

THE ANNUAL REPORT



2013 - 2014 | THE DEWITT WALLACE LIBRARY | MACALESTER COLLEGE

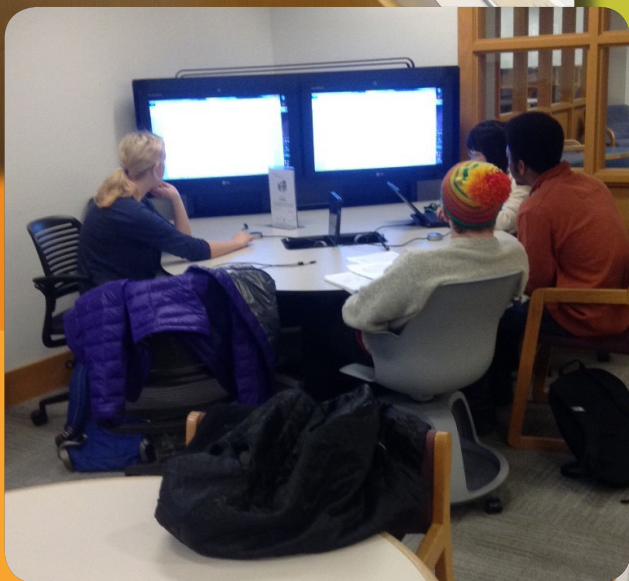
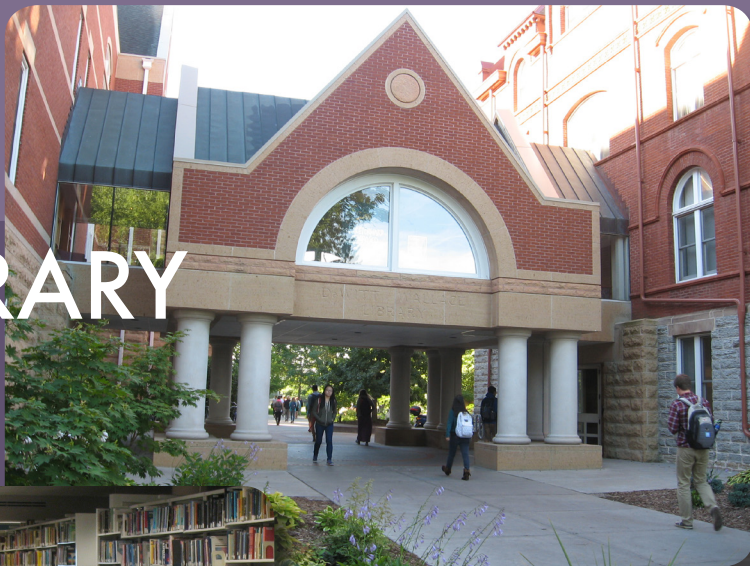


A YEAR OF CHANGE



LIFE IN THE LIBRARY

2013-2014



THE DEWITT WALLACE LIBRARY | MACALESTER COLLEGE

ANNUAL REPORT 2013 - 2014

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||||||| WORDS FROM THE DIRECTOR |||||||

I had a conversation in the spring with a faculty member who was listing all the changes the library had undergone since he arrived on campus. This particular faculty member has been at Mac for close to ten years and was reflecting on changes to the main level that occurred during the summer, and also other changes such as our current project to reduce the size of our print collection in order to create space for new works. One of his comments that struck me was: “the library never stands still, you are always constantly evolving.” Based on the tone of our conversation, I felt that was a statement of approval, but I know for many people change is hard and not something that is often well received. In libraries, change is constant because of outside influences, and I am blessed with a staff that embraces change. Rather than merely reacting to outside pressures, we attempt to be proactive. We strive to find ways to improve services, enhance the student experience, and ensure that we have access to the resources faculty and students need to conduct their research and contribute to producing new knowledge. So, I was pleased with this faculty member’s reaction to our changes, and equally pleased when I received a note this summer from another faculty member. She shared her gratitude for a particular resource that enabled her to complete her research and locate a less-known but very significant and important resource for her scholarship. Ensuring that we have the resources we need for faculty, students, and staff is critical in defining the success of our work.

The topic of “change” was also the focus of President Brian Rosenberg’s remarks to the graduating class of 2014. In reflecting on change, he stated: “The only certainty, the only consistency, is that change will happen and that you will be well served by responding to it with thoughtfulness and energy.” For us to respond thoughtfully to change requires developing a culture that accepts change. It is part of our culture in the library to strive to be a “learning organization,” which means that we focus on providing professional development opportunities for all staff in order to enable each of us to learn, share what we learned, and help us continue to change and transform ourselves. By participating in conferences and professional development opportunities, library staff are exposed to new ideas and new strategies that can be brought back for review and discussion and possible application in our own library. Our commitment to professional development means that we have chosen to also provide learning and professional development opportunities to our colleagues in our region by sponsoring the Library Technology Conference. This conference has become one of our annual rites of spring and we completed our seventh conference this year. The conference brings over 450 librarians and library staff to our campus to share experiences and new ideas that help library and IT professionals of all types create their own transformations at their institutions. At the same time, the conference also provides tremendous opportunities for us to learn from others and develop new initiatives based on all we’ve heard and learned during the sessions.

Finally, one area that continues to be a focus for us is demonstrating the value of the library. Our roles continue to evolve and change, and one role that is currently developing for academic libraries is that of “library as publisher.” In this report you will read about the completion of one of our projects related to that role. However, our most critical role is in support of the academic mission at Macalester and our work in helping students acquire the skills and knowledge they need to attain academic success and become lifelong learners. Working with the college’s Statement of Student Learning, we have developed an assessment plan to evaluate the work we do with library instruction. We’ve started the process of systematically evaluating learning outcomes in our first year instruction sessions and we are also collecting data for our instruction sessions in upper division courses. In April 2014, we were selected to participate in the Assessment in Action program coordinated by the ACRL (Association of College and Research Libraries.) This fourteen month grant-funded program will allow us to develop an assessment project to review our information fluency efforts and contributions to the senior capstone projects. Preliminary results will be available to be shared in the next annual report.

The theme for the 2014 National Library Week was “lives change @ the library.” So, as you review our work over the past year, including our service desk consolidation, the migration of media services back

into the library, and the publication of a full-text, multimedia scholarly work on theater in World War II prisoner of war camps, I hope you will agree that the changes we have undergone are in the interest of creating a library that is constantly evolving to better meet the needs of our community members. We seek to create an exceptional experience for our primary users: the students. We strive to offer an experience that connects them to librarians and staff who care about helping to make their time here successful, and enables them to become well developed critical thinkers who see libraries as a source of knowledge—not just now while they are students, but also in the future. In addition to their discipline-based knowledge, we hope that students will have learned that libraries of all kinds provide resources to find answers and solve problems. As our students will learn, there is no single answer to any complex problem, but we hope they will see the value libraries provide when alternative solutions may be found by looking in the works produced by others, captured in books, media, and journal articles that we preserve and make accessible. We hope our students will find that *their* lives have changed at our library.

Terri Fishel
Library Director
Summer 2014



A NEW VISION OF SERVICE



CREATING SPACE FOR SYNERGY AND COLLABORATION

During the summer of 2013, we executed a main level makeover several years in the making. At the center of that makeover was the consolidation of all library services into a single service point. After a full academic year, we can state that this consolidation has been a wild success and a victory for both patron service and staff collaboration.

This move was one that we had discussed internally for years. The physical compartmentalization of Technology, Reference, and Circulation/Reserves mirrored a philosophical handling of library services that we felt no longer existed in the DeWitt Wallace Library. So many of our services now overlap and work in synergy, it felt outdated for those staff and resources to live in separate locations.

It certainly no longer made sense for our patrons. In December 2010, an external review of our library recommended a reduction in student workforce and number of service points, more efficient collaboration amongst a “staff spread thin,” and finally, a continuation of efforts to “re-think library physical spaces in ways that foster student learning.” Too frequently the design of our library service points created a ‘ping-pong’ effect for patrons, while also reinforcing a sense of our individual areas of expertise as separate, as opposed to interconnected.

The idea, then, was to build a single service point that could handle the heavy load of patron support

and provide appropriate expertise in all areas of library services. We also hoped to break down the ‘giant wooden fortress’ feel of previous desks, recognizing the ever-increasing value of adaptability to our changing field. A more malleable, modular service point is more valuable in this scenario than permanent furniture. In this sense, we very deliberately created a space that would not stand the test of time, but instead allows us the flexibility to meet the changing demands of our patrons with agility.

The physical change freed up space on the lower level and first floor for patron use, gave us better sight lines for both building security and patron assistance, and eliminated the need on the part of our patrons to self-select their services. Instead, any question that comes to the desk can be addressed, so that our patrons never feel like they are asking the wrong questions or are in the wrong place.

We knew, going into this makeover, that the physical changes would be the less radical aspect of the project. The real transformation was in workflows and staff roles. We also knew that this sort of widespread change would require an elevated level of planfulness on our part, and would have to result in a holistic approach to the services we offer. To that end, we used a consensus-based meeting model to bring together the institutional knowledge we’d



ITS OUTPOST

Collaboration with ITS yielded significant returns for both patron service and staff resources. After a series of open-ended committee meetings, we piloted a program whereby ITS took over the majority of technology related services that had previously been handled by library staff. Further, an ITS service outpost was established at the new library service desk, staffed by an ITS student worker. This produced the following benefits: library staff time and resources previously devoted to technology support are now directed toward increased reference and liaison work, ITS has increased knowledge of and control over the largest public computer lab on campus, patrons are able to receive ITS support at a remote location during times when that support was previously unavailable. We consider this pilot to have been a huge success, and will continue this collaborative service going forward, tweaking, as always, for improvement.

accumulated. In the process, we developed training sessions for student workers, redesigned online resources for staff and students, and reached out to our friends in ITS in meaningful collaboration.

We have accomplished all of our goals with the redesign of our service desk and addressed the three suggestions of our 2010 external review. We have been able to: rededicate our staff to library-specific needs, free up large amounts of space for patron use, encourage a more collaborative approach to staffing, reduce the number of student workers required to provide full library service, and eliminate the 'ping-pong' effect of multiple desks.

Perhaps our biggest achievement, however, involves a recognition of the true value of our library resources. Increasingly, libraries are finding that the most valuable thing that they offer patrons is not an item



from their well-curated collections, but the multi-talented staff members and professional librarians who populate their buildings.

In the previous incarnation of service points, the busiest desk of all, the circulation/reserves desk, was separated from the reference desk at which sat our invaluable research librarians. Student workers at the circulation desk had little knowledge of what a reference consultation entailed or how to refer patrons. We feared that we were missing opportunities to connect incidental interactions (e.g. talking to a patron about a paper while checking their items out) with meaningful research assistance. By combining reference with all other services, we are able to recommit our service priorities toward connecting patrons to reference librarians. This contributed to a stunning 33.5% increase in the number of reference consultations over the course of the academic year, an additional 135 consultations total.

Sometimes a makeover is simply a makeover. In the case of the library's redesign, however, it has resulted in an institutional breaking down of outdated knowledge silos, and the commitment to a single outward-facing point of service that every member of the library, regardless of work area, is committed to. This is one of the clearest expressions yet of the values to which we are committed and a response to the continuously changing nature of our field.

“Multiple studies point to an interesting finding: The act of visiting the library — that is, of using the building regularly — did not correlate to any increase in academic success whatsoever. That changed only at the point where the patron asked a question, at which point increased interaction with librarians and staff showed a correlating rise in measured academic success.”

Megan Oakleaf
Assessment Specialist
The School of Information Studies,
Syracuse University.



“Link-brary” transitional service desk



Reference desk goes mobile

COLLECTION MANAGEMENT PROJECT

The multi-year collection management project addresses capacity and preservation issues in the library. This project will help create spaces for: new books, group study and learning, the creation of digital scholarship, the use of current and emerging technologies, and community building. In Spring/Summer 2013, collection use data was shared with and refined by our consultant, Sustainable Collections Services, Inc. Criteria for removal were then developed resulting in a pull-list of nearly 95,000 titles. In anticipation of requests for retention of titles from the pull-list, we set our withdrawal goal at 90,000 items—about 20% of our collection.

The project was announced to the community in September and information was shared widely via the Library and Media Services Advisory Committee, department chairs, a meeting of faculty department library representatives, as well as through Moodle and the Piper. Initial conversations about our project with the French and Philosophy departments were very helpful in identifying changes to simplify the feedback process on the title lists.

The first title list review deadline was in January and work has proceeded steadily since that time. As of this writing, materials from the first 5 lists have been culled—covering Philosophy, Psychology and Religious Studies collection areas. To date, more than 250 boxes of books have gone to Better World Books. The project will proceed over the next year with anticipated completion in January 2016.



Criteria for removal of items:

- Published prior to 1993, **AND**
- No check outs in at least 11 years (as far back as our data goes) **AND**
- Held by at least 100 other libraries in the U.S., **AND**
- Held by at least 3 other libraries in Minnesota, **AND**
- Not in special or noncirculating collections.



LIASION LIBRARIANS INITIATE FACULTY NEWSLETTER

In the fall of 2013, liaison librarians began sending out email newsletters to faculty as part of our ongoing efforts to more effectively communicate and collaborate with the academic departments. Customized with content aimed specifically at the interests of faculty in each discipline area, these newsletters include highlights of discipline-specific resources, reminders of upcoming library deadlines for faculty, alerts to the arrival of new titles in their subject area, and general library news that will better enable faculty to take advantage of library resources and services. These newsletters are sent out at the beginning of both fall and spring semesters, with a special issue directed to first year course faculty in May. The newsletter has been well-received by faculty and academic department staff.



THE FUTURE OF VHS AT MACALESTER

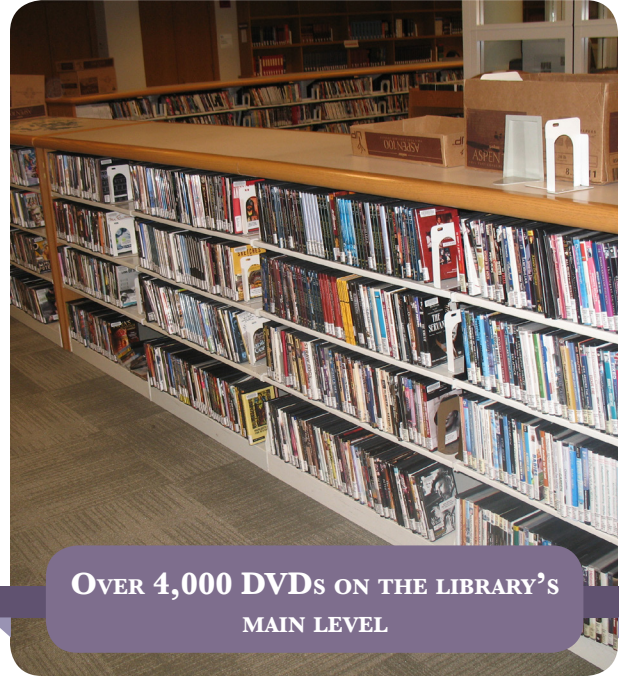
As we know, the VHS videotape format is no longer the industry standard and is being replaced by digital formats, including DVD and streaming video. Library and Media Services, with the support of the Library and Media Services Advisory Committee, announced a change of policy concerning VHS equipment across campus effective in fall, 2013. As the players break and are no longer repairable, Media Services will replace classroom DVD/VCR units with Blu-ray DVD players. We will also upgrade a few classrooms each year to digital, and these classrooms will have DVD but not VHS capability. We are working with the Classrooms and Learning Facilities Advisory Committee, the AIAs, and the Registrar to make this transition away from VHS as seamless as possible.

We acknowledge that some materials will be hard to replace with other formats. Please contact Katy Gabrio if you have questions regarding media materials in this time of change.



MEDIA SERVICES MOVE

In the library's Vision 2020 document, we stated that one of our goals was to consolidate media collections within the library by 2020. In the fall of 2013, it was decided that not only the collections, but all of Media Services would relocate to the library in the spring of 2014. New spaces were created on the lower level to house the equipment and offices for Technician Mark Eggert and Director of Media Services Brian Longley. The DVD collection was moved to the main level of the library and is now available for browsing and easy access. The VHS collection, which will gradually be phased out or converted to DVD, is located on the lower level. Viewing stations are located on the lower level as well. Media Reserves will be incorporated into Reserves at the service desk. These changes improve physical access to the collections for students and faculty, but we also want to enhance access to the collections by providing guides and search options for certain kinds of media. During the summer of 2014, we developed a new plan for equipment rental and delivery. As part of our assessment, we will be evaluating how these changes have affected access and identify if there are any further changes needed. As always, we welcome feedback from the community regarding these changes.



OVER 4,000 DVDs ON THE LIBRARY'S MAIN LEVEL



DVD SEARCH ENGINE



PREPARATIONS FOR MEDIA SERVICES' MOVE

MIGRATION TO OCLC WMS

The CLIC Consortium began looking at new library management systems in 2011 and then postponed the project based on a decision that new, improved systems were not fully developed. In January 2013, the CLIC Board decided to move forward and evaluate four possible systems. Angi Faiks represented Macalester on the CLIC committee coordinating the investigation of possible systems. In April of that year, four vendors presented their new systems and Macalester library staff participated in those sessions. Our staff reviewed the systems, discussed the pros and cons and came to a consensus on our preferred choice. During the course of the summer of 2013, it became clear that the system Macalester strongly favored would not be considered by the CLIC Board. The Leadership Team, comprised of Angi Faiks, Katy Gabrio, and Terri Fishel, carefully evaluated the cost benefits of moving to our preferred system and opting out of the consortium shared system. Cost savings were a critical factor, but we also identified the following as specific benefits for Macalester:

SERVICE IMPROVEMENTS FOR PATRONS

- Single log in: we will have the possibility of using LDAP authentication; which eliminates their need to have separate user names and barcode numbers
- Users stay within one system for searching and transactions.
- Ongoing system updates: instead of having to schedule a “down time” for a system upgrade, all upgrades are done for all subscribers ongoing in real-time. This is a procedure closer to the system changes that Google apps makes that we have become familiar with over time, and there is less disruption for patrons.
- Global exposure to library information: This is the only system that readily incorporates library holdings worldwide giving our patrons a more realistic view of the information landscape.

IMPROVEMENTS IN STAFF WORKFLOW

- This is the only system that allows us to reduce libraries’ current practice of duplicating data locally and globally. Instead, the data resides in the “cloud” for all libraries to access and indicate ownership.
- Using the OCLC knowledge base to manage our e-journal and e-book collections will eliminate the need to download hundreds of individual catalog records from one system to another as well as eliminating the need to maintain three separate knowledge bases (SFX, ERM, and OCLC) saving valuable staff time and improved service to our patrons.
- Time savings in staff workflows allows us to have staff focus on other areas including producing metadata for our own publications, such as Honors projects, journals, resources such as Jamie Monson and Wang Ping’s digital image projects.
- Cost Savings: by eliminating multiple systems - link resolvers and separate ERMs (Electronic Resource Management systems) we will not only streamline workflows, but eliminate subscription fees for those services.

Perhaps most importantly, the vision of OCLC closely matches our own. OCLC is a nonprofit cooperative dedicated to libraries. They are the primary aggregator of and expert in library metadata and resource sharing. They offer opportunities for libraries to develop apps and contribute to ongoing development of the system. As a cooperative, every member benefits from the work done by others. Macalester will continue our long history of collaboration with other libraries for resource sharing, and service enhancements with the added benefit of reduced costs. The only change in cooperation is that we will no longer be a member of CLIC, and we won’t be on a shared system with seven institutions. However, we will still be able to lend and borrow with those institutions.

Based on careful analysis of the costs, further discussions with members of the Senior Staff, and the fact that we had consensus with our staff, the decision was made to move to OCLC WMS. Migration began in November 2013 and Macalester moved from the CLIC Innovative Interfaces system to our OCLC system during the summer of 2014. We will continue to see process improvements during the 2014 academic year.

SEPARATION FROM CLIC

Dynamic changes in academic libraries over the past decade have included growing electronic collections and a focus on how best to connect patrons to those collections through our online systems. Libraries were faced with an ever increasing challenge of how to develop a single search box that could connect patrons to the multitude of electronic services and platforms available while also continuing to provide access to our traditional print collections. Adding complexity to this challenge was the need to keep track of these new electronic collections and services, licensing agreements, and subscription renewal dates, without creating additional databases just to manage that data. As our collections evolved, there were also inevitable changes to the systems that allow libraries to share information on their collections. One of the changes in library systems over the past decade was moving systems to the cloud. Macalester had hosted the CLIC system server almost since the inception of our shared online system that started in 1985. The CLIC consortium moved their dedicated server from the Macalester server room to the cloud in the summer of 2011. It was also in 2011 that CLIC began the process of seeking a new system that would be suitable for the 21st century academic library and its collections. It was late in this process that we determined that our interests would be better served by not participating in a shared system.

As a founding member of the CLIC Consortium it was not an easy decision to separate from CLIC. However, as discussions progressed in 2013 to identify a new system, Macalester library staff reached consensus and determined that we had very different needs from our consortium partners. Our interests in providing the best experience for our users while also streamlining workflows and selecting a cost-effective solution did not match the expectations of the other consortium member libraries. We were an early adopter of the WorldCat discovery layer when we chose that system in 2008. About two years later, the other CLIC institutions implemented that platform as well. We have worked with OCLC for the past five years and have found their service support to be excellent. Perhaps most importantly, their vision for the future closely matches our own. We therefore decided that it was in our best interests, and the best interests of the college, to move to the OCLC Worldshare Management System with fully functioning modules for circulation and acquisitions that are now used by over 200 libraries. We chose this option rather than stay with the CLIC Consortium because this system best meets the needs of Macalester and our patrons. CLIC chose to become the first customer of a less fully developed system, Intota. The economic factors involved in this decision also strongly favored Macalester joining OCLC. At a time when higher



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DeWitt Wallace Library

education institutions are being called upon to reduce costs, Macalester library staff carefully weighed the budgetary implications of going with OCLC WMS. The cost savings for us were significant and a compelling reason to select OCLC WMS. When Macalester notified the consortium of our decision, the remaining CLIC consortium members decided to enforce the membership rules which stipulate that all libraries must be on the same shared system. Negotiations after that led to a December 31, 2014 ending date for Macalester as a member of the CLIC consortium.

It is important to emphasize that while Macalester holdings, as well as the holdings of other CLIC libraries, are all available via our OCLC WMS, we will no longer be sharing a circulation system. This means requests for materials from other libraries will be interlibrary loan requests. We will continue to participate in the courier twice-a-day delivery from the other CLIC libraries in order to share our materials in a timely manner.

Our migration to a new system in May has proven to be the right decision for us. We continue to develop ongoing partnerships and lending agreements with the other four ACTC institutions to ensure continued service excellence in connecting patrons to needed materials. Throughout 2014-2015 we will be monitoring delivery times to ensure that there is no diminishment of quality in providing users with materials within 24-48 hours for the majority of requests. As library systems continue to evolve and change, we will continue to evaluate any options that help us connect users to needed resources in the most efficient and cost effective manner possible, while also allowing us to streamline workflows and provide new services. These are exciting times of change for academic libraries and we will continue to strive to provide excellence in service with the best systems available to us. As OCLC WMS continues to change and develop in the next year, we look forward to hearing from our community members in the expectation that they will approve the choices we have made.



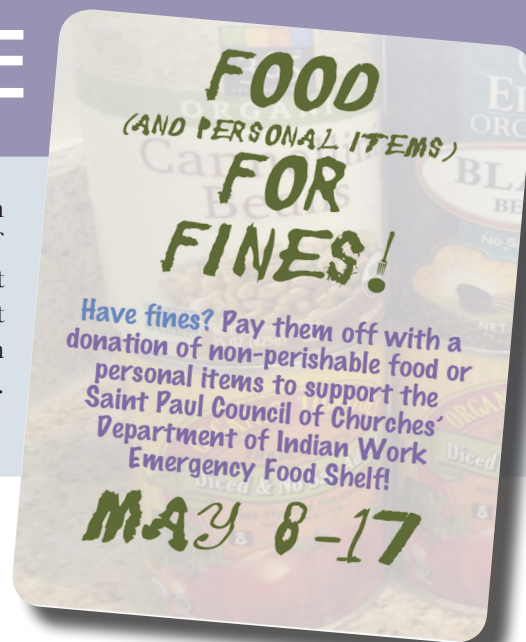
Associated Colleges
of the Twin Cities

**Five colleges. 26,000 students. Nearly 40 years
of collaboration.**

OUR MISSION & VISION ▶

NEW VENTURE

In spring 2014, we offered library patrons an option to pay overdue fines with a donation of nonperishable food or personal items to support the St. Paul Council of Churches' Department of Indian Work Emergency Food Shelf. One item counted toward up to \$2 overdue fine payment. The maximum donation credit was \$10.



Library staff receive Multicultural Life's Ally of the Year award



NEW RECOGNITION

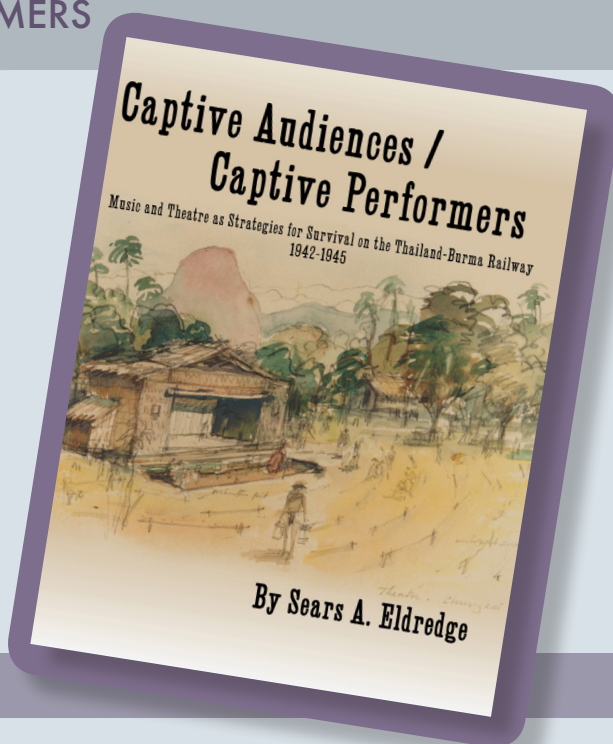
Library staff were recognized for outstanding service to the Macalester community at the Department of Multicultural Life's annual special event, "HARAMBEE!," a celebration to recognize the contributions of students, staff, and faculty toward the work of multicultural life on campus. In addition to a certificate of recognition, we received a beautiful teapot.

THE LIBRARY AS PUBLISHER



CAPTIVE AUDIENCES/CAPTIVE PERFORMERS

PROFESSOR SEARS ELDREDGE
AND THE DEWITT WALLACE
LIBRARY COLLABORATE ON A
MULTI-MEDIA BOOK.



E-BOOK ADVOCACY

The e-book marketplace continues to create challenges for libraries in terms of ownership, access, storage, and preservation. However, we are beginning to see some positive changes. We continued our efforts to push for awareness and fairness in this arena by gathering more signatures on our E-Book Rights Advocacy document, engaging in positive conversations with multiple publishers and content providers, and sharing our efforts with colleagues informally and through presentations. From O'Reilly Media we purchased DRM-free e-books that we are preparing to be able to lend through interlibrary loan. We also purchased and have interlibrary loan rights for two Springer e-book collections. One of our own patrons had an interlibrary loan request fulfilled with an e-book from another institution. While these may seem like small steps, they give us hope that we can continue to move in a good direction on this important issue.

In April 2014, we completed a long-term project to publish the scholarship of Professor Emeritus Sears Eldredge, Theatre and Dance, in our first multi-media book, *Captive Audiences/Captive Performers; Music and Theatre as Strategies for Survival on the Thailand-Burma Railway 1942-1945*. Sears' work is the story of allied prisoners of war during World War II in Japanese camps in Southeast Asia. This publication not only provides information on the lives of 61,000 POWs who used music and theatre to survive during their captivity, but also audio recordings of interviews with the prisoners as well as sound recordings of music that was composed for the theatre performances. Providing access to this rich collection of historical material in an openly accessible manner using our Digital Commons platform required more than five years of work, but it is one of our finest contributions and an excellent example of how the library can contribute to scholarship by publishing creative works by our faculty and students. Completion of this project was made possible by the dedication and persistence of many individuals in the library. This work was coordinated by Johan Oberg, Digital Scholarship and Services Librarian and the majority of layout and text formatting was completed by Jacki Betsworth, Library Specialist.

Chris Schommer provided artistic support. BEpress staff also contributed to making this a successful visual and multi-media publication.

This work is important primarily for the content and rich contribution to an historical period that is slowly losing living participants. However, for the library, it is important because we see an important aspect of our work transitioning to focus on enabling publication of resources such as this. In addition to providing access to needed scholarly resources, we see the library becoming a producer as well as a consumer of scholarly and creative works. “Library as publisher” is a growing theme in academic libraries and we are proud to be able to produce materials such as *Captive Audiences/Captive Performers*.

In addition to Sears’ work, we are now publishing numerous department journals including the *Macalester Journal of Physics and Astronomy* and American Studies’ *Tapestries*, as well as a scholarly society journal, *Himalaya*. Our vision for the library of 2020 includes an emphasis on enabling “faculty and students to create new scholarly works made visible to the larger world through our publishing services.” While larger university libraries have embarked on joint publishing efforts with their university presses, smaller liberal arts college libraries are in the early stages of expanding publishing efforts. In addition to our own efforts, we have been involved with an Oberlin Group venture to explore launching an open access peer-reviewed press. The Lever Initiative conducted a survey of faculty in the fall of 2013 about their interests in publishing. Further studies and a report on faculty interest in open access monograph publishing will be found on their website. This initiative is just another indicator of the role academic libraries see in publishing efforts. During the fall of 2014 the Lever Initiative will provide more details on future directions the Oberlin Group may take.

Read more about Library Publishing Services: Strategies for Success Workshop at Purdue, 2011.

ONE MILLION DOWNLOADS FROM DIGITAL COMMONS

On January 12, 2014 we reached the million mark for the number of downloads of works in our Digital Commons. We don’t know exactly which paper triggered the million mark, but we know that four of the top five downloads that day were Honors projects. The item with the most downloads for that day was Anne Johnson’s “The Rise of English: The Language of Globalization in China and the European Union.” The repository provides a permanent online home for faculty and student articles, honors papers, journals, data sets and much more. The permanency feature allows scholars to find and cite the repository’s academic materials. In addition, the Digital Commons repository also makes it possible to support open access publishing and new forms of academic publishing in an era when the cost of traditional academic publishing has skyrocketed. For more information about our repository, please contact scholarpub@macalester.edu.

Read the results of phase one of the Lever Initiative’s project.



ASSESSMENT PLAN

OVERVIEW



As stated by the Assessment Office, a “successful assessment program must engage a wide variety of perspectives, and should foster broad participation.” While the library has had an assessment team in place for more than 7 years, this past year we developed an intentional plan on how we would focus our efforts in order to undertake manageable assessment projects over the course of several years. Our intention is to be able to concentrate on a limited number of issues for 1-3 years, collect information and data, analyze and evaluate, and then implement changes for improvement based on the analysis. A key component of this is “broad participation.” Our intention is to create a culture of assessment within the library and develop a method of continuous evaluation for identifying process improvements.

Seven years ago we asked the question: how can we measure the impact working in the library has on the overall student experience? This year we implemented a survey to do just that. As part of our student learning outcomes for the library, we created a student survey to assess how students themselves tie their student employment to stated learning outcome areas. This is just a start. As we focus on the responses, we will be able to adjust and improve our program for making the student employment experience in the library a valuable overall contribution to the student experience at Macalester.

We focused on two other assessment areas this year: our consolidated service desk and our transition to a new library system. Last summer we completed the installation of a new service desk on the main level that consolidated three service points. Response to the remodel of the first level has been overwhelmingly positive, but we wanted to collect data and make sure the needs of our users were being met. Surveys were conducted in spring semester to gather feedback from students, staff, and faculty, as well as library staff members, regarding this change.

During the rest of 2014, we will be evaluating and discussing the results of those surveys and identifying ways we can continue to improve the service desk.

Our migration to a new integrated library system began in November of 2013. While our official “go live” date was July 1, we unofficially went live on June 1. During the course of the next academic year, we will be collecting feedback in order to evaluate how this change has affected not only library staff, but the members of our community. As there are many changes associated with the migration, we will be carefully monitoring services, including interlibrary lending as well as circulation, to make sure we are continuing to provide access to needed resources for our community.

The last change that was put in place in the spring semester was the Media Services move. Relocating both the collections and the personnel from Neill Hall to the library was completed by the end of May. One of the main changes was to make the entire collection accessible for browsing, but we also have incorporated media reserves into our single service desk, and we have integrated Media Services web presence into the library website. During the 2014-15 academic year we will be conducting surveys to determine how we are doing in terms of this transition and identifying if there are any areas of concern and need for adjustments.

Overall, as stated above, the goal has been to create a culture of assessment within the library. At the same time, we know we need to focus on just 2-3 projects each year rather than try to assess too many different services or changes within the library. We have experienced a number of changes this past year, and we will continue to solicit feedback, identify any areas that require more attention, and make continuous adjustments as we move forward. You can read more about the library assessment program on our web pages.

INITIATIVES AND COLLABORATION

AIA COHORT 2 ACCEPTANCE

In March and April, we applied and were accepted into the Assessment in Action research program as part of its second year cohort. This initiative of the Association of College and Research Libraries is funded by a grant from the Institute of Museum and Library Services to support and build capacity for assessment in academic libraries. Our project proposal involves a campus team led by Ginny Moran Heinrich, Reference and Instruction Librarian, and composed of Kendrick Brown, Associate Dean of Faculty and Associate Professor of Psychology and Cheryl Browne, Research Analyst. The team will review information fluency and critical thinking skills demonstrated in selected capstone and honors projects. The project, which will examine work from the 2014 and 2015 graduating classes, will serve as a pilot for a more expansive analysis of work from the class of 2016.

DATA SERVICES INITIATIVE

We now offer a variety of research data services to students, staff, and faculty. We provide help with data management plans, data searches, file organization, documentation, preservation, and publishing. We publish data sets in Macalester's digital scholarly repository, Digital Commons @Macalester. Contributions have been made by faculty, staff, and students. The development of these services has been collaborative with significant effort and contributions coming from Ron Joslin, Ellen Holt-Werle, Johan Oberg, and Aaron Albertson. Specific information about all of our data services is available at www.macalester.edu/library/data/.



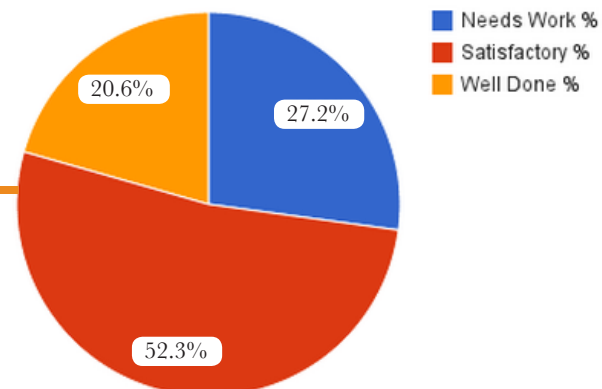
STUDENT LEARNING OUTCOMES

FIRST YEAR ASSESSMENT

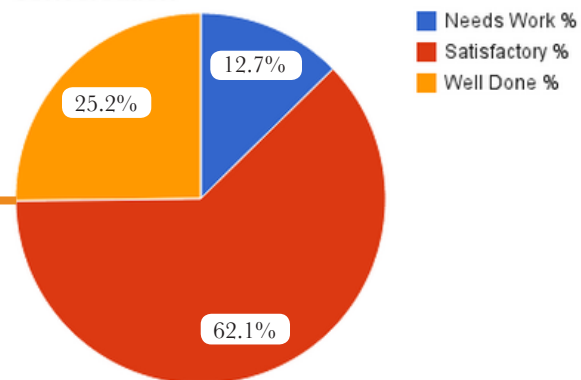
As part of our library's student learning assessment plan, we focused on measuring the demonstration of critical thinking skills by students attending our first year course instruction or mid-level and research methods course instruction sessions. An initial review of our assessment outcomes this year has shown a great deal of promise for both the instruction itself and our method of assessment.

After an initial pilot last year, we expanded our assessment for all first year course sessions this year. The output from 167 student groups was evaluated for three learning outcomes: use a piece of scholarship to find related resources, evaluate those related resources, and determine how to obtain those resources for further review.

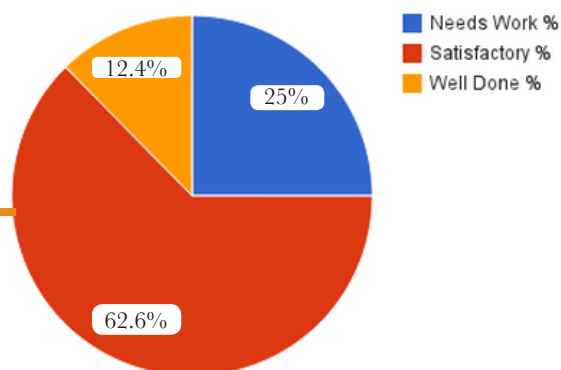
Evaluate a resource for content and scope in order to determine appropriateness to information need



Use a piece of scholarship to find other related resources in order to follow the scholarly conversation

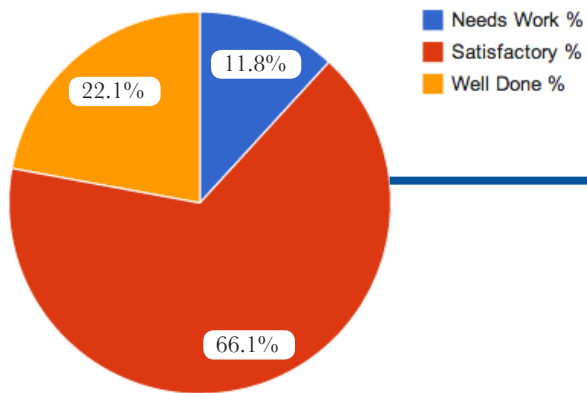


Articulate how to obtain the identified resource in order to fully determine usefulness

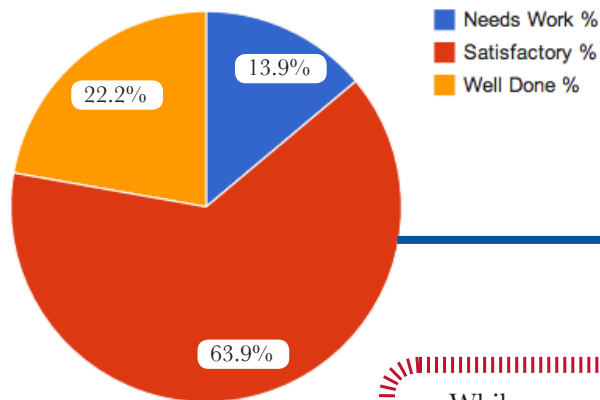


In the sessions we taught for mid-level and research methods courses, we found similar results for the student work we were able to evaluate. However, we learned that these sessions are much more difficult to evaluate due to the amount of course-oriented customization we provide. We evaluated 56 documents from student groups for the same three outcomes: use a piece of scholarship to find related resources, evaluate those related resources, and determine how to obtain those resources for further review.

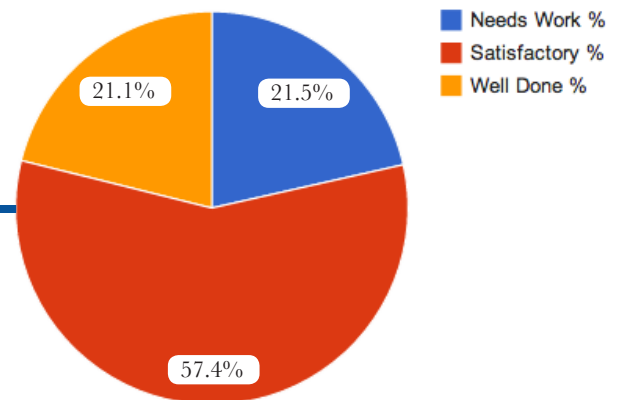
Evaluate a resource for content and scope in order to determine appropriateness to information need



Use a piece of scholarship to find other related resources in order to follow the scholarly conversation



Articulate how to obtain the identified resource in order to fully determine usefulness



While our results were short of our target of 90% “satisfactory” or “well done,” for both types of sessions, we learned a great deal. We now have data supporting what had been primarily anecdotal evidence that our beginning and mid-level students sometimes struggle with choosing sources with greater relevancy and obtaining full-text when it is not obviously available in the database. We are working on plans to adjust how we teach those aspects of information fluency to our beginning and mid-level students.

STATISTICS OVERVIEW

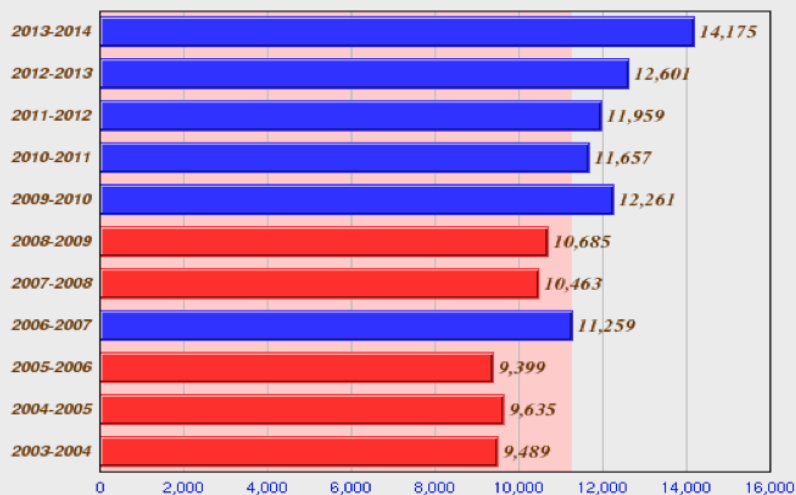
Numbers don't tell the whole story, but they do help us tell *a* story. Collecting statistics on our services helps us identify trends and target areas for further study, as well as share significant accomplishments or changes in our services. This past year we reached a milestone when we had the 1 millionth download from our Digital Commons. One of the "cool" new features of the system is a map that presents in real time the location of the user who just downloaded one of our resources. While we feel it is important to preserve and archive the work being done by our faculty and students, we believe we are making an even more valuable contribution to scholarship and the creation of new knowledge by making these works openly accessible to the world. The download numbers tell us how much use a particular work is getting, which helps us tell the story that the scholarship produced by our students is valued by other scholars throughout the world. We recognize that our faculty are outstanding scholars in their fields, but to see the use of student projects and

papers tells a story about the value of the research being conducted and produced by our students under the direction of their faculty mentors.

Another number we monitor is building use. In December 2013, we installed a new gate monitoring system to better track how many people enter the library each day. Our numbers have grown, but now we need to start evaluating whether the 11% increase in the past year is a result of better equipment or other factors, such as the CST and the number of events held in the library.

One of the most dramatic increases has been in the number of personal consultations. Personal consultations allows students to meet with a librarian for a one-on-one session to review their research needs and discuss methods for finding their needed resources. With the vast array of resources available, these sessions save the student time by helping them hone in on specific and more useful resources. They also help the librarian better assess the individual

Gate Count Typical Week



needs of students and help them with other related issues such as citation management. As we delve deeper into the assessment of our role in contributing to student success, we will be doing more analysis of this service to determine the exact benefits of the one-on-one sessions compared with in-class instruction sessions.

Another area of growth is in our use of chat and email for responding to questions. We participate in AskMN, which is a shared service that allows us to provide 24x7 responses to our students through partnerships with librarians throughout the world. AskMN, and QuestionPoint (email) are services that are coordinated through the state regional network, Minitex. Our staff contributes 3 hours per week on AskMN, answering other patrons' questions, and in return, our students receive help through AskMN when our library is closed. We also have a Macalester-only chat service provided by LibraryH3lp which is available during the library's open hours. The opportunity to provide round-the-clock service to our students is invaluable as we cannot be here at 3 a.m. when many of the students are conducting their library research. It also is a service that helps us support our students who are studying abroad. It doesn't matter what time zone students may be in because they are always able to converse with a librarian and get immediate assistance. Expanding access to our services and resources by utilizing these types of communication tools requires staff time, but by collecting the statistics for these and other services, we can demonstrate that it is time well-spent.

The numbers that are shared on the following pages tell just a portion of the story of our services. We're planning to expand our section on statistics in the next annual report to tell a more detailed story of our collections and services and include comparison data from our peers.



LIBRARY INSTRUCTION

SUMMARY STATISTICS

LIBRARY LIAISON CHANGES

During 2013-2014, we transitioned to liaison assignment by division rather than by individual departments. This arrangement makes instruction more cohesive.

- Humanities and Fine Arts:
Ginny Moran Heinrich & Alexis Logsdon
- Natural Sciences & Mathematics:
Ron Joslin
- Social Sciences:
Aaron Albertson & Beth Hillemann
- Interdisciplinary Studies:
Dave Collins

ARTS AND HUMANITIES

DEPARTMENT	SESSIONS	STUDENTS
ART	3	53
ASIA	0	0
CLAS	1	22
ENGL	7	94
FREN	5	65
GERM	5	70
HIST	12	137
HISP	7	75
JAPA	0	0
MCST	0	0
MUSI	1	14
PHIL	2	31
RELI	3	39
RUSS	5	65
THDA	2	30
TOTAL	47	620

SOCIAL SCIENCES

DEPARTMENT	SESSIONS	STUDENTS
ANTH	3	51
ECON	7	97
GEOG	7	108
LING	0	0
POLI	12	183
PSYC	16	249
SOCI	2	41
TOTAL	47	729

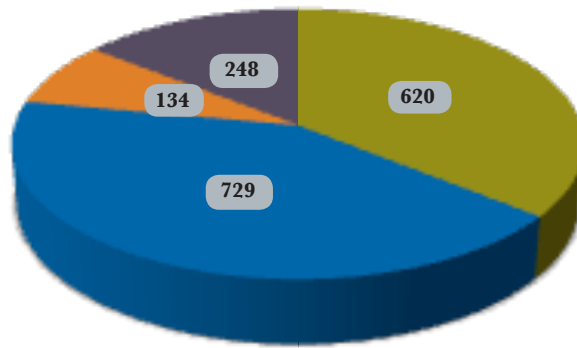
SCIENCES

DEPARTMENT	SESSIONS	STUDENTS
BIOL	3	40
CHEM	2	32
COMP	1	15
GEOL	1	14
MATH	1	16
PHYS	1	17
TOTAL	9	134

INTERDEPARTMENTAL

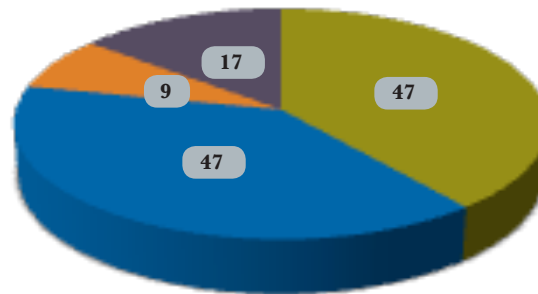
DEPARTMENT	SESSIONS	STUDENTS
AMST	3	45
EDUC	0	0
ENVI	4	73
INTL	3	46
LATI	2	21
WGSS	5	63
TOTAL	17	248

**Comparison
by Division:**
NUMBER OF STUDENTS

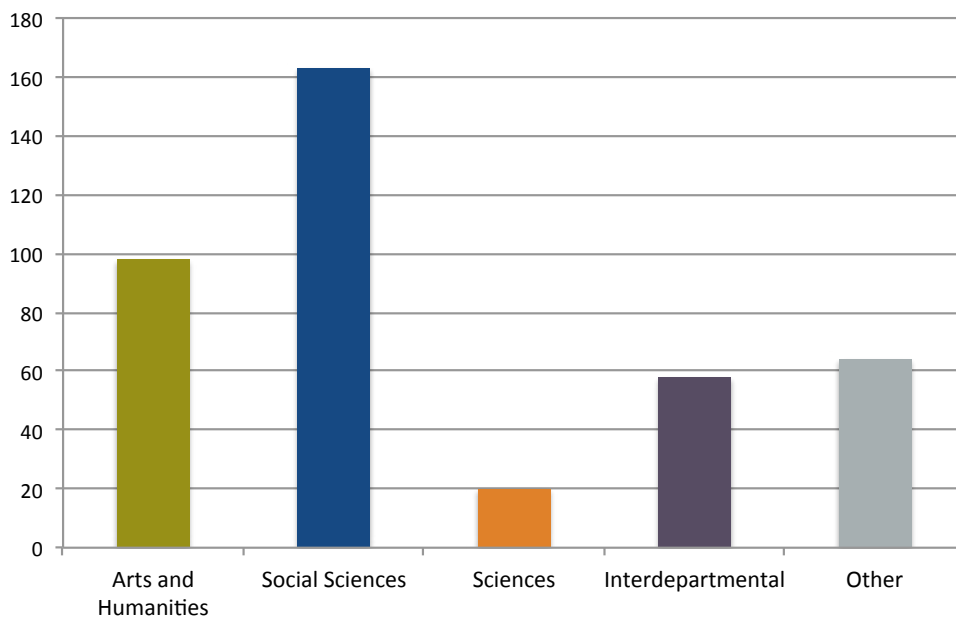


- Arts and Humanities
- Social Sciences
- Sciences
- Interdepartmental

**Comparison
by Division:**
*NUMBER OF LIBRARY
INSTRUCTION SESSIONS*



- Arts and Humanities
- Social Sciences
- Sciences
- Interdepartmental

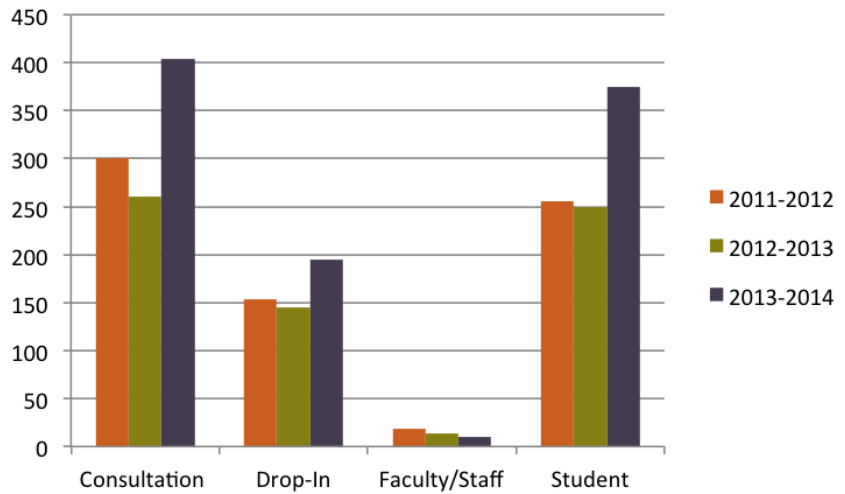


**Comparison
by Division:**
*NUMBER OF
CONSULTATIONS
WITH LIBRARIANS*

REFERENCE CONSULTATION COMPARISON

By Year

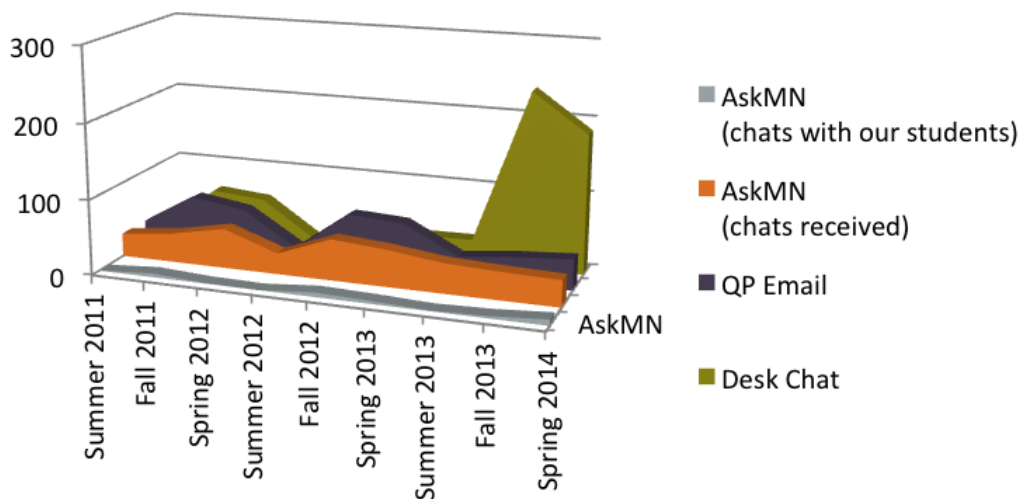
REFERENCE SERVICES 2013 - 2014



QuestionPoint and Chat Use (One-year totals)

Chat 2013-2014	AskMN (our students' chats with others)	AskMN (our chats with others)	QP Contacts (emails, consultations)	Desk Chat
Summer	1	40	28	31
Fall Semester	3	37	36	236
Spring Semester	8	35	41	185
TOTAL	12	112	105	452

QUESTION POINT AND CHAT USE BY SEASON



MEDIA SERVICES STATISTICS 2013-2014

NUMBER OF CHECK OUTS

Period	DVD	VHS	Media Reserves	Equipment
Summer	635	58	2	141
Fall Semester	1097	239	457	593
Spring Semester	1389	227	331	816
TOTAL	3121	524	790	1550

NEW THIS YEAR - MEDIA SERVICES STATISTICS

This the first year that we have featured Media Services statistics in our annual report. It will be interesting to see if and how these statistics change. We have now opened the collections to browsing and offer additional hours of access to services and collections.

Did you know?

Last year 573 items went through the Mendery:

- 142 Mac bound periodicals had tacks replaced after being cut to facilitate scanning and copying.
- 253 brand new books had work done on them (in most cases, Mylar covers and pockets for CDs were added).
- 178 items were given new life with new spines, reinforced hinges and corners, page repairs, removal of pencil markings, and pam binder covers.



THE DASHBOARD

MACALESTER COLLEGE

A Snapshot of Library Activities, 2013-2014



433,498

Volumes owned



25,433*

Items circulated



455,268

Number of Database Searches



133

Class instruction sessions



1,864

Participants in instruction sessions



193

Research databases subscribed to.



90,320

Visits to Macalester WorldCat



341,707

Downloads from DigitalCommons

14,175

Average number of people entering the library per week.

* BEGINNING IN 2013-2014, WE ARE NOT INCLUDING EQUIPMENT OR OTHER MATERIALS (BIKES, HELMETS, LAPTOPS, ETC.) THAT WERE AUTOMATICALLY TALLIED IN PREVIOUS YEARS. WE ARE TRANSITIONING TO A NEW ANNUAL STATISTICS COLLECTION, THE IPEDS, AND OUR FUTURE CIRCULATION STATISTICS WILL BE BASED ON THEIR DEFINITION.



DeWitt Wallace Library

STAFF PRESENTATIONS

NATIONAL OR REGIONAL PRESENTATIONS

National Information Services Instruction Support (online):

- Aaron Albertson, Norm Medeiros (Haverford), and Kristin Partlo (Carleton) presented: "Data Curation and Management at Liberal Arts Colleges" (May, 2014)
- Angi Faiks, Jesse Sawyer, Barron Koralesky, and Rachel Boutilier presented: "Merged Service" (November, 2013)
- Aaron Albertson and Katy Gabrio presented: "Discussion on E-BOOK Advocacy" (October, 2013)

ALA Midwinter (Philadelphia, PA; January, 2014):

Terri Fishel presented:

"Engaging the Public: Introducing Students to Scholarly Publishing"



Libtech Conference (Macalester College; March, 2014):

Aaron Albertson, Kristin Partlo (Carleton), Jonathan Carleson (St. Ben's/St. John's), and Diana Symons (CSB/SJU) presented: "Revolutionary or Evolutionary? Adapting Best Practices for Data Management"



Electronic Resources and Libraries (Austin, TX; March 2014):

Angi Faiks, Whitney Murphy, and John McCullugh presented: "Playing nicely in the sandbox: How new Library Management Systems require a resurgence of relationship building"



Digital Initiatives Symposium (University of California-San Diego, CA; April, 2014):

Terri Fishel presented:

"Publishing Student Journals: Integrating into the Curriculum"

PRESENTATIONS SERVING MACALESTER

AND THE LOCAL COMMUNITY

ARLIS/NA-Twin Cities (Minneapolis-St. Paul, MN; April, 2014):

Ginny Moran Heinrich presented:

"College Radio and the Library"



Chautauqua 2014 (Macalester College; May 2014):

Angi Faiks, Beth Hillemann, and Jacki Betsworth presented:

"When it's time to change..."



DASHCamp (University of Minnesota-Twin Cities; March, 2014):

Johan Oberg and Kent Gerber (Bethel) University presented:

"Hands-on Introduction to Using Simile Timeline and Timeline JS"



LIBTECH 2014

Nearly 500 people attended the seventh annual Library Technology Conference hosted by Macalester College on Wednesday and Thursday, March 19 and 20, 2014. Registration filled in record time—it took about a week after the initial conference announcement for us to reach our attendance cap. We were pleased to highlight our collaborative relationship with ITS by having Associate Director Barron Korelesky provide our “welcome to campus” message and launch our event.

Wednesday’s keynote speaker was Mita Williams, User Experience Librarian at the Leddy Library at University of Windsor in Windsor, Ontario, Canada and founding member of Hackforge, a community-minded hackerspace that is located in the Windsor Public Library. Our Thursday keynote speaker was Barbara Fister, Professor in the Gustavus Adolphus College Folke Bernadotte Memorial Library. For the first time, we were able to offer live streaming of our keynote speakers to those who were unable to attend the conference in person, along with the video archives we have traditionally provided after the conference. Attendee comments on the speakers included the following:

“...These speakers really were engaging.”

“Both keynotes were very ... thought provoking.”

“They were awesome! Innovative and theoretical while still allowing us to discuss larger picture ideas.”



In addition to our nationally recognized keynote speakers, this year’s conference offered attendees 59 concurrent sessions covering topics such as student iPad use, linked data for library cataloging, social media use by libraries, how to create infographics, and user experiences with our library technologies. At long last, we recognized Ron Joslin for his vision in creating this conference seven years ago and lovingly working with our concurrent sessions committee to pull together another great mix of learning opportunities. This comment from an attendee sums it up perfectly: “Keep up the wonderful work! I know so many people who jump onto your site once registration opens and whiz through the registration process to be sure they get in! Congratulation to Ron and to the entire team for 7 awesome years. This is my favorite conference!”



25TH ANNIVERSARY



Reunion weekend also marked the 25th birthday of the building some of you still think of as “the new library.” The spring edition of Macalester Today featured the library and how students today use its space and resources. With 10,000 visitors each week, the library is a key component of our campus and its broader liberal arts mission. We’ve built information literacy into the curriculum: all first-year students spend time with a librarian who teaches them how to access information from more than 400 research databases and 4,000 e-journals. Our library, staff and resources are just as important today as they were 25 years ago in guiding our students’ information searches and helping them delve deeply into research.

President Brian Rosenberg

In August 1988, library staff and student workers moved from the Weyerhaeuser Library to the new DeWitt Wallace Library. 2013 marked twenty-five years in the building that many members of campus still refer to as the “new library.” The library continues to be a vibrant center of activity on our campus. Our building was designed to be flexible and accommodate changes, and it has proven to be as flexible as we had hoped. Over the past twenty-five years, many changes have taken place including creating more spaces for students to use computers to access a wide range of electronic resources, more spaces for teaching, a space to house the Center for Scholarship and Teaching, and a space for emeriti faculty. In order to improve public services and access to personal assistance, we developed a streamlined single-service point in the library. We wanted to recognize these accomplishments, and many others, by celebrating our twenty-five years in the building. Celebration activities included hosting an event for alumni, creating an online timeline, and developing a document outlining our vision for library spaces by 2020.

As part of the 2013 Alumni Weekend, we invited former student employees who were attending reunion weekend to join us for a special reception. We invited Atina Diffley, author of *Turn Here Sweet Corn*, to speak before the reception about sustainable, organic farming and sign copies of her book. The reception was well-attended and featured locally grown, organic food and wine. As a result of our success with the first reception, we have decided to make this a regular sponsored event by the library for future reunion weekends.

In recognition of our twenty-five years, Ellen Holt-Werle, Johan Oberg, and Chris Schommer prepared a timeline. The timeline documents the history of the campus library from 1885 to the present, including vast changes in activities, services—and its name.

As we look forward to our next twenty-five years, we will continue our transition to more electronic collections, and continue our increasing role in assisting students and faculty in creating new scholarship. The library as a traditional “holder and consumer” of scholarship is slowly being replaced by the library as a “producer.” Within the next five years we hope to further develop spaces for collaborative projects and help students and faculty publish their scholarship in digital formats. For more information on our vision for the DeWitt Wallace Library in 2020, please see our document.



SNAPSHOTS



1

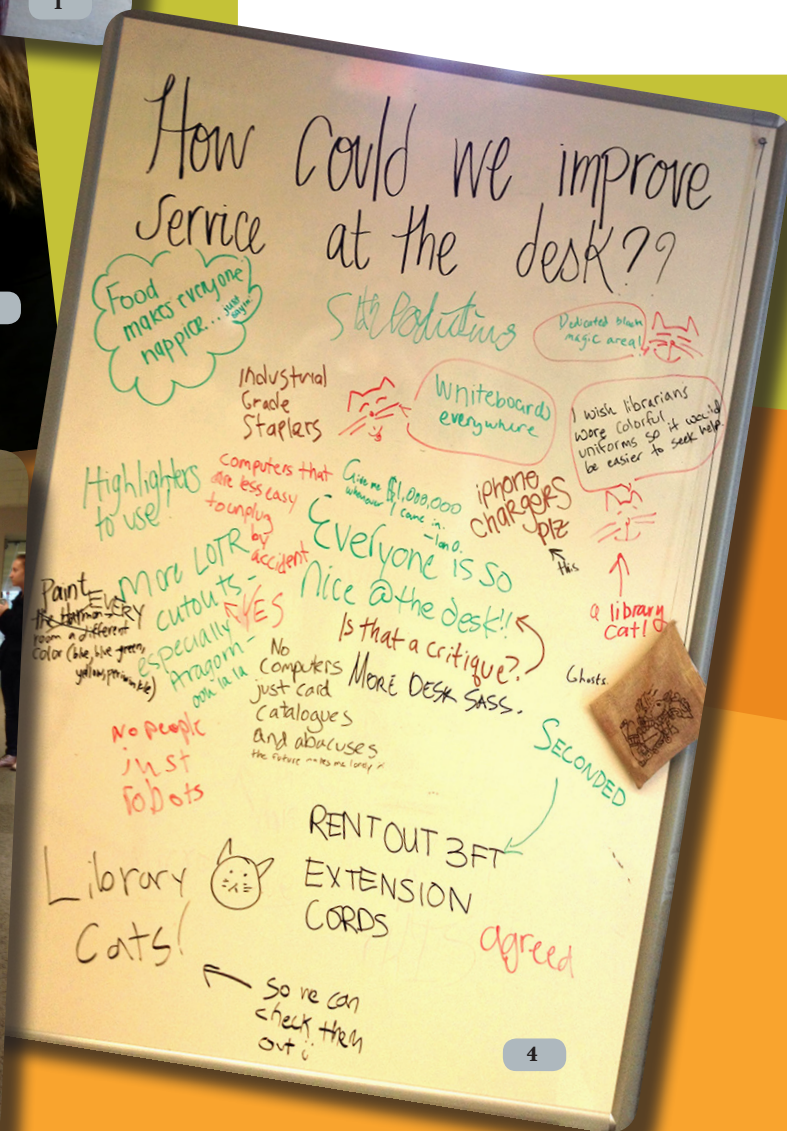
1. Banned Books Week button making
2. Birthday party for the worldwide web
3. Sharing author rights information during Open Access Week
4. Informal whiteboard surveys
5. Junior Night's dunk-a-librarian fun
6. Twister games during Mac @ Nite
7. National Library Week "Faces of Change" selfie contestants



2



3



4



5



6



7



LIBRARY AND MEDIA SERVICES GOALS 2013

COLLEGE, LIBRARY, COMMUNITY GOALS

Assessment/Student Learning Goals

- Complete MISO survey and shared results
- Refine our student learning goals and reach a shared understanding amongst staff

25th Anniversary planning

- Hold a Summer Reunion Event

LibTech Conference - identify sustainability issues and complete changes to address chair rotation, budget, and responsibilities by committee members

Explore creating unique usable spaces - space planning overall

- Prepare a Vision document and a long-term plan based on reducing size of print collection

Examine our own internal structure and implement new meeting structure

Redefine specific roles for new service areas including data curation and data management

Reimagine student employment roles/redesign student responsibilities as a result of new service desk

Focus on aligning our goals with the college and college strategic planning

COLLECTIONS GOALS

ERM/Link Resolver transition and development

- Migrate SFX to ExLibris hosted server

Collection Management Project

- Develop communication plan with CPR
- Create a Moodlegroups site to keep faculty up-to-date on progress

Participate in future planning for library systems

Develop e-book plan and advocacy document

- Prepare a website and communicate our document and position broadly with publishers and the library community.
- Incorporate our statement into the Oberlin Group statement

Complete an inventory of digital objects and objects “yet to be” digitized as a first step in developing a digital preservation plan

Explore new models of acquiring content/quality materials with a tighter budget - PDA, streaming, intentional connecting

- Work with Chemistry to change their model for accessing ACS Content
- Work with CLIC group to acquire new e-book content.

Support Knowledge Unlatched.

SERVICE GOALS

Complete librarian liaison reorganization and focus

Complete Service desk consolidation

Integrate ITS support into library services

Imagine the library outside of the library - physically and virtually

- Black Girls Code Project

- Pilot off site reference consultations
- WMCN radio show
- OA Day in Olin Rice
- Expand use/monitoring of LibChat

Explore curricular visioning via online learning

Complete development of Assignment Calculator

Guide on the Side - continue to explore for 2014

LIBRARY AND MEDIA SERVICES GOALS 2014

Media Services Move to be completed by April 1, 2014 (move took place during May 2014)

- Integrate media reserves into course reserves at main service desk
- Tattletape all DVDs and evaluate need for other media formats
- Transition to a browsing collection for all media materials
- Relocate Media Staff to library

Migration to OCLC WMS first phase to be completed by August 1, 2014

Collection Management Project ongoing

- Continue to use Moodlegroups forum for updates and sharing lists and comments
- Evaluate progress during summer and identify number of titles withdrawn

Exploring new models of acquiring content/quality materials with a tighter budget PDA, streaming, intentional connecting

- Supporting Knowledge Unlatched
- Continue e-book advocacy and identify potential purchases that meet our requirements

Assessment activities: Evaluate new service desk, Evaluate OCLC WMS migration, ongoing Student Learning goals, Implement new system for collecting statistics on a monthly basis for annual survey collections

Formalize digital preservation plan

- Finalize the digital preservation plan
- Prioritize our inventory of digital objects.
- Include digital preservation plan in our ongoing digital projects

Update web site content and develop strategy for ongoing updates

- Integrate Media Services into library web site

Imagine the library outside of the library physically and virtually

- Black Girls Code Project
- Ongoing: Library Radio Show, Chat services, Delivery of digitized version of print articles to faculty

Curricular visioning

- Online learning exploration
- Guide on the Side

Changing Relationship with CLIC Institutions

STAFF & CONTRIBUTIONS

LIBRARY AND MEDIA SERVICES CURRENT STAFF

Aaron Albertson
Jacki Betsworth
Dave Collins
Jack Davidsen
Mark Eggert
Angi Faiks
Terri Fishel
Katy Gabrio
Ginny Moran Heinrich
Beth Hillemann
Ellen Holt-Werle
Ron Joslin
Connie Karlen
Alexis Logsdon
Brian Longley
Johan Oberg
Melanie Rexroad
Jesse Sawyer
Chris Schommer
Laura Secord
Mary Lou Steiner
Denise Tyburski
Scott Williams
Katie Witzig

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Aaron Albertson
Jacki Betsworth
Dave Collins
Angi Faiks
Terri Fishel
Katy Gabrio
Ginny Moran Heinrich
Beth Hillemann
Ron Joslin
Jesse Sawyer

New Library Staff



Alexis Logsdon
Librarian,
Reference & Instruction

Katie Witzig
Senior Library Associate,
Collection Development
& Discovery



Scott Williams
Evening/Weekend
Supervisor



Melanie Rexroad
Evening/Weekend
Supervisor

