. We also partnered with Lee Pasackow, a librarian from Goizueta Business Library, to bring a Business Research Essentials session to Oxford in the fall and spring. This is a session that has long been offered to newly admitted business students in Emory College and is an opportunity that allows sophomores to get a head-start on their junior seminar credits. This partnership now gives Oxford students this same advantage. The Research Practices team also has continued its involvement with the Instruction Development Community of Practice within Emory Libraries, taking a lead role in organizing the Journal Club for professional reading and discussion.

This was a year marked by collaborations across campus. The Research Practices team played an integral role co-facilitating the Academic Integrity session at New Student Orientation, but also contributed to Peer Assistance Leader and Resident Assistant Orientation, International Student Orientation, and wrote a section of the campus assessment plan. Team members attended the Institute for Pedagogy in the Liberal Arts and numerous Center for Academic Excellence Lunch and Learn sessions. Sarah Bankston, Teaching and Learning Librarian, co-facilitated a Lunch and Learn discussion that focused on writing and research at Oxford College and the ways in which these activities can be supported.

Most notable, this year the library worked closely with the Writing Center to pilot Writing and Research Studio Hours. These hours consisted of three Tuesday nights throughout the spring semester in which librarians and writing center tutors offered their services simultaneously in a library space. This was intended to be a social space in which students could get the help they need on writing and research projects. Due to the success, we have plans to expand these hours into a more complete program in the upcoming academic year. The successful collaboration with the Writing Center also led to discussions and the decision to move the Writing Center into the library.

Sarah Bankston, with the support of the College Librarian and the Dean of Oxford, applied and was accepted to the Association of College and Research Libraries Immersion Program Track. The Program Track focuses on developing information literacy efforts in a programmatic way in order to reach the entire campus community. The hope is that this

opportunity will open doors for valuable campus-wide conversations regarding information literacy, its role in inquiry-guided learning and learner-centered teaching, and the ways in which we can all work together to achieve our individual program goals. For the library, partnering with our colleagues across campus has been invaluable and our desire is to be a hub that fosters campus-wide discussion so that we can better serve the faculty, staff, and students of Oxford College.

Dynamic Information Content

The library's key vision involves providing a transformative learning environment. Though the new library is a big piece of that, there are still many "behind the scenes" efforts that this team does to respond to the vision. A few of those include the creation of a new website in Cascade, which aligned us with all Emory libraries and significantly increased our reach and page views; the establishment of a systems team to prepare our library records for a migration to a new system in 2015; training and migration to a new reserves system, ARES; and the creation of searchable, online finding aids for our Archives and Special Collections.

Because we share systems with all the Emory libraries, one key to successful collaboration regarding these systems as well as training and implementation is to have Oxford library representation on library-wide committees. Oxford is well represented with Dean Kitty McNeill leading the key Core Systems Governance Group for the libraries, Ellen Neufeld on the Circulation/Interlibrary Loan/Reserves Group, and Christopher Bishop on the Cataloging Working Group. Further, in preparation for the 2015 implementation of the new system, ALMA, Oxford will be represented by Ellen Neufeld on the Alma Steering Committee and the E-Resource Working Group, Christopher Bishop on the Fulfillment and Administration/Integrations Working Groups, and Jessica Robinson on the Acquisitions Working Group.

We continue to build both the print and electronic collections for the library using the Bowker Book Analysis system to analyze our holdings against those suggested by Resources for College Libraries, as well as review and add new academic titles. In addition to the increase in academic titles, we augmented our DVD collections, graphic novels, and popular reading collections. The quality of our collection led to an overall increase in circulation, including a notable increase in number of Oxford items loaned to Emory, which reached an all-time high with nearly 4,500 of our items sent to main campus throughout the year.

Goal: Hub of Living and Learning

Notable Achievements/Highlights:

- Celebrated the Ribbon Cutting and Grand Opening of the new Library and Academic Commons on August 24, 2013.
- Sponsored and collaborated with Campus Life to host the eighth annual “Chocolate, Sweets, and Other Treats,” following Convocation which included a Candlelight Processional to Phi Gamma Plaza and concluded with a freshmen orientation party in the new library.
- Installed exhibits: *The New Edition*, highlighted the history of the Emory libraries on the Oxford campus and celebrated the opening of the new Library and Academic Commons, Inspired Performance, research scholar posters, Alicia DeNicola’s class projects, graduating sophomores, and art sculpture class projects.
- Hosted numerous events: Library Grand Opening, OWN Oxford, Hong Kong delegation luncheon, ALANHS, SURE poster sessions, Orientation, Registration, City of Oxford Planning meeting, Enrollment Services prospective student sessions, Alumni Board, Board of Counselors, Halloween Haunted Tour reception, William Rawlings author conversation and book signing, study breaks including Phat Panda, Phi Eta Sigma, Alpha Epsilon Upsilon, foreign language film festival, Library Lock-in, Scholar Weekend Reception, Peachtree Counselor Tour Reception, 50th Alumni Reunion Dinner, Commencement, Science Center Groundbreaking Reception, and IPLA sessions.
- Met with Student Government Association library committee and Freshmen Council focus group and responded to questions, issues and requests for services including the planning and implementation of Library Spirit Week.
- Partnered with Dean of Academic Affairs and Chief Academic Officer, Ken Anderson, to develop, install, and host the tenth annual “Inspired Performance: A Celebration of Professional and Artistic Creativity,” a major college exhibit and reception, with 30 faculty and staff exhibitors.
- Collaborated with Student Services of University Technology Services to develop, install, and push out a standard and constantly updated computer image for student computers and laptops in the new building.
- Implemented LibCal, an unmediated room reservation system for the group study and tutor rooms; system was also used by OCIT for the Humanities Hotspot reservations.
- Implemented technology for browsing DVD collection on an iPad.
- Acquired and trained staff to use portable videoconferencing equipment for library spaces.
- Completed staff training on all new building systems and procedures (fire alarm, sprinklers, lighting, security, room technologies, active shooter, panic alarms)
- Updated library emergency procedures.
- Hired, trained, and employed 27 student employees.

Challenges/Notable Issues:

- Maintaining all library services with a high level of customer service while learning and creating procedures for the new Library and Academic Commons building.
- Transition and training of new staff (Kim David, Late Night Library Specialist and Hosanna Fletcher, Administrative Coordinator) and moving existing staff into new positions (Jennifer Sirotkin, Coordinator of Archives and Special Collections,

Christopher Bishop, Coordinator of Library Systems, and Kim David, Administrative Coordinator).

Metrics (Supporting Data):

- 366 College department and student organization meetings were held in library spaces
- More than 30 special events held in the new library.
- Library annual attendance reached 192,675 with average daily attendance peaking at 862 for Mondays. Library attendance figures are less than actual totals due to delayed installation of door-count devices on September 1, 2013, which did not take into account major attendance at the Grand Opening, orientation and registration plus any attendance during the summer months.
- Phi Gamma annual attendance was 29,500 for this 24/7 quiet study space.

Goal: Research Practices

Notable Achievements/Highlights:

- With the move into the newly renovated space, the teaching librarians completed Avyve training for the new SMART boards and other technology in the new instruction spaces within the library.
- In order to further support library instruction within the new instruction classroom, the library purchased 10 MacBook Pro laptops to support hands-on, interactive instruction sessions.
- Ellen Neufeld, Jessica Robinson, and Sarah Bankston each co-facilitated a Freshman Seminar class in fall 2013. In addition to co-facilitating, and along with Kitty McNeill, the teaching librarians visited each Freshman Seminar class and conducted a short instruction session which introduced students to the library website and resources, e-reserves, and citation tools.
- Through collaborations with faculty, the Research Practices team continued to develop strong research instruction arcs in biology, economics, and religion, and developed new library instruction units in sociology and several different philosophy courses.
- The number of 2nd and 3rd follow-up library instructions sessions continues to be high in 2013-2014, a trend which reflects the Research Practices instruction program goal to work closely with classes and their assignments in order to teach students research skills at their point-of-need.
- The Research Practices team collaborated with Lee Pasackow, a business librarian from Goizueta Business Library, to bring a Business Research Essentials instruction session to Oxford.
- In addition to training library student employees in research skills, we also held workshops for resume building and learning Zotero citation software.
- We continued our summer partnerships by leading instruction sessions for the SURE program, OIEE, and ALANHS.
- In their roles as Personal Librarians, Sarah Bankston, Ellen Neufeld, and Jessica Robinson conducted a number of in-depth literature searches for faculty members. Also, Jennifer Sirotkin, Coordinator of Archives and Special Collections, helped with archival research for two publications.
- The library conducted two administrations of the Research Practices Survey the results of which will be used to shape the instruction program.
- As a member of the Writing Support Committee, Sarah Bankston participated in the research paper assessment.
- The library contributed to campus-wide academic honesty programs by leading several sessions focused on academic honesty and plagiarism for New Student Orientation, International Student Orientation, and Peer Assistant Leaders (PALs); this year the teaching librarians led a training session for the PALs so they could facilitate conversations regarding plagiarism and paraphrasing during the orientation session which led to greater interactivity and involvement of students. With the 2013 Orientation, we revived the Academic Integrity banner. Every student was given an opportunity to sign it before it was hung in a prominent position from the second floor of the library.
- Sarah Bankston, Ellen Neufeld, and Jessica Robinson wrote a successful proposal for a presentation at the First National Personal Librarian and First Year Experience Library Conference; however, due to a variety of circumstances we were unable to attend.

- Sarah Bankston, with the support of the College Librarian and the Dean of Oxford, applied and was accepted to the Association of College and Research Libraries (ACRL) Immersion Program Track.
- Sarah Bankston and Ellen Neufeld participated in the Institute for Pedagogy in the Liberal Arts attending the tracks “Inquiry-based Approaches in Undergraduate Science Courses,” “Teaching International Students,” and “A Domain of Your Own” to generate ideas for partnerships with Oxford faculty and better support learner-centered instruction.
- Sarah Bankston attended the Southeastern Library Assessment Conference, which was held in Atlanta in October 2013.
- In partnership with the Writing Center, we developed a pilot program called Writing and Research Studio Hours.
- Kitty McNeill worked with Dean Anderson to develop a new lecturer position for 2014-2015, a third of whose time will be spent as a member of the Research Practices team working on developing assessments and online modules to serve student needs.
- Sarah Bankston, Joe Johnson (Interim Head of the Writing Center), and Brad Hawley (who will be in the newly created lecturer position) co-facilitated a Lunch and Learn discussion hosted by the Center for Academic Excellence.

Challenges/Notable Issues:

- At the beginning of summer 2013, Andrea Heisel, the Associate College Librarian and Personal Librarian to the natural sciences departments, left Oxford College. Andrea had a long-time collaboration with the biology department in particular. Her departure opened up the opportunity to further develop relationships between the library and the science departments as well as the opportunity to think creatively about ways in which the Personal Librarian program is structured. Despite this challenge, the Research Practices team was able to stay on target with its library instruction goals and continued to effectively serve the science departments.
- Due in part to inclement weather resulting in a total of five snow days in which the University was closed, there was a decrease in the number of instruction sessions requested in the spring, as well as the cancelation of a few instruction sessions because regular course instruction had to be revamped.
- About mid-spring it was apparent that Desk Tracker was not being used consistently or reliably among students and staff. As a result, desk activity as reflected in Desk Tracker is much lower than expected in some months. Retraining was given to students, and the Desk Tracker interface was updated to include a space for students to include their names. Staff were urged once again to make sure they are tracking every interaction. Future plans include monthly individual updates regarding desk statistics so that everyone can see what they’ve recorded as well as streamlining the Desk Tracker form to avoid confusion and lower barriers to accurately reporting desk activity.

Metrics (Supporting Data):

- 151 instruction sessions taught in 2013-2014
 - 2012-2013: 155 classes
- 33 second instruction sessions taught in 2013-2014
 - 2012-2013: 36 second sessions
- 14 third instruction sessions taught in 2013-2014
 - 2012-2013: 15 third sessions

- 199 individual research and archive consultations conducted in 2013-2014
 - 2012-2013: 232
- 100.3 total hours spent with students in research and archive consultations
- 2,811 - number of contacts (attendees) in library instruction sessions
 - 2012-2013: 2,985 contacts
- 6,060 Information Desk transactions in 2013-2014
 - 2012-2013: 5,993
- In end-of-class assessments when asked what they would do differently as a result of the instruction session, student responses included “make sure sources are scholarly and use a wide variety of sources,” “begin research early,” “use the Find @ Emory link,” “make use of Emory’s vast subscriptions to online databases,” “use Boolean operators rather than searching statements,” and “make an appointment with a librarian to get help with doing research,” all of which indicate an increasingly sophisticated approach to research.

Goal: Dynamic Information Content

Notable Achievements/Highlights:

- Along with the move to a new building, the library's virtual presence also made a significant move in 2013 with the migration of the website from the Drupal platform to Cascade. This move required multiple training sessions since library staff were responsible for developing and creating content. This effort brought the library website in alignment with all of the other Emory University library sites.
- In addition to the new website, a new library blog was developed using Scholarblogs. This required transitioning the old blog to Scholarblogs, staff training, and development of a publishing schedule.
- Imaging of the library public computers became the responsibility of library personnel for the 2013-2014 year. Learning how to implement this complicated process fell to those responsible, Ben Brown and Christopher Bishop, who provided our patrons computer access with a high degree of stability, reliability, and proactively managed updates and licensing. This included all computers in the academic commons, as well as all loanable laptops and iPads.
- In a continuing effort to identify weaknesses in the current collection and provide more updated resources, we used Bowker Book Analysis system to analyze our print collections against base recommendations by Resources for College Libraries (RCL) for undergraduate libraries. Sections that received targeted purchasing included books in art, history, religion, literature, philosophy, psychology, and social sciences.
- Created a new Systems team, and promoted Christopher Bishop to the new position of Coordinator of Library Systems. This team tackled multiple projects in preparation of the Emory University libraries move to a new library system, ALMA. ALMA is an updated system that allows a library to work with all types of library resources (print, electronic, digital) within one workflow environment. Cleanup of current records for all Emory libraries included training on resource, description and access (RDA) records to replace the old machine readable catalog (MARC) records, removal of obsolete materials, streamlining of material types, updating of tables to determine circulation rules, establishment of permissions, and updating of Online Computer Library Catalog (OCLC) records.
- The Emory libraries moved from Reserves Direct, a homegrown reserves system, to ARES, a new system that is similar to the libraries' current ILLIAD (interlibrary loan) system. The systems team handled preparation for the migration, staff training, and marketing to faculty about changes to the reserves system.
- Oxford continued to be the Emory University libraries leader of the OverDrive e-book collection, responsible for the selection and purchase of approximately 90% of titles in the collection. Currently there are 1,105 OverDrive users, up 64% over this time last year.
- Jennifer Sirotkin's position was changed to Coordinator of Archives and Special Collections, making management of these collections, for the first time, a primary responsibility for a library staff member. Completed projects included development of special collections reading room procedures that mirror those at MARBL, acquisition of materials from retiring faculty and staff, processing of uncatalogued materials, moving Oxford photo repository items to a digital photo repository hosted by Emory libraries, and the inclusion of the Oxford digitized finding aids in the Emory libraries' main finding aids database.
- The library continued to build a presence in social media - with 697 Facebook followers, 138 Twitter followers, and a new Instagram account with 39 followers.

- The library DVD collection required a large amount of shelving space; and, faculty requested a place for new academic titles to be shelved. Even though DVDs are searchable in discoverE, the staff used an iPad and an app called *MyDVDCatalog* to create an interactive library of our DVD collection. Users may search by title, genre, year of release, and actor, then request the DVD from the circulation desk. This opened up more shelving for academic titles in the reading nook.
- Weeding of the bound periodical collection continued to be a priority. After carefully checking to ensure that certain periodicals were accessible online or were owned at other Emory libraries, we were able to withdraw more than 1,330 bound volumes from the compact shelving. This created space in the compact shelving for unprocessed archival material that needed a secure storage space.

Challenges/Notable Issues:

- Keeping up with changing technologies and the resulting demands is difficult. For example, the upgrade to iPhone 5 saw a change in the type of charger needed, and students frequently check out chargers from the library. Maintaining software licensing, which always seems to expire on a busy evening or weekend, was also a challenge, but moving responsibility from OCIT to the library computer support specialist position made it easier to anticipate and control potential problems.
- Another notable issue was the realization that many of the bound periodicals were not being used enough to justify the significant space they occupied in the compact shelving. The systematic review and removal of those items as well as all the records both in the library system and in the OCLC system proved to be a long term project that is still underway.

Metrics (Supporting Data):

- Total circulation for the year came back to nearly the same level as 2011-2012 before the move out of the old building, with a total of 43,112. This is a significant increase over total circulation of 32,777 last year in Lovern Hall.
- Oxford items loaned to Emory were at an all-time high of 4,476, nearly double what was loaned last year, indicating the high quality of the Oxford collection.
- The library website activity increased significantly this year indicating the increased usability of the new Cascade site. Access to the *Citing Your Sources* page more than doubled over last year, and the website received 114,488 page views, an increase of 34% over the number of views on the old Drupal site.
- Reserve items continue to be the most highly circulated item with a five year circulation high of over 28,000.
- Currently the OverDrive popular reading collection holds 468 eBook and audiobook copies, with 4,559 checkouts over the past year, up from 2,164 checkouts over the same time period the previous year.

Library Goals for 2014-2015

Research Practices

- 1. Develop collaborative initiatives with the Writing Center, Center for Academic Excellence, the new Lecturer position, and other Atlanta campus libraries, as well as continue to seek opportunities for collaboration within the Emory community**
 - Continue to build and strengthen partnerships with the Writing Center and the Center for Academic Excellence
 - Hold a planning day in which the Writing Center, CAE, library, and new Lecturer position can develop goals and visions for collaborative activities, in order to align efforts and delineate the division of labor and responsibilities
 - Relocate the Writing Center to the library and work with the Interim Head of the Writing Center to coordinate tutoring hours and develop an online tutor scheduling system
 - Work with the Instructional Development Community of Practice at Emory Libraries for professional development (such as the Journal Club) and coordination and development of instruction ideas and programs
 - In collaboration with the Writing Center, move the Writing and Research Studio Hours from the pilot phase into a fully-developed program
- 2. Re-envision and re-articulate the Research Practices program and its relationship to Oxford College's information literacy efforts and the INQ curriculum**
 - Use ACRL's new Framework for Information Literacy for Higher Education to rethink the current Research Practices instruction program and develop new program outcomes which include threshold concepts and take into account other literacies
 - Re-brand the Research Practices program and develop associated marketing materials
 - Strengthen and build upon current partnerships with faculty, departments, and offices (such as the Writing Center and the CAE) to support student learning
- 3. Develop an assessment plan to assess research services and programs in order to strengthen our practice and keep our focus learner-centered**
 - Analyze the results from the 2013-2014 Research Practices Survey in order to share and use findings to improve instruction and student outcomes
 - Investigate new national surveys (such as MISO or iSkills) that could replace the Research Practices Survey in the future in order to yield new actionable data.
 - Work with the new Director of Institutional Research to develop surveys for library assessment which will involve students, staff and faculty, as well as other assessment projects
 - Conduct an assessment of the Personal Librarian program
- 4. Develop our instruction program beyond the traditional classroom**
 - Implement a series of 'show-and-tells' or 'cool tools' sessions that will be integrated into Customer Service team meetings in order to foster learning among staff
 - Revamp the Research Practices training program for student workers to ensure they are able to help patrons as well as serve their own research needs
 - Hold a staff workshop and training regarding conducting reference interviews that will underscore the library's values and ethos regarding information literacy

Hub of Living and Learning

- 1. Develop new campus partnerships**
 - Create a Student Library Advisory Board and budget for programming and events
 - Formalize relationship with the Writing Center to include establishment of physical location in the library, development of collaborative programs and initiatives, and use of online reservation system, LibCAL for writing tutor spaces
- 2. Revamp student employee program**
 - Design and implement new student employee leadership program for superlative student employees and to assist with training and development of new student employees
 - Establish separate training tracks for leaders, freshmen, and sophomore student employees
- 3. Schedule, plan, install, and host dynamic exhibits and events**
 - Host events such as freshman orientation party, Hallweek, fall and spring semester study breaks, National Library Week, National Poetry Month, and Inspired Performance
 - Host at least three exhibits: Alice Walker, Inspired Performance, and Big Bend
 - Continue working with college and university groups on events such as orientation, registration, admission sessions, and honorary society celebrations such as Phi Eta Sigma and Alpha Epsilon Upsilon
- 4. Support students, faculty and staff by providing excellent, useful services and maintaining an inviting, clean and comfortable physical space**
 - Incorporate feedback from the SGA library committee, Freshmen Council focus group, Emory Libraries Survey, and other constituents to continuously improve and adapt services and space for library users

Dynamic Information Content

- 1. Develop strategies for maintaining dynamic web site**
 - Perform periodic usability testing for patron feedback
 - Establish site content review and refresh schedule for homepage
 - Create instructional videos for the website
 - Establish a request form for collection recommendations and requests
 - Work with Emory Libraries Core Systems to create new book list
 - Create a location on the homepage for “my account”
 - Develop strategies for blog content, accessibility, and the ability to push out information
- 2. Develop useful and informative content focused on first-year-experience student**
 - Develop library pre-arrival essentials information for Blackboard site in coordination with Academic Services for 2014-15
 - Create other online modules for use on web site
 - Develop electronic version of brochure used for admissions
 - Construct concept of “personal librarian” geared toward students
- 3. Continue enhancement of collections and collection development procedures**

- Investigate implementation of standing orders for DVDs
 - Continue to use Bowker Book Analysis to increase inventory of core academic titles
 - Complete collection inventory and records cleanup
 - Update collection development policies
 - Focus weeding priorities on non-essential bound periodicals
 - Test process of sending new recommended academic titles to appropriate faculty for input and selection
 - Continue to build a strong OverDrive popular ebook reading collection
 - Develop strategies for acquiring collections to support the Writing Center and sustainability across the curriculum; co-locate within other collections
- 4. Support and implement new software for Emory University Libraries**
- Course reserves system - ARES
 - Integrated library system - ALMA
- 5. Develop archives and special collections**
- Reinstigate Emory retention policies regarding transferring documents to the archives
 - Create a dynamic Special Collections webpage, including collection and research guides to facilitate researchers
 - Complete photo repository cleanup project
- 6. Investigate possibility of developing Oxford College history tour mobile application**
- Partner with Communications and the Emory Libraries Center for Digital Scholarship

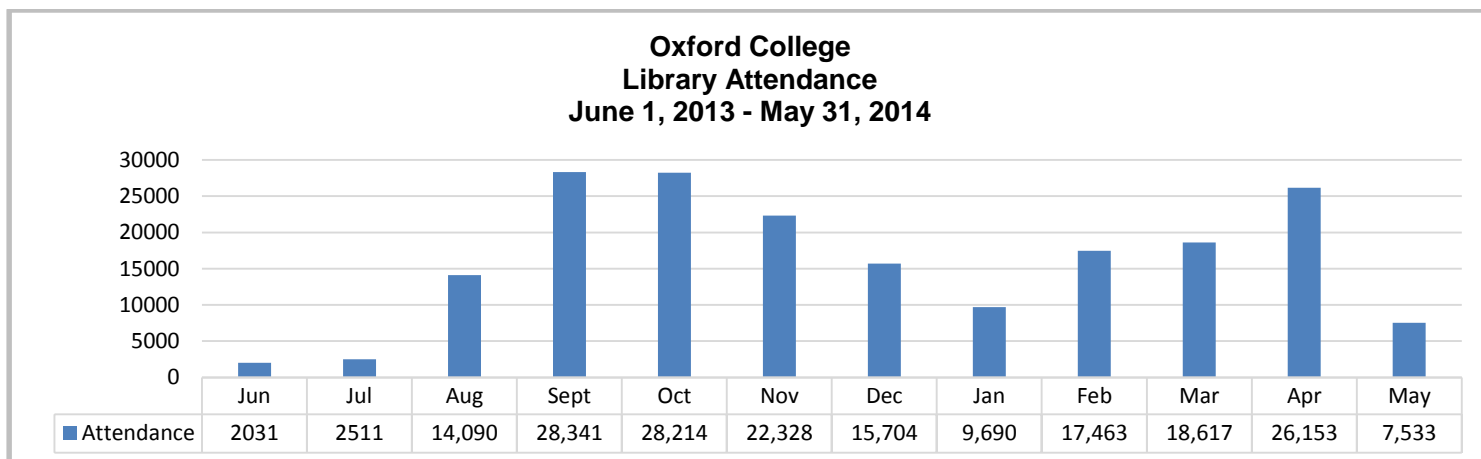
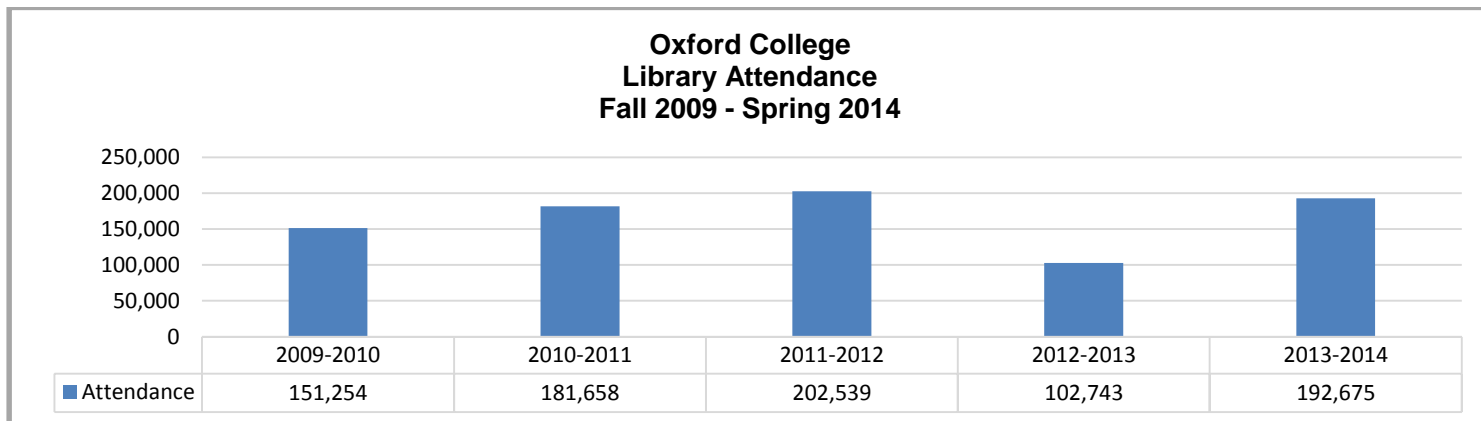
I. Summary

	<u>2012-2013</u>	<u>2013-2014</u>	<u>+/- %</u>
Library Attendance	102,743	192,675	+87.53
Library Class Instruction	155	151	-2.58
Research Consultations	232	199	-14.22
Info Desk – Reference	687	533	-22.42
Info Desk – Technology	1,513	1,322	-12.62
Info Desk – Other	3,793	4,205	+10.86
Info Desk – Total	5,993	6,060	+1.12
Oxford Total Circulation	32,777	43,112	+31.53
Interlibrary Loan	336	371	+10.42
Electronic Requests	2,132	2,833	+32.88
Library Website Pageviews	85,241	114,488	+34.31

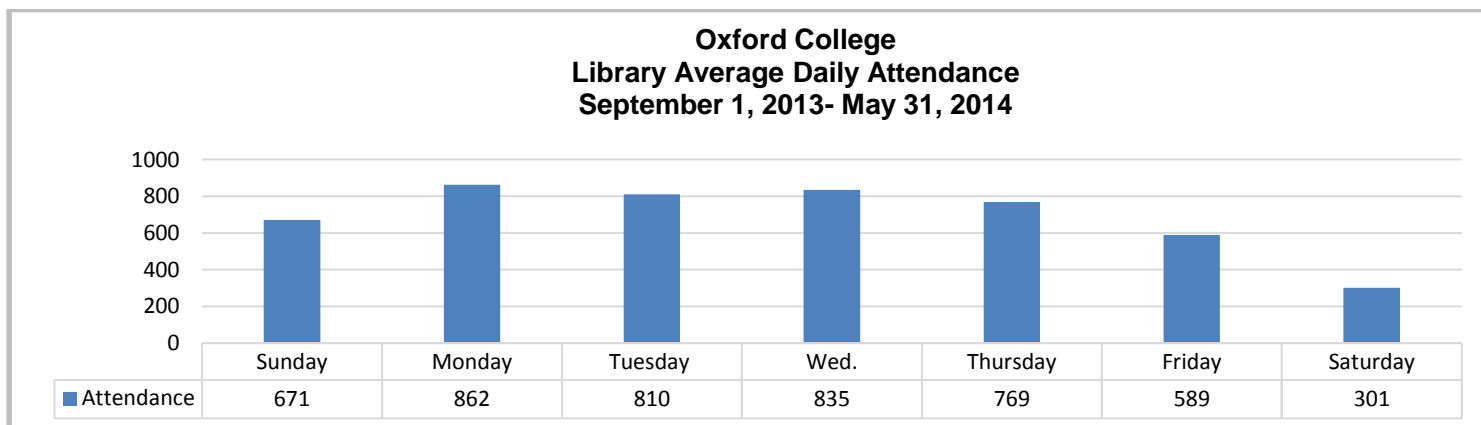
II. College Enrollment & Library Attendance

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14
756	684	906	831	937	860	909	818	947	830

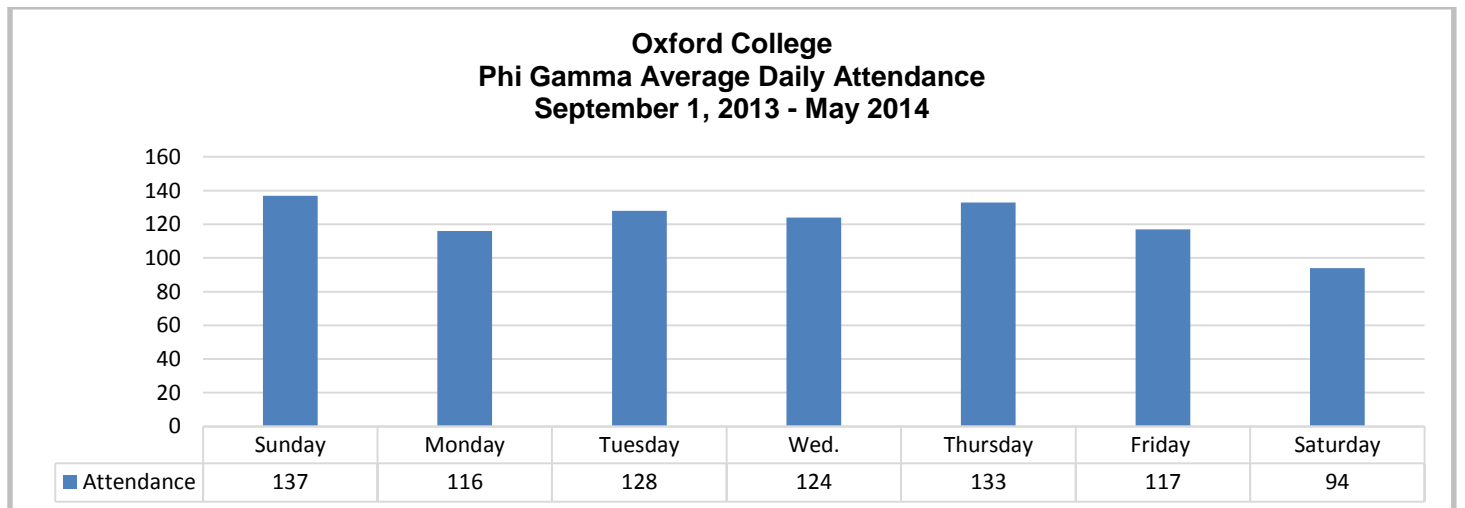
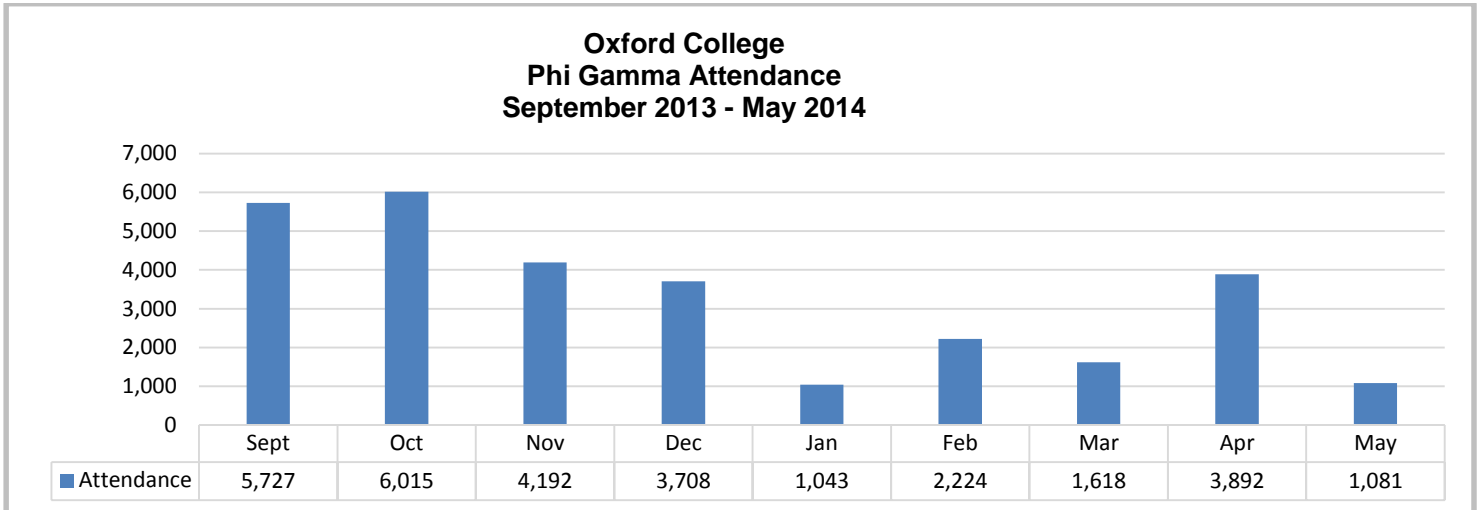
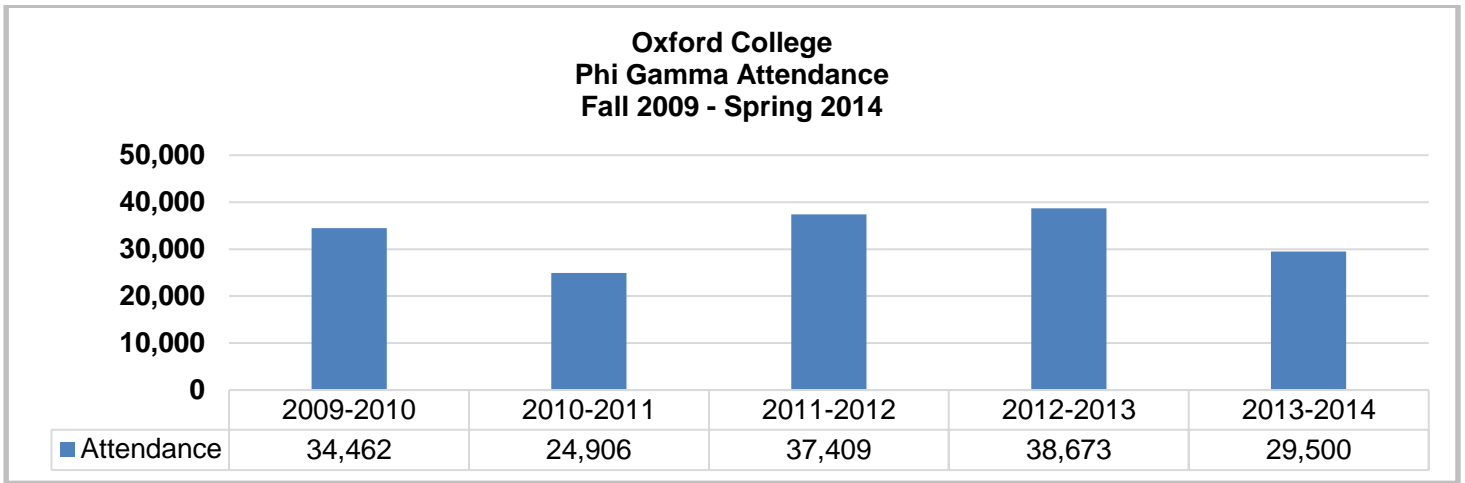
College Enrollment decreased 12.0% from Fall 2013 to Spring 2014.



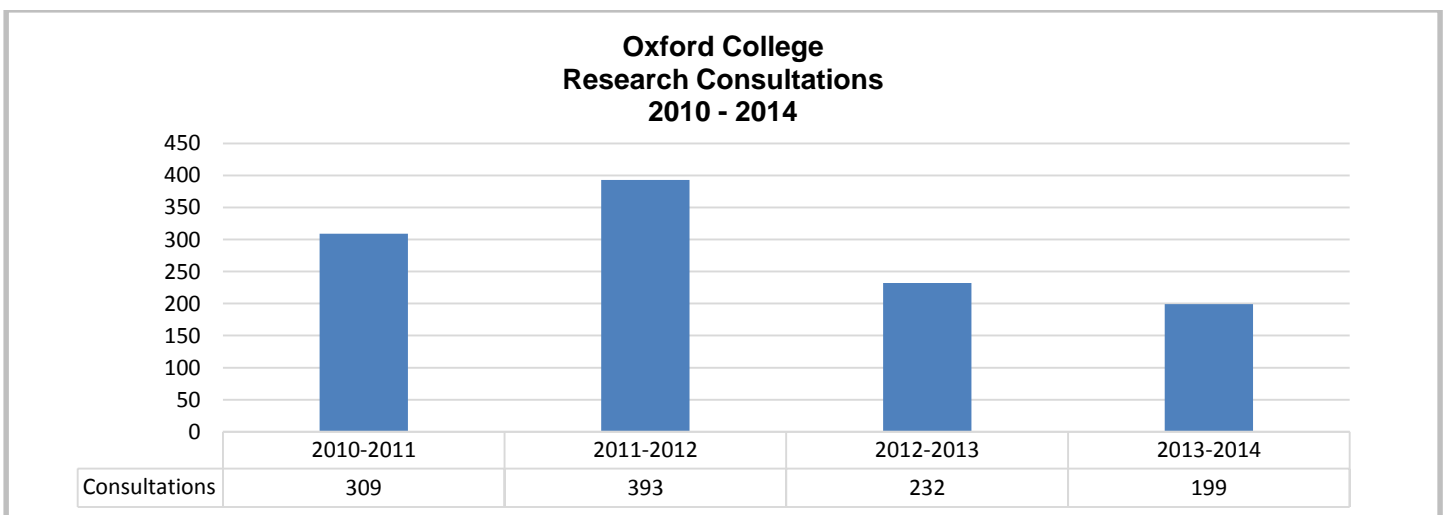
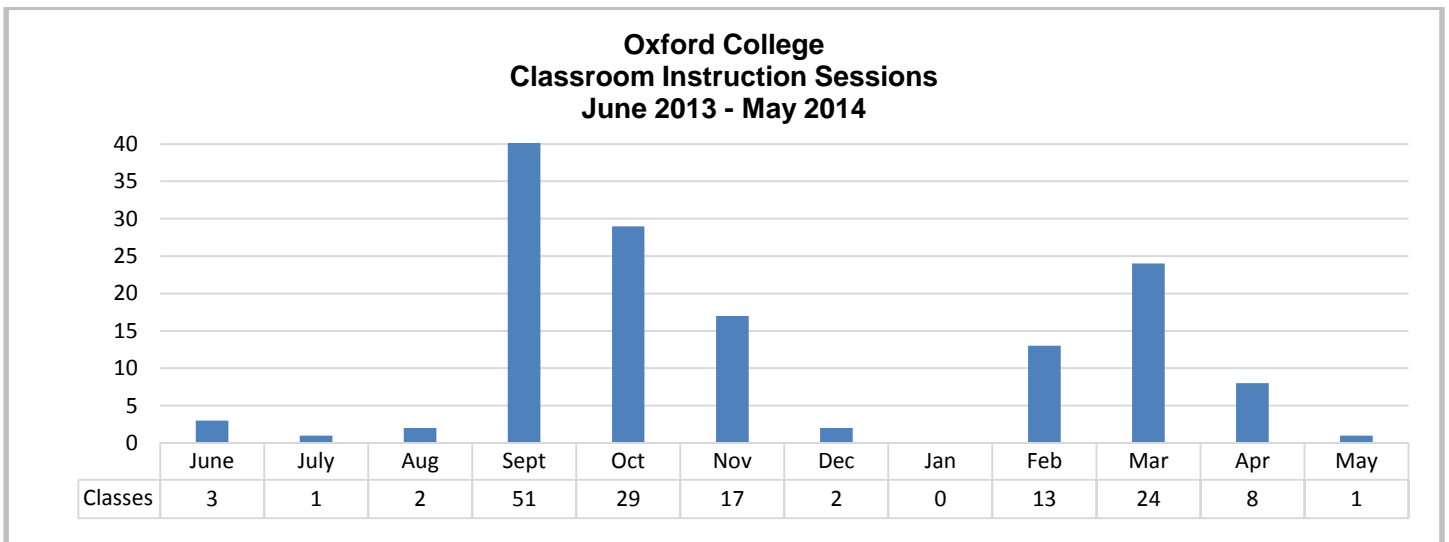
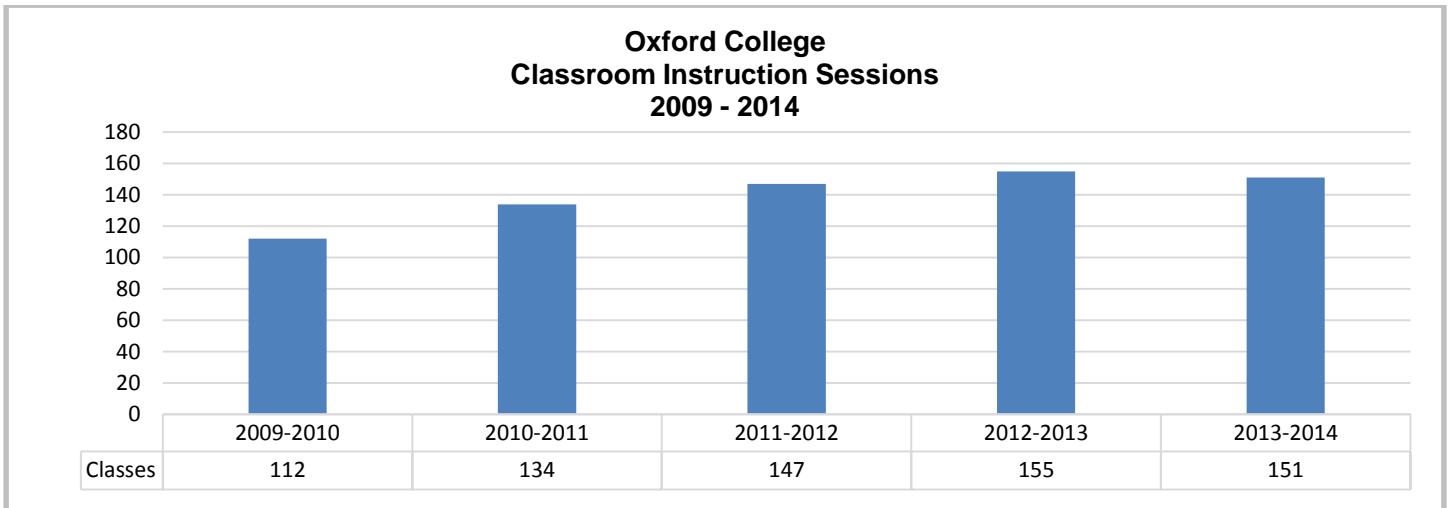
Library attendance during June, July and August was not consistently reported due to moving in the new building, and late installation of people counters. The numbers provided for these months are based on averages.



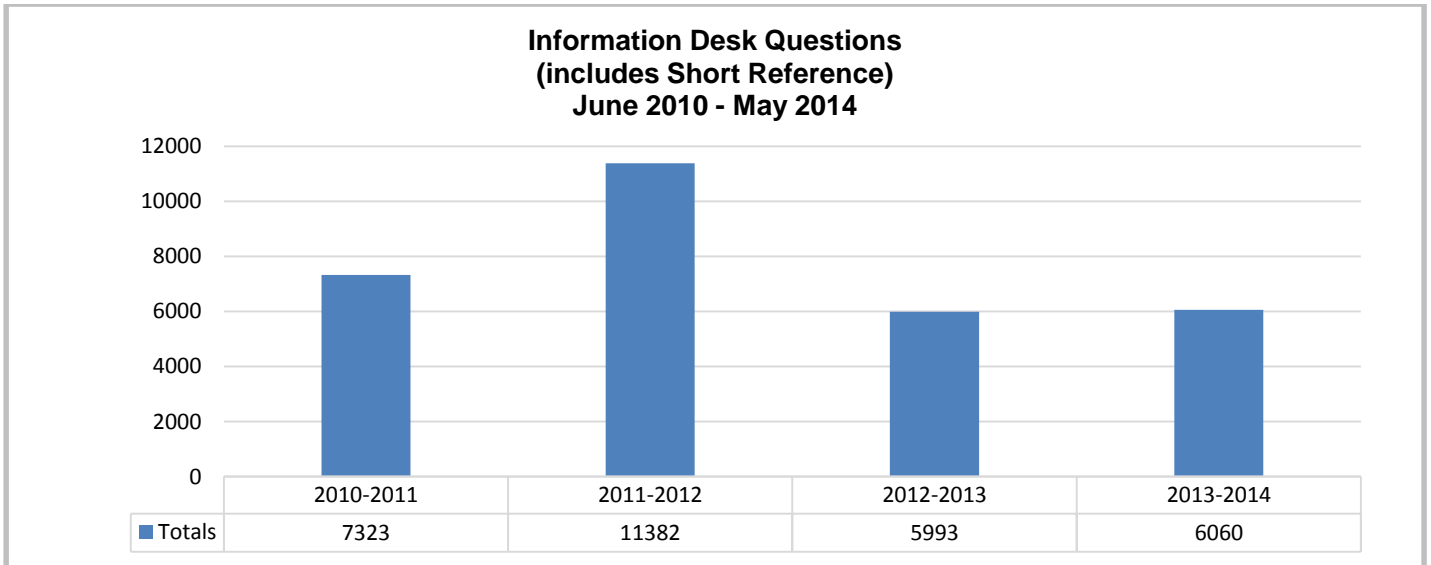
II. College Enrollment & Library Attendance (continued)



III. Instruction and Public Service Activity

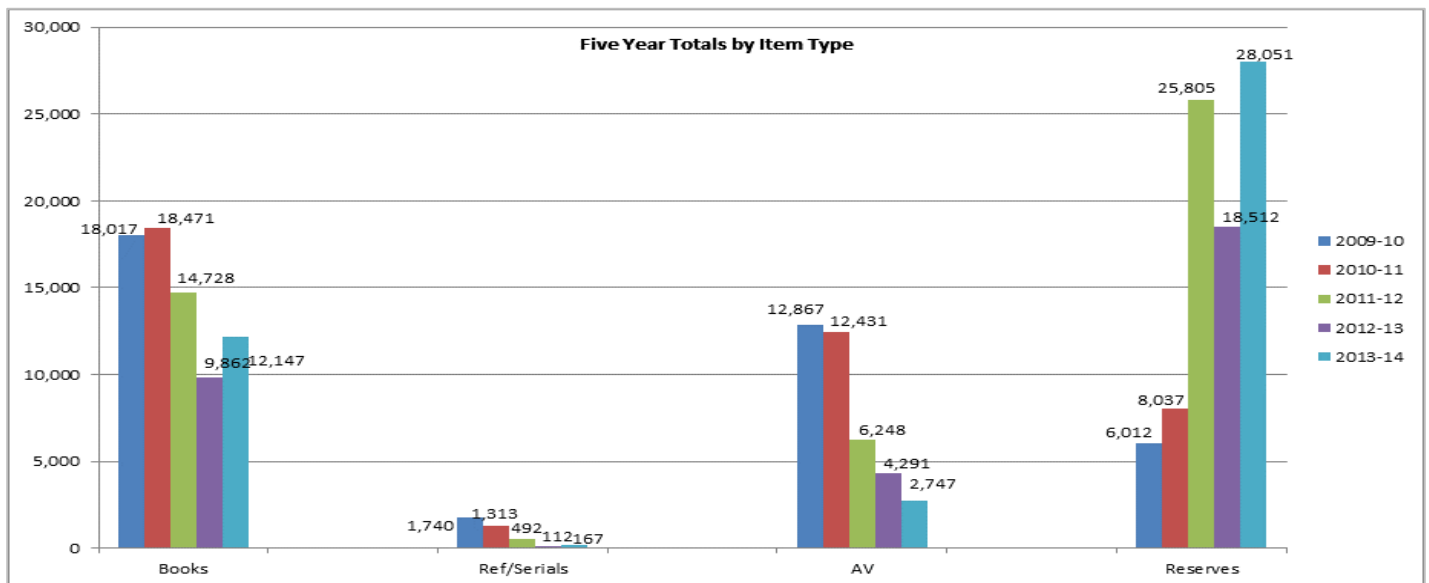
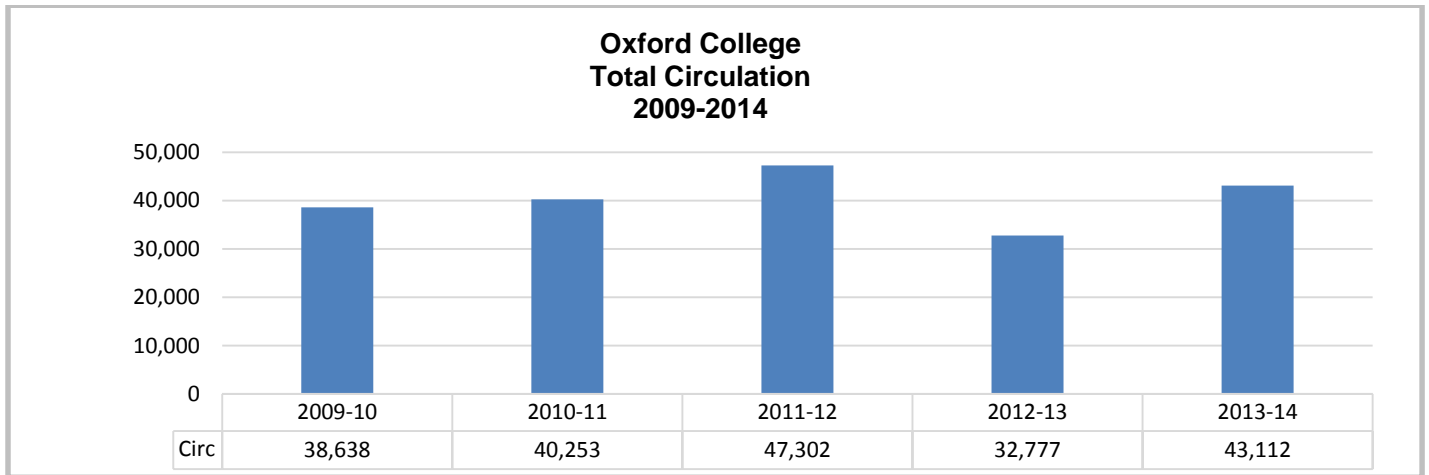


III. Instruction and Public Service Activity (continued)



AY 2013-2014	Walk-up	Phone	E-mail	IM	Text	Other	Total
Reference							
Short Reference (<15 minutes)	430	29	55	17	1	1	533
							533
Technology							
AV Equipment & Media Booking	67	3	1	5	0	0	76
Computer Assistance	375	11	8	3	1	1	399
Printing/Scanning/Faxing	834	6	5	1	1	0	847
							1322
Other							
Circulation	542	168	28	95	46	0	879
Reserves	594	158	9	171	19	0	951
ILL/AOR	35	13	11	3	0	0	62
Directional/Supplies	1535	176	7	21	0	1	1740
Fines	106	21	4	0	0	0	131
Scheduling Rooms	172	34	36	11	0	0	253
Visitor Check In/Out	38	0	0	0	0	0	38
Other	112	22	5	11	1	0	151
							4205
Total	4840	641	169	338	69	3	6060

IV. Circulation



Patron Type

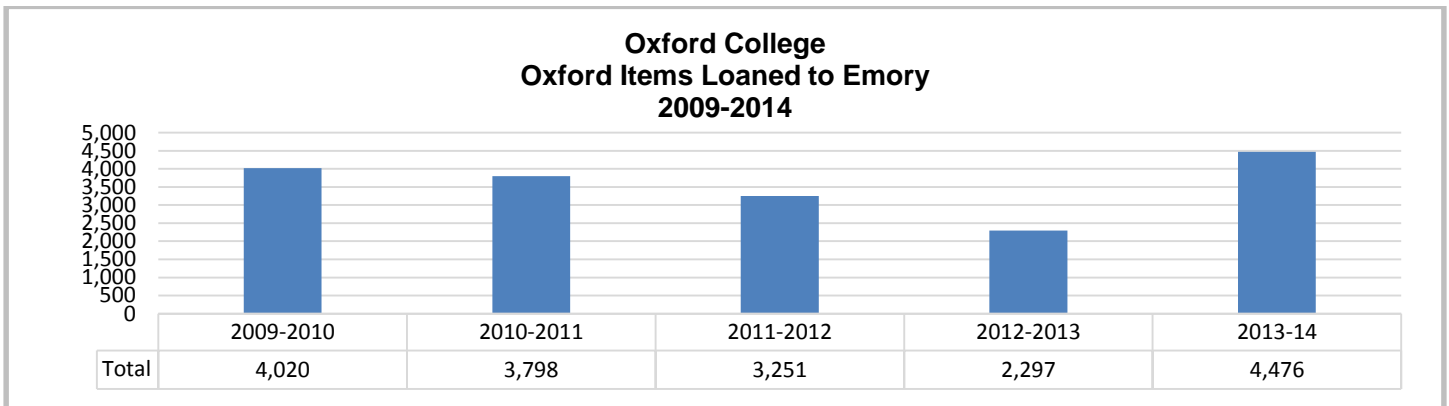
Patron Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-14
Students	30,893	33,788	38,677	21,952	32,450
Grad Students	1,652	1,606	1,533	1,317	1,499
Faculty	2,640	1,949	2,268	1,830	1,971
Staff	1,935	1,702	1,624	3,568	1,802
Alumni	100	100	112	76	92
Off Campus	76	47	56	42	88
Library*	1,342	1,061	3,614	3,992	5,115

*Library as a Patron type refers to ILL totals and materials in transit

IV. Circulation (continued)

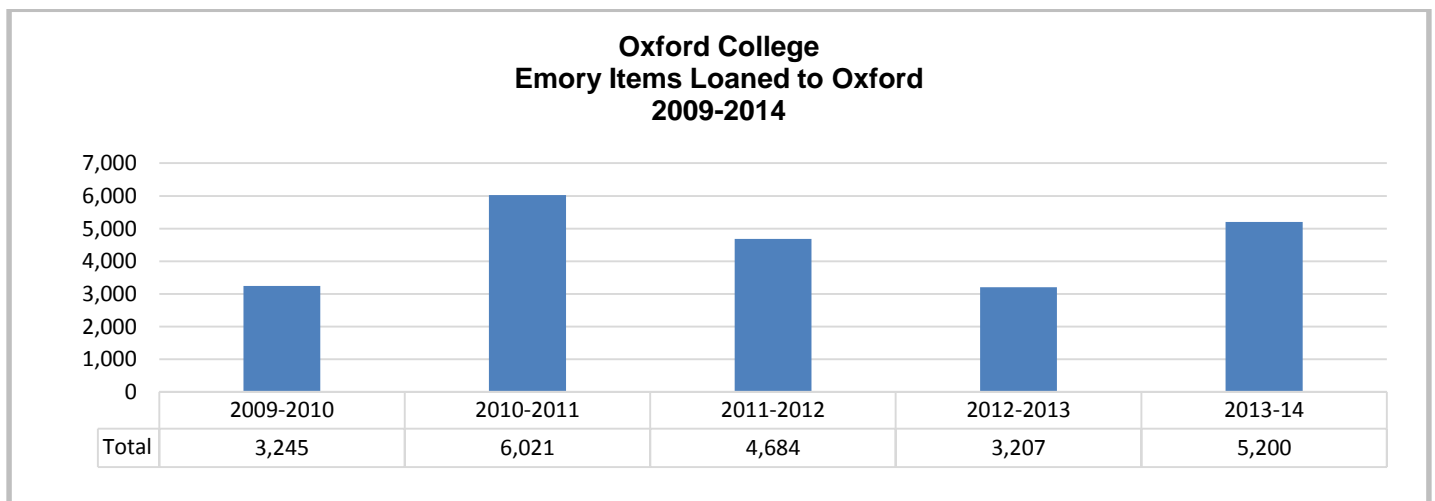
Circulation Activity – Oxford Items Loaned to Emory

Library	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
University	160	174	244	283	241	623	557	305	322	295	319	338	3,861
Health Science	4	11	32	22	19	16	14	24	19	21	16	23	221
Law	5	0	6	11	8	8	2	15	13	15	7	13	103
Theology	6	15	17	27	26	29	31	40	44	23	16	17	291
Total	175	200	299	343	294	676	604	384	398	354	358	391	4,476



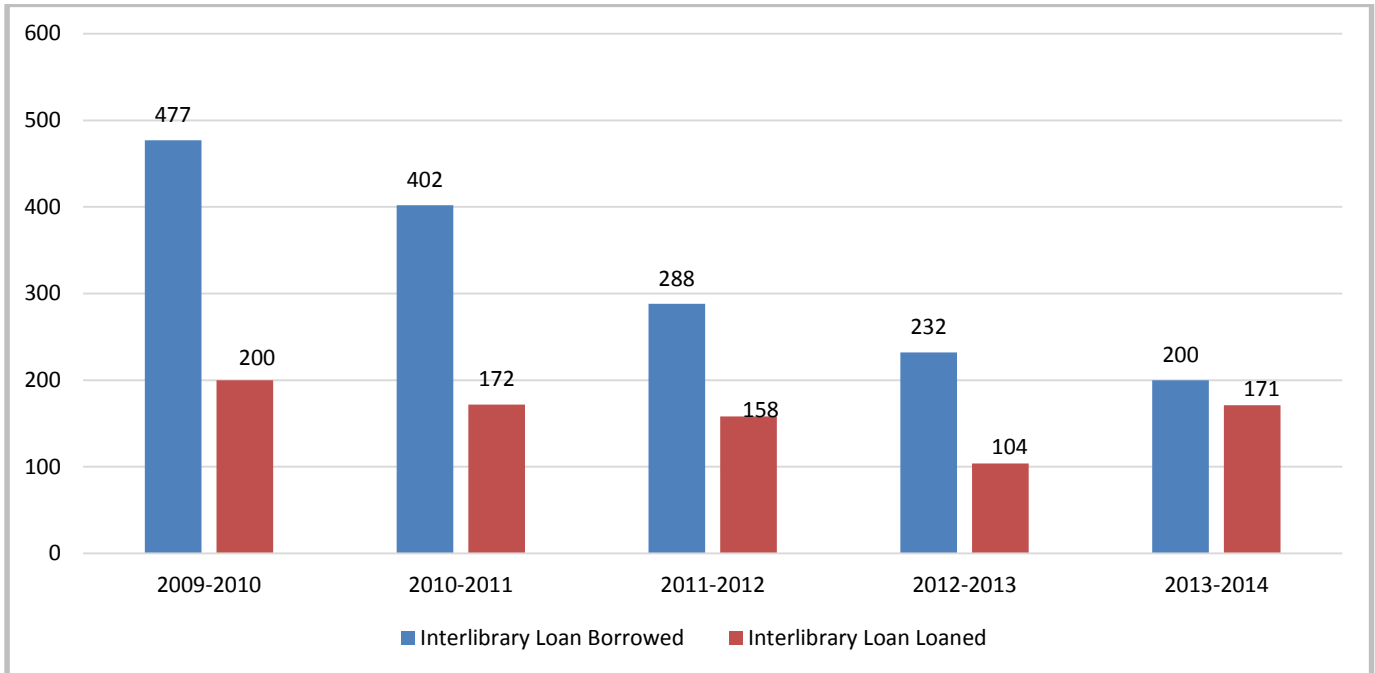
Circulation Activity – Emory Items Loaned to Oxford

Library	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
University	194	406	460	222	339	366	261	499	371	503	590	311	4522
Health Science	0	2	10	12	14	11	1	5	8	6	17	4	90
Law	0	1	2	0	2	3	0	5	1	0	6	6	26
Theology	11	3	38	56	28	22	39	198	16	41	92	18	562
Total	205	412	510	290	383	402	301	707	396	550	705	339	5200

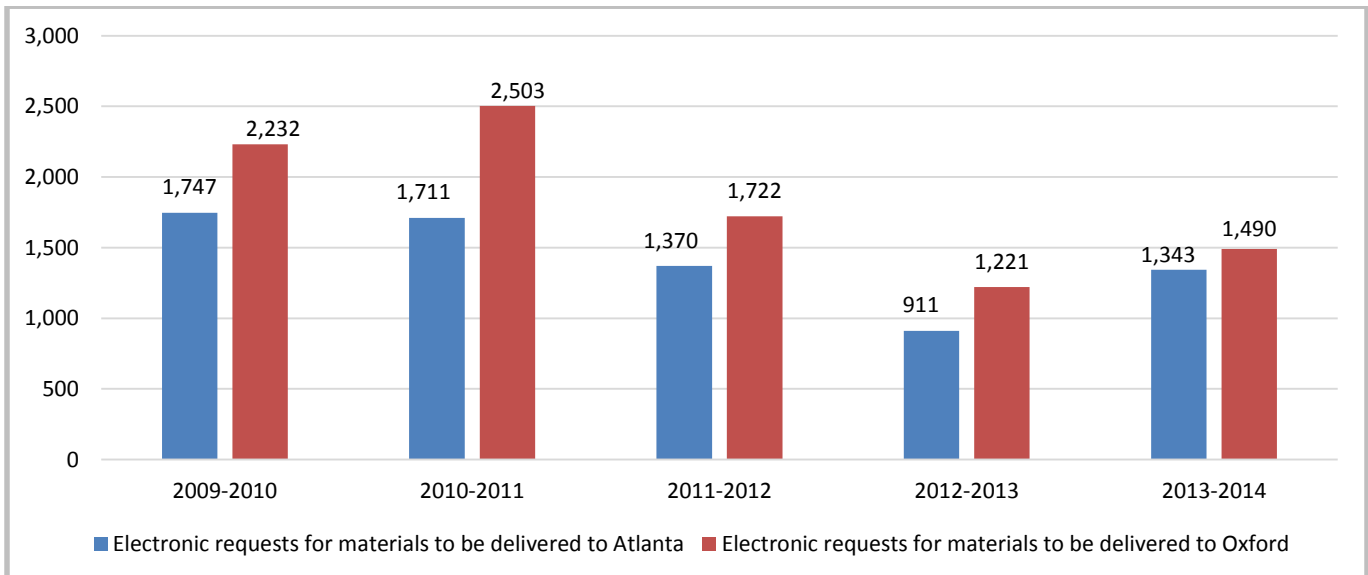


V. Interlibrary Loan / Electronic Requests

Five Year Totals for Interlibrary Loan



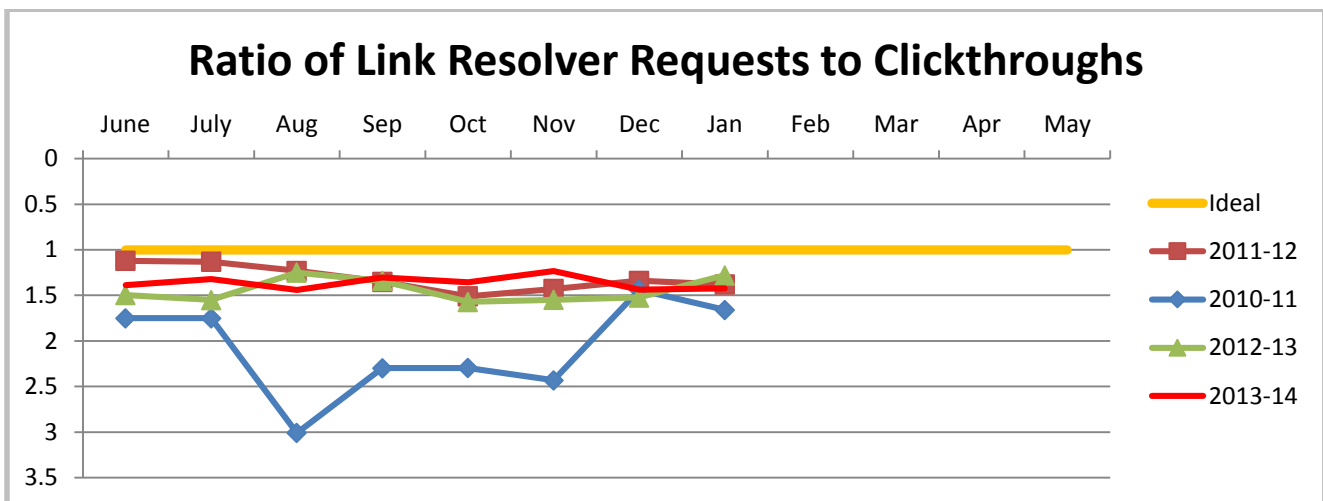
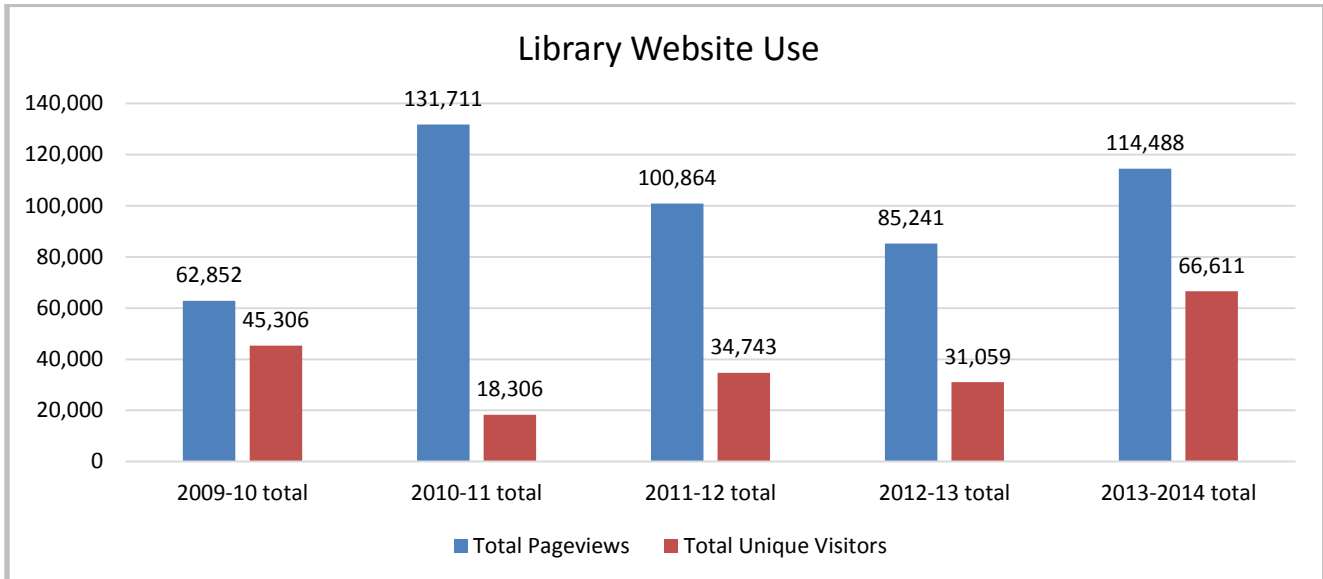
Five Year Totals for Electronic Requests for Materials



VI. Resources

	2010-2011	Added	Withdrawn	2011-2012	Added	Withdrawn	2012-2013	Added	Withdrawn	2013-2014
Books and Serials Bound Volumes										
Copies (volumes)	90,506	1,639	4,648	87,497	1,718	4,672	84,543	1,021	1,335	84,229
Titles	68,675	1,426	2,927	67,174	1,647	3,793	65,028	982	188	65,822
Microforms										
Microfilm Reels	0	0	0	0	0	0	0	0	0	0
Other Microform Units	0	0	0	0	0	0	0	0	0	0
Total Microfilm Units (film, other)	0	0	0	0	0	0	0	0	0	0
Microfilm Titles	0	0	0	0	0	0	0	0	0	0
Manuscripts and Archives										
Linear Feet	148	0	0	148	0	0	148	0	0	148
Videocassettes	162	0	0	162	0	0	162	0	0	162
Cartographic Materials										
Physical Units	1	0	0	1	0	0	1	0	0	1
Sound Recordings										
Copies (physical units)	175	0	0	175	0	16	159	0	0	159
Titles	154	0	0	154	0	2	152	0	0	152
Motion Pictures and Video Recordings										
Copies (physical units)	1,828	240	284	1,784	616	0	2,400	149	47	2,502
Titles	1,397	238	284	1,351	322	0	1,673	108	14	1,767
Computer Files										
Copies (physical units)	23	1	5	19	0	1	18	0	0	18
Titles	15	1	5	11	0	1	10	0	0	10

VII. Website Transactions



Top Library Pages

Rank	Page	Pageviews
1	Homepage	59,690
2	Citing Your Sources	4,842
3	Library Materials	4,655
4	Using the Library	3,211
5	Research & Learning	3,025
	Total Pageviews	75,423