Calendar Year 2006 Academic Affairs Annual Report:
Deans Council UNIT REPORTS

Instructions
For activities January – December 2006

WHO SUBMITS THIS REPORT: This report should be completed by each unit represented on Deans Council, plus the Weatherspoon Art Museum.

OVERVIEW
The format for the CY 2006 Academic Affairs Annual Report, as approved in August 2006 by Deans Council and the Provost, is considerably streamlined. Please note that you are being asked to make prioritized decisions within a restricted amount of text (3-5 bullet points, a 2-page Exec. Summary). Any report that exceeds these limitations will be returned for revision.

GETTING STARTED & RENAMNG THE FILE
After you have downloaded the electronic file "Deans Council Unit Report" as a WORD document to your computer's hard drive, please rename it with your unit code in the title (Example: SOE AAAR CY 2006). Please make certain that the report that you submit has been identified with your unit's abbreviation.

REPORTING TIME PERIOD
Report on activities occurring from January through December 2006.

DUE DATE
All submissions for the AAAR CY2006 are due <u>March 1, 2007.</u> Submit as email attachment, to kathleen_rountree@uncg.edu
The entire report must be submitted at the same time.

When submitting your unit's report or separate tables, **identify your unit in the title of the file** (e.g. SOE 2006 AAAR Rpt; FAO Table 47 Merit Scholarshps) **and in the subject line of the email.** Abbreviations may be used in file names.

DEADLINE EXTENSION REQUESTS
If you find you will be unable to submit completed information by March 1, email Dr. Rountree at kathleen_rountree@uncg.edu with a request for an extension.
Contact Sylvia Eidam at <u>aseidam9@triad.rr.com</u> if you have questions about this unit report template.

PART I: IDENTIFYING INFORMATION

Unit   University Libraries, Cataloging Dept.

Name of preparer   Mary Jane Conger

Telephone   256-1377

E-Mail   mjconger@uncg.edu

Additional Contact Information

Date Submitted   1/30/2007

PART II:

CORNERSTONES

For each of the four Cornerstones, in the space below each Cornerstone, **list the 3-5 bullet points that represent the most important actions of your unit (College of A&S may submit 5-8 bullets**). Identify your unit with your official unit abbreviation in parentheses at the BEGINNING of each bullet point.

PART III:
STRATEGIC DIRECTIONS

Please supply the information requested below. **Identify your unit with your unit abbreviation in parentheses at the BEGINNING of each bullet point or response.**

Strategic Direction 1
Teaching and Learning: Promote excellence in teaching and learning as the highest university priority.

a) Insert here 3-5 bullet points (CAS: 5-8) that best exemplify outstanding actions of your unit toward the general goal of Strategic Direction 1, above. Insert unit code at the beginning of each bullet point.

(LIB) Created new SPA position to support cataloging of electronic materials. Over 2500 new cataloging records for e-books, e-journals, streaming audio, databases and Web sites were added to the OPAC. Without this position less than 500 records would have been added. Allows DE and on campus students access to these materials.

(LIB) During 2006, 18,657 paper titles were cataloged, including 1326 scores and 239 Cello Collections scores, an average of 1,555 titles per month. The gross number of hardcopy (paper) volumes (i.e. all paper volumes, excluding discarded volumes) amounted to 21,301. Some selected figures on formats other than paper that have not been previously mentioned:
--173 microform titles (comprising 254 units)
--2759 electronic serials were added
--2296 audio/visual titles were added
--7691 US GPO web site records added
--166 US GPO monographic print records added

(LIB) Enhanced 758 records in OCLC during 2006, 703 books and 55 scores (a 45% increase over 2005). The effort to upgrade OCLC records to full-level cataloging is more than offset by the benefits to the library, the UNCG community, and to the cataloging community at large. With a relatively small outlay of effort, the Department is able to provide significant financial benefit to the library: during the current reporting year the Library's SOLINET budget was credited $3,865.85 (a 49% increase from 2005) for enhance and upgrade work in OCLC. In addition, the library was credited $5,817.06 (a 43% increase from 2005) for creating original cataloging records in OCLC. Not only does the library gain financial benefit from these activities, it also gains recognition as a positive contributor to the international cataloging database that most institutions share.

 b) List your unit code followed by degree programs under consideration and in initial planning stages. Do not include programs already sent to Office of the President for Planning or Establishment approval.

c) Insert your unit code, and **a single number** representing the total number of students in your unit involved in internships during CY 2006.   (ex: SOE: 136) Do not break down by department.

d) List the sites or locations in which students in your unit participated in internships. Insert Unit Code only once, at beginning of list. Separate entries by a comma (Ex: Bank of America, Moses Cone Hospital, Exxon)

e) List here your unit code, followed by a list of any academic program or degree that has been awarded a national ranking during the reporting period. Identify the complete name of the organization publishing the ranking.

f) List here your unit code, followed by names of faculty or staff receiving a national competitive award, such as a Fulbright or other comparable competitive award. Give the full name of the faculty member, their Department, and the exact name of the award.

(LIB) William M. (Mac) Nelson, Cataloging Dept., American Library Association Emerging Leaders Program

g) List here your unit code, followed by a list of faculty who held offices or leadership positions in **national** professional organizations, associations, or on **national** boards during CY 2006.

Strategic Direction 2
Creation and Application of Knowledge: Strengthen research, scholarship, and creative activity.

a) Insert here 3-5 bullet points (CAS: 5-8) that best exemplify outstanding actions of your unit toward the general goal of Strategic Direction 2, above. Insert unit code at the beginning of each bullet point.

(LIB) At the request of the University Teaching and Learning Center migrated over 12,000 brief circulation records into our Integrated Library System. The Cataloging Dept. helped with planning the migration, established routines to catalog materials, helped with problem areas. Have cataloged 1700 videos and 560 DVDs, which greatly increases the number of ways a film may be searched, as well as providing a more comprehensive description of the title. Staff have also kept up with new audio/visual titles being added to the UTLC, TRC, MRC and Music Library collections.

(LIB) Until this year maps had not been included in our online catalog. The only way to find that the University Libraries had a map collection was by serendipity. Members of the Cataloging Dept. and Reference Dept worked together to establish policies and procedures for cataloging maps. Three members of the department participated in workshop held here by a nationally known map cataloger. 575 maps were cataloged in 2006.

(LIB) Highlights of Special Collections and University Archives include:
--Assisted in organizing a backlog of classed Archives materials
--Continuing progress in reducing a backlog of classed Archives materials
--1100+ titles cataloged for Special Collections and University Archives
--Over 700 titles cataloged for the Home Economics Pamphlet Collection
--Identified two major problems with data migration to Sirsi (1 involving approximately half of Special Collections); with ERITs assistance, 1 has been resolved and the 2nd is being resolved

b) Insert 3-5 bullet points (CAS 5-8) that best exemplify outstanding actions of your unit toward the following Strategic Direction 2 focal points for this reporting period. Insert unit code at the beginning of each bullet point.

Identify and develop research opportunities for undergraduate and graduate students to work with faculty.

Strengthen the role of Centers and Institutes in enhancing opportunities for excellence in research scholarship, and creative activity for faculty and students.

(LIB)Employed 1 LIS student as a student worker to catalog DVDs and videos that had brief bibliographic records as a result of the migration of information from UTLC. Student gained valuable experience cataloging visual materials.

c) List here your unit code, followed by a list of new faculty hires with exceptional national/international reputations in research, scholarship, and creative activity. Give the full name of the faculty member and their Department.

d) List your unit code, followed by a list of UNCG-hosted symposiums, festivals, major exhibits, etc. Include major events only.

e) In the following table, **enter a single number total** (in place of the xx's) for the scholarly/creative output of faculty and staff in your unit for this reporting period. Do not break down data by individual academic departments.

Unit Code: LIB
Refereed articles (published)   1
Presentations at professional meetings   1
Other (presentations) 4
Other (publications)   2

Strategic Direction 3

Campus Community: Become a more diverse and actively engaged community of students, faculty, staff, and alumni.

a) Insert here 3-5 bullet points (CAS: 5-8) that best exemplify outstanding actions of your unit toward the general goal of Strategic Direction 3, above. Insert unit code at the beginning of each bullet point.

(LIB) Established a new program in conjunction with the Provost's Office to honor faculty who had attained tenure and/or promotion. Includes a book in honor of the faculty member with a bookplate placed in University Libraries, memento READ poster, reception, display and web site. Cataloging Dept. staff provided special treatment for books ordered for this program to ensure timely processing and delivery to appropriate staff member.

b) Insert 3-5 bullet points (CAS 5-8) that best exemplify outstanding actions of your unit toward the following Strategic Direction 3 focal point for this reporting period. Insert unit code at the beginning of each bullet point.

Offer programs and experiences that promote communities of learners.

Strategic Direction 4

Economy and Quality of Life: Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens.

a) Insert here 3-5 bullet points (CAS: 5-8) that best exemplify outstanding actions of your unit toward the general goal of Strategic Direction 4, above. Insert unit code at the beginning of each bullet point.

(LIB) Faculty and staff use their skills and interest to benefit a variety of organizations that help enhance the quality of life of those in the Piedmont Triad:
Extension Master Gardener Education Program for Elementary Schools
Lunch Buddy Mentoring Program Participant, weekly, Lindley Elementary School, ending June 2006
Lindley Elementary School Leadership Team, Aug. 2006 to present
Skate Night Coordinator, Lindley Elementary School, Aug. 2006 to present
Church librarian (volunteer) at Starmount Presbyterian Church, Greensboro, NC
Elder on the Session at Starmount Presbyterian Church, chair of the Christian
    Education Committee Volunteer with Greensboro InterFaith Hospitality Network (serves homeless
    families in Greensboro)
Music Competition Judge, Music Academy of Greensboro, October 22-24, 2006
Teach adult Sunday school, Muirs Chapel United Methodist Church, Greensboro, NC.
Play trombone in two worship services, Muirs Chapel United Methodist Church, Greensboro, NC.
Teach 2-3 year olds Sunday school class and Senior Citizens Activities Coordinator at True Gospel Baptist Church in
    Madison, NC
Tutor of weekly adult study group sponsored by Covenant Fellowship, Greensboro, NC

b) Insert 3-5 bullet points (CAS 5-8) that best exemplify outstanding actions of your unit toward the following Strategic Direction 4 focal point for this reporting period. Insert unit code at the beginning of each bullet point.

Strengthen partnerships with universities, community colleges, and non-profit agencies in educating children/youth from birth through twelfth grade.

c) In the following table, enter your unit code and a single number total (in place of the xx's) for the indicated categories of outreach activities performed by faculty and staff in your unit during the reporting period.

Unit Code:
Initiatives for lifelong learning (not DCL related) open to the public xx (lectures, performances, workshops, festivals, exhibitions)
Clinics or other health services offered to community clients xx   (indicate total number of clients)
Opportunities for student internships in the local, state, national or xx international community (indicate total number of internships)
Consultations with public organizations and agencies xx
Educational partnerships with other educational institutions and xx non-profit agencies aimed at B-12 education

Strategic Direction 5

Access and Student Success: Recruit and retain students with the potential to succeed in a rigorous academic environment.

a) Insert here 3-5 bullet points (CAS: 5-8) that best exemplify outstanding actions of your unit toward the general goal of Strategic Direction 5, above. Insert unit code at the beginning of each bullet point.

b) Insert 3-5 bullet points (CAS 5-8) that best exemplify outstanding actions of your unit toward the following Strategic Direction 5 focal point for this reporting period. Insert unit code at the beginning of each bullet point.

Become a university of first choice for an increasing number of students.

PART IV:
EXECUTIVE SUMMARIES

Insert here a 2- page, 11-point narrative of the major accomplishments and endeavors of your unit toward the successful achievement of the Cornerstones and Strategic Directions. Please write the narrative so that it might be reprinted or excerpted for a wide variety of constituencies (avoiding acronyms and unit codes, for example). Executive Summaries that extend beyond two pages will be returned for revision.
Identify your unit (e.g., School of Nursing) at the beginning of the text.

(LIB) The year 2006 saw many changes for the Cataloging Dept. After more than two years with co-interim department heads, Mary Jane Conger was promoted to head of the department. During the year one staff member retired after giving over 30 years of service to the department. Two new members were hired, Marcie Burton in a newly created position of Library Technical Assistant II for electronic resources cataloging and Mac Nelson became full time in a tenure track position as cello music cataloger. The department celebrated its one year anniversary using SirsiDynix as our integrated library system (ILS) adjusting to its quirks and idiosyncrasies, working with its strengths and compensating for its weaknesses.

This year saw the incorporation of the videos and DVDs located in the University Teaching and Learning Center into the University Libraries' ILS. Very brief records based on circulation records were loaded into the online catalog. Temporary and student help is being used to overlay that brief information with fuller information, including ways to search by director, producer, performers and others prominently associated with a film, as well as providing subject access. The University Teaching and Learning Center was not the only center on campus to benefit from having their materials available on the libraries' home page. This year saw an increase in the number and types of material cataloged for the Teaching Resource Center and the Multicultural Research Center. The department also started to catalog a collection of 20,000 maps, which up to this time had no representation in our online catalog; no one outside of Jackson Library had any way to know that we held this material. After training from a nationally known map cataloger, we determined policies and procedures. Map cataloging began in earnest in June by a visiting catalog librarian and a library technical assistant. Now we have not only a small group of map cataloging records in our online catalog, but in the WorldCat database where other rearchers can be aware of our map holdings.

As our Special Collections Cataloger had helped as interim co-head of the department for over two years, his ability to return to full time cataloging had a dramatic impact on the amount of special collections cataloging he could accomplish. He also oversees our enhance program. As in years past, the number of records enhanced and original cataloging has benefited not only our users and users of the international database WorldCat, but also credited our SOLINET account by $9,682.91. Being able to turn our attention away from the nitty gritty details of migration, catalogers were able to increase the number of enhanced records by 45% and original cataloging by 43%. Our seasoned catalogers tackled a number of projects:
- Cushman collection: many titles needed extensive editing and/or original cataloging, all records in the collection needed special notes
- Cataloging of scores from Society of Composers meeting, most needing original cataloging
- The Teaching Resources Center is collecting manipulatives, graphic novels and educational games, which then need to be cataloged in special formats
- Dramatically increased our number of web sites, electronic journals and electronic books cataloged

In addition to cataloging new materials, various clean up projects remained as a result of our migration and also

the changing demands of our patrons and how they use the library's materials.

- With the decision not to check in newspapers any longer, all the summary holdings needed to be changed
- Based on Reference Dept decisions, serial and dissertation microforms were either discarded from the library or transferred to remote storage. Records were updated to reflect each change and holdings information was tidied up to be more user friendly. Items going to storage were boxed up and labeled.
- With a change in aggregator vendors, we needed to delete online journal titles to which we no longer had access
- Electronic titles pointing to one server were moved to another server: URLS for those titles that could not be globally changed needed to be changed record by record
- More than 350 books in Current Literature that were published before 2004 were transferred to the stacks.
- Examined over 1500 records that had outstanding order records in the older ILS. These records either have been deleted, combined with another record or the material reordered, depending on the situation.

The department works closely with other units in the library

- Worked with Acquisitions to work out procedures for the smooth loading of new titles from Yankee Book Peddler, first with approval books, later with firm order books. Although procedures took a while to evolve, there will be a substantial amount of time saved for the Cataloging Dept.
- Worked closely with Reference especially with the liaisons in the withdrawing of outdated material and sending valuable but little used material to storage.
- With Access Services consulted about projects affecting stacks management. Also work closely with Access Services staff to help patrons find materials temporarily located in the Cataloging Dept.
- ERIT is called upon to help with OPAC displays and searching as well as other Sirsi/Dynix trouble spots. Our electronic resources cataloging staff member works with ERIT to resolve problems of access to electronic materials
- Trained Archives staff member in OCLC/MARC cataloging, and a Cataloging staff member was trained in DACS. Manuscript collection cataloging is now done in Archives with review by Cataloging staff member

Without the behind the scenes work of those in the Cataloging Department, those in the University Community, whether faculty, students or the larger Piedmont Triad community, would not be aware of the vast resources that have been purchased or leased by the University Libraries. The Cataloging Department strives to make this material, along with material created by those working and studying at the University, and material freely available by the government, organizations or other universities, easily accessible by complete descriptions of what is available and subject analysis. This in turn allows faculty to have the best resources and thereby to promote excellence in teaching and learning. One way the University strengthens research, scholarship and creative activity is by making available the research, scholarship and creative activity of other scholars around the world as well as on campus. The online catalog provides a central place where that information can be searched and accessed electronically.