

Georgia Southern University

Georgia Southern Commons

Library Annual Reports

Administrative Documents and Official Records

2010

Library Annual Report

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/lib_annual_reports



Part of the [Higher Education Commons](#), and the [Library and Information Science Commons](#)

Recommended Citation

"Library Annual Report" (2010). *Library Annual Reports*. 10.

https://digitalcommons.georgiasouthern.edu/lib_annual_reports/10

This report is brought to you for free and open access by the Administrative Documents and Official Records at Georgia Southern Commons. It has been accepted for inclusion in Library Annual Reports by an authorized administrator of Georgia Southern Commons. For more information, please contact digitalcommons@georgiasouthern.edu.

Annual Report of Zach S. Henderson Library FY 2010 Division of Academic Affairs

Section 1. Annual Progress in Assessing Effectiveness (no more than 3 pages)

In a concise narrative format, describe the major changes and the significance of each change that occurred during FY 2009 (July 1, 2009 – June 30, 2010) under each **applicable** heading below (*if not applicable, delete the item*).

These sections are not applicable to the Library:

New or Significantly Revised Student Learning Outcomes in Degree Programs and/or General Education and/or New Measures of Assessing Learning Outcomes and the Rationale behind the Change

Specific Evidence of Improved Student Learning in Degree Programs and/or General Education Emanating from the Analysis of Assessment Data

Discussion of Major Findings of Program Accreditations, or Responses to Major Findings, Conducted during FY 2010

Discussion of Major Improvements Emanating from Comprehensive Program Review Conducted during FY 2010

Section 2. Overall Division Health

PROGRESS TOWARD LIBRARY'S FY10 STRATEGIC OBJECTIVES:

1. Develop a marketing plan for the EagleSpace institutional repository. In Fall 2009, distribute information as outlined in the plan and seek opportunities to present the concept to faculty groups. Work with IT Services to develop program to transfer data from Digital Measures and Task Stream to EagleSpace. (Technological Advancement) **Delayed because IT Services has experienced difficulties in obtaining the new server that will be needed to support the repository. We understand they hope to install it this summer.**
2. Appoint a Learning Commons Advisory Board in order to obtain patron input and ensure the Learning Commons continues to serve student needs as effectively as possible. (Student-Centered University, Technological Advancement) **Done. The Board is advising us on enhancing the Learning Commons through future Student Technology Fee requests, staff training, and service policy issues.**
3. Complete the implementation of the Verde electronic resources management system by Summer 2010. (Academic Distinction, Student-Centered University, Technological Advancement) **We still have some records to link, but 90% of this work is done and we expect to reap the benefits of this service beginning with the FY11 subscription renewals.**
4. Implement and assess new policy on collection development and materials budget allocation. Include plans for completing the migration from print to electronic collections, retiring legacy print collections in a way that efficiently provides for their long-term preservation and makes access available when necessary, and migrates the focus of collections from purchasing materials to curating content. (Academic Distinction, Student-Centered University) **This plan was developed and continues to evolve. We will be making further revisions based on projected student enrollments, which suggest additional seating will be needed in the library.**
5. Carry out at least two fund raising projects in cooperation with the Friends of Henderson Library Advisory Board and University Advancement. (Public/Private Partnerships) **The Dean's Tailgate Party raised more than \$400, but a planned spring event was postponed due to venue problems and a desire to avoid conflicting with the spring fund raisers by the Museum and the Botanical Gardens. However, a July 22 dinner has been scheduled and the Dean's Tailgate Party will be repeated September 11.**
6. Create at least one new electronic collection. (Technological Advancement) **In collaboration with the Center for Irish Studies, the Island of Jura collection in EagleSpace is developing very well. Thus far, 83 items, mostly photos, have been uploaded and cataloged. In addition, records for the Electronic**

Theses and Dissertations were created from records in the Voyager OPAC and batch loaded into EagleSpace. Records were created for the programs presented at the Georgia Conference on Information Literacy Conference and the presentations were archived.

7. Invite all colleges to participate in the program of librarians serving office hours in academic departments & colleges. **We decided to do this department-by-department instead of at the college level. So far only three departments have taken us up on this, largely due to space constraints, but our librarians are actively reaching out to their liaison departments.**

PROGRESS TOWARD LONG-TERM STRATEGIES:

A. Determine and maintain the balance between print to electronic collections that best supports Georgia Southern University's learning needs. Migrate from print to electronic where appropriate and capture the efficiencies made possible by this change. See FY10 strategic goal 4 above.

B. To facilitate browsing and convenient collection access, maintain as much of the recent and high-use print collections in open stacks as is consistent with ensuring adequate public study space. Ensure print materials removed from open stacks are accessible quickly and efficiently. See FY10 strategic goal 4 above.

C. Promote the library as the primary informal learning space on the campus. Develop necessary partnerships with other campus units that support research, teaching, and learning. See FY10 strategic goals 1 and 2 above.

D. Integrate library and information tools, resources, and expertise into the teaching, learning, and research enterprises. Develop and implement computer-mediated systems where possible to reduce long-term workloads and make services available 7x24. See FY10 strategic goals 3, and 7 above.

E. Prepare for and develop local information collections to be curated, e.g., a campus information repository, digitized sets selected from Special Collections, etc. See FY10 strategic goals 1 and 6 above.

F. Support Georgia Southern University's Strategic Themes: Academic Distinction, Student-Centered University, Technological Advancement, Transcultural Opportunities, Private and Public Partnerships, Physical Environment. See sections 3 and 5.

2010-2011 Strategic Objectives

- Conduct needs assessment of library personnel professional development needs. Implement program for meeting needs.

-
- Conduct needs assessment for a library-wide orientation for all new library employees. Implement program for meeting needs.
 - Develop new online tutorials and assistance, using ECHO 360 Lecture Capture and similar technologies.
 - Obtain further feedback from faculty regarding weaknesses identified in February 2010 LibQUAL+ survey, and implement responses to address those weaknesses.
 - Complete organizational structure review and implement changes for improving communication and decision making.
 - Complete assessment of finding tools (e.g., OPAC/GIL Find, home page, EagleSource, EagleSpace) and revise where necessary and feasible.
 - Install new interactive directory screens to reduce patron confusion in finding library departments, call numbers, restrooms.
 - Work with local schools to offer educational workshops to high school students.
 - Increase annual Friends fund raising by 10%.

Section 3. Summary of Major Accomplishments in 2009- 2010

Identify and briefly describe the 3-5 most significant accomplishments for each category below in your unit during the preceding year, explaining specifically how the significance relates to attainment of the institution's strategic goals, improvement of student retention and graduation, and/or "other" (be specific in explaining what the "other" is).

Major Accomplishments, and Significance of Each, Related to Attainment of the Institution's Strategic Goals

Overall library use increased substantially. For the first time, library attendance exceeded 800,000 visitors: 835,430. Improved statistical reporting techniques from vendors gave us a more realistic picture of online resource usage, showing that our patrons performed 3.1 million online searches. Circulation increased as well, due largely to the surge in popularity of electronic reserves: we logged almost 126,000 transactions, compared to less than 100,000 last year. (Student-Centered University, Physical Environment)

We completed another LibQUAL+ patron satisfaction survey in Spring 2010, and the results showed considerable improvement compared to our patron ratings in 2003 and 2006. Out of 75 ratings categories, we failed to meet patron expectations in only 12 categories, compared to 24 in 2006. The areas where we received the poorest ratings continued to be primarily in the perceived weaknesses of collections at the graduate program and faculty research levels. We are developing plans to address all areas where our ratings failed to meet patron expectations. Much progress has already been made to strengthen collections: the new e-tuition budget line has added \$300,000 to the Library's purchasing power and the Student Technology Fee Committee has funded several new databases. Among the most important new titles are *Wilson OmniFile*, *Business Full Text*, *Children's Core Collection*, *Education Full Text*, *General Science Full Text*, *Humanities Full Text*, *Reader's Guide Full Text*, *Social Science Full Text*, and the following *Science Direct* collections: *Environmental*, *Health Sciences*, *Mathematics* and *Psychology*. We also continued to collect patron feedback using our standard ratings forms. On a scale of 1 to 5, with 5 being the best rating, 70.3% of all patrons who completed our standard feedback forms rated "satisfaction with library personnel" a 5, with an additional 23% giving a 4 rating. In terms of overall satisfaction with Henderson Library, 75.3% indicated a 5 rating, with an additional 13.7% giving a 4 rating. (Student-Centered University)

The EagleSpace institutional repository is proceeding well. In collaboration with the Center for Irish Studies, 83 items (mostly photos) have been uploaded and cataloged for the Island of Jura collection. In addition, records for the Electronic Theses and Dissertations were created from records in the Voyager OPAC and batch loaded into EagleSpace. Records were created for the programs presented at the Georgia Conference on Information Literacy Conference and the presentations were archived.

Major Accomplishments, and Significance of Each, Related to Improvement of Student Retention and Graduation

Not applicable.

Other Major Accomplishments and Significance of Each

Several cross-departmental teams were appointed this year to improve communication and our approach to managing services. Team members are drawn from each department and team charges are as follows:

- The Public Services Work Team will coordinate for all aspects of public service. Study rooms, problem patrons, services to 1st, 3rd, and 4th floors, class assignments which affect both service desks, planning for emergencies, how to address technical problems which arise nights and weekends, and scheduling are typical of what this group will address.
- The Distance Learning Services Work Team will gather together the Library Faculty and Staff who deal with some part of our services to Distance Learners to improve our services and create best practices.
- The Technology Work Team will provide on-going technology planning and assessment. The team fosters discussion between departments about the use of technology within the library, both for internal library functions as well as for library services. The team also assumes the role of keeping all departments informed about what is happening related to technology in the library.
- The Collections Work Team will gather the Library Faculty and Staff who deal with any part of shelving, filing in the Automated Retrieval System, shelving locations, shifting, retrieving materials, how materials are used, and their physical makeup.

Information Services Librarians conducted more than 250 library research and computer skills workshops, including 14 on behalf of the Academic Success Center for students who are in “academic intervention” status.

After the retirement of Georgia Southern University’s 11th President, the Learning Commons was named in honor of Dr. Bruce Grube and his wife Kathryn.

We obtained from author Michael Gray his research papers that were collected during the writing of *Hand Me My Travelin’ Shoes*, Gray’s biography of Statesboro blues musician Blind Willie McTell.

Section 4. Quantifiable Summary of Faculty Research and Awards

Complete the table below.

Summary of Faculty Research and Awards from July 1, 2009 through June 30, 2010

Activity	Number Completed	Comments
Scholarly books, textbooks, & monographs	0	
Articles in scholarly journals, chapter in books, scholarly essays, proceedings, & other similar publications	10	
Creative activities in the fine & performing arts	0	
Journal editorial positions or board memberships	4	
Positions in professional organizations, boards, & agencies	17	
Presentations of papers or invited speeches	16	
External awards in teaching 1. recognition of performance 2. grant funding	0	
External awards in scholarship/research 1. recognition for performance 2. grant funding	0	
External awards in service 1. recognition for performance 2. grant funding	2	

Section 5. Department Narratives

Access Services – Fred Smith

The 2009-10 fiscal year in Access Services could best be described as the year of personnel changes. Two long time employees left for health reasons. The newly hired replacements are hybrids of the two positions. The lending position in ILL also left in January and was replaced in June, a typical time frame for Access Services hires. The main GIL Express person retired but will come back as a casual labor employee.

As a result of strategic planning last year, work groups emerged as a big part of Access activities. Access and Collections and Resource Services collaborated in an ongoing project to take newer and more heavily used materials out of the ARC for direct access by patrons while older, less used materials were added to the ARC. These books were targeted by discipline to a certain extent, so that older science and technology books were stored while older arts and humanities materials were taken out of storage.

The Public Services Work Group was also active. The LibQUAL+ survey results indicated that upper floor noise, group study room management, and loud children were still perceived as problems by a number of patrons. Access Services worked to address

these issues both alone and in tandem with the Public Services Work Group. Plans are still being formulated as the fiscal year changes, but some ideas have taken root. One is to split the third floor into a quiet area and talking allowed area. More furniture will be added to areas to promote group study outside of rooms where needed and to promote individual study where designated. The Access evening security staff person will wear something to make him more visible and will have a desk on the upper floors to make it easier for him to be a presence upstairs for long periods.

An innovation by the assistant department head and weekend staff has improved the distractions caused by noisy children. They created a family area and moved patrons with small children to that area whenever they were noticed. Although the feedback indicates that the traditional aged students perceive the problem as one caused by community patrons, we know that there are many students with small children. We guess too that the traditional aged students are not aware that the Georgia Southern community receives benefits from our reciprocal agreement with the Statesboro Regional Library. To assist in making the expectations for both patron groups at both libraries better known, we created a handout spelling this out. It is given to all community patrons when they ask for book checkout or printing.

The group study room problem has proved the most difficult to plan a new strategy for. Individual users have found the study rooms to their liking and in many cases seem to think that is their principle use. This does not cause a problem for much the day and night, but at high use times groups needing a room find them all taken by individuals. As of this writing several ideas are still on the table, including limiting their use to groups all the time, limiting their use to groups during certain times of the night, limiting their use to groups during certain times of the semester, and not limiting their use to groups at all.

During this fiscal year the state wide GIL Express service and interlibrary loan began using a different courier service to cut costs. The new service, STAT, provided considerably slower service from the start, according to patron feedback. After the start up period, STAT service improved for most of the state and most units were satisfied. But Armstrong Atlantic State University, Savannah State University, and Georgia Southern continued to receive complaints from patrons. In our case, more were provided by LibQual written comments.

In order to address the problem, a conference call was held among the units effected, the contact at the OIIT Office, and the STAT manager. As a result of the call, it was decided that a test of the system was in order. Each unit sent three items per day to each other unit for five consecutive days. The items had inside the date sent and the name of the sending unit. The units recorded the dates received. Each test item was sent with a distinctly colored label. The driver for STAT was aware of the test and also knew the color of the test package labels.

Within days the manager determined that the packages were spending an extra day in the warehouse and that day was eliminated. The driver began arriving earlier in the day at all three colleges as well. As of this writing the final results have not been tallied, but it

would appear that the test packages arrived in 2 to 4 days, service almost as fast as the old UPS service. However, given that the driver knew which packages were test packages, the participants plan to repeat the assessment some time in the future without the driver knowing that a test is underway.

Laptop checkout and graduate study room reserving continued to be a good news/bad news scenario. The good news in both cases was that the services were extremely popular. The bad news was that they were both difficult to manage.

The alarms situation got much better during the second half of the fiscal year. A new type of alarm was put in place on the doors which had been the biggest problems. The number of alarms set off by patrons leaving the building through unauthorized doors dropped considerably. The hope and best guess is that the new alarms were successful in discouraging patrons from leaving through those doors.

Two new pieces of equipment should be mentioned. A device was purchased which allows patrons to save images from microforms on portable drives. This allows researchers to save articles on microfilm or fiche on a personal drive which can then be taken to their home or office for study. Not only is this a boon for researchers, it benefits the Library in that patrons are not forced to make paper copies of all microform pages they need for further use. That was the only option before, and the Library paid for the printing supplies while not charging for printing. While microform could be said to be an outdated medium, there are still hundreds of thousands of pages of old newspapers and other periodicals which are only available in that format.

The other acquisition is an overhead scanner. The main advantage to using this is that it does not damage Library materials to scan from them, since the user does not have to flatten the pages to scan.

Collection and Resource Services – Charles Skewis

The 2009-2010 year was very busy and productive. Cancellation of over 950 print subscriptions and standing orders this year impacted everyone's long-term workflow and immediate workload. Reduction of the number of current periodical subscriptions allowed the footprint of the collection to be reduced by 25%.

Marvin Goss left C&RS to work full time in Special Collections. Debra Skinner became the supervisor of the Resource Management Unit and was appointed Assistant Department Head. Due to the massive serial cancellation project we were able to start up the Approval Plan Program in August. Iris Durden, who had retired in spring 2009, was hired back for one year to work on Verde. The search for our new Coordinator of Continuing Resources was successful. Jessica Minihan will begin on August 2, 2010. Sarah Powell received a MLIS degree from and Katie Sriratanakoul entered the MLIS

program at Valdosta State University. I appreciate very much all of the hard work that the C&RS Staff did this past year.

The Resource Management Unit continued to participate in the shifting of collections that are still ongoing from the building and renovation project. One large project which began during the previous year was completed during 2009/2010. This was the relocation of all books with a 2000 or later copyright date from the ARC to the STACKS. This was a joint project between Collection & Resource Services and Access Services, and it took almost two years to complete with available staff working when they could on the project.

A second project which remains ongoing is a collection shift and weeding to relocate older materials now in the open stacks to the ARC. Again, this is a joint project involving both Access Services and Collection & Resource Services. Jonathan Harwell is systematically reviewing the stacks for second copies and for older materials suitable for the ARC collection. Cynthia Frost, the librarian in charge of shelving, then has her staff shift the collection as needed. Collections & Resource Services staff members prepare the books for ARC storage. The books are then stored by either Access or Collection & Resource Services staff. Some areas of the stacks take a lot of work such as the science, technology, and nursing areas. Other areas such as history, literature, and art will require much less weeding for the ARC. Regardless, this project has taken more than a year and will continue for some time.

A third ongoing project is the CRS Review project. This project involves the review of all materials checked out from the ARC or the STACKS for the first time since the move in 2008. The books from the ARC are evaluated to determine whether they should be relocated to STACKS, and the books from STACKS are evaluated to determine whether they should return to STACKS or the ARC. Books which have circulated from STACKS previously have been marked with a black dot and do not have to be evaluated again and are returned to STACKS.

During fiscal year 2009/2010, approximately 11,709 volumes were relocated to the ARC, Government Documents, Special Collections, or STACKS, through one of these collection maintenance projects.

This was a busy year for database maintenance in terms of adding trial databases, removing canceled databases from the catalog and GALILEO and adding new databases thanks to student technology fee funds, online tuition fees and end of year funding. New databases added to Henderson Library resources require more levels of work than traditional cataloging. They must be cataloged and added to OCLC in the traditional way and then added to GALILEO through the GALILEO Local Resource Integration System. Then they must be activated in SFX if possible, and if the database has individual journal or e-book titles, these individual titles must be cataloged as well. These resources take considerable time and a team effort to coordinate their acquisition, licensing, activation and subsequent publicity.

Some of the new titles added this year include those in the Gale Virtual Reference Library such as: *American History through Literature*, *Cambridge Dictionary of Philosophy*, *Cambridge Handbook of Psychology, Health, & Medicine*, *Encyclopedia of Food & Culture*, *Encyclopedia of Lesbian, Gay, Bisexual & Transgender History in America*, *Encyclopedia of Sex and Gender*, *Encyclopedia of Women & Religion in North America*, *Gender Issues & Sexuality*, *Immigration & Multiculturalism*, *Reference Guide to Short Fiction* and more. These electronic reference sources along with others from Science Direct such as *Encyclopedia of Biodiversity*, *Encyclopedia of Cancer*, *Encyclopedia of Ecology*, *Encyclopedia of Forest Sciences*, *Encyclopedia of Geology*, *Encyclopedia of Language & Linguistics*, *Encyclopedia of Materials*, *Encyclopedia of Violence, Peace & Conflict*, and *Encyclopedia of Public Health* go a long way toward providing our library with a virtual reference collection.

Other databases were added to the collection as well and were cataloged, added to GALILEO, and SFX. Some of these included: *Wilson OmniFile*, and other Wilson databases (*Business Full Text*, *Children's Core Collection*, *Education Full Text*, *General Science Full Text*, *Humanities Full Text*, *Reader's Guide Full Text*, and *Social Science Full Text*) as well as *Science Direct Environmental*, *Health Sciences*, *Mathematics* and *Psychology*.

In January 2010, Newsbank extended our free pilot access (which began in June 2009) to the **Newsbank Access World News** database, which includes 4000+ sources of news from the US and around the world. At their request, we've been testing it with EBSCO's new Integrated Search product. Integrated Search is an interface that lets you search other companies' databases simultaneously with EBSCOhost databases. There's an agreement between the two companies that in this instance, the database can be added to Integrated Search free of charge. Normally we'd have to pay for each database to be added to Integrated Search. This is a long-term pilot test without a definite ending date.

Although a year later than originally planned, all of the music scores did move to the Foy Music Library in June 2010. The next step is to catalog all of the audiovisual materials owned by the Music Department which will also be housed in the Foy Library, but will be displayed in the library catalog. We have trained the volunteer cataloger for this project who will select, edit, and import records from OCLC. We will then review and update the records as needed, barcode, label, and send the items to the Music Library. This second phase of the Foy Music Library project is just getting underway.

The focus of the Browsing Collection was changed during this year, largely due to the fact that budget restrictions have not permitted additions to the collection for several years. During the year, we began adding appropriate titles from the regular acquisitions and gifts. This change made it necessary for Resource Management to adjust the workflow for the Browsing books. Rather than a temporary location, the Browsing location was changed to a permanent location which is then changed when the decision is made to relocate a Browsing book to the Stacks. Browsing books are no longer automatically rotated to Stacks after a designated period of time. The collection is weeded on a regular basis as new books are added to it. Because of this change,

Resource Management added a note to the holdings record of each Browsing title so that a list could be created by date-added to assist in the weeding process.

Many cataloging changes are underway through our own workflows and as cataloging rules change. We are previewing the RDA Toolkit now, and it will become effective as the new cataloging guideline in the next few months. We will have to walk a fine line between the new cataloging guidelines and what our ILS system can accommodate. We are also cataloging with the “next generation” catalog in mind whether that is Gil-Find or some more advanced discovery system. We know that genre headings and many other cataloging changes will be of great benefit to our users in catalogs with features such as faceted searching. Training will continue to be of great importance to the C&RS Department.

Jonathan Harwell prepared accreditation reports for the Jiann-Ping Hsu College of Public Health (for the Council on Education for Public Health, 2009); and for the Athletic Training Education program (for the Commission on Accreditation of Athletic Training Education, 2009-10).

Jonathan Harwell, working with Charles Skewis, Karen Heller, and Marvin Goss, was able to secure various donations to the collection. These have included the Peace Studies Collection, being built with donations by the Peace Studies Faculty Learning Community, including an autographed copy of former President Jimmy Carter’s memoirs; collections from former President Bruce Grube, former Provost Linda Bleicken, Dr. Jacques Robinson, Dr. Richard Persico, Dr. Frank Saunders (secured by Marvin Goss), Col. Jim Handley, Dr. Arv Vogel, Dr. Larry Stalcup, Dr. Mondy Mason, and Mary Cain. The largest collections that have been secured have been from Dr. Robinson (still ongoing, 3300 items received so far), Dr. Persico, Col. Handley, and Dr. Grube.

Jonathan also collaborated with Dr. Rebecca Ziegler and Mrs. Meralyn Smith, with assistance from Dr. Eric Nelson, in developing the poetry collection with a \$1500 donation from Mrs. Smith in memory of her mother, Mrs. Marjorie Edenfield. 53 titles were identified titles for purchase.

As Vice Chair of the GIL OPAC Committee, Jonathan Harwell has been working closely with USG librarians in customizing and piloting the free, open-source VuFind interface as a user-friendly overlay of the Voyager library catalog. The committee named the Georgia version GIL-Find, and launched the beta version in August 2009. Jonathan Harwell working with Debra Skinner has been coordinating an in-house testing group, with Cynthia Frost, Jennifer Gerrald, Lori Lester, Sarah Powell, and Sonya Shepherd. Together the group identified numerous issues, most of which were resolved before the launch.

**Information Services (Including Learning Commons, Government Documents) -
Jocelyn Poole, Sonya Shepherd, Lori Lester**

As in the past year, Jocelyn, Rebecca and Lisa continued to maintain office hours in their respective liaison departments. They all agreed that it has been a good, worthwhile experience and that the faculty, staff and students have become more acquainted with them, but there hasn't been much overall traffic while they are there. The department will reevaluate and look at ways to accomplish their goals without wasting valuable time. One of the things that proposed was getting a Skype account.

Information Services completed a customer service survey. We handed out the pink assessment forms to measure the effectiveness of our service. The overall responses were good, but librarians found that awkward and at times forgot to give them out. It was suggested that we link the form to the "Ask Zach" email because we will have direct contact and information about the patron and will be able to email them for their response.

The department continued to use the assessment form to determine whether student outcomes were met during a fifty minute instructional session. Each librarian was responsible for assessing 4 classes each using the assessment form. The librarians conducted over 253 instructional sessions and overall evaluation was good.

As in the past, we continue to cancel, prioritize and evaluate our collection, enabling us to save thousands of dollars.

We continued with the "Show and Tell" as part of our weekly meeting. This always affords us the opportunity to learn and discover new things from our colleagues.

This year Information Services sponsored a SGA Tech Fee Valentine Reception for SGA representatives. We showed them a PowerPoint presentation of our Learning Commons, and asked for their general feedback. Their overall opinion of the library was good. We were able to solicit additional suggestions from them, but few students were in attendance. We would like this to be an ongoing event and decided to ask to be placed on their meeting agenda. We will have a captive audience and attendance should be higher.

We acquired RefWorks and Endnotes this year. Several workshops were offered and a representative from RefWorks presented an all-day training session.

Information Services started a partnership with Academic Success Center in Spring Semester. From Jan 25th until March 1st, the ISD dept. offered 14 different sessions to students who are in "academic intervention" status (they have less than 30 hours with a GPA of 1.5 or below). The workshops offered were: Plagiarism, Finding Information, Can the Web be Trusted, and Introduction to GALILEO. They were offered on Monday-Thursdays for fifty minutes and were taught predominately by Rebecca Ziegler, Lisa Smith and Tony Ard. Evaluations of the workshops were done at the end of the semester by the students, and overall they were well received. However, few of them commented that the workshops were boring. Janet O'Brien sent a letter of appreciation and thanked

us for taking the time to do this for them, requesting that we continue with more workshops for them in the future.

We began spring semester with the scheduling of two librarians on the desk starting at 10 a.m. whenever possible. Kendria's schedule also changed from Sunday-Thursday to Monday-Fridays from 8-5. She has been scheduled to work more hours on the Learning Commons desk as well.

The department continues to investigate various mobile text messaging services and hopes to find an efficient and inexpensive service. More people than ever are using mobile devices for a wide variety of purposes including communication, internet access, text messaging, and entertainment. It is important that we provide mobile services as handheld use increases, but with as little cost as possible. All of us attended an all day workshop "Handheld Librarians" as part of our annual end-of -year Library Day. This workshop featured a wide array of collaboration, learning and networking activities focusing on mobile library services.

Jocelyn, Lisa and Jonathan Harwell participated in the Wellness Fair presented by the University Wellness Program. We set up a table with the "blue blob." The question of the day was how many librarians does it take to set up the blue blob? We eventually had Bede come to our rescue to set up the blob. The fair was well attended and we had an informational table that gave the Georgia Southern Community information about the services that we offered along with a handout entitled "Information: A Prescription for Wellness—Henderson Library Resources. We also gave out candy. Well, so much for wellness!

Tony has volunteered to assist Interlibrary Loan request materials 2-4 hours a week because they are short-handed. Cynthia said that Tony was really proving to be a big help. She noted that as ISD faculty understand interlibrary loan from the inside, they can be more helpful to patrons since they will understand more about accounts and ILL problems. Tony said that working with ILL has made him more aware of the information they need for a request, which in turn helps him make sure that he is assisting our patrons in finding all the information they need. He also found that he is helping patrons get their ILL materials faster, especially on days when more requests than usual are made. He personally finds working on these requests a few hours a week to be enjoyable, kind of like doing a crossword puzzle.

Learning Commons Annual Report 2009-2010

Introduction

The Learning Commons is still in its infancy. We are still learning usage patterns and identifying the most effective and efficient ways of providing services as well as communicating internally in order to stay abreast of changes in hardware, software, and training.

Administration

The Library and Information Services Technology's Help Desk continues its partnership. Four groups were identified to help with oversight and planning as well as provide and collect user feedback. Those groups include 1) the Learning Commons Advisory Council, 2) the Learning Commons User Group, 3) The Information Services and Information Technology Help Desk Staff, and 4) the Information Services Department.

- Updates on the Learning Commons were given at weekly Information Services Department meetings. Questions and concerns were asked and addressed or discussed further during the Information Services and Information Technology Help Desk Staff meetings.
- The Learning Commons Director and Help Desk Manager met regularly to discuss personnel matters including student scheduling and hiring as well as coordinate agendas for various meetings.
- The Learning Commons Users Group also met to discuss how to promote the Learning Commons to the campus at large as well as how to assess services provided.
- The Joint IT Help Desk staff/ISD meetings evolved into the Public Services Work Team which meets monthly to discuss any/all matters related to public services including those services provided in the Learning Commons.
- The Learning Commons Director met weekly with the Information Specialist II and Information Specialist Librarian in an effort to establish better communication and work flow patterns. These meetings would also include a representative from the Systems Department to ensure everyone was up-to-date on hardware and software changes as well as stay abreast of training needs.

Activities

- After the retirement of Georgia Southern University's 11th President, the Learning Commons was named in honor of Dr. Bruce Grube and his wife Kathryn.
- Information Services and the Academic Success Center (ASC) re-established its partnership where select workshops are offered to students enrolled in FYE 1120 through the ASC. The Writing Center proposed having a satellite tutoring center in the library where tutors would be available to assist with writing and course tutoring in the Learning Commons. Due to lack of funding and support this partnership has not established yet. Additionally, the Learning Commons Director collaborated with other campus members representing Human Resources, Center for Academic Technology, and the Center for Online Learning to establish a consolidated training web site for the university community to locate and register for workshops offered on-campus.
- Tours were provided to special groups/visitors. The partnership with professors in the College of Public Health continued as they offered SAS workshops for students.
- The IT Help Desk Manager and Learning Commons Director participated in the 2nd Annual TechXPo Conference where we manned a display table and presented information on the Learning Commons.

-
- The Learning Commons Director partnered with Access Services staff and an undergraduate sorority to provide workshops on social networking tools and scanning during Parents Weekend in recognition of Intergeneration Day.
 - The Learning Commons Director participate in several web casts or online conferences in the hopes of obtaining information to help develop and promote the Learning Commons as it continues to grow within the library. Those webcasts or conferences were the Handheld Librarian (Mobile Technologies), Information Commons 101, Technology Colleges & Community, and Rock Eagle.
 - Rooms 1300 and 1308 were upgraded to smart classrooms.
 - The Information Services Department partnered with the Public Relations/Communication Arts Department to create two videos about the Learning Commons which are available online from the LC wiki.
 - Due to the continued support of the Technology Fee Committee which consists of members from the Student Government Association, the Information Services Department hosted a “You Are My Valentine” Thank You Reception for all SGA Members. Students were invited to the library for refreshments, tours, and an overview presentation about the Learning Commons. We explained how the technology fee was being used to purchase hardware, software, databases, and student personnel for the Learning Commons. This time was also used to collect feedback regarding likes/dislikes, possible needs, and ways to collect additional student feedback as well as continue a collaborative partnership with SGA.

Assessments

Library Workshop Registrations

Using the new online registration system, 90 faculty, staff, and students registered for a library workshop. Additionally, 10 people “dropped-in” for a workshop. This brought the total head count to 109 for workshop registrations. Of the 109 registrants, 89 people actually attended a workshop offered. This does not include workshops scheduled by appointments. The registration count may actually be higher but the new training registration system crashed during Fall semester, resulting in lost data. The backup system was not installed until Spring semester; therefore, the data cannot be recovered.

There were 10 requests for workshops “by appointment”. The requests were for Access I (3 requests), Excel (1 request), Thesis & Dissertation Formatting (2 requests), SPSS (1 request), SAS (1 request), RefWorks (1 request), and Introduction to GALILEO Databases (1 request). Persons requesting these workshops could not attend the regularly scheduled workshops and asked for a different date and time.

Workshops offered –

- Access I-IV
- Word
- Excel
- PPT
- SPSS
- Video Editing

-
- SAS
 - Computer Maintenance
 - Navigating GeorgiaView
 - Thesis & Dissertation Formatting
 - Google Apps
 - Dreamweaver
 - Refworks
 - SAS

Students requested the following but they were not implemented due to limited staffing or lack of expertise –

- Adobe InDesign
- MS Publisher
- Other Adobe products (no specifics given)
- Apple software (no specifics given)

(IT Services may be hiring a trainer who will focus on student computing and there is a possibility of expanding our workshop offerings and partnership in the future.)

Several workshops have been dropped or will be dropped due to low or no attendance, even though there may still be some requests for them. These may be offered on a “by appointment” basis or will be offered at a later time when IT Services implement their student training series (our efforts will not be duplicated).

- Google Apps
- Dreamweaver
- PhotoShop/Scanning
- GeorgiaView

Workshop Survey Results 2009-2010
(28 participants)

1. Have you ever attended a library workshop?

Yes – 1 No – 24 No Response 3

2. Did you know the library offered workshops?

Yes – 16 No – 10 No Response – 2

3. What computer workshops have you attended?

Word	1	8%
Excel	5	42%
Access I	4	33%
Access II	3	25%
Access III	4	33%
Access IV	3	25%
PowerPoint	0	0%
PhotoShop/Scanning	2	17%
SPSS	4	33%
Thesis/Dissertation Formatting	1	8%
SAS	1	8%
Other	3	25%

4. How have attending the workshops helped you with class assignments/projects?

- No, I just wanted to acquire more knowledge.
- Tremendously.
- I use the skills I learned from Library workshops each day in my current job as a high school math teacher.
- I've looked at the tutorials online and they have helped a lot.
- I never have time to attend the ones on campus.
- Somewhat because I had already taken a class on database management, hence these were good supplements with some crucial specific instruction that we missed out in class.
- I have yet to attend one.
- I'm a staff member and SPSS helped mechanize the process of tabulating surveys.
- It was okay.
- It loosely taught me about the software

5. What workshops would you like to see added to the offerings?

- Photoshop and other graphics software.
- Any of the Adobe products because they are just really interesting and useful.
- Adobe Indesign / Microsoft Publisher Audio/Video editing
- DVD Authoring InDesign
- Photoshop Apple and Adobe applications (InDesign, Photoshop, Acrobat Pro, Final Cut, etc.)
- Photoshop
- Keep SPSS!
- Photoshop
- I think the workshops offered on this list are fine
- I'm not sure

-
- The more the better. I might attend if I find one that may be helpful.
 - website design
 - Movie making
 - Webpage design
6. Provide any other comments not addressed by the above questions.
- make the workshops known around campus more and not just in the library, I know my dept. never has anything up about them and I think they come in handy
 - The workshops have been a helpful introduction to new software like SPSS.
 - Excellent workshops/excellent teachers so far!
 - What are the times and whereabouts of the workshops?
 - I did not know the library offers these services. I'd probably sign up for 3 or 4.

How often do you visit the Learning Commons?		
Daily	16	23%
Several times each week	32	46%
Once a week	4	6%
Several times each month	5	7%
Once a month	6	9%
Other	6	9%

Learning Common Survey Results 2009-2010
69 Participants

Check your reason(s) for visiting the Learning Commons?		
	22	32%
research assistance		
software applications	15	22%
Presentation Room	4	6%
equipment checkout	5	7%
Printing	52	76%
attend library workshop	0	0%
wireless access	16	24%
assistance with personal computer/laptop	2	3%
IT Services Help Desk assistance (e.g, reset password, GeorgiaView, email)	2	3%
study rooms	38	56%
Socializing	16	24%
Other	15	22%

People may select more than one checkbox, so percentages may add up to more than 100%.

What do you like most about the Learning Commons?

- It's spacious, a comfortable setting, help is there when you need it
- Lots of computers with all programs I need
- Large, easily accessible, helpful, and convenient
- Using computers, printers, scanners
- Access to computers I do not have coupled with high speed internet.
- Provides a quiet work environment to work as a group

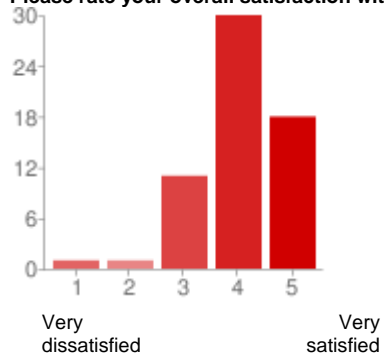
What do you like least about the Learning Commons?

- Nothing comes to mind
- The noise
- Gets really hot.
- Nothing
- That I don't know what a "Common" is
- Too loud.
- Librarian too loud
- Not enough computers during later hours when students come to use them to study.
- Nothing

No white board eraser.
People bringing their kids
What would you like to see added to the Learning Commons?

I guess another food area
MORE study rooms on 2nd floor
Nothing
More computers, books
Fax machine
Possibly more off to the side style rooms in which there are separated labs for more privacy. Maybe using office style dividers and so on per few desks.
Fine as is
White board eraser
Small study rooms to work with groups
No idea. It's pretty nice in here.
Get Photoshop on more computers

Please rate your overall satisfaction with Learning Commons?



1 -	Very dissatisfied	1	2%
2		1	2%
3		11	18%
4		30	49%
5 -	Very satisfied	18	30%

What is your classification/status?

Freshman	8	12%
Sophomore	7	10%
Junior	21	31%
Senior	20	30%
community user	0	0%
faculty/staff	4	6%
graduate student	5	7%
Other	2	3%

What is your major?

Education	5	8%
Business	9	14%
Liberal Arts and Social Sciences	23	35%
Public Health	0	0%
Science and Technology	11	17%
Health and Human Sciences	11	17%
Information Technology	6	9%

Equipment Checkout Statistics

The library was able to purchase new equipment to add to what was already available or replace broken items with technology fee money. Some of this equipment is advertised as part of the Learning Commons but is checked out from the Circulation Desk by the Access Services staff. The checkout statistics are as follows:

- ADA headphones – 12
- Headphones w/ microphone – 3
- Video cameras (regular/digital) – 98
- Projectors – 5
- Laptops – 2,788

Presentation Practice Room

One hundred and fifty users made 290 reservations. Fifty-three of the 150 users reserved the Presentation Practice Room more than two times.

Submitted by Sonya Shepherd

Government Documents Annual Report Promotion

Promotion of the depository collection has been a central theme this fiscal year. The Government Documents Department, representing Henderson Library, co-sponsored campus Constitution Day festivities September 17th, educating users about the 18th and 21st amendments to the Constitution with a popular display of a replica of a moonshine still, a flapper replete with a ceramic flask, a PowerPoint presentation on how the Constitution can be modified, factsheets and a crossword puzzle. The Government Documents unit arranged the formal portion of the program, as well as coordinated the library booth for the informal part mentioned above. The formal program for 2009 consisted of a panel of Political Science and History professors and two senior history students discussing various issues relating to the Constitution. There was a popular contest in which student groups competed with creative entries demonstrating what the Constitution means to them. The Student Government Association provided large cash prizes, as well as audience participation prizes. The event was well attended.

In November, the Documents Department celebrated its 70th anniversary as a federal depository library in conjunction with the birthday celebration of the late Senator Richard Russell, who wrote the letter designating Georgia Southern as a federal depository in 1939. This endeavor joined the goals of student centered university (educational program), private and public partnerships (collaborated with the Government Printing Office for a historical aspect of the program, as well as with local community groups for sponsorship and attendance). Beth Russell, Library Assistant III, planned the event, contacted potential speakers and sponsors, and coordinated with the Courtesy Committee to arrange a large reception after a formal program in which the department received a framed certificate from a representative of the Government Printing Office. Senator Jack

Hill was among those in attendance, and feedback was very positive regarding the whole program. The success was a result of a well-planned agenda, with speakers asked to cover aspects in their areas of expertise to form a conglomerate story of our seventy years as a federal depository. All members of the documents department participated heavily in the preparation and execution of the well-publicized event to ensure its success.

The Documents Librarian, Lori Lester, continued to post new and interesting government documents announcements on the library blog, Zach's News in a feature called *Hot Doc*, which contributes to the goal of student centered university as well as public private partnership and technological advancement. Our partnership with GPO is a crucial one from which we shall continue to nurture and reap benefits. Using blogs to communicate with students demonstrates an eagerness to communicate with them in a method they are familiar with, hopefully helping develop comfort with the library. It also provides an excellent opportunity to share pertinent government documents accessible online.

Ms. Lester continued to identify and display newly received print documents with other new books in the library to promote their use, and served on an ad hoc committee to explore options for new shelving to move these books to a more prominent location on the 2nd floor, thereby increasing appeal and visibility.

Work continues on the new government documents website, designed to encourage more traffic to the site, and to assist users with finding the government information they need more expediently.

Another educational promotional tool employed was the frequent use of exhibits to showcase the plethora of topics covered by government documents. We created a national library week online exhibit of the Documents Department, and showcased different agencies, such as NASA, and celebrated holidays such as Constitution Day, Memorial Day, Flag Day and President's Day with physical displays in the atrium. Several government documents were included in the Earth Day display, which served as a means of public-private partnerships as the campus joined efforts with Keep Bulloch Beautiful to educate students as well as faculty and staff about earth-conscious activities.

In June 2010, the Documents Librarian began meeting with Assistant Dean of Students, and a representative from Financial Aid to discuss plans for the 2010 Constitution Day celebration, scheduled for September 16th. This annual event is definitely student centered, providing educational and fun activities while meeting the federal mandate for all federally funded institutions to celebrate the signing of our Constitution in some way. These promotional endeavors draw attention to the wealth of information provided as a result of our depository status, and contribute to our student centered university goal with educational programs including various engaging speakers about the Constitution, the depository, the library, and the campus. Private and public partnerships were encouraged by these endeavors as well, as we collaborated with the local community groups to co-sponsor our anniversary event and with GPO as members of the Federal Depository Library Program.

Collection Maintenance

The Documents Technical Assistant, Virginia Thomas, made great progress overseeing student projects throughout the fiscal year, shifting, shelf-reading, and de-duplicating documents in various formats. As a result of her diligence, the collection is in better shape than it has been in years, and space is being made where it is needed for growth, rather than where it was made with our weeding projects.

Weeding has been a big priority this year as well, with over 2800 print volumes removed from the documents collection and many more prepared for withdrawal, awaiting permission by the Regional Depository Librarian at UGA. Beth Russell has worked with the Documents Librarian throughout the year on standardizing written procedures to accommodate the increased number in withdrawn materials, ensuring that the proper guidelines and requirements are followed, while expediting the process as much as possible. As part of this process, Ms. Russell now partially supervises two student assistants: one who types lists of offers, and one who now processes Georgia state documents, freeing Ms. Russell to keep up-to-date on interfiling, cataloging Georgia documents, and checking offers lists.

Ms. Russell has also worked hard this past year creating a notebook to keep up with the various lists in progress at any given time. We usually have about six lists in various stages of the time-intensive process at any given time.

The duplicate resolution project is continuing on schedule. This is being done in conjunction with shelf-reading and involves bringing any two documents with the same call number to the attention of the Docs Librarian. She determines retention, and sends to C&RS to catalog the one we are keeping and ensure that there is no item record for the item that we are withdrawing. This channels into Beth Russell's *withdrawing* workflow, or the student assistant's adding the document to the current *Offers* list. Mrs. Russell and Ms. Lester have both worked extensively on setting up these processes this year to adopt the new procedures specified by our Regional Depository Librarian, and to ensure proper record-keeping and following of GPO guidelines. While both processes involve removing the item from our collection, we apply criteria to determine in which way an item should properly be removed, and follow different instructions accordingly.

All of these labor-intensive activities fall under improving the physical environment at Georgia Southern, as we withdraw materials that are no longer likely to be used by our patrons, and as we get the remaining documents into order and tidy on the shelves.

Database / record maintenance

We continued working closely with C&RS to do retrospective cataloging of many documents titles that had never been cataloged (Pre-1976) and those with Marcive records that required modification. The Documents Librarian continues to serve as liaison to C&RS to streamline the process and to remain alert to new developments. The Head Catalog Librarian and the Government Documents Librarian also agreed to remove all un-enhanced Marcive records from the catalog and it is hoped that Systems will be able to remove these early in FY 2011.

Ms. Russell spends fifteen hours each week enhancing PURL records in the catalog for federal government documents. This makes the records for these items (which are frequently online format only) more easily findable and usable for our students. She de-duplicates many of the records so that results found are less overwhelming.

We continue to keep monthly statistics of all activities in the department, as well as in-house use statistics. The Documents Librarian worked with both assistants to revise several forms for reporting this information, and has collaborated with and provided training for staff to use the forms.

Another set of projects we continued this year is shelf-list inventory. We have a student pulling shelf-list cards that are marked *missing*, and checking the shelf for these items. If the item is found, it gets channeled into the weeding process, and the missing notation is removed if we retain the item, or the card is permanently removed from the shelf list if the item is to be withdrawn. If the piece is not found, the Documents Technical Assistant will check behind the student in 2 months for the item using a form (Pull Requested Document form) developed by the Documents Librarian to indicate all places to check for documents. If still not located, the shelf-list card is routed to C&RS for removal from the catalog. Additionally, as the Documents Library Assistant III (DLA III) withdraws items, shelf-list cards are removed. This serves to shrink the shelf-list to a manageable size so that eventually the Documents Department will perform a full inventory from the shelf-list, and catalog each item that the Documents Librarian determines should be retained. We no longer maintain cards for previously withdrawn items, although we do maintain suppressed catalog records for withdrawn items as the library does with the rest of the collection. These endeavors contribute to the student centered university goal. The department continues to try to function in the limited space of the ISD reception area. This presents a problem without constant diligence to make sure that projects do not get confused. Signage and strategic placement of book carts are working as well as can be expected to keep the multiple projects separate in the current space.

The Documents LA III has worked on avoiding backlogs of interfiling the Georgia Rules and Regulations loose-leaf service shelved on the 3rd floor in the law collection this year, and the Documents Librarian enlisted the help of a student assistant to process the items received so that Ms. Russell is able to keep other tasks current. This contributes to the student centered university by providing the latest available rules and regulations for the state of Georgia.

Professional Development and Service

The Documents LTA, Documents Assistant III and the Government Documents Librarian attended the state meeting of Georgia Depository Libraries at Mercer University in Macon December 2009. This meeting was very informative, providing both processing and reference components. The Regional Librarian, Hallie Pritchett, addressed the group, and several new developments throughout the state were noted. We also toured the Jack Tarver Library government documents collection and processing department, which is always helpful, interesting, and frequently idea-inspiring.

The Government Documents Technical Assistant attended multiple ADP workshops as a student supervisor responsible for time cards not only for her own reporting, but for ensuring that 5 students get paid each period. There were complications with one student in particular that created a long-term inconvenience of manual reporting. Ms. Thomas was patient but diligent during the months prior to resolution. She also attended an Eagle Source workshop in July 2009, as well as several ISD weekly meetings. She was instrumental in the success of the Government Documents 70th Anniversary Celebration, Constitution Day activities, the National Library Week online exhibit, and she participated in the Library Survey.

The Library Assistant III obtained the Master of Library and Information Science in May 2010. She also served on various committees in the library this year, including Courtesy and fundraising committees. She is a member of ALA, GODORT and GLA. She attended an ADP workshop for time card reporting, as well as many webcasts and webinars including:

Worldcat Local Webcast. 11/20/2009, *GIL Cataloging/Voyager Updates Webinar.* 11/16/2009, *Ex Libris Webinar, Future of Voyager.* 10/28/2009, *RDA/OCLC Webinar.* 10/27/2009, *Defining Web-Scale Discovery: The Promise of a Unified Search Index for Libraries Webcast.* 09/16/2009, *Tag Clouds in Library Catalogs.* Webinar. 9/10/09, and *Expanding the Power of the Library's Family of Vocabularies: Genre Form Headings.* 7/05/09.

The Documents Librarian attended several workshops, webinars, and conferences, enhancing reference skills and knowledge of government documents, as well as contributing service to the institution and the profession in her roles as chair and recorder for state and national organizations. Please see Digital Measures for complete list.

The Documents Librarian attended various Government Document Roundtable steering, business and committee and taskforce meetings at the American Library Association Annual Conference and the ALA Midwinter meeting, and currently serves as liaison to the Federal Documents Task Force on the Education Committee of GODORT, and as the FDTF liaison to the Education Committee. She also attended the Government Documents Interest Group business meeting at GA COMO in October 2009, where she also did a presentation on Promoting Government Documents. The Documents Librarian also attended both the fall Depository Library Conference to keep abreast of changes in the depository program, as well as finding useful information from colleagues and general collaboration with other depository librarians on providing reference services using government documents as well as best practices for collection maintenance and development. The ALA Midwinter travel was at the Documents Librarian's personal expense, but the commitment was made to serve on the Education Committee and the Federal Documents Task Force, and attendance was required. These endeavors contribute to the goal of a student centered university, as the Documents Librarian finds new ways to help students from colleagues worldwide.

Submitted by Lori Lester.

Special Collections – Marvin Goss

During the past year, Special Collections has been involved in a number of different projects, all demanding great investments of time and effort.

I have myself acquired and made substantial progress in inventorying the papers of the late Drs. R. Franks Saunders, Jr., and Robert David Ward. Both were History professors here, Saunders from 1969-1996 and Ward from 1955-1986. Saunders was an expert in Georgia history while Ward was an expert in Alabama history. I have also inventoried the papers of Dr. Walter J. Fraser, who was head of the History Dept., 1982-2001, concerning his book on the history of hurricanes in Georgia and South Carolina. I also boxed and inventoried the working papers of Michael Gray for his book on Blind Willie McTell, *Hand Me My Travelin' Shoes*. I also boxed and inventoried three additional boxes of the late Dr. Kemp Mabry's papers.

Maggie Horne Thomas has worked diligently this year, as most of last, on the gigantic project of doing transcripts for taped oral history interviews – most done by the History Department many years ago – and in copying in digital form the transcripts existing only in typescript that were done by various people in the History Department, which, like the tapes, are of widely variable quality. For many of these old transcripts, we have no accompanying tape.

Student assistant Nathlie Dowell has worked here since September. She at first worked on the scanning of part of our immense collection of old sheet music, those prior to 1920 and thus out of copyright. In more recent months, she has been engaged in typing extensive extracts from the *Bulloch Times* during the New Deal years, which will create a database full of a great deal of particular and searchable information about the political, economic and social life of a small town at that time. She is a good typist and worker.

Dr. Marie Botkin, Assistant Professor of Fashion Merchandising and Apparel Design, helped the Library greatly by scanning and putting on EagleSpace the early documents of the history of Georgia Southern University from the Controller's Office (acquired 2002) and those given by Dr. Robert M. Benson, Jr., in 2006. Much more attention will be given to EagleSpace in FY2011.

Systems – David Lowder

David Lowder chaired a task force to create a Technology Plan for the Library. The plan was approved and posted to the Library wiki. One part of the Technology Plan was the resurrection of the group that used to meet on a regular basis to discuss library automation. This became the Technology Work Team which met in the Spring semester.

EagleSpace projects continued. Systems staff assisted the Special Collections staff and volunteers in creating archives of images of documents. Records for the Electronic Theses and Dissertations were created from records in the Voyager OPAC and batch loaded into EagleSpace. Records were created for the programs presented at the Georgia Conference on Information Literacy Conference and the presentations were archived where they were available. Working with the History Department, some material from the Jura archive was loaded into EagleSpace. At the end of the Spring Semester the move of EagleSpace to the production server began.

After having to work with Public Safety several times to download video from the Library's security cameras, staff set up the digital recorder so that it could be accessed via the internet. This allows Public Safety to access the recordings from their office.

The Library's newsletter is now on a blog. This year the campus acquired the software that allows us to house the blog on campus without the commercial links it had before. We were able to work with the users to migrate data from the old blog to the new and to troubleshoot problems.

A project started the previous year and completed this year was the final removal of Social Security Numbers from the circulation records. We also worked with IT Services to remove the portion of the Banner extraction program that retrieves the SSN's.

Other projects with Voyager included the implementation of PIN's for patrons accessing their accounts. This was a system-wide project to increase security. The other project was the testing of the new GIL-Find catalog interface. Neither of these projects required much work by the Systems staff since they were primarily USG projects. A fun project was the creation of an iGoogle gadget for searching the Voyager OPAC from iGoogle accounts.

Among the purchases with Student Technology Fee money was RefWorks. Systems worked with the company to set up the access and to create the instructional pages. Other purchases included computer driven scanners for documents and for microfilm. Systems assisted with the installation of these.

The annual replacement of many of the computers in the Library with Tech Fee money was delayed again this year. The money was allocated by the STF committee but IT Services elected to wait on purchasing computers until late in the academic year in order to obtain newer technology. By the end of the fiscal year, the computers had still not arrived.

Wireless printing for laptops through LPT:One was made available for students in the Fall semester. A web page with step-by-step instructions for users was created.

A major project started in the Spring semester was the redesign of the Library's home page. This expanded to a study of the entire website. This project is still on-going. Another project started in the Spring was to construct touch-screen menus for an interactive directory. This project is not yet completed.
