EMORY
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OXFORD
COLLEGE

ANNUAL REPORT

OXFORD COLLEGE LIBRARY

EMORY UNIVERSITY

2015-2016

Submitted to Dean Douglas Hicks

By

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Our Mission Statement

The library offers a powerful combination of traditional and digital resources, pervasive technologies, and well-designed spaces to build community, increase collaboration, and encourage achievement in a liberal arts intensive environment. By providing innovative resources, agile services, and teaching and learning opportunities, we preserve and promote the diverse intellectual and cultural heritage of Oxford College for the Emory University community.

Our Vision

Leading innovation within a transformative and evolving learning environment to:

- advance the goals of Oxford College, the Emory Libraries and Information Technology Services, and the University through collaborative partnerships;
- fully integrate the library's role into the teaching, learning, research, and personal enrichment of the Oxford College community;
- develop and enrich interactive and collaborative digital learning experiences; and
- become a leader on the local, regional, and national levels by expanding our presence and services.
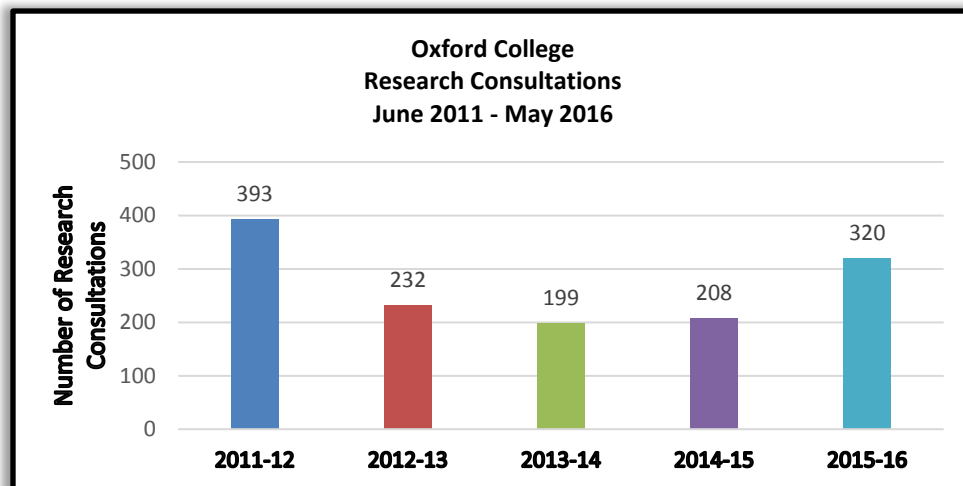
Our Organization and Work
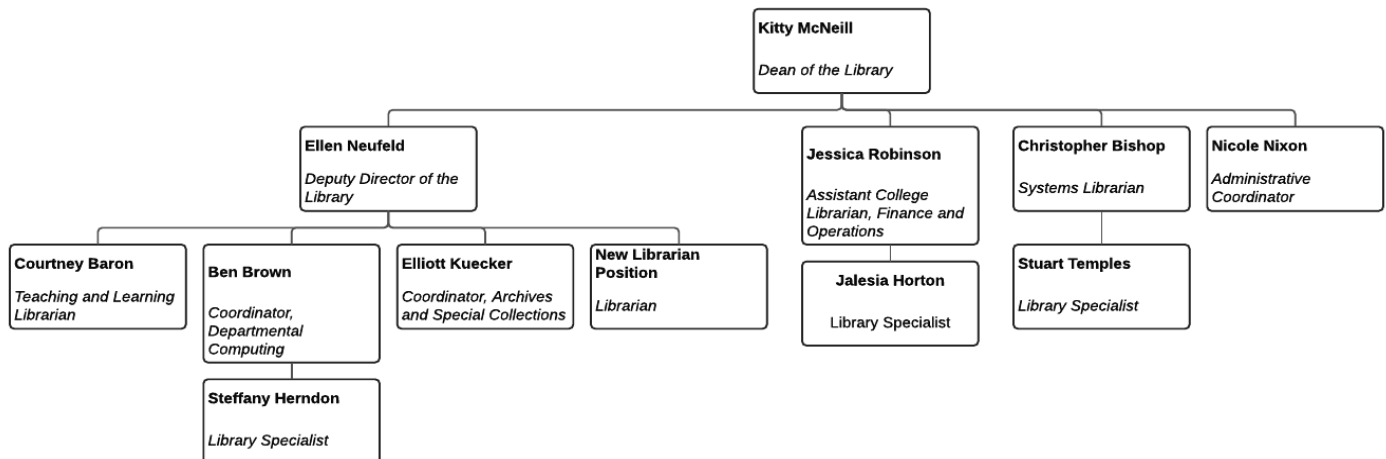
Through significant effort to accomplish this mission and vision with only eleven staff members, the work of the library is organized into teams focusing on four goal areas: Research Practices Instructional Program, Hub of Living and Learning, Dynamic Information Content, and Systems. Also, the library could not operate as effectively without the excellent work of approximately forty student employees each year.

Further, the library staff are full participants in the work of the Emory Libraries collaborating with and benefiting from library systems, collections, archives, exhibits, preservation, digital resources, and other support. The Dean of the Oxford College Library serves on the Emory Libraries' Cabinet and the University Librarian's direct reports group. She leads the Core Systems Governance Group for all the Emory Libraries. Currently, our five librarians participate in 17 working groups or committees to accomplish significant work on behalf of all the University libraries. Participation in these groups is key to our successful collaboration with other Emory libraries so we may provide Oxford students, faculty, and staff with the same level of collections, products, and services as all other Emory library patrons.

The work of the library staff on various Oxford College committees is important to the full integration of the library's role into the teaching, learning, research, and personal enrichment of the Oxford College community. This significant committee work includes but is not limited to: Strategic Plan Steering Committee, Educational Programs Committee, Buildings and Grounds, Writing Support Committee, Signature Outcomes Assessment Committee, Information Technology Committee, Conduct Board, and Oxford Staff Organization.

Research Practices Instructional Program

This year was remarkable as the Oxford College teaching librarians were able to significantly increase the number of instruction classes taught and research consultations provided to support students in their research across all disciplines. The librarians taught 200 instruction sessions, with a total of 3,932 student contacts. Further, they conducted 320 one-on-one research consultations with faculty and students. One contributing factor was that Molly McGehee required all of her American Studies 201Q and English 359 students meet with a librarian for help for their research assignments. These increases were achieved even with a vacancy in the Teaching and Learning Librarian position during the fall semester and the significant staff work required for the Emory Libraries' migration to a new integrated library system, ALMA. Courtney Baron joined the Oxford College Library as the new Teaching and Learning Librarian in January 2016.

**Oxford College
Annual Classroom Instruction Sessions
June 2011 – May 2016**

Year	Number of Instruction Sessions
2011-12	147
2012-13	155
2013-14	151
2014-15	121
2015-16	200

**Oxford College
Research Consultations
June 2011 – May 2016**

Year	Number of Research Consultations
2011-12	393
2012-13	232
2013-14	199
2014-15	208
2015-16	320
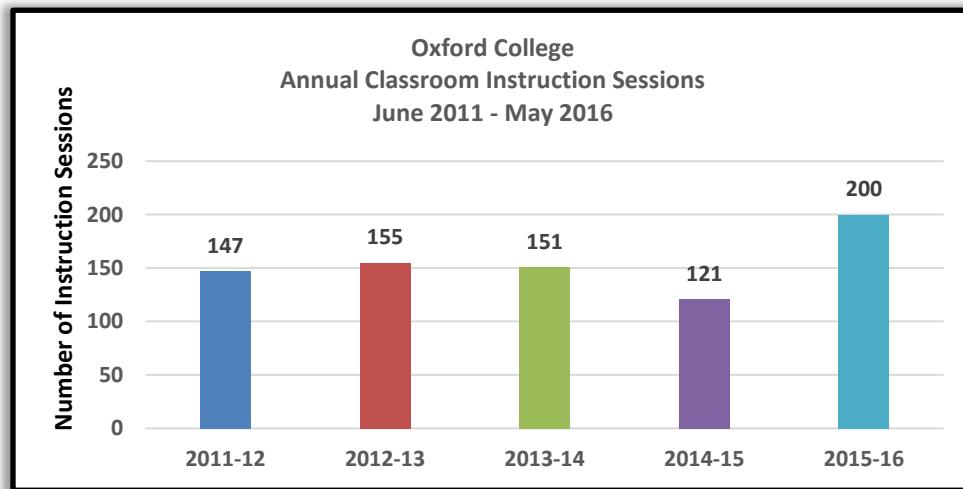
The teaching librarians continued to move beyond one-shot sessions to create deeper connections within the Oxford community and across Emory campuses. We saw an increase in the need for research instruction

sections, as well as instruction in multimodal literacies. Once again the Oxford library hosted Lee Pasackow from the Goizueta Business Library to lead Business Research Essentials sessions for newly admitted BBA students. In addition, Ellen Neufeld and Christopher Bishop coordinated visits from librarians at the Stuart A. Rose Manuscript and Rare Books Library to bring archival materials to Oxford College for Molly McGehee's English 359 and Kevin Quarmby's English 255 courses. Courtney Baron and Christopher Bishop created a new workshop on digital storytelling and presentation tools for students in the philosophy honors seminar. Christopher Bishop, Ben Brown, and Jonathan DaSo taught sessions on Audacity for Elizabeth Venell's Film Studies 270 and Mirja Lobnik's English 185 courses to help students learn how to create podcasts. Nighttime workshops were established to provide instruction on Zotero, Excel, and library databases such as JSTOR and Lexis Nexis. The array of new types of instruction reflects the complex information literacy landscape of Oxford College and showcases the ways in which the librarians meet the need for relevant, course-specific instruction.

The Research Practices team was able to meet its goal of developing collaborative initiatives with Oxford faculty and students. We partnered with the Writing Center during fall 2015 to host a write-in at the library. In collaboration with ReVision, the Oxford student feminist group, the Library sponsored the Art + Feminism Wikipedia Edit-a-thon, an annual event designed to generate coverage of women and the arts on Wikipedia and encourage female editorship. We taught basic markup coding and provided research materials for writing and editing articles on women artists in the South.
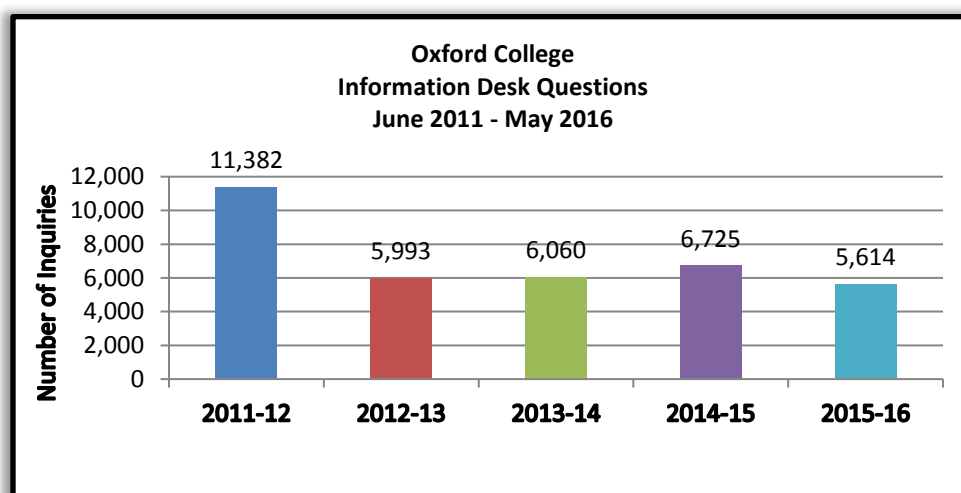
The implementation of the Framework for Information Literacy for Higher Education, adopted by the Association of College Research Libraries (ACRL), had a significant impact on library instruction. The Framework was designed to replace the Information Literacy Competency Standards and now places an emphasis on threshold concepts for information literacy as opposed to searching mechanics and tools. A group of Oxford librarians regularly met with the Emory Libraries' Information Literacy Framework Task Force to develop a new set of learning outcomes for all Emory and Oxford students. Teaching librarians presented at a Lunch and Learn session for Oxford faculty to introduce the threshold concepts and begin a discussion on how to implement the Framework in library research instruction at Oxford College.

Due to the shift from the Information Literacy Competency Standards to the Framework for Information Literacy in Higher Education, we prioritized professional development for all library staff. The Research Practices team played an integral role in building a collection of staff resources and formed a Teaching Circle to build teaching and reference skills for all staff. We successfully met last year's goal of developing additional staff members as classroom instructors to provide experience in teaching and used time during our all staff meetings to brainstorm interactive activities for the classroom based on the Framework.

To strive for our vision to become "a leader on the local, regional, and national levels by expanding our presence and services" our librarians expanded visibility through their successful work on publications and presentations. Courtney Baron, Christopher Bishop, Ellen Neufeld, and Jessica Robinson wrote a successful proposal for a book chapter in a forthcoming Association of College and Research Libraries (ACRL) publication: *Disciplinary Applications of Information Literacy Threshold Concepts*. The chapter: "Images Have Value: Changing Student Perceptions of Using Images in Art History" is due to be published in the next year. Also, Ellen Neufeld, Jessica Robinson, and Christopher Bishop wrote and presented at the Atlanta Area Bibliographic Instruction conference in June 2016. Courtney Baron, Ellen Neufeld, and Jessica Robinson wrote a successful proposal and presented at the Science Librarian Boot Camp Southeast Conference in July 2016.

Challenges/Notable Issues
- The Teaching and Learning Librarian position was vacant in fall 2015 which increased the teaching load for librarians during an especially busy time in the library along with the Emory Libraries' system migration to ALMA.
- Our statistics showed a significant decrease in the number of interactions on the desk. We suspect this is due to the increase of student employees on the circulation desk; they do not always remember to track interactions in our DeskTracker reporting system. As a result, the library will work on streamlining the DeskTracker Desk reporting form and implementing a paper checklist for easier and more consistent reporting.

**Oxford College
Information Desk Questions
June 2011 - May 2016**

Year	Number of Inquiries
2011-12	11,382
2012-13	5,993
2013-14	6,060
2014-15	6,725
2015-16	5,614

- The library instruction classroom continues to be heavily used for semester-long courses, requiring teaching librarians to visit classrooms across campus with varying systems and technology, often when faculty members are not present. We expect this will continue to be a challenge with the renovation of Pierce Hall next year.
- Due to the transition from the Information Literacy Competency Standards to the Framework for Information Literacy in Higher Education, it is a challenge to find a healthy balance between showing the mechanics and tools for research and teaching the information literacy threshold concepts within the confines of a one-shot class session. We will explore embedding teaching librarians in classes that will require extra time and research assistance from a librarian.

Research Practices Goals for 2016-17

1. **Develop collaborative initiatives with the Writing Center, Center for Academic Excellence, Oxford College Information Technology (OCIT), faculty, students, and other University libraries**
   - Continue to build and strengthen partnerships with the Writing Center and the Center for Academic Excellence.
   - Develop a relationship with the interim Writing Center director to discuss ways in which the library and Writing Center can partner on initiatives and cross train tutors and library student employees.
   - Work with OCIT to participate in the MISO Survey to measure how faculty and students view library and information technology services at Oxford College.
   - Meet regularly with the SGA Library Committee to get consistent feedback from students on library services and resources throughout the academic year.

- Develop training for campus tour guides and create an elevator speech about the Oxford College Library so essential information is accurately dispersed to prospective students and their families.

2. **Re-articulate the Research Practices instructional program to align with developments in information literacy in higher education and curriculum initiatives at Oxford College.**
   - Revamp the Research Practices program's Student Learning Outcomes in light of the ACRL Framework for Information Literacy for Higher Education to include threshold concepts and other literacies.
   - Develop and implement peer-evaluation methods for teaching librarians to help improve the teaching practices.
   - Utilize LibWizard to create fully interactive tutorials, quizzes, and assessment modules for library instruction.
   - Develop best practices for providing research help and programming to better serve Oxford College's diverse international student population.
   - Provide an additional Lunch and Learn opportunity for faculty to continue our conversation about the information literacy threshold concepts and develop a plan for fully implementing them at Oxford College.

3. **Develop the Research Practices program beyond the traditional classroom, incorporating the latest technology into information literacy instruction.**
   - Employ the flipped classroom model by developing instructional "how-to" videos on library resources and tools to focus in-class time on discussion and activities.
   - Promote LibChat, our new chat service, in order to assist students with research help outside of the library.
   - Enhance research guides by implementing best practices for research guides based on usability testing and creating subject guides for research in specific disciplines.
   - Implement Solstice, a new wireless tool, which allows students to share their phone or computer screen to the main display in the classroom, to make library instruction more collaborative and engaging.

Hub of Living and Learning

Library annual attendance recorded by the electronic door counter reached 198,794 in 2015-2016, a 12% increase over the previous year. The library staff were heavily involved with individuals and groups from the Emory, Oxford, and local communities to collaborate and plan over 1,400 events, meetings, and classes held in the library this past year, a 53 percent increase over the previous year. Library staff dedicated many hours to ensure these events were successful. These events included departmental meetings, staff retreats, admission events, orientation celebrations, study breaks, special dinners, receptions, and signature events such as the "Chocolate, Sweets, and Other Treats" event for new students, the Honors Symposium, the annual Phi Eta Sigma induction reception for both Oxford and Emory College students, the Dean's Holiday party, Dean Stephen Bowen's retirement celebration, and for the first time, the Piedmont Newton Hospital Gala and the Emory University Alumni Board.

During the 2015-2016 academic year, the Fran Elizer Exhibit space displayed selections from the "Seamus Heaney: The Music of What Happens" exhibit. As a condensed version of the 2014 exhibition held at Emory's Woodruff Library, Oxford College featured manuscripts, photographs, and even Heaney's authentic writing desk. Also, a distinctive white kite could be seen hanging in the library's academic commons, symbolizing his works about kites. The Oxford library coordinated a Lyceum event, an afternoon with Emory Professor Emeritus and author Dr. Ron Schuchard who spoke in conjunction with the Seamus Heaney exhibit in October 2015. Also, in collaboration with the Development and Alumni Relations staff, the Oxford library had the honor of hosting John Addison, Oxford alumnus and author, for a book discussion, signing, and reception.
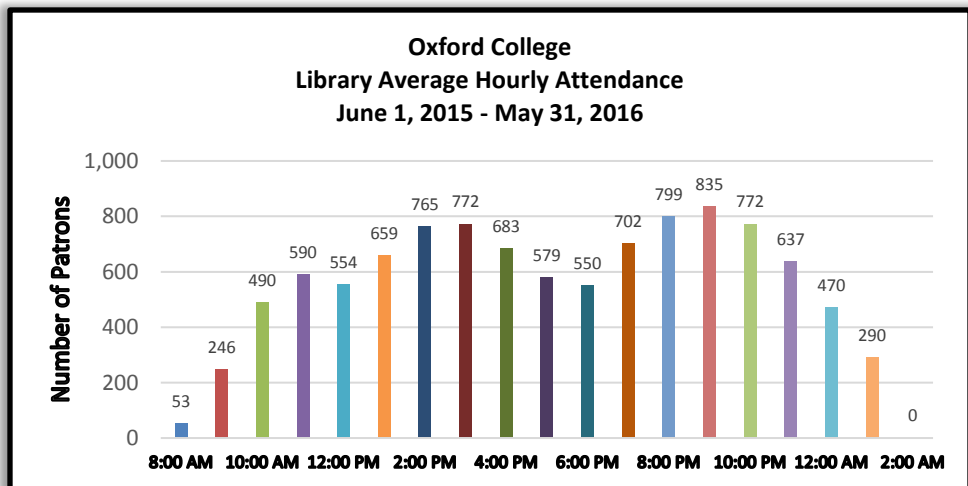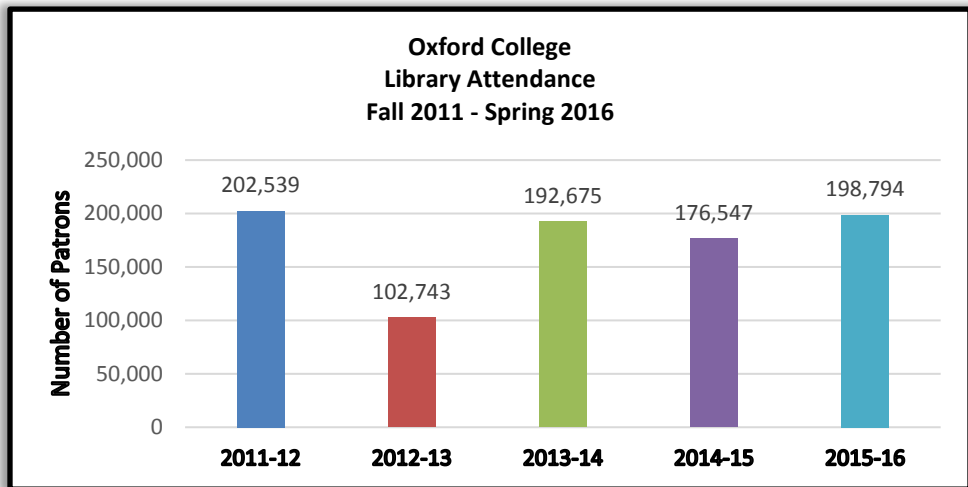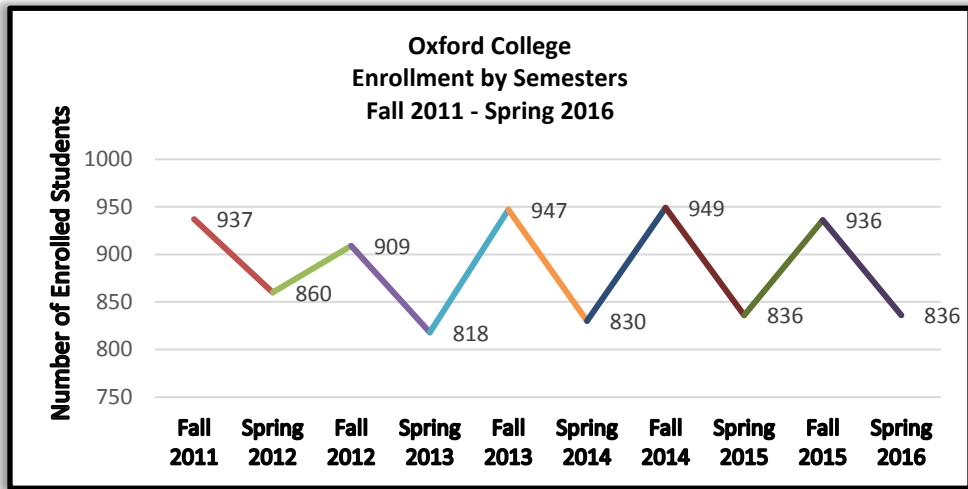
The twelfth annual "Inspired Performance: A Celebration of Professional and Artistic Creativity," exhibit displayed the professional and creative works of the Oxford College faculty and staff in April 2016. Co-sponsored by the Dean of the Library and the Dean of Academic Affairs and Chief Academic Officer, Ken Anderson, this exhibit featured 27 faculty and staff exhibitors. An opening reception for the exhibit was hosted in the library at the end of the academic year for faculty and staff and their guests to celebrate their colleagues' professional and artistic achievements from the past two years.
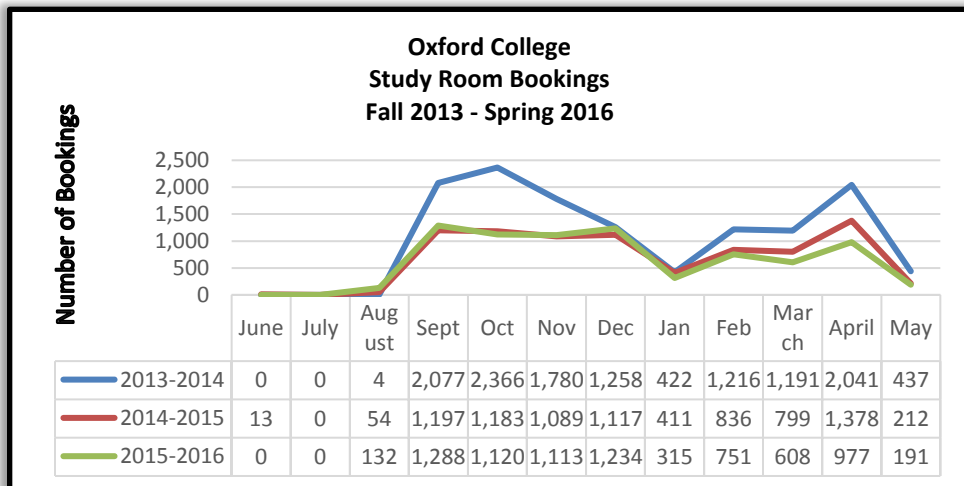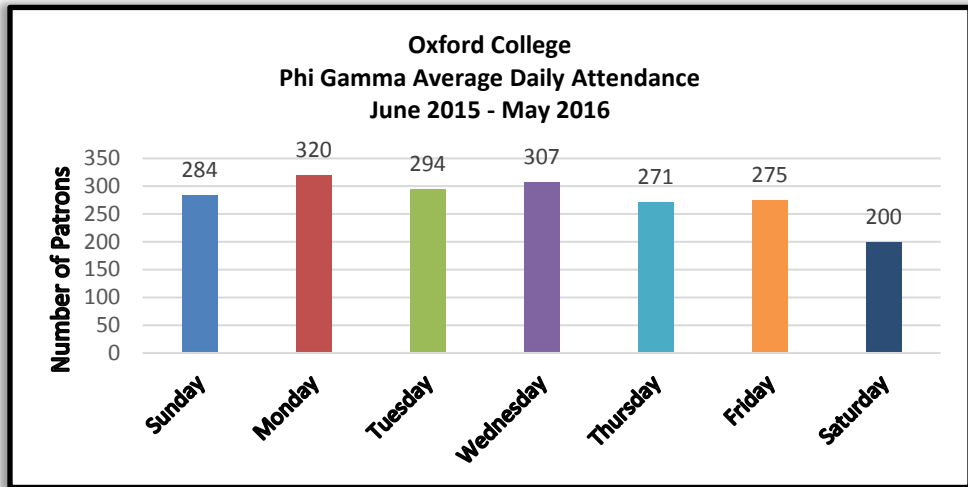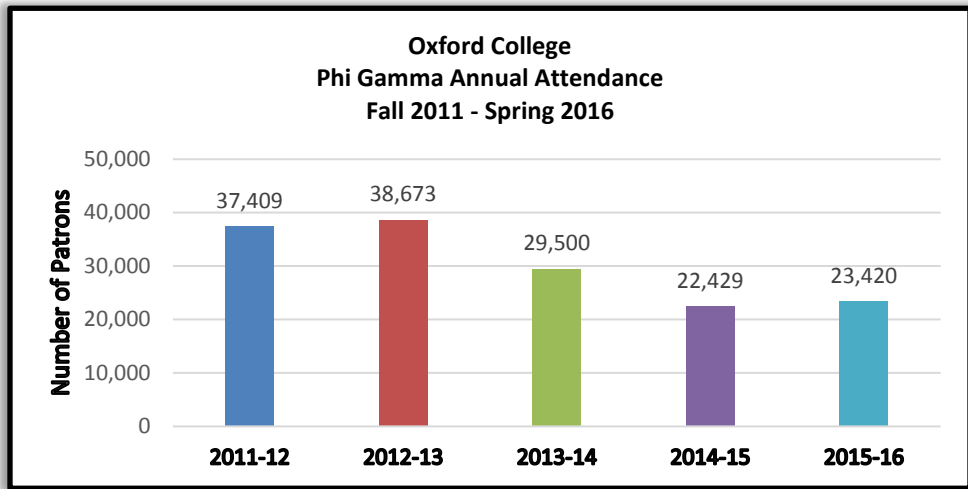
The Student Employee Team (SET), comprised of five library employees, has created an efficient and innovative student employee program where students can learn, grow, and succeed in their important staff positions. Eleven rising sophomores were chosen to serve as Library Leaders for the 2016-2017 academic year. Library Leaders are selected for demonstrating, during their freshman year, the ability to be professional, flexible, invested, and approachable. With help from the entire library staff, successful training sessions were planned and provided for the Library Leaders, returning sophomores, and freshman student employees at the beginning of the 2015-2016 academic year. The library collaborated with the Coordinator of Career Services to host a resumé workshop tailored to our library student employees. This workshop taught the library's student employees how to incorporate their job responsibilities in the library in a professional format.

There is something intriguing to Oxford students about being in the library after hours. In 2014-2015, the library hosted three popular after hour events for students in the library: a Library Lock-In, Retro Game Night, and Harry Potter Mystery Night. The success of these events inspired the library to work with students again to plan and host a Breakfast of Champions Game Night this year. Board and video games were set up for students to play while enjoying a breakfast as a late night snack.

Challenges/Notable Issues:
- Higher demand for library research instruction classroom and other library spaces (18 semester-long classes were taught in library spaces).
- Increase in reservations for library spaces (1460 reservations).

Oxford College
Enrollment by Semesters
Fall 2011 - Spring 2016

Number of Enrolled Students

Semester	Enrolled
Fall 2011	937
Spring 2012	860
Fall 2012	909
Spring 2013	818
Fall 2013	947
Spring 2014	830
Fall 2014	949
Spring 2015	836
Fall 2015	936
Spring 2016	836

Oxford College
Library Attendance
Fall 2011 - Spring 2016

Number of Patrons

Year	Patrons
2011-12	202,539
2012-13	102,743
2013-14	192,675
2014-15	176,547
2015-16	198,794

Oxford College
Library Average Hourly Attendance
June 1, 2015 - May 31, 2016

Number of Patrons

Time	Patrons
8:00 AM	53
	246
10:00 AM	490
	590
12:00 PM	554
	659
2:00 PM	765
	772
4:00 PM	683
	579
6:00 PM	550
	702
8:00 PM	799
	835
10:00 PM	772
	637
12:00 AM	470
	290
2:00 AM	0

Oxford College
Phi Gamma Annual Attendance
Fall 2011 - Spring 2016

Number of Patrons

Year	Number of Patrons
2011-12	37,409
2012-13	38,673
2013-14	29,500
2014-15	22,429
2015-16	23,420

Oxford College
Phi Gamma Average Daily Attendance
June 2015 - May 2016

Number of Patrons

Day	Number of Patrons
Sunday	284
Monday	320
Tuesday	294
Wednesday	307
Thursday	271
Friday	275
Saturday	200

Oxford College
Study Room Bookings
Fall 2013 - Spring 2016

Number of Bookings

	June	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
2013-2014	0	0	4	2,077	2,366	1,780	1,258	422	1,216	1,191	2,041	437
2014-2015	13	0	54	1,197	1,183	1,089	1,117	411	836	799	1,378	212
2015-2016	0	0	132	1,288	1,120	1,113	1,234	315	751	608	977	191

Hub of Living and Learning Goals for 2016-17

1. **Schedule, plan, install, and host dynamic exhibits and events**
   - Host annual events such as freshman orientation party (Chocolate, Sweets, and Other Treats and Coke Toast), Halloweek, fall and spring semester study breaks, National Library Week, National Poetry Month and many others.
   - Host at least four exhibits: Shakespeare (postcards, plants, and popular culture), Asian Artifacts, Tibetan Monk Sand Mandala and Inspired Performance.
   - Continue collaborating with college and university groups on events: orientation, registration, Enrollment Services sessions, and honorary society celebrations such as Phi Eta Sigma and Alpha Epsilon Upsilon.

2. **Support students, faculty and staff by providing excellent, useful services and maintaining an inviting, clean and comfortable physical space**
   - Incorporate feedback from the SGA library committee, Freshmen Council focus group, Emory Libraries' Survey, the MISO survey and other constituents to continuously improve and adapt services and space for library users.
   - Purchase furniture to support requests for more individual study spaces.

3. **Continue development of student employee library leader program**
   - Improve roles and expectations for new student employee leadership program for superlative student employees.
   - Develop separate training tracks for leaders, freshmen, and sophomore student employees.

4. **Develop events coordination and communication**
   - Collaborate with Events and Conferences staff to manage the growing number of events hosted and held in the library.
   - Create detailed event form to prepare for the needs of events scheduled in the library.

The Oxford College Library's Vision statement states that we will "lead innovation within a transformative and evolving learning environment by developing and enriching interactive and collaborative digital learning experiences." To that end, one of the chief goals of this team is to examine the ways our resources are used, as well as examine the formats that we offer. The consistent increase in use of the OverDrive electronic popular reading collection indicated that library patrons are becoming more and more comfortable with electronic books.

Even though this has been a common trend in leisure reading, some publishers have been slower to provide academic titles in electronic formats. This year, the Oxford library established a process both with our primary academic book vendor and with the Woodruff library Core Systems team, to purchase individual electronic book titles for both textbook and academic title requests. To make these titles accessible to all Emory University library patrons, the Oxford library has made every effort to purchase a broader rather than single user access to each title. Currently, circulation statistics are not available for these electronic titles accessed through our integrated library system, so we have no way to determine the frequency of use. However, we can attribute some of the decrease in our physical circulation statistics to an increase in the use of digital formats.

The amount of time dedicated to the preparation for and ultimate migration to the new ALMA system, and the subsequent freeze in purchasing and cataloging meant the attention to our physical collection took a back seat this year. Regardless, we were able to make progress in reviewing and revamping some of our collections and processes. A top priority was building collections to support new faculty, specifically philosophy resources for Dr. Joshua Mousie; art and paper making for Dr. Tasha Dobbin-Bennet and graphic novels and other resources for English professor, Dr. Brad Hawley, as examples. We looked across all disciplines to acquire the best titles recommended by Choice Academic reviews.
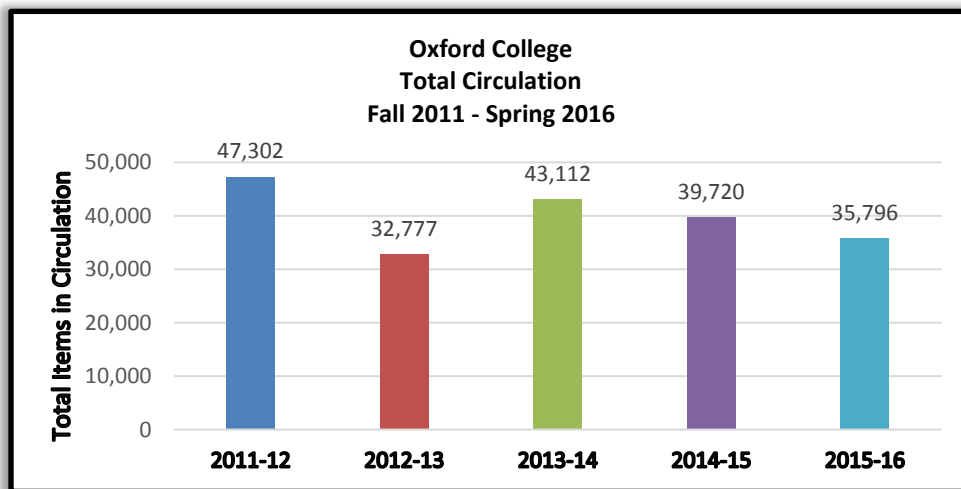
In our Special Collections and Archives, we added nearly 20 linear feet of formerly unprocessed material to our collections. This included seven separate collections, as well as four series of old college photographs. Course catalogs were digitized and added to the library website. Items from the Oxford College Collection of Asian Artifacts (collected by William Turner in the 1890s as a member of the Japan Mission of the Methodist Church) were photographed by Woodruff Library digital photographer originally as a way for Oxford to preserve this fragile collection. These photographs came to the attention of an East Asian Studies professor at Emory, who enlisted her students to research the items to provide context and metadata. This all led to an exhibit at the Woodruff library, which will travel to the Oxford library early 2017, and more importantly led to exposure in ArtStor's shared shelf database for other institutions to study.
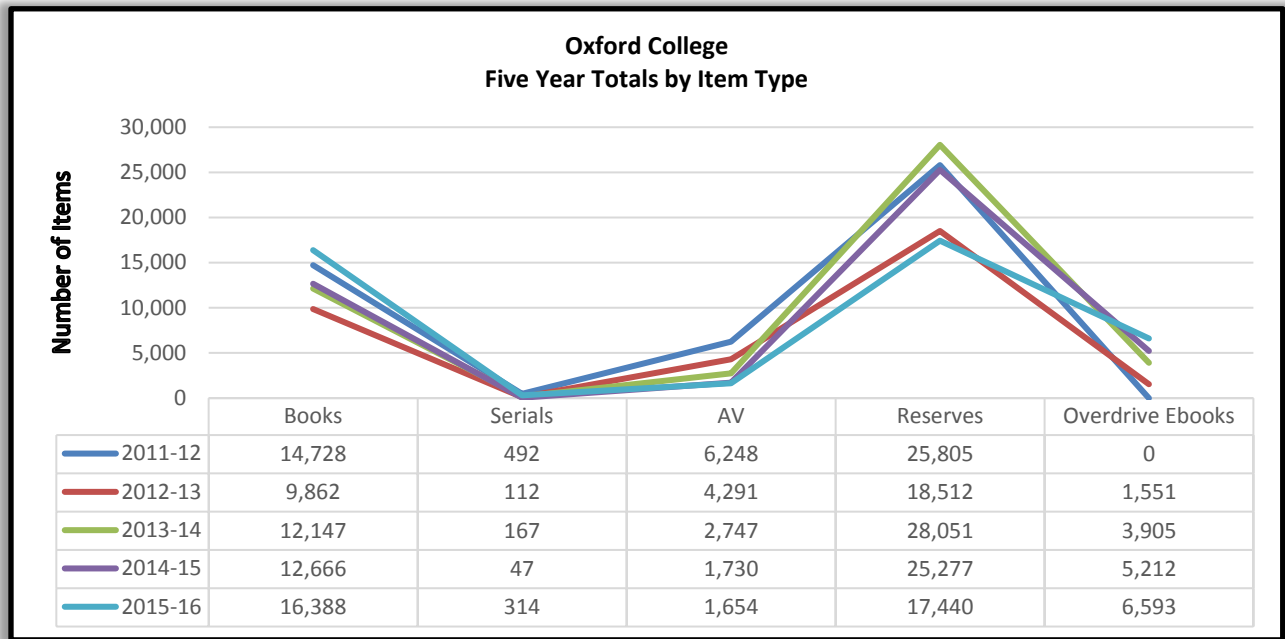
At the request of staff from the Center for Academic Excellence (CAE), we added a Teaching and Learning location both in the "Reading Nook" on the first floor of the library and in the online catalog to provide more visibility and easier access to this growing collection of resources for faculty. Further, we created a virtual guide to our graphic novel collection, streamlined our process for receiving and circulating periodicals, resulting in a circulation increase.

Library staff worked closely with faculty to build the most accurate inventory of course reserves items, both physical and electronic. The team was also able to build a reporting mechanism to see what titles were most requested by Oxford students from other libraries to detect gaps in the current Oxford collection. The library received a significant number of books from retiring or soon to retire faculty members, including Dean Bowen, Mike McQuaide, and Lucas Carpenter. Each book required evaluation and processing to be added to the library collection. The current library collection contains 85,084 volumes and 67,388 titles.

Challenges/Notable Issues
- With so many library staff members on University working groups that meet on main campus, meeting times in addition to travel to/from had an enormous negative impact. Attempts to video or phone conference often were frustrating and unreliable, and many side conversations or decisions are lost without face-to-face contact. Between the ALMA migration and being down one librarian, the time and attention required for the collection became a lower priority.
- During the migration to ALMA, which was effective in December, ordering and cataloging of new materials had to be delayed. This created a backlog, with limited staff time to manage.
- The large amounts of donated books require extra time and attention to make decisions and process.
- Customer service from our primary vendor for books and electronic books, Yankee Book Peddler, became progressively worse, which slowed our cataloging and accounting processes.
- The yearbooks are a highly requested item to be digitized and put on the college website. The approval for copyright from the University Libraries Scholarly Communication Office has been a very slow and tedious process.
- The Oxford library puts a high priority on providing top customer service to both our patrons and to patrons outside Oxford. We run daily reports for items requested and within 24 hours fulfill all requests if items are available. Other libraries have a different standard for response time or prioritize patrons (e.g. faculty or graduate students over undergraduate), and wait times for items from main campus sometimes exceeded our users' needs. These wait times can result in loss of patron confidence.
- Circulation of physical reserve items dropped significantly this year over last year. This could be attributed to a large volume of digitized materials made available on the Ares reserves module, which are not included in the circulation statistics. This will require further usage tracking and assessment going forward.

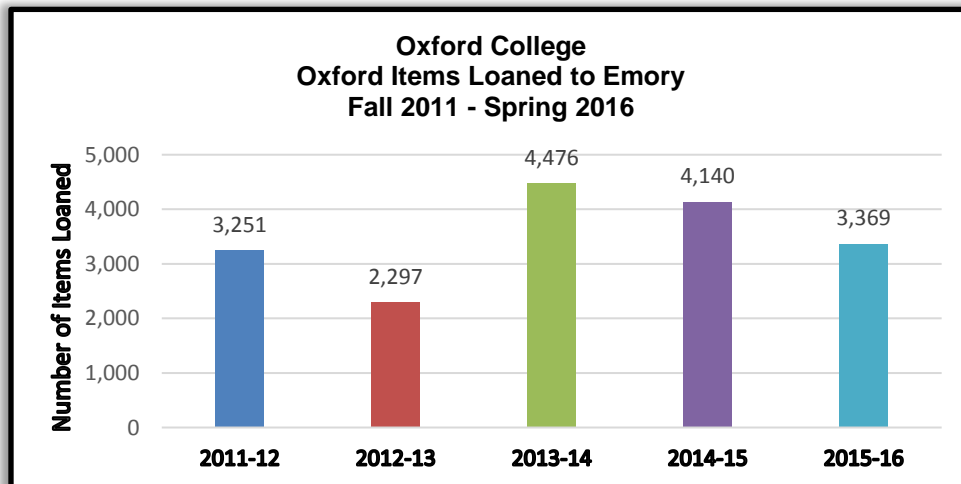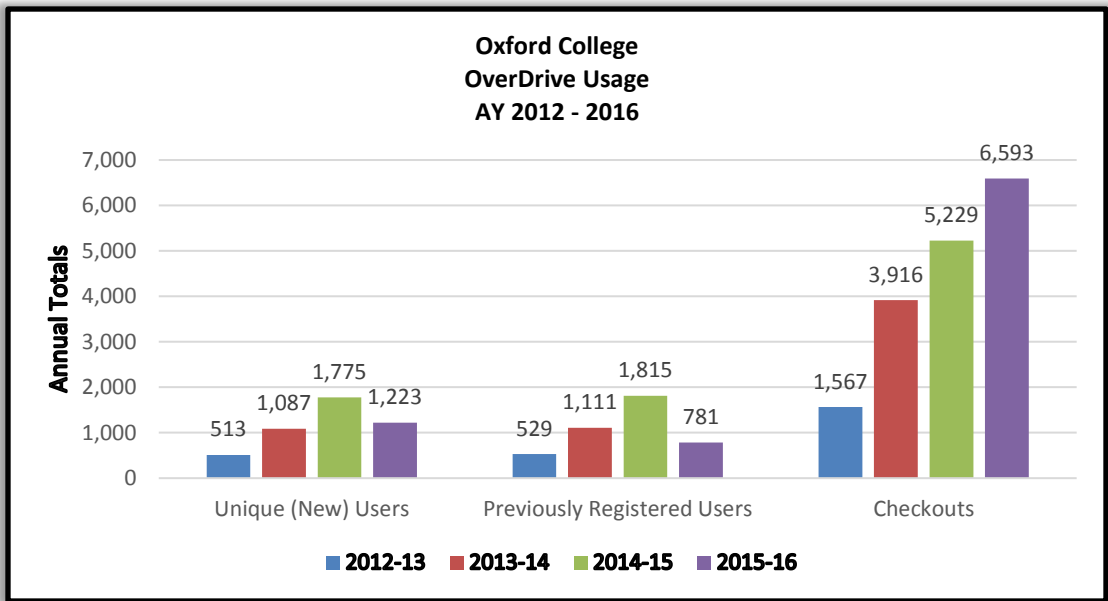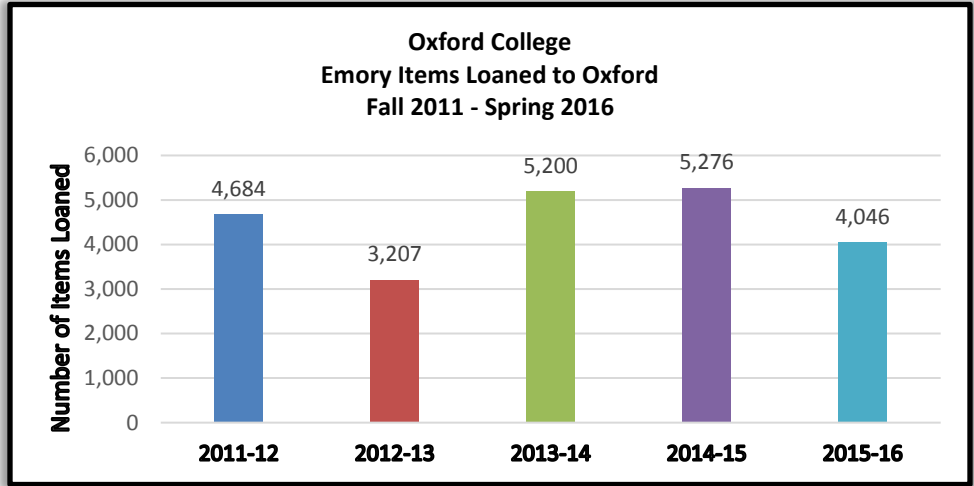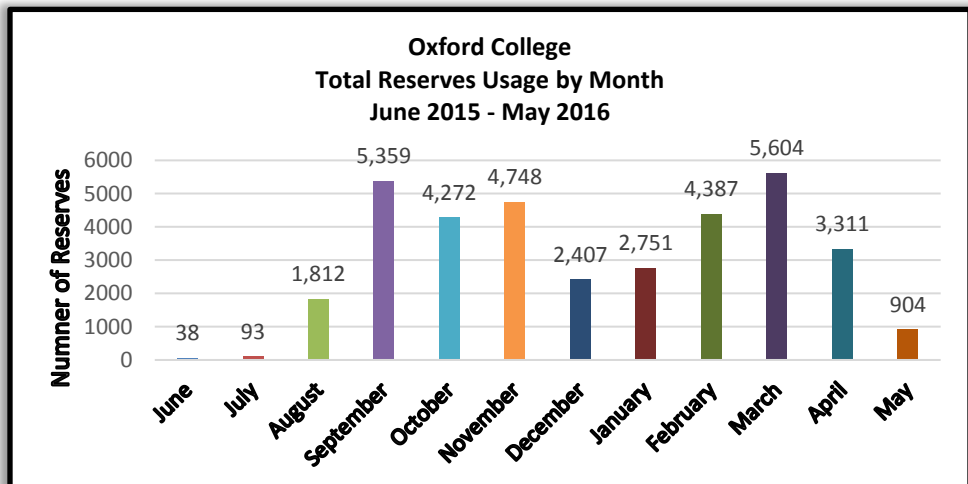**Oxford College**
Total Circulation
Fall 2011 - Spring 2016

Year	Total Items in Circulation
2011-12	47,302
2012-13	32,777
2013-14	43,112
2014-15	39,720
2015-16	35,796

Oxford College Five Year Totals by Item Type

	Books	Serials	AV	Reserves	Overdrive Ebooks
2011-12	14,728	492	6,248	25,805	0
2012-13	9,862	112	4,291	18,512	1,551
2013-14	12,147	167	2,747	28,051	3,905
2014-15	12,666	47	1,730	25,277	5,212
2015-16	16,388	314	1,654	17,440	6,593

Patron Type					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Students	38,677	21,952	32,450	28,599	23,342
Grad Students	1,533	1,317	1,499	1,759	1,523
Faculty	2,268	1,830	1,971	2,034	2,044
Staff	1,624	3,568	1,802	1,763	1,993
Alumni	112	76	92	73	74
Off Campus	56	42	88	49	115
***Library**	3,614	3,992	5,115	5,393	5,441

*Library as a Patron type refers to Interlibrary Loan totals and materials in transit.

Oxford College Oxford Items Loaned to Emory Fall 2011 - Spring 2016

2011-12	2012-13	2013-14	2014-15	2015-16
3,251	2,297	4,476	4,140	3,369

Oxford College
Emory Items Loaned to Oxford
Fall 2011 - Spring 2016

Number of Items Loaned

	2011-12	2012-13	2013-14	2014-15	2015-16
	4,684	3,207	5,200	5,276	4,046

Oxford College
OverDrive Usage
AY 2012 - 2016

Annual Totals

	2012-13	2013-14	2014-15	2015-16
Unique (New) Users	513	1,087	1,775	1,223
Previously Registered Users	529	1,111	1,815	781
Checkouts	1,567	3,916	5,229	6,593

Oxford College
Physical Course Reserves Usage by Month
June 2015 - May 2016

Month	Number of Reserves
June	38
July	93
Aug	814
Sept	2,409
Oct	2,055
Nov	2,481
Dec	1,420
Jan	654
Feb	2,538
Mar	2,141
Apr	2,243
May	554

Oxford College
Electronic Reserves Usage by Month
June 2015 - May 2016

Month	Number of Reserves
June	0
July	0
Aug	998
Sept	2,950
Oct	2,217
Nov	2,267
Dec	987
Jan	2,097
Feb	1,849
Mar	3,463
Apr	1,068
May	350

Oxford College
Total Reserves Usage by Month
June 2015 - May 2016

Month	Number of Reserves
June	38
July	93
August	1,812
September	5,359
October	4,272
November	4,748
December	2,407
January	2,751
February	4,387
March	5,604
April	3,311
May	904

Oxford College
Interlibrary Loan - Book and Article Delivery
2011 - 2016

	Added	Withdrawn	*2013-14*	Added	Withdrawn	*2014-15*	Added	Withdrawn	*2015-16*
Resources									
Books and Serials Bound Volumes									
Copies (volumes)	1,021	1,335	*84,229*	1,306	1,431	*84,104*	1,855	875	*85,084*
Titles	982	188	*65,822*	1,172	753	*66,241*	1,757	610	*67,388*
Manuscripts and Archives									
Linear Feet	0	0	*148*	18	0	*166*	0	19	*185*
Videocassettes	0	0	*162*	0	0	*162*	0	0	*162*
Cartographic Materials									
Physical Units	0	0	*1*	0	0	*1*	0	0	*1*
Sound Recordings									
Copies (physical units)	0	0	*159*	0	0	*159*	0	0	*159*
Titles	0	0	*152*	0	0	*152*	0	0	*152*
Motion Pictures and Video Recordings									
Copies (physical units)	149	47	*2,502*	71	0	*2,573*	108	11	*2,670*
Titles	108	14	*1,767*	70	0	*1,837*	108	6	*1,939*
Computer Files									
Copies (physical units)	0	0	*18*	0	0	*18*	0	0	*18*
Titles	0	0	*10*	0	0	*10*	0	0	*10*

Dynamic Information Content Goals for 2016-17

1. **Develop strategies for maintaining dynamic website for both content and marketing**
   - Work with University Libraries' Core systems web developer to perform periodic usability testing for patron feedback.
   - Plan ahead to ask Wade Moricle (Woodruff Library Marketing & Communications) for photography/collection of images throughout the academic year.
   - Continue with site content review and refresh schedule for homepage.
   - Work with Director of Communications on locations for the library website to sit on new College site.
   - Create instructional videos and/or podcasts for the website.
   - Work with University Libraries' Core systems web developer to establish a request form for collection recommendations and requests.
   - Develop strategies for blog content, accessibility, and the ability to push out information.
   - Evaluate ScholarBlog for marketing and communication effectiveness.
   - Raise awareness of the DVD collection via enhancements on website or research guide.

2. **Continue enhancement of collections and collection development procedures**
   - Continue significant weeding of DVD collection.
   - Continue to collect via a de facto "demand driven" acquisition model by running reports on titles most requested via Atlanta Oxford Requests and Interlibrary Loan.
   - Update and streamline the ordering processes; document procedures and cross train staff.
   - Review retention policies and update collection development policies to include films, ebooks, audio-books.
   - Focus weeding priorities on specifically identified areas of the collection, notably the existing teaching/learning resources.
   - Involve faculty in selecting items for the collections by working with personal librarians.
   - Continue to build a strong OverDrive popular ebook reading collection.
   - Continue to acquire collections to support the Teaching/Learning collection.
   - Build an Emory authors collection.
   - Pursue a systematic selection of bestsellers to replace onslaught of standing orders.

3. **Develop archives and special collections**
   - Continue to incorporate Emory records retention policies regarding transferring documents to the archives.
   - Continue to develop a dynamic Special Collections webpage.
   - Complete college photograph repository cleanup project.
   - Develop policies for Extensis digital photograph repository.

4. **Marketing**
   - Develop strategies for oversight and coordination of all library social media.
   - Develop more effective process of broadly sharing details about new collections.

Systems

The Oxford College Library Systems team manages a variety of library systems, software, applications, and hardware to provide up-to-date library services and resources for students, faculty and staff. Significant projects for the 2015-2016 year included the migration to ALMA, the Emory Libraries' new integrated library system (ILS), website assessment and improvements, and adoption of expanded SpringShare applications to provide online research guides, chat, and other services.

The mid-year migration to ALMA demanded a great deal of staff time and flexibility to complete required configurations, workflows, documentation, and training before the start of spring semester. The migration affected all aspects of library operations including circulation, acquisitions, finance, cataloging, reserves, electronic resources, and intra-library loans. Key to the success of this effort was the significant collaborative work with other Emory Libraries. Kitty McNeill continued to serve as the chair of the Core Systems Governance Group for all the Emory Libraries. Christopher Bishop was promoted to Systems Librarian in the fall of 2015 and served on the Fulfillment, Metadata, Integrations, Core working groups. Ellen Neufeld served on the E-Resources, Core, and Steering committees and Jessica Robinson served on the Acquisitions functional area working group. Participation included frequent meetings, both virtually and on main campus, and included review of workflows, completion of configuration documents, and extensive training.

Further, the librarians facilitated and participated in significant ALMA training activities. Jessica Robinson and Christopher Bishop facilitated Fulfillment, Resource Management, and Acquisitions classes for staff from all the Emory libraries. All Oxford library staff participated in circulation training and all staff attended training sessions for their specific areas of responsibility.

Increasing the usability and content of the library website was an important area of focus for the library this past year. We added Ben Brown to Emory Libraries' Web Experience and Content Strategy (WECS) group to improve communication and coordination with the other libraries. We made changes to the homepage based on information from patrons and insights gathered by librarians during work with students. We updated the library homepage to include more visible links to most used library resources. Also, we reorganized library staff directory pages with a uniform template to include contact information, education, professional profile, personal librarian responsibilities, and a photograph.

Additional improvements to the library's website included successful migration to LibGuides version 2. LibGuides are used by librarians to create discipline and class specific online research guides. With the new version, the librarians also used LibWizard to create polls, quizzes, and questionnaires within a research guide.
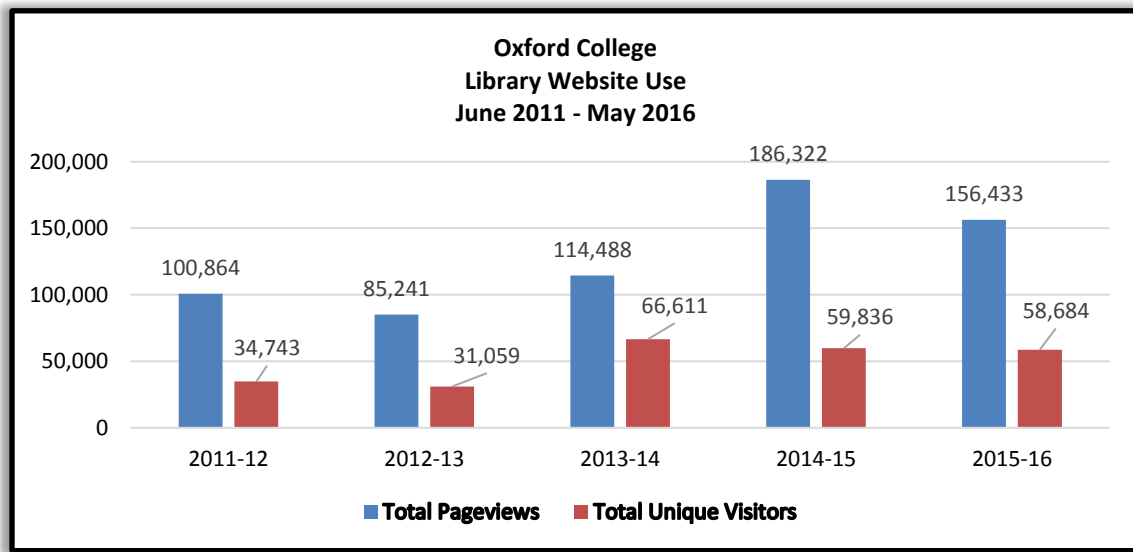
The Academic Commons in the library serves as the main computer lab for Oxford. Support of this important lab environment includes the maintenance of 36 iMacs, 40 MacBooks, 36 iPads, and a range of chargers, adapters, and other devices to support computer use by patrons. We support 74 software programs in our Apple environment for instructional and student use. The most widely used programs include Adobe Creative Suite applications such as PhotoShop, InDesign, and Illustrator for editing and creating visual content, Safari, Chrome, and Firefox browsers, and instructional programs requested by faculty including Mathematica, Matlab, Stata, and SPSS. This year the library implemented LabStats to track usage on the library's iMacs, providing a great deal of insight regarding patron usage. Total number of logins to the 36 iMacs was 34,041 with an average session length of 42 minutes. Also, 1,039 unique user logins were registered, demonstrating the use of the library's iMac environment by a majority of the enrolled students.

The library began supporting the computer lab in fall 2013, working closely with Library and Information Technology's (LITS) Student Digital Life (SDL) group on the Atlanta campus. This successful collaboration ensures the students' computer experience is the same on both the Oxford and Atlanta campuses. Each summer, the Oxford library receives a base image from SDL; the library then customizes this base image for the Oxford campus based on software requests from faculty, staff, and students. Responding to software requests involves frequent updates to the image throughout the school year, including unforeseen vendor and software upgrades. Ben Brown, Coordinator of Departmental Computing for the library, does an excellent job managing the lab, efficiently using ten software solutions including DeepFreeze, DeployStudio, Apple Remote Desktop, to name a few, to maintain a reliable, accurate, and up-to-date image on each computer.

Working with staff from LITS, we expanded access to Lynda.com, an online repository of thousands of video courses on technology, business, and professional skills. Users can develop proficiency in technologies like Adobe Creative Cloud, Microsoft Office, WordPress and SPSS, as well as professional skills such as leadership, management, presentations, and resumé writing. Lynda.com is available to all students, faculty, and staff from any location using their Emory login. After implementation, the library worked to actively promote Lynda.com through the website, iMac desk top images, and recommendations during library research classes.
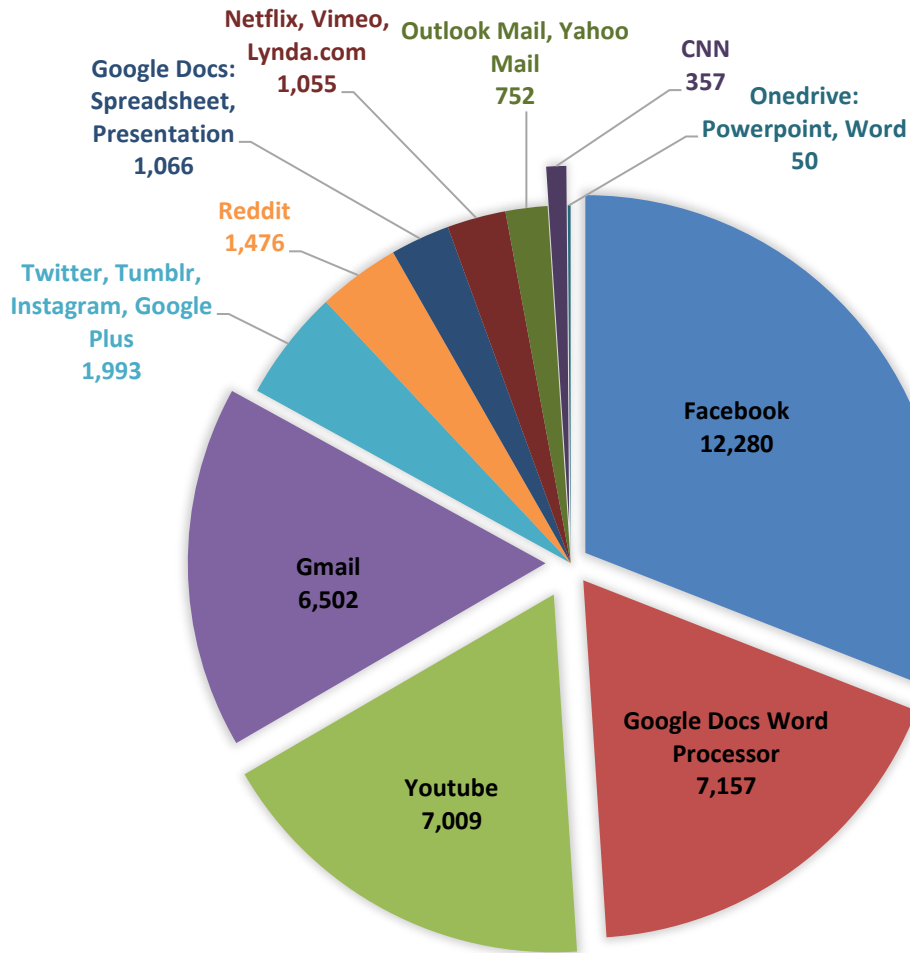
Challenges/Notable Issues

- The mid-year migration to ALMA included challenges in reserves, acquisitions, circulation, and cataloging given the limited time between the end of the fall and beginning of the spring semesters to transition to the new system.
- Shortly after ALMA launched, the matching process to eliminate duplicate records in the online catalog stopped working due to re-indexing of records by Ex Libris, the vendor for ALMA. Currently, to remove a duplicate record, acquisition data must be first manually moved to the correct record, a time consuming process.
- On and off-campus training to address changes in various procedures and workflows was significant for all library staff. The impact of training time was substantial given the small size of Oxford's library staff.
- Library website management, supported by the Library Technology and Digital Strategies (LTDS) group of the University Libraries, continued to be a challenge due to the inability to make changes locally and the time required for requested changes to be made by LTDS.
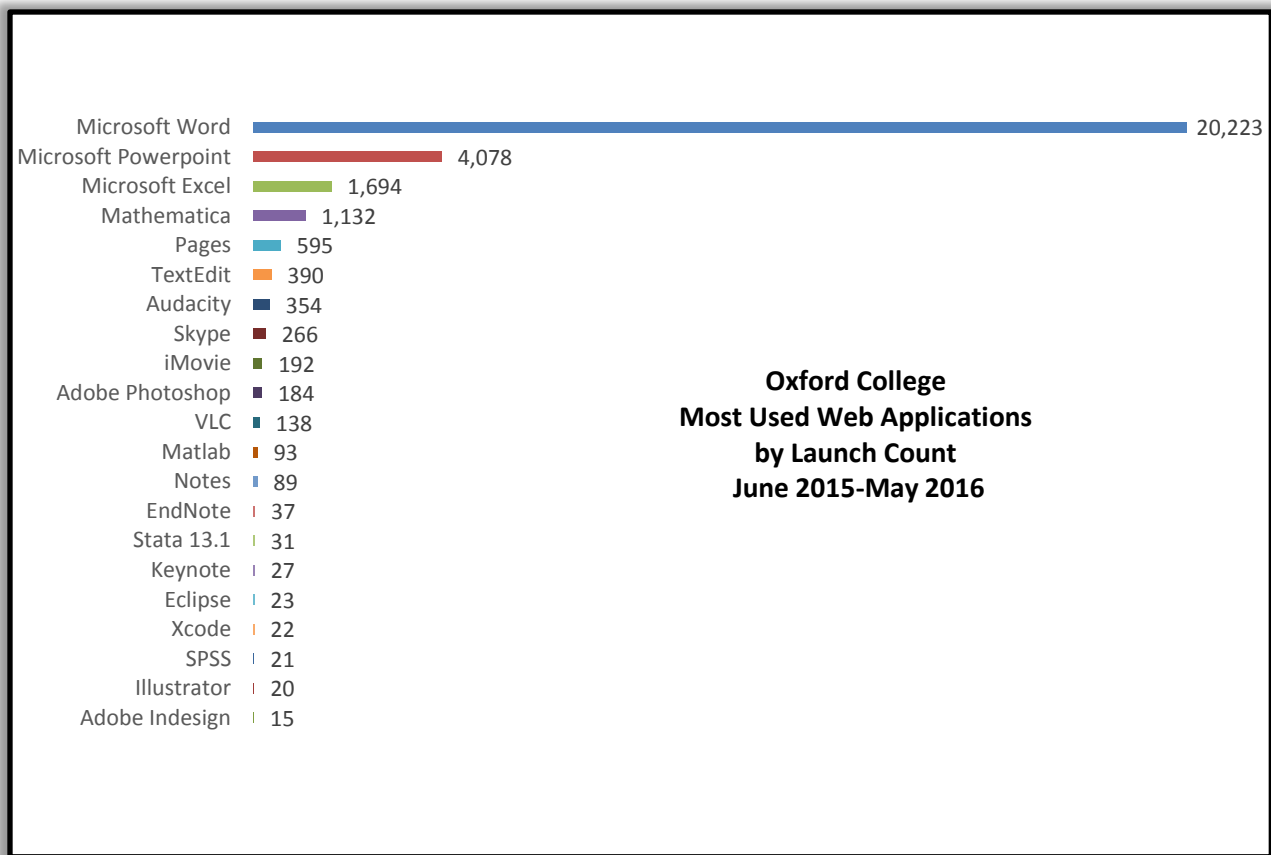
Rank	Page	Views	Percent of Total
1	Homepage	85,410	54.60%
2	Citing	12,167	7.78%
3	Library Materials	6,948	4.44%
4	Research and Learning	6,351	4.06%
5	Using the Library	4,481	2.86%
6	Databases	3,790	2.42%
7	Index - Homepage	3,688	2.36%
8	Course Reserves	2,239	1.43%
9	Finding Journal Articles	2,177	1.39%
10	Directory	2,171	1.39%

Top Library Pages - June 2015-May 2016

Oxford College
Most Used Tracked Applications by Launch Count
June 2015 - May 2016

Netflix, Vimeo, Lynda.com
1,055

Outlook Mail, Yahoo Mail
752

CNN
357

Google Docs: Spreadsheet, Presentation
1,066

Onedrive: Powerpoint, Word
50

Reddit
1,476

Twitter, Tumblr, Instagram, Google Plus
1,993

Facebook
12,280

Gmail
6,502

Youtube
7,009

Google Docs Word Processor
7,157

**Oxford College
Most Used Web Applications
by Launch Count
June 2015-May 2016**

Application	Launch Count
Microsoft Word	20,223
Microsoft Powerpoint	4,078
Microsoft Excel	1,694
Mathematica	1,132
Pages	595
TextEdit	390
Audacity	354
Skype	266
iMovie	192
Adobe Photoshop	184
VLC	138
Matlab	93
Notes	89
EndNote	37
Stata 13.1	31
Keynote	27
Eclipse	23
Xcode	22
SPSS	21
Illustrator	20
Adobe Indesign	15

Systems Goals for 2016-17

1. **Increase interactive communication tools for use with patrons and library staff**
   - Implement the online scheduling tool GenBook for research consultations, allowing students to easily view available times for research consultations and book an appointment from the Oxford Library website.
   - Promote the messaging tool LibChat for patron communication to increase real time student interaction with staff.
   - Create a reliable source for updates about new Emory-wide subscriptions to academic databases and cancellations.
   - Add Solstice program to library classrooms to promote screen sharing by students during class instruction.

2. **Develop strategies for maintaining dynamic website related to set-up and integration**
   - Confirm links to the Oxford Library are prominent on the new Oxford College website to ensure easy navigation to the library's website.
   - Create and embed instructional videos to increase knowledge of tools such as the library catalog, interlibrary loan services, accessing databases, and searching for electronic journals
   - Review website priorities during the bi-weekly Oxford Library Website Team meetings.
   - Implement and incorporate usability study findings based on patron feedback to improve navigation and accessibility on the library's website.

- Integrate more Google Analytics features in the library's website to increase library staff understanding of how patrons utilize tools and information on the library's website.
- Communicate proactively with the University Libraries Website team to ensure needed updates and requests are handled in a timely manner.

3. **Expand the use of Alma functionality to streamline and improve workflows**
- Correct fund codes containing diacritics during annual rollover.
- Implement EDI invoicing for YBP purchases to improve workflows and decrease staff time spent manually adding invoice information.
- Review circulation and interlibrary loan statistics procedures and investigate new approaches using Alma Analytics for better reporting of collection usage.
- Use Alma Analytics data to implement and improve collection development and weeding projects.
- Explore using Application Programming Interfaces (API) to transfer data from systems to the website, for example, hours of operation and new book acquisitions.
- Improve sharing of group information and processes for voting for ExLibris systems (ALMA, PRIMO) enhancements.

4. **Increase staff training on systems to improve response times and understanding of procedures**
- Streamline student training videos and hands on activities to improve understanding of the Alma circulation module.
- Provide Ares reserves processing training for staff to decrease time between request by faculty and availability to students.
- Train new and existing staff concerning workflows, procedures, and policies for the Alma acquisitions module.
- Deliver Alma cataloging training for both new and existing staff to decrease time between acquisition of items and availability to patrons.
- Increase number of staff trained to use ILLiad, our interlibrary loan system, to ensure adequate number of staff are trained for both morning and evening requests.
- Implement ScreenSteps, a documentation system, to share acquisitions, cataloging, and circulation procedures in a shared Emory libraries environment.

5. **Implement library web drive clean-up for better navigation**
- Create of defined top-level folders in the library web drive to improve navigation.
- Establish naming conventions for files and folders in the library web drive to eliminate confusion by users.
- Review existing files and folders in the library web drive to re-name and sort items according to the new naming convention and sorting procedures.
- Eliminate unneeded files and folders in the library web drive during the review process.

6. **Successfully transition to EaglePrint without interruption in print services to patrons**
- Eliminate any disruptions concerning user printing experiences through careful testing and implementation before the start of the fall 2016 semester.
- Communicate discontinuation of print subsidy to students through the promotion of benefits of implementing the Emory-wide printing service.