

**The Annual Report for 2000-2001
of Library and Information Services
at Kenyon College
July 31, 2001**

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OVERVIEW

“Wild Man Blues” by Dan Temple

Recently, I watched a videotaped jazz performance¹ that led off with the song "Wild Man Blues," performed in a traditional jazz style with the musicians alternating their turns of solo and support. Suddenly, a metaphor I have pondered for years came to mind: musical styles as analogues to philosophies of organization. In a symphony orchestra, the conductor makes the musical decisions, and the role of the players is to perform in perfect synchronization the notes of the composer according to the ideas of the conductor. In contrast, every member of a jazz ensemble must improvise, create, and lead at times, and follow and support the others at times. Discipline and skill characterize the best of both classical and jazz players, but for my purposes the important distinction is that jazz musicians must, within a relatively loose but real and agreed-upon structure, alternately lead, create, improvise, and subordinate to others.

Later in this program, one of the musicians remarked that a blues song might be blue, but might just as often be joyful. "Wild Man Blues" was certainly performed as a happy, joyous song, and in my expanding metaphor I became a wild man, joyful and grateful for the accomplishments of LBIS in the year 2000-2001. It was a year in which, as we predicted over a year ago, the benefits to Kenyon of the ideas of an integrated information services organization became increasingly apparent.² And, as we predicted, these successes were achieved mainly through the efforts of talented and maturing staff members committed to the vision of integrated information support for faculty and students. Working within the general guidelines of our strategy, these people took turns creating, improvising, and supporting each other, demonstrating in their daily actions how powerful the strategy could actually be in practice. They are rapidly becoming an all-star ensemble, and many of their successes are chronicled in this Annual Report.

This time last year, we had announced our intention to reorganize support for administrative systems by dividing the conversion effort from the ongoing support and maintenance of converted systems. Our plan called for four administrative systems liaisons, with duties modeled in principle on the librarian and technology consultant concept. We wanted people who would and could understand and identify with the client departments' objectives and processes to support them with the technology they need to succeed. This support would be constituent-focused, instead of technology-focused -- the liaison would be responsible for all the technology needs of the client department from desktop to database.

However, in contrast to our repeated successes in recruiting candidates for librarian and technology consultant positions, we had never before been able to attract large pools of strong applicants by advertising to the programming community. Ron Griggs suggested an alternative: recruit for people with expertise in the general areas of business of our client departments, and then develop and adapt their technical knowledge through experience and training. I immediately and instinctively realized this was one of those key breakthrough ideas that once verbalized becomes obvious.³ We planned a recruitment around Ron's idea, and it succeeded brilliantly. We attracted a very strong pool of qualified candidates interested in the administrative liaison job, and we hired our top choices. The coming year will, I predict, see the beginnings of the long-term payoff of this

strategy and these new people, in much the same way that the blossoming of the LTCs made 2000-2001 such a memorable year for support on the academic side.

A very important aspect of this reorganization was the move of technology support for faculty from the Systems department to the Information Resources department. This meant that we now had the focus of faculty support in Information Resources and the focus of student support in Information Access, with Information Systems providing background and in-depth support for both. Frank Wojcik appointed Chris Barth faculty technology support coordinator, and his excellent work, and that of the LTCs across the board, enabled Ron Griggs to move swiftly in establishing the new approach to administrative systems support. The integration of technology and library support services for faculty and students was then, in theory, completed. The performance of the staff during the year demonstrated that the theory was working in practice.

In the meantime, the administrative systems conversions were succeeding, mainly by virtue of a splendid tour de force from Glen Turney, and despite a plague of staffing problems. We completed the conversion to our new student records system in the Fall Semester, and began work on the payroll and human resources conversion. We also improved the staffing situation, partly through the major recruitment mentioned above which yielded a systems analyst for full-time support of the payroll conversion, and partly through finding a more systematic approach to filling our temporary programmer positions. We established a connection to computer science students at Mount Vernon Nazarene College,⁴ and the result to date has been that we have hired one full-time systems conversion programmer and one part-time computing labs assistant. Both of these people have made excellent early impressions, and we are quite optimistic that we have solved our administrative systems staffing problems. We will still have some turnover, we know, but we think we have established LBIS as an effective recruiting force in this area just as we did earlier in the librarian and technology consultant area.

In terms of strategic organizational evolution, our "final frontier" is the integration of support for academics and administration, and we expect to see visible progress toward this goal in the coming year.

The academic year 2000-2001 began auspiciously with our first and brilliantly successful "barn raising" effort. We have talked extensively about the requirement that our staff work together and support each other when overloads occur and when expertise sharing is needed. Our small size relative to the number of people we have to support and the number of areas of expertise we must cover requires close and happy coordination and mutual backup. Case in point: the annual appearance on one fine day in August of 450 new students and their computers. In the past this has triggered a several week period of overwork and frustration as we tried to get them all connected to the network and working. This year it was different, because a plan was in place and a large team of LBIS volunteers were ready and organized to help. Under the leadership of Libby Garner and Vance Thorpe, this team, wearing distinctive t-shirts labeled "SNAP+," spread out through the first-year dorms looking for students who needed help connecting their computers to the network. A radio-dispatching system from a control desk enabled the team to quickly get assistance where it was needed. This approach defused much of the tension in an inherently tense situation for new students and their parents, and left us with a comparatively very small backlog of problems to work out in the following days. Of course, we will be using the same approach this year, with volunteers

from all departments of LBIS working together (and having a good time doing it). We feel this "barn raising" approach can become a characteristic LBIS approach in a variety of situations, and the example of "SNAP+ DAY 2000" is quite encouraging.

A longer-term variation of barn raising began last December when Jim Baillie resigned. Jim, a Librarian and Technology Consultant, was our computing labs manager and one of our two support liaisons to the science departments. There was no chance of hiring a replacement for the Spring Semester, so we brought several people together to help out in different ways. Jasmine Vaughan, our other science liaison, assumed responsibility for the collections support of all the science departments. Vance Thorpe assumed technical support responsibility for Baillie's departments, and Libby Garner took over (again) labs management. Temporary staff were hired quickly to assist these people by relieving them of some lower-level and routine matters, but the fact remains that several staff members expanded their scope of responsibility to get us through the semester, and we did get through without a crisis. This couldn't have happened without the collaboration of Ron Griggs and Janet Cottrell, who demonstrated the value to Kenyon of leaders whose commitment and perspective is institutional rather than strictly departmental. This also demonstrated that while LBIS is not growing in numbers, it is growing in competence and resilience. Our ability to cover and fill in temporarily when we have vacancies, and our repeatedly demonstrated ability to fill vacancies with top quality people, are excellent indicators that we are moving in the right direction for Kenyon.

We experienced a disappointment when implementation of our ideas for a substantial renovation was delayed for several years. However, we are finding smaller-scale ways to improve the functionality and security of our spaces, and what we learn from these incremental changes will greatly improve the outcome of the major renovation when it does happen. Janet Cottrell's department took over responsibility for the reference desk function, and that set the stage for progress toward the long-term goal of a single service point. The helpline was moved to a location much nearer the reference and circulation desks, and plans are now underway to achieve an even closer physical proximity, which we think will enable more effective help services to students. When Mary Stettner was hired a little over a year ago, we assigned her to manage the helpline, which permitted Mike McCardel to move into systems support. Under Mary's leadership the helpline accelerated its improving trajectory to new heights, accomplishing by far the most trouble-free year in living memory. We anticipate an even better year ahead as the helpline and reference services move to adjacent quarters.

Frank Wojcik, who was a key player in our acquisition of a shared off-site book storage facility, worked with faculty and the faculty liaisons all year to plan and understand what the benefits and uses of this facility could and should be. While on many campuses the mere mention of moving books off-campus is sufficient to precipitate a major controversy, it is going smoothly at Kenyon because of Frank's efforts. A few faculty did raise concerns, but they were effectively answered by other faculty members who understood and supported the moves. As a result we will be gaining floor space for other uses and will be able to reorganize our stacks for more effective browsing. Space vacated by large numbers of virtually unused bound periodicals, most now accessible on-line, is at this moment being converted into a first class computerized teaching classroom for foreign languages. As time goes by, many other benefits will come from the collection planning

that Frank is leading, and we will continue to try to make library spaces increasingly effective for our students and faculty.

We had been using a temporary position to assist in acquisitions and supervise student workers in the slide room. When this position ended, several staff members stepped forward. Susan Kempton added slide room administration to her duties as AV room manager, and this immediately effected several efficiencies. Since the two spaces are adjacent, it put a responsible staff member in the area full-time, and under her supervision what had been two groups of student workers were merged to mutual advantage. Tom House is exercising the overall administrative guidance for the slide room along with his work in developing the on-line provision of images that will eventually supplant the use of slides, and Carmen King's expertise in art and images is being utilized in a cataloging consultant role. Barb Chambliss from interlibrary loan, for which there is typically a lower demand in the summer, willingly stepped in to temporarily fill the hole in acquisitions.

Donna Wilson has managed the technical services area of the library for many years, and when she announced in mid-year her intention to step down to part-time in anticipation of retirement in two or three years we were faced with the need to plan for new leadership. This is a critical time for acquisitions and cataloging as new vendor services, consortial initiatives, and automated processes are offering us the chance to streamline our procedures. In general we expect to be able to move staff from backroom processes into direct user support activities, but to do this effectively will require wise and steady management. Karen Greever is the person we selected for this role, and as Donna moves into the role of senior cataloging consultant, Karen will be looking at the whole technical services area with an eye to the future.

It was a disappointment at year-end to realize that three of the eight Librarian and Technology Consultants we had hired in the past two years had resigned. This caused us some focused reassessment of our organizational strategies and processes, to find any flaws that may have contributed to the turnover. At this point we think our strategy is indeed sound, and that it is safe to assume that each of these three departures was for personal reasons unrelated to the LBIS plan. We do try to maintain, in part of our minds, a skeptical and objective perspective, but so far we have not detected any strategic defects. During the recruitment now in progress we have attracted an extremely talented pool of candidates, all of whom are particularly interested in our organizational model, and we have received unsolicited comments from library administrators at other institutions expressing admiration for our direction.

LBIS staff members are active participants in the wider professional arena. In June, 2000, Librarian and Technology Consultant May Chang presented a paper titled "Digital image collections for Asian religion and art history in a small-sized liberal arts college" by invitation at the National Conference on Asian Pacific American Librarians (an affiliate of the American Library Association) in San Francisco. LTC Jasmine Vaughan presented a poster session titled "Usability Testing of an Information Literacy Tutorial" at the Association of Christian Librarians Conference 2001, The New Frontier, held at Olivet Nazarene University in Bourbonnais, Illinois. LTC Christopher Barth published a book titled *Kenyon Reborn : The Modernization of Kenyon College Under the Administration of William Foster Peirce, 1896-1937* (Gambier, Ohio : Kenyon College, 2000). Director of Information Access Janet Cottrell published two articles this year: "Teaching students to evaluate Web sources more critically: implications from a faculty workshop"

in the February, 2001 issue of *College & Research Libraries News*, and "Applying an Information Problem-solving Model to Academic Reference Work: Findings and Implications" (with Michael B. Eisenberg of the University of Washington) in the July 2001 issue of *College & Research Libraries*.

In this Overview section of the Annual Report I have tried to describe what I think is the situation of LBIS in an overall sense. I have done this by relating some particulars, but of necessity I have had to omit mention of a great many individual achievements and interesting happenings. This will be to some extent remedied in the other sections of the Report, but in a complex division of nearly 50 staff members, it would be impossible to document all the actions that deserve to be recognized.

I sense a special and growing spirit of confidence and achievement in LBIS today. I see it in the faces of the achievers. I hear it in their voices when they talk about their work. I feel their "high-riding pleasure of doing some difficult thing far better than they expected to be able to do it."⁵ I consider it a privilege to be one of the people of Library and Information Services at Kenyon, and it is my joy to watch them perform as they bloom into an ensemble of stars, and an all-star ensemble.

¹ Jazz Masters, Video collection [videorecording] / Fred Baker Film & Video presents, New York : A*Vision Entertainment, 1990.

² "INTEGRATION OF LIBRARY AND TECHNOLOGY SERVICES: A STATUS REPORT", LBIS Common Hour Presentation, March 28, 2000: "I think in year 4 the benefits to Kenyon will become increasingly visible, and we will more and more see the payoff of this direction President Oden set in motion more than three years ago." <http://lbis.kenyon.edu/about/documents/lbis-status0003.phtml#Temple>

³ When I described Ron's idea to President Oden a few days later, his immediate reaction was the same - it was a breakthrough concept.

⁴ This connection was made possible by the very helpful assistance of Edythe Feazel, Director of the Library, and Jim Skon, Professor and Head of Computer Science, both of the Mount Vernon Nazarene College.

⁵ from The Green Ripper, by John D. MacDonald.

GOALS AND OBJECTIVES

OBJECTIVE implies something tangible and immediately attainable; GOAL implies something attained only by prolonged effort and hardship. ((c) 1999 by Merriam-Webster, Incorporated)

GOALS FOR 2001 AND BEYOND

These goals pertain to the Kenyon College Library and Information Services division (LBIS). The goals of a service department should ideally be expressed in terms of the nature of the institution, and the nature and goals of the various parts of that institution: these are the constituencies of the service department, and it is their needs that define the service department. At the most general level, the constituent groups of Library and Information Services are the students, the faculty and academic units, and the administrative departments of Kenyon College. We are hopeful the reader will find in the goals that follow a strong constituency orientation, more or less explicitly stated, even in those goals that seem to be rather introspective in nature.

I. UNDERSTANDING OUR ROLE IN THE COLLEGE

In recognition of the fact that LBIS exists to support the academic mission of the College, we will work continuously to understand the College mission, and the nature and missions of the different parts of the College, and to design and shape our services and objectives in light of the knowledge we derive from this process.

II. INTEGRATION WITH THE COLLEGE COMMUNITY

The Vice President for Library and Information Services will participate as a member of the Senior Staff, the Executive Committee, and other groups. VP-LBIS will continue existing, and establish new, personal/professional relationships with as many faculty, administrators, staff, and students as possible. VP-LBIS will encourage and promote similar and appropriate interactions for the leadership people in LBIS, and for the staff in the division.

III. HIGH EFFICIENCY AND PERFORMANCE LEVELS

We will manage and perform our service and planning tasks as competently and efficiently as possible, and will maintain an acceptable or better level of performance in each of our basic services. We will measure performance and efficiency in terms of supporting the academic mission of the College.

IV. PROGRESS TOWARD INTEGRATION OF LIBRARY AND TECHNOLOGY SERVICES

We will continue the strategy we have established to accomplish the institutional goal of integrating library and technology services, and we will continue to make observable and constructive progress toward that goal. The process will be evolutionary, with changes introduced, to the extent possible, in a natural and incremental manner.

V. STAFF PROFESSIONALISM AND COMPETENCE

We will work to raise the level of professionalism of the staff of LBIS, both in the skills and knowledge they bring to the College, and in their comportment. We will use every vacancy as an opportunity to improve the efficiency and effectiveness of the organization, and to raise the standard of performance.

VI. COLLECTION DEVELOPMENT AND MANAGEMENT

We will work toward an articulation, in modern terms, of the nature of Kenyon's collection, by taking an integrated and inclusive view that includes Kenyon's physical collections (local open stacks, local closed stacks, and remotely stored), and consortial and network accessible information sources in all media. We will develop ways to assess, in terms of the academic mission of the College, the effectiveness of Kenyon's collection. We will work toward a philosophy and a process for collection development and management that include all forms of access to information, and which encourage more, and more systematic, participation by the faculty.

VII. NETWORK SERVICES

A properly designed network, and properly designed network services based on that network (e.g., e-mail, web services, file and application serving), are the essential foundation for successful use of information resources and technology at the College. A properly designed and performing network is an evolving target that requires a continuously high priority for the College.

VIII. SUPPORT FOR STUDENTS AS INDIVIDUAL LEARNERS

We will continuously reexamine and reformulate strategies for those of our services that support the information and computing needs of Kenyon's students, arguably our most important constituency. Although few, if any, services are exclusively for students, understanding the student perspective is important to ensure that we are properly supporting their learning experiences, both within and outside the context of the formal curriculum. Some service areas that come into play here are network connections in the dorm rooms and other College spaces, student labs, technology

in classrooms, library study-space facilities, reference services, and circulation and inter-library loan.

IX. SUPPORT FOR FACULTY

We will continuously reexamine our approach to helping faculty in their use of information resources and technology, with the aim of finding ways to be more helpful to more people. We will be alert to the issue of balance: standardized vs. individualized approaches; doing things for people vs. helping them learn to do for themselves. We will work toward supporting faculty in an integrated manner with respect to information resources and technology, and we will work toward increasing individualization of faculty support.

X. SUPPORT FOR ADMINISTRATION

In partnership with the administrators of the College, we will continue to strongly support, and lead where appropriate, the strategic plan already underway to upgrade the computerized information systems for administrative activities. We will, in partnership with the administrative units, manage the College's information and information processes effectively. We will move toward a liaison approach to administrative support.

OBJECTIVES FOR 2001-2002

These objectives are derived by applying the long-term goals of the division to current conditions and issues, and to a forecast of the upcoming academic year. We expect to either accomplish each objective in 2001-2002, or to make significant progress toward its accomplishment, depending on the nature of the objective. There is no implied prioritization in the ordering of these objectives; the ordering is categorical.

1. Continue our productive work with the Library Collections and Technology Subcommittee of CPC. Continue to use other systematic and ad hoc means to communicate with faculty. [Information Resources]
2. Continue to play a leadership role, in partnership with all campus constituencies, in the evolution and management of the Kenyon Web. [Information Systems]
3. Focus on efforts to communicate with the campus community on information and technology related issues, both to stimulate thinking and input to the planning of new services and policies, and to keep the community well informed. We need to use both traditional and experimental methods. [Information Systems]

4. Organize and lead a campus-wide “institutional information” exploration of ways to make report compliance more efficient, and ways to take advantage of new decision support capabilities enabled by our new administrative information systems. The objective is to make a good start in this area and build toward a long-term “distributed institutional research” capability for Kenyon. Develop the connection between traditional data processing information and traditional College archives. [Institutional Information]
5. Establish an effective advisory, coordination and administration function for technology training and education, to serve the needs of faculty and administrative units. We will utilize outside vendors, on-line educational services, self-study materials, and Kenyon staff as teachers. [Institutional Information]
6. Help and guide the librarian and technology consultant staff to continue to improve their performance, and move our support for faculty and students to even higher levels. [Information Resources and Information Access]
7. Help and guide the new staff members in administrative systems support and conversion make good progress toward their potential in the context of our organizational strategy for this area. [Information Systems]
8. Focus on efforts to improve participation and communication across the staff in LBIS, in both traditional and experimental ways. [LBIS Division]
9. Continue to improve and upgrade the furnishings in the library buildings to enhance usability, efficiency, and appearance. [Information Access]
10. Make significant improvements to the security of the library buildings. [Information Access]
11. Continue our excellent progress in collection management and storage to permit more and more effective uses of the spaces in the library buildings, and to improve the effectiveness, usability, and accessibility of our collection. [Information Resources]
12. Continue to enhance the Kenyon collection of all kinds of information resources, in both traditional and innovative ways; through innovative and effective use of both our own budgets and consortial opportunities. Continue to work toward methods of measuring how effectively our collection supports study and research at Kenyon. [Information Resources]
13. Make substantial progress toward redefining our acquisitions and cataloging processes by taking advantage of new vendor service offerings, consortial initiatives, and automated processes. [Information Resources]
14. Use the outcomes of our library holdings inventory to develop and manage an ongoing collection security process. [Information Resources]
15. Maintain the good performance levels of the campus e-mail system, the campus network, the campus servers, and our Internet connections; by appropriate hardware and software upgrades,

- user education, and wise application of traffic management tools and policies. [Information Systems]
16. Continue to improve and systematize our approach to professional development and training for LBIS staff. [LBIS Division]
 17. Complete and effectively manage the new Modern Languages and Literature teaching classroom in Chalmers. [Information Access]
 18. Move the helpline and reference functions to adjacent locations, and manage these two service points so that their new proximity to each other pays off in improved service quality and efficiency. [Information Access]
 19. Develop a plan to routinize within the Kenyon operating budget the replacement of technology on campus. [Information Systems]
 20. Support in an effective way the continuation of the construction projects at Kenyon, and the logistical activities that follow. [Information Systems]
 21. Begin the conversion to the new Banner Fiscal/Purchasing system and make appropriate progress toward the objective of completing the conversion by June, 2003. [Institutional Information]
 22. Complete the conversion to the new Banner Payroll/Human Resources system by December, 2001. [Institutional Information]

OBJECTIVES FOR 2000-2001: ASSESSMENT OF PERFORMANCE

The objectives we established for 2000-2001 are reviewed, with a brief progress report on each.

1. INTEGRATED LIBRARY AND TECHNOLOGY CONSULTING FOR FACULTY

We will try to establish, in 2000-01, that the integrated approach to faculty support works, that it improves the quality and scope of the support, and that it increases individualization of support.

The 2000-2001 academic year saw the first full deployment of Librarian and Technology Consultants as front-line technical support staff for our academic division. We reorganized liaison assignments in the Spring and Summer of 2000 so that wherever possible the same person would serve as library liaison and technical liaison. In some instances,

multiple liaisons have been assigned to single departments. This new arrangement has been quite successful and has provided our faculty with a high level of individualized support. Faculty are being reached and supported on a level we have never achieved before. Examples are presented in the Information Resources section of this Annual Report.

2. NETWORK ACCESS TO LOCAL INFORMATION RESOURCES

We will implement projects that provide network access to local information previously accessible only as physical media. Two specific projects are access to special collections and archives information, and a database of digitized images of Kenyon-owned slides.

These projects are underway. In Special Collections and Archives, processing of the Records of the Kenyon Review (Old Series) was completed this past year. Manuscript materials have been scanned and the completed database with links to scanned documents should be available for research during the summer of 2001. During the spring semester, we prepared a complete database of senior honors theses held in the department; this database will be made available via the web. Kenyon also received a new and unique gift, the papers of author John Kinsella, which are primarily online papers and electronic mail messages. In the digital image area, we have been digitizing images which support our faculty's teaching; to date, we have about 1700 images in the collection.

3. INFORMATION LITERACY INITIATIVES

We will appropriately support the management of the Ohio Five/Mellon Information Literacy grant, and the associated information literacy projects.

The Kenyon pilot project for the grant was carried out by Ellen Stoltzfus, Associate Professor of Psychology, and Librarian and Technology Consultant Jasmine Vaughan. Stoltzfus's project was devised to promote information literacy among psychology students. Four additional projects have been funded and are either underway or scheduled for the 2001-2002 academic year.

4. COLLECTION DEVELOPMENT AND MANAGEMENT

We will develop new policies for periodic reassessment of our physical media holdings, and related procedures that are clear, effective, secure, and efficient. We will develop new policies for assessment and disposition of gift materials, and related procedures that are clear, effective, secure, efficient, and responsive to the donors. We will develop and implement new policies on collection and retention of College records for the archives, both physical and electronic (connected with objective Institutional Information).

The Classics, Religious Studies, Dance and Drama, and Women's and Gender Studies collection development policies were completed as well as the French and Russian portions of the MLL policy. In addition to these local activities, we have been studying how we might capitalize on our consortial partnerships to build more effective library collections. In January, 2001, Kenyon, Denison University, Ohio Wesleyan University, and The College of Wooster were awarded a Mellon Foundation library collection development grant; a portion of the funds from this grant will be used to facilitate cooperative collection development. A gift policy was developed and adopted. Work has begun on developing policies for College record retention and archiving.

5. LIBRARY BUILDING SPACE PLANNING

We will complete a proposal for reconfiguring the functional use of the spaces in Olin and Chalmers, obtain general community support for the plan, acquire funding, and begin implementation.

After consulting with NBBJ to determine preliminary plans and estimates, the larger space plan has been moved two to three years into the future. In the meantime, we made some changes in layout and furnishings this year to try to make the facility both more welcoming and more usable. Two larger projects, both in keeping with the long-term planning are now in progress: a new 25-seat computer-based language lab, and a new location for the HelpLine in the Chalmers 2nd floor public workstation area.

6. INTEGRATION OF SERVICE POINTS

We will work toward a plan for integrating services into a single point of service for LBIS users. We will coordinate this planning with the Library Building Space Planning objective.

Moving the HelpLine upstairs to 2nd floor Chalmers near other service areas in the summer of 2000 was a step toward this goal. This year, as described above, we are moving the HelpLine directly into the

public workstation area, along with a new desk for a reference librarian in that immediate vicinity. This arrangement will bring us quite close to the merged service orientation that has figured so prominently in our planning.

7. PLAN FOR PUBLIC COMPUTING ACCESS

We will, in cooperation with the Student Affairs division, develop a three-year plan for on-campus public computing access, meaning public computers and network access points for individually-owned computers.

LBIS's Director of Information Access (Janet Cottrell) and the Dean of Residential Life met this year to discuss how to provide access in public labs and residence halls, both for students who already bring computers to campus and those who don't. We agreed to remove the ancient terminals still found in the basements of some dorms. We also agreed that the support burden of trying to maintain small numbers of systems scattered throughout many buildings was just too high, so we decided not to replace the terminals with PCs, focusing our efforts instead on large public labs, and on installing laptop network connections in certain residence halls that used to have terminals.

8. INVENTORY AND SECURITY OF THE PHYSICAL COLLECTION

We will complete an inventory of our physical media holdings. We will also develop a new policy for periodic inventory, and related procedures that are clear, effective, secure, and efficient. We will reexamine our physical collection security and integrity policies and procedures, and take appropriate steps to modify them if necessary.

As of early June, 2001, over 200,000 items have been accounted for. Plans are in place for a continuing inventory. New security gates have been ordered for the main entrances, and procedures to prevent casual lending of items without proper ID are being implemented.

9. MULTI-MEDIA LAB PROJECT

We will implement and effectively manage the new video editing lab that was recently funded.

The new lab was installed and was used throughout the year. Four LBIS staff members attended special off-site training

to learn to use the systems more effectively, and thereby train others. Although use of the lab was not documented in detail, several classes used it for course projects, and administrators and faculty used it to prepare presentations. This spring, in response to observations made throughout the year, the lab was rearranged to better facilitate group project work.

10. ELECTRONIC COURSE RESERVES PROJECT

We will implement and effectively manage the new electronic course reserves service. We will advertise its capabilities to faculty, and we will develop policy and procedures to help them in utilizing the service in their courses.

The web-based electronic course reserves pilot project (ERes) continues this year with over 60 courses from a wide range of disciplines using the resource. Printers in Olin-Chalmers were upgraded or replaced to help handle increased printing demands. Copyright law is notoriously difficult to interpret in academic settings, but we tried to develop and publicize reasonable policies to guide faculty in their use; these policies are currently under review. We are also in touch with the bookstore as they explore alternatives to conventional printed course packs.

11. TECHNOLOGY TRAINING FOR KENYON FACULTY AND ADMINISTRATORS

We will establish an effective advisory, coordination and administration function for technology training and education, to serve the needs of faculty and administrative units. We will utilize outside vendors, on-line educational services, self-study materials, and Kenyon staff as teachers.

Although we did facilitate a lot of effective technology training this year, particularly in the area of new administrative systems, we did not accomplish this objective in a comprehensive way. It is carried over as an objective for 2001-2002.

12. INSTITUTIONAL INFORMATION

We will begin developing the concept of "institutional information," and design a

Staffing shortages in the system conversions area precluded major progress

College-wide organizational plan for utilizing institutional and other information for reporting and planning purposes. We will begin the development of policies and management processes for our new web systems that provide access to administrative information and processes. We will establish a standing LBIS committee or working group under Glen Turney's leadership, to work on the intersection between traditional archiving functions and the organization and preservation of electronic information as institutional history.

on this objective, although we did coordinate and support a major reporting effort for the Game of Life study. (see the Report from the Institutional Information Department section of this Report). The objective is carried over for 2001-2002.

13. ADMINISTRATIVE SYSTEMS CONVERSIONS

We will continue progress on converting our administrative computing systems to the new client-server relational database applications that have been chosen. This year we expect to complete the student records system, and begin work on the human resources/payroll system.

The student records system is in place, and web-based interfaces are being completed. A new housing lottery system was also written and used this spring. Work on the HR/Payroll system began Spring semester and should be complete by December, 2001.

14. ADMINISTRATIVE INFORMATION SYSTEMS SUPPORT

We will continue to support administrative departments in the use of their production data processing systems at a high level of responsiveness and dependability. For those departments with new administrative systems already in production, we will develop and utilize a liaison approach to support the full range of departmental computing needs, including their desktop machines as well as their application systems and databases.

Liaisons have been assigned to key administrative units and full support is being provided. Administrative units who are in the process of preparing for or carrying out conversions of production systems are supported through Institutional Information; units who have completed conversion are supported through Information Systems.

15. NETWORK PLAN

We will develop a long-range plan for student networking needs, including the issues of residential access, wider campus

Internet bandwidth demands continued to rise, primarily from student-owned computers in the residence halls -- often

access, and access to network resources (e.g., applications), to ensure that increasing bandwidth needs and security requirements are met. We will continue to evaluate the campus network in terms of capacity, access to resources, and security.

used for entertainment services, such as music-sharing and interactive multiplayer video gaming. In the fall of 2000, LBIS implemented "traffic shaping" to control the use of the Internet bandwidth without blocking student use completely. In May, we increased the total Internet capacity from 4.5 Mbps to 6 Mbps, comparable to our peer institutions. We are currently investigating the best way to enhance access in residence halls with older wiring which does not meet current standards; wireless access is one possible solution.

16. NEW AND RENOVATED BUILDINGS

We will provide appropriate, flexible, and responsive support to the current building and renovation projects. We will try to stay well-informed about the projects, and to anticipate issues and head-off potential problems.

New or enhanced wiring and network access was completed in Tomsich Hall, Higley Hall, and Philip Mather Hall (to accommodate the temporary residency of the Psychology department). The planning for new wiring for Samuel Mather is complete and this project should be underway in the late summer, with completion in September. After one year of use, the new wiring in the Math and Physics building has been used successfully with minimal problems. We are currently involved in planning and installing network access for the new Eaton Center, the new Environmental Center, and the new Athletics facility.

17. COLLEGE POLICY AND MANAGEMENT

We will contribute to, and lead where appropriate, the College's process of development and evolution of policies and services in which information technology is a critical component. The Information Technology Advisory Committee (ITAC) should play a significant role in these processes, and LBIS should remain a leading contributor to this group.

Although we did play our role in this area, we did not utilize the ITAC.

18. FACULTY PARTNERSHIP

Faculty collaboration in the evolution of curriculum support through collection and technology is quite important. We will continue to explore and develop both existing and new channels for this collaboration that recognize faculty issues such as time commitment. The Director of Information Resources, Frank Wojcik, is our constituency advocate for faculty, and he will lead and coordinate this objective.

We worked with the newly merged Collections and Technology Subcommittee of CPC very effectively in communicating and developing plans and policies. Planning for the off-site storage facility was a particularly successful collaboration with faculty through this venue. A series of meetings between Frank Wojcik, faculty from many different departments, and the appropriate faculty liaisons also contributed importantly to this outcome.

19. COMMUNICATION WITH STUDENTS

Our goal, Support for Students as Individual Learners, requires that we develop and use a variety of methods of communicating with this relatively large group of individual users.

Student government representatives meet regularly with the Director of Information Access to exchange ideas. Both formal and informal student input is taken seriously; such input is partly responsible for new group study and quiet areas, the installation of network connections for laptop use, and the implementation of a pilot wireless networking project within the library facility. These enhancements were publicized through articles in the student newspaper, as well as ALLSTU messages.

20. PARTNERSHIPS WITH ADMINISTRATIVE UNITS

We will partner with user departments, use Computer Records Supervisor positions, and develop a liaison support model for administrative units.

We have put in place and staffed the new liaison model for support of administrative departments, and the development of the relationships called for by this objective are effective and improving.

21. INTERNAL CONNECTIONS, COMMUNICATIONS, AND PARTNERSHIPS

We, primarily but not exclusively the management team, will consciously

We did make a lot of efforts in this area this past year, but it is an objective that

promote effective collaborations within LBIS. Measures of success will be, in part and importantly, the strength of our individual and collective sense of community and identity, departmental, divisional, and institutional.

continues to challenge (see objectives for 2001-2002). We believe that the collective sense of community has improved and will continue to improve.

REPORT FROM THE INFORMATION ACCESS DEPARTMENT

by Janet Cottrell, Director of Information Access

Circulation: Trends in the Use of Books

As we continue to monitor patterns in the use of physical media by Kenyon affiliates, we are heartened by the trends. Total borrowing of books for the year 2000-2001 did not continue to decline significantly from previous years. Circulation of the Kenyon-owned collection rebounded, and accounted for a higher proportion of our total circulation than last year. The figures in this section illustrate these trends.

Figure 1 shows the borrowing rates for Kenyon-owned, Consort, and OhioLink materials for the year just ended:

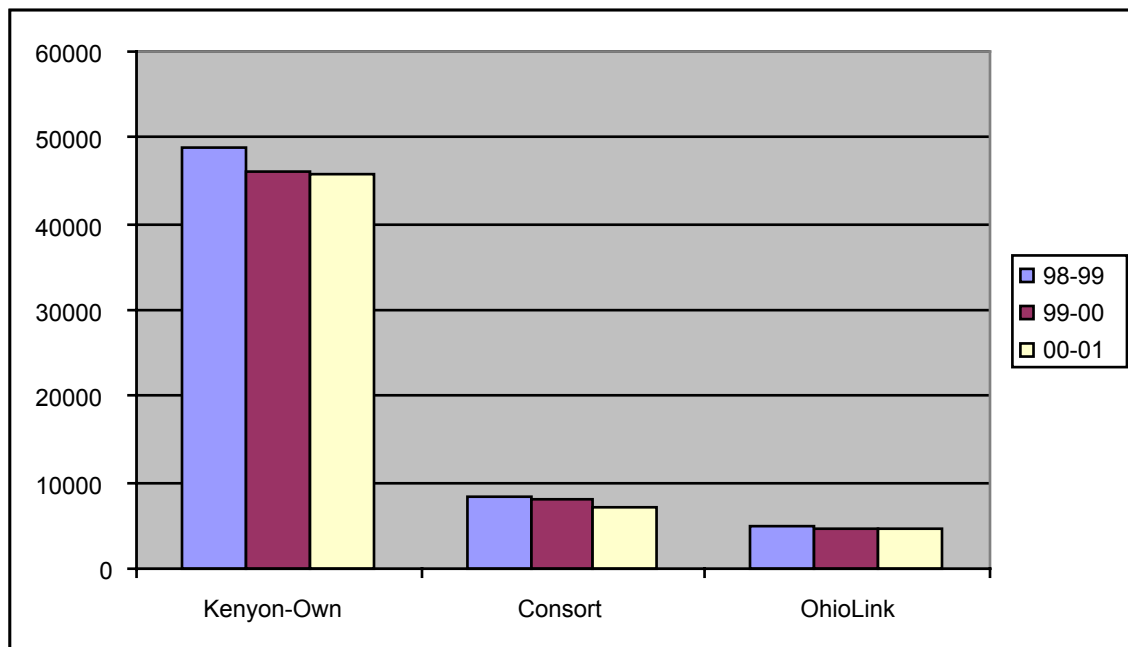


Figure 1: Number of items borrowed by Kenyon affiliates for the years 1998-1999 through 2000-2001, for Kenyon-owned, Consort, and OhioLink materials

Viewing the same data by semester (Figure 2) indicates that generally speaking, borrowing is higher in the fall semester than in the spring semester for most years and most types of resources.

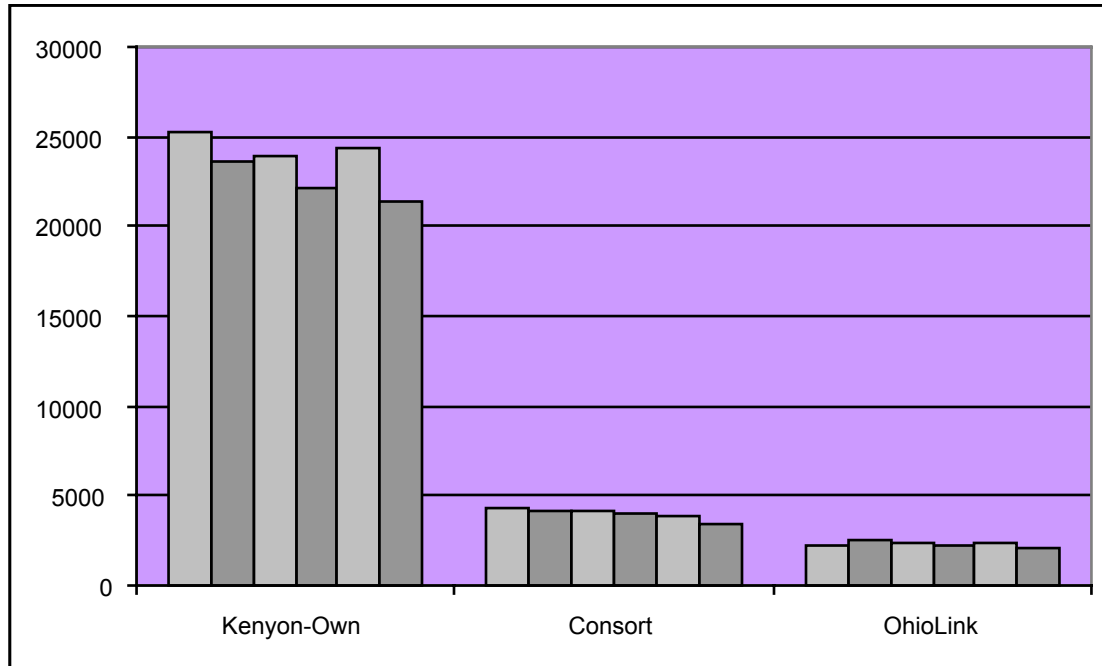


Figure 2: Kenyon Borrowing Patterns by Semester, Fall 98-Spring 01 for Kenyon-Owned, Consort, and OhioLink Materials (Fall semesters = light gray; Spring semesters = dark gray)

As Figure 3 indicates, total borrowing from all sources (Kenyon-owned, Consort, plus OhioLink) also dips from Fall to Spring semester in most years. While Spring semester of 2001 dropped compared to Spring, 2000, Fall semester remained strong, and, in fact, rose slightly from the year before.

Figure 4 illustrates the increased circulation of Kenyon-owned materials relative to those from external sources (Consort and OhioLink) as a percentage of our total borrowing. This year, Kenyon-owned materials accounted for a larger proportion of our total borrowing than either of the past two years.

Taken together with the strong use of online sources at Kenyon, these trends encourage us that our collections remain both relevant and accessible to Kenyon faculty, students, and other affiliates.

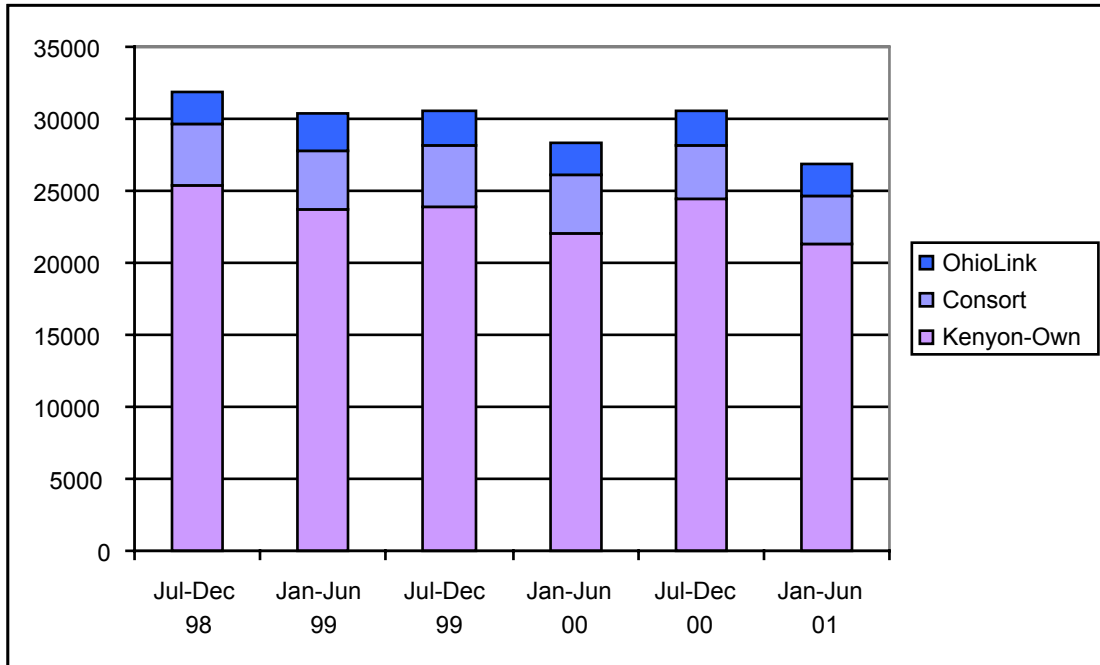


Figure 3: Total Kenyon Borrowing Patterns by Semester, Fall 98 - Spring 01
Cumulative for Kenyon-owned, Consort, and OhioLink Materials

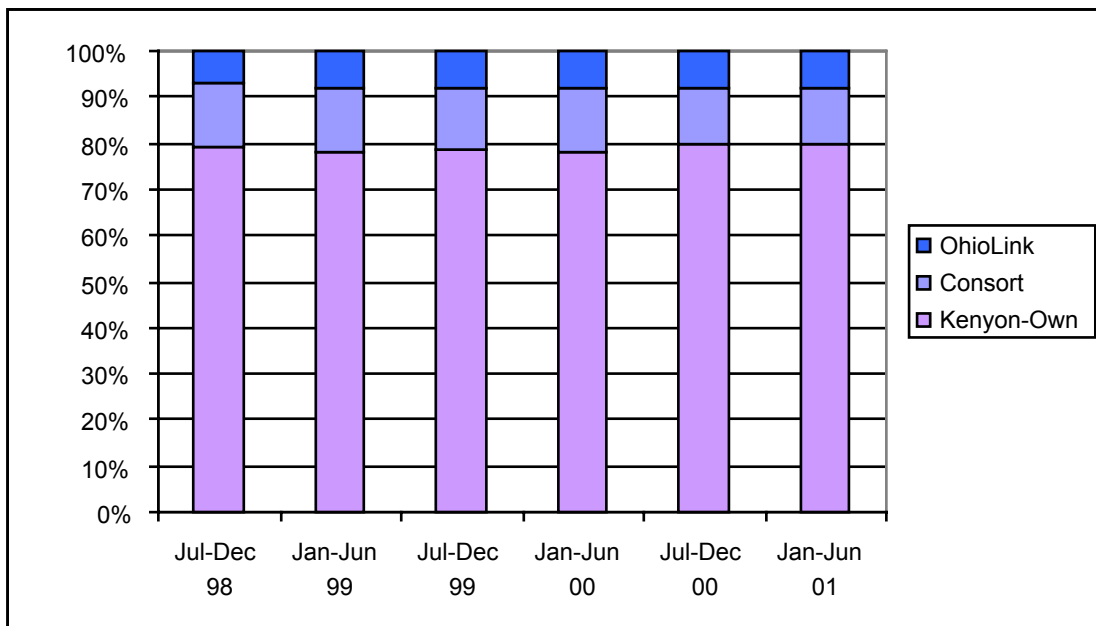


Figure 4: Kenyon Borrowing Patterns by Semester, Fall 98 - Spring 01,
Kenyon-owned, Consort, and OhioLink Materials as Percentage of Total Borrowing

InterLibrary Loan

Interlibrary loan transactions rebounded somewhat this year. To put this year's figures in context, recall that last year, overall ILL transactions were 34% lower than the year before. Monograph borrowing had dropped 41% (from 560 down to 332 in 1999-2000); borrowing of articles had dropped 35% (from 3568 down to 2303). Lending statistics were even more dramatic: the number of monographs lent had dropped by only 4% (from 826 down to 792) while the number of articles supplied had dropped 48% (from 1703 down to 894).

For 2000-2001, total transactions are just 2% higher than last year, but some interesting trends developed. Monograph borrowing increased by 13%, while borrowing of articles dropped by 24%. Lending statistics increased: the number of monographs rose slightly by 5%, while the number of articles supplied jumped by 63%.

Table 1 shows the three-year trends:

	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Books Borrowed	56	332	377
Articles Borrowed	3568	2303	1752
Books Lent	826	792	830
Articles Lent	1703	894	1458

Viewed in graph form (Figure 5), the trends are striking:

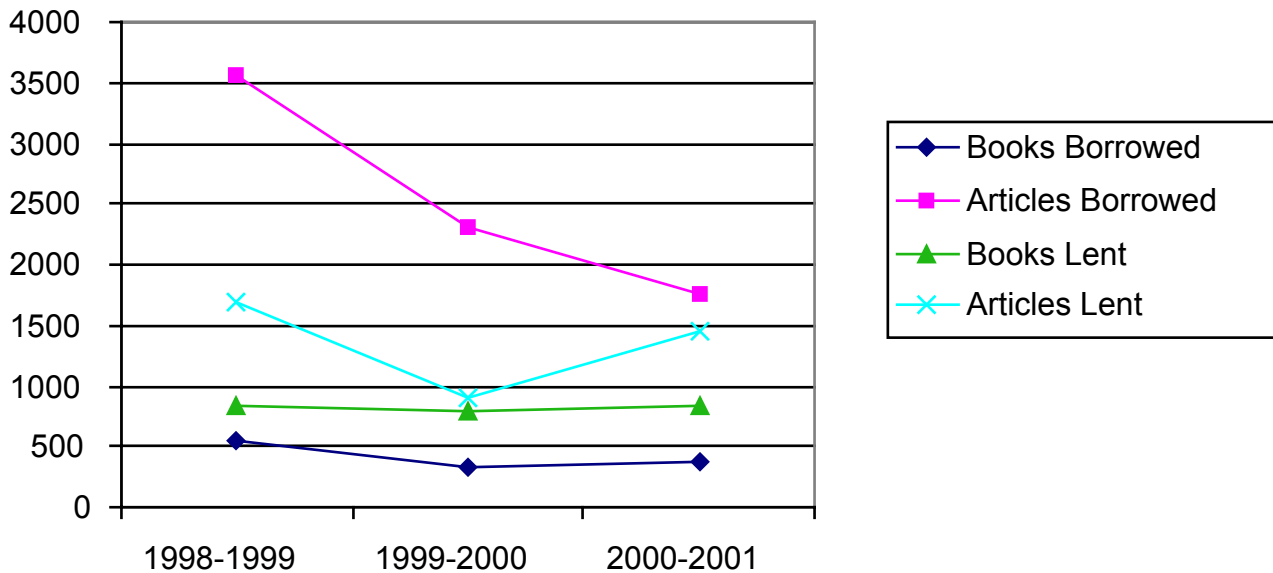


Figure 5: Interlibrary Loan Trends over a 3-year Period

The clearest trend is the dramatic decrease in the number of articles borrowed. Since OhioLink figures indicate that Kenyon is one of the largest small-college users of online journals provided by the consortium, it is logical to infer that increasing online access may account for the steady drop in requests for ILL articles.

Video Circulation and Support

Circulation statistics this year include total circulation of about 3,266 media items, including videos, DVDs, and LaserDisks. Circulation of equipment, including projectors, recorders, and tape players totaled 302 loans.

During the 2000-2001 academic year (ending in April), a total of 265 videos have circulated among Denison, Kenyon, OWU, and Wooster through the CONSORT video lending program introduced in January, 2000. Kenyon is very much a net lender in this program; of the 265 videos circulated, 43% (115 videos) came from Kenyon's collection. The consortium continues to work out details of the circulation process. So far we have experienced no losses in spite of our net lender status.

Currently, videos from the Kenyon collection, as well as those from other Consort schools, can be used by students only within the Olin/Chalmers facility. This policy is closely tied to the academic background of the collection, which was developed in close collaboration with faculty for curricular support. However, it is quite restrictive; it limits student access and causes crowded viewing conditions during busy times. During the coming year, we expect to start allowing some videos to circulate outside Olin/Chalmers. In preparation, we canvassed several faculty who use videos extensively in their teaching, and all were supportive. Since the video collection was examined closely last year to determine which ones could safely be circulated among Consort schools, we anticipate that the same subset of videos will be available for circulation outside the building. As always, we will monitor this new service for any adverse impact on the collection.

Electronic Reserves Pilot Project

The web-based electronic course reserves pilot project (ERes) continues this year with over 60 courses using the resource. A wide range of disciplines are represented, including Anthropology, Biology, Drama, English, Environmental Science, History, Philosophy, Political Science, Psychology, Religion, and Sociology.

One side-effect of the electronic reserves project has been a dramatic increase in printing -- and complaints about the slowness of downloading and printing articles. Testing indicated that the slowness is due at least in part to some of the printers themselves; as a result, printers in Olin-Chalmers were upgraded or replaced.

Another area of contention regarding electronic reserves has to do with obtaining copyright permission when needed, and determining how much material can legitimately be stored and used. Copyright law is notoriously difficult to interpret in academic settings, but we tried to develop and publicize reasonable policies. Since then, we have added a staff member who brings a bit more

experience to this area, and I have asked him to help us revise these policies. We are also in touch with the bookstore as they explore alternatives to conventional printed course packs.

Information Desk (Reference)

The Information Desk got something of a facelift in the 2000-2001 academic year. To brighten the attractiveness of the area, historic Kenyon bookplates were enlarged and professionally framed, and are now hanging behind the desk. A old unused terminal at the desk was replaced by an iMac which functions well as a public access station. And the area was tidied and rearranged slightly to make it a bit more organized and inviting.

We began the academic year by adjusting Information Desk hours, dropping the 9:00 - 10:00 a.m. hour (during which virtually no questions were asked at the desk) and adding the dinner hour, 5:00 - 6:00 p.m., to ensure an adult supervisory presence in the building during that hour. We are currently evaluating usage statistics from the year to determine whether further adjustment is advisable to ensure appropriate levels of staffing and hours of service.

Library Space and Facility Planning

After consulting with NBBJ to determine preliminary plans and estimates, the larger space plan has been moved two to three years into the future. In the meantime, we made some changes in layout and furnishings this year to try to make the facility both more welcoming and more usable. In addition to some general "sprucing up," little-used print indexes were relocated slightly to allow more large table space (very popular with students) in 2nd floor Chalmers. Hard-to-use specialized equipment was moved from the front of the Information Center and replaced by easy-to-use standup systems. Signage was improved, including the addition of "historical markers" to the old wooden card catalog. A small group study room was created on the 3rd floor. Ancient terminals were removed from prime space in 2nd floor Olin, and that area is being rewired to provide jacks for laptop use. The HelpLine service area was moved up to 2nd floor Chalmers near other service areas to approach our merged service plan.

None of these changes were very costly, nor do they conflict with the ongoing space planning; preliminary positive feedback indicates that these small efforts are paying off well, while also helping to influence the kinds of changes we'll aim for in the larger space planning project.

Now, we are working on two larger projects, both in keeping with the long-term planning. In first floor Chalmers, a new 25-seat computer-based language lab is under construction. On second floor Chalmers, we propose to move the HelpLine out into the public infocenter area, where it will be more visible and quite close to the infocenter systems. At the same time, we propose to locate a reference librarian in that immediate vicinity. This arrangement will bring us quite close to the merged service orientation that has figured so prominently in our planning.

Computing Facilities

Several campus computing areas have been enhanced in the past year.

The biggest lab challenge this year was trying to get the new science buildings ready for the beginning of classes in spite of the construction delays that slowed the project and prevented us from actually getting into the building until late August. Through heroic effort, the MAP classrooms and labs were finished in time to be usable by the second week of classes.

In preparation for the 2000-2001 academic year, all computers in the Roth Computing Lab (Peirce 01) were replaced, and the original Roth systems were transferred to the Crawford Computing Lab to replace older systems there. Crawford and four other labs on campus then received memory upgrades. All labs received complete software rebuilds in order to refresh the machines and add updates, and new applications were installed in four labs. Hardware in all labs was evaluated, and repaired as necessary. Crawford lab is scheduled for replacement and expansion this summer.

During the academic year, twelve additional NT workstations were installed in Gund Lab, increasing the capacity of that lab significantly. Six new network connections for use with laptops were also installed, along with three standup iMac stations for quick e-mail or web use. We hope to replace the original sixteen stations in the Gund lab with new systems before the start of the 2001 academic year.

In Olin/Chalmers, LBIS added nine standup email/web access stations, as well as four more all-purpose NT stations and a networked printer (3rd floor Chalmers). This summer, systems in the Chalmers Lab will be replaced. In an effort to cut down on the uncomfortably warm environment, cooler flat-screen monitors will be installed in the lab.

LBIS continues to work on a solution to improve remote lab management. The Macintosh lab in Chalmers is currently running well with lab management software; we hope to have a workable approach to Windows NT/2000 labs in the coming year.

Innovative Public Computing Solutions: Laptop Connections & Wireless

In late January, LBIS activated eight network connections specifically for use with laptop computers in the northeast corner of Olin Library. In March, eight additional connections were activated in the southeast corner of Olin. Each of the desk areas in both rooms already has a power outlet built into its desk light, and now there is also an active network cable at each one. Laptops which have been equipped and configured to work in Kenyon residence hall rooms will work with these connections without needing any adjustments.

We also conducted a pilot project to study the feasibility of wireless network coverage within Olin/Chalmers. Starting with one Apple Airport hub (chosen for its low entry cost) then building on an anonymous gift, we now have five Airport hubs deployed throughout the facility. The network, rated at 11 Mbits, is currently in use by staff and selected students, and allows us to place workstations -- including public access stations -- in areas where wiring would be difficult. We

expect to begin making wireless access available to students in Olin/Chalmers in Fall, 2001, either through the current configuration or through an expanded project proposed by Information Systems.

Student Networking and Residence Hall Support

The Fall, 2000, residential networking effort was very successful. Most notable was our "barn raising" approach in which connection teams of computing consultants, library and technology consultants, and managers from every department of LBIS went into the residence halls to help first-year students connect to the network successfully. LBIS received many compliments about the speed and effectiveness with which new and returning students were networked this fall. As an added bonus, the Snap+ t-shirts worn by the connection teams provided an easily-recognized signal that LBIS was on the job in the residence halls.

The Director of Information Access and the Dean of Residential Life met this year to discuss other aspects of residence hall support. The discussion focused on how to provide access in public labs and residence halls, both for students who already bring computers to campus and those who don't.

In particular, we agreed to remove the ancient terminals still found in the basements of some dorms. We also agreed that the support burden of trying to maintain small numbers of systems scattered throughout many buildings was just too high, so we decided not to replace the terminals with PCs. Instead, we decided to continue focusing our efforts on large public labs, and also to install laptop network connections in certain residence halls that used to have terminals.

Both the Dean and the Director were relieved that LBIS has been able to carry funds forward to replace the 16 older systems in Gund Lab with new PCs. With the additional systems, standup stations, and laptop connections installed this spring, that lab has become a showcase and serves the needs of north campus well. In addition, we agreed to try to install laptop jacks in Caples if possible, since that is another dense concentration of students.

The Dean was pleased with the amount of computing already found on south campus, particularly in Olin/Chalmers, where the addition of new stations, the new MLL lab, the media lab, new laptop connections, and wireless access has created a versatile and accessible facility. To supplement it, we may want to consider adding laptop jacks in Bushnell and/or Manning, in the areas that formerly housed terminals. We may also want to provide some kind of laptop access (wireless or wired) in study areas in Peirce and Ascension.

The Dean also had some recommendations on what not to do. Specifically, she recommended against doing anything in Old Kenyon, Leonard, or Hannah. She said it wouldn't be worth it, there is no suitable space, and the lounge areas are already designated for Independents' use. She also felt the Apartments (Bexley, New, etc.) are already well provided for since the common areas tend to get used for social events leaving the rooms quiet enough for study. Finally, she said that Norton and Lewis are due for major renovations, so we shouldn't plan anything major in them; she'll get in touch with us when she knows more about timing on those.

Based on that discussion, LBIS recommends the following plan:

- Summer 2001: Remove terminals; install laptop connections in Caples room; replace 16 older systems in Gund Lab; replace Chalmers Lab.
- 2001-2002: Offer wireless coverage in Olin/Chalmers. Try to install laptop access (wired) in Bushnell and Manning. Consider Peirce, Ascension access (wired or wireless) if possible.
- 2002-2003: Explore wireless coverage in dorms. Upgrade labs as needed. Re-evaluate lab needs to determine if substantial growth is still necessary.

Classroom Technology

This year, computer projection was added to several rooms on campus, including Palme, Ascension 126, Peirce 201 (the Bemis Music Room), and Timberlake seminar room, in addition to the MAP classrooms. The projection system in Chalmers Classroom was also upgraded.

This summer, equipment will be installed in Bexley and three Ascension rooms. Renovated rooms in Sam Mather will be outfitted when construction has been completed.

Web Cams and Digital Video Projects

Two innovative projects were undertaken this year by Larry Tucker, LBIS Classroom Technology Manager. To document current campus construction projects, Larry set up web video cameras at both the Eaton Center and the Brown Environmental Center sites, allowing live images of the construction projects to be broadcast over the World Wide Web. Both web cams are linked to the Campaign for Kenyon web site. Larry also succeeded in shooting and editing the traditional commencement video entirely in digital format this year.

Both of these projects are closely tied to ongoing LBIS initiatives. The digital commencement video, in particular, is an excellent demonstration of the new digital video lab installed this year in the AV area. Designed to support digital video editing, still image editing, and web publishing, the facility includes hardware and software for creating and editing images, web sites, and digital video, and peripheral hardware such as scanners, a digitizing tablet, and CD-ROM and DVD drives. Two high-end workstations (Apple Macintosh G4s) and three mid-range stations (Apple iMacs) provide stations suitable for a range of tasks. Similarly, several types of software are available, from high-end digital video editing and rendering software to easier-to-use alternatives. Four LBIS staff members attended special off-site training to learn to use the systems more effectively, and thereby train others. Although use of the lab was not documented in detail, several classes used it for course projects, and administrators and faculty used it to prepare presentations. This spring, in response to observations made throughout the year, the lab was rearranged to better facilitate group project work.

Apple Support

In January, representatives from Apple Computer, Inc. presented a half-day workshop on iMovie digital video editing software for faculty and staff, as well as a special briefing for LBIS staff. As part of our ongoing effort to improve Macintosh support, they returned in April to brief us on a new version of the operating system. This educational support from Apple is helping us to develop campus-wide support for Apple systems.

We have also succeeded in providing Apple systems -- and training -- for several LBIS support staff in Information Access and Information Resources. As a result, we were able to provide much more extensive Apple support this year than in the past. In the coming year, we hope to resolve problems related to shared drive access and NT authentication from Macintosh systems.

HelpLine

This year, the HelpLine moved upstairs to 2nd floor Chalmers, closer to other core service areas. The new location improved visibility and allowed longer walk-in hours. This trend will continue this summer, when current plans for the HelpLine to relocate close to the InfoCenter workstations, along with the relocated Information Desk (reference service).

HelpLine hours increased to include more evening and weekend hours. (Dinner hour shifts were added in the fall, then eliminated in the spring because of lack of activity.) Our new location enabled us to offer walk-in support during evening and weekend hours, which had not been feasible in the past.

This year, the HelpLine assumed management of the faculty laptop loan program (previously administered by the Registrar's office and transferred to HelpLine at the Registrar's request). The HelpLine implemented a streamlined way of keeping track of and preparing the laptops for borrowers' use, and significantly increased the inventory of laptops (6) by purchasing two new Dells and a Mac laptop; another Mac laptop was donated to the pool. An additional Apple G4 PowerBook has also been purchased to be loaned specifically in conjunction with a portable projector for on-the-road presentations by faculty and administrators. The HelpLine also assumed management of color printing this year. A high quality color printer was moved to the HelpLine office; the large-format color poster printer will soon be moved to the HelpLine area as well.

From July, 2000, through mid-May, 2001, the HelpLine recorded 3831 calls.

Total recorded calls from constituent groups:

	<u>calls</u>	<u>% of total calls</u>	<u>average calls/person</u>
Administration:	966	25.2%	2.93
Faculty:	1015	26.5%	5.29
Students:	1687	44.0%	1.01
Alums/guests:	<u>163</u>	4.3%	
Total	3831		

The total number of calls actually received by the HelpLine is almost certainly higher. Estimates in the literature indicate that as many as 60-70% of the calls actually received at a typical computer helpdesk are resolved on the spot without being recorded. (If those estimates are valid the HelpLine may have actually handled as many as 6000-7000 calls in that time period.) There are valid reasons why HelpLine staff members are not always able to record every interaction with users (whether they be via phone or walk-in). When a large volume of calls or walk-ins occurs, the staff's priority is to assist the users as quickly as possible; for efficiency's sake, sometimes that means forgoing creating a HelpDesk entry. Prime examples of heavy traffic incidents include widespread network problems (e.g., server crashes, network outages), the SNAP+ connection rush at the beginning of the fall semester, and the distribution of registry email account passwords and H: drive CDs to Seniors.

The RoyalBlue HelpDesk software used to track calls at the HelpLine allows calls to be categorized according to the nature of the question. Results for the July-May period include:

AUDIO_VISUAL Problems and requests concerning AV equipment	2
FILE_RESTORE Request for restore Hardware problems other than printers	32
HARDWARE Kenyon hardware in need of repair	235
HARDWARE_REPAIR	26
INFO_OTHER Information and other requests	312
KMPP_WARRANTY Repairs on KMPP systems under warranty	3
KMPP Items purchased from Kenyon via KMPP	3
LAB_PRIVATE Private and semi-private labs	3
LAB_PUBLIC Public labs, Macs, and PCs	45
NT_NETWORK Network issues and networked software problems	551
PRINT_REQUEST Requests for special print jobs	16
PRINTER_HARDWARE Printer hardware problems	118
PRINTERS_OTHER Queues, configuration, network problems	174
SNAP+_SNAP Student connectivity from rooms	281
SOFTWARE Desktop software related problems	579
TELEPHONE_ACCOUNTS Issues with telephone accounts	35
TELEPHONES_MODEMS Phone equipment and dialup modem problems	118
VAX_EMAIL Vax and Vax mail problems	354
WEB_MAIL Issues concerning web mail	862

The discrepancy between this total (3749) and the total number of calls recorded for the year (3831) may be the result of the changing of some call categories over the summer of 2000. For instance, the categories PRINTERS and MAC_PUBLIC were replaced with others.

These categories are not completely representative of the questions received (for example, there is no separate category for virus questions), but the list above combined with first-hand experience indicates that several trends are apparent in the types of questions received at the HelpLine. The topic generating the most questions and problems in the past year is e-mail. Common questions

include how to configure mail clients, how to use various features of mail clients, and how to transfer VAX mail messages to the new mail servers. The HelpLine also fielded questions about the new mail servers, including complaints about slowness (sometimes this is due to user errors like having too many messages in the inbox; sometimes to heavy network traffic), and identified and reported mail server "crashes" to the systems manager for quick resolution. Printing issues continue to be one of the largest groups of problems received by the HelpLine. PDF files, which are commonly used for full text articles and course reserves, caused printing problems on more than one NT queue. Older printers using print server boxes to connect to the network continue to be problematic (dropping jobs, losing connection to the network, etc.) and require frequent recycling.

Viruses are still a frequent topic of HelpLine inquiries. With increased reports of computer virus infections at Kenyon, the HelpLine quickly responded with emailed instructions on how to check for and remove viruses and created an online Guide to Virus Protection at Kenyon along with guides for removing specific viruses. To encourage students to install antivirus software on their personal computers before they bring their systems to campus and connect to the Kenyon network, the HelpLine has begun a virus awareness campaign including an article in the summer Newscope (sent to all returning students), and a flier included with the SNAP+ mailing (sent to all new students). The HelpLine also helped clients remove viruses and disinfect systems, and alerted faculty and administrative liaisons when viruses were found in their supported areas.

The knowledge base, an internal depository of HelpLine solutions, is now well established, and a system has been set up for its ongoing maintenance and expansion. A web interface for searching the knowledge base is planned for this year. The knowledge base has been very useful to the student consultants this year in providing solutions to common questions posed by callers. These solutions, often involving detailed steps of a process, are frequently emailed to callers for reference, so that they can follow along while we walk them through the process on the phone. The backlog of problems to be entered has been completed, and all entries have been reviewed and updated twice according to the maintenance schedule we have set. Estimated entries are between 500-600 after the last review. Every resolved HelpLine problem report is examined for possible addition to the knowledge base. Since many of the common questions asked of the HelpLine are addressed in web documents and knowledge base, the rate of additions to the knowledge base has decreased significantly. The HelpLine web site and references on our Help Documents Index page have been greatly expanded, with existing documents reworked and updated and many new ones to be included before the start of the fall semester.

Antivirus Support

As noted in the HelpLine report, computer virus infections are still occurring on campus. However, installation of Norton antiviral software in all computer labs and many faculty and administrative offices has improved our resistance substantially. Student systems remain the most likely to succumb to and transmit viruses, since those are the systems over which we have least control. LBIS plans to continue to provide periodic campus notifications, substantive online documentation, and antiviral software installation in order to increase awareness and protection. In addition, Kenyon-owned systems are now set to automatically download updated virus definitions on regular schedules to provide ongoing coverage against newly developed strains. This automatic updating

has prevented some outbreaks from taking hold on campus, and we anticipate improved protection in the coming year as more systems are upgraded to take advantage of it.

REPORT FROM THE INFORMATION RESOURCES DEPARTMENT

by Frank Wojcik, Director of Information Resources

Acquisitions and Serials

This year we continued our strategy of enriching and expanding all aspects of our library collection. While we have probably talked a lot more about acquiring new formats than about more traditional media, we continue to strengthen our print monograph and serials collections. The monographs section placed orders for 5,599 items, including books, scores, sound recordings, and videorecordings, and received 6,051 items. Some of this year's noteworthy acquisitions include: The New Grove Dictionary of Music and Musicians (print and electronic); Journal Citation Reports; American Slavery: A Composite Autobiography (electronic). We also added to our collection of newspapers on microfilm with additional years of the following: Chicago Daily Defender; Bombay Times; Mount Vernon News; New York Amsterdam News; and London Times.

Six new print serial titles were added and eight were canceled or ceased publication during the year. Faculty recommended approximately twenty-five new serial titles that are being ordered now so we will have them on hand for the next academic year. This is the first time in many years that we have added new print serials without canceling others to pay for them. We added approximately 1,000 electronic journals via the OhioLINK Electronic Journal Center (EJC). An interesting sidelight of our serials management environment is that this spring, OhioLINK and four of our major electronic serials suppliers have radically changed the cost structures for the e-journals. Generally, we have worked within a "print plus" environment, meaning that we maintained our print subscriptions and paid a premium (usually between 5% and 10% of our print costs) for access to all of the publisher's electronic titles. OhioLINK and Elsevier, Kluwer, Springer-Verlag, and Wiley are now "flipping" this formula. Henceforth the bulk of our payment will be for electronic content, and we will acquire print at steeply discounted prices, typically 5% - 10% of the list price. This has potentially significant implications for the way we manage serials overall, because the vendors we depend on for claiming, billing, and other services will suffer under this new model.

This year two hundred twenty-four reels of microfilm and one hundred seventy-nine sheets of microfiche were received. The serials section placed more than 1,000 claims for missing periodical issues. More than fifty honors papers as well as 1,223 monographs were sent to the bindery; 1,472 periodical volumes were bound.

Hundreds of incoming gift books were reviewed so that decisions could be made regarding their retention for the library's collection. Much progress was made on the review of our large gift backlog, but more work remains to be done. We have established written procedures for the processing of new gifts and for the review of our gifts backlog.

May Chang and Karen Greever collaborated on creating a simple web-based form for faculty requests for book purchases. It will perform automatic error checking. Acquisitions requests will be sent as an email to the Department's library liaison who will check the request and forward to Acquisitions.

The Classics, Religious Studies, Dance and Drama, and Women's and Gender Studies collection development policies were completed as well as the French and Russian portions of the MLL policy.

In addition to these local activities, we have been studying how we might capitalize on our consortial partnerships to build more effective library collections. In January, 2001, Kenyon, Denison University, Ohio Wesleyan University, and The College of Wooster were awarded a Mellon Foundation library collection development grant under the aegis of the Great Lakes Colleges Association. A portion of the funds from this grant will be used to facilitate cooperative collection development, and a portion is being used for startup funds for the new remote storage facility, CONStor.

Even before we received the Mellon grant, the CONSORT Collection Development Committee had developed a "library of record" policy for JSTOR titles. Under this program responsibility for maintaining one consortial print copy of the JSTOR titles was distributed among the four libraries. The Committee is also working on the cooperative collection development plan and submitted a preliminary report in January. Five of Kenyon's library of record titles have already been sent to CONStor and more will follow during the summer in order to make room for the new language lab being constructed on the first floor of Chalmers library. As part of the effort to create space for the new language lab a number foreign language mathematical journals were withdrawn from the collection. This was done in consultation with the Mathematics Department. Additional titles will either be withdrawn or sent to the storage facility.

Cataloging

Our Cataloging operation has been undergoing small but significant changes. In Spring, 2000, we began experimenting with the outsourcing of some of our monograph cataloging and processing work. When we ordered new titles from Yankee Book Peddler, the vendor would notify PromptCat to send us cataloging copy electronically. Yankee also labeled, stamped, and sometimes re-bound the books. We reasoned that this would eventually enable us to redeploy staff within our organization. We have been using the Yankee/Promptcat cataloging service for a full year now and can report much improvement from last year at this time. Michael Upfold, the CONSORT system manager, was able to correct some coding problems in the item records by changing defaults in the record loading tables. Our profile with OCLC was altered so that all the records received, whether Library of Congress cataloging or not, will have holdings set at OCLC. Out of our total of 6,583

new volumes cataloged this year, 1,958 volumes were received from Yankee. One change that was subtle and striking at the same time is that for the first time we added far more records through outsourcing than we did through in-house cataloging. In addition to the 1,958 PromptCat records mentioned above, we received over 15,000 records for e-books and over 1,000 records for e-journals. Cataloging this number of items in-house instead of outsourcing the work would have required years of our staff's time. This is a trend, not an aberration; next year we will likely receive an equal number of records for e-books, and we will likely begin outsourcing the cataloging of government documents.

In addition to the newly cataloged items reported above, approximately 150 books from the backlog were cataloged. Another 604 books found in the inventory process required label or item record corrections. In addition, 344 music CDs, 406 LPs, and 348 video materials were added to the collection. The LPs are from a large gift collection that will require several years to work into our processing workflow.

Books in French, German, Indic languages, Italian, Portuguese, Russian, and Spanish were reclassified from Dewey to Library of Congress Classification. Altogether about 24,000 items were converted from Dewey to LC Classification. Extensive shifting in the stacks was completed as well as new directional labels for the shelves.

In October, the CONSORT library directors charged the Cataloging and Systems Committee with studying and recommending ways for the four libraries to integrate their cataloging processes in ways that will lead to creating a better catalog and greater cataloging and processing efficiencies. The Committee and the directors have engaged in an ongoing discussion of this in the meantime, but the overhaul of cataloging operations we hoped for is still a very long way off. Meanwhile, Cataloging management responsibilities at Kenyon are shifting from Donna Wilson to Karen Greever. In February, Donna requested a change from full-time to part-time status. We agreed to this change, but also determined that we wanted to have full-time management of the Cataloging operation. Karen Greever has been promoted to Head of Technical Services and her responsibilities will include managing the Cataloging operation. Donna is now our Senior Cataloging Consultant, and will advise Karen on cataloging matters and serve as a resource for the Cataloging staff.

Inventory

Conducting regular inventories is one of the most fundamental library collection management procedures. When we started our inventory project, Kenyon's general collection had not been inventoried in twelve years. Beginning in August, 2000, we have been inventorying thousands of items per week in an effort to learn exactly what items we own. The inventory project began in Summer, 2000, with the acquisition of inventory control software and a handheld scanner to scan item barcodes. We hired Jo Nell House to supervise the project, and we hired several people to work on the project. As of early June, 2001, over 200,000 items have been accounted for. The inventory process is relatively straightforward: an inventory assistant uses a portable barcode reader to scan and record the barcodes of a group of books in the order in which they are shelved. This file of barcodes is transferred from the reader to the CONSORT system, where the file of barcodes

is compared to the shelf list and an Inventory Report is generated. The Shelf List Inventory Report identifies items that are missing, mis-shelved, have no item record, are on the shelf but have a "checked out" status, or have mistakes in the location or status codes. The inventory staff then reviews the Inventory Report and compares its results to the items actually found on the shelves. During this careful review details of the report are confirmed or reconciled (e.g., are "missing" items perhaps on the waiting shelves? in use within the library?) and further discoveries are made (e.g., call number errors in the catalog, on the spine label, or both). Mis-shelved items are reshelved in the correct order, and items are pulled which require further attention. Follow-up to the review includes making minor corrections to the catalog, but some problems can only be handled by other departments: items without bibliographic records or that need call number labels replaced are forwarded to Technical Services; Circulation is notified of found items that are "on search" or have been declared "lost and paid for." The inventory staff attends to stacks maintenance, including dusting books and shelves and following proper shelving techniques. Throughout the inventory project records have been kept which note items in need of repair, candidates for Special Collections, and candidates for the offsite storage facility. The inventory team ranged from one to five members. We completed the scanning phase and a significant portion of the review and follow-up by the end of June, 2001.

Remote Storage

This year, the CONSORT libraries established CONStor, a remote library storage facility in Newark, Ohio, in the former Newark Public Library. We identified the site in May, 2000, signed a five-year lease in October, and began moving materials into the facility early this year. In the meantime we were awarded the Mellon Collection Development grant mentioned earlier, and that is providing startup money for this project. Michael Upfold, the Ohio Five Library Systems Manager, is responsible for managing the facility. He has hired a part-time assistant to shelve and retrieve items.

To date, Kenyon has moved several hundred volumes to the facility, primarily bound journals for which we have an electronic equivalent. We expect that CONStor will help give us some flexibility in how we use the space in Olin and Chalmers libraries. Already we have moved volumes out of the space where the MLL lab will be built and moved these to CONStor. We also plan to move some records from the Registrar's office to CONStor.

Image Management

Since Spring, 2000, we have substantially overhauled the way we manage images. Up until then, our focus was on producing and collecting slides in support of the curriculum. We still produce and collect slides, but we are now building a collection of digital images, and we have revamped the processes for creating, cataloging, and accessing the images.

This year, we completed the transition from a paper-based to a computer-based "cataloging" system for the slide library. The basic database and various search and data entry forms were in place at the start of the fall semester. Throughout the fall semester and the early part of the spring semester,

Tom House, May Chang, and several student assistants revised and refined our image database design and our data entry forms. By the middle of the spring semester, we were using the database as the slide "cataloging" system. All new slides are entered into the database as they are processed and records for slides already in the collection are entered as they circulate. We have just over 6,000 records in the database. Nearly 2,000 of those records were entered between late April and early June.

During the 2000-2001 academic year, 12,877 slides circulated from the collection. Of these, 2,229 circulated to just over 140 students and 10,648 circulated to 23 faculty. Art History faculty accounted for just over 7,000 of the total number of slides circulated. Over 850 slides were created in-house and, under the supervision of May Chang, over 1500 slides were scanned and the digital images were linked to their database records.

In March, Susan Kempton of the Information Access department began learning about the day-to-day activities in the slide library and by the end of the semester she had taken on some of the responsibility for supervising the student workers. Susan's involvement and the hiring of several new student workers allowed Tom and May and to spend less time providing public service support in the slide library.

Along with these significant changes in slide room management and processes, we have also made substantial progress on our initiative to provide campus-wide network access to digital visual resources. For the past year we have been digitizing images which support our faculty's teaching. To date, we have about 1700 images in the collection.

The image collections are available on the LBIS website at <<http://lbis.kenyon.edu/digimedia/>>. Every image is available in 3 sizes. The original image is a large-sized 3461x2304 ppi, and is appropriate for in-depth view. A good example is Ric Sheffield's "Early Black Press in Ohio" collection where users are able to read the text of the newspapers in the slide images. The two smaller derivative images are a 400x600ppi screen copy and a 120x80ppi thumbnail. As the original 35mm slides vary in quality, the screen display derivative image is enhanced by adjusting color, brightness and sharpness for clearer screen and projected display. Due to copyright considerations, access to copyright images is restricted to the Kenyon College domain. All thumbnail sized images as well as non-copyright images are publicly accessible.

The following are completed collections:

- ARHS14 - Introduction to Asian Art
- Psychology
- RELN220 - Faith of Christians
- LGLS - Law and Society Program (The Community Within and Early Black Press in Ohio)
- Neuroscience
- RELN270 - Chinese Religions

The following are works in progress:

- Mythology
- Baly Slide Collection

Faculty who requested the above collections to be digitized were briefed on the images, and their specifications and potential use. Training on image editing and presentation software was also provided where necessary. Seven student assistants have been trained in the digitization process, and three of them are continuing work on the Mythology and Baly collections over the summer. Work on a procedures manual is also in progress.

As an LBIS initiative, we can establish standards and guidelines to help maintain consistency and quality in providing digital visual resources. Possible activities for the future include:

- host a panel discussion or common hour discussion with faculty.
- identify other potential collections in the Slide Library for digitization.

Special Collections and Archives

Special Collections and Archives has had a stable and successful year. The department continues to provide secure reference and research facilities for rare books and archival materials held at Kenyon College. Notable events of the past twelve months include: 1) elimination of the archival filing backlog; 2) launch of the Kenyon College Oral History Project; 3) completion of the Kenyon Review (old series) database; 4) completion of a senior honor theses database; and 5) installation of a new security system.

The department hosted instruction for seven courses with more than 150 students in attendance. Other significant events included: 1) Matriculation Book signing; 2) Kenyon Authors reception; and 3) Kenyon Alumni Authors reception. Significant gifts during 2000-2001 included: 1) Papers of John Kinsella; 2) Original engraving of Philander Chase; and 3) autographed poem by Robert Frost.

In all, Special Collections staff answered more than 720 reference questions during the year, received approximately 600 visitors and registered more than 300 researchers. We look forward to greatly expanding our online resources this year with the addition of several new databases and finding tools, and will be working to continually provide better access to the materials in our collections.

Government Documents

During this last fiscal year, the government documents area received and cataloged nearly 4,500 new items, and withdrew over 1,800 items. This year, The Five Colleges of Ohio have continued cooperatively cataloging government documents as part of a project launched in 1997. Additionally, we are evaluating outsourcing as an option for the cataloging of documents in the near future. The department completed the Five Colleges of Ohio historical cataloging project, begun in 1998. To date we have cataloged nearly 17,000 historical documents, and have OCLC records for over 2,000 government documents. As noted in last year's report, this project was awarded the American Library Association GODORT Bernadine Abbott Hoduski Founders Award last July.

Statistics for June 2000 through May 2001:

<u>Format</u>	<u>Added</u>	<u>Discarded</u>
Paper items:	4,192	1604
Microfiche items:	1,022	58
CD-ROMs:	226	86
Diskettes:	10	2
Maps:	35	15
Videos:	11	0
DVD:	<u>1</u>	<u>0</u>
Total, all formats:	6,079	1,765

Music Listening Room

In September, 2000, and again in April/May, 2001, a large number of piano proficiency scores and a limited number of duplicate scores were moved from the Music Listening Room's collection and placed in the Library's main stacks. Historically, our policy has been to keep all scores in the Music Listening Room's collection, where the materials are regularly used in-house by students and removed by faculty (principally for classroom instruction). Over the course of several discussions, the Music faculty and Carmen King determined that a limited number of piano scores and lesser used duplicates could be housed in the main stacks. The majority of the piano proficiency scores were removed from permanent course reserve and dispatched to the stacks for use by Kenyon, CONSORT and OhioLINK patrons. A limited number of these scores were determined to be of critical importance in the history of music were retained in the closed circulation facility.

Beginning in April, 2001, and continuing through May, duplicate scores from the Music Listening Room stacks were identified during the collection's annual inventory. The individual records of the scores were updated to reflect a circulating status of three weeks and were shelved in the main library collection. Many of the duplicates were gifts to the Library in recent years from professional musicians who would welcome the use of the scores by young musicians and vocalists in the practical music programs at Kenyon.

Music collection development projects during the past year included increased coverage of electronic music for a series of new courses; both sound recordings and manuals were purchased for the courses.

In November, 2000, the Music Listening Room received a donation of music from the Modern Languages and Literature Department in the subject area of Latin American and Middle American pop music. Professor Clara Roman-Odio provided CDs and audiotapes donated to her by a friend and additional CDs purchased from her grant funds. The listening materials were cataloged and incorporated into weekly assignments for Spanish 322 students through our facility. In addition, the Music Listening Room housed the listening assignment CDs for the Arabic 111 course offered this semester.

The Music Listening Room statistics from the III management system indicate that use of course reserve materials increased in 2000-2001, after a decline the previous year:

	<u>6/98-5/99</u>	<u>6/99-5/00</u>	<u>6/00-5/01</u>
KEN Music Reserve	4016	1211	2741
KEN Music Library	1909	2831	2840
Total	5925	4042	5581

Faculty Liaison Program: Technology Support

The 2000-2001 academic year saw the first full deployment of Librarian and Technology Consultants as front-line technical support staff for our academic division. We reorganized liaison assignments in the Spring and Summer of 2000 so that wherever possible the same person would serve as library liaison and technical liaison. In some instances, multiple liaisons have been assigned to single departments. This new arrangement has been quite successful and has provided our faculty with a high level of individualized support. Faculty are being reached and supported on a level we have never achieved before. For example, Bill Quimby reported that of the forty faculty he supports, he had contact with all but three of them this year. Mark Gooch reported that Sociology Department faculty have specifically mentioned the increased contact they have enjoyed with LBIS this year.

The Liaisons provide a tremendous range of support. Bill Quimby estimates that he received approximately 1,000 requests this year for various sorts of web services, including accounts, guidance with new projects, guidance in converting data from other formats to web formats, HTML syntax and coding questions and numerous other types of requests. Jasmine Vaughan coordinated an HTML workshop for Chemistry faculty members in Spring, 2000, and has offered to lead similar sessions for courses in Biology. Barbara Thompson installed approximately 20 new faculty desktops and laptop machines within the MLL, Women's and Gender Studies, Religious Studies, and IPHS departments this year. She also has taken responsibility for the MLL Mac Lab and has configured software that "cleans" these machines at regular intervals. Together with MLL, Barbara has worked this Spring to ensure not only that the new PC lab will support all the department's existing language software, but will also better support Japanese, Chinese, Russian, and Hindi text input using the Windows 2000 operating system. This year, Barbara helped both Modern Languages and IPHS with their multimedia work, including the Ohio Five Viewpoints projects. In collaboration with other Ohio Five schools, Barbara contributed greatly to theoretical and hands-on digital video/web workshops for Ohio Five language faculty this Spring. The MLL faculty development workstation is now fully equipped for capturing, editing, and compressing files, so that professors can easily share quality video work via OhioLINK's Digital Media Center.

Tom House's work on building the infrastructure for image management was described earlier in this report. Building on what he learned in the development of the Kenyon Image Database, he has explored other applications for the combination of the PHP scripting language and the MySQL database server. For example, Tom developed the database structure and data entry and search forms for use by the President's office in creating an Honorary Degree database. Jodi Pursel did the data entry and the Honorary Degree database is now complete with entries for the 2001 recipients

and a total of 512 records. Rich Switzer and Tom developed a prototype "transcripts database" that will be used to provide online access to scanned images of older transcripts. Once this group of transcripts has been scanned and the database is complete, the paper transcripts can be moved to storage, freeing valuable space in the Registrar's office. Tom collaborated with April Farmer to develop a web version of an online survey for the Economics department, and developed a web-based student progress report for Scott Cummings in the Chemistry department. Jasmine Vaughan and Tom began work on a web-based version of the "Weed List" database, which could be used to solicit and record faculty responses to items being considered for removal from the collections. In working on all of these PHP/MySQL projects, Tom has written or edited over 250 PHP scripts and HTML files.

In addition to daily technology support, LTCs have worked to assess and replace depreciated equipment, outfit the new science facilities, implement and support two new digital media facilities, and design a new 25-seat language technology facility. This year, LTCs identified nearly \$300,000 worth of aging technology equipment in the academic division that is eligible for depreciation, and we received over \$175,000 to replace that equipment, the largest allocation ever.

Faculty Liaison Program: Collection Development and Collection Management

Equally important, our liaisons are also responsible for working with faculty on collection development, collection management, and information literacy matters. Carmen King reports that her work with Kenyon Dissertation Fellow Reggie Sanders has resulted in the strengthening of our monograph and recording holdings in J. S. Bach and the baroque period, reflecting Sanders' teaching interests. Carmen's information literacy sessions included instruction on contemporary artists, introduction to dance, Nineteenth century music, medieval European art, and a session for the international students at the beginning of the year. All of these sessions included web-based handouts.

All of our liaisons extended themselves in an effort to provide faculty with information on our collection development and collection management initiatives, particularly about CONStor and the move of bound periodicals to storage. Between late January and early May, liaisons met with representatives of the following departments to discuss journal storage:

- American Studies
- Art and Art History
- Asian Studies
- Biology
- Chemistry
- Classics
- Dance and Drama
- English
- History
- International Studies
- Mathematics
- Modern Languages and Literatures
- Music
- Philosophy
- Political Science
- Religious Studies
- Sociology

We met with some departments more than once. Karen Greever, Janet Cottrell, Chris Barth, and Frank Wojcik were also members of the CPC Subcommittee on the Library and Technology and met several times with that committee to talk about LBIS programs, especially collection development and collection management. All of these meetings were crucial in building community support for our remote storage initiative. Most of the department meetings were conducted informally over brown bag lunches. These, along with the day-to-day efforts of our liaisons, clearly helped build a much better connection with the faculty than we have had in the recent past.

As noted earlier, we continued to develop written collection development policy statements for individual departments and publish them on our web page. Barbara Thompson completed policies for Women's and Gender Studies and Religious Studies, and has a draft of the IPHS policy. Karen Greever completed policies for French, Russian, and Classics. Carmen completed the policy for Dance and Drama. Other liaisons have met with their departments to discuss the policy statements but have yet to complete them.

The Collection Assessment Committee completed a statement on weeding and collection assessment activities, available on the LBIS web site.

Faculty Liaison Program: Information Literacy

In 1997-1998, Kenyon's librarians conducted a total of 44 library instruction sessions. Essentially, that was the limit of our information literacy efforts. Over the past three years, we have increased the number of instruction sessions and are now consistently doing about 70 sessions per year.

Furthermore, we have engaged faculty in a program to more closely integrate information literacy into the college curriculum. This program has its roots in the Fall of 1999, when we solicited proposals from faculty who would receive a course release in return for working with a librarian to integrate information literacy into a course or courses. Before that program got off the ground, the Five Colleges of Ohio received a three-year grant of \$475,000 from The Andrew W. Mellon Foundation to support a similar project. The purpose of the Mellon grant is to strengthen the teaching of information literacy; the focus of the grant program is to build partnerships between librarians and faculty members and integrate information literacy into courses across the curriculum.

The Kenyon pilot project for the grant was carried out by Ellen Stoltzfus, Associate Professor of Psychology. Working with Librarian and Technology Consultant Jasmine Vaughan, Stoltzfus's project was devised to promote information literacy among psychology students by instituting a two-tier program of instruction, incorporated in both introductory and advanced psychology courses. The program consists of instruction sessions in the library, written exercises, and web-based tutorials, with a major focus on active learning exercises which allow students to independently practice their information literacy skills as they acquire them. The project was carried out during the 2000-2001 academic year.

Four additional projects have been funded for the coming year. Scott Cummings, Assistant Professor of Chemistry, was granted a summer stipend to develop a new course, Chemistry Research Seminar. This course will introduce information literacy into the chemistry department curriculum through a capstone course for majors, in which each student will explore the literature surrounding an individual research topic related to their own independent research or selected from recent journals. Cummings will work with Librarian and Technology Consultant Jasmine Vaughan to develop the course, which will be offered in Fall, 2001.

Ric Sheffield, Associate Professor of Sociology and Legal Studies and Director of the Law and Society Program, was granted a summer stipend to redesign the primary legal studies research seminar, LGLS 410. Working with Librarian and Technology Consultant Mark Gooch early this summer, Sheffield has reworked and updated course research guides, incorporated guidelines for assessing information sources, and devised additional progress evaluations earlier in the semester. The revised course will be taught in Fall, 2001.

Wendy Singer, Associate Professor of History, was granted Course Release for the Fall 2001 semester for her project "International Information Literacy and the IS Major." Working with Librarian and Technology Consultant Barbara Thompson, Singer will design substantial modifications into International Studies 201 (The Expansion of International Society), to incorporate information literacy assignments and to devise a web site to foster communication and academic collaboration between International Studies majors at home and abroad. A core course for International Studies majors, INST 201 requires a research paper; the redesigned course will emphasize locating and using foreign government documents, library catalogues, organizational web sites, and newspapers. The revised course will be taught in Spring, 2002.

Melissa Dabakis, Assoc. Professor of Art History, was granted Course Release for the Spring 2002 semester in order to redesign Art History 112, Survey of Art of Modern Europe and America. Working with Librarian Carmen King, Dabakis will introduce students in ARHS 112 to basic research methodologies including finding, evaluating, and using materials, with particular information on appropriate use of online materials.

The grant also sponsors professional development workshops for Ohio Five faculty and librarians who are interested in or already participating in the projects. In January and May of 2001, the Information Literacy Committee hosted workshops related to integrating information literacy into the curriculum. Approximately thirty-five librarians from the Five Colleges attended each one-day symposium, which relied on materials created by Jasmine Vaughan.

In addition, the grant supports development of online development tools. Since January, 2000, Jasmine has represented Kenyon on the Five Colleges of Ohio Information Literacy Committee. The committee has nearly finalized content and design for an online information literacy tutorial, <<http://www.wooster.edu/library/oh5/literacy/usability.html>>, funded through a grant from AT&T. Jasmine led the committee in testing the tutorial for usability, and it was used on a trial basis at all campuses in the Fall of 2000. Currently, subject-specific versions of the tutorial are under development.

To study Information Literacy in greater depth, Barbara Thompson and Jasmine Vaughan attended a 5-day Immersion Institute at Kent State. Participation in this Institute was competitive. The result has been a more thorough understanding of the ACRL Information Literacy Competencies, <<http://www.ala.org/acrl/ilcomstan.html>>, increased enthusiasm for developing active learning exercises in instruction sessions and strengthened relationships with other OhioLINK colleagues.

REPORT FROM THE INFORMATION SYSTEMS DEPARTMENT

by Ron Griggs, Director of Information Systems

Support for Administrative Information Systems: Admissions

The transfer to Information Systems of the support role for the Admissions division began in August of 2000. At that point, we had not implemented our administrative liaison structure and thus had no official liaison to Admissions. We had a backlog of programming needs, a backlog of server issues, and -- to some extent -- a communication gap between LBIS and Admissions that was causing dissatisfaction on both sides.

We began by assigning Mike McCardel as the Administrative Computing Liaison to Admissions. Mike's prior assignment was managing the HelpLine and he had good desktop computing support skills, but he had not done programming before. Janice Kijak accepted the responsibility to train Mike in the necessary programming skills to support Admissions. Also, Ryan Snyder, a temporary programmer for the administrative systems conversion project, worked full time in support of Admissions programming.

Weekly meetings with the key members of the Admissions staff allowed us to review the work that needed to be done and establish priorities. By the end of November, we had successfully applied all the backlog of updates and patches to the Admissions production server, had created the separate archive database necessary for longitudinal studies, and had made a good deal of progress in reducing the backlog of programming needs. At that point, we transferred Ryan Snyder to the Banner project, where his skills were desperately needed.

For the rest of the year, we did an adequate job of supporting Admissions. Mike McCardel continued to progress in his ability to meet the programming needs for Admissions, and we were able to meet critical Admissions needs during the rest of the year, including a new approach of e-mailing prospective students that was successful technically, though not in terms of yield.

In the spring, as a part of a larger search, LBIS was able to fill my top staffing priority by hiring Eric Hunter, a computer science graduate from the University of Florida, in the position of

Administrative Computing Liaison to Admissions, freeing Mike McCardel to return to desktop computing support. Eric has progressed extremely quickly during his first month here. Already, he has implemented the first iteration of a statistical analysis report for Admissions (breaking down yield based on Athletics recruiting) that uses a new approach. Statistical analysis reporting has been a challenge using Exeter--there is none built into the system and the "direct" approach of creating a report directly from the database is time-consuming to build and to change. In fact, much of the current backlog of programming needs for Admissions is statistical reports. Our new approach is a two-step process that involves creating temporary databases just for statistical reporting and then using the Excel spreadsheet program to create and modify reports based on the temporary database. This allows the report itself to be modified quickly and easily by Admissions staff members. This year, computer training opportunities for the Admissions staff should empower them to have more control over statistical reporting and rely less on the LBIS staff for changes.

We have begun the process to upgrade to the next version (4.2) of the Exeter Student Management System software and expect to make a smooth transition to the new version in August of 2001. We are in the middle of installing 12 new workstations throughout the Admissions division and a new high-speed printer for correspondence. Also this summer, we will set up seven laptops for Admissions staff to use with access to Exeter when off campus. Looking ahead, we expect to test a version of web access to the Exeter system in the fall.

Our working relationship with Bev Morse, Teri Huvler, and Janet Schisler has been critical to any success and I must praise their commitment and willingness to work with us during the past year. I cannot imagine having better colleagues.

To sum up our performance for the year, I think overall we did only an adequate job of supporting Admissions, primarily because we didn't have the staff skills in place to do better. We now have a promising structure--the Administrative Computing Liaison model--and a talented new staff member in Eric Hunter. We have established better communication, have gotten the critical system updates in place, and are getting new desktop computers, laptop computers, and printing resources. All of this suggests that we will improve our support to Admissions in the next year.

To assess the computing environment in Admissions and consider future plans, I believe that Admissions is in excellent shape right now. They have more training resources for their staff. They have new computing and printing equipment and no major hardware areas that need to be addressed. The Exeter product is more stable now than it has been since it was first implemented at Kenyon. The Exeter software has performed slowly at times over the past two years. Our analysis suggests that the bottleneck is either in the structure of the Exeter database itself, or in the performance characteristics of the underlying Microsoft SQL Server database management system. The latest version of the Exeter software runs on the next release of Microsoft SQL Server, version 7, which promises to have performance improvements. The performance issue is not a serious problem, but it is a problem without a known solution. We will continue to pay attention to this in the next year. Improvements in networking in Ransom are not critical but probably needed in the next year or two.

Also in the coming year, we expect to develop more support to the Admissions staff on the road, as they use laptop computers with remote access back to the Kenyon systems. We will evaluate web-based access to the Exeter system during the next year, which could give prospective students an easy way to check their current admissions status.

Support for Administrative Information Systems: College Relations

The transfer to Information Systems of the support role for the College Relations division began in August of 2000. At that point, we had not implemented our administrative liaison structure and thus had no official liaison to College Relations. My assessment at the time was that the College Relations computing systems were doing well, partly due to the outstanding work by the support staff within the College Relations division, and that we needed to make sure that the systems continued to function smoothly for the last year of the campaign.

We began by assigning Janice Kijak as the Administrative Computing Liaison to College Relations. One difficulty with this assignment was that Janice also had a strong support role in Admissions, so she would have to support two divisions at once, with only untrained staff to help her in Admissions. So I assigned Libby Garner to take on the desktop computer support functions in College Relations to free Janice from that responsibility.

Two major projects in support of College Relations this year were the installation of anti-virus software and a major upgrade to the new version of Advance, the College Relations system software package. Beginning in the fall, Libby Garner led the project to install Norton Anti-Virus software on each College Relations desktop computer. By and large, this was successful and sharply reduced the number of virus problems in the division.

Beginning in January, Janice Kijak and a team of staff from College Relations planned and implemented a major upgrade to Advance. This new release was a significant change and literally hundreds of programs and reports had to be tested and modified to work with the new system. The project was extremely successful, and the cut over to the new version of software in May involved only a few hours of downtime for any College Relations staff member. A primary component of the project's success is the excellent working relationship between Janice Kijak, Joann Hazen, and Jackie Robbins.

Our continuing work includes a summer project to add memory and update the software on College Relations desktop computers and to create an archival database--a snapshot of the College Relations data at the end of fiscal year--for reporting. We expect to improve the network performance in the building during the next three months, moving to faster individual connections.

To sum up our performance for the year, because of Janice Kijak's commitments to support of Admissions, I believe we have not focused as much attention on College Relations as we could have, but we accomplished our big objectives. We succeeded in a major software upgrade with almost no impact on the College Relations staff, and have done well in two projects to support the College Relations desktop computers.

To assess the computing environment in College Relations and consider future plans, we have a stable server, printer, and workstation configuration about in the middle of their useful lives. Much of the hardware in College Relations will need to be replaced via funded depreciation in two years, although we should replace certain critical equipment next year. "On the road" computing access for College Relations has been minimally adequate and we should look ahead to upgrading that. This year's project with seven laptops for Admissions staff combined with the new OARnet dialup service should help us test configurations and determine what works and what doesn't.

Looking ahead, our staff will be involved with the web-based alumni directory and portal. I anticipate that the institutional information in the College Relations system is the core to planning a long-range archival plan for institutional electronic information

Support for Administrative Information Systems: Financial Aid

The Information Systems department has supported the computing systems in the Financial Aid office -- somewhat unofficially -- for more than four years now. Effectively, I have acted as the Administrative Computing Liaison for that part of Admissions. After the summer of 2000 reorganization, Financial Aid, as a part of the Admissions division, became part of our support responsibility.

In the spring of 2001, the Information Systems staff worked with the Financial Aid staff to install a major new release of the PowerFaid software and replace the five-year-old Financial Aid database server. The transition took place with almost no impact to the Financial Aid staff and without impact to the awards process.

Throughout the year, our staff worked with Craig Daugherty to aid in the office support while new staff member Craig Slaughter replaced long-time staff member Becky Shinaberry. This annual report describes the LBIS involvement in many computer hardware and software transitions, but in this case our support during the staff transition was perhaps the important role we undertook for Financial Aid during the year.

To sum up our performance for the year, I think overall we have done an excellent job of supporting Financial Aid. We have an open communication and trust. The addition of a very skilled staff member in Craig Slaughter has enabled Financial Aid to take on many of the minor computing systems support tasks that were previously done by LBIS staff members. We expect to add support for Financial Aid to Eric Hunter's job responsibilities after he has become proficient in support of Admissions.

To assess the computing environment in Financial Aid and consider future plans, I conclude that Financial Aid is in excellent shape, with solid software tools and good hardware. Perhaps better yet, the overall computing skills for the Financial Aid staff are higher than I have ever seen and they have a particularly strong and knowledgeable person in Craig Slaughter. At this point, I see no significant changes in the computing environment for Financial Aid.

Support for Administrative Information Systems: Life Cycle Support

The transition from mainframe based administrative applications to the client/server model requires a new look at the life cycle support for these new administrative servers. As a general rule to meet reliability and data integrity requirements, our new administrative systems require two servers: one for production and one for test. New programs or processes and minor system updates are implemented first on the test server, then on the production server. This structure also enables us to upgrade server hardware by "leapfrogging;" i.e., replacing the test server with new hardware, installing new software, and then defining the new server as the production server, while the old production server is retained as a test server.

The two server model and the leapfrog upgrade process have been quite successful now for both the College Relations and the Admissions systems. We do not have a two server model in place for two of our smaller systems, the Financial Aid awards system and Maintenance workorder system. We do not have a two server model in place for the Banner system, which currently supports the student information and billing systems and will soon support human resources and fiscal systems.

Several technical issues face us today. First, should we attempt to consolidate our administrative applications on a single database management system (DBMS) platform? Currently we support several database management system packages: Oracle for Banner, Sybase for Advance (College Relations), Microsoft SQL Server for Exeter (Admissions) and DataStream (Maintenance), and Sybase ASA Server, a special form of the Sybase product for PowerFaid (Financial Aid). Some of these applications are available on other DBMS platforms. For example, both Advance and Exeter are available for Oracle.

The advantages to consolidating Advance and Exeter on Oracle are: (a) our limited staff resources can focus on a single platform for support and development; and (b) Oracle is likely to improve the performance of the Advance and Exeter systems. The costs to making these moves are not altogether known, but would be moderately expensive.

The second question is, should we move from the Microsoft Windows server operating system to the Unix or Linux operating systems. It is clear from our own experience as well as the experience of the computing industry as a whole that the Unix/Linux systems are more reliable, often provide better performance, and are often less expensive. However, there would have to be a significant investment in staff training necessary to make this transition successful.

Support for Administrative Information Systems: Desktop Support

I really have no story tell about supporting desktop computers in administrative offices, but I couldn't let the topic pass because of the enormous time commitment involved. Many members of my staff, especially Vance Thorpe, Libby Garner, Mike McCardel, and Eric Holdener, spent long hours helping administrative members with desktop computers. In fact the majority of Vance's and Libby's time were devoted to this necessary if unglamorous work.

Desktop computers came relatively late to administrative offices at Kenyon, reflecting the focus on terminals connecting to the VAX/VMS systems as the primary administrative computing platform. In the last three years, we have replaced older administrative desktop computers in conjunction with the implementation or major upgrade of one of the new administrative client/server information systems, and this model has worked successfully to date. (In opposition to this is the model where desktop computers are replaced by individual request, which is the predominant method for determining faculty desktop replacements.)

The desktop computer can decentralize the storage of institutional information, as staff members store files on the local computer. LBIS has focused on minimizing this trend with education, persuasion, and by building easily usable, secure central systems for file storage.

Staffing in Information Systems

The new Information Systems department began the year with three new staff members--Janice Kijak, Mike McCardel, and Libby Garner. I anticipated that administrative systems support would be the most challenging task, especially with Mike McCardel learning programming to support Admissions as "on the job training" when time was a critical factor.

In December, however, we faced a new situation. When Jim Baillie resigned his position in the Information Access department, the Information Systems department took on much of his work. Jim supported the campus computer labs and supported the computing and library needs of the Math, Chemistry, and Physics faculty. We assigned the campus computer lab support to Libby Garner, who had done that the previous year, and the faculty computing support for Math, Chemistry, and Physics to Vance Thorpe, who had also done that the previous year.

In both cases, Libby and Vance were taking on an overload of work, so we began meeting individually each week to review their task lists to prioritize the work. In this way, we could possibly reassign some work and, at the very least, take the onus from them for deciding between critical priorities.

The negative impact of this overload is that as a staff we were unable to work on planning and testing for new information technologies. In particular, we had to put in abeyance the testing and evaluation of new software--particularly Microsoft Windows 2000 and Microsoft Office 2000--in preparation for upgrades during the summer.

In the spring, as a part of a larger search, we were able to fill my top staffing priority by hiring Eric Hunter, a computer science graduate from the University of Florida, into the position of Administrative Computing Liaison to Admissions, freeing Mike McCardel to return to desktop computing support in the Information Resources department.

The Campus Network

The past year saw the completion of the new wiring in Tomsich Hall, and the completion of major new replacements and additions of wiring and network capacity in Higley Hall, and additions of new wiring in Philip Mather Hall to accommodate the temporary residency of the Psychology department. The planning for new wiring for Samuel Mather is complete and this project should be underway in the late summer, with completion in September.

After one year of use, it is apparent that the new wiring in the Math and Physics building has been used successfully with minimal problems. I don't believe that the Math and Physics departments have taken full advantage of the capabilities of the new infrastructure as yet, but some of the plans for the expanded use of imaging software in Physics in the 2001/2002 academic year could do so.

The bandwidth demands for Internet access continued to be very high during the past academic year. The traffic load is primarily from student-owned computers in the residence halls, and the primary use is for entertainment services, such as music sharing and interactive multiplayer video gaming. In the fall of 2000, LBIS implemented a "traffic shaping" software tool to control the use of the Internet bandwidth without blocking student use completely. We dedicated about 1/3 of the total bandwidth to that type of student traffic. Some students complain about slow response, but when we have analyzed their situations, basic access such as web browsing or telnet are not reduced in performance, only entertainment services. In May, we increased the total Internet capacity from 4.5 Mbps to 6 Mbps, comparable to our peer institutions. From a budget perspective, Kenyon will spend about \$49,400 in 2001/2002 strictly for the Internet access. The critical issue here is to determine that our resources are focused on access to the Internet as an important academic tool, without trying to meet the essentially unlimited demand for access to the Internet as entertainment.

During the past year, we installed a firewall to provide a greater level of security for Kenyon computing systems, isolating them from common Internet hacker attacks. But the Kenyon computing environment is complex enough, especially with effectively unsecured student computers on the network, that more work to improve computer security on campus is necessary. Security measures do have an impact on how people use computer systems, and one significant issue is that we have not identified an appropriate forum for discussing computer security issues with the campus community.

This summer, in cooperation with the Ohio Academic Research network (OARnet), LBIS will bring dialup access to the Kenyon network and to the Internet for faculty and staff. This new service should be far more reliable than current local ISP offerings, and is available at a discount.

Electronic Mail Service

In last year's annual report, I described the huge unanticipated increase in the use of e-mail on campus associated with the move to a new client/server mail system. This growth continues at approximately the same pace, but we now have enough resources in place to manage the growth and provide adequate performance.

This year, we worked on several projects to help members of the Kenyon community deal with the sheer volume of messages they receive. As an example, students received about 35 messages addressed to all students (the ALLSTU messages) per day during the Spring 2001 semester, mostly from each other. We developed and encouraged alternative forms of communication, including a new web-based Ride Board, an archive of ALLSTU messages on web, and the move of Newscope to a web format for submission. This summer, we are developing new web-based services such as a Lost and Found page and a Textbook Exchange page that should encourage the further reduction of e-mail.

Student Network Access Program

Since the summer of 2000, staff members in LBIS have installed new networking equipment in six of the largest residence halls--Caples, Mather, McBride, Leonard, Hanna, and Old Kenyon--to improve the network performance for student-owned computers. During the summer of 2001, we anticipate continuing this project for the Bexley Apartments, the New Apartments, the Acland Apartments, Bushnell, and Manning.

Last year, we began to study the student residential networking environment in anticipation of possible upgrades. As was reported last year, the internal building wiring in most of the residence halls is nine or ten years old and does not meet the standards for 100 Mb/s speeds of which most of the student computers are capable. The standards for these speeds did not exist when the residence wiring was installed. Upgrading the primary connections to buildings has had good effect in improving the overall performance, but the question remains whether the College should undertake an expensive project (on the order of \$250,000) to replace the internal building wiring.

At this point, we see two trends that suggest we should not undertake this work. First, the students increasingly use the network for entertainment purposes--interactive games, sharing music and video, etc. Higher bandwidth access in the room would for the most part only improve this type of service and would put more stress on the campus Internet access. Second, the trend is that students bring more laptop computers to campus, suggesting that mobile computing is becoming more important, especially for academic uses.

One opportunity is to instead add an overlay of wireless network access to the residence halls. This provides many advantages to students with laptops, including more flexibility of room layout, the ability to move from room to room within a building while remaining connected, and potentially the ability to take the same laptop elsewhere on campus and connect via the wireless network.

REPORT FROM THE INSTITUTIONAL INFORMATION DEPARTMENT

by Glen Turney, Director of Institutional Information

Student Information Systems

A major goal for the year was to program and install interfaces and support systems for the Student system. The Student system, which interfaces with College Relations, Admissions, and Financial Aid, will be completed by the fall of 2001. During the last year, clerical interfaces were put in place until these processes could be automated.

We have rewritten the complex Student Housing Lottery system and used it this spring to assign dorm rooms for next semester to upperclass students. A number of programs have also been written to generate reports using the SQL language. These programs are executed by the user to extract information and print reports using a tool called TOAD.

A second goal was to customize the Banner Web for Students and Faculty to provide all student information needs at Kenyon. Unfortunately, there has been minimal progress on this goal. At the Banner Summit conference, I attended many reporting sessions to see how SCT and Banner users have solved the problem of reporting from the Banner Oracle relational database. I have also looked at a number of software products on the market. I found that this is an evolving market area of different software products and approaches. Current available solutions do not compare with the reporting environment that we were able to establish in the College Relations Advance system. We will carry this goal forward to 2001-2002 to continue to find the best solution for Kenyon. Our current SQL/TOAD solution is working for the users and all programming using that approach will be applicable the new web environment.

Human Resources and Payroll Systems

Implementation of the Banner HR and Payroll systems began in March of 2001, and is on track to be completed by 12/31/2001. We have a very good trainer from SCT and a good implementation team consisting of members from Accounting, Human Resources, Maintenance, and the Provost's office. This installation also includes Web for Employees that will permit employees to view their information and update certain information via the web, including time entry.

Fiscal System

Implementation of the new Fiscal system is currently planned to begin in the first quarter of 2002 and be completed in July of 2003. Fiscal is a complex system in that it includes purchase requisitions, purchasing, accounts payable and all fiscal reporting. Moving these systems from

batch to online will be a significant culture change for the College. The implementation also includes the development of a new chart of accounts which drives all fiscal reporting.

VAX System Processing

Three major systems remain on the VAX -- Payroll, Fiscal, and Campus Scheduling. There are a number of minor systems, such as progress, petition, and the generation of e-mail lists that remain on the VAX.

The Payroll and Fiscal systems are scheduled to be converted. We are currently reviewing the Resource25 web-based campus scheduling system from CollegeNet for implementation in the fall of 2001. The minor systems will be moved within the time frame of the major systems.

The final processing on the VAX will be the last Fiscal close in September of 2003.

Institutional Information

We were asked by the Mellon Foundation to provide extensive information on the cohort class entering Kenyon in 1995 to update The Game of Life study.

The Game of Life: College Sports and Educational Values was authored by William Bowen and James Schulman of the Mellon Foundation. A review in the Chronicle of Higher Education stated the book suggests that elite institutions may sacrifice too much for sports. Some selective colleges are "teetering on the brink of a cliff from which other selective colleges and universities have long since fallen."

Kenyon was not in the original study group but was asked to participate in a follow-up study. The study required information from Athletics, Admissions, Registration, Student Affairs and College Relations. We were able to provide most of the information by writing programs to extract data from current VAX files and the relational databases from our new administrative systems. It was also necessary for us to retrieve data from manual records.

We provided five large spreadsheets of data to Mellon. We have responded to a number of questions about the information but the Mellon folks are now satisfied.

Personnel

We have experienced numerous personnel changes in the last year. Changes in permanent personnel were due to the reorganization, the addition of a full-time position and the loss of two employees. Changes in temporary personnel were in most cases expected, since our strategy is to use temporary personnel to assist with the implementation of the new systems.

However, the number of personnel changes has required training time to get the new staff members up to speed to be productive on the systems being implemented. On the negative side, we have lost a lot of experience and talent. On the positive side, we are currently positioned with a strong group of young and talented people to move us forward into the future.

Summary of personnel changes

The following personnel changes occurred in Institutional Information during the past year:

Permanent Personnel:

1. Carol Ewart, Information Analyst, resigned as of 1/15/2000.
2. Janice Kijak, Information Analyst, transferred to LBIS Information Systems to support the College Relations system with the reorganization on 7/1/2000.
3. Steve Martin started in a new position on 4/25/2001 as a full time Information Analyst to support the implementation of the Banner Payroll and Fiscal Systems.
4. Jim Riggs accepted the position of full-time Information Analyst to support the Banner Student system on 5/15/2001.
5. Patricia Geschwent, Database Manager, resigned on 5/18/2001.

Temporary Personnel:

1. Ryan Snyder started as a temporary Analyst Programmer on 3/30/2000.
2. Jim Riggs, temporary Analyst Programmer left on 6/30/2000.
3. Elizabeth Hieronymous was hired as a temporary Analyst Programmer on 6/19/2000 but moved to a full-time position in College Relations on 9/1/2000.
4. Ben Weaver, temporary Analyst Programmer, left on 8/15/2000.
5. Nicholas Ferraro started on 8/24/2000 as a temporary Analyst Programmer (66% of time).
6. Jim Riggs returned on 12/15/2000 as a temporary Analyst Programmer.
7. Jared Hoffman started as a temporary analyst programmer on 5/21/2001.
8. Nicholas Ferraro, temporary analyst programmer, left on 6/30/2001.
9. Ryan Snyder, temporary analyst programmer, is scheduled to leave on 8/30/2001.
10. Daniel Barich, temporary analyst programmer, is scheduled to start his freshman year at Kenyon on 8/25/2001.

Goals for 2001-2002

1. Complete the interfaces and support programming for the Student system and turn the system over to Information Systems.
2. Install a new client server Campus Scheduling system and turn the system over to Information Systems.
3. Install the Banner HR & Payroll system with related interfaces and support programming and turn it over to Information Systems.

4. Start the implementation of the Banner Fiscal system.
5. Continue to research and then begin implementation of accessing information via the web.
6. Continue to support the remaining VAX systems.
7. Develop an approach to coordinating a campus institutional research program.