

ANNUAL REPORT

DEWEY LIBRARY FOR MANAGEMENT AND SOCIAL SCIENCES

2001-2002

In 2001-2002, Dewey experienced another year of progress towards meeting the goals of the MIT Libraries' Strategic Plan and another year of change in almost everything we do. We continued the staff intensive work of implementing 3rd Barton, increased and improved electronic and physical access to our collections, made improvements in Dewey's physical environment, and were involved in major system-wide technology and service-related initiatives. We also saw a substantial increase in users coming through the Dewey doors, saw a distinct shift in how users contact us for reference assistance, made important changes to our web pages, increased our instructional and outreach activities and completed several local space improvement projects. The result of all these changes and projects has been an enhancement of service to our users. Throughout the year, Dewey staff have shown incredible initiative in making the new ILS work for us and our users, have shown creativity and intelligence in redesigning our services and systems to meet the needs of our user communities, and have been extremely flexible as they continued to live with staff turnover while solving the day-to-day and long-term problems. And through all that has developed and changed, Dewey staff have continued to provide high quality service to our users.

ACCESS TO INFORMATION & COLLECTIONS

This year, with Dewey funds, with funds from NERD, through budget allocations to support new programs, or through special arrangements we acquired access to the following:

Databases: BNA Environment & Safety Library, CIS Multinational Pharmaceuticals Companies, CorpTech Explore, EIU Country Intelligence (switched from print to electronic version), eStat, Gartner, Global Access (additional content), Global Financial Database, Human Rights Internet Databases, InfoTech Trends, Recap.com, Scrip Pharmaceutical Companies Fact File, Sociological Abstracts, STAT-USA (switched from single workstation to all-campus access), Worldwide Political Science Abstracts, Yankee Group Reports (formerly free, now paid)

E-journals or e-journal collections: Berkeley Electronic Press journals, BNA Electronic Commerce and Law Report, JSTOR Arts & Sciences II, JSTOR Business Collection

Dewey librarians wrote requests for funding enhancements to support research and teaching in the areas of biotechnology, e-commerce, and human rights. All of these requests were funded. The new funding was successfully spent within the fiscal year.

A major project undertaken by the Dewey Collections Manager and assisted by Processing Team members was the Government Documents item review. This project included the review of 2300 SuDocs classes and 1511 item numbers. Through the review it was decided to reduce Dewey's document selections by 20%. In addition, during the project, 491 serials cataloging problems were identified. It cannot be overstated what a big time commitment this project was.

The Processing Team undertook two storage projects moving over 1,200 items to RSC. Circulation staff weeded the MIT theses and reserves collection.

So that we have better and more complete Barton records and easier circulation of periodicals, the Processing Team began barcoding the bound journals in the Dewey basement, having completed barcoding the journals on the 1st floor the previous year.

Circulation staff began or completed shelfreading the microfiche collection in the basement, the microfiche theses collection, the paper theses collection, the government documents collection, the Reserve collection and the reference collection.

Circulation staff completed several collection shifting projects to accommodate the relocation of materials or collection growth. Areas shifted included sections of the journal stacks in the basement, the CD-ROM collection, and major sections of the 2nd floor book stacks.

TECHNOLOGY

Many Dewey staff continued to be involved in activities related to the implementation of 3rd Barton. In fact, the transition to the ExLibris Aleph 500 system dominated the work of the Processing and Circulation staff. The Processing Team lived through a period of elaborate downtime processing procedures, then, after receiving training, gradually moved towards online processing using the new system. After converting manual check-in records and creating 1,208 publication patterns for titles where patterns could not be imported, the Team spent the rest of the year learning more about Aleph, discovering bugs and problems, and cleaning up conversion related issues. When the circulation module of Aleph went live as the new year began, Circulation staff experienced many issues related to workflow, undocumented procedures, and training. Staff spent time training on a live database which made it difficult at times to tell the difference between “features” and bugs. Circulation staff also had to deal with several large conversion-related clean-up projects, not to mention communicating with the public about the new system. Other staff were involved in developing online OPAC help, creating a web tutorial and PowerPoint slide show for Web Barton and for providing public OPAC training.

Three Dewey librarians were involved in the DSpace project this year. Two librarians were members of the Early Adopter Librarians group and one was a member of the DSpace Transition Team.

This year, the Dewey liaison to the Sloan School worked to make library services and content better integrated into SloanSpace, the courseware used by the Sloan School of Management. Due to this work, starting in the fall of 2002, a Research Links portlet, developed by this librarian, will become a default on all personal portals within the system.

To ensure that library resources and services are accessible to users with disabilities, an adaptive technology workstation was installed in Dewey. ATIC staff provided training to Dewey staff on the use of a variety of software available on the workstation.

REFERENCE, INSTRUCTIONAL, AND OUTREACH ACTIVITIES

Although the number of questions answered at the reference desk has declined by about 6.2%, Dewey’s overall reference assistance interactions have increased by 4.4%. This can be attributed to a significant increase in email-submitted research questions and research consultations.

The number of Dewey librarians participating in Ask Us! - Live, our digital reference service, increased to three this year.

To develop the skills of our reference desk assistants, we ran a series of training sessions covering topics such as conducting a reference interview and finding information about a company. All librarians participated in teaching. The sessions were designed to both train incoming reference assistants and to provide refresher updates for ongoing staff. In addition, two more staff were added to our group of reference assistants.

Significant Dewey staff time in the spring was spent on the Reference Vision Project. One staff member chaired the Reference Vision Task Force and others served as members of the staff and user input sub-groups. In addition, many staff were involved in marketing and encouraging the completion of the user input survey.

To help Dewey Library users find their way around the library and to inform users of Dewey policies, a group of Dewey staff completed the implementation of a local signage program, which included floor maps, large directional signs, “hours open” information, cell phone courtesy signs and signs for the restrooms and elevator.

Dewey staff have been increasingly active in instructional and outreach activities for our core user groups, visitors and others. The number of instructional and outreach events doubled and the number of participants increased by 60% from the preceding year. This year, Dewey librarians and staff participated in 50 sessions serving 916

participants. Some of the groups reached were MOT/Sloan Fellows, students in the SDM program, in 2.009, in 9.00, in 15.392, and students and other researchers interested in social science data at MIT.

To increase the self-sufficiency of users, a database tutorial, a database selection guide and several individual database guides were developed by the Instruction Coordinator. The database selection guide, which helps users choose the appropriate database for their business research needs, has proven to be extremely useful and is being developed into an interactive tool.

Several staff were involved in developing training or training materials for other staff. A training manual for reserves, developed by a Dewey Circulation staff member, was adopted for system-wide usage. Other materials created by Dewey staff, such as step-by-step instructions for creating search slips and guides for the most common circulation procedures were made available for use across the system and are being used in Dewey to train student and other employees. Processing staff have begun to develop an online procedure manual for their work which will be used to train future processing staff members. Dewey librarians assisted in providing staff training for the new OPAC and for EndNote.

SPACE

We continued our work with the Sloan School, SHASS, the East Campus Building Project architects, MIT Facilities, and members of the Libraries' Steering Committee to develop an architectural program for a new library which will be part of the new Sloan/East Campus building complex. So that we would have user input from the beginning, we surveyed Sloan and SHASS students, both via an electronic mailing and using in-person interviews, asking about their preferences for a new library space. We received input from 92 students.

To make our space more friendly, inviting and comfortable, and to give users the opportunity to see a cross-section of current periodicals all in one area, we developed and paid for a new current periodicals reading area with attractive display shelves surrounded by comfortable seating.

As mentioned before, staff developed and implemented a signage plan that assists users in navigating our space and has decreased the number of directional questions we receive at and away from our service desks.

Towards the end of the fiscal year, we asked campus electricians to give us a cost estimate for adding desperately needed electrical outlets to the first and second floors of Dewey. Armed with these estimates, we convinced Sloan School and MIT Libraries administrators to pay for this improvement. The outlets are being installed during summer of 2002.

In response to user comments and in an effort to improve study space on the 1st floor, we used money from our local budget to purchase 35 new chairs to replace some of the old, wooden captain's chairs.

PERSONNEL

This year our personnel situation has seemed relatively stable compared to what we experienced in previous years. The turnover rate was a modest 25% compared to the 70% rate during the previous two years. Turnover occurred in Circulation, Processing, and in our administrative support position, but we were successful in hiring good candidates to replace those who left. Our only open librarian position, the Data Services Reference Librarian, was finally filled in late August.

We continued to use voucher employees to provide shelving and shelf-reading support. The hiring of one voucher employee for significant blocks of time has helped us overcome shelving and shelfreading backlogs in our second floor stacks.

Dewey staff were quite active in attending training and pursuing professional development opportunities including: ALA, ASIS&T, IASSIST, CIRL, the Columbia Symposium on the Future of Reference, the Virtual Reference Desk, a program on fair use and the Digital Millennium Copyright Act, a business taxonomy workshop, EndNote training, team training, a workshop on dealing with difficult patrons, a workshop on mastering meetings, ABLE (the binding program) training, Macro Express training and lots and lots of Aleph-related training.

CHALLENGES

Dewey faced some predicted and some unpredicted challenges this past year. A predicted challenge was coping with staff turnover and the concomitant open staff positions. Much time was spent searching for good candidates, filling open positions and training new staff. And, of course, just because a position was open, it didn't mean that the work of that position could be left undone. So existing staff had to fill-in to complete essential work.

Another challenge was the continued and significant amount of time Dewey staff spent contributing to the implementation of 3rd Barton.

Although we had commitment from Sloan and SHASS to include a new library, replacing Dewey, in the planned Sloan/SHASS East Campus Building Project, we unexpectedly were given the opportunity to work with architects over the summer of 2002 to develop a more complete architectural program for a new facility. This opportunity presented several challenges because of the need to quickly solicit input from students who would be leaving for the summer break, the desire to involve Dewey staff as much as possible and the quick turnaround time for the program itself.

And a final challenge that we faced this past year was trying to balance the active, and important, participation of Dewey staff in several system-wide initiatives and committees, such as 3rd Barton committees, the Reference Vision project and DSpace, with full participation in local initiatives and projects.

FUTURE PLANS

- Complete local implementation of 3rd Barton
- Complete architectural program for new management and social sciences library
- Participate in schematic design phase of Sloan/East Campus building project
- Promote 3rd Barton and its self-service capabilities to Dewey community
- Promote DSpace to Sloan and SHASS faculty
- Participate in moving the new reference vision forward
- Increase librarian participation in Ask Us! – Live
- Implement first phase of instructional programming plan
- Create plan for a data services program
- Participate in SloanSpace and other related courseware initiatives
- Continue local space improvement projects
- Develop and implement storage plan
- Reduce current serials spending to permit purchasing of new print and electronic serials
- Weed IR collection and look for funding to support collection processing and cataloging

STATISTICS

People:

	1998/1999	1999/2000	2000/2001	2001/2002
Door count	150,728	139,703 (-7.3%)	146,142(+4.6%)	158,745 (+8.6%)
Visitors who signed in	<i>n.a.</i>	630	739(+17.3%)	1,125 (+52.2%)

Circulation:

	1998/1999	1999/2000	2000/2001	2001/2002
Barton circulation	102,455	99,001	104,390	69,208*
Manual circulation	20,487	18,403	12,763	7,974
Total Circulation	122,942	117,404	117,153	77,182*
Total book trucks shelved	<i>n.a.</i>	933**	1,325	1,330
In-library usage	66,793	62,814	58,804	56,302

*There seems to be some problem with the Barton circulation figure for this year. We can identify no reason for this dramatic decrease in circulation (especially considering our door count and our book trucks shelved statistic) except to attribute it to some problem with the way Aleph has counted this data.

** Started keeping statistics in November 1999; statistics are for 1 November '99 – 30 June '00 only.

Reference Assistance:

	1999/2000	2000/2001	2001/2002
Reference at the Reference Desk	5,039	4,333	4,063
Reference away from the desk, including research consultations	153*	271	340
Ask Us! – Live	<i>n.a.</i>	<i>n.a.</i>	77
Ask Us! – email	113	122	272
Email (non-Ask Us!)	167*	320	517
Total Reference Assistance	5,472**	5,046	5,269 (+4.4%)

Information & Directional Assistance:

	1999/2000	2000/2001	2001/2002
Information assistance at the Circulation/Reserve Desk	5106*	6360	4132
Directional at the Circulation/Reserve Desk	2270*	1879	1673
Directional at the Reference Desk	897	1008	855
Directional away from the desk (librarians)	49*	49	19
Total Information & Directional Assistance	8,322*	9,296	6,679 (-28.2%)

* Started keeping statistics in November 1999; statistics are for 1 November '99 – 30 June '00 only.

** For non-desk and email reference (non-Ask Us!), statistics included are for 1 November '99 – 30 June '00 only.

Instruction & Orientation*:

Sessions Arranged by Type	1999/2000	2000/2001	2001/2002
Course-related instruction sessions	17 / 115	4 / 97	4 / 133
Orientations (including InfoFair)	4 / 296	9 / 373	14 / 483
Special workshops	<i>n.a.</i>	12 / 84	18 / 146
Other	<i>n.a.</i>	<i>n.a.</i>	14 / 154
Total sessions / Total no. of participants	21 / 411	25 / 554	50 / 916

Sessions Arranged by Focus	1999/2000	2000/2001	2001/2002
Library orientation for Dewey user community (students & faculty)	<i>n.a.</i>	<i>n.a.</i>	12 / 480
Instruction in resources and services for Dewey user community	<i>n.a.</i>	<i>n.a.</i>	18 / 242
Instruction/training for Dewey staff	<i>n.a.</i>	<i>n.a.</i>	10 / 64
Presentation of MIT Libraries and Dewey to MIT and non-MIT visitors	<i>n.a.</i>	<i>n.a.</i>	10 / 130
Total sessions / Total no. of participants	21 / 411	25 / 554	50 / 916

* In 1999/2000, course-related instruction included Nexis workshops and some other orientation-type events. In 2000/2001, these workshops were included in the statistics for Orientations or in the Special Workshops.

Processing:

	1999/2000	2000/2001	2001/2002
Monographs received	4142	3830	<i>n.a.</i>
Monograph orders placed	3921	3913	<i>n.a.</i>
Monographs/serials sent to storage	7643	1326	559
Journals sent to storage	791	443	552
Binding budget for journals & monographs	\$36,380 <i>(17% of the total budget)</i>	\$40,912 <i>(19.8% of the total budget)</i>	\$32,212 <i>(18.6% of the total budget)</i>

Submitted by Catherine Friedman, Head, Dewey Library, 7/12/02.