THE ANNUAL REPORT

MACALESTER COLLEGE | THE DEWITT WALLACE LIBRARY | 2014 - 2015

ASSESSING & IMPROVING OUR SERVICES

THE DEWITT WALLACE LIBRARY | MACALESTER COLLEGE
ANNUAL REPORT 2014 - 2015

SNAPSHOTS

IIIIIIIIIIII WORDS FROM THE DIRECTOR IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII

Last year our annual report focused on change. Change is a constant, but it is also important when looking at change to evaluate how individual changes have affected our community. Last June we made a major change by moving to a new integrated library system, OCLC WMS, joining a larger cooperative network of libraries sharing a cloud-based integrated library system. By moving from our local consortium of 8 institutions to a cloud-based system used by over 200 libraries providing access to world-wide resources, we became part of a collective that works collaboratively for process improvements within that system. Our new system allows us to become more than just customers who have little input in system developments. We are now fully participating partners who get to influence the future direction of our system's development. Two of our staff serve on national OCLC advisory committees and, as you will read in our report, other staff have contributed to developing process improvements for the system and participated in training members of our cooperative. This is a major shift in how integrated library systems are typically managed. Our change of systems had a significant impact on the workflows of our staff. And being deeply involved with ongoing system development — having a voice — gives us a powerful tool for making changes that lead to an improved experience for our community of library users.

At the same time, we are seeking ways to obtain feedback from our internal and external users to make sure that the developments we are advocating for will lead to an improved experience for our community members. In the past year we have focused on internal work processes, collecting feedback from staff using the new system in their workflows. In the coming year we will be focusing on the experiences of faculty and students. These various types of assessment will help us as we continue to make system improvements. In the same manner that Google applications continue to change and evolve, we expect our new system to continue to change and evolve. A major difference, however, is that Google has labs for testing new products and collecting feedback, while we are in a live system and part of the process for deciding new directions for the system. Because of this, we need to assess how changes affect your workflows as well as our own. We need to hear from you about how these changes are being received.

Assessment has been a major theme of many of our activities this year. One means of obtaining feedback was through an ethnographic study, done by Macalester students, of our newly-merged service desk. Although focused on the service desk, the study produced many suggestions for improvements we could make in other areas of the library and our services. We are involved in several projects this summer that

are a direct response to the suggestions made by the students.

Another major assessment project was our participation in the Association of College and Research Libraries program, Assessment in Action. As a part of a cohort of 64 academic libraries, we developed a research project that was refined, carried out, and reported on over the course of 16 months. We chose to focus on capstone papers and the value librarians provide in developing students' critical thinking skills. You will be able to read about our results in this annual report, along with a companion piece on the ongoing assessment of how our student employees' work connect and contribute to the campus student learning outcomes.

Finally, another way of assessing our activities is to look at our statistics. We know the changes we make affect how students use the library, what they come to the library to do, what resources they are using, and what services resonate with their needs. For the first time this last year, our gate count — the number of individuals entering the library — was slightly down. This might reflect the fact that new spaces have been created on campus, or it might represent a change in use patterns, or it might be a temporary dip. Whichever it is, we will be monitoring this number and factoring it into our assessment. While the gate count may have taken a dip, dramatic growth has been noted in the use of consultation services with the librarians. This is a service that clearly resonates with students and, as our Assessment in Action project demonstrates, provides significant support for improving student learning outcomes.

Overall, 2014-15 was yet another year of change. But it was also a year of service improvements and contributions that demonstrate the value library staff provide in making sure the student experience is a positive one and that the support we give to faculty enhances their teaching and research needs.

As always, if after reading this report you have feedback, questions or comments you'd like to share, please do let me know.

Terri Fishel
Library Director

DeWitt Wallace Library

CAMS:
CAMPUS & ACADEMIC MEDIA SERVICES
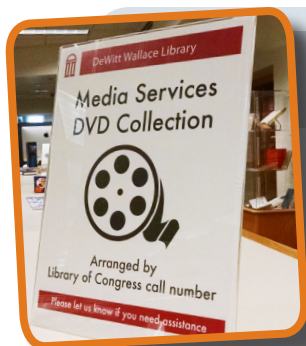
MEDIA SERVICES MOVE

In May 2014, the Media Services media and equipment collections moved from Neill Hall to the Library. The media collection, previously housed housed in a locked room, was placed on main floor open shelving so that it was accessible to all Macalester patrons. Smaller and more frequently checked out media equipment items were moved to the library service desk while the majority of equipment was moved to the library lower level along with offices and workrooms. the department was also renamed Campus and Academic Media Services. As a part of the transition, all media and equipment checkouts were moved to the single service desk on the main level. The service desk also became the main access point for faculty reservation of items for classroom viewings. With the successful completion of this consolidation, patrons are now able to access the entire media services collection for all hours the library is open, while faculty members still receive the high level of curricular support to which they've been accustomed.

NEW MEDIA KIOSK

One of the first things students and faculty notice when they walk in to the library is the new media kiosk, just to the left of the service desk. The Apple iMac that serves as the media kiosk gives library users an easy and attractive way to browse the over 13,600 physical films that were added to the library when the Media Services collection incorporated into the collection in 2014. In addition to the physical films, the kiosk also allow users to browse the over 18,800 e-videos that are available from the library.

The new media kiosk is a result of collaboration between library staff and ITS staff. Denise Tyburski, Aaron Albertson and Beth Hillemann worked on developing genre searches to retrieve titles. Johan Oberg and Chris Schommer led the development of the kiosk, and designed and implemented the kiosk web pages. Daniel Ferrara in ITS helped set up the hardware.

DIGITAL COMMONS REDESIGN

We celebrated the start of our second decade of using **Digital Commons @ Macalester** to provide open access to the scholarly and creative works produced by Macalester students, faculty, and staff by giving our repository a fresh new look. The redesigned site gives users more information at a glance, including a carousel of images and text highlighting selected collections and submissions and a world map that shows real time readership for our collections.

GUIDE ON THE SIDE

After piloting Guide on the Side for library instruction in 2013-2014, we incorporated it fully into our instruction program for 2014-2015. The program is used for our first year course instruction, and Ginny Moran has collaborated with music faculty member Mark Mandarano on using Guide on the Side in his classroom. They presented their success story as part of the Serie Center's Talking About Teaching series in April 2015.

TREASURE IN THE ARCHIVES

Though we come across cool things in the Archives all the time, it's not often that we stumble upon a veritable treasure trove. While working on a project to rehouse student scrapbooks languishing in a metal cabinet, student worker Franny Vescia, '18 uncovered an old, oversize, unlabeled portfolio. Upon opening it, we discovered 21 manuscript and incunable pages from the 12th through 15th centuries, a discovery that tripled the College Archive's known collection of medieval documents. Some of these beautiful pages included brief information about them, however we're hoping to connect with faculty who might be able to tell us more about all of the pages, some of which include music, illuminations, marginalia, and woodcuts.

DeWitt Wallace Library

OUTREACH: LIAISON POSTERS

We wanted students and faculty to be able to identify their liaison librarians, so we created colorful posters that featured liaisons from each of the divisions and distributed them to departments around campus.

NEW UNIFIED SIGNAGE

This year we took a comprehensive look at the many signs around the library in an effort to streamline and unify way-finding and information sharing throughout the building. The existing signs were created by many different hands, over many different years, using many different materials. By unifying the graphic style, text fonts, and materials we hope to lessen visual clutter and better share important information with our patrons as they travel around the building.

SNAPSHOTS
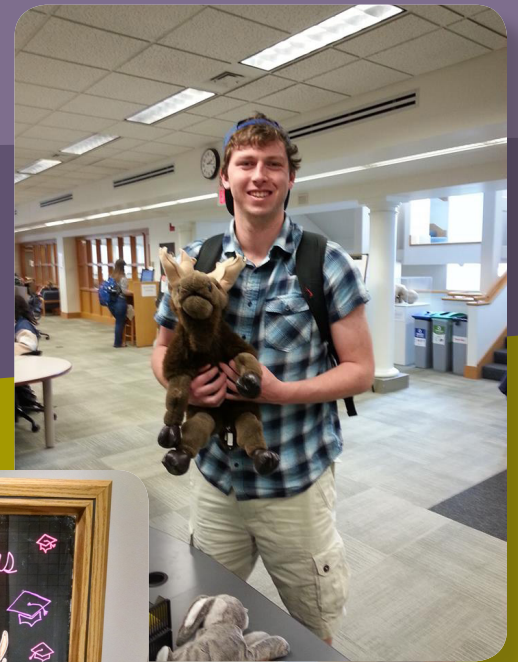
ASSESSMENT IN ACTION

Yes, librarian-led information fluency instruction does improve student learning related to critical thinking and communication!

Over this past year, we completed a study of Fall 2014 student senior capstone projects from students in History, International Studies, Political Science, Theatre, and Physics and Astronomy. We used a rubric to score student competencies in three information fluency skill areas: attribution, evaluation of sources, and communication of evidence. These skill areas connect to the critical thinking and communication goal areas of the campus Statement of Student Learning. We then linked the student scores to attendance data from librarian-led course integrated instruction and individual research consultations. Our results indicated that students who participated in more instruction sessions and research consultations scored higher in those three information fluency areas than those who participated in fewer sessions. Students who had five or more instruction sessions or consultations had an average total mean score of 9.3 points out of 12; students with one instruction session or consultation had an average total mean score of 6.1.

We are excited about the contributions this project makes to information fluency research demonstrating the value that librarians add to student learning. Because this project examined student work intended as a culminating piece of scholarship within their declared major, it minimizes critiques in other summative assessment studies that the research samples were not representative because they were not sufficiently high-stakes, or were taken from an area outside of the student's area of knowledge. Our samples came from each broad division of the college, providing a snapshot view across the curriculum.
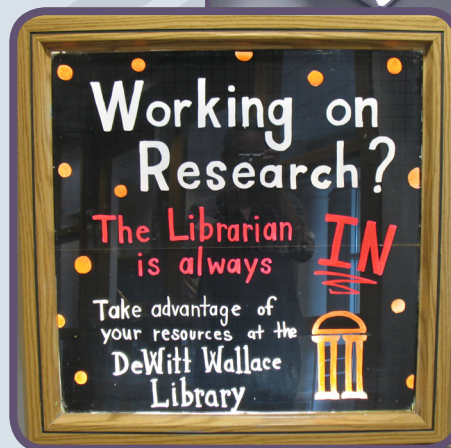
Norming the rubric provoked valuable conversations about specific information fluency assessment goals. This type of programmatic assessment has helped us work more intentionally on assessment for other student learning projects such as data fluency and academic integrity. In addition, this project provided several opportunities to talk with faculty, leading to faculty proactively seeking out librarians to review citation and research practices in student honors papers and spring capstone projects. Librarians used preliminary observations in conversations with faculty about developing assignments and increasing collaboration in mid-level courses. The project also provided insight into faculty grading practices, giving librarians more confidence in suggesting pedagogical improvements around information fluency.

This study involved many librarians and campus members. Ginny Moran, our librarian coordinator for student learning assessment, led the team which included Kendrick Brown, Associate Dean of Faculty and Associate Professor (Psychology); Polly Fassinger, Director of Institutional Research; Nancy Bostrom, Campus Assessment Facilitator; and Cheryl Browne, Institutional Research Associate. Librarians Johan Oberg, Laura Secord, Ellen Holt-Werle, Dave Collins, Ron Joslin, Beth Hillemann, Aaron Albertson and Alexis Logsdon read and scored papers, and our library assessment team, including Terri Fishel, Katy Gabrio, Angi Faiks, and Jacki Betsworth, consulted as needed.

This study is part of the program, "Assessment in Action: Academic Libraries and Student Success" which is undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services.

Visit the Assessment in Action Site at http://www.ala.org/acrl/AiA

STUDENT EMPLOYEE ASSESSMENT & SURVEY

As one of the campus' larger employers of students, we felt it was important to make greater connections between student employment and campus student learning outcomes. In reviewing the outcomes, we thought there were obvious connections between the work student employees do and at least two of the campus-wide student learning outcomes. Our goal was to seek a way to assess this connections and student learning in those areas. In May 2014, we surveyed our student employees to learn if and how they connected their work to the Statement of Student Learning. Students reported they perceived "a little" or "significant" contribution from work in the library to nearly every student learning outcome. As a result of this work, we have developed rubrics that map learning outcomes in the areas of "critical thinking," "intercultural knowledge and competence," "communication," "community engagement,"

and "making informed choices and accepting responsibility," in the campus student employment performance form. This directly ties performance appraisal to campus student learning outcomes.

Because of the assessment project, we have improved student evaluations throughout the library. Our student employment committee worked with all library staff to write and norm the rubrics, striving to make the criteria just as valid for students working in the library office as for students working at our service desk. This has made our student appraisals more consistent across departments and has allowed more staff to contribute to appraisals. We shared our work with SEAC and with the broader campus community through a Chautauqua presentation in May. Future plans include using the rubrics and appraisal information more explicitly in our training.

ETHNOGRAPHERS IN THE LIBRARY

Library staff have long studied library users in an attempt to continuously improve services. We ask for feedback, administer surveys, collect statistics, and analyze the data we gather through myriad systems. Yet our interpretation of this information is always filtered through the expertise and bias of library staff. In the words of Indiana University librarian Courtney McDonald: "You are not your user." [1]

In order to get a more balanced view of our library users' experiences, we partnered with professor of Anthropology Dianna Shandy and her senior seminar class to conduct an ethnographic study focused on the use of and around our consolidated library service desk. This follows a growing scholarly trend to examine libraries through the user-oriented lens that ethnographers offer.

In our study, senior Anthropology majors used their skills in such methods as participant observation, key stakeholder interviews, focus groups, and auto-ethnography. The students were asked to research the following questions:

- Do people feel welcomed at the service desk and are their needs being met?
- Did we achieve our goals internal to the service desk such as efficiency, clarity, collaboration, creativity, community, and flexibility among staff and student employees?

The class presented their findings to library staff in May 2015. There were many important take-aways from their observations. Students learned that our patrons appreciate how we reach out to them and follow through, our flexibility, and our approachability. Users expressed an overall sense that the consolidated desk was serving them well. On the other hand, the students found our spaces and services are perhaps more difficult to navigate than we assume. They suggested that Macalester patrons prefer to figure things out on their own but need better clues to do so. For example, infographics and other visual cues would be appreciated. This runs counter to our assumption that patrons would approach the desk for any and all needs. The students discovered users felt our spaces were aesthetically sterile, echoing early responses the library had collected via whiteboard queries. Finally, the students addressed issues of service awareness in a high-context culture. That is, there are 'library students' and 'non-library students' and that even basic information, such as checkout times, services and materials offered, may be more readily obtained and remembered by the former group than the latter.

Those were just some of the most prominent takeaways from this invaluable study. Some libraries are in a position to hire an ethnographer to gain insights into the user experience. As a smaller institution, we found that engaging a class of student-ethnographers proved to be a viable method of better understanding our user experience. The students were able to apply their knowledge and skills to address a real-world question and we had the unique experience of seeing ourselves through the eyes of others. Their efforts will have a positive and lasting impact on our library into the future, as we are already actively incorporating their findings into every aspect of our planning and operations.

[1] McDonald, Courtney Greene. 2014. **Putting the User First: 30 Strategies for Transforming Library Services**. (Chicago: Association of College and Research Libraries, a division of the American Library Association, 2014), 11.

WMS PROGRESS

June 1, 2015 marked the one year anniversary of our migration to OCLC's WorldShare**®** Management System (WMS), our new online library system. We've been monitoring results of our migration so far and will do a full-scale assessment after our new discovery layer (WorldShare**®** Discovery) is implemented during Summer 2015. In the meantime, here is a brief update.

As a continually evolving platform, WMS has kept us on our toes and helped us streamline workflows and services. WMS is a fairly young system and we are in a sweet spot as the system develops. We have been actively involved in helping provide development feedback and testing. For example, our very own Denise Tyburski, Laura Secord and Katy Gabrio worked closely with OCLC and EBSCO staff to test out and document the workflow for loading EDI invoices for our serial subscriptions into WMS, saving us the time and headache of manually keying invoice line items into the system. OCLC recorded us walking through the process to help demonstrate for other WMS libraries around the world how they, too, could take advantage of this functionality. OCLC product development staff have tapped our library staff for other types of feedback on analytics, reporting and circulation as well as other serials processes. During this past year two of our library staff were elected to OCLC national committees to help guide development of and increase community involvement with both OCLC's WMS and Discovery products. Angi Faiks is currently a member of the OCLC WorldCat Discovery Services Advisory Group and Katy Gabrio is serving on the OCLC WMS Community Leadership Team. We are excited about the enhanced user experience that our move to Discovery will bring in late Summer 2015!

SERIALS & INVOICES & EDI, OH MY!

We were delighted to be the first library (ever!) to fully implement the use of EDI (Electronic Data Interchange) to bulk-download invoice information into the WMS system for the more than 900 serials subscriptions managed by our subscription vendor, EBSCO. This project involved creating individual order records for each title. OCLC and EBSCO worked diligently to develop the process to make the transfer possible before our year-end fiscal close so we would be able to track expenditures using WMS.

TEA WITH TERRI

In the fall of 2014 we tested a new outreach program, inviting student library employees to meet with the library director to share tea and cookies in an informal conversation. There were no agendas. This was designed to be a listening session in order to get to know the students and to hear their thoughts and suggestions on anything that related to the library, their employment, and our services. Invitations were sent to all the student employees offering two dates and times to meet and have "Tea with Terri." Eight students responded to the invitations. The conversations were both lively and informative. As a result of input from the students, we have made several process improvements around the checking out of equipment. We also learned that training is very important to them and they had several suggestions on ways we could improve that training. Students also expressed how much they enjoyed working in the library and that they appreciated having a chance to share feedback on their experiences. The two sessions were very successful and we intend to offer more Tea with Terri sessions in fall and spring of the 2015-16 academic year.

Tea with Terri in Progress

Student employees welcome. (No staff, please.)

DIGITAL PROJECTS AND PUBLISHING

MAC REPOSITORY MILESTONE

In May 2015, we celebrated the 10th anniversary of our institutional repository, DigitalCommons@ Macalester. Launched in May 2005, we first focused our efforts on creating access to our student Honors projects. Beginning with just 10 student projects that were recommended by faculty, we now provide access to over 500 student Honors projects, and students upload their own papers. In 2005, we were addressing the need to make our student Honors projects accessible beyond the physical copy located in the limited-access Archives. Because we had always cataloged our Honors projects, they were discoverable to the world, and were frequently requested on campus and through interlibrary loan. Improved access to the papers allow our students to share their scholarship with a broader audience, and demonstrate the quality of their work. One Honors project, published in 2006, has been on the list of the most downloaded papers in our repository for 9 continuous years. Meanwhile, the repository has grown to include student-produced journals, campus publications, image galleries, one scholarly society publication, and oral histories. Close to the time of of publication, we have seen over 1,540,166 downloads of materials that are available in our repository. We are thrilled to see global interest in our students' scholarship, allowing them, through open access, to truly contribute to the ongoing scholarly conversation in a wide range of disciplines and interdisciplinary areas of study.

PUBLISHING SCHOLARSHIP IN DIGITAL FORMATS

We continued our work on publishing, disseminating, promoting, and preserving the digital scholarship of our faculty and students. Last year we completed work on our first open access multi-media book, *Captive Audiences/Captive Performers*. The book has received over 15,000

views since being published online in the spring of 2014. This year we created a visual presentation of *Captive Audiences/Captive Performers* that can be browsed in the Great Scots Collection (published works by faculty, students and alumni) located in the Harmon Room.

Over the past year, the Digital Scholarship and Services unit of the library, led by Johan Oberg, has been exploring the publishing system Omeka. Developed in 2008 by the Roy Rosenzweig Center for History and New Media at George Mason University, Omeka is a free, open source system for managing and publishing online digital collections. Since its release, Omeka has become a cornerstone in the digital humanities community, and the centerpiece in many digital humanities projects. We currently host Omeka on a cloud server with Amazon Web Services. Together with faculty members and students, we are developing two projects that make use of Omeka.

Human Computers at NASA is an Omeka project led by American Studies professor Duchess Harris and her students. "The Human Computer Project is a student/faculty collaborative project at the Macalester College's American Studies Department that seeks to shed light on the buried stories of African American women with math and science degrees who began working at NACA (now NASA) in 1943 in secret, segregated facilities."[1] This is a creative undertaking that contributes to new scholarship and historical awareness of contributions made by minority women that are too often overlooked.

The second project is with professor Dan Keyser in the Theatre and Dance Department, and it is called **Macalester College Theatre Productions**. The long term goal of this project is to provide the Macalester community with a history of all theatre productions and activities that have taken place in what is now the Theatre and Dance Department. The library is supporting Professor Keyser as he goes through records and yearbooks to bring forth details and images of productions of each decade in the 20th century. We are helping with identifying and locating books and archival materials that contain records of past productions, providing technical advice, scanning, and long-term archiving of the production photographs.

[1] From Human Computers at Nasa web site - **http://omeka.macalester.edu/humancomputerproject/about** visited 8/17/2015.

DIGITAL PROJECTS AND PUBLISHING

We are also helping with descriptions, adding metadata, and publishing the images online via the Omeka system, and creating a digital timeline for each production year.

We are excited by opportunities provided by this new technology, and we continue to seek new projects suited for the Omeka platform.

DIGITAL IMAGES AND DATA CURATION

Use of images and data sets are growing areas in faculty teaching and research. The library provides support in maintaining and preserving these resources using CONTENTdm for images and Digital Commons for data sets. As part of our separation from CLIC, we were able to establish our own instance of CONTENTdm (previously shared with several other CLIC institutions.) Although CONTENTdm was originally primarily used by the Art Department for managing images used in teaching, our use of CONTENTdm has expanded to a wider range of departments. Some of our current projects include images on the history of Macalester, Mao's African Railway, anthropological research, and the Macalester Ordway Field Station.

DID YOU KNOW...

In the 2014/2015 FY, we had 65,856 clicks from the Databases page. In 2013/2014, the number was 52,150.

Collection Name	Item Count
Archives Images	285
Art History Digital Collection	25086
Athletics	762
Biological Anthropology	9574
Communications & Public Relations	104089
Kinship of Rivers	2057
Mao's African Railway	154
Oral History Collection	39
Ordway Field Station Photographs	173
Scot Shots	80
Student Newspaper	8
The DeWitt Wallace Library Permanent Art Collection	38
Theatre Archive	101
Mac Views	170
TOTAL	132616

Preserving data sets is a growing concern, especially for faculty managing data for NSF grants. We have been developing best practices for managing, disseminating and preserving data in the Digital Commons through projects that include weather data from the Ordway Field Station and campus energy use data collected by the Sustainability Office. More information will be found on our web pages on **Data Management**.

PUBLISHING COMMUNITIES

As part of our increased work in digital publications, we have joined two organizations that help support our efforts. The Digital Library Federation (DLF) focuses on " a robust and diverse community of practitioners who advance research, learning, and the public good through digital library technologies. DLF serves as a resource and catalyst for collaboration among its institutional members and all who are invested in digital library issues." [2] Joining this year was fortuitous because Johan Oberg was asked to join in the planning of the first preconference for liberal arts colleges as part of the annual DLF conference. The focus of the one-day preconference is to bring together practitioners from liberal arts colleges to meet and network and address address questions such as: "How does your project or approach take advantage of the liberal arts environment, or respond to its limitations? How is your work informed by the values of a liberal arts college? What is the role of liberal arts college institutions in the digital library/ digital scholarship world?"[3] We will have more information on the conference for next year's report.

We also joined the **Library Publishing Coalition**, which held its second annual conference in Portland in April. This is a young, but growing network of academic libraries engaged in publishing and the intent is to develop a community of practice to help develop and promote library publishing as a core service.

FUTURE PROJECTS

With the new Mellon Grant for the Digital Liberal Arts, work is already underway with University of Minnesota librarians to plan a spring workshop for Macalester faculty. We hope to have new projects to support as faculty interest grows in producing and using open textbooks and open educational resources.

A new initiative that is being developed is an open access publishing collaboration among liberal arts colleges. **The Lever Initiative**, a project organized by the **Oberlin Group Libraries**, has formed a partnership with Amherst College Press and Michigan Publishing to develop an innovative publishing platform for liberal arts colleges. More information will be coming during the 2015-16 academic year.

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[2] From Digital Library Federation web site - **http://www.diglib.org/about/** visited 8/17/2015.
[3] From the Digital Library Federation 2015 conference web site - **http://www.diglib.org/forums/2015forum/affiliated-events/dlflac/cfp/** visited 8/17/2015.

DeWitt Wallace Library

ALTERNATIVE PURCHASING MODELS

Library staff have long been supporters of open access initiatives as we believe unrestricted access to peer-reviewed scholarship is the only truly sustainable model for scholarly publishing. It is because we are so committed to increasing access to scholarship for faculty and students that we continue to explore new purchasing and subscription options that support open access initiatives. In spring 2015, we joined **Open Library in Humanities**. The OLH follows the model of the **Public Library of Science** (**PLOS**). This non-profit organization is planning a "megajournal" which will publish peer reviewed humanities and social science research.

Knowledge Unlatched is a pilot project which used a crowd-funding subscription model from more than 200 libraries to identify 28 book titles (from 13 scholarly publishers) to convert to openly accessible publications on the web. The titles were released on an open access platform in March 2014. All of these titles are accessible through WorldCat. By December 2014, these titles had been downloaded over 23,000 times from locations in 154 countries. The average number of downloads for each book was 827.[1] This is the first year of this project, but based on the initial success, planning for year two is already underway.

Another new initiative is the **Open Educational Resources** movement. "OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others."[2] One aspect of the OER is to enable more creation and use of open textbooks and OER in colleges and universities. The high costs of textbooks has been an issue for some time. Currently, the library works with MCSG to provide Reserve copies for some of the most expensive textbooks used in classes on campus. In March 2015, we sponsored a lunchtime conversation with David Ernst from the the U of M **Open Textbook Library** and Tim Taylor, managing editor for the *Journal of Economic Perspectives* and author of open textbooks in economics. A lively group of 27 faculty and staff shared insights on their use of open education materials. We plan to sign up to join the Open Textbook Library in the summer of 2015.

An Oberlin Group task force has been exploring open access publishing possibilities and has developed the ambitious **Lever Initiative**. A survey of faculty at both Oberlin and non-Oberlin Group schools gauged interest in open access publishing in 2013 to evaluate faculty interest in open access publishing. One of the findings was that 82% of faculty

[1] **Knowledge Unlatched Report**

[2] **From Open Educational Resources web page**

in Oberlin Group institutions would consider publishing with a new, innovative open access publisher. **The full report is available here**.*

In January 2015, the task force formed a partnership with Amherst College Press and Michigan Publishing to craft a proposal that will be shared this summer. A report will be provided to Presidents and Provosts attending the Annapolis Meeting on June 16, 2015.

Another collaborative effort that we signed on to support, although not an open access initiative, was a library crowd-funding project to make primary materials related to the social movements in the '60's, '70's, and '80's available to subscribers. **Independent Voices** is one of a series of projects from **Reveal Digital**. It provides access to many of the independent alternative press publications that influenced the

social movements of the time. By using crowd-funding to help with costs, special collections can be digitized and shared, enabling researchers to access the collections through the internet rather than having to travel to the large research libraries that collect these kinds of materials.

All of these initiatives are exploring alternative ways (funding, access, publishing) to connect researchers and students to the materials they need. We will be monitoring these new programs and seeking feedback from our community members to assess further involvement in these types of programs.

*https://leverinitiative.files.wordpress. com/2014/03/survey_results_oberlin_faculty_ jan14.pdf

MID-COURSE ASSESSMENT

The Jan Serie Center for Scholarship and Teaching offers a Mid-Course Interview (MCI) program for faculty wishing for structured feedback from students at the midway point of a course. Two people from outside the faculty member's department take on the role of Interviewer or Scribe. During the course of one class period, they lead students through individual and group reflections on a set of questions about the course, reaching consensus agreement on what works, what doesn't work, and what students and the faculty member might do to improve learning. The Interviewer and Scribe meet with the faculty member before and after the student meeting. Liaison librarians have begun participating as Scribes in MCI evaluations. This is a terrific opportunity for liaisons to work with faculty in ways we haven't before, and to really see how they view and improve their own teaching. Those of us who have been a part of this process have found it both fascinating and rewarding. Students are very reflective about their learning, and faculty are eager to discuss their teaching experiences and how they might improve as teachers. Through participation in this program we gain more understanding of faculty teaching goals and mind-sets, enabling us to better meet course and students needs in our own instruction. It is also a great deal of fun.

Read more at the CST website.

MORE THAN WORDS

We continued our involvement with the More Than Words: Inclusive Language Campaign, an initiative started by the Department of Multicultural Life with collaborators from many departments across campus. Terri Fishel and Aaron Albertson participated on the campaign committee which worked on selecting poster themes and coordinating conversations. We supported the campaign by displaying posters throughout the library building, holding a discussion amongst the whole library staff about the campaign, and creating an online space for our student employees to share their thoughts. A highlight of the campaign this year was the inaugural Community Conversation on Inclusive Language. The Macalester community was invited to the library to hear and converse with a panel of faculty, students, and staff who shared their personal connections to the campaign and thoughts about inclusive language. We were happy to have an audience that included students and staff. We were also pleased that we were able to follow the tradition of libraries by providing a safe space and opportunity for people to have a discussion with diverse opinions on an important topic.

POP-UP MAKERSPACE

Our first pop-up makerspace activity was held during National Library Week. We started with a low tech activity to gauge the interest of the Mac community regarding makerspaces. Participants enjoyed cookies while making buttons from discarded books and creating corner bookmarks. Over 30 people stopped by to flex their creative muscles. We even had to extend the tabling time so that everyone who had expressed interest could finish their creations. Future plans are in the works to collaborate more with archives and host more pop-up maker activities that coincide with reunion weekend, Mac@Nite and other library events.

COLLECTION DEVELOPMENT & DISCOVERY

UPDATE

COLLECTION MANAGEMENT PROJECT

This multi-year project addresses capacity and preservation issues in the Library. The project was first announced to the community in September, 2013. Through May, 2015, 24 out of 36 title lists were reviewed, and titles from the first 17 lists were withdrawn. From those first 17 lists, 82% (approximately 34,328 volumes) have been removed from the collection and sent to Better World Books. Based on the calculation that a typical box of books holds 25 books, this equates to 1373 boxes of books taken out of our library. Over the summer, we plan to catch up with pulling items from the remaining 7 lists that were already reviewed, along with staying on schedule with the review of additional lists. The project will proceed over the next year with the final list review deadline in January of 2016.
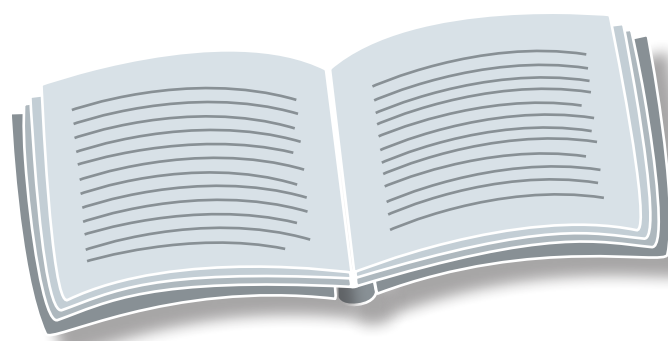
"WEED IT AND REAP"

Dave Collins led a panel presentation at the Association of College and Research Libraries biennial conference in Portland, Oregon in March. Only 1 out of every 4 panel proposals submitted were accepted for the conference. The presentation featured our Collection Management Project, along with similar projects from St. Olaf College and Wake Forest University. Unique to our project was the high level of faculty involvement in reviewing the lists of titles to be removed from the collection. The session was well-attended, and participants were engaged. The panelists have been invited to reprise the session this summer as part of the ACRL e-Webinar series.
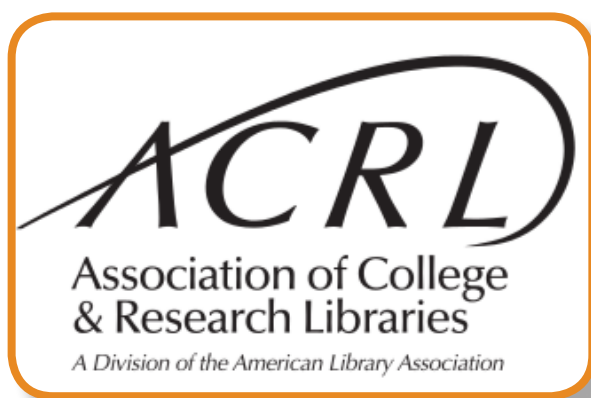
MacReads 2014

The topic for the 2014 International Roundtable was migration. As the MacReads selection is now connected to the theme for the roundtable, the group selected **Americanah** by Chimamanda Ngozi Adichie. The novel was widely read and discussed by incoming students. On September 1st, faculty members Kendrick Brown (Associate Dean of the Faculty, Psychology) and Bill Moseley (Geography) engaged with students in two lively presentations and discussions on their views of the book and how it related to their research and courses. We highly recommend watching the **video** of their presentations. A text copy of their remarks is also available. The MacReads selection for 2015 reflects the International Roundtable topic of disparities in education. **Hope Against Hope: Three schools, one city, and the struggle to educate America's children**, by Sarah Carr deals with the challenges and opportunities facing the education system in New Orleans following Hurricane Katrina. In summer 2015, a new initiative is being launched: a Moodle course for all incoming students focused on the MacReads book, with interactive discussions, videos and tutorials.
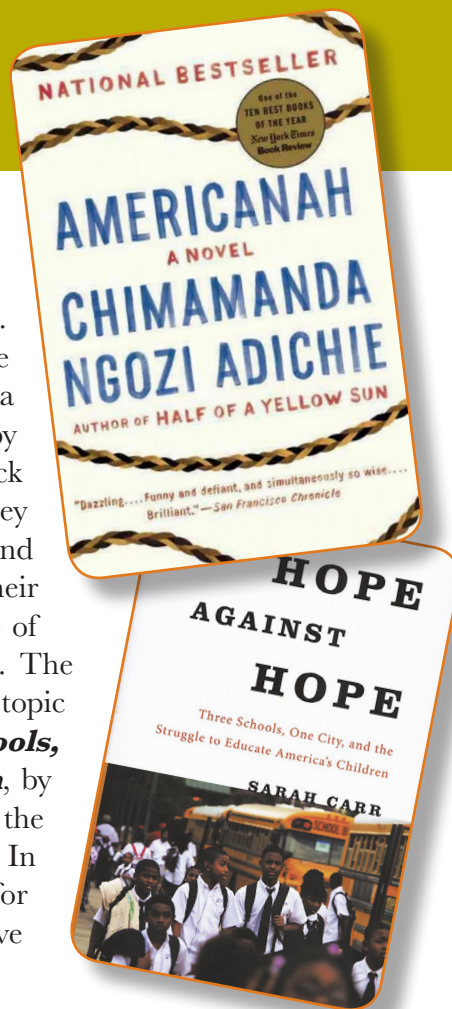
GLOBAL CITIZENSHIP PHOTO CONTEST

The DeWitt Wallace Library has been involved in the Study Away Photo Contest for many years and this spring partnered with the Institute for Global Citizenship, the International Center, and Campus Programs to help create the biggest photo contest yet. With over 150 high quality entries by over 90 students this year's contest doubled the number of entries from previous years. Winners were awarded prizes from the Institute for Global Citizenship and their photographs were printed in large format and displayed in the IGC.

Another new feature of this year's contest was the Library Staff Favorite award, which was given to Omar Mansour for the piece, "The Pursuit of Knowledge." Congratulations to Omar and to everyone who helped make this photo contest a success.

"The Pursuit of Knowledge" photograph by Omar Mansour.

SUSTAINABILITY PLEDGE

COLLABORATING TOWARD ZERO WASTE

In support of our campus goal, director Terri Fishel signed the Macalester Sustainability office's **Zero Waste by 2020 Pledge** on behalf of all library staff in November. We identified two areas where small changes could make an impact: collection of film, bags, and other packing materials for recycling, and making the Harmon Room a more compost/recycling friendly event space. Chris Schommer partnered with sustainability staff to set up a pilot collection site for #2 and #4 types of plastic. Our goals were to recycle more plastics and also to learn more about our use of plastic and how we might expand the program in the future. Jacki Betsworth collaborated with Facilities to add more recycling and compost containers in the Harmon Room, and added clear wording in reservation confirmations to encourage better sorting of event waste.

DeWitt Wallace Library
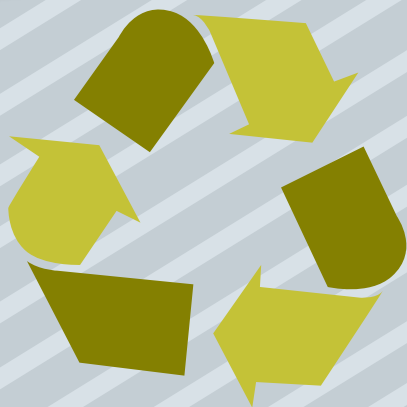
SERVICE TRENDS 2004 - 2015

Graph 1
Service Trends in ARL Libraries, 1991-2012
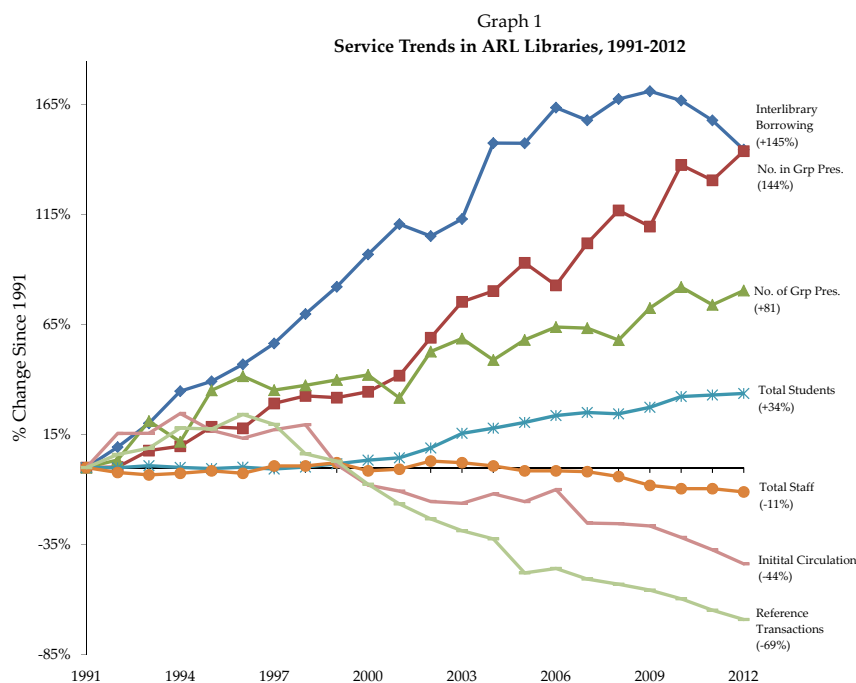
***Total Circulation statistics not collected in 2011-12.
Source: *ARL Statistics 2011-12* **Association of Research Libraries, Washington, D.C.**

Source for graph: **http://www.arl.org/storage/documents/service-trends.pdf**

T he above chart is a visual presentation of national academic library trends in ARL (Association of Research Libraries) from 1991-2012. Although these trends represent only 125 large research university libraries, it does present an overall visualization of how some services are generally rising, such as number attending group presentations, while others have risen and are now falling, such as interlibrary borrowing. Still others are just in a downward slope, such as Reference Transactions and Initial Circulation (checkout numbers just for books.) Academic libraries are undergoing major changes related to our collections, in-building use patterns, Internet and social media use, and in the use of mobile phones and portable tablets and e-readers. These changes have had an impact on the types of services we now offer compared to services offered when we first moved into

our library building in 1988. The days of mediated online searches are long gone, along with the practice of staffing the reference desk with two librarians and one student. We have now moved to a single service desk at which reference assistance is offered but is not the sole focus of the desk. We check out far more than books these days, including laptops, calculators, media equipment, and bikes. Keeping track of trends through the use of data collection helps us evaluate service changes and identify where we want to focus our efforts or make process improvements. We do compare our statistics and trends with those from research libraries, but statistics don't tell the whole story—context is needed as well.

The purpose in gathering service statistics is to look at trends and analyze changes in both the short-term and long-term. It also is helpful to look at how our peers are doing in areas such
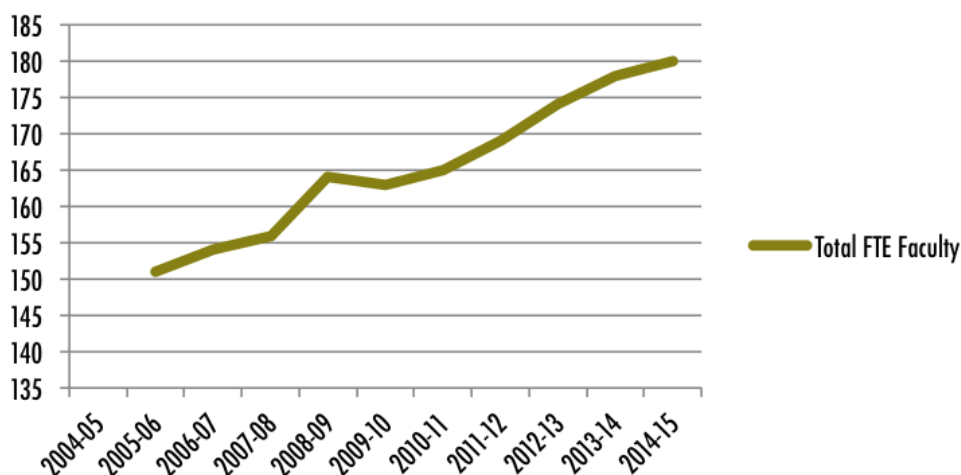
as class instruction, reference consultations, and circulation numbers. Peer comparisons for 2014-15 will be done in the fall of 2015. While there are always ebbs and flows over time, we do know that our student population has continued to increase, which has led to an increase in the number of faculty, and those trends have affected our services and statistics. At the same time, multiple changes in systems and services have also had an effect. It will take time and analysis to determine if current patterns in such areas as interlibrary loan, course instruction and individual consultations are indeed trends. The following are just some of the areas we will be monitoring more closely.

Total Fall Enrollment FTE

Total FTE Faculty
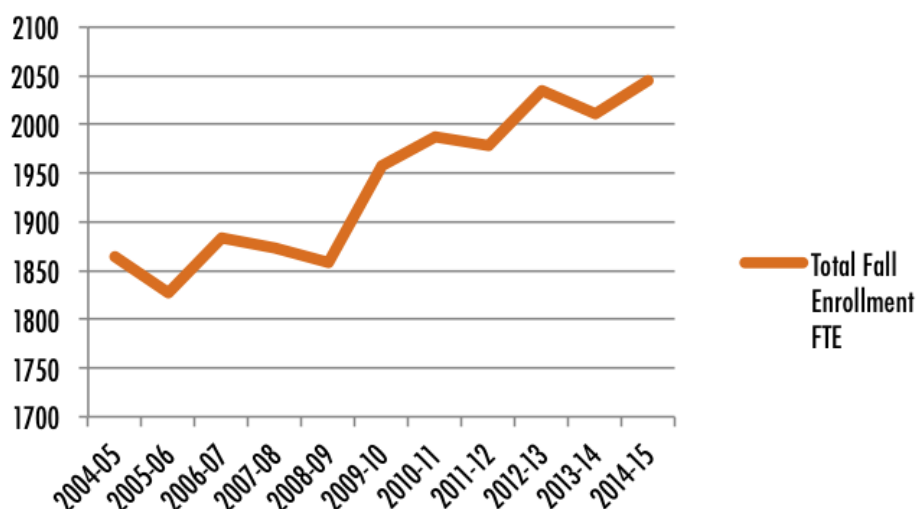

DeWitt Wallace Library

REFERENCE & INSTRUCTION TRENDS

Consultations (generally longer interactions) have replaced reference transactions (both long and short), and are collected in different ways. Group presentations (classes) are a continuing service that often fluctuates due to faculty and personnel changes, along with system changes.

The orange and purple lines on the chart indicate reference transactions and group presentations. In 2007-08 we stopped counting daily reference desk transactions. At the time we stopped counting, we hovered around 120 as a weekly average, but the numbers were trending downward. In 2008 we began formally counting reference consultations (10-minute or more interactions) on an annual basis. The purple line on the chart is the number of class presentations we do on an annual basis. Note there was a decline in the number of presentations in 2012-13 and a similar decline in reference consultations. However, in 2013-14 we saw an increase in presentations, and an even more dramatic increase in consultations.

Changes in Services - Transactions to Consultations

Legend:
- No. of Group Presentations - Annual
- Reference Transactions - per week
- Reference Consultations - Annual
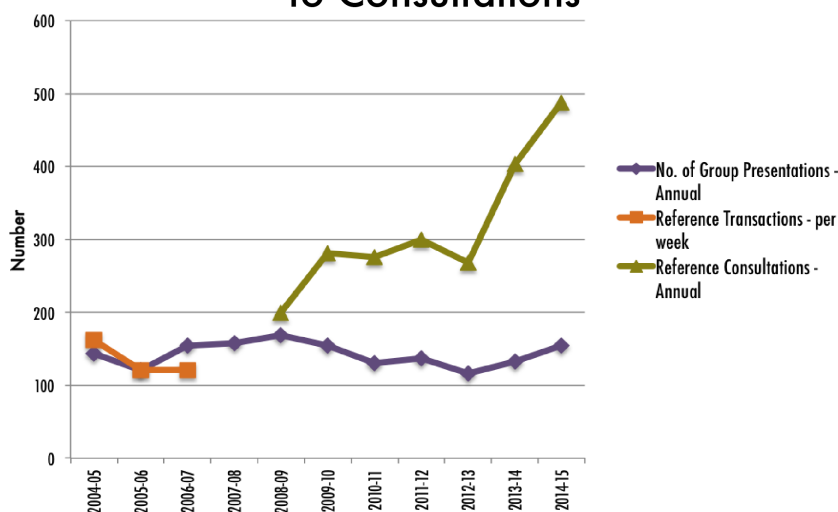
One trend we are monitoring is the distinction between those who come in person to seek assistance versus those who use our online chat and email services. Our chat service has varied considerably over time, possibly in part because we changed software and added 24x7 service by participating in AskMN, an international chat service coordinated through Minitex and OCLC. Meanwhile, our face-to-face consultation service has seen a generally steady upward trajectory. What these numbers don't reflect is the amount of time each librarian spends doing a consultation, preparing an instruction session, or monitoring chat/email.

Reference Chats - Online
Reference Consultations - In Person

Legend:
- Reference Chats
- Reference Consultations
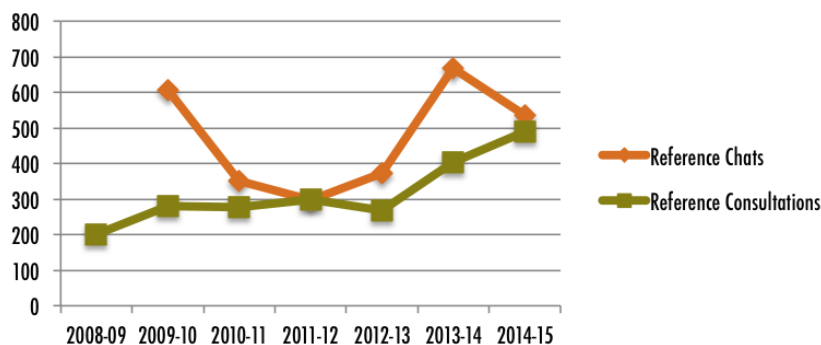
CIRCULATION TRENDS

These are bit more problematic as we have changed management systems. For example, previously we couldn't separate book from equipment checkouts. Now we are able to get more granular transaction reports so we can count equipment (including bike helmets, hand-held calculators, cameras, bikes, laptops and more) separately from book and media collections.

The chart demonstrates one of the challenges we have when counting "circulation." This chart only counts books, but for the years when we were part of CLIC's shared circulation system, it is unclear whether books that were loaned to our CLIC partners were counted as "circulation transactions" or "interlibrary loans." It is also unclear how renewals were counted. Therefore, the numbers may be off. This is important to remember when comparing with our current book circulation numbers. Our new management system allows us to count the number of media items circulated (4782 in 2014-15) and equipment items such as cameras, laptops, calculators, Kindles, bike helmets, bikes, etc. (28,839 in 2014-15). If we add our total circulation numbers to the original chart, then our circulation activity looks quite different in 2014-15.

We should be tracking and monitoring all activity at the service desk. Note that the total number of items checked out in 2014-15 was 66,938. Checking out a book is a rather short process, but checking out laptops and security cables, or media equipment can be a longer, more complex process. Numbers can tell us how many, but they don't truly represent the amount of time spent with each patron. As with reference consultations, the numbers don't tell the whole story.


Circulation - Books
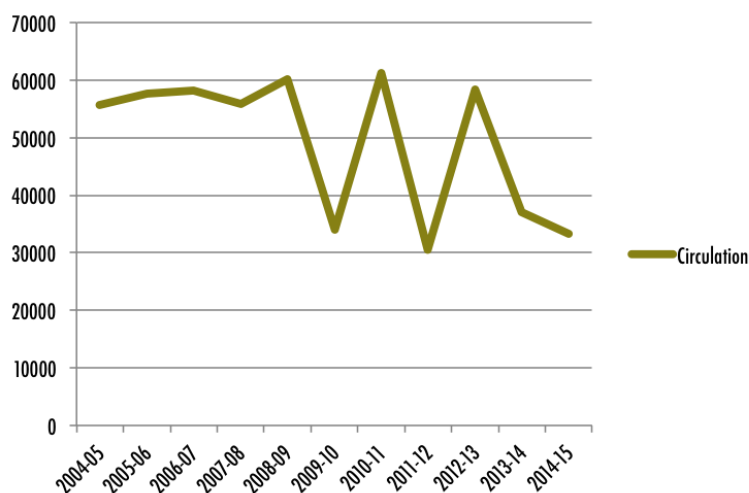
Circulation - Books & Equipment Added for 2014-15

DeWitt Wallace Library
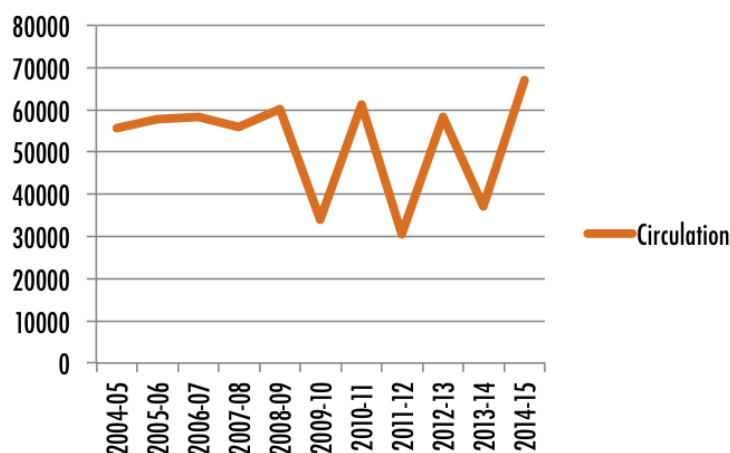
INTERLIBRARY LENDING & BORROWING TRENDS

In the past year we changed systems and withdrew from our consortium, CLIC. We are also no longer part of the Minnesota gateway, which is the system used by Minitex for facilitating statewide interlibrary lending, and that has had an impact on our numbers.

Interlibrary Lending and Borrowing
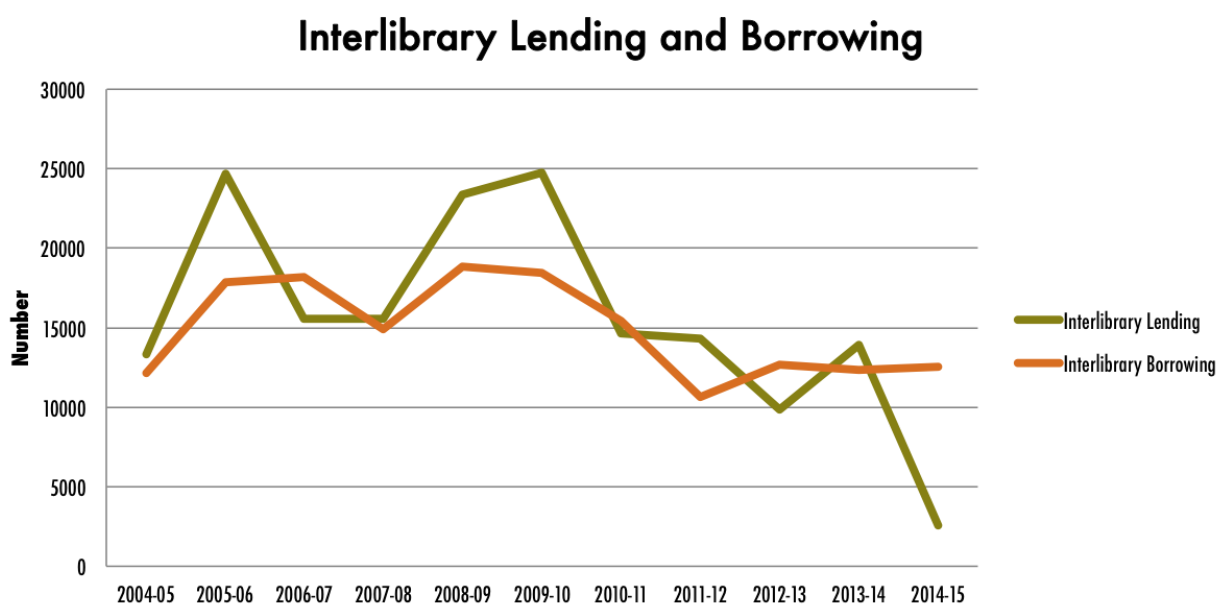
The Interlibrary Lending and Borrowing chart shows a fairly consistent pattern for interlibrary borrowing for our patrons over the last three years. However, interlibrary lending plunged after the 2013-14 academic year. In June 2014, we migrated away from a shared consortium catalog and management system to a worldwide discovery layer working with our own instance of a management system, OCLC WMS. The transition out of the consortium was finally completed in December 2014.

Because we were no longer on CLICnet, our library was also no longer part of the state-wide gateway, MNLink. Our items, therefore, are discoverable only through OCLC, for those libraries that search beyond MNLink. Recently, MNLink announced a system migration that will happen over the next several years. After the migration, we will be more integrated into the MNLink network, and thus we expect our lending numbers to increase. Stay tuned.

GATE COUNT TRENDS

Tracking the number of patrons who enter our building has been streamlined with the use of a new electronic tracking system. Daily counts allow us to monitor the patterns by time of day and day of the week.

**Average Gate Count - week**
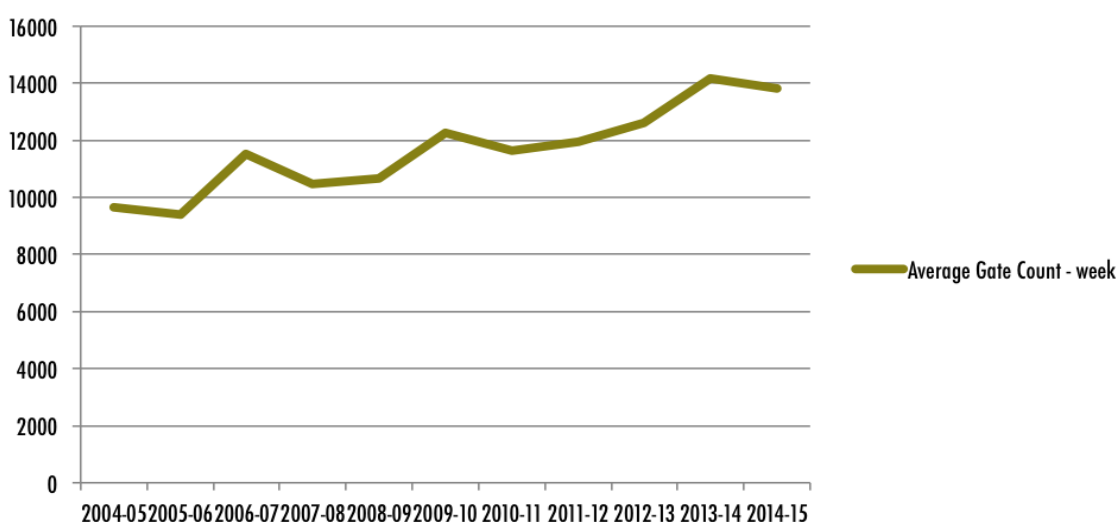
We have shown a fairly steady climb in the number of people entering the library over the past ten years, which is to be expected with increases in the number of students. The numbers are also a good indicator of the fact that the library remains an attractive place for students, even though there are new and renovated places on campus such as the Leonard Center and the art and music buildings. Since library resources are available online, it wouldn't be surprising to find that students may find their own comfortable places for individual and group study outside of the library. However, this past year we saw a dramatic increase in the number of students asking for group study rooms in the library. We are looking at ways and spaces within the library to accommodate this increased need.

In the statistics that follow this summary of service trends, we continue to try and capture data on how the community is using the library and the services we provide. Our goal is to be more intentional in the data we collect, the analysis we do, and the comparisons we make with our peer libraries. Statistics tell just one piece of the story, but in combination with the assessment efforts for our instruction program, systems, and service improvements, we are hoping to demonstrate the value that is provided and the contributions that are made by individuals within the library to support the college. We will be adding more data to our web pages during the next year to provide more information and comparisons.

DeWitt Wallace Library

CIRCULATION STATS

This academic year, we circulated an incredible 30,398 individual pieces of equipment. This number includes laptops, graphing calculators, projectors, voice recorders, iPads, PA systems, video cameras, and more. Compare this to the number of Macalester-owned book circulations - 22,862 - and you can see the way in which access to equipment has become an integral part of our mission. That's not to say that our patrons aren't reading. Our book circulation numbers are robust and, as always, we continue to focus on looking beyond our in-house physical collection. Our patrons received a staggering 12,951 books and articles through interlibrary loan this year. And they performed over 240,000 searches of Macalester-licensed electronic collections of articles, media, and ebooks.


4938
22862
30398

- Media
- Equipment
- Books
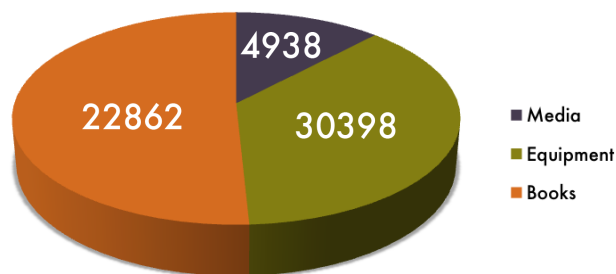
Check Out Totals 2014-2015

User Groups	Media	Equipment	Books
Students	2917	28404	18911
Staff/Faculty	1747	1994	3412
Staff/Faculty Family	96	0	36
Alumni	89	0	295
Neighbor	46	0	139
St. Thomas	28	0	55
Retirees/Special	15	0	14
TOTALS	4938	30398	22862

Items	Total Check Outs
CD	493
DVD - Popular	1885
Reserve CDs	112
Reserve DVD/VHS	611
Headphones	1205
iPad	528
Kindle	72
Laptop	18808
Security Cables	5169
Reserve Books	5637
Health & Wellness	55
Great Scots	87
Reading Room	652
Wood Room	469
Stacks	15962
Group Study Rooms	1806
BikeShare	249

Who Checked It Out?

- Media
- Equipment
- Books
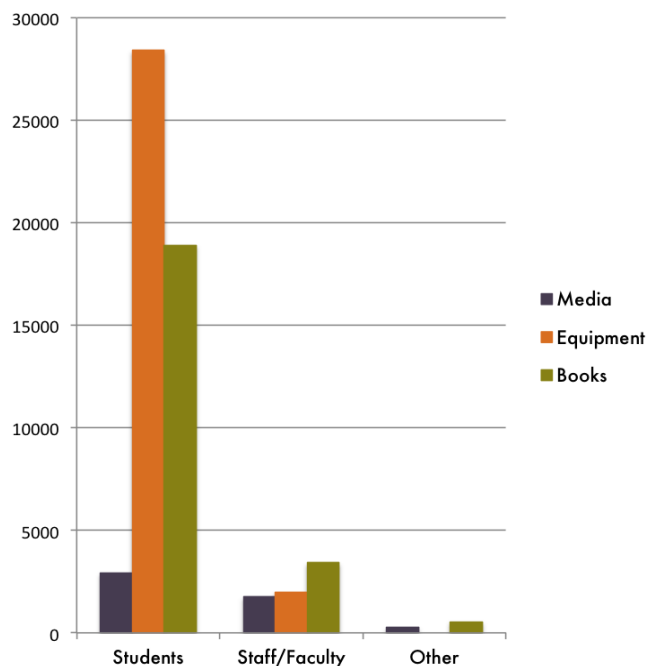
ILL - LIFE AFTER CLIC

The change in our relationship to CLIC libraries required both library staff and student managers at the service desk to make adjustments throughout the year. However, for patrons, the change resulted in a simplified interface on the library website. Behind the scenes, staff members processed 16,175 borrowing requests, an increase of 34% over last year. This increase was likely due to our patrons using interlibrary loan to request items that, in the past, they would placed on hold from a CLIC library.

On the lending side, student managers handled far fewer requests for articles (86% fewer this spring compared to spring 2014) but processed significantly more requests for physical items (158% increase this spring compared to spring 2014). Since our materials are only available to CLIC (and other) libraries through MINITEX, who may choose to fill an article request from the University's collection, this drop in loaned articles is not surprising. At the same time, the increase in the use of our physical items may reflect the uniqueness of our collection. We filled 503 requests from Minitex this spring versus 59 requests last spring. We continue to tweak our processes and observe patterns in order to allocate resources most appropriately and best fulfill our patrons' needs.
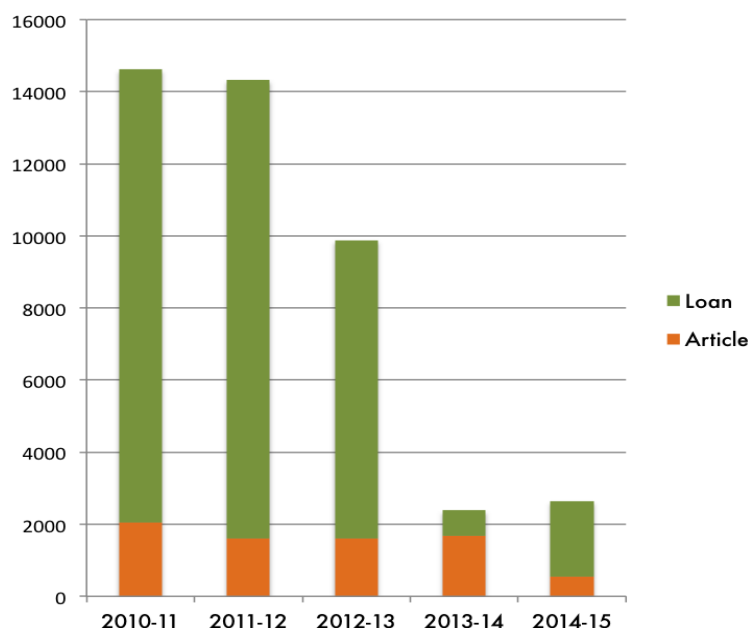
Year	Article	Loan	Total
2010-11	4978	10453	15431
2011-12	10645	14329	24974
2012-13	7317	9884	17201
2013-14	4825	4514	9339
2014-15	5389	7532	12921

Year	Article	Loan	Total
2010-11	2044	12574	14618
2011-12	1604	12725	14329
2012-13	1602	8282	9884
2013-14	1674	707	2381
2014-15	554	2085	2639

ILL Borrowing Stats

## ILL Lending Stats

DeWitt Wallace Library
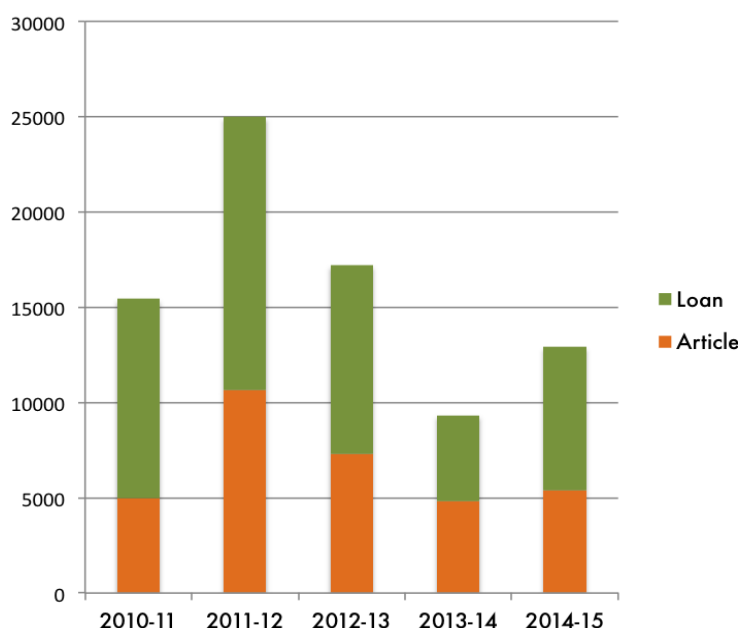
CAMS STATS

COMBINED COLLECTION

When Campus Academic and Media Services (CAMS) moved its operations into the library in summer 2014, we worked together to create a new combined workflow. With a little tweaking and a lot of teamwork, we were able to incorporate checkout of many of the CAMS resources via our first floor service desk. Benefits of the streamlined checkout system include increased hours of access to CAMS equipment for our users, and more widespread visibility for the wealth of equipment, videos, and services available to the Mac community.
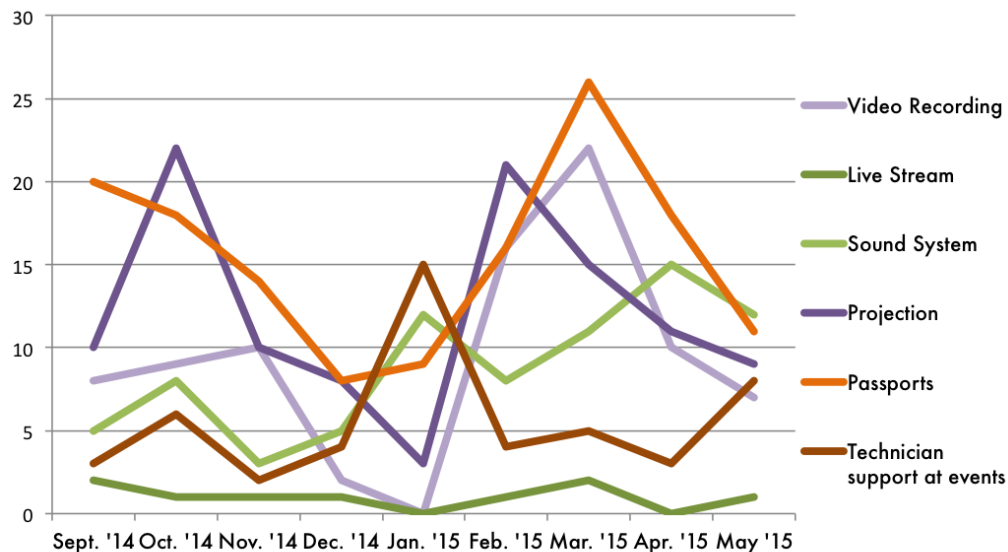

CAMS Equipment Check-out Summary 2014-2015

- Faculty/Staff General Use
- Students General Use
- Limited Use Collection
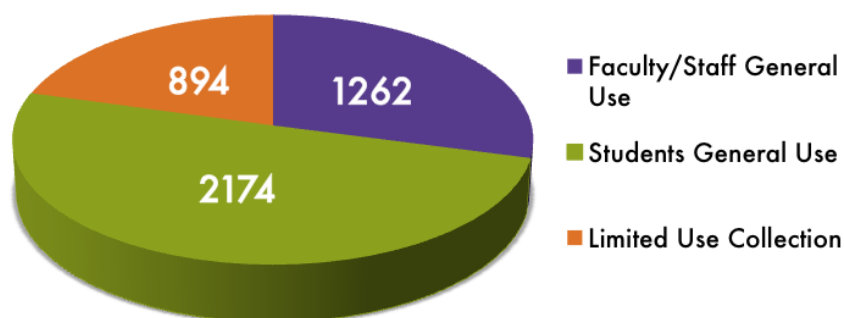
* This count includes all equipment, peripheral cords, and accessories as unique items.

CAMS STATS

CAMS Service Use by Month

TOTALS

Video Recording	84
Live Stream	9
Sound System	79
Passports	140
Projection	109
Technician support at events	50

CAMS Equipment Check-out by Month

* This count includes all equipment, peripheral cords, and accessories as unique items.

DeWitt Wallace Library
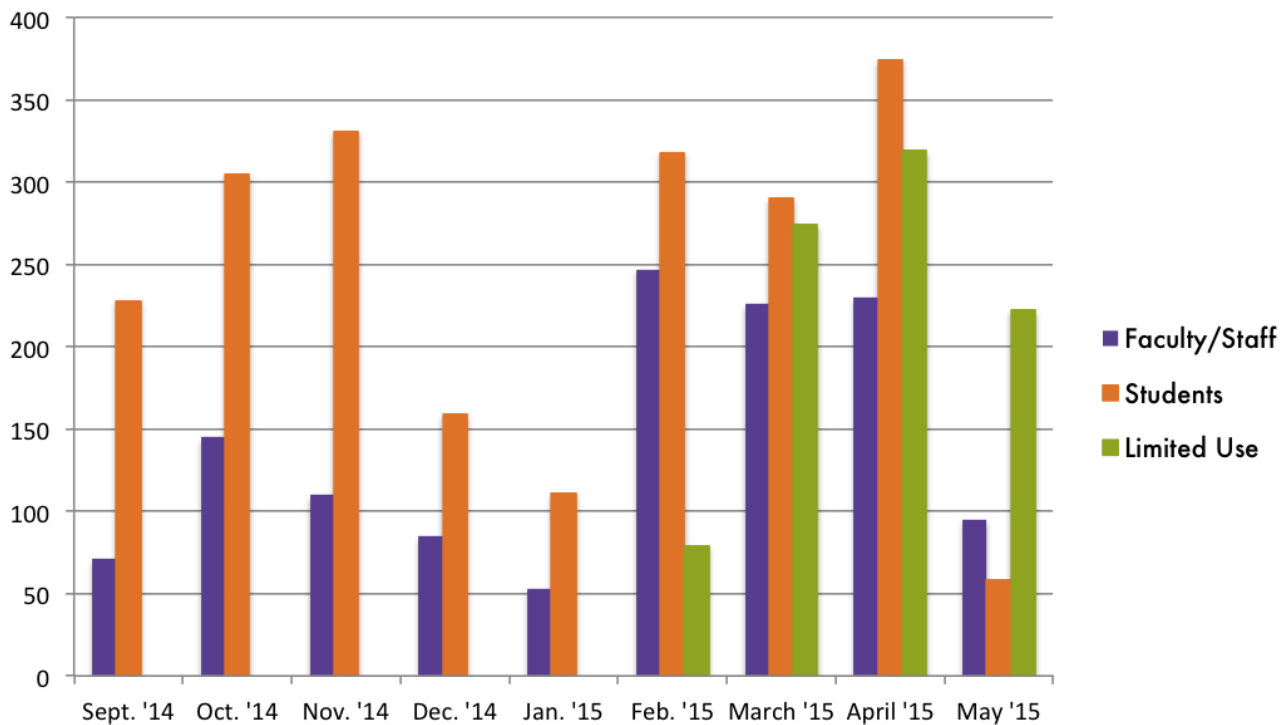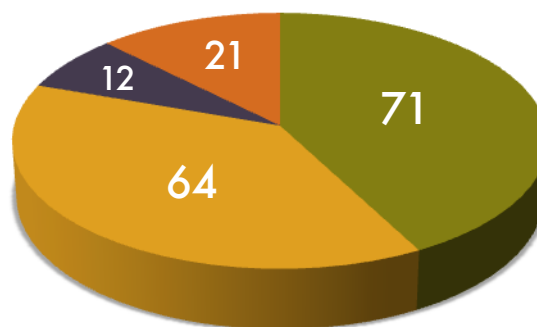
INSTRUCTION STATS

ARTS & HUMANITIES

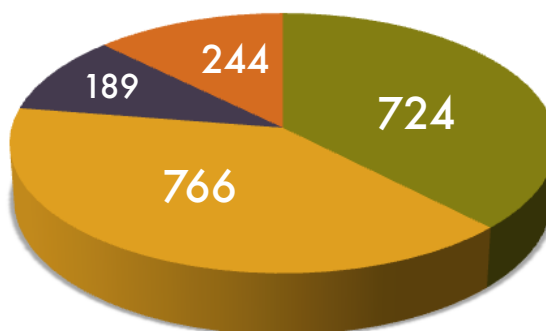| Department	Sessions	Students
ART	10	97
ASIA	4	37
CLAS	7	70
ENGL	10	119
FREN	6	53
GERM	3	24
HIST	9	81
HISP	6	66
JAPA	3	21
MCST	1	16
MUSI	3	27
PHIL	3	37
RELI	4	40
RUSS	1	27
THDA	1	9
TOTALS	71	724

Comparison by Division:
Number of Library Instruction Sessions

- Arts and Humanities
- Social Sciences
- Sciences
- Interdepartmental

Comparison by Division:
Number of Students

- Arts and Humanities
- Social Sciences
- Sciences
- Interdepartmental

SOCIAL SCIENCES

Department	Sessions	Students
ANTH	4	56
ECON	15	177
GEOG	11	109
LING	3	21
POLI	13	162
PSYC	16	225
SOCI	2	16
TOTALS	64	766

SCIENCES

Department	Sessions	Students
BIOL	6	109
CHEM	2	17
COMP	1	16
GEOL	1	15
MATH	1	16
PHYS	1	16
TOTALS	12	189

INTERDEPARTMENTAL

Department	Sessions	Students
AMST	3	28
EDUC	0	0
ENVI	4	50
INTL	6	73
LATI	3	45
WGSS	5	48
TOTALS	21	244

REFERENCE STATS

COMPARISON BY DIVISION:
Number of Consultations
with Librarians
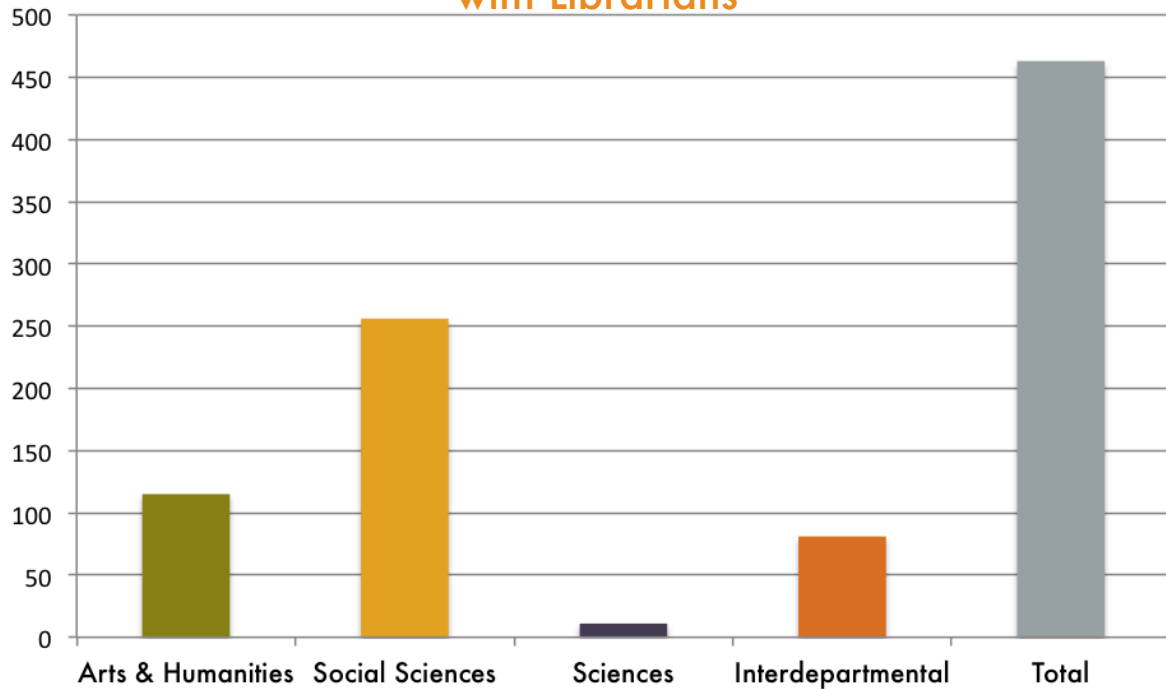
INCREASED INSTRUCTION IN ARCHIVES

The use of Archives and Rare Books by faculty and classes has continued to grow. With the assistance of the Archivist and Special Collections Librarian, liaison librarians, and student employees, 25 classes came into contact with archival materials and rare books during Fall and Spring semesters. Over 350 students visited from the Departments of English, History, Art and Art History, French, Geography, Classics, International Studies, and American Studies. Students learned about archival practices and collections, 18th century British and American literature, medieval illuminated manuscripts, Japanese ukiyo-e prints, pre-1800s European travel narratives and atlases, and a French Enlightenment encyclopedia, among many other subjects. The Archives and Rare Books collections provide excellent opportunities for students to come into contact with primary sources and allow for a hands-on experience that can't be replicated digitally.

DeWitt Wallace Library

PRESENTATIONS BY STAFF

OCTOBER 2014

CHARLESTON CONFERENCE | KATY GABRIO

"E-book Rights: Advocacy in Action"

Presented with Whitney Murphy (Ingram Content Group/ProQuest)

MIDWEST WMS USER GROUP MEETING | KATY GABRIO

"WMS: Realizing Results Panel"

Presented with Karla Alexander (University of St. Francis), Ben Rawlins (Georgetown College), Janet Brewer (Anderson University)

MINNESOTA LIBRARY ASSOCIATION CONFERENCE | ALEXIS LOGSDON

"The Rocky Path To Full Employment: Offroading Your Way To The Job Of Your Dreams"

Presented with Amy Mars (Saint Catherine University), Ray Lockman (MCTC), Anjanette Schussler (Minnesota History Center), Karen Hartmann (Hennepin County Library)

NOVEMBER 2014

ACRL IMMERSION PROGRAM | ALEXIS LOGSDON

Participant in "Intentional Teaching Track" Intensive Workshop

JANUARY 2015

ACADEMIC LIBRARIANS | TERRI FISHEL

"Designing Job Descriptions for New Roles: Integrating Scholarly Communication and Information Literacy in Liaison Job Descriptions"

Presented with Julie Garrison (Grand Valley State University) & Philip Herold (University of Minnesota, Twin Cities)

ALA MIDWINTER MEETING | KATY GABRIO

"OCLC WorldShare Management Services: Libraries Realize Real Results"

Presented with Lea Briggs (LIBROS/ University of New Mexico) & Teri Embry (Pritzker Military Museum)

MACALESTER JANUARY THAW | JACKI BETSWORTH

Panel Participant in "The Year of You" Discussion

Coordinated by Kelly Fang (HealthPartners)

FEBRUARY 2015

MACALESTER COLLEGE COMMUNITY | AARON ALBERTSON

Coordinated the "More Than Words: Inclusive Language Campaign" Community Conversation

Panelists: Cynthia Hendricks, Maria Nosanow, Anastasia Kayiatos, Erica Lee, Elena Torry-Schrag, & Terri Fishel

MARCH 2015

ACRL | DAVE COLLINS

Coordinated the "Weed it and Reap: Successful Strategies for Reshaping Collections" Panel Presentation

Panelists: Mary Barbosa-Jerez (St. Olaf College) & Carol Cramer (Wake Forest University)

LIBTECH | AARON ALBERTSON

"Let's Talk About E-Books: A Conversation Between Publishers & Librarians"

Presented with Whitney Murphy (Ingram Content Group) & Maura Diamond (Springer)

LIBTECH | BETH HILLEMANN JESSE SAWYER

"The Circulation/Reference/Reserves/ Interlibrary Loan/Technology Services/ Media Services Service Desk: Swiss Army Knife or Clown Car?"

LIBTECH | JACKI BETSWORTH TERRI FISHEL

"Library As Publisher: Are You Ready to Support Your Community By Assisting in Content Creation?"

LIBTECH | JOHAN OBERG

"Learn to Use Timelines to Engage Community and Exhibit Digital Collections"

Presented with Kent Gerber (Bethel University)

APRIL 2015

CENTRAL STATES ANTHROPOLOGICAL SOCIETY MEETINGS | ANGI FAIKS

"Ethnographers in the Library"
Presented with Dianna Shandy

JAN SERIE CENTER'S TALKING ABOUT TEACHING | GINNY MORAN

"Guide on the Side"
Presented with Mark Mandarano

MAY 2015

MACALESTER CHAUTAUQUA | GINNY MORAN JESSE SAWYER JACKI BETSWORTH CONNIE KARLEN

"Putting the Study in Work Study: Work/Study and Student Learning Outcomes"

MACALESTER CHAUTAUQUA | ANGI FAIKS

"The Hundred Million Bucks Stop Here: Investigating Macalester's Budget"

Presented with Dave Ehren, Barron Koralesky, & Polly Fassinger

SOCIETY FOR SCHOLARLY PUBLISHING ANNUAL MEETING | KATY GABRIO

"DDA, DRM, ILL Oh my! Building a Better e-Book Model"

Presented with Whitney Murphy (Ingram Content Group/ProQuest), Maura Diamond (Springer), Kathy Masnik (ProQuest)

MACALESTER COLLEGE

A Snapshot of Library Activities, 2014-2015

Numbers reported are for our academic year, June 1 - May 31.

411,784
Volumes owned

Browse New Books

30,755
Items circulated

212,504
Number of
Database Searches

154
Class instruction
sessions

About Our Instruction Program

2,064
Participants in
instruction sessions

191
Research databases
subscribed to.

Browse Databases

97,072
Visits to Macalester
WorldCat

Visit Macalester WorldCat

300,267
Downloads from
DigitalCommons

Total downloads:
1,498,755 as of 2015-
08-21

Browse DigitalCommons

13,833
Average number of people entering
the library per week.

DeWitt Wallace Library
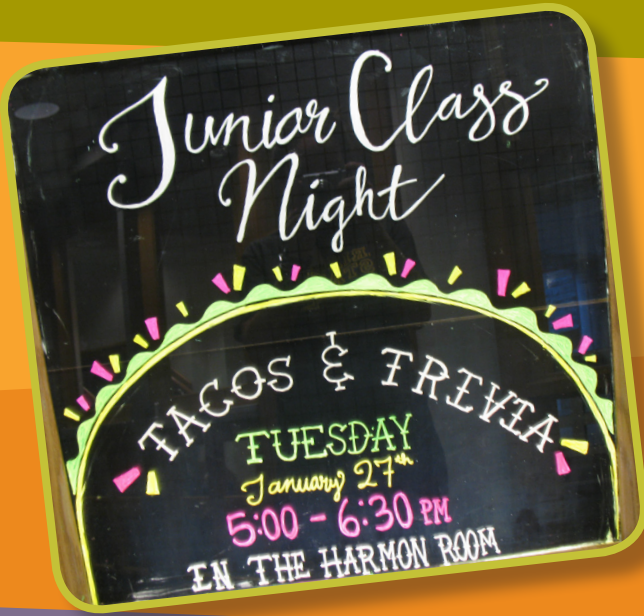Vision and Mission

DeWitt Wallace Library

MnObe MEETING

On May 26th, the library hosted a joint meeting of the Minnesota Oberlin Group (MnObe) Reference/Instruction and Technical Services sections. MnObe brings together library staff from Carleton, Gustavus, Macalester, St. John's/St. Ben's, and Saint Olaf semi-annually to discuss issues common to our respective institutions. Typically the technical services and reference/instruction groups meet separately, but once a year we all meet to share ideas about a topic of broader interest.

This year the conversation, which drew about 40 librarians and staff representing all MnObe institutions, was about student work in our libraries. In the morning session, speakers from each institution shared ways in which their libraries trained, employed, mentored, and assessed student workers. In the afternoon, we broke into smaller groups based on narrower topics of interest, such as the emotional impacts of working with students, training student workers, and new ways we can work with students (as interns, mentees, and student employees with advanced responsibilities).

Attendees told us the event inspired them to try new things at their home institutions, as well as gave them a sense that their challenges were not unique.

DeWitt Wallace Library

JUNIOR NIGHT

**DOUBLING DOWN:
TWO JUNIOR NIGHT
EVENTS THIS YEAR**

2014.09.04

2015.01.27

DC
TWO
EVENTS THIS

CLASS OF 2016

SEPTEMBER 4, 2014
& JANUARY 27, 2015

Junior class night was held on September 4, 2014, during Welcome Week. The Dunk-a-Librarian was such a hit the year before that we decided the dunk tank had to make another appearance. We also featured a giant inflatable tug-of-war arena for juniors to test their strength. Smoothies were served from 5:30-7:00 while students waited in line to dunk a few library staff members as well as each other.

The Spring 2015 Junior class night, held on January 27th, was a roaring success. We had record attendance and tacos galore were consumed. Many library staff volunteered their time for this event in order to keep food stocked and the trivia game running smoothly. Ron Joslin was an excellent trivia host per usual. He really has found his calling!
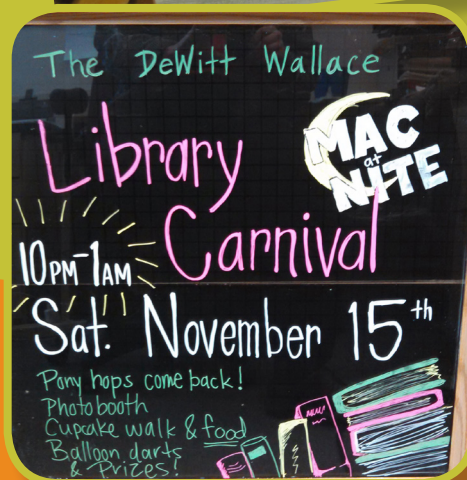

DeWitt Wallace Library

MAC@NIGHT

LIBRARY CARNIVAL
November 15, 2014

The popular Mac@Nite Library Carnival was held again on the evening of November 15, 2014. Pony hops made a comeback along with balloon darts and a photo booth. We added a cupcake walk and a table full of board games to the festivities. The WMCN DJs inspired a dance party later into the evening after most of the hotdogs and nachos were consumed. We believe around 120 students attended the carnival. We plan to host Mac@Nite events in the library again in Spring 2016. Stay tuned for more carnival games!


The DeWitt Wallace Library Carnival

MAC at NITE

10PM-1AM Sat. November 15th

Pony hops come back!
Photobooth
Cupcake walk & food
Balloon darts & Prizes!

ARCHIBALD AWARD

JEAN K ARCHIBALD WINNER
RHYAN FOO KUNE, '15

was selected as the 2015 Jean K. Archibald Award winner. A physics major from Mauritius, Rhyan joined the library as a student employee in his sophomore year. Present for our transition from multiple service desks to the single desk, Rhyan began as a reference student aide, but was quickly promoted to student manager for the newly merged service desk. Nominated for his strong service ethic, in his essay, entitled "Path to Success", Rhyan shared his philosophy which was "about displaying a positive work ethic, taking pride in your work, and the willingness to go beyond what is demanded of you." It is our hope that every student employee will have a positive experience working in the library, but Rhyan also shared how much he appreciated being a member of the "library community." He shared, "[t]he staff members in the library are always welcoming and ensure that student workers feel that they belong." He further stated, "[t]he second element of community that is fostered in the library is the feeling that our contribution matters." It is committed students such as Rhyan who help make the library a welcoming place and we are very pleased to recognize his excellent work.

LibTech 2015
March 18-19
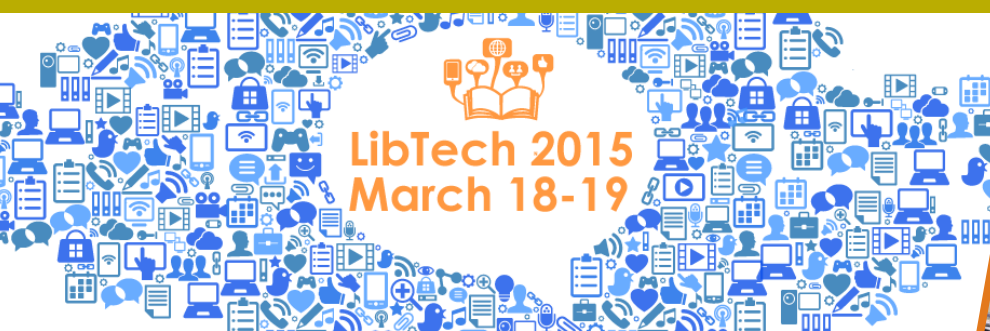
Even we were shocked when registration for LibTech 2015 closed in 28 hours this year! We hosted nearly 500 attendees at our 8th annual conference which focuses on exploring the many technologies involved in delivering inspired library services. Maker-spaces and 3D printing were hot topics this year and 5 lucky attendees won a printout of themselves as a 4" mini figure.

Our keynote speakers were also a big hit with 1,039 views to date of their presentations' streamed online. Courtney Greene McDonald from Indiana University Bloomington Libraries kicked off our event by reflecting on the user experiences and what it means to "put the user first." The following day Bohyun Kim from University of Maryland filled our minds with wonder in her talk about the role of libraries in the "machine age." Two days of presentations, workshops, discussions with colleagues, good food, and a well-attended final reception left attendees inspired and eager to take ideas back to their home libraries.

We look forward to outdoing ourselves again next year!

CREDO WORKSHOP

Credo St. Paul E-Resources Workshop Hosted by Macalester

We hosted a Credo E-Resources Workshop on November 4, 2014. Credo creates links between publishers, scholars and educators, providing access to full text encyclopedias and other reference materials, study guides, tools (including a "Crossword Solver"!), and more. About 22 librarians from various colleges in the Twin Cities area attended the informative and interesting workshop presented by Credo staffers Lisa Hill and Jeremy Vaux.

DeWitt Wallace Library
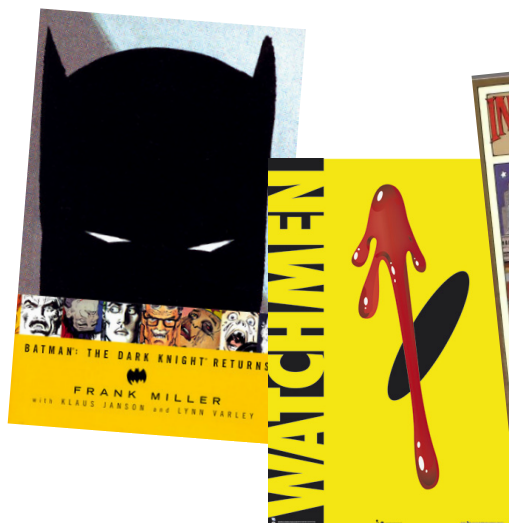
Banned
Books Week

Featuring banned
Graphic novels & Comics

September 21-27 2014

Button Making
Monday 9/22 from 11:30-1:30
in the Library, first floor

Readings with the English Department
Thursday 9/25 starting at 7:00 PM
in the Library Harmon Room

POW

OPEN ACCESS WEEK
International

Open Access Week 2014 Button making fun and information sharing in the Arts Commons

LIBRARY NIGHT LIFE

The library is many things to many people, serving as a hub for scholarship in all forms, as well as a community space. It's also a place that is open right up until the Twilight Zone when night begins to turn to morning. That's when things get weird in our lovely, lively library.

We think back to finals, when half-empty coffee cups dot the landscape and it is not uncommon to see a pair of friends slowly walking laps around the main level and singing Disney songs for stress relief. Or we might see the procession of bread horses over the years, students who don the equine mask of communal nourishment and hand out bread to their peers. There have been streakers and sleepwalkers, stray cats and surprise plates of brownies, but one thing remains the same—the sense that we're all in it together.

THANKS TO OUR STUDENTS

We know that without the help of the nearly 70 students employed in various areas of the library we could not offer Mac students the level of service they have come to expect. To thank and celebrate these hard-working student employees, we host several events throughout the year. Each semester on study day, we open our staff room to our student colleagues and cook, bake, or bring a bounty of delicious goodies for them to enjoy. During National Library Week, we celebrate our seniors with our traditional in-house Italian dinner, where supervisors share a personal tribute to each employee. In the summer, we host weekly all-staff events that feature games, treats, and much camaraderie.

DeWitt Wallace Library

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
Anne Pollock
Jesse Sawyer
Chris Schommer
Laura Secord
Mary Lou Steiner
Denise Tyburski
Scott Williams
Katie Witzig

Writers and Editors
in alphabetical order

Aaron Albertson
Jacki Betsworth
Dave Collins
Angi Faiks
Terri Fishel
Katy Gabrio
Ginny Moran Heinrich
Beth Hillemann
Ellen Holt-Werle
Connie Karlen
Alexis Logsdon
Jesse Sawyer
Chris Schommer
Laura Secord
Katie Witzig

NEW LIBRARY STAFF

ANNE POLLOCK
Evening/Weekend Supervisor

Anne Pollock joined the library in March as an Evening/Weekend Supervisor. Anne is also in the process of obtaining her Masters of Library and Information Science at St. Catherine University. Anne's joyful and unflappable presence is a great asset to our library services and community.

DeWitt Wallace Library
linking scholars to knowledge

THANK YOU FOR READING!