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DeWitt Wallace Library Self Study Report 2010

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DEWITT WALLACE LIBRARY & MEDIA SERVICES
MACALESTER COLLEGE

SELF-STUDY REPORT

AUGUST 2010

Written in preparation for the Library and Media Services Review
October 25 & 26, 2010

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TABLE OF CONTENTS

INTRODUCTION	1
A BRIEF HISTORY.....	2
LIBRARY STRUCTURE AND LEADERSHIP	5
Library and ITS Working Groups	7
Advisory Groups	8
Campus Committees	8
Consortiums	9
MEDIA SERVICES STRUCTURE AND LEADERSHIP	11
Media Collections and Media Reserves	11
Audiovisual Support of Classroom and Campus Events	12
Classroom Technology.....	12
Presentation Room/Classrooms and Viewing Facilities.....	12
Audio Visual Systems Design and Project Management	13
Other Services.....	13
OVERVIEW OF LIBRARY PROGRAMS AND EVENTS.....	13
Information Fluency	13
• <i>FLIP Grant – Faculty Librarian Instructional Partnerships.....</i>	<i>14</i>
• <i>ACM Grant.....</i>	<i>14</i>
• <i>First Year Course Library Session Requirement.....</i>	<i>15</i>
• <i>Research Practices Survey.....</i>	<i>16</i>
• <i>Honors Program</i>	<i>16</i>
• <i>Academic Integrity Module.....</i>	<i>16</i>
Liaison Program	17
Scholarly Communication	18
Digital Initiatives.....	19
• <i>DigitalCommons@Macalester.....</i>	<i>20</i>
• <i>Selected Works.....</i>	<i>20</i>
• <i>CONTENTdm.....</i>	<i>20</i>
MAJOR EVENTS.....	22
Orientation – New Faculty and New Students.....	22
National Library Week.....	22
A major spring event for the library, we use this week to celebrate and sponsor various events.	
Regular features include:.....	22
• <i>Library Career Panel</i>	<i>23</i>
• <i>READ posters.....</i>	<i>23</i>
• <i>Other</i>	<i>23</i>
Library Technology Conference.....	23
New Programs and Initiatives	23
• <i>MacReads Common Reading Program.....</i>	<i>23</i>
• <i>Sandwiches and Scholarship.....</i>	<i>23</i>
• <i>CST and Library sponsored Faculty/Staff Happy Hours.....</i>	<i>23</i>
• <i>Kindles and iPad Pilot.....</i>	<i>24</i>

• Textbooks.....	24
GRANTS	24
LIBRARY STAFFING AND SERVICES	26
Collections.....	27
<i>Acquisitions</i>	
<i>Serials</i>	30
<i>Eresources</i>	32
<i>Cataloging</i>	33
<i>Collection development</i>	34
<i>Archives and Special Collections</i>	35
Public Services.....	36
<i>Circulation</i>	36
<i>Reserve</i>	38
<i>Interlibrary Loan</i>	39
<i>Reference/Instruction</i>	41
Library Technology and Administration	42
Related Staffing Topics	44
• <i>Student Employees</i>	44
• <i>Professional Development</i>	44
• <i>Diversity Plan</i>	45
LIBRARY TECHNOLOGY	45
SPACE AND FURNISHINGS	50
ASSESSMENT AND SURVEYS.....	50
CONCLUSION AND QUESTIONS FOR SPECIAL EMPHASIS IN THE REVIEW	51
APPENDICES	58
Library and Media Services Organization Chart.....	A
List of Current Staff	B
Report on Staffing from R2 Consultants Report, 2006	C
Ten Years of Selected Statistics.....	D
Collection Development Policy	E
Minitex Savings	F
Recent Publications and Presentations by Staff	G
Media Services Statistics	H

DEWITT WALLACE LIBRARY & MEDIA SERVICES
MACALESTER COLLEGE
SELF-STUDY REPORT 2010

INTRODUCTION

In January 2010, the library and Media Services completed a four-year strategic plan. This followed a four-year strategic plan the library had for 2001-2005. Prior to developing our next plan, it was determined that this would be a good point to conduct a self-study and outside review that could help better inform our next plan. In striving to achieve our goals as outlined in our strategic plans, we have developed and improved numerous programs and services. Before we embark on the next strategic plan, we want to utilize this self-study to help us identify what strengths we have in our current programs, what are our weaknesses that need to be addressed, and how to prioritize our efforts based on perceived trends.

This self-study is an attempt to provide a summary of the history, structure, major programs and initiatives, and accomplishments for the past ten years for both the library and Media Services. A challenge in reporting ten years is the amount of change, the number of programs and initiatives that have begun and ended, as well as staffing changes which has resulted in some gaps in record-keeping. The past ten years have also been a period of incredible and rapid change in academic libraries related to moving from a physical to a virtual collection. In the course of preparing this report, it became clear that it is not possible to accurately reflect all the changes that have transpired, but rather focus on the major programs and initiatives that will continue to inform our development as move forward.

One of the major changes over the past ten years has been the increase in library instruction and our emphasis on improving what we see as a key component and core service in the work we do. We believe the library has developed a strong information fluency program, along with a satisfactory liaison program, but we know that there are areas that could be improved. While instruction has been a key emphasis for the past ten years, we believe a major focus of our efforts for the future will be in digitization in addition to instruction. We see an important role for the library to serve as a publisher for scholarly work produced by the college. These efforts will be affected by staffing. We hope this report will clearly demonstrate that we have a staff that is dedicated to trying new things, testing projects in pilot programs, and that we have developed a strong culture of collaboration.

In preparation for this review, we have conducted surveys of our faculty, staff, and students. Although participation was too low for staff and students, we feel we do have viable results from the faculty. Preliminary results of the survey are included in this report. This report will provide an overview of the two service units, the Library and Media Services, a summary of our structure, services, collections, and programs for the past ten years, and in the sections focused on staffing and services, we will identify strengths and challenges as well as future trends.

Additional reports are frequently referred to throughout this report. Depending on the confidentiality of the reports, they will either be attached in the Appendix or found in our digital repository, DigitalCommons. We will be happy to provide members of the outside review team access to additional reports during their campus visit. Reviewers will have access to our web site and our DigitalCommons that includes many earlier annual reports. If additional information is needed, we will be happy to respond to specific requests.

Copies of this report will be shared with members of the 2009-10 Library and Media Advisory Committee, but feedback and comments may not be available until the fall of 2010. Any substantive comments will be shared with the outside reviewers.

A BRIEF HISTORY

The library has existed on campus since the beginning of the college. It is currently in its third location having been in Weyerhaeuser for 1942-1988, and in Old Main prior to 1942. The Library and Media Services have been connected since 1971 when the Audio-Visual Department was merged with the library and shared space in the Weyerhaeuser Library building. When the library moved into the current DeWitt Wallace Library building in 1988, Media Services relocated to the fourth floor of the Humanities Building after renovations were completed in 1989. In 1996 the library, Media Services, and CIT (computing and information technology) were combined into a unit entitled Library and Information Services and reported to the Vice President for Library and Information Services. In 1997, we hired our first .5 FTE campus Web Coordinator to oversee the development of the campus website and she reported to the Library Director. This organizational unit continued until the VP for Library and Information Services left Macalester in 2005. At that time the departments were separated and CIT became Information Technology Services (ITS) and reported to the Chief Financial Officer and the Library, Media, and Web Services reported to the Provost. In spring 2009, college Senior Staff decided that Web Services should be located in Communications and Public Relations in order to address the shift to the campus web presence as a marketing tool for prospective students.¹

An essential component of the library and Media Services workflow is the online integrated library system which is used for acquisition, circulation, inter-consortium book lending, as well as managing media bookings and equipment check-outs. In 2000-01, the entire staff of the library and Media Services participated in the transition to a new integrated library system with a new vendor, Innovative Interfaces, as part of our cooperative library system, CLICnet. The library catalog is a shared catalog with seven other academic institutions in the Twin Cities. CLIC (Cooperating Libraries in Consortium) includes Augsburg College, Bethel University, Concordia University, Hamline University, Northwestern, University of St. Catherine, and University of St. Thomas. The transition to the Innovative Interfaces catalog was different from previous ILS installations because every single staff member was involved in the transition at the same time and this meant that every library staff member was involved in learning a new system, new procedures, and adjustments to workflows. This created a significant amount of stress for a short period of time both in the library and in Media Services. The implementation of this system did not go smoothly due to several factors including personnel changes at III, as well as some challenges with our own network difficulties. It required several years before the final “fixes” were made to several problems that existed from the beginning of the system migration. A change in the past ten years is the fact that while the implementation required a significant amount of time and attention, over the past five years, there has been less and less focus on the ILS and it has become more routine when we have system upgrades.

¹ As a result of that change, this report will not include any of our major initiatives the related to campus web development. This includes a significant amount of work that was done by the Web Services coordinator in collaboration with library staff for the development of a campus portal (LESTER) which was based on early efforts to create a MyLibrary function on the library website. LESTER was also an early course management system and preceded the implementation of our current Moodle CMS. As LESTER was a service that was eventually replaced with our current campus portal through Banner, it is a discontinued product and service.

The III system has remained our ILS, but each CLIC library has implemented new discovery layers². In 2008 Macalester chose to use WorldCat Local as our discovery layer because it meets our needs for ease of use, connectivity to our interlibrary loan system, inclusion of our digital content, and international access to libraries throughout the world. WorldCat Local was implemented in the fall of 2008. Macalester, along with most academic libraries, recognized that the library catalog is no longer the first place patrons choose to start their search for information. However, the library catalog is still essential as an inventory and circulation system, but it was seriously failing as a tool to discover the wide range of resources available in our various collections. Therefore, the library sought a solution that would help us better integrate our electronic resources, digital collections, and print materials and selected WorldCat Local as our preferred choice.

In a combined effort to both improve our catalog, we also sought to improve our web site in the hope that we would be able to find a better intersection between where users start their search and where they might end their search. Being an early adopter of the WorldCat Local system has allowed us to be more involved in the ongoing development of the new system. While this is a great opportunity, it is also a challenge because of the learning required to understand the complexity of the system as well as the ongoing changes when the system is upgraded. This system was also selected as a means of addressing a trend related to our growing in-house digital collections. WorldCat Local provided us with what we perceived as our best option to have a better integration of our digital collections into a single catalog for ease in discovery.

The transition of our collections from print to electronic, the increased number of multimedia materials, as well as a plan to reduce print journals to online only, means that both our catalog and our website must be focused on connecting users to the information source they need with as much ease as possible. An early example of this focus was our implementation of “MacLinks,” our open URL link resolver service provided by SFX that takes users from an article citation in one database to the fulltext of that article that resides in a separate database. We were the first small, liberal arts college in the country to implement such a system. While we cannot replicate the ease of a single search box, such as the one provided by Google, we have been able to develop a site that helps users navigate the complexity of multiple databases, journals, ebooks, multimedia materials, and print books that comprise our collections. The sheer volume of information available makes this a tremendous task that requires the attention of no less than four staff members. In addition to our Electronic Resources Librarian, we utilize the skills of the Systems Librarian, and more recently a Digital Scholarship and Services Librarian, as well as a part-time staff member who focuses on special projects and has graphic skills that are utilized for web design. The library was fortunate in being able to hire a Digital Scholarship and Services librarian in the fall of 2008 who had the technological skills to dramatically move us by improving our website through the use of his specialized programming skills. These are essential skills that we previously lacked. These skills help us to take better advantage of programming and content management systems, such as LibData³ to create greater efficiencies when updating web-based sources and services and to create a much-improved user experience.

² “Discovery layer” is the term for technological solutions that allow libraries to add functionality to the online catalog and essentially an added interface to improve access to the growing varieties of content now found in the catalog. There about six or seven different options available now – Aquabrowser, Encore (III solution), Endeca, Primo, Summon, WorldCat Local and more. The CLIC libraries began a process to look at our next generation of an ILS several years ago, but the loss of our Executive Director with the position open for two years led us to shelve those plans and explore other options with our existing system. Hence, the move to adding a discovery layer rather than explore new systems.

³ Lib Data is an open source, content management system for library resources developed by the University of Minnesota, Twin Cities. We implemented this product several years ago, but lacked the programming expertise to take full advantage of the various features that help reduce time spent on updating individual web pages and resource guides.

In the course of increasing emphasis on networked systems, the interconnections and intersections of individual work responsibilities have led to the development of jobs that no longer are stand-alone. Everything that one person does in the course of performing their daily job responsibilities, impacts another, and it was with this in mind that the library originally embarked on reorganization in 1994. From departments, we reorganized into teams. We also addressed an ongoing issue in that we acknowledged that all library staff members are “professionals” and there would not be a stratification based on librarians versus “non professionals.”⁴ It took us a few years to get the appropriate teams, but we finally settled on three:

- Collections Management
- Public Services
- Technology and Administration

Over the course of time, we conducted workshops and training for teambuilding, brought in outside consultants to help us with communication and teamwork, and we developed a better sense of how to work in a collaborative environment. More recently, we moved from teams, to working groups, or what we call “circle groups” with shared distribution of leadership and participation and representation from all areas of the Library and Media Services. A further explanation of this structure will appear under Library Structure, but in terms of understanding the library and its development, to our knowledge, this unique structure is not replicated in this format in other academic libraries. Macalester is known for a sometimes “rugged individualism” and this is a characteristic of the library as well. While we often see this as a strength, it is also a challenge in operating in an environment that wants to ensure inclusiveness while recognizing that there are limits on staff time and not everyone can contribute equally to all services.

In the past five years, we have added new responsibilities related to managing digital collections by adding two products, DigitalCommons and CONTENTdm, as well as adding new programs such as our Oral History program. We have also worked to expand our outreach efforts through the implementation of a liaison program. We have seen the development of a collaborative working group, ISIS (Information Services Instructional Support) that includes the librarians, members of Media Services, and the AIAs (Academic Information Associates) and is directly connected to our efforts in instruction. ISIS is just one example of campus interconnections related to our work responsibilities in the library and Media Services. Media Services is closely tied to supporting classroom technology due to its role in providing and repairing the equipment, while AIAs work in the departments with faculty to better integrate technology into their instruction, and librarians are subject liaisons to the departments and work with faculty to integrate our resources into their curriculum. It is in this closely connected, networked environment that the Library and Media Services developed and adopted as our vision:

Linking Scholars to Knowledge
innovation • collaboration • service
Our connections work for you!

- Offering resources and innovative services for inspired scholarship
- Providing exceptional physical and virtual space for learning
- Fostering community and conversation
- Preserving and promoting the history of the college

Through our endeavors we enhance the transformational experience of a Macalester education, preparing individuals for global citizenship and lives that make a difference. 9/29/2006

⁴ This was largely in response to one individual staff member who no longer is employed in the library, but nevertheless it helped us create an environment that asserted all members were valued whether they had an advanced library degree or not. We do not use the term “support staff” in the library and only reluctantly refer to it in completing national statistical surveys.

The library mission continues to be:

The Library supports the mission of the College by providing the scholarly information services and resources essential to Macalester's educational program. Specifically the Library:

- Educates and guides users in the research process.
- Enables users to identify and obtain needed information.
- Maintains a secure and supportive environment for the use and preservation of collections and deliver of services.
- Manages effectively the budget, process, personnel and technology needed to accomplish Library goals.

LIBRARY STRUCTURE AND LEADERSHIP

- The Library reports to the Provost.
- The Library staff include the director, 2 associate directors, 9 librarians, and 8 staff members, with a combined total of 18.65 FTE
- Media Services reports to the Library

The Library reports directly to the Provost along with Academic Programs, all academic departments, as well as the Center for Scholarship and Teaching, the Registrar, Institutional Research, the Institute for Global Citizenship, and the Dean for the Study of Race and Ethnicity.

The Library is currently organized into three main operational units: Collection Management, Public Services, and a third group of staff members who report directly to the Library Director.⁵ The individuals who report directly to the Library Director include those who have job responsibilities that support the entire library and include the Systems Librarian, the Digital Scholarship and Services Librarian, the part-time Archivist, and the library Office Manager.⁶ The purpose of our operational units is primarily for the completion of the annual performance review. A copy of our operational structure will be found in Appendix A. A complete list of current staff will be found in Appendix B.

As mentioned in our self-study completed in 2004 for the accreditation review, we stated "an increased emphasis on collaboration is the cornerstone of everything we do."⁷ Partially as a response to technological change, but mostly in recognition of the interconnectedness of various systems we use, the library has emphasized collaboration instead of reliance on single individuals to manage projects and implement new services. In terms of organization, the library transitioned to teams instead of departments as part of our reorganization prior to 2000. From teams, in 2007 we transitioned to a structure that operates based on working groups, or what we call "circle groups."⁸ Circle groups include members of more than one operational unit, and include both librarians and staff. Most of our planning

⁵ Members of the former Technology and Administration team. The members of the TA team are the same individuals, plus the Digital Scholarship and Services librarian.

⁶ In the course of doing this self-study and outside review, as well as with the intention of looking at our future hires, we hope to find a solution to reducing the number of direct reports to the Library Director.

⁷ "Self Study – Fall 2004", p. 1. Copies of this report are available upon request.

⁸ The library uses the term "circle groups" which was an intentional change. We use the following definition: "*The circle is an organizational structure that locates leadership around the rim and provides an inclusive means for consulting, delegating tasks, acknowledging the importance of people and honoring our [mission and vision].*" {Christina Baldwin, *Calling the Circle: The first and future culture*}

and discussions take place in weekly meetings organized by these circle groups that were formed in 2007 after a review of our team structure. In an attempt to address concerns raised by the staff that included frequency of meetings, communication, and decision-making, we formed four working groups:

- Community Connections
- Virtual Connections – focus on the web site and networked services
- CLIPR (Collections, liaisons, instruction, preservation, and reference)
- Leadership team (Library Director, Associate Library Directors, and Director of Media Services)

Each of the first three groups meets once a month and all staff members are welcome to participate according to their interest. Community Connections includes all members of the Library and Media Services and has replaced our separate monthly staff meeting.

CLIPR includes the group that serves as liaisons to academic departments. The library established a liaison program in 2004 [see page 16 for further details.] Our meetings in CLIPR include both collection management issues as well as discussions about liaison responsibilities, instruction, and reference support.

The Virtual Connections group focuses on technology and web-related topics. The groups serves as a means of providing feedback for the Digital Scholarship and Services librarian who manages the library website.

In addition to these working groups, we have committees that are organized around specific needs and interests. They include:

- Assessment
- Communication, Publicity, and Marketing
- Copyright
- Diversity
- Orientation Planning
- Public Service Desks
- Scholarly Communication
- Student Employment
- Space Planning
- Sustainability

Members of the groups report during the weekly circle meetings. The library and Media Services uses Moodlegroups to manage discussion lists, plan agendas, share information, and archive documents.⁹

In 2007, we conducted a survey of library staff six months after the implementation of the circle groups to determine if staff felt the new format had improved communication, increased efficiency with fewer meetings, improved participation and inclusiveness, and decision-making. 78% of the respondents felt the circle groups had improved all areas except decision-making. We strive for consensus when it comes to decision-making, and over the course of the past three years, it appears that issues related to decision-making may have been resolved. As most staff members are comfortable in sharing their opinions, individuals have been able to openly express differences of opinion and thus feel included in the decision-making process. We don't always agree, but we have largely been able to develop a process and a group culture that allows us to disagree without being disagreeable, most of the time. One strength of our current staff is the fact that we have embraced the collaborative operating principle and that we are not risk averse, but rather do incorporate our vision of being innovative. Staff have become adept at testing new technologies and are willing to try new things. This was recognized in a 2004 Information Technology outside review by Kaludis Consulting. It was stated, "The Library has a good project

⁹ When the review committee is on campus, we will share access to our Moodlegroups site.

planning an staff participation model that has value within other Information Services units.”¹⁰ This project planning includes a process of doing pilot projects which will be addressed in more detail in relation to some of our current programs outlined later in this report. Some examples include, the library experiment with purchasing Kindles and checking them out to faculty and staff and the library partnership with a student organization in 2009 to provide a bike checkout program. However, while we are not risk averse, a challenge for us is that our staffing is quite lean and we will not likely see any growth to our existing staff. This does mean there are some constraints on what we can and cannot take on.

The library and Media Services staff members meet as an entire group annually in January to review progress on goals from the previous year and prepare goals for the upcoming calendar year. We meet in January due to the number of staff who are on nine-month appointments and are gone in the summer. After the goals are set, staff members incorporate specific goals into their performance plans for the year. This annual session includes everyone and is always scheduled the first or second week of January over a period of two days. At the end of each academic year, in May, we celebrate our accomplishments during our annual Milestone Celebration, a lunch that includes every member of Library and Media Services. This annual celebration is a tradition that began during our period of reorganization, but has become a cherished, festive gathering that is a personal favorite of the Library Director, and others, for the good will and positive memories that are generated each and every year.

Strengths/Challenges/Trends

The strength of our current operating structure is that it allows for inclusion of all staff, it has streamlined our meetings, and the use of Moodle groups has greatly improved communication. The weakness of this system is that we meet on Friday mornings and that means the Evening/Weekend Supervisor is unable to attend.

Library and ITS Working Groups

While the internal working groups are an essential component to how we operate, members of the library and Media Services staff also participate in collaborative groups that include members of other departments. They include:

- **Digital Assets Management** – This group was formed in 2005 as we embarked on the initiative of developing a new program for managing digital content. After several false starts, the group organized around developing an institutional repository. Formed when our organization was the Library and Information Services department, members included library, media, web services, and members of ITS. This group has been instrumental in working with departments to manage archiving honors projects, and then broadening our efforts by identifying faculty who were interested in starting new journals. In the course of time, the program has expanded to include managing digital images, and multi-media formats, and multiple collections. In 2008, we joined a cooperative project with our consortium to purchase CONTENTdm to manage images. More information on this group will be found in the Digital Initiatives section below.
- **ISIS (Information Services Instructional Support)** – ISIS was formed to give us a more formal structure for improving collaboration between the librarians and the AIAs especially as it related to our formal instruction efforts. The first year instruction program developed in partnership with members of ITS, and as new AIAs were added to the staff, it became apparent we needed a structure for meeting to discuss ongoing instruction and support needs. The library liaisons meet regularly with the AIAs and focus on issues related to information fluency, copyright, new faculty orientation, new student orientation, and general support for information technologies as they apply to teaching and learning.

¹⁰ “Information Technology Review and Strategy Development Report.” Kaludis Consulting, July 12, 2004, page 25.

Advisory Groups

The library has several campus advisory groups that provide advice and feedback. They include:

- **Library and Media Services Advisory Committee** - Between 2000 and 2005, the Library and Information Services department had an Information Services advisory group. When we were separated administratively in 2005, the Library Director requested permission to reconvene the former Library Advisory Committee and the first meeting was held in 2007. The Library and Media Services advisory committee meets during the academic year and includes four faculty members, the Assoc. VP for Information Technology Services, one staff representative, and at least one student. Minutes of our meetings will be found at www.macalester.edu/committees/lmwadvisory
- **Library Representatives** – These are faculty members, one from each department, who have the responsibility of working with us on matters related to developing the collections for their departments. They are our primary contacts for communication and work closely with the library liaisons for the annual serial review as well as making sure the department allocations are spent by the March 1 deadline. We have annual meetings with the library representatives and also provide a Moodle group site to share information and documents related to responsibilities. Information about new programs, such as our pay-per-article program, is shared at the annual meeting. This group has been very effective in terms of sharing information and providing a forum for faculty to provide feedback regarding our programs and services.
- **Scholarly Publishing Advisory Committee** - This committee was formed in 2008 and serves as the Editorial Board for the DigitalCommons. In addition the committee provides advice related to policies that support digital and traditional scholarship including copyright for classroom teaching as well as for publishing, author rights, and advising on areas related to adding content and publications to the DigitalCommons and other digital services. Minutes of our meetings will be found at www.macalester.edu/committees//scholarlypublishing

Campus Committees

The Library Director serves on the following campus committees:

- **EPAG (Educational Policy and Governance)** – the campus faculty committee that addresses curriculum issues as well as policy issues related to academic programs. The Library Director is an Ex Officio member. Participation on the committee allows for us to stay informed regarding curricular changes, addition of new programs, and faculty searches which are all relevant to the library. Informal conversations during this meeting are often informative and contribute to being able to address unanticipated questions about library services, as well as stay informed about faculty members needs.
- **President's Council** – this group meets monthly and includes most of the senior administrative staff. The Director of Media Services also serves on this group.
- **TAG (Technology Advisory Group)** – formed to advise ITS on technology issues related to what level of technology resources and services are appropriate in the context of Macalester.
- **TFOB (Task Force on Budget)** – the TFOB is a staff committee that prepares an annual budget for the college each year. Membership includes senior staff members, selected department heads, and two faculty representatives from the RPC (Resource Planning Committee.) Participation on this committee is vital in terms of both staying informed about major initiatives on campus as well as representing the library and media services and advocating for specific needs. Participating on this committee also provides us with a better understanding of the needs of other departments on campus.
- **Web Advisory Committee** – this group serves to provide advice on matters related to the campus web including policies, procedures, and training.

- **Student Learning Committee** – this committee was recently approved at the last faculty meeting of the year in May 2010. The purpose of this committee is to focus on “identifying a college-wide student learning goals, evaluating Macalester’s progress on those goals by utilizing data collected from various domains of student learning inquiry, and communicating findings to the Macalester and large communities.”¹¹

There are additional groups across campus that include members of the library staff. The Associate Director for Collections currently serves on the CST (Center for Scholarship and Teaching) Advisory committee. The Associate Director for Public Services has served on RPC (Resources and Planning Committee).

Other committees include:

- Student Employment Advisory Committee
- Staff Advisory Council
- Staff Employee of the Year
- Honorary Degrees

Consortiums

The library and Media Services are members of a number of consortiums that are important in understanding our structure, organization, and operations. Through our membership in these consortiums, we have had a number of opportunities to participate in collaborative projects that have been influential in developing some of our own programs. Each group also provides a community of librarians and staff members who help facilitate problem-solving, sharing of ideas and best practices, as well as a group that can provide encouragement, support, and collegiality. Our consortiums include:

- **CLIC (Cooperating Libraries in Consortium)** – We have been a member of CLIC for more than 40 years. Organized in 1969 at a time when our partner libraries were all smaller liberal arts colleges, Macalester is now the only remaining undergraduate, four-year institution. Our current members are: Augsburg College, Bethel University, Concordia University, Hamline University, Macalester, Northwestern College, St. Catherine University, and the University of St. Thomas. Our integrated library system is shared and supported by CLIC. As a member of CLIC, we have a number of operational groups that members of the library and media services staff serve on. They include:
 - **CLIC Board of Directors** – The Library Director serves on the Board. The Board meets monthly and has a rotation for the President, the Vice President, and the Treasurer who comprise the Executive Committee. Currently the Library Director is completely her term as Treasurer and will start as Vice President in July 2010. CLIC is currently developing a Strategic Plan and the Library Director has been serving on the task force that is developing the plan.
 - **CLIC Operational Committees** – these committees are focused on the individual modules related to the system. Currently we have a staff member appointed to serve on each of the following committees:
 - **Acquisitions**
 - **ASA (Associate Systems Administrator)**
 - **Cataloging**
 - **Circulation**
 - **Interlibrary Loan**
 - **OPAC**
 - **Reserves**
 - **Serials**
 - **In addition there are other committees including:**

¹¹ Motion to Endorse the President’s Creation of a Student Learning Committee by Kendrick Brown, Associate Dean of the Faculty. Approved by the Faculty at the May 11, 2010 Faculty Meeting.

- **Authority Control Interest group**
 - **Digitization Community of Interest** – manages the CONTENTdm collaborative project
 - **Reference Community of Interest** (reference librarians)
 - **MART** – this group consists of a representative from public services and a representative from technical services from each of the libraries. The purpose of this group continues to evolve and most recently served as a forum for selecting a discovery layer for CLICnet after Macalester chose to go with WorldCat.
- **ACTC (Associated Colleges of the Twin Cities)** – the ACTC is a subset of the colleges that are included in CLIC and includes Augsburg, Hamline, Macalester, St. Catherine, and St. Thomas. Students can take classes at the other five institutions and this has an impact on access to our electronic resources and class management system when students from the other institutions are enrolled on our campus.
 - **Minitex** – our statewide library support service; initially focused on providing interlibrary loan service and OCLC support, this organization has expanded to support group purchasing. Minitex is an essential support for us because of the brokering and subsidies that they provide for our online databases. In 2008, the library joined the AskMN program, which provides electronic reference service 24X7. Minitex subsidizes this service. In Appendix F is a spreadsheet that identifies the cost-savings provided by Minitex for our operations. The Library Director served as the Minnesota Private College library representative from 2001-2004, and chair of the advisory committee from 2003-04. Minitex also coordinates the statewide storage system, the Access Center, in which the library has placed serial volumes we wished to retain, but were seldom used. Minitex coordinates regular meetings of the CALD (Council of Academic Library Directors) and addresses topics including resource sharing, collection development, and library trends. The most recent meeting was held in May 2010 at the University of St. Thomas and focused on library space planning.
 - **ACM (Associated Colleges of the Midwest)** – This group facilitates cooperation among the member institutions. As noted below in our section on information fluency, ACM provided funding to help the institutions improve their information literacy programs. Recently, the central office has just undergone a change in leadership and hosted two meetings in 2009-10 to bring library directors and IT directors together for discussions. Member institutions are: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Luther, Macalester, Monmouth, Ripon, and St. Olaf.
 - **Oberlin Group** – The Oberlin group consists of 80 private liberal arts colleges. The group developed as a result of a meeting of private college presidents held at Oberlin in 1984 and 1985. In 1986 the first meeting of 60 private college library directors was held at Oberlin. The main purpose of this group has been to share information and establish formal communication for sharing best practices, as well as advocating for certain programs, such as SPARC (Scholarly Publishing and Academic Resources Coalition) and federal legislation that impacts scholarly publishing. The library directors meet annually, but also have a listserv in which to ask questions and share answers. We conduct an annual survey every year and share the results among the members. The Macalester Library Director currently oversees the collection of this annual data. The Oberlin group also provides forums for our staff members. In April 2005, as part of the national conference for ACRL (Association of College and Research Libraries) held in Minneapolis, the Oberlin libraries in Minnesota (MnObe Group) sponsored a gathering for all Oberlin librarians who were attending ACRL.
 - **MnObe Group** – a subgroup of the Oberlin libraries exists in Minnesota. The five libraries include: Carleton, Gustavus, Macalester, St. John's/St. Ben's, and St. Olaf. The MnObe group has several functional subgroups that meet on a regular basis and plan gatherings so that staff can exchange information and share ideas. Over the past ten

years, we have sponsored several events, including one that brought many members of our staffs together to talk about how we could improve collaboration. Various compositions of our staff and directors met to plan the following jointly sponsored events:

- **Academic Integrity:** Technological Change and Intellectual Property symposium. **April 5, 2002.** Carleton, Macalester and St. Olaf coordinated a faculty and staff session and brought in Patricia Iannuzzi, a noted expert on library instruction and information literacy. We followed the symposium with a workshop for librarians on Saturday. Hosted by Macalester. (This workshop was partially funded by the ACM Information Literacy grant.)
- **Strategic Partnerships – May 2, 2003** in which we brought in Maureen Sullivan, a well-known consultant who focuses on library organizations and change, for the purpose of helping us focus on how we could improve collaboration to help us “create a preferred future.” This workshop brought together members of all libraries including librarians, staff, and directors. Macalester hosted this event.
- **Future of Cataloging – June 9-22, 2004**, a three-day workshop/retreat to discuss transitions in technical services including emerging standards, future of the catalog and the future of authority control, e-resources, organization and workflows, and more. We brought in Karen Calhoun, then Assoc. University Librarian at Cornell. This event was hosted by St. John’s.
- **Other** - The Reference Group plans twice yearly gatherings and the Technical Services group meets regularly. Our staff have also participated in planning events such as the preparation Carleton and St. Olaf went through prior to forming their consortium, The Bridge.

All of these consortia provide some level of activity that allows staff members to meet others and exchange ideas. These events are essential in helping to foster creative ideas that can be implemented on our campus. Many of these programs were instrumental in helping to develop or improve existing programs in the library.

MEDIA SERVICES STRUCTURE AND LEADERSHIP

- Media Services reports to the Library Director
- Media Services staff include the Director of Media Services, the Media Services Librarian (.87 FTE), and the Media Services Technician for a total of 2.87 FTE

Media Collections and Media Reserves

Media Services has a robust and growing collection of media. The collection contains over 9,000 titles, including DVD, VHS and laserdiscs. We have comprehensive collections in many areas, including silent-era films, foreign language cinema, media art, and documentaries. Since 2001, on average, about 500 new titles have been cataloged each year. There have been space concerns about the growing collection, but a weeding program over the last year has allowed us to provide space for many years of growth at current acquisition rates. We have been weeding lesser-used and soon-to-be-obsolete VHS titles and duplicates from the collection. These withdrawn titles have been offered to the other local colleges in our consortium, so they can still be available to our faculty and students through our inter-college courier service. About 350 titles are placed on reserve each semester by faculty. The media reserves service area is conveniently located near the main collection and presentation room/classrooms and viewing carrels. The Library also has a collection of popular DVDs intended for recreational viewing. The physical separation and the fewer number of public access hours on weekends at Media Services has lead to frustration among some patrons. In response, Media Services will be increasing student staff and hours in fall 2010.

The services offered by Media Services have evolved rapidly in the last decade. Some of the most essential services include:

Audiovisual Support of Classroom and Campus Events

The department manages and maintains installed sound systems and display technology in all classrooms and most meeting rooms and large event venues across the campus. Public address systems and audio/video recordings are provided for all major college events, including Commencement. In recent years the college has been hosting more large public events, such as the Macalester International Roundtable and Minnesota Public Radio's Broadcast Journalist Series. These events require more sophisticated media support than ever before.

Classroom Technology

In 2003 we initiated the Five Year Technology Plan to accelerate the process of outfitting classrooms with improved media capabilities. This plan was very successful – in 2002 there were 18 classrooms outfitted for large screen video and computer display. In 2010 we will have upgraded the classroom technology in all 53 registrar-assignable classrooms to a consistent standard and quality. In 2002, we began a technology classroom inspection process whereby teams of student employees test all media equipment in the classrooms on a weekly basis. And with the added assistance of the Academic Information Associates housed in each classroom building, we provide excellent technical support for classrooms and learning spaces.

In the spring of 2010 the Classroom and Learning Facilities Advisory Committee was formed to provide a more comprehensive approach to maintaining and improving classroom, lab and learning spaces on the campus. The scope of the committee includes AV technology, but extends to furnishings, lighting, acoustics and all physical elements. Pedagogical implications of teaching spaces are an important concern of this group, which includes faculty and students and representatives from the Registrar's Office, the Academic Information Associates, the Library, Facilities Services, and Academic Programs and Advising. The committee is chaired by the Director of Media Services and reports to the Provost. A growing and significant concern is how to afford planned replacements of expensive classroom technology. For example, we currently have a six-year replacement cycle for video/data projectors. But funds are not always provided for all the needs each year. Also, we need to respond to unexpected advances in technology in a timelier manner than the current budget process allows. It is hoped that this new committee will be able to help the College start addressing these issues with more consistency.

Presentation Room/Classrooms and Viewing Facilities

Media Services has three well-equipped rooms that accommodate both academic courses and campus meetings. The largest of these is tiered and seats up to 42. This provides the campus with at least one state-of-the-art presentation room/classroom offering the most current (and costly) technology. This room can display international standard media and has a surround sound audio system. Last year, a high-definition projection and Blu-ray system was installed. The other two rooms seat 30 and 15, respectively. Originally scheduled by Media Services for only occasional use as classroom spaces, these rooms are now also scheduled by the Registrar for semester classes. In recent years there has been a dramatic increase in the number of academic departments using and teaching film and cinema, a new course in Geology called "Geocinema" being just one recent example. These rooms are located near the main media collection and thus convenient for faculty and the students in these courses.

Media Services also provides three carrels and a small group viewing room for review of media materials in multiple formats.

Audio Visual Systems Design and Project Management

Media Services assists in the design and integration of audio-visual systems for learning spaces, conference rooms, common rooms and labs. The Director coordinates with Facilities Services, vendors and other team members, from initial design meetings to finished installations. Classroom and lab renovations and upgrades occur every year. Recent large projects include the new Campus Center in 2000, the Leonard Athletic Center in 2008, and Markim Hall – a LEED Platinum building, in 2009. The Leonard Center was very challenging and includes sound systems for the field house, gym and pool and a number of classrooms and meeting rooms with advanced AV systems. The Director is now engaged in an even more challenging project – the renovation and expansion of the Fine Arts buildings. The early design phase is under way, and includes new art history classrooms, a new art gallery, a multi-media commons area, music ensemble rehearsal rooms and a renovated concert hall with advanced audio and visual presentation capabilities.

Other Services

The department is responsible for advising and assisting with AV purchases for academic and administrative departments. Other standard services include studio and on location video recordings of classroom lectures and special events, video editing, media duplication, off-air TV recordings, videoconferences and satellite downlinks, podcasting, photography and passports, AV equipment loans, equipment maintenance and repair.

OVERVIEW OF LIBRARY PROGRAMS AND EVENTS

Information Fluency

The Library has intentionally used the term “fluency” as opposed to “literacy” almost since the inception of our program efforts to integrate information literacy across the curriculum. Information literacy as a movement began in the late 1980’s, partially to replace the outmoded term “bibliographic instruction”, but also to include aspects of critical thinking and ethical uses of information. In 1996 Jeremy Shapiro & Shelley Hughes defined information literacy as

"a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure and its social, cultural, and philosophical context and impact." ¹²

In addition to using the Shapiro & Hughes article, the library utilized the Information Literacy and Competency Standards for Higher Education (ALA, 2000) when developing goals and objectives for our program. When we began our initial efforts in promoting information literacy, it was our perception that we were seeing resistance primarily in response to the use of the term “literacy.” In discussing alternatives for “information literacy”, we gravitated to “fluency.” Whether our perceptions were accurate or not, when we began using “fluency” we sensed a shift in support for our efforts. The library efforts in developing a comprehensive program to promote information fluency gathered increased momentum as a result of a FLIP grant in 1999 closely followed by an ACM grant in 2000. Those two grants were instrumental in funding library activities that led to a number of pilot projects and eventually led to the very positive outcome of a requirement that was approved for all first year seminars during the campus Curricular Renewal process completed in 2005.

¹² Shapiro, Jeremy J. and Shelley K. Hughes, "[Information Literacy as a Liberal Art](#)", *Educom Review*, 31:2 (Mar/Apr 1996)

- **FLIP Grant – Faculty Librarian Instructional Partnerships**

(1999-2002) This grant was funded through Project JSTOR administered by the Minnesota Private College Council. The importance of this grant was the funding to support partnerships between librarians and faculty. Our grant, entitled, “Linking Resources to Scholarship”, included the team of Beth Severy-Hovan, Professor in Classics and Jean Beccone, Outreach Librarian, and Terri Fishel, Library Director. This project focused on improving a course, “Women in Classical Antiquity” by developing a web-based research guide specific to the course topic. A major component of this course was to include multiple sessions by the librarians on research strategies. We also utilized new technologies, using the campus course management system, WebCT and later migrating to WebBoard for online discussions boards. This was an early pre-cursor to our current reference chat utilities and it was an early test to see if there was interest by students for online reference assistance. We also implemented pre-course and post-course surveys to measure progress by the students. A complete report with our goals and outcomes is available in the Digital Commons. http://digitalcommons.macalester.edu/lib_pubs/4/

Highlights of this grant include:

- Improved understanding of research methodologies by the students
- Increased understanding of the variety of information resources and the ability to distinguish between scholarly resources, commercial products, and personal web pages
- Ability to apply techniques learned in this course to other courses
- Improved scholarship in their final project
- A model for a course web guide that led to the eventual development of web-based subject discipline guides

Another major benefit was the development of a faculty advocate for the library and a partner in future library pilot projects. Beth Severy-Hovan became one of the first faculty members to utilize our journal publishing feature in the Digital Commons. See Studies in Mediterranean Antiquities and Classics, <http://digitalcommons.macalester.edu/classicsjournal/>

- **ACM Grant**

(2000-2006) The grant helped the library fund the following activities:

- **ACRL Information Literacy Immersion Program** - funded two librarians to attend the weeklong immersion program in Summer 2002.
- **Information Fluency Lab Pilot** – this project was also funded in part by a Hewlett grant from the CST. This proposal grew out of the success with the FLIP grant. This was a pilot that was tested for two consecutive years, with the goal of developing a potential model that might be expanded to better address the need to have more than one hour in which to develop research skills and focus on ten goals for information fluency. In the Fall 2002, working with a first year course, Foundations in Media Studies, Professor Clay Steinman worked with librarians Jean Beccone and Terri Fishel to develop a one-credit lab that met weekly for 15 weeks. We had 10 goals with expected outcomes that related to information fluency. The lab also included an increased emphasis on writing. The lab pilot was repeated in the fall of 2003 with two courses, a Math/CS course and a Biology course both courses were team-taught by Jean Beccone and Beth Hillemann. We were able to provide these labs because we had funding from the ACM grant to hire reference interns (see below.) These pilot labs were a success, but expanding to all 30 seminars with our limited staff and without funding to continue the reference interns meant the program was not sustainable. However, this pilot provided an excellent learning experience for all participants, and it did lead to a later project, “Entering the Community of Inquiry,” a workshop for faculty teaching a first year seminar (see below.)
- **Reference Interns** – Fall 2001, Spring 2002, Fall 2002, Spring 2003, Fall 2003. The grant funded the hiring of one reference intern to work during the fall and spring semesters to allow release time for reference librarians to plan and participate in information fluency pilot lab. The reference interns were either library school students or recent graduates and they provided coverage for the reference desk that freed up time for the reference librarians to do

- planning and teaching. This program also provided valuable (and necessary) professional experience for new professionals, thus contributing to their professional advancement.¹³
- **Information Fluency Discussions** – Fall 2002 through Summer 2003. We expanded conversations begun within a limited Information Literacy Task Force with an Information Services forum in October 2002 and invited all interested CIT, Media Services, and Library staff to discuss information fluency in the Macalester community. We continued to meet on a regular basis and included meeting with campus members such as the Director of the Career Center and the Director for Institutional Research. Using some of the grant funds, we paid to have a brown bag lunch brought in on a few occasions. During the spring semester and summer we held an ongoing series of discussions and developed a draft of a definition, a list of competencies by level of student, and developed the collaborative approach to the Fall 2003 information fluency labs. Our current list of expectations for an information fluent student is an outcome of this group. These expectations will be found at <http://www.macalester.edu/library/instruction/infolit/expectations.html>. The group that initially met to discuss information fluency has evolved into the current ISIS group.
 - **ACM Information Literacy Immersion Program**, Coe College – Summer 2003 – funded participation for 2 librarians and 1 faculty member.
 - **Entering the Community of Inquiry** – Writing and Information Fluency. Jointly sponsored summer workshop with Center for Scholarship and Teaching and the MAX Center (Macalester Center for Excellence) for faculty teaching first year seminars. Introduced faculty to concepts of information fluency and techniques for better integration of writing into their courses. Developed syllabus and lab outline for Information Fluency Labs (2 first year seminars) – continuation of pilot from 2002. This program continued for five years, with the last iteration in 2007. Again, response to this program was quite positive. It was primarily beneficial to those faculty members who were new to teaching a first year seminar. After the initial five years, we found that many faculty teaching in the first year seminar, were repeats and thus interest was not as high as in the early years. Also, a change in staffing including the departure of Michael Dickel (MAX Center) led to changes in the program. Nevertheless, again we have learned from this experience, and elements of this workshop have now evolved into a different program that is included as part of the CST Summer Professional Activities Workshop that is held after graduation.
 - **ACM Conference/Workshop, Macalester College, June 19-21, 2006 – Introducing a New Generation of Students to Academic Inquiry: Cross Campus Collaboration.** This workshop marked the end of the Mellon funded grant to support information literacy and was funded separately from the Macalester ACM grant. This workshop included 44 participants from all of the ACM colleges and included librarians as well as faculty. The presentations at this workshop demonstrated the very creative work that had been funded by the Mellon grants and the evaluations of this workshop were extremely positive. It closed out the ACM Mellon funded grants on a very high note.

Our information fluency efforts continue and the following programs are ongoing.

- ***First Year Course Library Session Requirement***

An important outcome of these initial efforts was the curriculum change that led to the requirement for a library instruction component in all first year seminars effective September 2007. Currently every first year seminar has at least one session that is team-taught by a librarian (the liaison to the department) with the Academic Information Association for the department. This session introduces students to key concepts related to research skills and managing information resources in a networked environment, and when possible ethical use of information.

¹³ Ellen Holt-Werle served as an intern and helped us identify her as a potential candidate when we were developing our Archives/Reference position. We were also able to utilize the talents of one of our interns for a temporary reference position when the Associate Director of Public Services went to half-time due to a family medical situation during the 2004-05 academic year.

As a result of our early efforts, we developed a list of modules that faculty could select from in order to address additional areas if faculty were willing to have a second, and sometimes even a third session. A list of these modules will be found at www.macalester.edu/library/instruction/firstyear.html.

- ***Research Practices Survey***

Another grant that has influenced our efforts was a Mellon grant administered by the Midwest Technology Center (MITC.) The initial grant was awarded in 2004 and the first iteration was piloted in 2005. The purpose of the assessment tool was to have a survey that could be administered to students entering liberal arts colleges. The original FYILLAA tool was developed in collaboration with librarians, IT professionals, and faculty from Carleton, Grinnell, Lake Forest, Macalester, St. Olaf, and the University of Chicago. The survey was reviewed by the Frost Center for Social Science Research at Hope College. This survey is intended to measure information literacy skills and experiences in incoming first-year students. First administered in 2005, the survey has evolved into the Research Practices Survey which is administered to one third of the incoming first year students. A follow-up survey was conducted in the spring of 2010. 15 liberal arts colleges now administer the survey and comparison data has been shared for at least two years. We recently received the results of our spring survey and a report will be compiled during the summer of 2010. The RPS will not be administered in the fall of 2010, but will be part of a cycle of surveys and administered every three years.

- ***Honors Program***

Two reference librarians focus on the instruction efforts for the Honors program. In partnership with the Reserve Supervisor who manages the digital archiving of the projects, a session is held each spring and fall for students who are preparing to complete an honors project. Research resources as well as information on RefWorks, the web-based program for managing citations, and information on copyright and use of copyrighted materials are covered in the sessions. Students are then advised to consult with their library liaisons for individual assistance.

- ***Academic Integrity Module***

In the summer of 2009, the Library Director collaborated with the Director of Academic Programs to set up a program to be administered in response to students who had been accused of plagiarism. The point of the program was to work with the individual student over the course of five weeks by having them take a pre-test, do an online tutorial, read [Doing Honest Work in College](#), learn about managing citations using RefWorks, and complete a research assignment. It was hoped the program would develop an improved understanding of how to avoid plagiarism. In the course of the first year, approximately four students completed the program. With the first student, we learned that paraphrasing was a major challenge, and we contacted the MAX Center to work with him. In all four cases, we learned that a major emphasis needs to be on the art of paraphrasing.

Information on our module will be found at

<http://www.macalester.edu/library/instruction/academicintegrity/index.htm>

We are building on this initial work to do a collaborative project with our consortium members. In the spring of 2010, CLIC library directors expressed an interest in collaborating on a single website focused on academic integrity that could be shared by all institutions. Currently, a small group of librarians at Macalester are working with three librarians from other CLIC libraries to complete a site by August 2010. The goal is to provide tutorial that will provide opportunities for students to test themselves and receive responses, as well as provide guides and resources.

Liaison Program

The liaison program is critical to our ongoing expansion in instruction. A new Collection Management Librarian and team leader was hired in 2003. With her assistance we were able to implement a library liaison program in 2004. This followed the hiring in 2003 of a part-time East Asian Studies librarian who was our first subject specialist within the Library. (More information on the East Asian Studies Librarian will be found under the Freeman Grant, page 23.) With the addition of our first subject specialist, we felt it was time to pilot a liaison program and see if we would be able to sustain it. The liaison librarians were responsible for three areas:

- Collection Development
- Reference and Instruction
- Communication with faculty in their assigned departments

Library liaisons are responsible for maintaining discipline guides, located on the library website, for their individual departments (<http://libdata.macalester.edu/disciplineguides.php>) and for individual course guides produced for library instruction sessions. (<http://libdata.macalester.edu/courses.php>) Liaisons are also available for individual consultations with students and faculty from their assigned departments. Liaisons also meet with prospective faculty members when departments are conducting searches for new faculty hires. Liaisons are also encouraged to participate in department events when possible. Most liaisons work shifts at the reference desk. Until 2009, the Library Director also worked at least one weekly shift, but with the addition of teaching a weekly class, no longer works a specific shift.

Another responsibility is the role of liaisons in scholarly communication. Liaisons are encouraged to use any opportunity to improve faculty understanding of our Selected Works service as well as faculty understanding of their rights as authors and open access opportunities. With the addition in 2005 of a part-time reference librarian, and a librarian who replaced a staff member, we were able to fully support a liaison program that has been improving each year. A complete list of current liaison assignments will be found at <http://www.macalester.edu/library/about/liaisons.html>.

In 2008, we utilized the READ poster format to produce bookmarks for each liaison librarian with information that included their assigned departments and their corresponding AIAs. We provided these bookmarks to parents of all first-year students who attended our welcome session to “Meet their Personal Librarian” during move-in day. This was an attempt to address the issue of students who contact their parents when they need research assistance and help introduce parents to librarians who are readily available to assist for research needs. This was very successful and we are continuing to include this feature in our annual orientation program.

In 2009, it was decided that all liaisons would be responsible for teaching in any first year course that was taught within their assigned department. The first year library instruction session has been modified to have the same basic content for all courses, making it easier for liaisons to cover the basic content, freeing two reference librarians to focus on increasing our outreach efforts in upper division research oriented courses.

Strengths/Challenges/Trends

The strength of this program is that we are able to utilize the talents of all our librarians located in the library. By expanding to include librarians who were not specifically reference and instruction librarians we had enough individuals to cover the more than 41 departments. A challenge is that we are really stretched in terms of covering all the departments. We have tried to make assignments so that there is a more equal distribution of faculty members as opposed to having one person focus on each of the disciplines. We continue to be unable to adequately cover all the interdisciplinary programs and concentrations, so we focus on the departments for the time being.

Scholarly Communication

Our scholarly communication efforts prior to 2006 focused on increasing faculty and campus awareness regarding the scholarly journal crisis. We focused on addressing the escalating costs for scholarly journals that outpaced our budget and ability to absorb annual increases of more than 10% each year. Our outreach efforts included information sessions with the science faculty, a detailed analysis of our subscription cost increases, and the preparation of a white paper. Prior to 2003, the library implemented a program of “containment” by requiring that departments cancel a journal title in order to request adding a new title. This was a major initiative to control costs for serials. On November 17, 2003, we held an information session with science faculty to discuss whether the library should choose to drop out of the “big deal” which was a Minitex sponsored program providing access through Science Direct to Elsevier journals.¹⁴ It was largely a result of our ongoing efforts to keep science faculty informed over time that resulted in overwhelming faculty support in the sciences to drop the “Big Deal.”

SPARC (Scholarly Publishing and Academic Resources Coalition) is the major organization and library voice in efforts to change scholarly publishing. The library has been a supporter and member of SPARC since its inception in 1999. However, it was an ARL/ACRL program that provided the opportunity for the library to develop a full-scale plan for developing a program for addressing scholarly communication issues on our campus. Two members of the library staff, the library director and associate director for public services, along with the Director of the Center for Scholarship and Teaching were accepted into the ACRL/ARL Institute of Scholarly Communication held at UCLA in July 2006. Our original plan and proposal included the Director of the Center for Scholarship and Teaching, however, she became ill the day before the institute and was unable to attend. Although the CST Director was unable to attend, she was a supporter of our early efforts and initiatives that developed as a result of that workshop. Our efforts in increasing faculty awareness about scholarly communication issues have included the following:

- Scholarly Communication task force formed in the fall of 2006 and included three faculty members and two librarians. The task force became a faculty committee sanctioned by the Provost in 2008. Their charge is to provide advice related to policies that support digital and traditional scholarship including copyright, author’s rights, and to serve as the Editorial Board for the Digital Commons. The current director of the CST serves on the Scholarly Publishing committee.
- Scholarly Communication web page and blog - <http://www.macalester.edu/library/scholcom/>
- “Change in Scholarly Publishing; escalating journal prices –*not* just a library issue”, Windows on our Work, Feb. 21, 2007. Windows on our Work was a series of lunchtime meetings for faculty organized by the Provost office. This session focused on background leading to the scholarly publishing crisis, but focused on strategies for change including digital publishing, author rights, and working with their scholarly associations. The Library Director made the presentation.
- Training for liaisons focusing on the issues and how to increase faculty awareness in less than five minutes – August 2007
- Scholarly Communication and Intellectual Property Course module developed in the fall of 2007. Over 15 faculty selected this session to include in their first year seminar or other course in the first year.
- Information Session over lunch with the Social Sciences Division, Oct. 2, 2007. This session was attended by about 14 faculty members and included a lively discussion based on Professor Eric Wiertelak’s (Psychology) presentation on his open access journal. A result of this session was the opportunity to work with two faculty to retain their rights and allow us to publish their articles in our Digital Commons. This session was co-sponsored by the CST.

¹⁴ Four MN Colleges Reject “Big Deal”, Library Journal, June 15, 2004, p 20. (Content of article available online, <http://www.libraryjournal.com/article/CA423783.html?industryid=47109>)

- Information session with Science Division – March 5, 2008 – discussion on author rights and open access issues as well as discussion of FRPAA.
- Implemented Selected Works, http://digitalcommons.macalester.edu/sw_gallery.html
In January 2008, a service that replaced our in-house database for Faculty and Research Publications and provides individual web pages for faculty to document and present their research and publications. It is a component of DigitalCommons. We held a training session in December 2008 for faculty who were interested in updating their own pages. A second means of accessing this resource is through <http://www2.macalester.edu/facultypubs/>
- Open Access Day, Oct. 14, 2008 – we had over 25 students participate in this day
- Open Access Week, Oct. 19-23, 2009 – held a series of events over the lunch hour each day.
- Legislative awareness – In Sept. 2006, President Rosenberg signed a letter of support for FRPAA along with 60 other private college presidents. This bill was eventually approved and signed into law. The current version to expand the actions of the 2006 legislation was introduced in April 2010. This follows after a series of college administrators wrote in support of legislation, including our president who in Sept. 2009, President Rosenberg signed a second letter of support with 56 other college presidents for the 2009 FRPAA. We have promoted awareness by using campus publications and the library website to encourage community participation in contacting their legislative representatives.
- Open access campus publications – We have generated a number of publications in our DigitalCommons which are open access. See DigitalCommons Journals at http://digitalcommons.macalester.edu/peer_review_list.html
- Funding to support faculty publications by paying fees to publish in open access journals or fees to cover costs to allow article to be openly accessible has been established. (This program was established in 2007, but we've been cautious on advertising and promotion until this year. We have posted information to the web site, and we've posted notices in our campus newsletter, the Piper.)
- American Studies Course – “Engaging the Public: Writing and Publishing in American Studies.” A class team-taught by the Library Director and the chair of American Studies, Prof. Jane Rhodes. This course included a component on scholarly communication and open access. The purpose of the class was to develop an open access journal, which is in process. The course will continue to be taught in the fall and spring terms in the 2010-11 academic year.

Digital Initiatives

Digital initiatives are an important area of growth for the library and Media Services. In March 2005, we held the first meeting of a Digital Assets Management steering committee. The library created a Digital Assets Management working group (DAM), to focus on the preservation and access to digital materials. This group was formed after the Library Director attended an annual Oberlin Directors meeting in November 2004 at which the DigitalCommons product was demonstrated, and she saw the potential for solving a challenge we had been facing in making our Honors projects available in a digital format. The Oberlin meeting was followed by attendance at a CLIR workshop entitled, “Managing Digital Assets” in February 2005. Those two meetings helped in forming a purpose and direction for the DAM group.

The group that was formed included members of the library, ITS, and Media Services. The Library Director was the chair during the process of developing a plan and implementing the first major project, the purchase and implementation of DigitalCommons@Macalester in April 2005.

- **DigitalCommons@Macalester**

This BEpress product was selected specifically to provide online access to the student Honor projects. The purchase of Digital Commons allowed the library to archive and publish text materials produced by students and faculty in an online open access environment. Our first projects were deposited in May 2005. The Digital Commons now has over 2000 papers and more than a dozen open access journals.

- **Selected Works**

In January 2008 we added Selected Works, which is a feature of the DigitalCommons@Macalester and allows us to provide web pages that feature individual faculty members. Each page provides a list of publications with information on their research and curriculum information. We chose Selected Works to replace our existing in-house system of managing a list of faculty research pages using ColdFusion. Selected Works allows us to not only provide a list, but to also archive faculty publications from both the Selected Works page and DigitalCommons. Selected Works helps promote faculty research and scholarship to prospective students and faculty and the world-wide scholarly community. In addition to the text materials, we have added image galleries and college oral histories are now being uploaded onto our streaming video collection.

Following the success of Digital Commons, we started a project to address the issue of how to best archive digital images, audio, and video. At the same time, we transferred leadership for this group to the Associate Director for Collections. In December 2006, DAM began researching database options as the Art department initiated a large digital image project that involved the purchase of digital art images, and the digitization of slides in collaboration with St. Catherine University. In May 2008, the Art department secured funding for the expansion of Slide Librarian position from .1 FTE to .42 FTE and by June 2007 hired a new employee to fill this position. At the same time, Macalester and Cooperating Libraries in Consortium (CLIC) agreed to a consortial license to purchase a CONTENTdm server to house our digital assets collections. The Art department, the Library, and Information Technology Services (ITS) collaborated extensively to establish plans and procedures and successfully carried out the first phase of transitioning teaching images from slides to digital format.

- **CONTENTdm**

In November 2007, the Library allocated .33 FTE to hire the new Art Department Visual Resources Curator as a library "Special Projects Associate" to act as our CONTENTdm administrator, and CLIC digital collections liaison. The added hours allowed the library to start expanding digital collections to include college archival photos, oral histories, and student travel photographs. Macalester also tasked this employee with helping to set up a customized CONTENTdm interface for CLIC, as they did not have the staffing at the time to do so. In January 2009, CLIC responded to this situation by officially hiring this staff member for a contract position to maintain the CONTENTdm interface.

- **Macalester Archives Images** – as part of the Minnesota Reflections Project (<http://www.mndigital.org/reflections/>) we have digitized over 100 images from our archives collection.
- **MacViews** - with the assistance of the Special Projects Associate, DAM implemented another initiative to acquire, collect, and manage images from students abroad as well as faculty and staff who travel overseas. A collection was set up MacViews. <http://www.macalester.edu/library/views/index.html> which now has approximately 60 images.
- **Communications and Public Relations collection of photographs** - In 2008, Communications and Public Relations (formerly College Relations) worked with the Library to explore using CONTENTdm to archive and index their massive collection of images. The scale of this project ultimately led CLIC to abandon a self-hosted server and migrate to an OCLC hosted system--a more cost-effective solution. Communications now loads all new images directly into CONTENTdm and uses Macalester servers to archive

the original image. Work is being done to transition the backlog of images from their current system to CONTENTdm, dating back to 2001. Over 30,000 images have been uploaded to CONTENTdm.

Strengths

Digital collections are created and managed by the DAM group. Individuals, from the Library, Archives, ITS, and Media Services contribute in a variety of ways as we grow our digital projects. This allows us to bring in ideas and expertise from a broad array of staff. We have created successful partnerships with departments, staff and faculty across campus in our digital project efforts. We forged a strong collaboration with the Art Department early on. We have also recently been approached by the Athletics Department about their media access and preservation needs. Whether we partner with them or not, we believe that it is a positive sign that the campus is looking to us for this expertise.

Challenges

Without depth or breadth in staff expertise in digital project development, we tend to have a steep and slow learning curve and slow development time-line. Beyond the .33 Special Projects staff member (a temporary position) we do not have any staff member principally dedicated to this area of focus. Our .33 FTE has other project areas as well. For example, Special Projects also included contributing to the re-design of the library home page and participating in a major overhaul of the web site during the summer of 2009. Our Special Projects staff continues to develop the design elements of the web page.

In addition to designing graphics for the web page, Special Projects also entails general design work for library signs, publications, and promotions either directly or through instruction. While the position is limited, and the goals varied, the theme of the Special Projects Associate has been to fill in cracks in staffing, and provide additional technical and graphical knowledge as the library becomes more visually and digitally oriented. The position is currently planned to end in 2011. The Art department has also expressed interest in further expanding this Visual Resource Curator position to full time. As digital and visual projects take on increased prominence, we will need to determine how to sustain the work and grow the needed expertise.

We continue to struggle with the variety of systems to deliver digital projects and appropriate placement of content for optimal audience use. Given our limited resources, we also have not done a significant amount of outreach to help people make use of digital projects for teaching and learning, yet we have had some unanticipated successes, such as the use of images from ARTstor in an English literature course.

One source of frustration is a lack of resources to tackle more challenging projects. An emeriti faculty member has approached us from Theater to publish his book-length work with additional media materials on the web. The Library Director and the Digital Scholarship and Services librarian have been meeting with him for more than a year and a half, and a potential prototype was developed with the assistance of the Special Projects Assistant. Although we have determined that publishing in the DigitalCommons is our best option, it is a daunting task without additional funding and support. We believe there is great potential in publishing the work, but we lack the resources to give it the full attention it deserves.

Technology

We use CONTENTdm, Digital Commons, ARTstor, and Imediasee to deliver most of our digital content.

Trends/Major anticipated changes

For an overview of our overall guiding document, see our Digital Collections Master Plan located in the DigitalCommons [<http://digitalcommons.macalester.edu/annrep/7/>] We will continue to focus in the areas expressed there. We also need to decide whether to devote resources to customizing CONTENTdm to better suit our needs and the needs of our patrons. We also have to determine how to continue to staff for digital projects, especially after our .33 FTE position ends.

MAJOR EVENTS

Orientation – New Faculty and New Students

For the past ten years, the library and Media Services in cooperation with ITS provide a half-day orientation session for all new faculty. The session concludes with lunch. Originally developed to provide faculty with an overview of our services followed by hands on training for our network environment and systems, the orientation session in the past few years has become more streamlined. After a brief introduction to individuals and selected services, faculty have an opportunity to tour the Media Services and ITS departments and then come to the library to meet with their liaisons and AIAs, ask questions, and then have lunch. Since the inception of the Center for Scholarship and Teaching, CST has partnered with us, handles the communication and reservations and provides funding for the lunches.

More recently, the library and ITS have cooperated to provide orientation events for first year students. ITS primarily focuses on network connections for new students. Whereas previously the library used to do intensive training sessions during orientation week, currently our program includes more social activities. Our goal is to provide a positive initial experience in the library so that when students need our assistance, they will know who we are and understand that we are here to support them. We also reach out to families during move-in day and our activities try to be inclusive of all age groups, as well as providing information for new students. From 1999 to 2009, the library distributed free drinking containers that had the library URL along with a quote about libraries. Due to budget constraints we have decided to discontinue this practice effective for 2010. For years 2007, 2008, and 2009, the Systems Librarian provided an online orientation activity that was available to students before they came to campus and was fairly successful, but wasn't integrated into our information fluency efforts in the first year courses. We are using 2010 to refocus our efforts and determine if there is a means of incorporating the online orientation activity into our first year instruction component.

A particular feature of our current orientation activities is an opportunity for the parents of the first year students to meet the liaison librarian assigned to the first year course. "Meet your personal librarian" has been very successful with both parents and first year students. Bookmarks are created for each liaison librarian and these bookmarks are shared with parents. Last year we had a number of first year students who wanted to meet their "personal librarian."

National Library Week

A major spring event for the library, we use this week to celebrate and sponsor various events. Regular features include:

- ***Library Career Panel***
Each year we invite students who are interested in learning more about librarianship to come hear a panel of librarians talk about their careers. We provide a pizza lunch or dinner. Each year we try to include a Macalester alum in the panel and we usually have between a dozen to 25 students in the audience. Our emphasis is on academic librarianship, but we have included public and special librarians.
- ***READ posters***
This is a very successful program we introduced in 2005 to feature members of the faculty, staff, and students on READ posters fashioned in the style used by ALA to feature celebrities. You can see our current posters on our website - <http://www.macalester.edu/library/exhibits/nlw/read2010/gallery2.html> older posters will be found in our gallery in the Digital Commons <http://digitalcommons.macalester.edu/read/>
- ***Other***
Various events over the years have included poetry readings, trivia contests, presentations by faculty, and a marathon children's book reading that lasted all day. In 2010 we had a presentation, "Google Book Search and the End of Obscurity: the digitization of library collections and what it means for readers, scholars, and libraries," a presentation by a Mac Alum, Jack Bernard, associated with the University of Michigan, and Wendy Pradt-Lougee, University Librarian, University of Minnesota, Twin Cities.

Library Technology Conference

This conference was first held in 2008 and originally called the Midwest Library Technology Conference and is co-sponsored by Minitex. Ron Joslin, Systems Librarian, developed this conference from its inception. His concept was to have a conference in which librarians from the metropolitan area from all types of libraries could come together and share information on technologies they were using in an informal conference. In addition to the presentations, participants would have an opportunity to have hands-on training so they could take back information on how to implement these new technologies in their own library. From a small group of about 150, the conference has grown to over 450 participants including international participants. Information on past and future conferences will be found in the Digital Commons http://digitalcommons.macalester.edu/libtech_conf/

New Programs and Initiatives

- ***MacReads Common Reading Program for first year students***
(2010) – The Library Director in cooperation with the Director of Academic Programs received approval to reinstate this program after a four year lapse. The fall 2010 incoming class will be the first iteration. A committee of staff and one faculty member (the Director of the CST), have worked to select the reading and the books are being shipped to students in June. Details of the program and calendar of events will be found at www.macalester.edu/macreads
- ***Sandwiches and Scholarship***
(2009 -) This is a collaboration between the library and the student Institute of Global Citizenship Council. Sandwiches and Scholarship is a monthly luncheon dedicated to students sharing scholarly work with each other and thinking about how different subjects are interconnected. This turned out to be very successful and we are planning on doing four sessions next year, two in the fall, two in the spring. Funding to continue this program is being provided by the CST.
- ***CST and Library sponsored Faculty/Staff Happy Hours***
(2010 -) Seeing a need for more opportunities for faculty and staff to gather for the purpose of

socializing, the library and CST partnered for two happy hours in the spring. Turnout was good for both gatherings, and we've agreed to do four next year, two in the spring two in the fall.

- ***Kindles and iPad Pilot***

The library purchased four Kindles during the summer of 2009 and ran a pilot in fall 2009 to loan them to staff and faculty. The Kindles are currently available for borrowing and we purchase additional titles upon request. All four Kindles have the same titles available on each. As are many institutions, the library continues to explore ways that we can utilize new readers for student and faculty use. In particular we are seeking a device that would allow students to download PDFs instead of printing out copies for their course readings. In the summer of 2010, the library and ITS collaborated on a pilot project to purchase iPads for two members of ITS, three library staff members, and the CFO for the college. The group has been experimenting with reading applications, as well as other features, again to explore the capabilities of downloading textbooks and PDFs. A summary of the pilot will be available in the fall of 2010.

- ***Textbooks***

Students have approached the library to help address rising textbook costs. The library responded in two ways. We purchased a subscription to ebrary [<http://site.ebrary.com/lib/macalester/home.action>] and we partnered with student government to pilot a program of putting expensive textbooks on reserve. We just completed the first year of a successful initiative partnering with Macalester Student Government in which they provided funding for purchase of textbooks for 4 heavily enrolled intro-level courses, and we put them on reserve. Materials were used heavily, and the program is being expanded for 2010-2011.

GRANTS

FLIP Grant – 1999-2002. The Faculty-Librarian Instructional Partnership grant focused on the use of JSTOR and provided support for our initial partnership with Prof. Beth Severy-Hovan to improve information fluency skills in her classics course. Jean Beccone and Terri Fishel worked on this grant. A copy of the final report will be found in DigitalCommons at [<http://digitalcommons.macalester.edu/annrep/5/>]

ACM Grant – 2000- 2006

This was covered in detail in the Information Fluency section.

Freeman Grant – 2002-2006

This grant was initiated in 2001 in order to fund an effort to improve the support for the study of China within our Asian Studies program. The library component involved collaborating to develop a shared collection with Carleton and St. Olaf, and included hiring a librarian who would be shared among the three institutions. As the first step in the grant, we hired an outside consultant to make an assessment of our collections. The hiring of an East Asian Studies librarian followed this. Accomplishments included:

- Consultant's visit and report – Kristina Troost and Zhaohui Xue from Duke University provided a report with an assessment of our needs, recommendations for cooperative collection development, and a job description and recruiting plan
- Hired an East Asian Studies Librarian in August 2003
- Collection development included increasing our collection of English language materials for China
- Web presence with Chinese language materials
- Implementation of CJK for our III library catalog at Carleton, Macalester, and St. Olaf
- Presentation on our work at ACRL 2005 with Kris McPherson, St. Olaf
- Luce Summer Institute, University of Pittsburgh, July 26-Aug. 13, 2004)

Our part-time librarian left in April 2005 to take a permanent position at Dickinson College. As it took us a year to find our librarian, and with only one year left in the grant, we chose not to replace him.¹⁵

A major benefit of this grant is that it provided the impetus for starting our liaison program. We also were able to build up our English language materials that covered China. We established a good web presence that was shared by all three institutions.

A major challenge with this grant was the fact that it was stipulated that after the grant ended there would be no additional funding to make the shared librarian a permanent staff member. While we knew it would be expected that this work would be absorbed by existing library staff, we held out hope that we would be able to secure funding for the position for a full-time, permanent librarian. However, this lack of stability and permanence in the grant-funded position was a major factor in the decision of our East Asian Studies librarian to take a position at another liberal arts college.

Lastly, this grant was originally overseen by a former library staff member, Clem Guthro, team leader for Collection Management. Clem left his position in June 2003 to become Library Director at Colby College. One of the challenges we faced included a failed search for Clem's replacement, so the Library Director was trying to coordinate a search, provide some leadership for the Collection Management team, and provide a minimal level of support and supervision for the East Asian Studies librarian.

We now face a more serious challenge with college's renewed efforts to expand focus on China and the approval of a Chinese major. We do not have anyone on our staff with the ability to read or speak Chinese. We currently rely on student workers to help in translating materials. This is an area of concern as we don't have the depth in staff to be able to designate one librarian who could focus solely on East Asian Studies.

NEH Preservation Grants

- NEH 2008
"General Preservation Needs Assessment of the Archival Collections of the Macalester College DeWitt Wallace Library"
Funding for a consultant from the Midwest Art Conservation Center to conduct a general preservation needs assessment of the Library's archival collections; the consultant's on-site survey will assess the collection's general condition, organization, storage and environmental conditions, security and access, and policies and practices, and will make prioritized recommendations for future preservation needs.
- NEH 2009
"Environmental Monitoring Equipment for the Archival Collections of the Macalester College DeWitt Wallace Library"
Funding to purchase dataloggers and a visible and UV light meter for the college's Archives, which will allow for development of a systematic environmental monitoring program, contributing to improving storage conditions and better preserving the Archives collections.

IMLS 2009 Connecting to Collections Bookshelf

Received a set of publications and resources on managing and taking care of collections.

Arts and Cultural Heritage Fund, Minnesota Historical and Cultural Grants 2010 (Mid-Size grant)

"Digitization of Historic Macalester College Publications"

Funding to digitize three early (pre-1924) publications: The College Echo, The Macalester College Bulletin, and early college catalogs

¹⁵ A complete report of the project completed by our East Asian Studies librarian is available upon request.

LIBRARY STAFFING AND SERVICES

2000 1794 student FTE, 155 faculty FTE Library staff – 18.11 ¹⁶ 10 librarians, 1 professional, 7.11 FTE support staff 30,712 student hours [see footnote below about staffing levels in 2000]	2010 1958 student FTE, 163 faculty FTE Library staff – 18.65 11.75 librarians, 6.9 FTE support staff 31,576 student hours
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In the course of the past five years, we have made adjustments within our staff based on recommendations from an outside review conducted in 2005 by R2 Consulting, evaluating changes in library needs, and identifying changes in job responsibilities. In some cases, open job positions, previously held by staff without library degrees, were upgraded to a professional librarian position. This was done intentionally for several reasons, but primarily to address increasing needs in instruction and reference and the addition of liaison responsibilities to all librarians. A second issue was related to the increasing complexities in systems, such as those used for interlibrary loan and for managing our link resolver, SFX. Systems management has created a challenge because whereas at one point we had a dedicated Systems Librarian to manage our integrated library system and our technology needs, now we have four librarians and two staff members who have as part of their responsibilities managing systems related to their job responsibilities. An example of the various systems :

- III – our consortium catalog, the Systems Librarian coordinates changes in the III system
- ILLiad – our interlibrary loan system for materials beyond the books held by CLIC; we also have the VDX system to manage ILL requests from Minitex libraries; managed by our Interlibrary Loan Librarian
- SFX – our link resolver and journal finder managed by our Electronic Resources and Serials Librarian
- EZproxy – our system for recognizing patrons who are off campus and need access to our services managed by our Electronic Resources and Serials Librarian
- LibData – an open source product that is a database of all of our services and allows us to maintain and publish web pages and library guides more easily managed by our Digital Scholarship and Services librarian
- DigitalCommons/Selected Works – our institutional archives and publishing platform and our faculty research pages, managed by our Reserves Supervisor with support by three other staff members

¹⁶ A note about our numbers for staff in 2000. This number included the campus web coordinator, Sara Suelflow (now Director of Web Services), who when hired in 1999 had a Master's degree in library science. In her early days, Sara worked the reference desk, as well as assisted with the library web site, and the library staff supported her work by providing instruction to staff and faculty who needed assistance in website publication. Thus, there was a justification in including her as library staff member. Although our staffing numbers have remained the same, we were able to add a much needed position in 2008 for the Digital Scholarship and Services librarian who has taken on primary responsibility for managing the library website. His arrival was fortuitous based on the fact that he was able to take over complexities of special programming for the library website that had been previously handled by the Director of Web Services. This allowed the library to not suffer a loss of support when the Director of Web Services was relocated to Communications and Public Relations in the spring of 2009.

- CONTENTdm – our product for managing images and a consortium project, managed by our Special Projects assistant

With the addition of WorldCat Local, all of the members of this disperse group have been working together because each of them has the expertise within their system, but together they can address how to make the systems connect to WorldCat Local.

One issue that we have tried to continually address without the addition of new staff, is to make adjustments according to our immediate needs and the skills that existing staff possess. An example of this was the assignment of responsibilities for managing the Honors Projects in Digital Commons to the Reserve Supervisor. Her expertise in managing PDFs and the decline in number of electronic reserves, made it a natural transition and she has demonstrated exemplary skills in managing and promoting the new service. In addition, during a period when the library supported the campus website, we temporarily assigned a librarian to assist the Director of Web Services to assist specifically with updating and assisting departments needing assistance with specific short-term projects. This position was modified when we were able to acquire a fulltime position to assist the Director of Web Services. The position was then moved to assist Interlibrary Loan services at the time we implemented WorldCat Local. Another example is the transition of a fulltime cataloger to .5 cataloging and .5 interlibrary loan. This was to address a trend in receiving more books shelf-ready (already processed with a call number and ready to be shelved when they were received in acquisitions) and a growing need in interlibrary loan. As we prepare for the eventual retirement of two key senior staff members, we take into consideration the need to adjust responsibilities again according to existing skills in existing staff members

Strengths/Challenges

One strength of this arrangement is the fact that we have a certain level of built-in redundancy that helps us during those times when one staff member is out for an extended period of time. A weakness of this arrangement is the fact that so many individuals need to maintain an understanding of a single complex system that will change over time and it is difficult to coordinate all efforts.

Our outside review of technical services in 2005 provided evidence that our overall staffing level was low in comparison to our peers. Recognizing the changes in the economic landscape since that review, we still believe including the comparison data and summary of the review are worth noting. See Appendix C.

Collections

Introduction

The Associate Library Director for Collections oversees acquisitions, serials, electronic resources, cataloging, collection development, preservation and digital collections. In addition to the collections associate library director position, there are an additional 4.83 FTE staff plus student employees who perform the work in these areas. Staffing has changed over the last ten years and additional duties have been added; primarily in the areas of managing digital projects and electronic resources of all types (see below). 3 of the 6 staff in collections are librarians and therefore also work on the reference desk, serve as departmental liaisons, and participate in the library instruction program in addition to their core duties.

In 2005, collections operations and work-flow were analyzed by R2, a library consulting firm. Nearly all of the recommendations brought forth from that report¹⁷ were implemented. An additional positive outcome of the work that we did reviewing our processes was a shift in culture. Collections staff have continued to explore how to work smarter and to let go of perfection when it is hindering service, progress, or where the benefit is not worth the cost. Working smarter and more efficiently is also necessary to accomplish our work with the small number of staff in collections.

Collectively, collections staff either fully manage or contribute to managing several systems including our

¹⁷ A copy of the R2 Consulting report is available upon request.

ILS (III Millennium), our discovery layer system (WorldCat Local), a book vendor profile system (Coutts OASIS), our proxy server (EZProxy), the link resolver and A-Z systems (SFX), a digital collections system (CONTENTdm), our electronic resource access management system (Libdata), and our homegrown electronic resources management system. In the past 10 years, technical expertise to manage and develop these systems has grown significantly.

The following sections describe in more detail the activity in each sub-area of collections.

Acquisitions

Staffing

Over the period of the last 10 years, the library's acquisitions operation has undergone significant turnover in staffing. Our single acquisitions staff position was vacated in 2006, briefly held by a recently graduated student employee in the summer and fall of 2006, officially filled in the fall of 2007, and vacated again in summer 2008. To cover leaves of absence in this position in 2007-2008 the library hired our current acquisitions specialist in March 2008 on temporary status to augment the acquisitions operations. This individual was re-hired part-time through November 2008. From December 2008 this employee has supervised the acquisitions operations of the Library full time.

Over this same 10-year period, student staffing levels have fluctuated, ranging from no Acquisitions Student Aides to as many as three Acquisitions Student Aides. During the period 2008-10 the role and tasks of the Acquisitions Student Aide has been successfully merged with that of the Cataloging Student Aide resulting in greater flexibility and the ability to adjust to changes in the workflow between the two areas. Currently, 4 full-time (i.e. 10hrs/wk) Cataloging/Acquisitions Student Aides are shared by the cataloging and acquisitions operations during the school year, and 2 full-time (i.e. 35 hrs/wk) during the summer—during which time special projects are also facilitated.

Strengths

- efficiently utilizing student work hours
- effectively integrating workflow with cataloging
- commitment to a service-oriented approach
- encouraging faculty-library communication
- utilizing and incorporating available technology
- emphasizing flexibility and nimble approach to workflow

Challenges

- only one staff member in acquisitions
- incorporating e-materials into workflow
- initiating changes to workflow using OASIS
- transferring standing orders to Coutts
- overcoming non-redundancy, i.e. no backup for several processes without compromising other integral operations
- making full use, and/or increasing use, of student hours as workflow and tasks evolve

Technology

In 2000 library acquisitions ordering was still primarily paper based and utilized multiple vendors, although Blackwell was primary. In 2001 the CLIC consortium converted from the Dynix ILS to Innovative Interfaces Inc.'s Millennium. Following this conversion, the percentage of FTP ordering increased via the Millennium interface. In 2009 roughly two thirds of orders for physical materials (e.g. books, DVDs, CDs, etc.) were placed with the primary vendor utilizing electronic ordering and tracking. This is down slightly from 2005 when 75% of firm orders were placed through Blackwell via FTP. The

shift is due largely to an increased demand for a) non-book media, b) foreign language material, and c) rush orders.

Although currently available technology is not fully utilized (due in part to the unanticipated dissolution of Blackwell N.A. and loss of the Collection Manager online system), current plans call for a full adoption of the attributes of the Coutts OASIS collection management system. Over the last 10 years a concerted effort has been made to fully integrate faculty in the selection process. At present, selection is user-driven by faculty and augmented by library staff input. This process can be fully automated using the OASIS system, but will entail orienting faculty selectors to a new process.

Regardless of the selection process, orders are pre-searched and bibliographic records identified individually per order, then downloaded one-by-one into Millennium. An individual order record is then created and “hung” on the order record. As the development of the Macalester collection diverges from its consortium partners in CLIC, the percentage of records already existing in CLICnet has decreased. For example, in 2005 for 76% of firm orders placed, a bibliographic record already existed in CLICnet. Today’s percentage is closer to 50%. The OASIS system will allow for batching and automate the creating of order records.

The Millennium system’s ability to track fund balances and, in general, supply up to date accounting information has improved and aided record keeping for Acquisitions. Also, on-going technological improvement and adoption of payment options by the college has shifted the actual payment function from college Accounts Payable personnel to library staff via authorization and utilization of purchase cards. This has streamlined the actual purchase operation giving the library more control of the process and eliminated the time-consuming purchase order/invoice practice. However, it has also added significant accounting and reconciling functions to the job descriptions of our single Acquisitions personnel.

Trends and Major Anticipated Changes

E-resources

The acquisitions operation of the DeWitt Wallace Library will see (and has seen) increased utilization of electronic media. This will directly affect the ordering and accounting processes. In 2009 Acquisitions staff has taken over the payment and Millennium updating for electronic journals and databases. The collection will also see an increase in the percentage of e-book materials and the subsequent necessity of coordinating the varied e-book platforms. The percentage of non-book, and non-English materials will continue to increase. Long term, one can suppose print ordering will decrease and funds will need to be reallocated to mega-e-resources as they come online.

Print materials

In the short term one would expect print ordering to remain relatively constant. However, long-term as e-materials increasingly replace academic print products, we may realize a decrease in print ordering resulting in less time delegated to physical processing. E-materials that can be used as reserve reading will in the long-term reduce rush/reserve ordering.

Primary book vendor

In the near future we need to anticipate that significant staff time will necessarily be committed to facilitating the transfer of standing orders to a new vendor, and in training/orientation to effectively utilize a new ordering system and fully integrating faculty involvement.

Staffing

In 2009 responsibility for payment of databases was shifted to Acquisitions. E-book and E-classified serials are increasing and outside the current workflow. Purchase of foreign language and non-book media are increasing and outside the primary workflow.

At present 1 full-time library staff member facilitates, coordinates and supervises the non-periodical acquisition operation. The acquisition operation can be seen as made up of three sub-operations: a) ordering, b) payment/accounting, and c) receiving. The ordering process includes discovery, pre-searching, order placement, and Millennium maintenance. Payment includes p-card reconciliation, database invoices & other related invoices, record keeping, and Millennium maintenance. Receiving includes unpacking materials, physical processing (e.g. stamping, flagging, etc.) and Millennium maintenance. Only receiving functions and standard ordering (i.e. via major vendor only) functions can be facilitated by student employees. Areas of increase are in the non-student assisted portions of the workflow.

It is unclear whether full implementation of the Coutts OASIS system will or will not increase time available for increasing accounting activities. In the long run however, adopting OASIS and Coutts should help mediate the increased non-standard and non-book-media ordering functions.

Serials

Staffing

In 2000, two primary staff members were dedicated to managing the serials collection. The Serials Manager was responsible for managing the periodicals collection (including ordering, invoicing, claiming, and staff management), implementing new systems (such as the Millennium system, which the library migrated to in December, 1999) as they related to Periodicals, managing the overall preservation of the library collection, and dealing with newly introduced electronic collections, such as JSTOR. This staff person also managed the student employees that handled check-in and processing of the print periodicals collection. As the Library began subscribing to more online content, this position also had responsibility for reviewing and negotiating license agreements, in partnership with the Team Leader (now Associate Library Director, Collections) and Library Director. When our link resolver, SFX, was added, this position was heavily involved in setting up and maintaining that resource. The second staff member, the Periodicals Assistant/Bindery & Preservation Specialist, assisted in the supervision of student employees and managing the binding and mending functions in the library. In 2003, as electronic resources and systems grew, this employee began assisting in the maintenance of the link resolver as well. 15 students were employed by periodicals/mending at this time: 10 worked in the periodicals office area; 3 worked as binders (doing in-house binding of periodicals) and staffed the lower level periodicals desk; and 2 worked as menders and staffed the lower level periodicals desk. The Acquisitions Specialist dealt with the management of the print Classified Serials Collection as well as payment of invoices for online Classified Serials (databases, online A&I's, etc.).

In 2005, a change in personnel and changes in the needs for this area led to a shift in the key positions for Serials. The Serials Manager became the E-Resources and Serials Librarian, with a focus on managing all aspects of electronic resources. This librarian also contributes to the reference, instruction and liaison program. The Periodicals Assistant/Bindery & Preservation Specialist was replaced with the Serials and Preservation Librarian, who has primary responsibility for the print serials collection (ordering, invoicing, claiming, all student employee supervision, oversight of day-to-day periodicals processing and management, and coordination of the binding and mending functions). This librarian also contributes to the reference, instruction and liaison program, and is responsible for preservation tasks such as disaster planning and response. In 2005 there were 12 student employees in Periodicals/Mending: 5 in the Mending/Bindery (this was the first year that Periodicals did not staff the Lower Level Lab desk. Lab student employees took over doing use counts and shelving of periodicals); and 7 in the periodicals office area. By 2009, the number of student employees decreased further, to 7 students: 2 in the Mending and 5 in Periodicals. The decrease in Mending/Bindery students was due to the fact that in 2000 the Library was informed that the binding machinery we had been using for in-house binding would no longer be supported. We were able to use the equipment until fall of 2008. From 2001 to 2007 in-house binding was phased out and titles were switched to commercial binding. The decrease in Periodicals students has been the result of our conversion from a predominantly print serials collection to a predominantly

electronic collection. Students are now utilized in new ways in addition to their traditional duties: checking over the EBSCO renewal list, entering data for usage statistics, and working on tasks that would have been done by professional staff members in the past.

Strengths

- Consistent, experienced staff
- Making good use of student employees and developing student employees to achieve their potential
- Faculty willingness to accept the transition from print to electronic resources
- Work effectively with Tech Support Desk students, who do use counts, shelving, and daily newspaper processing
- Ability to be flexible in providing access to resources

Challenges

As we prepared for the 2011 serials review, we found it was very challenging to identify titles that could be moved to online-only (some publishers are not offering that option, or they require you to purchase a whole package of titles in order to get online-only access to the one title you want). We will need to review our plan and adjust accordingly based on the challenges we experienced this year.

The Serials and Preservation Librarian has not had as much time to devote to routine serials work as is needed to manage the number of titles transitioning to electronic formats due to her many and varied job responsibilities. This is improving as the number of print titles decreases.

As we transition to a predominantly electronic collection, we will need to find new ways to utilize our student employees, possibly in gathering use statistics, doing data entry, testing, etc. In addition, once the transition work is complete, the Serials and Preservation Librarian position will need to be evaluated for revision.

The E-Resources and Serials Librarian, the Serials and Preservation Librarian, and the Acquisitions Specialist have met regularly to try to sort out which position will manage which resources (paying invoices, ordering, etc.), as it is confusing when titles move away from a print-only format.

As the Library looks to repurpose various parts of the building, we will need to evaluate the titles in our print collection and determine which titles to retain. Major weeding and shifts in the print periodicals collection took place in 2001 and 2005, and it is anticipated that a major shift will be done following the withdrawal of the volumes covered in JSTOR.

Technology

Providing accurate, understandable access points for our serials collection is a challenge within the WorldCat Local platform. As it stands, the Journal Finder is the most accurate reflection of access points for our serials collection, but our patrons are generally not inclined to use that resource.

We currently use our ILS for tracking funds, which has some limitations.

Trends/Major Anticipated Changes

In November, 2007 the Serials and Preservation Librarian and Library Director attended a NITLE/ITHAKA-sponsored workshop on "Transitioning to Electronic-Only Journal Collections." Following the workshop, an aggressive plan was developed to transition our print periodicals collection to a predominantly electronic collection. The goal was to shift from a print collection of 1123 titles to a print collection of 200 titles in four years. We also adopted a policy that the preferred format for new journal titles will be the online format. 240 titles were migrated to online-only in 2009; 240 in 2009. As of May 2010, we have 560 print journals and 23 newspapers. We are also evaluating the bound print

collection for titles that can be withdrawn, and are in the process of withdrawing all volumes of titles that are included in JSTOR.

We will continue to see a shift to a predominantly electronic collection. We also anticipate less emphasis on retention of collections in-house and more on-demand resources such as pay-per-view. We expect that many newspapers, popular press titles, and newsletters will give way to transient Web versions rather than being retained as print subscriptions or archived PDF formats.

We have worked on streamlining our workflow over the past 10 years. We now only claim serials when a pattern of missing issues is noted. We no longer replace missing issues prior to binding unless there is a compelling reason to do so. We put newspapers out without placing them on rods. We have looked for small ways to free up time for more critical projects. We see this trend continuing in the future, probably in concert with repurposing our student employees.

Eresources

Staffing

Early on, responsibilities for managing electronic resources was split among a variety of staff. The Serials Manager was responsible for reviewing and negotiating license agreements, keeping records, paying invoices for the online periodicals, and setting up access points for online journals. Payment of online Classified Serials was handled by the Acquisition Specialist. Trials were requested by a variety of staff. The proxy server was managed by our Systems Librarian. Setting up access to databases was handled by web staff. Over time, the E-Resources & Serials Manager (a newly configured position in 2006) has taken on many of these tasks, including: trials, reviewing and negotiating licenses, managing proxy server, setting up access points to ejournals and databases, troubleshooting resources, and gathering usage data.

Strengths

As our electronic collection grows, we are able to provide more access to our resources than we ever could with our print collection. With some changes to how we spend end of year funds we have been able to take advantage of some one-time purchase of electronic collections which have helped us to provide depth to and primary source materials in certain areas of our collection.

Challenges

It is a challenge to build and maintain the electronic collection (and the serials collection as a whole) with a flat or reduced budget. The enormous growth of materials in this format also creates challenges in the management of the collection, especially without a robust Electronic Resource Management System (ERM). It is a significant and growing task to keep track of administrative data about each publisher/platform (especially in a way that other Library staff can easily access the information if needed), to troubleshoot access problems with several different providers, and to gather usage data from a variety of platforms.

Technology

Technology and standards have changed over time. Usage data, for example, is becoming more uniform due to the COUNTER standards. While gathering and managing usage data is still very challenging, there are efforts to help simplify the process. SUSHI standards will be another way that technology can help with making the statistics gathering easier. Technology has also begun advancing in ways that let the user view and manipulate the online content in ways that weren't originally possible. Technology of link resolvers has grown and been more widely implemented, thus making our content more findable for our users.

Trends/Major anticipated changes

One of the biggest trends over the last 10 years has been a migration to the online format. This holds true

for our journal and reference collection, as well as a slower start for our monograph collections. The percentage of our collection (and the dollars supporting it) are definitely tipping in the direction of the online format. Another trend that we are testing is transactional access to articles (Pay-Per-View). We have seen some success with our Elsevier/Science Direct PPV program and we are now expanding this service to Ingenta.

Electronic Resource Management Systems (ERMs) are another technology that has advanced over the last several years. We do not currently have an ERM, however we hope that will change in the near future. However, we also know implementing an ERM is no small task. The number of e-resources that we are managing has grown significantly over the last 10 years. We've had multiple systems in place to help with management of these resources (e.g. Access, Millennium, Excel spreadsheets, Word documents, paper files), but we are at a point where we need to consolidate this data and make it more readily available to our staff and to the public. We have yet, in our exploration, to find an ERM that fits our needs and our budget.

Cataloging

Staffing

Ten years ago there were 3 full time staff in cataloging. Less than 5 five years ago, 1 full time position was eliminated and the FTE was used to round out staff in other areas of the library. Presently we have 1.5 FTE in cataloging. Our half time cataloger also works in Interlibrary Loan. Cataloging consistently has 2-3 student employees. Starting this year student employees have been cross-trained with acquisitions processes, resulting in the use of 4 student workers in cataloging. This helps ensure that a student is available every day if needed.

Primary duties of cataloging staff

Full time cataloger:

Creating original cataloging records for electronic materials such as ebooks, compact discs, oral histories etc. and material in foreign languages using the international cataloging standards. Monitoring changes to cataloging rules and applying them in a shared cataloging environment and alerting other staff when the changes will affect patrons. Supervise the cataloging, routing and processing of the classified serials. Coordinating the routing decisions for the classified serials with the reference librarians. Supervising and training students and organizing projects. Performing authority control and coordinating this function with consortium partners.

Part time cataloger:

Extended editing of incomplete MARC records by applying rules, assigning call numbers and exporting updated OCLC records for new books and videos/DVDs. Maintaining the accuracy of the shared and international OCLC databases by correcting the essential information in the records. Supervise the withdrawing of materials from the collections. Training students in processing and copy cataloging and overseeing their work. Cataloging all of the rush materials. Coordinating workflow of rush reserves materials with the Reserves supervisor.

Cataloging students:

Perform copy cataloging of Library of Congress created records. Processing of all types of materials which includes creating labels, edge stamping. Provide a level of quality control by matching the key access points of the item with the record. Processing the classified serials and rotating the materials from the reference collection to the stacks or to be withdrawn.

Strengths

The 2 current staff members in cataloging have been employed in the library for many years (1 FTE = 31 years, .5 FTE = 16). Between them they have in-depth knowledge of the catalog and collection. There is very little or no backlog, even with the significant cataloging projects over the years. Use of student employees helps ensure that the work gets done in a timely manner.

Macalester belongs to Cooperating Libraries in Consortium (CLIC). We share our Millennium catalog among 8 schools and we share bibliographic records. This arrangement affects daily work and decision-making since there are certain agreed upon standards that we adhere to in order to be able to function as a group and to provide a high level of service to patrons through the catalog. Participation in CLIC adds another layer to the work we do in many areas of the library, notably the development and maintenance of the catalog.

Challenges

The primary challenges in cataloging are ongoing changes to technology and cataloging rules, the proliferation of new types of material that need to be cataloged (e.g., ebooks, oral histories, streaming videos and audio files), and the increase of foreign language materials. We also have a significant number of materials that are rush ordered and this impacts the work in cataloging as well.

Technology

In the last 10 years we migrated from Dynix to Innovative. We also implemented Worldcat Local 2 years ago and this adds a layer of data correction and management for catalogers. We use an electronic inventory system and various programs for creating spine labels, etc.

Trends/Major anticipated changes

We anticipate continued growth in electronic formats and foreign materials. New cataloging rules Resource Description and Access (RDA) are coming in June of 2010. The migration to a new primary book vendor in summer 2010 will likely affect cataloging workflow. We will also be exploring added services, such as cataloging services, when we migrate to the new book vendor.

Collection development

Staffing

There are no staff fully dedicated to collection development as a standalone function. The Associate Library Director oversees all collection development operations. Serials and e-resources staff manage those areas of the collection. The Associate Library director does the majority of the selection for collections paid out our Library General budget and endowed funds. However, faculty select the majority of the resources for the collections. Departments are allocated portions of the library collections budget to select books, media, and journals. E-resources decisions are made primarily by the library with input from departments. Currently, faculty select 57% of our collection annually and the library selects 43%. The faculty select 88% of books and media and 69% of our serials. The library does not review or second-guess faculty selections unless price, format or licensing is an issue. As long as our collection development policy is followed (see Appendix E) we allow them the liberty to choose titles as they deem appropriate.

Strengths

Our method of distributed collection development allows us to expend our budget with minimal library staff involvement. In addition, we are able to rely on the deep subject expertise of faculty and therefore are not required to build that subject expertise within library our small library staff. Having faculty perform most of the selection may mean that what we are purchasing is more directly connected with the Macalester curriculum, but there is now way to know that for sure.

Challenges

The reliance on faculty selection, while beneficial and perhaps even necessary in our environment, creates a collection that is highly dependent upon the time and expertise of those tasked to do this job. The ability to devote the time and resources to do this task can be significant. Plus, it is difficult to know if faculty are selecting titles that cover the curriculum and subject matter broadly or if they are focusing on certain areas that they are more familiar with or focused on. There is significant turn over in faculty who are assigned this collection development task and we therefore do not build up significant expertise over

time. The library struggles with keeping the faculty appropriately trained and informed on all they need to do to perform this task well.

Our collections budget as remained relatively flat in the past 5 years. We have become more creative in how to build the collection over time and a primary focus is on retaining what we currently subscribe to.

We are currently weeding the collection of multiple copies and have done small weeding projects. However, we will likely need to do a more comprehensive weed in the coming years.

Technology

We use book vendor and review systems, such as Choice and Blackwells, to support collection development efforts. We will be migrating to Coutts OASIS in the summer of 2010 and hope to take advantage of this system to automate collection development to some degree. We made minimal use of Blackwell's Collection Manager system due to its limitations. We are unsure at this point how receptive faculty will be to options like approval plans. At a minimum we anticipate using OASIS to generate faculty selection and ordering of the majority of our titles. Given the weaknesses of a highly distributed collection development system and limited staffing and faculty time to devote to collection development, more automation in this process is attractive from the library's point of view.

Trends/Major anticipated changes

The biggest change on the horizon is implement Coutts OASIS and the many options that will offer, especially related to collection development. We are also in the process of proposing and update to departmental allocations to bring them up to date with changes in the departments. Partnering with faculty on both of these endeavors is critical and we are hopeful that we will succeed on both projects in order to continue to build the best collection possible for Macalester.

We will also be exploring cooperative collection development possibilities within our CLIC consortium. While this subject has been discussed in the past, it never resulted in any action. The CLIC-wide migration to Coutts gives us opportunity to open up this discussion again and we are hopeful that we can better coordinate our collection development efforts for the good of all of our institutions.

Archives and Special Collections

The library currently has no staff assigned for Rare Books and Special Collections. The last librarian who managed acquiring rare materials left the library in 2000. There is one weakness in that we have endowed funds designated for spending in Rare Books, but with little use and no one to manage the collection, we have not added to this collection for some time. We do not foresee the addition of staff, and we cannot allocate any current staff to Rare Books. Thus, we remain uncertain regarding what direction we should take in the Rare Books and Special Collections.

As mentioned earlier, we hired our first professional librarian to manage the college archives in 2005. Her position is .5 FTE in Archives and .5 FTE in Reference. A significant amount of her time has been spent in organizing the collection, which has suffered as a result of lack of attention for several years prior to her hire. The archives collections include:

- Administrative records
- Personal papers
- Yearbooks and course catalogs
- Faculty publication
- Student honors projects
- Student life and organization materials
- Photos
- Blueprints
- Audio and video recordings

In 2007, the archivist implemented our Oral History program to capture the history of Macalester through individual perspectives. We have interviewed more than 66 individuals including: 8 retired and newly tenured faculty, 9 former presidents, Board Chairs, administrators, and staff; 9 alumni spanning the Class of 1935 to the Class of '64. PDF transcripts and mp3 audio files of some of the interviews are available in our CONTENTdm collection, while PDF transcripts of some are available in our Digital Commons. We are currently working on uploading some of the videos to our streaming service accessible through DigitalCommons. Our archivist has also been successful in acquiring grants to help support and improve our operations.

Our archivist was instrumental in coordinating our project in 2005 to digitize our MacWeekly, the student newspaper. The 1914-2009 issues have been digitized and are available online <https://www.arcasearch.com/us/ml/?paper=> We have digitized the *Macalester Today*, our alumni magazine, from 1986 to the present. Issues are available in the Digital Commons:

<http://digitalcommons.macalester.edu/macalestertodya>

The archivist has also worked on the Minnesota Reflections project (<http://www.mndigital.org/reflections/>) which provides digitization for historical images. Over 263 historic photos have been digitized and are publicly available. Copies of our images will also be found in our CONTENTdm collection.

Strengths/Challenges

Our greatest strength is the addition of the part-time archivist. She has been able to successfully pursue grants to help fund projects to improve archive services as well as fund digitization projects. The greatest challenge is the fact that there is so much work and our archivist is only part-time. We feel that the history of the college is compromised by the lack of resources for the archives program. We know that we should be pursuing the development of a campus-wide records-management program that addresses how to retain the digital materials that have largely replaced print records and help us preserve the history of the college. A second challenge is the fact that we are running out of space in the archives. During the summer of 2010, we increased storage space by adding a secure annex in the children's collection space to house print copies of Honors papers. This will alleviate the space problem temporarily. One option would be to develop a program to systematically digitize the print materials and then store those materials offsite. This project, along with a records-management program would require funding as well as temporary staffing to help us manage such a project.

Public Services

Introduction

Public Services areas of the library include circulation/building operations, reserves, interlibrary loan, and reference/instruction. Reporting to the Associate Director for Public Services are 7 staff members, comprising 6.37FTE. Of particular interest: 3 staff members (2.62 FTE) will likely be retiring by the end of Spring 2011.

Circulation

Circulation is responsible for building and collection security, as well as the circulating and shelving of library materials. In addition, circulation handles all aspects of borrowing and lending between our CLIC consortial partners, as well as the lending side of requests (VDX) coming in from libraries using the state-wide MNLink system.

Staffing

Dedicated Circulation staff include a .75FTE person who works days during the academic year, and 1.0FTE who works evenings/weekends during the academic year, and days during the summer. In addition, our Reserves person spends approx half of her academic year time as the "go-to" person for

circulation/reserves questions that come up beyond the capabilities of student workers/managers. Student Managers are highly trained and are relied upon for nearly all aspects of regular day-to-day processes and procedures, and are capable of opening / closing the building during times of staff absence, or times the building is open only to the Macalester Community (6:00-10:00PM Saturdays).

Strengths

- CLIC consortium membership--the "holds" system is heavily used, and works very well at circulating materials between member libraries.
- Excellent customer service orientation, and a high level of building stewardship.
- Building use is up--fall semester 2009 showed a 20% increase in gate count use of the library over the previous fall. When adjusting for higher fall 2009 on-campus FTE, the increase is still 15%. Changes made to space on the main level are at least partly responsible for this increase. Additional workstations were added, as well as a technical support desk, and stacks were rearranged to create a much more open feel with improved sightlines and traffic flow.

Challenges

- Increasingly library staff are taking part in various initiatives that may pull them out from behind service desk areas, and often out into collaborative projects with others on campus. While this is a good thing, it also means that there is an increasing reliance on front-line student employees, which can sometimes be a challenge toward maintaining the highest standards of service to customers.
- Evening/Weekend person has very limited overlap with other staff. This becomes a challenge in that the person in this position is hard-pressed to be part of taskforces and other initiatives that would require meeting with other staff on a regular or semi-regular basis. As the nature of our work becomes more project-based, with a limited amount of staff to work with it becomes increasingly challenging to have one position that is often essentially out of the loop and must spend extra time playing catch-up with things that are going on.
- Demand for increased building hours. The "intensity" of this demand ebbs and flows, but it does not go away. One challenge is that generally speaking, faculty want expanded hours during break periods so they can catch up on their scholarship and plan for upcoming courses, while students want more hours during the semester, including later evening hours as well as earlier opening time on weekends. Beyond obvious staffing shortages, our urban environment becomes a challenge when thinking about later-night access, and security of people and collections.
- Media collections in disparate locations. All library and media services collections are represented in the same catalog, and it is always a hurdle to explain to people that certain materials are not housed physically in the library building, but in a separate location with different (more limited) hours of access. Media materials are increasingly relied upon in pedagogy, so this issue will not go away any time soon.

Technology/Systems

- In ten years we have moved from Dynix and dumb terminals to III, Millennium and PCs in the circulation area. Millennium has proven quite stable in recent years. In Fall of 2008 we added WorldCat Local, which scrapes status/availability from III.
- We are leveraging the circulation system to partner with a campus organization (MacBike) to check out keys to bikes. This has been a successful partnership.
- Kindle checkout was started in the fall of 2009 as a pilot. Staff were able to share our experience via a NITLE webinar.

Trends/Major anticipated changes

- Staffing: Day time academic year staff person is retiring as of Spring, 2010. We are doing a temporary, one year hire as a replacement as we go through this self-study/review to help discern the best path to follow with a permanent replacement. Related--Our Reserves/Repository person (who also helps be a staff presence at the circulation desk) plans to retire in Spring of 2011. We

look for "collective discernment" in this area as well as we consider both of these replacements in light of library-wide needs.

- Circulation drop: While we saw a slight increase in annual circulation following the introduction of WorldCat Local, this can be attributed to our holdings displaying first, which they did not do in our legacy OPAC. Longer term we foresee a decrease in book circulation as e-format preference continues to increase.
- Space for circulating collection: the building is nearly at capacity; we are nearly finished with a "copy 2 weed" program, and will need to think seriously about further weeding if we are to continue to acquire new materials at the current pace.

Reserves

In addition to traditional print reserves, we have been doing e-reserves for many years (the U of MN came to visit us to see how we were doing it). Copyright questions naturally occur within reserves operations, and our reserves staff person has become our "go-to" staff person for all things copyright related. We offer a copyright permissions service in which the library pays any associated fees for classroom material use that goes beyond fair use guidelines. As we explored institutional repository (IR) options, our reserves person took on management of the service that we chose (the BEPress digital commons product). The initial push of the service related to student scholarship and working with honors students to help them disseminate their work while retaining their copyright. The Reserve desk portion of the circulation area also handles circulation of the library's popular DVD collection, and Music CDs.

Staffing

Our Reserves staff person is a .87FTE position. In addition to oversight of Reserve operations, this position currently splits daytime circulation desk oversight with the circulation daytime staff person. Student employees are very involved in reserve operations. In addition to checking out/in reserve materials, a student manager handles e-reserve scanning (PDF creation).

Strengths

- Customer service remains a strength, both internally (within the library) and externally (with faculty and students). There is a close working relationship with acquisitions and reserves that is critical as we prepare for each new semester. We are able to cope with "late-breaking" faculty reserve requests in quick fashion.
- Innovation--our early move to electronic reserves, and the later addition of repository management would not have been possible without a spirit of trying new things. We have been successful at sharing our experiences with these projects in various professional development settings.

Challenges

- Retirement of reserves staff person is on the horizon (Spring, 2011). It will be no small task to replace the level of expertise we have come to draw on an almost daily basis--especially in the area of challenging copyright questions.
- DigitalCommons--Our initial repository focus on student scholarship (honors theses) has been supplanted with numerous journal publications that include both student and faculty scholarship. Most recently, we have started using DigitalCommons as a conference proceedings platform, and are in the early stages of developing conference proceedings as a service we can offer to campus academic departments as a way of supporting symposia they are hosting. As our DigitalCommons instance expands and we continue to add new services and content, we will need to both be sure we are using the right tool to accomplish our objectives, and review our staffing model to ensure development of the broadest possible expertise with the various components of the system.
- While Library and Media Services are now back together structurally, physically the departments remain in separate locations, with separate reserves operations. This often creates confusion for

students, especially since more and more non-media-centric departments are using media in their teaching.

Technology/Systems

- Reserves/e-reserve information are searchable by course or instructor within our III "legacy" OPAC. (We use WorldCat Local for other discovery, with the OPAC as backend). We use Adobe Acrobat for PDF creation for e-reserves.
- We use the Copyright Clearance Center for our reserves permissions service
- Integration with campus learning management system--all Moodle courses have a custom "channel" that includes a scripted link into our OPAC for reserve materials for the course.
- Institutional Repository--we use BEPress DigitalCommons for our repository tool.

Trends/Major anticipated changes

- Recent Faculty survey showed that 70% of those who do not use library reserves, use Moodle for course materials. We are in the very early stages of discussing how we might move away from traditional library support of e-reserves, to a model in which we assist with loading readings directly into Moodle. While this change would separate e-reserves from print reserves (the current system keeps them together in one list), it would also mean additional protection in the sense that e-reserves would be only available to members of the course within their course moodle, as opposed to the current system in which any one on campus (or off-campus with basic authentication) can access readings.
- Textbook pricing/changes--We just completed the first year of a successful initiative partnering with Macalester Student Government in which they provided funding for purchase of textbooks for 4 heavily enrolled intro-level courses, and we put them on reserve. Materials were used heavily, and the program is being expanded for 2010-2011. This program was in response to increased student awareness/concerns with the high cost of textbooks. If textbook pricing concerns continue, we may see more faculty using reserves as another option for their students.
- Mobile device use--we seeing increasing numbers of students checking syllabi via smart phone devices when looking to see what materials they need to read for class. We will need to keep reserve material access in mind as the library develops our plans for mobile device access.

Interlibrary Loan

The introduction of WorldCat Local as our catalog in fall, 2008 ushered in a new era for ILL. We expected increases in borrowing, and adjusted staffing accordingly. Borrowing requests did spike up significantly, more than doubling over the previous year. Preliminary data for 2009/2010 show a leveling off in overall requests, however returnable item (mostly books) requests are still increasing. Notes on data: As a member of CLIC, we share a catalog, and our students can readily place hold requests on materials at other CLIC libraries, as well as check materials out onsite at those libraries. For clarity in data collection and reporting, we began counting all checkouts to and from consortial partner libraries as ILL transactions (regardless of whether they were checked out at the member library, or initiated via a hold request).

Staffing

ILL has always been structurally tied closely to Reference Services. A Reference/Instruction Librarian has always been the head or manager of ILL operations. Currently the person coordinating ILL also participates actively in Reference, Instruction, and Department Liaison activities, so it is difficult to give FTE amount for ILL. In addition to this individual, we have a .75FTE librarian who spends the majority of her time on ILL, along with another staff person who is halftime cataloging, and halftime ILL support. During peak times of year, other reference librarians routinely step in to help out with borrowing request processing. As is in all areas of Library and Media Services, student employees are critical in ILL--most of them work both in ILL and at the reference desk, so become familiar with backend processes and procedures, along with the standard types of ILL-related questions that come up from a public service desk standpoint. Students who work at the reference desk are responsible for initial verification of all

incoming borrowing requests.

Strengths

- ILL's close ties to Reference/Instruction provide excellent linkage to the instruction program in the sense that those doing the bulk of instruction have a fairly deep knowledge of the ILL playing field, and are able to communicate that knowledge to students.
- Our commitment to WorldCat Local is akin to saying "we will do whatever we can to obtain materials you may discover." While there is a shared sense of this as a strength, it is one we are still growing into as we work through an ever-increasing request load (especially on the borrowing side for returnable materials).
- CLIC membership--At the heart of our 40 plus year membership in Cooperating Libraries in Consortium (CLIC) is resource sharing. Together, the collections from the eight institutions in CLIC comprise 2 million volumes, four times that of our collection. Twice-a-day courier delivery, and the ability for our patrons to check things out on site at member libraries makes resource sharing extremely effective.
- Minitex membership--Minitex is an information and resource sharing program of the Minnesota Office of Higher Education, and the University of Minnesota Libraries. As a member, we participate in a highly developed network of multi-type libraries in the upper mid-west. The bulk of our ILL activity beyond our immediate CLIC partners is routed through Minitex. Minitex is housed at the University of Minnesota, and provides our faculty and emerging student scholars with invaluable access to the collections of an R1 institution.

Challenges

- The increasing awareness/reality of high textbook prices puts a burden on ILL as students attempt to obtain books required for class. Most often these materials--when obtainable--are not able to be borrowed for the duration of the semester, which has resulted in an increase in overdue materials and time spent working through billing issues, etc. Ultimately this topic could affect borrowing relationships if not resolved in some manner.
- While our membership in Minitex is extremely beneficial, "MII" is not a holding library code in the OCLC resource sharing system, so our ability to use "Direct Request" functionality is limited. This means we still are "touching" each borrowing request that comes in. Developing a way of moving to not having to "touch" Minitex requests would be a huge timesaver for us.
- Disparate systems for CLIC returnable requests and Iliad--While WorldCat Local has helped by bringing CLIC and the world together in one search, we still have to train users on two different ways of obtaining materials and tracking their requests. It would be great to be able to centralize requesting renewals, sending notices, tracking systems, etc.

Technology/Systems

- We use ILLiad, Ariel, Odyssey and VDX.
- Our link resolver (SFX) provides direct access to ILLiad request forms, passing through bibliographic data.
- Desktop article delivery has been in place for all non-returnables for a number of years. If we receive a photocopy, we scan and deliver it via ILLiad as a PDF.
- Pay-Per-View articles--ILL will purchase articles for students via established PPV channels (Elsevier ScienceDirect, and Ingenta) in cases where immediate access is required.

Trends/Major anticipated changes

- Better World Books now offers what basically amounts to a "borrow to own" service in which we can borrow an item they have for sale, and then prior to returning it we have the option to purchase outright. This could further blend ILL and Acquisitions efforts, providing a collection develop tool based on actual use of an item.
- We have started to conceptualize ILL in a new way. Instead of a way of filling inadequacies in our own collection, it is becoming simply an extension of our collection. As we strive to create a

research library experience at a small liberal arts college, ILL is the norm rather than the exception.

- Our current policy of limiting out of region requesting to faculty and honors/senior seminar students may need to be reviewed in light of research needs of all students.

Reference/Instruction

While the number of overall reference desk transactions has declined in recent years, we have seen a near tripling in the number of individual consultations from 2007-2008 to 2009-2010 (from 103 to 279) and have shifted our tracking efforts to these interactions, which primarily take place at the Reference Desk. Consultations run on average between 15 and 30 minutes, and have been working well as a way of marketing reference services. Instruction efforts in past years have focused on First Year Courses, and we were able to achieve 100% participation for a number of years in a row, which lead to the instruction being a required part of FY courses in recent years. (See Information Fluency section for additional background). Current objectives are addressing upper level course penetration, as we work to be more supportive to Senior Seminar, and Research Methods courses.

Staffing

We have 2 1.0FTE Reference/Instruction Librarians, and then 3 other librarians who contribute much of their time to reference/instruction work. In addition to these individuals, our Archivist is .5 time Reference, and Periodicals Librarian does a significant amount of reference and instruction primarily in her liaison department areas. All librarians are liaisons and thus now contribute time to instruction, especially during the first two months of the fall semester.

Student employees work the front line of the reference desk, referring non-directional questions to librarians who are available 8:30AM-9PM M-Th, 8:30AM-4:30PM F, and 1:00PM-9:00PM Sunday. Nearly all librarians at Macalester staff the reference desk at some point.

Strengths

- Individual attention--As our rapid increase in consultations suggests, one-on-one personal assistance is the hallmark of our reference service, and is the base level of our instruction program. For more on the instruction program, see the Information Fluency section.
- Doggedness--Reference librarians are tenacious, and will go the extra mile for students who seem to come in more and more with challenging questions and research topics that often cross traditional disciplinary borders.
- Linkage to ILL--Reference librarians are quite familiar with ILL and the ILLiad system, and can readily work with students needing to obtain materials from other libraries.

Challenges

- While the reference desk has become the place where many consultations take place, there are increasingly other times when staff are tied to the desk without much activity. While there is always other work to do at the desk, the question remains as to do we really need to be out "front and center" to the extent that we are.
- Staff turnover--One of the core reference/instruction librarians will be retiring in Spring, 2011. It will be no small feat to replace her expertise and to transition many well-established relationships with faculty.

Technology/Systems

- We use QuestionPoint to manage our "Ask Us" email reference and consultation appointment services, and Meebo for chat.
- We use LibData to manage course guides, and subject guides, along with our overall A-Z list of online databases and reference resources.
- We support students and faculty in using RefWorks for citation management. During the 2009-2010 academic year, nearly 1000 separate accounts were either created or used in some manner.

Trends/Major anticipated changes

- Disintermediation--while this trend has been underway for some time, it continues as we build better services and pathways to put bring resources to students at point of need. Still to come is another level of disaggregating library services from a single web site point of access, to a model in which the services are simply there where the students are. For example, we foresee a greater presence for the library and library services within Moodle courses. This presence could manifest itself in a number of ways, ranging from simple linking to library resources, to reference/instruction liaison librarians moderating "Ask-a-Librarian" forums within moodle courses.
- Reference E-books--We reduced our print reference collection by two-thirds during the summer of 2009 as part of our space reorganization project on the main level of the library. One criteria for paring was online availability. As we continue to add more online resources we will need to redouble efforts to promote these resources in creative ways, and leverage features that allow content to be pushed out to users at point of need.
- Outreach to other parts of campus--we have begun this process with efforts at supporting the study away program. For the last three years, reference librarians have been regular participants in study away orientation sessions, and have begun doing a limited number of consultation appointments with students who will be doing independent research will abroad.

Library Technology and Administration

Support for library technology is distributed throughout the library according to job responsibilities, but in addition we have staff that provide administrative and technological support for the entire library. Reporting to the Library Director, we have 4 staff members. Responsibilities include the library website, oversight of the entire library budget, student employment coordination, ILS support, management of computer labs in the library, computer and printing in both the public and office spaces, as well as the archives.

Staffing

Staffing includes the Office Manager, the Systems Librarian, the Digital Scholarship and Services Librarian, as well as the Archivist (.5 FTE.)

- **Office Manager** - This administrative position oversees the entire library budget and works closely with the Library Director in maintaining accurate records of expenditures in order to effectively manage our budget. Additional responsibilities include:
 - general oversight of student employment and oversight of the Moodle groups site for student employment; has served on campus Student Employment Advisory Committee
 - communication, publicity, and publications – produces library publications including the annual report, the READ posters, and library liaison bookmarks; manages the library campus calendar on the college events calendar
 - assists with collecting annual statistics for campus and national reports
 - processes reservation requests to use library spaces as well as coordinating reservations and events that are sponsored by the library
 - administrative support by ordering and maintaining supplies
 - technical support for campus publishing projects utilizing InDesign
- **Systems Librarian** – This position handles administrative responsibilities for our ILS. Each consortium library has an Associate System Administrator who handles matters related to the CLICnet system including upgrades, updating patron loads, and other related system maintenance needs. In addition, the Systems Librarian:
 - Manages the library public computers and oversees the Technology Support Desk on the main level and the lower level service desk that includes laptop checkouts
 - Provides maintenance and support for all public and staff computers in the library

- Coordinates the upgrades and replacement of computer equipment and software for the staff computers as well as the public computers
- Provides liaison support for two designated departments
- Provides training and support for web page production using Dreamweaver and Photoshop
- Oversees the printing support for the public computers as well as for the staff
- Coordinates the annual Library Technology Conference
- **Digital Scholarship and Services Librarian** – This position handles the overall maintenance and development of the library website. It was intended that this position also would help develop the library’s plan for promoting Scholarly Communication as well as becoming more involved in our publishing initiatives including our DigitalCommons. Currently the Digital Scholarship and Services Librarian contributes by:
 - Managing the library website including updating the news and contributing to the Scholarly Communication blog
 - Manages the open source product, LibData to manage our lists and guides produced online
 - Provides support as Liaison to two assigned departments
 - Serves on Consortium committees and task forces related to web projects
 - Manages data gathering for statistics using Google Analytics and working with the Electronic Resources Librarian to collect data from other resources
 - Assists with digitization projects that include video and media materials
- **Archivist** – This is a .5 FTE position, with the other .5 FTE assigned to reference and instruction. The archivist is responsible for administering, planning, developing, organizing, processing, and providing public service and access for the College Archives. (See page 34 for more details on the Archives.)

Strengths

The greatest strength is found in the individuals who are currently serving in these positions. The Office Manager is exceptionally organized and detail oriented and is a key component in helping the library in numerous ways. The Systems Librarian manages and trains a crew of student employees who provide key technical support for the library and for students using the library public computers. The recent development of the very successful Library Technology Conference is a tribute to the vision and original conception of an idea proposed and then executed by the Systems Librarian. The Digital Scholarship and Services Librarian has transformed our website to be an interactive and highly functional resource and has utilized technology to both streamline processes as well as deliver content in a more effective manner. He has also reached out to our colleagues in ITS to further technological integration in our web services. The Archivist is dedicated to improving our program for managing the college history, has been very successful in securing grants, and has an inexhaustible amount of energy. All four individuals have found creative solutions to challenging problems and have contributed to improving library services.

Challenges

The single greatest challenge is based on the fact that all four report to the Library Director. Each position has been added over time due to personnel changes, so while all four support the entire library, their positions were created at times when for expediency it was decided each position would report to the Library Director. With the exception of the Office Manager, it is time to reflect on our reporting structure and see if there is not an alternative to this current arrangement.

Trends

Previously, along with a member of ITS and a reference librarian, the Systems Librarian provided the training and support for campus offices who needed assistance with software products, and especially with web page design. This was done in support of User Education for the campus, as well as to support

the Director of Web Services who resided in the library. The retirement of the member of ITS and changes in an emphasis regarding support for campus is changing our role for User Education. In terms of the web, the campus plans to move to a content management system for the web, so we are evaluating our role in ongoing support.

A major trend is in the ongoing development of our scholarly publishing and digitization program. This is an area we expect will continue to grow and we need to ensure that we have appropriate staffing. With the pending retirement of the Reserves Supervisor, the whole workflow of managing the Honors projects along with the campus journals will need to be reviewed. The Office Manager has been developing essential skills in publishing tools such as InDesign. There is potential for her to move into areas previously managed by the Reserve Supervisor, but we need to evaluate how best to utilize her skills without a loss of administrative support.

Related Staffing Topics

- ***Student Employees***

The Library and Media Services could not operate without the support of our student employees. The Library employs approximately 125 students during the academic year. Their work is essential in every single area of operation. In recognition for the work they do, we provide several opportunities during the year to reward them, usually in the form of food. We provide a major meal during the fall and spring for all student employees. As part of orientation for new students we provide pizza. At the end of the year we recognize our graduating seniors with both a dinner and a book display. This year we put the student book choices on the web [<http://libdata.macalester.edu/exhibits/seniorbooks/index.php>] Until 2010, we announced the winner of the Jean K. Archibald Award for outstanding service by a graduating library student employee. Established in 2007 with an endowed fund as a result of a bequest of a former library Director, this award provides students with a cash amount of \$2000. In 2010, we transitioned to announcing the award recipient as part of the annual celebration and Community Recognition Awards Convocation sponsored by Student Affairs.

Strengths/Challenges/Trends

A strength of our student employment program is the close working relationships that develop between staff members and students. We are contributing to their development, and many staff have become lifelong mentors for some of our former student employees. A challenge is the reliance we have on our students in order for us to complete our work. During the academic year, absences by students can create workflow issues for us. An additional challenge is the ongoing training that is required for new students. Trends in certain areas, such as cataloging, include the possibility of less work for student employees in that area, but there is potential growth in other areas, such as supporting the technology desk and new services.

- ***Professional Development***

The library has been intentional in funding professional development opportunities for all staff members. A goal was established in 1998 with the stated purpose: "To provide every staff member an opportunity to develop or improve their skills and/or professional knowledge in order to continuously improve the quality of our services." It is part of everyone's performance review under "Learning Goals and Professional Development", and it is expected that each staff member will participate in at least one professional development opportunity each year. This can include attending a professional conference, or local workshop sponsored by Minitex, or participating in a computer class at the Science Museum. With the availability of many regional opportunities including the Midwest Educause conference, as well as our own technology conference, staff have a wide variety of options and are encouraged to participate as broadly as is possible. A particular highlight of our program occurred in 2005. In April 2005, the ACRL (Association of

College and Research Libraries) national conference was held in Minneapolis and every single staff member of the library participated in attending at least one session at this conference. All reported that it was a positive experience.

We provide a form for each member to report back to the entire group on their experiences at professional development opportunities. Using the Moodle groups forum, staff can share and identify reports or presentations that may be available for others to use online.

Strength/Challenge/Trends

A strength of this program is that we are able to fund at least one opportunity each year for every staff member. A challenge has been to ensure that everyone takes advantage of this opportunity. A number of younger staff members have young children and that makes travel to national conferences difficult, but we have tried to emphasize taking advantage of local opportunities, including training at the Science Museum. Trends continue to indicate that ongoing professional development is essential in keeping us informed of new developments in information technology and academic libraries.

- ***Diversity Plan***

Tommy Woon, Dean of Multicultural Life, approached the Library staff about doing a Diversity Plan in 2008. Beginning in June 2008, a Diversity Plan Steering Committee was formed with the objective to create a diversity plan for the library to be shared with the broader community. Over the course of a year we held regular meetings to discuss what our diversity plan should look like. Members feel the library by its very nature includes expressions of all points of view. We embrace the Library Bill of Rights as well as the Intellectual Freedom Principles for Academic Libraries. We finally agreed upon a plan to develop a quilt that would include squares from every staff member. The theme was “linking your personal values to your work.” We wanted to emphasize that this was a celebration of our diversity in our collections, values, staff, and the community we support and to construct a quilt in which members of the community would be able to find at least one square that is representative of the values with which they could identify. In January 2009 we held an information session as well as conducting a series of exercises that were led by Tommy Woon to help staff understand diversity issues from a different perspective. In May 2009, we held a staff session to outline the plan for the quilt and share information on the project. Our project included a plan to have a virtual representation of our work on our website including video and audiotapes of staff members discussing their squares and their values. We fell behind in our original timeframe, but we developed a timeframe in January 2010 to complete the project by December 2010. Our goal is to unveil the quilt during National Library Week in 2011.

LIBRARY TECHNOLOGY

Library technology is distributed throughout all areas of the library, as indicated in the staffing summaries above. In addition, we have a Systems Librarian who supports the ILS, a Digital Scholarship and Services Librarian who manages the library website, and a Special Projects Associate who coordinates our work in CONTENTdm. All of us have some aspect of our work that contributes to supporting technology used in the library. We have wireless access throughout the library, but support technology use in a variety of ways.

Computer labs and instruction rooms

In addition to the various systems that are in use by public services and collections management, the library provides support for the clusters of computers located in the library. The original library design included a small computer lab in the lower level. This area was expanded and relocated in 2001 to an area that was low-use and held the print card catalog. In 2001, we finally removed the print shelf-list and

remaining card catalog from the library. At this time, we were able to add shelving to solve a periodical shelving shortage, as well as add more group work computer stations. At that time we also consolidated three separate service points that existed on the lower level. In 2007, we converted the library instruction room on level 2 to all Macs. This was done to eliminate multiple software versions. In 2009, we relocated the PCs and Macs that were in the lower level lab to the main level, and created a second instruction room that was all PCs in the former lab space. That change provided us with two rooms that could be used for library instruction during our peak periods in September and October. We also created a technology support desk on the main level. This desk provides support for the printers and technology related questions on the main level and has greatly reduced printing questions at the reference desk. The library has a wireless network throughout, and the technology desk supports questions and provides trouble-shooting for students with laptops.

The Systems Librarian supervises the lower level desk and the technology desk. The lower level desk also manages the laptop checkout program. The laptop checkout program was created by ITS, but was transferred to the library in 2000. The laptop checkout program is available for staff and faculty as well as for students.

The library currently supports 70 public access computers in the library. This includes PC and iMac desktop machines available to the public on both the main and lower levels. The Library Instruction Room (L206) includes 10 iMac computers and 6 MacBook laptops. The lower level instruction room includes 20 desktop PC computers.

Our laptop checkout pool includes 12 Dell PCs and 10 MacBooks. In the past year these laptops were checked out 4,172 times. Due to a lapse in our record-keeping, we cannot verify when the library took over the program of circulating laptops, but we think it was approximately 2002.

In addition to standard software found on most campus computers (MS Office applications, browsers, etc), we support the following applications:

- Full Support (LibTech Students receive formal training):
Adobe Acrobat, Dreamweaver, Photoshop, scanning software,
- Limited Support (informal training done and documentation available):
ArcGIS, ARTstor, ChemBioOffice, JMP 8, Python 3.0, R, SPSS, Mathematica, KompoZer, Inkscape, Adobe Illustrator, Adobe InDesign, Adobe Captivate, and Skype

The library also provides free printing for the campus community. The growth in printing has become a challenge both in terms of managing the waste the results in unused photocopies as well as in the increasing costs. The library has been seeking a campus solution to alleviate the growing amount of printing by working with members from Sustainability, ITS, and the Business Office. We implemented the use of PaperCut last year to help us monitor printing trends, and we are currently working on a proposal to provide reports to users as to their paper use. Long-term, we continue to hope for a campus wide solution that will involve all computer labs and help distribute printing costs across campus.

Strengths/Challenges/Trends

Previously, in collaboration with a recently retired member of ITS, the Systems Librarian and a Reference Librarian served as a User Education group that coordinated instruction sessions on use of specific programs. As part of our support for Web Services we provided training for web page design using Dreamweaver. This support is now under review due to recent changes in Web Services. We are also transitioning to a program of providing online tutorials in place of in-person training sessions.

Library Website and 1600Grand (Campus Portal)

The library website is a major means of connecting users with library provided content. We've come a long way from the days when the Library Director and the Associate Library Director for Public Services

managed and maintained the campus website. However, it is only since 2008 that we have had a dedicated staff member, with the appropriate skills, to manage the library website. The Digital Scholarship and Services librarian was a targeted hire that was approved in 2008. Features of the website include:

- Online chat for reference
- Online Ask and Tell which provides a place for students, faculty, and staff to ask questions and receive answers (the library has an equivalent Comment Box on the main level)
- Dashboard of library statistics
- RefWorks
- Course guides and Discipline guides

1600grand, the campus portal, provides access to our pay-per-article services, and has minimal customization features.

In the summer of 2009, we had a major reconstruction of the website. Surveys indicate that most users approve of the changes. Over the course of the summer and the past year, the following improvements have been made to the DeWitt Wallace Library's website or related web-resources.

- **Easier-to-use website with clearer database access/navigation options.**

Our website receives a high amount of use - last fall our research databases alone were clicked on over 100,000 times - and the needs of our website visitors range from the quick and simple to very complex inquires. Last summer, we revamped our site and it includes among other things a new look for the library, a new navigation scheme, and it is coded according to current standards using technologies such standard compliant HTML, CSS and JavaScript, JQuery, server-side includes, and PHP scripts.

The site we have created aims to provide users with a rich and positive experience, with options for interactivity. Traditionally, library websites are text-heavy and almost entirely focused on search, with minimal support for browse. Today's college students are web-savvy and expect rich web experiences. Our new site uses images from vendors to highlight our resources, JavaScript for interactive navigation, feeds, a new titles application, a suggestion box application, and more to create a richer experience. The result is a search and browse experience inspired by popular online storefronts such as Amazon that allows users to quickly get to popular resources. It also provides tools to discover more of the library's online resources and services.

The improved DeWitt Wallace Library website has resulted in additional use of our resources. The statistics we collect when someone clicks on a resource shows that resources that traditionally receive a high amount of use have continued to receive a high amount of use. We have also seen a significant increase in the use of resources that have previously received lesser use.

- **Improved the Presentation and the Maintenance of the A-Z List of Research Databases**

Our library uses Libdata, an open source system for presenting e-resources. For some time, we used only the features that were available with the standard installation. However, over the past two years we have made significant improvements that have greatly increased the way users find our research databases. The most significant improvement is the PHP-based page that automatically presents all resources tagged as belonging to the AZ list. This page, in turn contains the following additional improvements and features:

- Ability for staff to easily tag databases as belonging to the AZ list (all library staff can log in to the LibData system).
- Browse databases by content type (aka facet-based browsing), by topic/subject, or by title.
- Option to view most used databases by subject.
- Ability to search for research databases.

- Capturing of search words including correction of incorrect spellings, and suggestions when search words do not match research database title or description.
- Separate pages for data resources and for newspaper resources.
- Ability for staff to add tags to database descriptions (for example, including countries of the world for geographic research databases).
- Addition of graphical buttons for databases that increases the visibility and provides easier navigation.

All of these changes have allowed for greater exposure of our resources by allowing users to browse, search and find our resources in more ways. It has allowed us to more easily maintain and display changes to the list which has freed up staff time that would have otherwise been dedicated to doing monthly updates.

- **Automated the Updating of the A-Z List of Research Databases Available in 1600Grand**
The campus portal, 1600grand, contains an application for listing and saving a list of favorite research databases. Because this list was built a separate system based on ColdFusion, it required separate manual updates. This process has now been improved and the list is now being updated automatically whenever the LibData system is updated. The new process also allows us to capture click statistics from the research list in 1600grand.
- **Blog and RSS Integration**
Previously, library news were updated via HTML files by staff with access to the website files. This meant updating news required access to network and the server that hosted the files, which often meant updates happened when staff were physically present on campus. Also, staff who updated news were required to have some knowledge of HTML and HTML editing software. In addition, library news were added separately to a Blogger blog account.

This process has been improved by removing the HTML editing component and instead capturing and displaying the Blogger blog RSS feed on the library website and in 1600grand. This has several advantages, including bringing dispersed news outlets into one place; allowing library staff to update news and other information without actually having to edit the website files; and allowing staff to update news from any location and at any time of day.

The development of this included investigation of technologies for capturing and displaying RSS feeds and the following implementations:

- Installation of and modifications to an open source RSS feed processing system called MagPie.
 - Creation of PHP scripts that rely on the MagPie application processing to capture the RSS feeds.
 - Parsing and creating HTML versions of the RSS feeds.
 - Integration of the HTML versions of the feeds onto the library homepage (or elsewhere) using iframes.
- **Most Used Feed and Other Feeds**
In addition to a library news feed, we have also implemented feeds that can be integrated on anywhere on the library website. These feeds include a feed that displays the most used research databases in the last 24 hours (homepage and A-Z list), a feed that displays recently added research databases (A-Z list), and a feed that displays most searched for research databases (A-Z list).

All of these feeds are automatic and need no maintenance once they are set up. A PHP script for each script grabs the data from a database, and then renders it as an HTML page which can then be included directly on a page or within an iframe.

- New Titles Application with Book Covers**

To keep faculty and other users up-to-date on which books have been ordered and whether they have arrived, we have created a PHP application that displays new titles. The application allows for filtering the list by fund, location, LC subject, and more. The list of new titles is generated from our Millennium catalog and the parsing and uploading has been automated with another script. The automatic parsing has saved staff time, and allowed is to create links to book covers and links to WorldCat Local from each record. It also makes it possible to create links to Macalester WorldCat records from the New Titles list.
- Books Display Widget for Homepage**

In addition to the new books application, we have also created a widget which displays a set of four randomly selected book covers on the library homepage. This widget relies on the new books application for its data. A new set of four books is displayed every minute.
- Online Suggestion Box for the DeWitt Wallace Library Website**

We recently created a virtual equivalent to our traditional paper-based suggestion box. The application is linked from our AskUs menu and allows users to submit comments and suggestions. The submissions are managed via our LibData system.
- Google Analytics tracking**

In the spring of 2009, we began using Google Analytics for tracking use on our website. The availability of website traffic data has greatly enhanced our understanding of the use of our website and its resources.
- Senior Books Display Application**

Every year, staff create a display where graduating seniors who work in the library are displayed with one of their favorite books together with comments on their selection. In 2010, we created a system that allows for staff to create a JQuery-based online display without any knowledge of HTML. Staff simply login to the LibData system and enter the information needed for the display. This system streamlines the process for all who are involved in this effort.
- RefWorks Instruction Application and Integration with AZ List**

In the past, the library website had approximately 100 individual pages each displaying a research database-specific instruction for how to use RefWorks with that database. It was very time-consuming to make changes to the design or the information on these pages. In the spring of 2010, we implemented a new system that allows staff members to login to LibData and add, update or remove a RefWorks instruction. This database-driven solution allows staff to change the instructions for all databases by the same vendor with a single update. It also allows us more flexibility when it comes to displaying the instructions. As a result, we now show a link to a database-specific RefWorks instruction adjacent to the entry for that database in the A-Z list.
- Research Database Ads (NetLibrary, etc)**

In an effort to increase the visibility and use of library online resource, the library website may feature ads, either vendor made or made by library staff, that promote the library's electronic resources. Clicks on the ads are tracked using Google Analytics.
- Research Database Browsing Widget**

A recent enhancement on the library website includes the research database browsing widget. This widget makes use of the graphical buttons we have collected for many of our research databases. The widget loads a new set of database buttons on the library homepage every time the page loads. The user may then browse the entire widget by clicking on buttons within the widget.

This widget has caught the attention of several vendors and led some vendors to have graphical buttons created.

SPACE AND FURNISHINGS

During the summer of 2009, with limited funds, we altered the space on the main and lower levels of the library. We reduced our print reference collection and the print journal collections and removed tall stacks. We relocated the lower level computer lab to the main level and created an additional teaching space. We relocated staff members with offices on the lower level to the spaces vacated when Web Services relocated to Communications and Public Relations. We added a presentation room for student use and a staff project room. A webinar room was created on level three.

In the fall of 2009, we added a coffee machine on the main level. Extremely popular with students, we feel it demonstrates a need for a more robust, coffee service.

It is in the area of space planning that we see a need to address more spaces for student group work. We also would like to replace furniture that has been in the building since 1988 with more comfortable seating, and more areas with flexible furniture that can be moved according to the needs of the users. We are making furniture changes in small increments, but as we approach our 25th anniversary, we would like to be able to do a more systematic and comprehensive replacement of furnishings in public spaces.

ASSESSMENT AND SURVEYS

Currently, the library tries to obtain feedback in a variety of ways. In addition to our public comment box located on the main level (Ask and Tell), we also have an online version for members of the community to submit questions or concerns. The library had a tradition of conducting surveys approximately every three years. When we were a merged organization, we combined our survey with CIT (Computing Information Technology, now Information Technology Services - ITS.) The last combined survey was completed in the spring of 2004. This was a combined online and paper based survey, although only 11 of the 345 completed surveys were done in paper. This survey was followed by holding focus groups. A copy of the survey and findings will be made available upon request. Generally, the user satisfaction was quite high especially with interlibrary loan.

In 2004 the library did an assessment using the ACRL Standards for College Libraries to help us review where we were and what areas needed improvement. Out of this process we developed a working group for Assessment. Membership has changed from year to year, but the Assessment group continues in some variation and led to the development of this self-study.

In December 2007, in cooperation with CST, we conducted a short survey of the faculty to obtain information on their view of how the library supported their scholarship. We asked:

“During 2007, did you produce a publication (article, book, chapter, book review, conference proceeding, etc) or creative work or prepare for a performance, art exhibit, or any related scholarly activity?”

For anyone responding “yes”, we asked if they library had contributed in any way, with a list of possible options, including interlibrary loan, owning the material they needed, or providing assistance in some other way. This survey was done in cooperation with the CST. Of the 76 faculty respondents, 71 responded “yes” and 40 of those 71, or 57% responded that the library had contributed in some manner. Although a small sample, we felt it was the first step in measuring how we contribute to public scholarship by Macalester faculty. We concluded the survey by asking if faculty had negotiated with publishers to retain their rights as authors, of which 4 responded yes, and several others asked for more information. We hope to follow up in December 2010 with a similar survey to measure if there has been an increase in faculty awareness about their rights as authors.

In the spring of 2010, we conducted a survey of faculty, staff, and students. We had 489 responses, which is a larger number than the 2004 survey. With the exception of the faculty responses, the number of responses was not enough to make the results viable. We are preparing an analysis of the results during the summer of 2010, but we did share results with the community via notices in our campus daily news publication, *The Piper*, and prepared a Moodle group in order to address several common themes including hours, communication, and the collection. We invited comment by the community, but did not get any feedback, most likely due to the time of the year. Copies of the survey with tabulated results are available in the Moodle groups site, Library and Media Services Survey Dialogue, which is accessible to all Macalester community members.

CONCLUSION AND QUESTIONS FOR SPECIAL EMPHASIS IN THE REVIEW

The DeWitt Wallace Library building will be 25 years old in August 2013. In the course of over two decades, the services, collections, and spaces within the library have changed dramatically. We believe the library staff members have been responsive to the rapid and pervasive shifts in publishing and development of online content, perhaps most especially in the last 10 years on which this report attempted to cover. Library staff members have been adept in both responding to the changes, as well as being early adopters, facilitators, and teachers of many technological advances and products that have come into existence. The fact that the library has been able to keep up with the rapid and constant change is a testament to the many staff members who have been able to embrace change and seek continuous improvements while looking for opportunities to help connect users to information in new and sometimes creative ways. We have also come to learn and accept that an innovative program we begin in one year, may be outmoded by new technology the next. Course Management Systems are replacing our traditional reserves services, Kindles and iPads are becoming strongholds in the ebook marketplace, Google remains ubiquitous and serves as the mental-model of searching and researching for many. Constant change is normal in libraries and is therefore a notable theme in this report.

This report included not only the library, but also Media Services. The amount and rapid pace of change that has transpired in the past decade has affected every aspect of the library and Media Services, as well as affecting the expectations of our users. It is hoped that this report conveyed how our roles and services have changed in the past ten years in order to address the transition to more digital collections, new media formats, increased need for new modes of instruction, as well as increasing demands in interlibrary loan. We believe the library reorganization plan, which began in 1994 and intended to break apart traditional departments, has helped us to continuously adapt and adjust to new demands and new services. An important aspect of the adaptation to change has been the intentional development of a culture of innovation and collaboration among the library staff members. This is one of our essential strengths, as collaboration is critical for our successes and it informs how the library operates both internally and with our many internal and external partners. Because many members of the library have been through training and professional development opportunities to improve communication skills, leadership skills, and team building, it has become a pervasive operating principle. As we look ahead to hiring three new staff members in the next year, one of our challenges will be to identify how to more fully integrate new staff into this well-established culture.

As we look ahead to our 25th anniversary, space is an important issue for both the library and media services. Although many members of the campus still refer to our space as the “new” library, in the course of 20 years the time has come to address a number of issues related to not only how the physical collections have changed, but also how to enhance our learning spaces to create more areas for comfortable group work, find ways to accommodate more computers, while also addressing space constraints in archives and Media Services. Users expect different things from library spaces than they did even ten years ago and we continue to explore what that means for our library and how we can achieve meeting “library as space” expectations.

While we would like to think that the library has remained the center of the campus, both physically and literally, we need to determine if our perceptions match reality. On most days during the academic year, the library is teeming with activity, and appears to be a vital, social, community connection for most students. From our perspective, we see the library as the intellectual center that includes all disciplines as well as a diversity of viewpoints, and we believe we are meeting the needs of most of our community members. We know that the number of people entering our doors has increased this year, dramatically above last year. What we don't know is whether this is a result of the larger incoming class, a result of the renovation that took place in the summer of 2009, or of something else entirely.

We completely redesigned the library website in the summer of 2009 which coincided with our changes in our physical spaces. We know that it is just as critical to maintain the virtual library as it is to maintain the physical. Statistics show that our web pages are highly used and we need to continue to respond innovatively to meet needs and expectations. Currently, plans are underway for a complete revision of the entire campus website and we hope to be able to integrate the expected changes without losing the improved access we have been able to develop over the past year.

One question we have is whether there is any single driving factor that makes the library an essential service on campus, or is it rather that no single factor drives our being a destination of choice? If there are contributing several factors, where do we put our focus? We hope to find out with the assistance of the reviewers whether the community considers us a “dynamic learning resource...the centerpiece for establishing the intellectual community and scholarly enterprise”.¹⁸

We also hope to learn how well has the library succeeded in meeting our goals of our strategic plans for 2001-2005 and 2006-2010. At the time the strategic plans were developed, the library was part of the Library and Information Services unit, so our plan focused just on the library. We have consistently worked to develop the library as “the information service of choice” with excellent service that is personalized and focused on individual needs. We also sought to be a “welcoming physical and virtual common space that ‘supports learners no matter where they are or what time their information need arises.’”¹⁹ We aspired to being distinctive and a place for developing a sense of community. Copies of our strategic plans are available in the Digital Commons²⁰.

Some areas of concern for us as we prepare for an outside review are focused on our collections and services. They are outlined as follows:

Collections

The library was originally designed to house a collection of 450,000 volumes. Our last count was that we had reached 434,215 volumes. However, we did a significant weeding project last year to reduce our print reference collection. We also are in the process of removing multiple copies from the book collection and we are weeding in the periodical collection to remove materials available in JSTOR. We expect to be able to maintain a collection that supports the current curriculum by ongoing weeding projects. However, a real pressure point for us is in special collections and archives. Our Rare Book collection is rarely used, and our archives collection has no room for growth. In terms of collections, we have several areas of concern.

- Archives and Children's Collections - to alleviate some of the space pressure in archives, we have carved out some space in the area where children's books are currently shelved. While the children's collection and room is quite popular with students, the original intent for this collection was to support our program in education. We no longer have an elementary education program,

¹⁸ “The Library as Place: Changes in Learning Patterns, Collections, Technology, and Use” Geoffrey T. Freeman, AIA, Council on Library and Information Resources, publication 129.

¹⁹ DeWitt Wallace Library Strategic Plan 2006-2010, p.1

²⁰ “Transforming Collections and Services for the 21st Century, DeWitt Wallace Library Planning for 2001-2006” <http://digitalcommons.macalester.edu/annrep/6/>
“Strategic Plan for 2006-2010”, <http://digitalcommons.macalester.edu/annrep/2/>

so one question is whether we should be maintaining a children's collection when we are confronted with other space needs.

- Media collections – currently we house a popular DVD collection in the library to support the recreational needs of our students. The DVDs used to support the curriculum are housed in Media Services located in the Humanities Building. This is problematic for several reasons, but one of the main issues is that the access hours for Media Services are less than those in the library. When the library was originally designed, a decision was made to separate Media Services from the library. At that time, the media collections were more likely to be 16mm films and required special equipment. Now the media collections have grown from their original 16mm films to more than 15,000 DVDs and the use of video to support the curriculum has increased dramatically. On the average, about 350 DVDs are placed on reserve each semester. Originally, with fewer items on reserve and the need to have special viewing equipment, it made some sense to have Media Reserves in Humanities. However, with the growth of reserves, and the transition to DVDs, it seems appropriate to look at the location of the Media collections. With limited staffing and limited access, should the media collections be moved back into the library?
- Journals – we discussed some of the actions we have taken to deal with budget constraints and journal prices. However, two actions taken fairly recently include the intentional reduction of print titles in favor of electronic, and the cancellation of our Elsevier titles to fund the implementation of a Science Direct pay-per-article service. We have restricted access to the pay-per-article system to faculty and access is via the campus portal, 1600grand, our Banner system. We recently expanded this service to also include Ingenta, a service which provides access to more journals in more disciplines. From the library perspective, we see this transfer of budget dollars from journals we owned “just in case” to “access on demand” as an improvement and a means to increasing faculty access to journals, while being a better use of our limited dollars. We also see this as a means of addressing the increasing challenge of publishers who “bundled” journal subscriptions, requiring us to purchase unwanted additional titles beyond the single title we wanted. We will be looking to the review team to help us determine if this position is accurate. Additionally, based on survey responses, we have questions about how we could improve our promotion and faculty use of this service.
- Textbooks – as is the pattern in most academic libraries, we have never routinely purchased textbooks for the collection. In the past few years, as textbook prices have escalated in the same manner as the journal subscriptions we have been dealing with for more than 40 years, we have seen increased pressure by students to purchase textbooks. The library addressed this issue in two ways. We purchased access to ebrary, a collection of over 40,000 electronic textbooks, and we partnered with MCSG (student government) to provide service through reserves for textbooks purchased by funds from the MCSG. Demand for the print collection was quite high. Our use of ebrary has been somewhat limited. Depending on how our budget grows or shrinks in the next few years, this will be a pressure point for us to address.

Instruction

Library instruction is a key component in our work and is especially critical in our transformation to a 21st century academic library. The introduction of our liaison program in 2004 was a direct response to our perceived need to improve our connections with faculty in order to further our instruction efforts. It was hoped the liaison model would improve our communication with departments by allowing librarians to develop closer working relationships with faculty and collaborate in the development of assignments that better utilized library resources. The liaison program is functioning well, but we could do better. The close proximity of the Academic Information Associates within the departments and our close working relationships with the AIAs helps us stay informed. However, the AIAs are more visible and it has been a real challenge to get librarians out to the departments, as opposed to having faculty reach out to us.

At the same time, we have made good progress in one area as a result of achieving a requirement for a library session in all first year courses.²¹ However, we know that for too many students, this is the only library session that they may receive in the course of their four years of study. Students completing an Honors Project are invited to sessions that are offered in the fall and spring, but those sessions are voluntary and not required. In 2009-10, we started a systematic program to get into upper division research seminars, but we need to do more in order to reach the senior seminars and capstone classes. Currently, just two reference and instruction librarians focus on upper division courses. With no option for increasing staff, how could we best allocate resources to improve our efforts in this area?

Staffing

A major concern for us is to prioritize our needs as we prepare for several staffing changes in the next few years. In the library, we will have three retirements in the between 2010 and 2011. When we last had a retirement (2005), based on an outside review, we were able to reallocate a professional librarian position in cataloging to create a fulltime position that became a .5 FTE archivist and .5 FTE reference librarian. We want to be thoughtful about how to adjust to the retirement of two of our circulation service staff members, one of whom has been both our Reserve Supervisor and our project manager for our digital repository, Digital Commons. The Reserve Supervisor position is a .87FTE and the Circulation Senior Library Associate was a .75 FTE.²² Our third retirement is a reference librarian, 1.0 FTE. Due to the necessity of having someone in place by the fall of 2011, we need to engage in a search to replace our professional librarian during the course of this study and review. With increasing demands to expand our service hours, and no possibility of adding staff, we are looking for advice on how best to allocate our two positions to cover existing workload needs while also trying to address increasing hours of service. We also have several pressure points for staffing in areas described below.

- **Media Services**

Media Services has never had an expansion of staff. Staffing level has been constant at 2.75 FTE for more than 20 years. In the course of the past ten years, the increase in use of classroom technology, which is supported by Media Services, has been somewhat alleviated by the addition of four AIAs (Academic Information Associates) who are members of the ITS staff and support faculty in their department buildings. The AIAs are able to provide some technical support for faculty who teach with technology. However, the demand for equipment repair and support falls on the same sole individual who provides technical support for campus events that include media and sound equipment needs. In a report by the Kaludis Consulting firm that reviewed ITS in 2004, it was stated “The Media Services department is severely understaffed in the face of growing multi-media setup and resource use.”²³ Further it was a recommendation that

“Macalester must add staff in this unit, establish a full-cost recovery charge process, or use external resources for non-classroom services. Departments and offices prefer the availability of on-campus services, but increasing demands (events, presentations, off-hours schedules, multi-media) will jeopardize professional campus productions due to staff shortages and/or conflicts with classroom requirements. Macalester needs a ‘fix it before it breaks’ approach to media technology maintenance, and to growing support requirements.”²⁴

²¹ All first year students are enrolled in a First Year Course that is limited to 16 students, has a focus on orientation to the college and the community, and course work emphasizes writing and research skills. Faculty members who teach first year courses are the academic advisors to their students until they choose a major course of study.

²² This position was .75FTE because the staff member hired to fill the position only wanted to work 9 months. .25FTE was then combined with some additional FTE to produce a .33FTE Evening/Weekend Supervisor. This position transitioned to the Special Projects Assistant when we needed assistance with our digital image projects. After the 2010-11 academic year the .75FTE will return to a 1.0 FTE and the remaining .08 will be allocated to the Reserve position to make it a .91FTE.

²³ Information Technology Review and Strategy Development Report”, Kaludis Consulting, July 12, 2004, page 23.

²⁴ Information Technology Review, Op.cit., p.25

We continue to see the number of campus programs and events increase, further straining the one individual who supports the entire campus. The amount of overtime the Media Technician puts in on an annual basis is:

Year	Hours
2001-02	445.5
2002-03	361
2003-04	363
2004-05	401.25
2005-06	415.25
2006-07	440.25
2007-08	367.25
2008-09	344
2009-10	290.5

The setups over the past ten years have also changed as more speakers require use of their computers. [For an example of changes for just the annual reunion events, see Appendices H & I] Should we be considering outsourcing more as a means of supporting campus events?

- **New major and increased emphasis on China**

In the spring, a Chinese language and cultural studies major was approved. In the Curriculum Development Plan, it was made clear that an increased emphasis in China would be part of ongoing curricular development. Our concern is that without a librarian with Chinese language fluency or expertise we will be constrained in our ability to support new curriculum plans.

- **Archives needs**

The Archivist is currently .5 FTE. She has established a strong Oral History program as well as establishing new initiatives for developing digital collections from archival materials. Active in grant seeking, we have been able to obtain two successful grants, and we are currently exploring two more. Limitations in space and time are our two primary constraints. Space issues were mentioned above, however, a larger and possibly more immediate challenge is the need to establish a program of records management for the college. We know in the current digital environment that we do not have an adequate plan to obtain, retain, and preserve digital records important for the history of the college. With our limited staff, the question is whether this is even something we can consider.

- **Expanding hours**

Students would like the library to be open until 3 a.m. The challenge is keeping a building open with limited staff in an urban environment. It is our opinion that rather than closing at 3 a.m., it would be safer to keep the building open all day. A counter-proposal to keep the library open for 24 X 5 was prepared in the fall of 2009. That proposal would require the hiring of two staff positions and thus with limitations on staff hiring it was determined that would not be feasible.

The following are some additional questions that we hope to address in the review process.

Questions

1. *While surveys indicate that the community has a positive view of the library and within the constraints of our budget we believe we are meeting many of the needs of faculty, we'd like to know if there are specific areas that faculty see a need for improvement, other than adding new journal titles.*
2. *Classroom technology support is managed both by AIAs and Media Services. We'd like to know faculty perceptions of how this division of labor is working as it applies to Media Services staffing needs.*
3. *We have made continued adjustments in staff based on needs – transferring a 1.0 FTE professional cataloger to a 1.0 FTE librarian who is .5 Archives and .5 Reference & Instruction, moving .5 FTE cataloger to ILL, using the Reserve Supervisor to manage our Digital Commons, and transferring .33 Evening/Weekend position to support special projects. In 2008 we promoted the Media Resources Specialist to a Media Services Librarian. This was in recognition of her MLS degree, as well as in recognition of increased job responsibilities. In order to expand our liaison support we have filled open staff positions with librarians when possible. We had a retirement of a circulation staff member and currently have a temporary hire in order to address our immediate needs for the 2010-2011 academic year. We will have two additional retirements at the end of the 2010-11 academic year. What can and should be addressed in designing responsibilities for the next new hires? Only one of the three is currently a professional librarian position.*
4. *What could we be doing to expand our role in teaching in the upper division courses? Is this a potential area for collaboration with the CST or is this a topic for the newly formed Student Learning Committee?*
5. *How can the library better support faculty scholarship needs? We have been working for several years with limited success in terms of getting the word out about Open Access (OA) and supporting author fees. Based on our survey, we know that we have to work on increasing faculty awareness and understanding of Selected Works, a component of our DigitalCommons.*
6. *The current library organization is such that a group of individuals report directly to the Library Director including: Digital Scholarship and Services Librarian, Systems Librarian, the part-time Archivist, as well as the Office Manager. These individuals are in addition to the three members of the Leadership group – the two library Associate Directors and the Director of Media Services. Is the current library organization structured in the best manner for what we need to accomplish?*
7. *While we believe that a coffee shop inside the library would enhance our services to students, what is the perception by the members of our community?*
8. *What improvements could be made to enhance learning spaces for students within the library?*
9. *We know that an Electronic Resource Management (ERM) system would enhance our ability to manage electronic resources. The challenge is should we wait for the consortium to move forward together, or go independently?*
10. *Printing costs continue to escalate and we would like to find a campus solution that addresses how to control printing, and control costs. Most students come to the library to do their printing, which is free, but is paid for out of the library budget. Last year (according to our internal records) we spent \$3,500 beyond our budgeted amount (\$15,000) due to an increase in printing. At one point, should we consider limiting the amount of free printing allowed per student?*
11. *As we transition to a new book vendor, we are exploring cooperative collection development with our consortium. Our collection supports our curriculum, but there is significant overlap in the curriculum offered by our consortium partners. We also hope to explore cooperative purchases of ebooks that can be loaned as opposed to purchasing multiple copies for each institution. Is one potential area of cooperative*

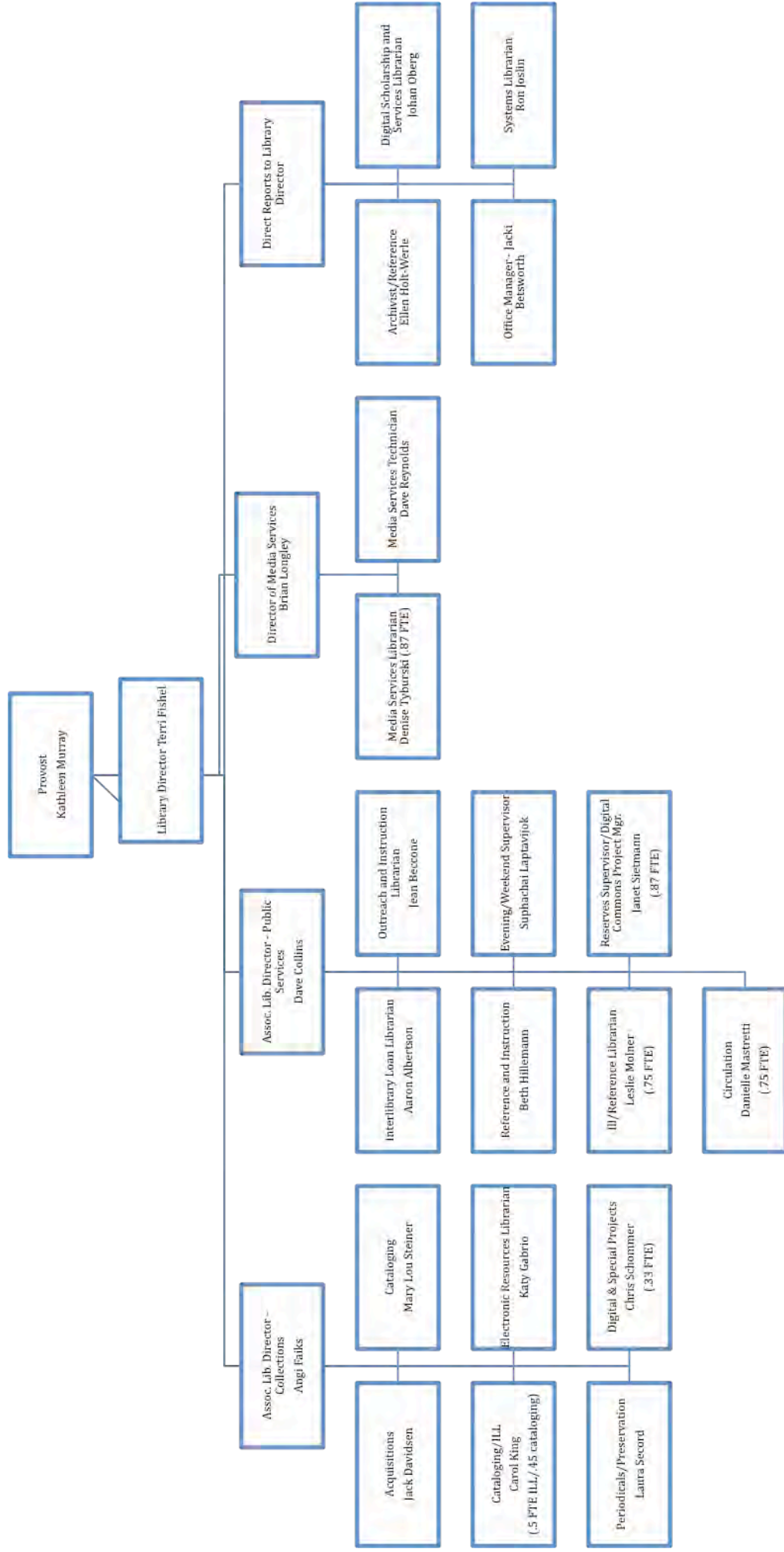
collection development to be found in managing a textbook collection? What other trends in cooperative collection development should we be exploring?

12. We believe, according to the survey conducted in the spring, that a majority of the faculty are satisfied with the current collection development methods, but are there other options we should be considering?

13. As mentioned in this report, we do not have a Special Collections Librarian. Currently, we are exploring the possibility of developing a Book Arts Collection, partially as an outcome of the 2009 annual Oberlin Library Directors meeting. In terms of priorities, and the fact that we are stretched thin in other areas, is this a realistic project that we should be pursuing at this time?

APPENDICES	58
LIBRARY AND MEDIA SERVICES ORGANIZATION CHART	A
LIST OF CURRENT STAFF	B
REPORT ON STAFFING FROM R2 CONSULTANTS REPORT, 2006	C
TEN YEARS OF SELECTED STATISTICS	D
COLLECTION DEVELOPMENT POLICY	E
MINITEX SAVINGS	F
RECENT PUBLICATIONS AND PRESENTATIONS BY STAFF	G
MEDIA SERVICES STATISTICS	H

Appendix A – Library and Media Services Organization Chart 2010



APPENDIX B - Current Staff – Library and Media Services, Fall 2010

Library

Aaron Albertson, Public Services, Interlibrary Loan Librarian
Jean Beccone, Public Services, Outreach and Instruction Librarian
Jacki Betworth, Office Manager
Dave Collins, Associate Library Director, Public Services
Jack Davidson, Collection Management, Library Specialist, Acquisitions
Angi Faiks, Associate Library Director, Collections Management
Terri Fishel, Library Director
Katy Gabrio, Collection Management, Electronic Resources and Serials Librarian
Beth Hillemann, Public Services, Reference and Instruction
Ellen Holt-Werle, Archivist/Reference Librarian
Ron Joslin, Systems Librarian
Carol King, Collection Management, Library Specialist, Cataloging (.95 FTE)
Suphachai Laptavijok, Public Services, Library Specialist, Circulation
Danielle Maestretti, Public Services, Circulation (temporary one year, .75 FTE)
Leslie Mollner, ILL/Reference Librarian (.75 FTE)
Johan Oberg, Digital Scholarship and Services Librarian
Chris Schommer, Digital and Special Projects (.33 FTE)
Laura Secord, Collection Management, Periodicals Librarian
Janet Sietmann, Public Services, Senior Library Specialist, Reserves (.87 FTE)
Mary Lou Steiner, Collection Management, Senior Library Specialist, Cataloging

Media Services

Brian Longley, Director of Media Services
Dave Reynolds, Media Services Technician
Denise Tyburski, Media Services Librarian (.87 FTE)

Staffing

It is our standard practice to compare one library's staffing levels to other libraries of similar nature and size. In this case, we've chosen nine other Oberlin Group libraries, either because they were mentioned as peers, or "in the same league", or because they have similar workloads. We used Acquisitions Budget as one estimator because it drives current workloads, and Collection Size as an indicator of ongoing maintenance work. All data was taken directly from the Oberlin Group Survey 2004. The chart is organized by size of Acquisitions Budget, in descending order.

Library	Acq Budget (millions)	Support Staff FTEs	Prof FTEs	Total FTEs	% of Acq budget for Books	Annual Student Hours	Total Collection Size
Bucknell	\$1.7	21.5	19	40.5	29.2%	39,232	739,000
Carleton	\$1.6	10.78	16.3	27	30.1%	20,431	694,000
Colby	\$1.6	13.5	8.5	22	30.4%	26,574	476,000
Grinnell	\$1.3	15	8	23	25.9%	16,977	522,000
Haverford	\$1.1	14.07	15.25	29.3	27%	24,091	565,000
Skidmore	\$1.03	8.48	13.66	22.14	23.7%	11,351	468,000
Macalester	\$.99	6.73	12.5	19.23	24.9%	32,456	449,000
Lafayette	\$.99	13.5	12	25.5	39.9%	16,447	502,000
Denison	\$.98	13.7	9	22.7	34.7%	16,778	405,000
Kenyon	\$.90	9.35	13.1	22.45	33.3%	12,183	430,000

Although Macalester is in the middle of this particular group in terms of its materials budget, it is the lowest in terms of library staff, a full 3-4 FTE smaller than those nearest it in workload. To some degree, this is offset by the astonishing number of student hours available, nearly double those of comparable institutions. The technical services workload is also lightened somewhat due to the smaller number of books selected, searched, ordered, received, paid for, and cataloged in comparison to peers. In our view, these figures, combined with an absence of serious backlogs, indicate that Macalester's Library staff is already more efficient than many of its counterparts. Congratulations are due to both Collection Management and Public Services.

DeWitt Wallace Library
Ten Years Selected Statistics

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Fall Enrollment (FTE)	1733	1769	1795	1835	1847	1827	1884	1873	1858	1958
Fulltime Faculty	148	148	150	149	151	151	154	157	164	163
Part-time Faculty	63	57	71	66	65	72	71	55	61	73
Total Faculty	211	205	221	215	216	223	225	212	225	236
Library Gate Counts, typical week				9373	9489	9635	11259	19463	10685	12261
Library Circulation	80277	71571	81697	69849	65894	67328	66496	62745	67908	73662
Classroom Instruction Sessions	79	42	140	164	143	121	154	121	109	125
Reference Consultations								103	293	279
Library Expenditures	\$1,913,338	\$2,256,898	\$2,359,000	\$2,231,009	\$2,225,744	\$2,278,082	\$2,737,353	\$2,431,391	\$2,470,141	\$2,596,500
Acquisitions		\$923,081	\$955,801	\$993,071	\$982,182	\$1,098,153	\$1,088,405	\$1,161,811	\$1,172,150	\$1,183,793
ILL - Loans	18120	19861	19700	17068	13355	24695	18060	15531	23401	24703
ILL - Borrowed	22126	22392	21235	17629	12144	17868	15568	14896	18860	18654
Librarians	10	10	10	11.5	10	11.85	12.6	12.6	11.75	11.75
Staff	8.11	8.11	8.11	7.73	7.65	6.65	6.65	6.65	6.65	6.65
Staff Total	18.11	18.11	18.11	19.23	17.65	18.5	19.25	19.25	18.4	18.4
Annual Student Hours	29221	26446	33448	32456	27876	24113	30103	32261	31576	33635

**DeWitt Wallace Library
MACALESTER COLLEGE**

Collection Development and Management Policy

Approved by Library, Media, Web Services Advisory Committee – May 8, 2008

Contents:

- **Guiding principles**
- **Goals for the collection**
- **Collections that support our goals**
- **Formats of choice**
- **Guidelines & policies**
- **Collection maintenance policies**
- **Questions or inquiries**

Guiding principles

In addition to meeting our collection goals listed below, our library adheres to the American Library Association's *Bill of Rights*:

Library Bill of Rights

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other Library resources should be provided for the interest, information, and enlightenment of all people of the community the Library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a Library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Goals for the collection

1) Support the current curricular and research needs of the students

Our primary mission is to support the students' curricular and research information needs. The majority of our collections budget is spent to support the primary areas of study in departments and concentrations. Since we are a small liberal arts library, we cannot cover subject areas comprehensively, and therefore focus on collecting the most pertinent materials in the college's major areas of study. We effectively make use of shared consortial collections and interlibrary loan to extend the breadth and depth of our collections.

2) Support the current teaching and research needs of the faculty

We strive to provide the faculty with the materials they need to teach as well as to conduct their research. However, we are not a research-level library with a mission to collect extensively in all subjects. That fact coupled with our budgetary and space constraints means that we are unable to meet faculty research needs comprehensively. We always strive to provide faculty with the materials they need to effectively carry out their scholarship, especially by making use of shared consortial collections and interlibrary loan to extend the breadth and depth of our collections.

3) Support life-long learning and personal growth for our community

Our collections reflect the belief that information needs and learning are not only connected to the curriculum. We believe that our college library should also serve as a public library, especially for our students away from home. Our collections therefore support the personal, social, and extra-curricular needs of our community as the budget permits.

4) Participate as a member of our library consortia arrangements through shared collections and interlibrary loan

We fully participate in consortia arrangements and interlibrary loan agreements that help us extend the array of materials available to our community.

5) Collect and preserve the scholarship and history of the college

The library is active in collecting, publishing, and providing access to the scholarship and history of the college. We have a strong focus on collecting the scholarly contributions of the Macalester community. In many cases, the library is also actively publishing college digital works in support of research and instruction. The Macalester College Archives are located in the library and it is also our mission to collect and preserve the history of the college. For Archives' policies, visit: <http://www.macalester.edu/library/resources/archives/index.html>

Collections that support our goals

1) Monograph collection

Books are purchased primarily to cover the broad subject areas taught at the college.

2) Journal collection

Journal subscriptions primarily cover the broad subject areas taught at the college. We are currently migrating paper journals to electronic when possible to increase access, ease of searching, and usability as well as to save space. We may make exceptions to this policy when cost for the online version is prohibitive, when the title is not offered in electronic format, when the online version is not a true representation of the print, or if the online version greatly impacts usability.

3) Newspaper collection

We maintain a small browsing collection of local, national, and international papers in print. We offer access to electronic newspapers when possible to increase access, ease of searching, and usability as well as to save space. We may make exceptions to this policy when cost for the online version is prohibitive, when the title is not offered in electronic format, when the online version is not a true representation of the print, or if the online version greatly impacts usability.

4) Electronic Resources collection

We offer a wide array of electronic resources covering all subjects taught at the college. Students and faculty primarily do research and information gathering electronically and therefore we emphasize acquisition of e-resources, especially those that include full text.

5) Curricular Film collection

Our collection of DVDs and videos is developed in support of the curriculum and is heavily used in classrooms.

6) Popular DVD collection

A small, popular DVD collection is maintained to meet the extra-curricular needs of our community. To save the time of library staff and to save space for the primary collections, we use a DVD lease service to automatically send selected shelf-ready DVDs, which we can return.

7) Popular Reading collection

The Harmon Reading Collection provides a popular reading collection consisting of current best sellers and current topics of interest. Fiction and non-fiction titles are selected from the weekly lists published in the New York Times, the Chronicle of Higher Education's What They're Reading on College Campuses, and other popular reading lists. We also select titles that reflect diverse ideas and populations. To save the time of library staff and to save space for the primary collections, we use a book lease service to automatically send shelf-ready books from the New York Times bestseller lists, which we can return. If a title from this lease service is requested for purchase or deemed important to have in the permanent collection, we can purchase them at a highly discounted rate.

8) Reference collection

This collection includes information sources such as encyclopedias, almanacs, atlases, and dictionaries that are frequently used by reference librarians in assisting library users. We are currently migrating paper reference materials to electronic when possible to increase access, ease of searching, and usability as well as to save space. We may make exceptions to this policy when cost for the online version is prohibitive, when the title is not offered in electronic format, when the online version is not a true representation of the print, or if the online version greatly impacts usability.

9) Map and atlas collection

Maps and atlases are selectively acquired to support the curriculum.

10) Scores

This collection supports classroom teaching and studio instruction and research by providing students with appropriate materials for the study and performance of notated music in the Western tradition. We also offer a large collection of classical music composed by women. The collection coverage spans the Middle Ages to the present, with intent of being comprehensive.

11) Audio recordings

This collection supports classroom teaching and studio instruction and research by providing students with appropriate materials for the study and performance of notated music in the Western tradition. This collection also includes other musical traditions such as Jazz, Popular, and World Music.

12) Children's Literature collection

The Wood Collection is named in honor of Stella Louise Wood, founder of Miss Wood's School, whose donation forms the core of this collection. It is a collection of juvenile literature whose primary purpose is to support the college's Educational Studies Department and to be a resource to the Macalester community. The collection is entirely supported by the income from a small endowment. Even though this collection is not core to our mission, both the collection and space are actively used.

The collection is limited in size and is intended to reflect what is considered the best in historical and current children's literature. Current collection policy is to purchase award-winning children's books (specifically the Newberry, Caldecott, and Coretta Scott King award winners) as well as other selected multi-cultural children's books.

13) Archives collection

The purpose of the Macalester College Archives, housed in the library, is to preserve for research the historically valuable materials which document the origins, development, activities and achievements of the College since its inception in 1875. For Archives' policies, visit: <http://www.macalester.edu/library/resources/archives/index.html>

14) Rare Books collection

The Rare Books collection consists of published material that is valuable and unique. The main focus of the collection is American authors who have achieved prominence in the first half of the 20th century, with a special emphasis on Midwestern authors. The most significant rare book collections are by the following authors: Sinclair Lewis, Willa Cather, William Faulkner, Edna St. Vincent Millay, and Adlai Stevenson. Selected material may also be placed in the Rare Books room so as to form a meaningful collection in combination with rare material. This collection is not actively being developed mainly due to lack of adequate staffing and space.

15) Digital Media collection

Macalester's Digital collections include electronic text, images, audio and video materials. The library's focus is on creating, collecting, and providing access to local digital collections in support of research and instruction at the college. In addition, we have a strong focus on collecting the scholarly contributions of the Macalester community. In many cases, the library is actively publishing digital materials. The library may also purchase digital collections in support of the curriculum.

16) Microform collection

We have acquired and maintained some collection materials on microform. Historically, libraries have done so in order to save space and to better preserve certain titles. In our collection, these materials include newspapers like the St. Paul Pioneer Press and government documents like older census records. As we are able to access or acquire these materials online, we will reduce this collection since it is cumbersome to find and use.

Formats of choice

1) Paperback books

As a result of budgetary constraints, the library has made the decision to change its book purchasing policy. The preferred format is paperback over cloth, unless cloth is the only format available or if cloth is better suited for the type of work (i.e. art books, reference books). This change allows the library to purchase more books with available funds. Our research shows that most libraries also have this policy and that paperback books will in most cases be comparable to a clothbound book in standing up to routine wear and tear.

2) E-reference books

We are currently migrating paper reference materials to electronic when possible to increase access, ease of searching, and usability, as well as to save space. We may make exceptions to this policy when cost for the online version is prohibitive, when the title is not offered in electronic format, when the online version is not a true representation of the print, or if the online version greatly impacts usability.

3) Electronic serials

We are currently migrating paper reference materials, including journals and newspapers, to electronic when possible to increase access, ease of searching, and usability, as well as to save space. We may make exceptions to this policy when cost for the online version is prohibitive, when the title is not offered in electronic format, when the online version is not a true representation of the print, or if the online version greatly impacts usability.

4) DVDs

Currently, DVDs are the preferred format for film. We will purchase VHS if it is the only format available or if a faculty member prefers this format for teaching. As technologies change, preferred media formats will be reviewed.

5) CDs

Currently, CDs are the preferred format for music and sound recordings. As technologies change, preferred media formats will be reviewed.

6) Digital images, sound, video, text

Media is increasingly used in the curriculum and our collections reflect this change. We create, publish, acquire, and provide access to digital media to support the teaching and research needs of our community.

Guidelines & policies

1) Allocation of budget

Each year the library is given two collection funds; one to cover books and other items that are purchased one time and one to cover serials which have ongoing subscription costs. The library then divides those two funds between

Departments, Concentrations and the library based on a formula that takes factors such as enrollments, majors, and full-time faculty into account. We ask the library Representatives from each Department or Concentration to spend the money allotted to them in their subject areas. However, the money remains part of the library budget. While having these allocations helps ensure that the collection is built to reflect the needs of the curriculum, our goal is to always make every effort to get what our community needs to support teaching, research, and all variety of learning. Therefore, these allocations can also be seen as guidelines so that library staff can use their expertise and broad view of the collection to employ creative means to achieve the afore stated goals. Any member of the community should actively make library resource needs known to the Library Associate Director for Collections even if allocations are not able to support the current need.

2) Paperback monographs

See 'formats of choice' above.

3) E-monographs

We do occasionally purchase electronic monographs or e-books. At this time, these formats are not well suited for reading cover-to-cover. Therefore, if a request is made to purchase a title that we currently own in electronic format, we will occasionally purchase it in print as well.

4) Electronic journals, serials and reference resources

We are currently migrating paper journals, serials and reference materials to electronic when possible to increase access, ease of searching, and usability, as well as to save space. We may make exceptions to this policy when cost for the online version is prohibitive, when the title is not offered in electronic format, when the online version is not a true representation of the print, or if the online version greatly impacts usability.

5) New journals

Due to increased journal costs and a shrinking library budget, we are currently operating under a policy that no new journals can be added to the collection unless one of equivalent price is cancelled.

6) Single copy

Due to budgetary and space constraints, we limit purchases to a single copy of each publication. Exceptions will be considered on a case-by-case basis.

7) Donations

Donations of materials to the collection can play an important role in helping Macalester to fulfill its educational and cultural mission. The following policy provides guidance for both the library and potential donors:

<http://www.macalester.edu/library/about/policies/donations.pdf>

8) Collection suggestions

We actively encourage and solicit suggestions for additions to our collections. Anyone can make a suggestion for purchase via a form on our web site. We will make every effort to add materials requested by our community.

9) Collection exclusions

The library generally does not collect the following types of materials but will review requests on a case by case basis: textbooks, lab books, dissertations, computer manuals, and study guides.

Collection development processes

Last updated 4/29/2008

1) Departments & Concentrations

Faculty are actively involved in helping the library build collections. Each department or concentration has a Library Representative responsible for building a collection to support their subject area. They, along with their departmental colleagues, submit orders for materials, are consulted about collection questions and decisions, and help ensure that the collections are reflective of the current needs. Materials selected should reflect the overall needs of the discipline. In addition to choosing materials pertinent to current classes and research, classic, core, and more general materials should also be selected to serve the information needs of the discipline. Departments or concentrations are required to submit orders and spend their allocations no later than March 1 each year (see 'Guidelines and policies' above). After that time, the library will decide how to best spend any remaining funds.

2) Library

The library is responsible for spending all funds outside of those allotted to the departments as well as any remaining departmental funds after March 1. These funds are used to cover subjects more generally, to round out collections, and to address weaknesses in the collection. Reference materials are also purchased from library general funds. It is the primary responsibility of the Associate Director for Collections to ensure that these funds are spent.

3) Endowments

The library currently has 5 endowments that can be used for collection in the areas of elementary education, children's literature, Judaic studies, books published by small Twin Cities presses, and rare books. The rare book endowment does state, however, that while a purchase of rare books is preferred, it is up to the library to make the best use of the funds.

It can be difficult to spend endowed funds since they are not necessarily meeting the current needs of the curriculum. The library makes every effort to spend these funds wisely and regularly. It is the primary responsibility of the Associate Director for Collections to ensure that these funds are spent.

4) Community recommendations

The library welcomes recommendations for purchase from our community and makes every effort to add recommended titles within reason. Factors such as cost and ongoing costs may impact ability to do so.

5) Donations

See 'Guidelines and policies' above.

Collection maintenance processes

1) Weeding

As a small college library, we do not have a mission to keep all materials in perpetuity. Instead we focus on the current curriculum and research needs. Space restraints also require that we remove materials from the building in order to make space for new items that meet the needs of the current curriculum. Weeding of the collection should therefore be ongoing and can be facilitated in a number of ways depending on the goals at any given time. Weeding can be performed by subject, by format, by collection, by duplicate copy, where space is most needed, or even item-by-item as out of date, irrelevant, or damaged items are discovered. Criteria for weeding will change depending on the goal or focus. Faculty will be consulted when input is needed in weeding.

2) Serials reviews

Periodical subscriptions and standing orders are reviewed annually each spring and all changes and new requests are considered at that time. Requests that are received outside of the annual review cycle are handled case by case and may be held until the following spring.

Electronic database subscriptions are reviewed annually each January and all changes and new requests are considered at that time. Requests that are received outside of the annual review cycle are handled case by case and may be held until the following January.

3) Journal steady state

Due to increased journal costs and a shrinking library budget, we are currently operating under a policy stating that no new journals can be added unless one of equivalent price is cancelled. Periodical subscriptions and standing orders are reviewed annually each spring, and all changes and new requests are solicited at that time. Due to budget constraints, requests that are received outside of the annual review cycle are handled case by case and often held until the following spring. Journals that propose a price increase of 10% or higher will be targeted for cancellation as part of our annual review process. We anticipate an ongoing journal rate of increase in the range of 7-8%, but our annual budget will likely only increase approximately 3%. Due to these budgetary limitations, we are advising all departments that journal cancellations will become part of our annual review process in order to remain within our budget.

4) Outside purchases

We do not allow non-library staff to purchase materials for later reimbursement. While doing so may seem less expensive, this method of acquiring materials adds significant internal costs.

We do not order or catalog any materials that will not be housed in the library or in media services.

5) Lost items

When items are officially categorized as lost, the library decides whether a replacement is warranted.

6) Worn and damaged items

The library regularly reviews worn and damaged items to decide whether they are worth repairing or replacing.

Questions or inquiries

Questions about these policies or their application should go to the *Associate Library Director for Collections*. Any issue that cannot be resolved in conversation with LMW staff will be taken to the *Library, Media, Web Services Advisory Group* for resolution.

FY09 CPERS Cost Savings Data for Macalester College

ELECTRONIC RESOURCES					
Start Date	Vendor	Product	List Price	Library Price	Library Saved
07/01/2008	ACLS (America	History E-Book	\$550.00	\$495.00	\$55.00
09/01/2008	ACM (Associati	ACM Digital Lib	\$12,650.00	\$4,907.94	\$7,742.06
04/01/2009	Alexander Stre	Classical Music	\$4,995.00	\$4,495.50	\$499.50
06/01/2009	Alexander Stre	Dance in Video	\$995.00	\$896.00	\$99.00
06/01/2009	Alexander Stre	Music Online	\$4,495.00	\$299.70	\$4,195.30
06/01/2009	Alexander Stre	Music Referenc	\$820.00	\$738.00	\$82.00
06/01/2009	Alexander Stre	Opera in Video	\$995.00	\$896.00	\$99.00
07/01/2008	Britannica	Britannica Onlin	\$1,300.00	\$1,067.61	\$232.39
01/01/2009	CQ Press	CQ Researcher	\$939.00	\$887.00	\$52.00
11/01/2008	CQ Press	CQ Weekly Anr	\$807.00	\$762.00	\$45.00
01/01/2009	CSA	GeoRef	\$2,958.00	\$2,802.00	\$156.00
01/01/2009	CSA	MLA Internatio	\$4,325.00	\$3,182.00	\$1,143.00
01/01/2009	CSA	Philosopher's Ir	\$2,400.00	\$1,200.00	\$1,200.00
01/01/2009	CSA	Sociological Ab	\$3,668.00	\$3,475.00	\$193.00
06/04/2009	CSA	Worldwide Polit	\$2,690.00	\$2,389.44	\$300.56
07/01/2008	CSA	EconLit	\$1,833.33	\$1,737.00	\$96.33
07/01/2008	CSA	GeoScience Wc	\$5,425.56	\$5,140.00	\$285.56
07/01/2008	CSA	Index Islamicus	\$3,536.67	\$3,351.00	\$185.67
07/01/2008	CSA	RILM Abstracts	\$2,490.00	\$2,359.00	\$131.00
10/01/2008	CSA	FRANCIS	\$2,328.00	\$2,199.00	\$129.00
12/31/2008	CSA	Bibliography of	\$2,328.00	\$2,205.00	\$123.00
12/31/2008	CSA	RefWorks	\$3,033.00	\$2,874.00	\$159.00
07/01/2008	EBSCO	ATLA/S	\$5,185.56	\$4,667.00	\$518.56
12/09/2008	ExLibris	SFX	\$4,414.85	\$4,414.85	\$0.00
01/01/2009	Gale Group	Literature Resc	\$11,988.00	\$9,887.00	\$2,101.00
07/01/2008	Grove	Grove Dictionar	\$2,500.00	\$2,000.00	\$500.00
07/01/2008	Grove	New Grove Dict	\$2,500.00	\$2,000.00	\$500.00
01/01/2009	H. W. Wilson	Art Full Text	\$8,180.00	\$2,350.00	\$5,830.00
07/01/2008	HRAF	Collection of Et	\$3,295.00	\$1,465.00	\$1,830.00
07/01/2008	LexisNexis	Academic	\$3,996.00	\$3,596.16	\$399.84
07/01/2008	LexisNexis	ASI	\$312.00	\$280.95	\$31.05
07/01/2008	LexisNexis	IIS	\$312.00	\$280.95	\$31.05
07/01/2008	LexisNexis	Statistical Base	\$749.00	\$674.28	\$74.72
10/01/2008	LexisNexis	Statistical Rese	\$983.00	\$885.00	\$98.00
07/01/2008	McGraw Hill	AccessScience	\$850.00	\$655.55	\$194.45
07/02/2008	ORS	Polling the Nati	\$750.00	\$561.00	\$189.00
07/01/2008	Oxford Universi	Oxford English	\$995.00	\$425.27	\$569.73
07/01/2008	Oxford Universi	Oxford Referen	\$2,325.00	\$1,860.00	\$465.00
01/01/2009	ProQuest	PsycARTICLES	\$3,933.00	\$3,568.00	\$365.00
01/01/2009	ProQuest	PsycINFO	\$3,309.25	\$3,002.00	\$307.25
01/01/2009	Sage Publicatio	Sage Premier	\$42,320.00	\$42,320.00	\$0.00
01/01/2009	Sage Publicatio	Sage Premier C	\$10,534.00	\$10,534.00	\$0.00
		SUBTOTAL	\$174,993.22	\$143,785.20	\$31,208.02
LIBRARY PRODUCTS					
Order Date	Vendor	Product	List Price	Library Price	Library Saved
04/09/2009	3M Library Sec	Library Security	\$1,950.00	\$1,687.00	\$263.00
		SUBTOTAL	\$1,950.00	\$1,687.00	\$263.00
SUBSIDIZED ELECTRONIC RESOURCES					
Order Date	Vendor	Product	List Price	Library Price	Library Saved
01/01/2009	ACS (American	ACS Web Editio	\$64,614.00	\$29,038.00	\$35,576.00
01/01/2009	Project MUSE	Project MUSE P	\$16,400.00	\$11,388.00	\$5,012.00
		SUBTOTAL	\$81,014.00	\$40,426.00	\$40,588.00
ELM (ELECTRONIC LIBRARY FOR MINNESOTA)					
Order Date	Vendor	Product	List Price	Library Price	Library Saved
07/01/2008	ProQuest	Newsstand Cor	\$9,806.00	\$0.00	\$9,806.00
07/01/2008	EBSCO	Package	\$41,137.00	\$0.00	\$41,137.00
07/01/2008	Gale	K12 Package	\$40,907.50	\$0.00	\$40,907.50
07/01/2008	Gale	Informe	\$8,046.05	\$0.00	\$8,046.05
07/01/2008	OCLC	WorldCat	\$2,500.00	\$0.00	\$2,500.00
07/01/2008	Gale	Complimentary	\$23,229.15	\$0.00	\$23,229.15
		SUBTOTAL	\$125,625.70	\$0.00	\$125,625.70
		GRAND TOTAL	\$383,582.92	\$185,898.20	\$197,684.72

Appendix G Recent Publications and Presentations by Staff

Publications

Teresa Fishel, Dan Gjelten. "Developing Leaders and Transforming Libraries." *College and Research Libraries News*, vol. 67 (July/August 2006)

Janet Sietmann and Teresa A. Fishel. "Implementing an Institutional Repository: The Process in the Small College Environment at Macalester College" in *Starting, Strengthening, and Managing Institutional Repositories*. Ed. Jonathan A. Nabe. New York: Neal-Schuman Publishers, 2010. 121-128.

Teresa Fishel. "Learning Advocacy for Creating Change through an Immersion Program: Institute on Scholarly Communication delivers essential training." *College and Research Libraries News*, vol. 68 (January 2007)

Teresa Fishel, Beth Hillemann, and Jean Beccone. "Librarians as Change Agents: The Evolution of a First-Year Information Fluency Program at a Small Liberal Arts College" in *The Role of the Library in the First College Year*. Ed. Larry Hardesty. Columbia, S.C.: National Resource Center for the First-Year Experience; University of South Carolina, 2007. 197-202.

Rebecca A. Watson-Boone. *A Good Match; Library Career Opportunities for Graduates of Liberal Arts Colleges*; Chicago: ALA, 2007. Included interviews with the Library Director, Terri Fishel, and with our Provost in 2004, Prof. Daniel Hornbach.

Presentations

Teresa Fishel, with Marilyn Billings (UMass) and Allegra Gonzalez (Claremont Colleges). "**Academic Library as Publishing Agent: showcasing student, faculty, and campus scholarship and publications.**" Association of College and Research Libraries, 14th National Conference, "Pushing the Edge: Explore, Engage, Extend", Seattle, WA. March 12-15, 2009.

Aaron Albertson. "**Changing Paradigms: Shifting the emphasis from Teaching to Learning.**" Gustavus College, August 6, 2009.

Jacki Betsworth and Ellen Holt-Werle. "**Creating Local READ posters for Library Marketing.**" Jacki Betsworth and Ellen Holt-Werle. Library Technology Conference, Macalester College. May 30, 2008.

Janet Sietmann. "**The Development of an IR at an Undergraduate Liberal Arts College: The Macalester College experience.**" Scholarly Collaboration and Small Colleges in the Digital Age conference. Pomona College, Claremont, CA. January 11, 2008.

Janet Sietmann. "**[DigitalCommons@Macalester](#)**". Videoconference for NITLE. April 2, 2009.

Dave Collins with Robert McDonald and Juan Carlos Rodriguez. "**Extending Your Reach with WorldCat Local and API: Library Catalog Solutions that Change Everything.**" Educause National Conference. Denver, CO. November 4, 2009.

Katy Gabrio, Laura Secord, Mary Lou Steiner. "**Getting Serious about Usage Statistics: Utilizing Usage Statistics in Collection Development Decisions.**" MnObe Spring Meeting, Gustavus College. April 8, 2009.

Angi Faiks and Dave Collins. "**Going Global with WorldCat Local.**" Academic Research Library Day, May 1, 2009.

Dave Collins with Barron Koralesky. **“Google Apps (and other Google Tools) for Libraries.”** Library Technology Conference, Macalester College. March 19, 2009

Johan Oberg. **“Learning to Swim” Streaming Video from Zero to One Hundred.** Consortium of College and University Media Centers 2008 Conference. University of Kansas. October 4, 2008.

Aaron Albertson, Beth Hillemann. **“Meeting them Halfway: Using You Tube in a First Year Information Fluency Program.”** Library Technology Conference, Macalester College. March 19, 2009.

Angi Faiks, Katy Gabrio, Laura Secord. **“Serials@Macalester”**, MTLA Workshop. November 13, 2008.

Angi Faiks. **“Rethinking Tech Services: A Workflow Analysis.”** Minnesota Library Association Annual Conference, Bloomington, MN. November 20, 2008.

Janet Sietmann and Teresa Fishel. **“Showcasing Student, Faculty, and Campus Publications: Promoting, Populating, and Publishing in a Small Liberal Arts College Institutional Repository.”** SPARC Digital Repositories Conference, Baltimore, MD. November 17, 2008.

Dave Collins with Suzanne Savanick-Hansen. **“The Sustainable Library.”** Library Technology Conference, Macalester College. May 30, 2008.

Denise Tyburski and Chris Schommer. **“Using CONTENTdm in a Consortium.”** Library Technology Conference, Macalester College. March 19, 2009.

Denise Tyburski and Ellen Holt-Werle. **“Working with Audio.”** Upper Midwest CONTENTdm User Group Meeting. October 17, 2008.

Angi Faiks. **“WorldCat Local@Macalester.”** ALA Midwinter Conference. Denver, CO. January 24, 2009.

Class Dinners and Gatherings Only (in Percentage of Dinners that use Equipment)
Equipment at Reunion Dinners Over Time (1)

	HH Mikes	Mike/Podium	Screen/ Projector	Extra Sound Equipment (Ipod, CD Player, Boombox)
2000	24	18	18	0
2002	14	29	5	14
2003	0	54	17	13
2004	7	74	4	0
2005	17	166	33	8
2006	15	77	31	15
2007	13	56	19	0
2008	16	79	26	5
2009	44	69	75	13
2010	11	61	33	11

Class Dinners and Gatherings Only (in Percentage of Dinners that use Equipment)
Equipment at Reunion Dinners Over Time (2)

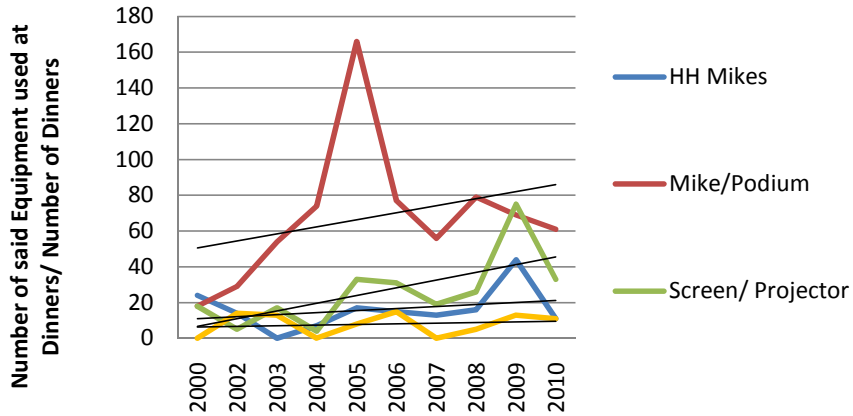
If the 2005 mike use was lowered to an average of the years before and after it (made not an outlier)

	HH Mikes	Mike/Podium	Screen/ Projector	Extra Sound Equipment (Ipod, CD Player, Boombox)
2000	24	18	18	0
2002	14	29	5	14
2003	0	54	17	13
2004	7	74	4	0
2005	17	75	33	8
2006	15	77	31	15
2007	13	56	19	0
2008	16	79	26	5
2009	44	69	75	13
2010	11	61	33	11

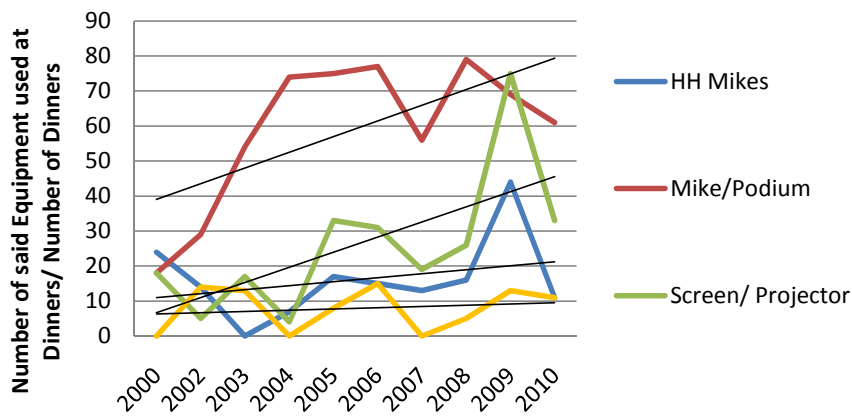
All Reunion Events (just numbers, not percentages)
Equipment at All Reunion Events Over Time

	Total events with AV	HH Mikes	Mike/Podium	Screen/ Projector
2000	17	5	8	2
2002	18	4	20	1
2003	20	3	14	4
2004	28	4	25	4
2005	28	5	32	6
2006	27	10	19	10
2007	24	7	20	7
2008	22	4	32	4
2009	30	11	32	10
2010	30	12	24	9

Equipment at Reunion Dinners (1)



Equipment at Reunion Dinners (2)



Equipment at All Reunion Events

