This report is organized by main Library function: Reference, Instruction, Resource Sharing, Circulation, Web presence and Marketing. Other sections include Collection Development, Technical Services, Archives and Special Collections, Staff, Facilities and Assessment. The librarian who is primarily involved with the function was chiefly responsible for writing that section.

**Highlights**

- New databases added – Mango, a self-guided course for language learning, PsycTests, Accessible Archives
- Launched ILLiad, a system for managing and streamlining interlibrary loan
- Use of the instant message (IM) and email reference services increased by **5.5%**
- The total number of reference questions answered decreased by **6.6%**
- The number of research consultations is up by **7.7%**
- Interlibrary Loan reached an all-time high this year increasing **41%** over last year
- EZ Borrow requests increased by **45%** over last year
- DVD and CD circulation has increased **47.1%**
- Completion of the work supported by a National Endowment for the Humanities Preservation Assistance Grant

**User Services**

This includes all Library services; Reference services, Library Instruction, Resource Sharing, Circulation, Web presence and Marketing.

**Reference**

-Prepared by Kate Wenger, Reference Librarian

  “Thank you so much! I will look over what you recommend then make an appt. if I need more help. :)”
  10/2/2012. Grad Student. Email.

  “Ok, this makes perfect. Sense. I really appreciate this. I'm completely inspired! I'll have to track you down and bring you a shiny red apple! haha have a great day!”
  10/19/2012. Undergraduate. IM.

Reference services are offered in person at the reference desk, by phone, by email, and through an instant message service available on the library’s website. The reference desk is staffed during all hours the Library is open. Although the number of reference questions declined 6.6% from the 2011-12 (2,201 reference questions) to the 2012-13 academic year (2,056 questions), both IM Reference and Research Consultations increased.

The following graph compares the number of reference questions asked per month for the past three years. September and October remain the busiest months.
Instant Message and Email Reference Services
Use of the instant message (IM) and email reference services increased by 5.5% from the 2011-12 year (451 questions) to the 2012-13 year (476 questions). The graph below shows the number of IM and email reference questions asked per month over the past 3 years.
**Research Consultations**

Research consultations are a very popular reference service and are offered in two ways. Students, faculty, and staff may choose to set up an appointment with a librarian to discuss their research needs. Additionally, librarians often work with patrons on in-depth research at the reference desk. This second type of research consultation is loosely defined as one lasting fifteen minutes or more.

The number of research consultations increased by 7.7% this past year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Consultations</th>
<th>Total Hours Spent in Consultation</th>
<th>Average Length of Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>350</td>
<td>178.7</td>
<td>31 minutes</td>
</tr>
<tr>
<td>2011-12</td>
<td>327</td>
<td>157.0</td>
<td>29 minutes</td>
</tr>
<tr>
<td>2010-11</td>
<td>295</td>
<td>160.8</td>
<td>32 minutes</td>
</tr>
<tr>
<td>2009-10</td>
<td>352</td>
<td>166.8</td>
<td>28 minutes</td>
</tr>
<tr>
<td>2008-09</td>
<td>254</td>
<td>110.4</td>
<td>26 minutes</td>
</tr>
</tbody>
</table>

The following graph shows the number of research consultations per month for the past three years.

![Research Consultations Graph](image)

**Instruction**

-Prepared by Dana Mastroianni, Reference and Web Librarian and Kate Wenger, Reference Librarian

“*I really appreciate you coming in to talk to Dr. DeLong’s tutorial class a couple weeks ago. I found the session to be very informative.*”

~Email from an undergraduate student

Librarians engage students, faculty and staff in a number of formal and informal instruction settings. Course related instruction involves significant librarian/faculty collaboration. A class is presented to students based on an assignment and the faculty member’s learning outcomes. Library Workshops are 50 minute sessions designed by librarians and are open to anyone. This year we also provided an interactive First Year Orientation program and continued to offer the Personal Librarian program.

**Course Related Instruction**

During the 2012-2013 academic year a total of 58 course related instruction sessions reaching 935 students were taught by librarians. Of the sessions, 43 were taught in undergraduate courses and 15
were taught in graduate. Course related instruction held steady from the 2011-2012 academic year when
sessions numbered 56. Although there was little change in the number of sessions offered, the goal of
reaching new courses with library instruction was met in varying ways. Reference Librarian Kate Wenger
was accepted as a Problem-Based Learning Fellow and had access to IND 108: Gender & Contemporary
Social Issues for over a month which is detailed in the Information Literacy section below. The Physician
Assistant program requested instruction for the first time in a number of years for the entering cohort in
PAS604 Critical Reading of the Literature. Additionally, some fully online programs asked librarians to be
available to answer questions posted through Moodle discussion forums. For example the Interior
Architecture Graduate Research Methods course IAR 655 asked Dana Mastroianni, Art & Design liaison,
to be available through Moodle for one week to answer questions students had regarding research and
resources and Rachel Grove Rohrbaugh spent a week monitoring a Moodle discussion forum for ENG
533: Reading Creative Nonfiction.

Library Workshops
Library workshops continued to be offered in the fall and spring semesters. Each workshop was offered
twice, with select ones having at least one scheduled in the evening to accommodate students who had
requested that time. The fall semester workshops saw the highest attendance with a total of 57 attendees
for twelve workshops while spring workshops had a total attendance of 18. Over both semesters, the two
most highly attended workshops were Library 101 and Zotero. Workshop attendance decreased from a
total of 144 attendees in the 2011-2012 academic year to 75 in 2012-2013. While decreases in
attendance can never be definitively explained, a feasible explanation for the decline is that the Zotero
and Mendeley workshop were first offered in spring 2012 with considerable attendance, also the
Evaluating Resources workshop, which was a new addition in 2011-2012, and the Plagiarism & Citation
workshops had higher than average attendance. Librarians have been pleased with the overall increase
in workshop attendance over the past four years. Two Maymester workshops were also attended by
faculty.

The full offering of workshops:

Library 101
Basic Databases
Plagiarism & Citation
Evaluating Resources
Mendeley – reference management tool
Zotero – reference management tool

New Student Orientation
For the first time in several years, incoming undergraduate students would learn about key academic
support services; the library being one of them. This was a wonderful opportunity for librarians to meet
new students. We kept our goals are quite modest as we don’t want to overwhelm them. To that end,
Kate Wenger utilized a slightly modified version of the Cephalonian method to facilitate student
participation in these sessions while recognizing that students might not have a lot of questions about the
library before classes have started. Ten questions were created and given to students as they arrived at
the orientation session. Our version did not use color-coding of the questions, as is traditional; instead
the questions were numbered 1-10. Students were asked to read each question aloud and then the
librarian would answer it. A good introductory article describing the use of the Cephalonian method in
more detail can be found at: http://www.sconul.ac.uk/publications/newsletter/32/2.pdf. In addition, we
invited library student workers to speak at these sessions. This was actually at the request of the student
workers who wished to share their library experiences with our new students. It was quite well received.
The results for these sessions were very satisfactory and our goals were nicely met.

Personal Librarian Program

“Thank you for your letter Kate. I'm always especially helpless in the library
so I look forward to meeting you.”
Starting in the 2011-12 academic year, the library introduced a Personal Librarian Program. Each incoming undergraduate student, including transfers, was paired with one of the JKM Library’s two Reference Librarians. Letters are sent out over the summer announcing the program and introducing each student to her personal librarian. Throughout the students’ first three semesters at Chatham, the personal librarians send periodic emails about library workshops, resources, and services. The goal of this program is to increase student familiarity with and use of the library and its many resources. While feedback has not been collected formally, informal feedback has been very positive.

Starting in Spring 2013, the Gateway students were all paired with the same librarian, who is referred to as the Gateway librarian. Of all the various student groups, the Gateway students seem to be most pleased with this service. The Gateway librarian also attended the new Gateway student orientation and several Gateway events.

Information Literacy
This year saw some interesting developments in the library’s efforts on the information literacy front. In the summer of 2012, Reference Librarian Kate Wenger applied for and was accepted to the Problem-Based Learning Fellows program. As part of the PBL Fellows program, she was encouraged to implement a problem-based learning experience in a course. To do this, she contacted Dr. Lou Martin, who has always been very open to new ideas for his IND 108: Gender & Contemporary Social Issues class. Working together, they came up with an outline of a project that would develop over five class periods. Students would start by coming up with an inequality issue of interest to them and then research it. The end product would include two presentations: one to raise awareness about the issue and the second to explain a campaign of their creation that would help change or reduce that type of inequality.

Students were divided into three groups of eight based on their interest in the broad topics of racial, sexual, and gender inequality. In PBL, the role of the professor is called the facilitator. Because there were three groups, more facilitators were needed. Dana Mastroianni, Reference & Web Librarian and Linda Crum, education graduation student, shared this role for the third group.

This has been the first time a librarian has had extensive access to one class over the course of two months. While it is unclear if librarians can repeat this type of involvement and make it common place, the experience has opened a window on how students learn in group settings and what specific aspects of facilitating and guiding group learning are and are not useful. For example, PBL employs a number of techniques to help every member of the group feel comfortable speaking up. In Kate’s group, there were a few students that were particularly shy and who did not speak up much during the first session. However, this later changed due to the emphasis placed on equality within the group, as well as the evaluation portion on Day 3 during which each student had to evaluate every other student as well as the facilitator. By the end, the shy students were more willing to speak up, even if they still did not talk within the group as much as some of the other students. One of the quietest students wrote the following in her final essay reviewing the PBL experience: “I am not used to working in groups and prefer to do things alone. Because of this, I was usually quiet during our meetings. While each one of us was being reviewed during the evaluation portion, though, almost all of my group members said they wished that I spoke out more because they thought I had good ideas to contribute. After this, I tried to speak out more and found that many of my ideas were met with enthusiasm, which I was obviously happy about. It showed me that I really do not have to be as afraid as I am about speaking out in a group and that my ideas will be valued.”

The IND175 information literacy course for RN to BSN students continued to be taught online in the fall, spring and summer semesters. Previously, the course was open to all students which made ensuring that the nursing students who were required to take it more difficult. However, the 2013 Spring Semester was fully enrolled with nursing students who were also taking NUR402 Health Policy and Ethics in Nursing. Another beneficial change was having the course name changed from simply Research Skills to Introduction to Nursing Resources to more accurately reflect course content and the students who should enroll in the class.
Additionally, our ongoing efforts at incorporating information literacy skills throughout the curriculum, particularly in writing intensive classes saw some fruit this year with four course related instruction sessions dedicated to writing intensive classes in Business and Psychology. The goal of reaching all of the writing intensive classes continues, with librarian and faculty collaboration the key to success.

Resource Sharing
-Prepared by Amy Lee Heinlen, Access Services Librarian

“Thanks so much for taking the time to look into this further. Sounds like the 1981 edition is what I wanted.” 10/2/2012. Faculty. Email.

“Thank you! That was wonderfully prompt!” 5/16/2013
Graduate student. Email.

Resource sharing comprises several categories of materials and methods, and the statistics and work flow for each are maintained separately. Requested volumes are books and media needed by Chatham users for which requests are sent to our partner libraries for filling using traditional interlibrary loan or the EZ Borrow system. We also make a distinction between interlibrary loan and EZ Borrow since they are initiated and handled in very different ways, albeit both systems result in acquiring materials needed by our users. EZ Borrow is a patron initiated borrowing system that utilizes a shared online catalog among over 60 academic libraries in Pennsylvania and neighboring states. Only print books may be borrowed at this time. Our membership in the Pennsylvania Academic Library Consortium, Inc. provides entrée to this complex system. In addition, a FedEx based delivery system ensures that items arrive within three to five business days—a much quicker turn-around time than traditional interlibrary loan. Materials are not only borrowed of course. We also lend materials to our partner libraries and this aspect has seen a rise of 207%.

Other materials requested, such as journal articles, DVD’s, CD’s and print books not available via EZ Borrow had been processed through traditional interlibrary loan. This year we purchased the ILLiad Resource Sharing Management Software which has streamlined the process both for librarians and users.

The 2012-2013 academic year was another record year for all aspects of resource sharing. Due to continually increasing demands for these services by the Chatham community, the majority of the Access Services Librarian’s time was devoted to resource sharing with support from student workers. All Access Services Aides devote time to processing Interlibrary Loan and EZ Borrow materials.

Volumes requested by our patrons through Interlibrary Loan reached an all-time high this year increasing 41% over last year. This year’s fill rate of 79% is down from the fill rate of 88% in the 2011-2012 academic year. Although much depends on the ability of our lending partners to fill our requests, the more specialized and unique a requested item is, the longer it takes to ensure that all options for borrowing the item have been explored. This fill rate does not include all of the requests that come through ILL but are cancelled since they are available through the resources of JKM Library. These requests actually take more staff time to complete as the Access Services Librarian has to check the available resources and alert the patron as to the correct way to access the information they seek. An additional service for distance students—any article we have in print is scanned and emailed to them—also adds to the document delivery workload. To help meet the ever-increasing demand, ILLiad Resource Sharing Management Software was purchased in December and implemented in stages, becoming fully functional at the very end of spring semester. ILLiad Resource Sharing Management Software allows the Access Services Librarian to automate routine Interlibrary Loan functions, increasing productivity and dramatically reducing paperwork. This allows her to focus her attention on the many other aspects of her position. This was the first full academic year that the upgrade of EZ Borrow under a new service provider was fully functional. EZ Borrow continues to be a popular service and we saw a 45% increase in book requests placed by our patrons over last year. This increase can be attributed to the new easy-to-use interface that
came with the upgrade and the introduction and reinforcement of how to use the service in library instruction sessions and one-on-one meetings.

The year in resource sharing is summarized below.

**EZ Borrow Requests and Interlibrary Loan Requests Placed by Chatham Patrons (5 years)**

- EZ Borrow requests increased by **45%** over last year
- Interlibrary Loan requests increased by **41%** over last year

**EZ Borrow Requests and Interlibrary Loan Requests Placed by Chatham patrons by month in 2012-2013**
The above graph illustrates the pattern of requests throughout the 2012-2013 academic year and consequent times of greatest demand on the staff.

**Interlibrary Loan Borrowing**

**Average Turnaround Time for Filled Interlibrary Loan Requests**

- The average time from when a patron places an Interlibrary Loan request to when they receive the item held steady at just around 5 days. These are calendar days, not work or business days, and this number includes items that cannot be delivered electronically.

**Type of Material Requested by Chatham Patrons through Interlibrary Loan**

- Again the vast majority of Interlibrary Loan requests were for articles with an increase in the number of books and audio/visual items requested over the previous academic year.
Cancelled ILL Requests
The fill rate for Interlibrary Loan requests does not include all of the requests that come through ILL but are available through the resources of JKM Library (articles available in print or through our databases, books owned and available for checkout at JKM, books available through EZ Borrow) or article requests that expire if the need by date is not met by our lending partners. These requests actually take more staff time to complete as the Access Services Librarian has to check the available resources and alert the patron as to the correct way to access the information they seek.

The chart below demonstrates the number of cancelled ILL request over the past five years.

The 2012-2013 academic year saw an 83% increase in the amount of cancelled requests. This unprecedented increase in cancelled requests can be attributed to a few different causes: patrons requesting items before they have been educated on how to search the JKM Library OPAC, databases, and EZ Borrow first, faculty looking for rare materials for their research that are ultimately non-circulating, and duplicate requests.

Interlibrary Loan Lending
The Access Services department continued to work with Technical Services to clean up our ILL records. This effort ensures that items we cannot lend through ILL, mainly electronic journal articles, cannot be requested by other libraries. This is decreasing our requests from other libraries for items we cannot provide to them and saving both of us from spending time on a fruitless request. This will ultimately give a much more accurate report of how many lending requests we receive that we have the potential to fill compared to how many lending requests we actually fill. The chart below summarizes the requests to borrow our materials over the past 5 years.
• Interlibrary Loan lending requests in 2012-2013 decreased by 43% from the previous academic year. This decrease reflects the removal of records for e-resources that we could not lend that were being requested.

EZ Borrow Borrowing

EZ Borrow Requests Placed by Chatham Patrons (5 years)

• EZ Borrow borrowing requests in 2012-2013 increased by 45% over the previous academic year.
• Filled EZ Borrow borrowing requests in 2012-2013 increased by 46% over the previous academic year and make up 96% of total requests.
Unfilled EZ Borrow borrowing requests in 2012-2013 increased by 49% from the previous academic year and make up 4% of total requests.

EZ Borrow Lending

Filled EZ Borrow Lending to Consortia Members (5 Years)

- EZ Borrow lending requests in 2012-2013 increased by 207% over the previous academic year.

In August of 2011, we participated in a consortia-wide change of the EZ Borrow system. The change in the system updated the interface for patrons and advanced the algorithm used to generate requests. We now enjoy a much higher request rate from other libraries and are having great success filling these requests. Due to the new system, a request we cannot fill automatically goes to the next library in line, so we no longer can report an accurate unfilled rate. Although we have 72 hours to fill an EZ Borrow request from another library, due to student employees, we have a turnaround time of less than 24 hours.

Circulation and Reserves
-Prepared by Amy Lee Heinlen, Access Services Librarian

I helped an international graduate student at the circulation desk today. She is in a literacy class here at Chatham and wanted children's books with which to practice her reading comprehension. I took her up to the curriculum collection and she loved how many books we had! She came down with a few, and asked how many books we would allow her to check out, and I told her about the 100 book limit. She said, "Chatham's library is awesome!"

-email from Library Access Services Aide

Total Item Circulation July 2012 – June 2013
Total items checked out in 2012-2013 increased by 24% over the previous academic year. This increase in circulation supports our collection purchases, study room need, use of course reserves, as well as our participation in resource sharing.

The chart above illustrates total circulation activity and work volume over the course of the 2012-2013 academic year. The peak check-out period during the fall 2012 semester was October and the peak check-out period during the spring 2013 semester was January. This varies slightly from the previous academic year when peak check-out periods were November, and February through March.
Course Reserves
During the 2012-2013 academic year, items on course reserve circulated a total of 526 times, a 33% decrease from last year’s numbers, as illustrated by the chart below. The majority of the items placed on
reserve were books and DVDs. As use of Moodle and other electronic document posting services increases, the use of the reserve system for articles and book chapters continues to decline.

<table>
<thead>
<tr>
<th>Reserve Items Checked out</th>
<th>Total 2012-2013</th>
<th>Total 2011-2012</th>
<th>Total 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>526</td>
<td>781</td>
<td>1,363</td>
</tr>
</tbody>
</table>

**Web Presence**

-Prepared by Kate Wenger, Reference Librarian

The largest change to the Library’s website during the past academic year was the conversion of the subject guides from their current format on the library website to LibGuides, a product that many libraries use to create guides of all kinds for their patrons. The former subject guide format necessitated scrolling up and down the page to see past the subscription based resources the library provides. With LibGuides, scrolling is reduced through the use of tabs that contain specific guide content. For example, instead of scrolling down a page to find citation style guides, patrons can just choose the citation style tab to find the needed information. The IM chat widget and liaison information were preserved from the old format, and are presented on the front page of each guide to ensure ready access to librarian assistance. On the administrative end, the LibGuides product provides a clearer picture of how the guides are being used by providing usage statistics for guides as a whole, and each individual page within the guide. Updating the guides is less laborious with features that automatically check for broken links and also allow for quick insertion of reused elements across guides. Although The Resources by Subject link on the library homepage now points to the main menu page for all LibGuides, the link name will remain unchanged since patrons have been accustomed to following it for three years. Other minor changes on the website were renaming the interlibrary loan links to ILLiad, and also changing the List of Print and Online Journals to reflect the name of the actual service, Journal Finder.

[Screenshot of JKM Library Nursing Libguide]

**Website Statistics**

Since summer 2010, the library has been able to obtain statistics on visitors to the library website. Statistics on the library blog and the library’s course-specific resource guides are available as well.

Unfortunately, as can be seen in the chart below, there was a problem with the data collection of the main website for the 2012-13 academic year. The top-level pages of the library’s website were not tracked from August 28, 2012 through April 15, 2013, resulting in a highly inaccurate number. Data collection for
the main website has resumed, and we anticipate a more accurate number for the 2013-2014 academic year.

However, both the course-specific guides and the library blog, pages unaffected by the data collection issues, saw an overall increase in use of 26% and 52%, respectively.

<table>
<thead>
<tr>
<th></th>
<th>2012-13 page views</th>
<th>2011-12 page views</th>
<th>2010-11 page views</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Website</strong></td>
<td>105,233 (data collection error)</td>
<td>248,824</td>
<td>191,377</td>
</tr>
<tr>
<td><strong>Course-Specific Guides</strong></td>
<td>3,007</td>
<td>2,388</td>
<td>8,491</td>
</tr>
<tr>
<td><strong>Blog (started in January 2011)</strong></td>
<td>4,304</td>
<td>2,833</td>
<td>643</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>112,544</td>
<td>254,045</td>
<td>200,511</td>
</tr>
</tbody>
</table>

Data available for sub-pages of the main website during this time also indicates an overall increase in website use. For example, the following chart shows the page views for all pages with over 3,000 page views in either year for the past two years:

<table>
<thead>
<tr>
<th>Page</th>
<th>2012-13 page views</th>
<th>2011-12 page views</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Databases A to Z</td>
<td>27,005</td>
<td>19,886</td>
<td>+35.8%</td>
</tr>
<tr>
<td>Physical &amp; Occupational Therapy Resource Guide</td>
<td>5,400</td>
<td>4,369</td>
<td>+23.6%</td>
</tr>
<tr>
<td>Find Student Publications</td>
<td>5,365</td>
<td>6,547</td>
<td>-18%</td>
</tr>
<tr>
<td>Psychology Resource Guide</td>
<td>3,694</td>
<td>3,844</td>
<td>-3.9%</td>
</tr>
<tr>
<td>For Students Guide</td>
<td>2,938</td>
<td>3,230</td>
<td>-9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>44,402</td>
<td>37,876</td>
<td>+17.2%</td>
</tr>
</tbody>
</table>

**Facebook Page**
The JKM Library maintains a Facebook page to which we post announcements and information about resources and services. We started keeping track of the number of people who ‘like’ the page in October 2010. Since then, the number of fans has increased from 104 to 158. While this is slow growth, very little staff time is required to maintain the page, and we see it as just another access point leading students to information about the library.

**Marketing**
-Prepared by Kate Wenger, Reference Librarian

The JKM Library engages in a variety of marketing activities to increase awareness of library resources and services as well as to encourage more students, faculty, and staff to use the library. A description of some of these activities follows.

**Newsletter**
“A quick note to let you know that I enjoyed the latest issue – makes [the] library such a great place to be”
~ Email from Zauyah Waite about the fall 2013 edition of Library News

Each fall and spring semester, the library publishes a newsletter called Library News to update the Chatham community on library resources and services. Typical articles include information about new databases, new books, displays, tips for using library resources, information about the Archives, and
more. The latest edition of Library News is available through the library catalog: http://library.chatham.edu/record=b1090890~S0.

Displays and Exhibits
Library staff prepared a number of displays during the 2012-13 academic year. Most of the displays drew heavily upon the JKM Library’s book collection and items from the Chatham University Archives. By highlighting library materials, we hope to improve awareness and encourage greater use of library resources. The themes of the displays were as follows:

**Permanent Display**: Popular Reading
To support students interested in reading for fun, the library provides a permanent popular reading display. The contents of this display cycle as books are checked out.

**Permanent Display**: Suggestion Box Display
This display contains suggestions submitted to the JKM Library and responses from library staff. New suggestions are added as students submit them. This display in particular is part of the library’s marketing as well as assessment efforts. We welcome student suggestions and try to meet as many of them as we are able. We are also open to constructive criticism and hope to improve library services as well as clear up common misconceptions.

**Permanent Display**: Faculty Publication Display
This display highlights recent faculty book and book chapter publications.

**August 2012 – June 2013**: Year of Scandinavia
As it does each year, the Library pulled items from its collection for the year-long Global Focus display.

**July 2012**: “Summer” Reading
Books with the word “summer” in the title, as well as other books about summertime topics were put on display.

**August 2012**: Welcome to Pittsburgh
A display about Pittsburgh was created to highlight all the great things about the city. Books about Pittsburgh and its history were included, along with local brochures and magazines.

**September 2012**: 50th Anniversary of Silent Spring
Materials from the Chatham Archives were displayed to celebrate the 50th Anniversary of Silent Spring.

**September 2012**: House on Mango Street
A small display was created with the book *House on Mango Street* and a poster announcing the campus event planned by CCW Gateway student, Sally Ramirez, and her colleagues in the Artist Collective.

**September 2012**: Gore Vidal, October 3, 1925 to July 31, 2012
A display of Gore Vidal’s books was created.

**October 2011**: Banned Books Display
A display of books that have been banned or challenged in the US was created.

**October 2011**: Alumni Weekend Display
Materials from the Chatham Archives were displayed to celebrate Alumni Weekend.

**October 2011**: Elections Display
This display highlighted information about the upcoming election, as well as books on politics and voting-related issues.
**November 2012:** National Novel Writing Month (NaNoWriMo)
A display of books about writing, as well as books to use as inspiration for writing, was created.

**November 2012:** Family & Friends Weekend Display
This display featured material from the Archives in honor of Family & Friends Weekend.

**December 2012:** Wintery Books
Winter-themed books were put on display.

**January 2013:** Featured Author: Joan Didion
Books by Joan Didion were displayed.

**February 2013:** Book Lovers Anonymous
This display featured books with content that was loosely tied to a Valentine’s theme. The books were covered over so that no identifying information could be seen. The covers included tantalizing hints of the books’ contents – just enough to entice, but not enough to give the book away – and suggested that patron’s enjoy a blind date with a book. This was one of our most popular displays: 8 of the 11 books were checked out.

**February 2013:** Black History Month: Fiction Writers
This display highlighted the works of a variety of black fiction writers.

**March 2013:** Women’s History Month
This display focused on women in science and technology, including autobiographies, biographies, anthologies, and primers on getting more girls and women involved in the sciences.

**March 2013:** The Feminine Mystique at 50
This display highlighted Betty Friedan’s *The Feminine Mystique* in honor of its 50th anniversary, as well as other books about the many issues faced by women at work and home.

**March – June 2013:** Muslim Journeys
A display featuring the books obtained through the Muslim Journeys grant was created. This display will remain up for approximately one year.

**Late March – April 2013:** What We Eat
To accompany Chatham’s first celebration of the International Edible Book Festival, a display was created featuring a wide variety of books about food, nutrition, and society.

**April 2013:** Geraldine Brooks
In honor of Geraldine Brooks visit to Chatham and her book *The People of the Book* being chosen as Pittsburgh’s One Book One Community read, this display included several books by this great author.

**April 2013:** Everyone is Talking about…
This display highlighted several very popular books, including *Lean In: Women, Work, and the Will to Lead* by Sheryl Sandberg, *This is How You Lose Her* by Junot Diaz, and the Pulitzer Prize-winning *Life on Mars* by Tracy K. Smith.

**April 2013:** Archives Display: May Day
The Archivist created a first floor display of photographs from May Days past.

**April 2013:** National Poetry Month
This display featured books of poetry in honor of National Poetry Month

**May – June 2013:** Summer Reading List
This display (which will remain up through August) featured books on the library’s Summer Reading List for First Year students. This display has been fairly popular due to the choice titles being popular fiction (such as “Nine Stories” by JD Salinger) and non-fiction.

**June 2013: LGBTQ Pride Month**
This display featured books celebrating LGBTQ pride month. The focus of this display was mostly on transsexual persons inspired by the Jeffrey Eugenides' “Middlesex”.

**Resource Fairs and Other Campus Events**
In order to increase library awareness, librarians attend a variety of campus events, including Accepted Students Day, resource fairs, and more. At these events informational handouts about the library, including brochures and fliers, are distributed. Librarians also meet with the new faculty members during their orientation to introduce them to library resources and services.

In addition, librarians attend faculty lectures, faculty candidate presentations, and more in order to learn more about what research topics are being studied at Chatham. This enables librarians to add materials to the collection that are suited to the needs of the Chatham community.

**Library Use for Campus Events**
Beyond its usual functions, the library also makes space available for campus events and fundraisers. A portion of Accepted Students Day is held within the library each year, including class registration. Additionally, many student groups make use of the library’s lobby for fundraisers and charitable collections. For example, the following events and fundraisers took place in the library this past academic year:

- Chatham Choir bake sale
- Accepted Students Day
- Edible Books
- Independent Literary Publishing display
- Amnesty International
- Chatham Marketing Association Valentine’s Day event
- Silent Witness Exhibit

**New Marketing Initiatives**
**Feedback Posters**
We put up several posters in the library to solicit feedback from students. Two posters were put up in the fall semester entitled:

- “My favorite book is…”
- “The hardest part of research is…”

Both posters received many comments. We responded to the favorite book poster with a list of all the books they had included as well as information on whether or not the library has a copy of them. The library owns well over half of the books. We also considered purchasing a few of the other books, especially any that were award-winners.

Student responses to the poster about the hardest part of research were unsurprising and covered such areas as:

- Getting started: “knowing where to begin,” “starting it,” “the beginning”
- Avoiding distractions: “ignoring the cat”
- Locating information: “looking for articles” or “navigating research terms to find the best results,”
- Evaluating information: “being critical about your sources/citations” and “sorting the wheat from the chaff,”
• Organizing sources: “keeping everything organized”
• Procrastination: “turning on self-control” and “calculating how long you can procrastinate until the situation becomes desperate”
• Writing the paper: “write up the paper” and “editing”

For many of these problem areas, we suggested students attend a library workshop, contact a librarian, or consider using one of the library’s individual study rooms (to avoid distractions). For those struggling with procrastination, we suggested several PACE workshops. We also recommended they contact PACE for any help with writing the paper. Hopefully, this will help students become more aware of all the services the library offers as well as the many ways we are able to help them.

International Edible Book Festival – Monday, April 1, 2013
The JKM Library in conjunction with Chatham’s Food Studies program sponsored Chatham’s second annual celebration of the International Edible Book Festival. The event was preceded by a panel of three food authors held in the Welker room. Ten entries were submitted, and five prizes were awarded. The food was on display for an hour in the main entryway of the JKM Library, and then attendees were invited to consume these wonderful edible books. This event proved to be quite popular with many students, staff, and faculty viewing and consuming the edible books. At least one student called it the best event on campus. We look forward to next year’s 3rd annual festival.

Library Plasma Screen
In December 2012, a plasma screen and Mac mini were installed on the wall behind the reference desk. In conjunction with IT, the library displays the following information, usually updated monthly:

• Library hours, including the extended hours during finals
• Library workshop information
• New books and DVDs
• Database of the month
• Information about the library’s Facebook page, blog, and Flickr accounts

Collection development
This section covers all aspects of acquiring and maintaining a collection to support the curriculum including new purchases in all formats, material withdrawn, and shifting of the collection.

New Books and Media
-Prepared by Dan Nolting, Head, Technical Services, Dana Mastroianni, Reference and Web Librarian and Kate Wenger, Reference Librarian

The amount of money spent on books, movies and music has increased from the previous year (from $15,648 to $18,781) with the number of titles also increasing (from 325 to 410, respectively).

The total amount of new titles ordered and received this year consists of 280 circulating books (11 of them for the curriculum collection; 5 for Year-of-Scandinavia; 7 music scores), 43 reference titles, and 31 DVD movies, making the average cost-per-title being 45.81 ($48.51 last year). The average amount spent per subject/department decreased to $606 compared to $652 last year. 14 of the new books came with multiple formats: 2 books come with CD audio readings versions, and 12 books came with full-text e-book access.

The most was spent on Environmental Studies, which was $2,300 (compared to $264 last year), then Writing & Literature at $1,947 (1,434), and Agriculture at $1,915 (1,402). The area that continues to demand the most new titles again is Writing & Literature (91), followed by Ethnic & Multicultural Studies (46), then Agricultural Studies (30). The top average costs-per-title belongs to Chemistry ($170), Language ($146), and Social Work ($136). The most cost-effective (cheapest books) were Pittsburgh-
related ($15), Ethnic & Multi-Cultural ($18) and Graphic Novels ($20 - a new category in collection statistics).

The chart above is a graphic representation of the data below, which demonstrates the costs broken down by "core" subject, or department, that the item was directly ordered for. If there was no specific requestor, then the core defaults to the main subject of the author or sponsoring agency.

<table>
<thead>
<tr>
<th>Core-subject/ordering department:</th>
<th>Total spent 2012-13</th>
<th>(Last year)</th>
<th># of Titles</th>
<th>Avg. cost per Title/Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Food Studies</td>
<td>$1914.98</td>
<td>(1,402)</td>
<td>30</td>
<td>59.84</td>
</tr>
<tr>
<td>Animals/Biology</td>
<td>62.00</td>
<td>(0)</td>
<td>2</td>
<td>31.00</td>
</tr>
<tr>
<td>Art /Fine Arts</td>
<td>25.00</td>
<td>(571)</td>
<td>1</td>
<td>25.00</td>
</tr>
<tr>
<td>Business/Economics</td>
<td>638.54</td>
<td>(2,051)</td>
<td>10</td>
<td>63.85</td>
</tr>
<tr>
<td>Career Development</td>
<td>584.90</td>
<td>(0)</td>
<td>5</td>
<td>116.98</td>
</tr>
<tr>
<td>Chemistry</td>
<td>170.00</td>
<td>(0)</td>
<td>1</td>
<td>170.00</td>
</tr>
<tr>
<td>Communications/Media/Tech</td>
<td>956.71</td>
<td>(141)</td>
<td>15</td>
<td>63.78</td>
</tr>
<tr>
<td>Criminology/Forensics</td>
<td>210.40</td>
<td>(0)</td>
<td>5</td>
<td>42.08</td>
</tr>
<tr>
<td>Education</td>
<td>1373.95</td>
<td>(320)</td>
<td>27</td>
<td>50.89</td>
</tr>
<tr>
<td>Environment</td>
<td>2299.90</td>
<td>(264)</td>
<td>26</td>
<td>88.46</td>
</tr>
<tr>
<td>Ethnic</td>
<td>845.14</td>
<td>(851)</td>
<td>46</td>
<td>18.37</td>
</tr>
<tr>
<td>Graphic Novels (new subject)</td>
<td>159.92</td>
<td>(0)</td>
<td>7</td>
<td>19.99</td>
</tr>
<tr>
<td>LGBT</td>
<td>231.90</td>
<td>(80)</td>
<td>6</td>
<td>38.65</td>
</tr>
<tr>
<td>Health (general)</td>
<td>242.16</td>
<td>(75)</td>
<td>3</td>
<td>80.72</td>
</tr>
<tr>
<td>History &amp; Biography</td>
<td>346.05</td>
<td>(434)</td>
<td>15</td>
<td>20.36</td>
</tr>
<tr>
<td>Language</td>
<td>145.81</td>
<td>(0)</td>
<td>1</td>
<td>145.81</td>
</tr>
</tbody>
</table>
Databases
The library added three new databases this year, Accessible Archives, PsycTests, and Mango Languages, and re-subscribed to OT Search. The five most highly searched databases stayed consistent over the past year, and while this year’s search numbers for EBM Reviews and JSTOR dropped; last year’s numbers were atypical compared with the past three years of data. The table below details the most highly searched databases over the past three years and illustrates the importance in particular of the health sciences databases to students and faculty.

<table>
<thead>
<tr>
<th>Database</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBM Reviews</td>
<td>94070</td>
<td>164066</td>
<td>37104</td>
<td>9633</td>
</tr>
<tr>
<td>JSTOR</td>
<td>93421</td>
<td>131433</td>
<td>15876</td>
<td>8516</td>
</tr>
<tr>
<td>CINAHL w/Full Text</td>
<td>77480</td>
<td>66286</td>
<td>67500</td>
<td>47405</td>
</tr>
<tr>
<td>Academic Search Premier</td>
<td>47791</td>
<td>44606</td>
<td>59306</td>
<td>53695</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>44052</td>
<td>62904</td>
<td>69428</td>
<td>45253</td>
</tr>
<tr>
<td>Medline</td>
<td>44052</td>
<td>56193</td>
<td>38292</td>
<td>18930</td>
</tr>
</tbody>
</table>

Gifts
This year there were two significant gifts; Kelli Maxwell’s donation of 130 books and from the MFA Program, 260 titles. Chatham also received a Muslim Journeys grant which came with 37 books and DVD’s. Other donations from individuals added an additional 127 books, DVD’s and CD’s to our collection. Total gifts processed and added to the collection equaled 554 titles.

Current Serials
There were 8 cuts and 2 new serial titles added last year, leaving 110 current print serial subscriptions at the beginning of the 2012-13 fiscal year. Of these, 69 are print only and 41 come with an online counterpart. Six are online only, which are non-packaged serials - those that are not part of a database and are thus cataloged bibliographically: Applied Environmental Education and Communication, Choice, Ecopsychology, Journal of Green Building, Journal of Occupational Therapy Schools & Early Intervention and Sex Roles; totaling $4,250 for 2012-13 (the data from these 6 are not included below.)
<table>
<thead>
<tr>
<th>Field</th>
<th>2023</th>
<th>2022</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies</td>
<td>$6,251.90</td>
<td>$3,095.90</td>
<td>↑ 3156.00</td>
</tr>
<tr>
<td>Health profession</td>
<td>$6,057.00</td>
<td>$4,750.00</td>
<td>↑ 1307.00</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>$5,302.13</td>
<td>$6,167.00</td>
<td>↓ 864.87</td>
</tr>
<tr>
<td>Psychology</td>
<td>$3,739.00</td>
<td>$3,437.00</td>
<td>↑ 302.00</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>$2,423.00</td>
<td>$2,610.00</td>
<td>↓ 187.00</td>
</tr>
<tr>
<td>Counseling and Social Work</td>
<td>$2,378.00</td>
<td>$3,121.00</td>
<td>↓ 743.00</td>
</tr>
<tr>
<td>News (general)</td>
<td>$1,942.08</td>
<td>$1,742.62</td>
<td>↑ 199.46</td>
</tr>
<tr>
<td>Interior architecture</td>
<td>$1,938.82</td>
<td>$1,380.44</td>
<td>↑ 558.38</td>
</tr>
<tr>
<td>Communications</td>
<td>$1,472.00</td>
<td>$1,355.00</td>
<td>↑ 117.00</td>
</tr>
<tr>
<td>Business and Management</td>
<td>$1,455.90</td>
<td>$1,418.00</td>
<td>↑ 37.90</td>
</tr>
<tr>
<td>Science</td>
<td>$1,079.00</td>
<td>$910.00</td>
<td>↓ 169.00</td>
</tr>
<tr>
<td>Political Science</td>
<td>$880.00</td>
<td>$1,023.00</td>
<td>↓ 143.00</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>$615.00</td>
<td>$480.00</td>
<td>↑ 135.00</td>
</tr>
<tr>
<td>Book reviews</td>
<td>$614.00</td>
<td>$950.45</td>
<td>↓ 336.45</td>
</tr>
<tr>
<td>Sociology</td>
<td>$594.00</td>
<td>$569.00</td>
<td>↑ 24.00</td>
</tr>
<tr>
<td>Ethnic &amp; Multicultural Studies</td>
<td>$498.00</td>
<td>$654.00</td>
<td>↓ 156.00</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>$429.00</td>
<td>$394.00</td>
<td>↑ 35.00</td>
</tr>
<tr>
<td>Landscape</td>
<td>$398.90</td>
<td>$788.15</td>
<td>↓ 389.25</td>
</tr>
<tr>
<td>Theatre, Music and Film</td>
<td>$392.88</td>
<td>$612.68</td>
<td>↓ 219.80</td>
</tr>
<tr>
<td>History</td>
<td>$365.00</td>
<td>$309.50</td>
<td>↑ 54.50</td>
</tr>
<tr>
<td>Food studies</td>
<td>$314.32</td>
<td>$308.00</td>
<td>↑ 5.32</td>
</tr>
<tr>
<td>Education</td>
<td>$297.00</td>
<td>$375.10</td>
<td>↓ 78.10</td>
</tr>
<tr>
<td>Art (Fine Art and Art &amp; Design)</td>
<td>$249.95</td>
<td>$397.95</td>
<td>↓ 148.00</td>
</tr>
<tr>
<td>English, Literature and Writing</td>
<td>$233.95</td>
<td>$228.95</td>
<td>↑ 5.00</td>
</tr>
<tr>
<td>Economics</td>
<td>$206.00</td>
<td>$206.00</td>
<td>-</td>
</tr>
<tr>
<td>Course</td>
<td>Last Year</td>
<td>This Year</td>
<td>Change</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>$109.00</td>
<td>$105.60</td>
<td>↑ 3.40</td>
</tr>
<tr>
<td>Career development</td>
<td>$87.00</td>
<td>$82.50</td>
<td>↑ 4.50</td>
</tr>
<tr>
<td>Physician Assistants</td>
<td>$79.00</td>
<td>$79.00</td>
<td>-</td>
</tr>
<tr>
<td>Library Science</td>
<td>$75.95</td>
<td>$75.95</td>
<td>-</td>
</tr>
<tr>
<td>Applied Computer Science</td>
<td>$27.00</td>
<td>$27.00</td>
<td>-</td>
</tr>
<tr>
<td>Biology/Chemistry</td>
<td>$0</td>
<td>$2,152.00</td>
<td>↓ 2152.00</td>
</tr>
</tbody>
</table>

There were a total of 544 print periodicals system check-ins (compared to 705 last year), plus 1,360 daily newspapers manual check-ins, totaling 1,904 serial item check-ins by library staff.

**Student Publications**

The library received the following:

- Graduate Theses – 55 received in print and electronic formats in 2012-2013.
- MLA Capstones – 2 capstones received in print and electronic format in this inaugural year of this degree requirement for Masters of Landscape Arts.
- OT Capstones – There were 15 capstones received in print format from the graduating class of 2013.
  - In June of 2013 we also received 63 other OT Capstones from previous years’ (22 for 2012, 22 for 2011, and 19 for 2010) in print as well. These were all uniformly hard bound. We are still awaiting the electronic versions that are all stored in CD discs along with the required transmission agreements from the authors.
- Chapbooks – 15 printed chapbooks received from Chatham’s *Independent Literary Publishing* class in 2012-2013.

**Repairs**

The amount of books being repaired remains consistent with 218 (compared to 210 in 2011-12) but there has been higher priority given to those books in-demand with high circulation history. If a damaged book is not able to be replaced with a new copy (i.e. out-of-print) it is given full archival preservation quality repair rather than quick patch-ups that result in permanent damage as has been the case in the past.

**E-Books**

- Standard – These figures are represented in the collection figure totals.
  - EbscoHost Collection Manager (ECM) – 6
  - Purchased print books that came with free online counterpart – 12

- Non-Standard – Cataloged but are not represented in the collection figure totals.
  - Accessible Archives – 589
  - Credo Reference – variable updates
  - EbscoHost Service Databases (series) – variable updates
  - Historic Pittsburgh – variable updates

**Transfers/deletions**

Withdrawals: 981 titles (331 last year)
Transfers: 106 titles (139 last year)

The number of volumes went up (from 117,602 to 117,630) despite the large amount of titles that were deleted. This is due to the multi-item sets that were purchased and donated.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>117,602</td>
<td>92,677</td>
<td>1,017</td>
<td>969</td>
<td>989</td>
<td>981</td>
<td>117,630</td>
<td>92,665</td>
</tr>
</tbody>
</table>

(NOT including cataloged student publications, print periodicals, Brown Collection items or non-standard e-books)

Reference Collection Weeding Project
In April 2011, the librarians began a project to weed the reference collection in order to update outdated materials, eliminate unused materials, and make the collection more useful overall. The method used for this project is quite thorough. One of the reference librarians pulls a shelf of books from the reference collection. The Reference Associates provide an initial review of these books which includes locating reviews, use and updates if available; then up to five of the librarians do the final review. The books then remain in the reference collection, are updated with newer editions, are moved to the circulating collection, or are withdrawn from the collection entirely.

As of June 2013, the librarians have reviewed 921 titles. The project is slightly more than one-third complete, as determined by space measurements, not the number of titles. The project was paused during the summer of 2013, but will resume in fall 2013. The librarians hope to increase the rate of review in order to complete the project by fall 2015.

Third Floor Space Project
This project involved removing duplicate copies of unused books from the third floor of the library in order to free up enough space to shift the books. The project was first discussed in January of 2010 and commenced with librarians and library interns removing duplicates from particularly crowded sections. Shifting of the entire third floor began in July 2012 while the removal of duplicates continued. To create additional space, a top row of shelves was added back into the 900s. This project was completed in summer of 2013. However, further space restrictions exist, especially in the 700s, so further weeding will be needed.

Archives and special collections
-Prepared by Rachel Grove Rohrbaugh, Archivist and Public Services Librarian

2012-2013 was a particularly busy year for reference and instruction in the Archives and Special Collections. Both reference questions and instruction sessions were at an all-time high. This year also saw the installation of new shelving in the Archives and the continued cataloging of materials in Special Collections.

Reference and Instruction
To make Archives and Special Collections research more convenient for the Chatham community, weekly office hours on Tuesday mornings and Thursday afternoons continued. Research help at other times is still available by appointment, and most of our patrons do still choose to make an appointment.
211 reference questions were recorded this year, 170 research consultations, and 178.5 research consultation hours. Per month, we averaged approximately 18 reference questions, 14 research consultations, and 15 research consultation hours. Our busiest month was February with 31 reference questions, 29 research consultations, and 37 research consultation hours (the highest one month total to date).
Reference questions for Archives and Special Collections exceeded our numbers for the prior four years. Research consultation numbers were back up to 2009-2010 levels, and research consultation hours exceeded the prior two years.

Research Topics and Patron Types
The Archives and Special Collections continued to receive a variety of questions from Chatham community members as well as many outside researchers. Highlights are detailed below:

Students:
- The current editor of the student newspaper visited the Archives to review issues from the 1990s with the intention of possibly reviving past features. We also assisted a staff writer with her research on Chatham ghost stories.
- Landscape students requested access to the Olmsted drawings of the planting around Mellon as well as early campus models.
- An interior architecture student used materials in the Archives to do research for her tutorial on Tudor-style architecture on campus.
- We assisted a student who serves as the Mortar Board historian, who was interested in any information in the Archives on the history of the honor society at Chatham.
- There were several research consultations with students completing class assignments (see Archives and Special Collections instruction below). The majority of these consultations were with Food Studies students looking for primary sources.

Faculty:
- Bill Lenz used several books in the Snowdon Collection and eventually requested scans from these books for use in his forthcoming book *Ruins, Revolution, and Manifest Destiny: John Lloyd Stephens Creates the Maya*.
- Beth Roark conducted research with both the Miller prints and the *Godey’s Lady’s Books* in Special Collections, requesting scans from the latter for a presentation at the Popular Culture Association conference.
- We provided images for Chris Michelmore’s retirement slideshow.

Staff:
- There were several questions from the President’s Office, including a request for images for Dr. Barazzone’s 20th anniversary slideshow.
- There were a number of requests for images for the University Advancement outreach and events, including images for the Alumni Affairs Facebook page, cards mailed to donors, and for events at the Eden Hall campus.
- A writer working on articles on Chatham Eastside and Lindsay House for the spring 2013 *Chatham Recorder* did extensive research in the Archives. We additionally provided images and fact checking for both the spring and fall *Recorder*.
- The Assistant Head Gardener used building and ground files to learn more about the history of the plan and plantings of the Shadyside campus. Facilities also used mechanical drawings in the Archives to plan work in Eddy Theater.
- Mary Brignano, the historian hired to write a new history of Chatham, sent e-mail inquiries and visited the Archives on several occasions, focusing on our back file of *Chatham Recorders*.
- The Office of Sustainability requested both the Getty Campus Preservation Plan written in 2004 and help identifying campus building in historic photographs.

Alumni:
• Several groups visited during the October Reunion Weekend Archives open house. We also helped an alumna find images for the class of 1962 slideshow.
• Alumni asked about use of images on Historic Pittsburgh and access to student newspapers on our Internet Archive collection. Alumni also requested lyrics to college songs.
• We helped an alumna find images of campus buildings for a book she is writing on the architectural history of Pittsburgh.

Outside Researchers:
• There were several requests for reproductions from The Rachel Carson Collection, including for use in a book on women in the environmental movement.
• A student from the University of Massachusetts Amherst working on his Master’s thesis visited the Archives to research Sidney Shurcliff, a landscape architect involved in the design and construction of the Chatham campus in the 1950s-60s. This was one of several research requests and visits from graduate students at other institutions.
• A local singer researched the 1960 Opera Workshop at Chatham.
• The archivist at Rodef Shalom requested information about President Taft’s 1910 visit to our campus to help her prepare to appear on the radio program Essential Pittsburgh to talk about Taft’s connections to Pittsburgh.
• We assisted a curator at the Carnegie Museum of Art with her research on an industrial design exhibition held on campus in 1952.
• Two individuals from the Ulster American Folk Park in Northern Ireland visited the Archives to research sites important to the Mellon family.
• There were several requests for information about buildings on or adjacent to the campus including Benedum and houses near the Gate House.
• A faculty member at Penn State, who is studying early co-education in the United States (pre-1876), visited the Archives to view our earliest course catalogs.
• PNC is featuring a photo display on the History of Pittsburgh – this image http://bit.ly/Oo4jNS, will be included. Display web page: http://www.pnclegacyproject.com/lantern.html
The largest single patron type was Chatham staff and administrators, who represented 38.4% of our Archives and Special Collections patrons in 2012-2013. Staff questions came from a variety of offices on campus (see chart above), but most frequently from University Advancement (including Alumni Affairs) and Communications.

The remaining Archives and Special Collections questions came from Chatham University’s students, faculty, and alumni as well as outside researchers with no Chatham affiliation such as faculty members and students at other college and universities, people doing genealogy research, publishers looking for images, employees of other libraries and archives, and individuals interested in local history. Chatham student questions came primarily from undergraduates and graduates working on class assignments. Faculty generally visited us to pursue personal research projects but a few had questions about the history of the school. Alumni were primarily concerned with their own years at Chatham and many of their questions were in the days surrounding the Reunion Weekends.

Our diverse patron population continued to present a variety of interesting queries

Archives Instruction
Instruction sessions and class assignments once again proved to be one of the most effective methods of exposing students to research in Archives and Special Collections. Rachel taught 7 instruction sessions related to primary source research in 2012-2013. Overall, we reached 102 students.

- 9 students in Lou Martin’s fall HIS 363, Gender and the Family in America attended an instruction session in Special Collections.
- 8 students in Beth Roark’s fall ART 366, American Art: Colonial to 1900 attended an instruction session in Special Collections and completed an assignment requiring the use of the Godey’s Lady’s Books.
- 8 students in Beth Roark’s fall ART 368, Museum Education and the Visual Arts attended an instruction session on researching the Miller prints in Special Collections. These same students created an exhibition of several of the prints for the Chatham Art Gallery
- Students in Margaret Puskar-Pasewicz’s spring FST 510, Food, Culture, & History and other interested Food Studies students (25 total) attended an instruction session that included information on finding online primary sources on food history. Kate and Amy Lee co-taught this session and highlighted skills for finding secondary sources.
- 3 students in Crystal Fortwangler’s Maymester HIS 550, Eden Hall Experience attended an instruction session where they discussed the research possibilities of Eden Hall materials in the Archives.
- 26 students in Rob Lettan’s Maymester IND 213: The Hidden History of Women in Science attended an instruction session on finding both primary and secondary sources on women scientists.
- 23 students in Lou Martin’s Maymester HIS 207: Oral History, Neighborhoods, and Race attended Rachel’s in-class talk on oral history and how it relates to archival documentation.

Archives Projects
Archives Mission Statement
The University Archives housed in the Jennie King Mellon Library at Chatham University serve to collect, preserve, and make available records and information of continuing value to the Chatham community. These materials document the history of Chatham University from a small women’s college to a thriving coeducational institution and highlight the activities of Chatham’s faculty, staff, students, and alumni. In support of the university’s educational mission, we strive to work closely with faculty and provide students with opportunities to learn about the research value of archival materials.

Internet Archive
The Chatham University Internet Archive collection includes digitized yearbooks, course catalogs, student newspapers, the alumni magazine, and alumni directories. The response to the collection continues to be extremely positive, and as of June 2013, the collection had over 29,316 individual downloads.

Note: Data from January was corrupted and thus interpolated here.

Chatham University Image Collection for the Historic Pittsburgh Project
The Chatham University Image Collection chronicles the students, faculty, and the community through digitized photographs and accompanying description of academic pursuits, events, student life, and social activities throughout the university’s history. Our goal in this online partnership is to create a resource for students, faculty, alumni, and other interested parties worldwide to learn more about Chatham’s history as well as reach new audiences. Images were selected for inclusion in the online collection based on their depiction of the dynamic life of an undergraduate women’s college and can be found at http://digital.library.pitt.edu/images/pittsburgh/chatham.html.

Overall we selected, digitized, and described 24 images for inclusion on Historic Pittsburgh. In December Rachel also met with Mike Bolam, Metadata Librarian at the University of Pittsburgh’s Digital Research Library, to discuss changes to the project and required metadata fields.
Monthly statistics on Chatham University Image Collection page views in 2012-2013 are as follows. Over the course of the year, there were 838 visits to the page, and the average visitor spent 2 minutes and 46 seconds on the page.

<table>
<thead>
<tr>
<th>Month</th>
<th>Page Views</th>
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<tr>
<td>July</td>
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<tr>
<td>August</td>
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<td>September</td>
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<td>April</td>
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<td>101</td>
</tr>
<tr>
<td>June</td>
<td>74</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1366</strong></td>
</tr>
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</table>

**NEH Preservation Assistance Grant for Small Institutions**

In 2010-2011, Rachel wrote a National Endowment for the Humanities Preservation Assistance Grant for improved storage furniture in the Archives. In December 2011 we received a notification from the NEH that this grant was accepted and would be awarded in February 2012.

During the summer of 2012, Rachel removed collections from the existing shelving and inventoried these collections in an Excel spreadsheet. Over the course of the 2012-2013 academic year Facilities installed the new grant funded shelving and moved a small portion of the old shelving to Special Collections. After the installation was complete, Rachel began labeling the new shelves and moving collections onto them.

**Archives Publications in the Online Catalog**

In an ongoing project, Rachel worked with Dan to get more of the publications housed in the Archives into the online catalog. This includes titles such as the yearbook, course catalog, and the *Minor Bird*. When available, Internet Archive links were added to these records.

**Archives Collection Development**

We created an addendum to the Archives Collection Development Policy listing specific materials that should be collected in the Archives. This list is an effort to make the overall policy more specific and have something easily shared with campus departments on an as needed basis.

**Transfer Procedures**

Rachel worked with the President’s Office and IT to refine transfer procedures for Board of Trustees Meeting Minutes and Board Books (print and/or electronic). These materials will be kept in the Archives and embargoed for 50 years.

**Updated Fee Schedule**

We updated our fee schedule for reproduction orders and permission to publish requests. Alumni now receive photocopies and digital scans at no charge and are charged half the standard permissions fee. Students of other institutions now receive 10 digital scans for free and are charged the non-profit rate ($0.20 per exposure) for photocopies.
Cummins Endowment
Cummins funds were used for an archival reprint of *A Great Many Good Things, or a Cook Book of Pittsburgh Recipes*, which was originally published by the Helen Pelletreau Scholarship Committee in 1894-95. Funds were also used for the purchase of acid-free book marks, which are used in the cataloging of books in the Archives and Special Collections. The remaining funds were set aside for 2013-2014 expenses.

Special Collections Projects

Special Collections Mission Statement
The mission of Special Collections is to identify, preserve, and provide access to and reference assistance for rare, fragile, and unique materials held by the Jennie King Mellon Library, including materials of considerable scholarly, cultural, or monetary value. As is the case for all collections held by the library, the primary mission of library staff in acquiring these materials is to support research and instruction at Chatham University.

Special Collections consists of several distinct collections: the Pennsylvania History Collection, the Catherine R. Miller Collection, the Wray Collection, the Snowdon Mesoamerican Collection, and a small collection of rare and fragile books.

Intern
Rebecca Machado, a yearlong Partners intern from Pitt's Masters of Library and Information Science program, completed her time here in August 2012. During her last month here Rebecca wrapped up two Special Collections projects, the inventory of the book collection and a finding aid of archival materials in the Snowdon Collection. This finding aid was later entered into Archon, making it our first available online. We did not take a new Pitt Partner in Archives and Special Collections during the 2012-2013 academic year.

Special Collections Inventory and Cataloging
A major project in 2012-2013 was the cataloging of Special Collections following the 2011-2012 inventory. This year 373 titles were cataloged (primarily from the Snowdon Collection), 68 were removed from the collection, and 14 were added to the circulating collection.

CCAHA Preservation Needs Assessment Program
In April, we submitted an application to the Conservation Center for Art and Historic Artifacts (CCAHA) Preservation Needs Assessment Program for an assessment of Special Collections. If awarded, this grant provides expert evaluation of the institution’s preservation needs for their collections, including: preservation planning and policy development; collections management; environment (temperature, relative humidity, pollution, and light); housekeeping; pest control; fire protection, security, and disaster preparedness; and collection storage, handling, exhibition, and treatment.

We unfortunately received notice that we were not selected for the grant but were encouraged to apply for a NEH Preservation Assistance Grant for Small Institutions next year.

Donations
The Archives received a number of donations this past year including:
- Campus event films
- Rachel Carson Institute files
- Mementos from Dr. Barazzone’s 20th anniversary celebration
- Board meeting minutes
- Papers of Jerry Caplan, Professor Emeritus of Art, who taught at Chatham from 1959-1988

Special Collections also received an addition to the Brown Collection of Literary Fiction.

Outreach and Marketing
Archives and Special Collections Displays
The Archives and Special Collections contributed materials and content to a number of first floor displays in 2012-2013.

- Our Reunion Weekend display highlighted the class of 1962 and the 50th anniversary of Chatham's Phi Beta Kappa chapter. We also put out our collection of yearbooks for alumni to browse. This same display was reinstalled in October for Family and Friends Weekend.
- In September, we displayed items from the Rachel Carson Collection for the 50th anniversary of Silent Spring.
- We displayed May Day materials for this year’s University Day celebration.

In addition, Pittsburgh prints from the Catherine R. Miller collection were featured in a student curated exhibition in the Chatham Art Gallery from December 6-19.

**Accepted Students Day Parent Presentation**
Rachel prepared and presented a slideshow on Chatham traditions for parents, who attended Accepted Students Day on July 12. This presentation was well received by both the audience and Admissions staff.

**Sigma Tau Delta Conference**
Rachel attended the English honor society's academic conference on September and brought a variety of Special Collections, Archives, and Brown Collection materials for display. Both Dr. Bill Lenz and the conference’s keynote speaker, Dr. Rebecca LaRoche, a professor from the University of Colorado, Colorado Springs, referred to archival research and directed students to visit the display table.

**Reunion Weekends**
There were two Reunion Weekends in 2012-2013. In conjunction with the first event in October, we held Archives open houses on Friday, October 12 and Saturday, October 13. 11 enthusiastic alumnae dropped by and viewed photographs, yearbooks, and memorabilia from their years at Chatham and PCW. Many other alumnae viewed yearbooks and the display on the first floor of the Library.

For the second Reunion Weekend in June, Rachel pulled materials highlighting the class of 1963. These materials were displayed in Mellon Hall on Friday, June 7 and Saturday, June 8. On Friday, Rachel accompanied the display and answered alumni questions about the Archives.

**Articles**
Rachel contributed articles to both the spring and fall editions of *Library News*, highlighting the May Day Collection on Historic Pittsburgh, the Special Collections inventory project, and recent publications citing materials from the Archives. She also wrote an article on the 1980s at Chatham for the fall 2012 *Chatham Recorder* and an article on the 1960s at Chatham for the spring 2013 edition.

**Facebook**
We regularly added Archives content to the Jennie King Mellon Library Facebook page.

**Technical services**
-Prepared by Dan Nolting, Head, Technical Services

There were two positive turning points in Tech Services in 2012-13, one being the completion of the multi-year project of digitizing the deteriorating analog videocassette (VHS) movies onto DVDs, and the other initializing our first dedicated e-book platform (ECM). Other areas such as acquisition, repairs, processing, web maintenance etc., remained steady, but we were once again jolted by an unannounced change in Chatham’s Information Technology Department (I.T.) policy that created an opportunity for us to pursue alternative solutions for the storage and access of digital student publications.

**Cataloging**
*Monographs cataloged*
titles were cataloged or re-cataloged between July 1, 2012 and June 30, 2013. This is a decrease from last year's 2,386 due to the last year's massive cleanup where many new records were created to replace outdated ones.

Monographs Deleted
981 records were deleted from the local catalog, mostly from batch weeding performed during 2012-13 (331 last year). The OCLC deletions have begun but will carry over into the 2013-14 school year due to the magnitude of the deletions.

Authority Records
There were 169 new authority records created (185 previous year) 11 new uniform titles (8), 27 new local heading creations (55), and 1592 blind heading removals (large number due to heavy deletions / 227 previous year).

RDA cleanup
This has been the first full year where records are to conform to the new RDA (Resource Description and Access) standard. These changes can be seen on very few of the OCLC-supplied copy-catalog bibliography records. The anticipated grand overhaul of all records has been reduced to a fix-one-record-at-a-time if it really needs it for now, but will anticipate major global changes in the future.

Media and Digitization

Video
- **Completion of the 3 ½ year VHS to DVD Project**
  - As per U.S. Copyright law 17.106, all working and available 311 VHS tapes have been successfully preserved for digital playback, 140 of which are not currently commercially obtainable in digital format.
  - We went through 6 VHS machines, 5 software replacement/upgrades, hundreds of DVDs, 3 DVD players, and numerous computer crashes.
  - Time consuming tasks were performed by student workers: winding, rewinding, cleaning, playing, monitoring, reporting problems, burning, playback testing, reviewing, casing and labeling.
  - The bibliographic metadata and item descriptions were re-cataloged with notes, messages for circulation staff, updated headings, and searchable keywords for local interest.
  - All films are also archived as MPEG files on a secure external hard drive.
  - Follow-up for this project:
    - Re-digitization of problematic tapes after “cooling-down” period.
    - Periodically check with vendors as titles become commercially obtainable.
- Occasionally a MFA Film and Digital thesis will come with a DVD of a full-feature–length or short film. Where applicable, we will either re-purpose a “web-friendly” copy of the film and/or link to a student’s posted video site (i.e. YouTube, Vimeo) from the catalog record using 856 linking technology.
- Also successfully converted a Russian-encrypted video for Professor Lou Martin for playback in his class. This was not cataloged.

Audio
- Student Podcasts – created a process to catalog student audio presentations/podcasts (Chelsea Holmes, MAFS ‘13) that are submitted as part of student publication.
- Radio Interview – created a process to catalog radio interviews from radio station websites where Chatham-related guests are featured (Chris Miller, Director of Career Development)
- History class oral history recordings – 3rd year of converting digitally recorded interviews from Professor Martin students’ oral history projects for successful storage, access and playback. These are not cataloged.
E-Books

- Accessible Archives – 589 MARC records were downloaded from site and globally cataloged with proxy-protected links.
- EbscoHost Collection Manager (ECM) – 6 e-books on our first dedicated platform were cataloged from OCLC copy records (the provided MARC records from Ebsco were non-standard).
- Maintenance for existing records and addition of new MARC records to the catalog continues for: Credo Reference, Purchased print books that came with free online counterparts, EbscoHost Service Databases (series books), Historic Pittsburgh and local repaired and digitized copyright-free out-of-print books.

Systems/Technology

Millennium Server
The Library server houses all website, catalog, patron, administrative and web data as well as performing daily transactions for circulation, serials and cataloging.

- The server is currently running at 29.1% capacity, up 7.6% (a little more than last year).
- We were a test site for the latest Millennium upgrade (ver. 2011.1.4), which went live globally in the early spring of 2013.
- The “Circulation history module” was activated so we can go (legally) farther back into patrons’ circulation history.
- ILLiad
  - With the acquisition of the OCLC’s ILLiad product, the Interlibrary Loan module in Millennium is no longer used.
  - Along with Mike Bouille of I.T. (Information Technology), helped to get ILLiad properly connected to the external server portals (OCLC and ATLAS).
  - This also required some data cleanup in the catalog serial MARC records’ XML, where some data had to be removed in order to streamline interface display of the ILLiad client connection.
  - Patron loads for ILLiad are FTP’d to OCLC with weekly user interface files after minor data manipulation

Websites

- Once again the library website (http://Library.Chatham.edu) went through minor aesthetic and content revisions based on user feedback.
- The E-ZBorrow and ILLiad login interface pages were both customized with a more consistent, simple look.
- Libraryh3lp chat box has been activated and coded for easy placement on any website.

Hardware and Software

- With Megan Linton from I.T., replaced the old monitor for the microfilm machine with a new flat screen.
- Worked with Mike Bouille of I.T. on resolving the server tape back-up crash: he installed a new drive that was sent to him from Innovative.
- With Steve Lowe of I.T. created a mobile labeling machine (low-level laptop with a non-legacy personal printer) to remotely re-label books with worn and missing call numbers.
- I.T. upgraded Adobe Acrobat to Pro9 on the dedicated Student Publication PDF security machine
- I.T. upgraded all machines to Windows 7, except one computer, which still has Windows XP so it works properly with the bulk scanner that was handed down to us from Interlibrary Loan.
- Updated 7 workstations with various Millennium upgrades and patches.
- Updated all necessary non-I.T.-supported graphic and media conversion software on appropriate machines.

Tutorials/Thesis
Access
With I.T.’s untimely dismantling of the personal.Chatham.edu websites and files, we were given the challenge to quickly find an alternate “bridge-data” pathway. The quickest, simplest and cheapest solution was to transfer all the bridge-data files to a private/secure domain (gnitlond.com) that required very little fanfare. These directories are miniscule in size since they contain only unicode.txt files, but are essential for security, tracking and analysis.

Storage
Archived High Quality
- After all the path errors were fixed and remapped, I.T. provided Tech Services with an extra PC and a 3TB storage hard drive dedicated to “back-up” the student publication files.
- Copies are still housed on I.T.’s “LibraryResources” file, as well as other “off-site” back-ups for security.

Web-access Quality
- Google Drives – Used for public-access instant read-only/web friendly copies of capstones and thesis:
  - Currently using 2 accounts, one at 1.31 GB (8%) and the other at 1.41 GB (9%) of allocated 15 GB (for each)
    - Last year: 258 MB (5%) and 1 GB (20%) of allocated 5 GB (for each)
  - The increase of space needed was increased by a timely policy change by Google.
- MediaFire Cloud storage – used for tutorials and other proxy-password protected documents has increased dramatically in size:
  - 12 GB (of 137 GB), with 955 total files.
    - Last year: 4.87 GB (842 files)

Tutorial PDFs for Alumni
On occasion a pre-2003 Chatham alumna will investigate on how to get a copy of their tutorial. We now just investigate on our own with the help of old logs and directories and we communicate directly with the alumna to receive an electronic agreement so that we may digitize and display their tutorial in our digital student publication display system along with sending the alumna a digital copy via email. We have had 3 such exchanges in 2012-13 (3 in the previous school year).

Staff
During the academic year, two librarians were on a 12 week leave. Kate Wenger was off from May 1 through July 31. Amy Lee Heinlen was on maternity leave from June 19 through August 19. Fortunately we were permitted to hire a part-time librarian to cover some of the daytime reference desk shifts vacated by Kate and Amy Lee. However their other assignments were either covered by remaining staff or held until they returned. The work was distributed and completed. The library staff are to be commended for their willingness to take on the additional tasks as well as accomplishing them in a superb manner.

Professional Development
The following highlights library staff accomplishments:

Jill Ausel
- Elected to the Pennsylvania Academic Library Consortium Inc. Board
- Collaborated on NEA/ALA grant: Muslim Journeys
- Attended a webinar of ProQuest’s new Dialog platform
- Attended a webinar on February 14 on Mobile Services for Libraries as well as a webinar on Online Instruction on February 21

Amy Lee Heinlen
- Participated in the Mentorship Program as a mentee through the West Virginia Western Pennsylvania chapter of Association of College and Research Libraries (WPWVC-ACRL).
- Published two book reviews in *Catholic Library World*. The first was a review of *Location-Aware Services and QR Codes for Libraries*, by Joe Murphy. The second was a review of *Homer*, by Elisha Cooper.
- Attended the following conferences: Access Services Conference in Atlanta, GA; a LYRASIS meeting hosted by at Duquesne University; and the PALCI fall 2012 member meeting hosted by University of Pittsburgh.
- Attended a webinar sponsored by OCLC entitled, *Maximize the Value of Your OCLC ILL Subscription*.
- Is seeking a MFA in Creative Writing degree from Chatham and has completed 15 credit hours towards this goal. She had three poems accepted for publication this year. “What to Expect” was published in the online literary journal, *The Red Clay Review*. “Plenty” and “To Age” are forthcoming in the anthology, *Voices from the Attic, Volume 19*.

**Dana Mastroianni**

- Website Evaluation Webinar by Easybib,— The presenter covered ideas and strategies to teach students website evaluation.
- Attended the OCLC Libraries at Webscale presentation at Duquesne University. The presentation focused on ways that libraries can collaborate and innovate by adapting some of the techniques used by social media outlets and other web based companies like Google and Amazon.
- Blended Librarian Webinar: Reaching Sustainability with Online Library Instruction: Reduce, Reuse, and Recycle – This webinar focused on reusing existing learning objects, using free application/programs to create tutorials, and overall taking a simple, but effective approach when teaching online.
- Literati Demo – Webinar for Credo Reference Literati product.
- Attended the Western Pennsylvania West Virginia ACRL chapter conference at West Virginia University. Sessions included using archival resources in library instruction, effectively using LibGuides in library instruction, and information literacy assessment for distance students.

**Dan Nolting**

- Member of Innovative Users Group (IUG)
- Member of Western Pennsylvania/West Virginia Chapter (WPWVC/ACRL)
- Member of Art Libraries Society of North America (ARLIS/NA)
- Member of the Pittsburgh Drupal User Group
- Most of the month of September was spent on vacation in Taiwan, where one of the highlights was a day trip to Taipei City's Beitou Park, which has a new public library that is hailed one of the greenest libraries in the world. It is very similar to the J.K.M. Library in volume and scale (100K titles, 3 floors plus a basement) – albeit climate controlled by window management, a lawn on the roof, surrounded by bamboo trees and hot springs.

**Rachel Grove Rohrbaugh**

- Rachel was appointed a District Representative for the Key Contact Program within the Society of American Archivists (SAA), the national organization for the archival profession. In this role, she oversees new member outreach for Pennsylvania, New York, and New Jersey. She also served on SAA’s Lone Arrangers Roundtable Steering Committee and as a peer reviewer for SAA’s journal, *The American Archivist*.
- In August, Rachel attended the 2012 SAA Annual Meeting in San Diego, CA. There she participated in a panel session titled “Beyond Allied Professions: When You’re the Archivist and the Librarian,” presenting a paper titled “The Adaptable Information Professional: Combining Library and Archival Expertise to Serve Diverse Patron and Collection Needs.” At SAA, she also
attended the Lone Arrangers Roundtable and dinner; the Key Contacts Subcommittee Meeting; and the Reference, Access, and Outreach Section Meeting. At the RAO Section Meeting she presented a bibliography on teaching with primary sources that she helped compile as a member of the Teaching with Primary Sources Working Group.

- In October, she attended the fall Mid-Atlantic Regional Archives Conference (MARAC) meeting in Richmond, VA and served as chair for a session on ArchiveGrid.
- In January, Rachel was appointed chair of the MARAC Membership Development Committee. As chair of this committee, Rachel attended the winter Steering Committee meeting in Baltimore, MD in February, and the spring meeting in Erie, PA in April. At the Erie meeting, she presented results of a 40th anniversary membership survey and ran the new member orientation.
- In June, Rachel attended Rare Books for Archivists, an SAA sponsored workshop at the National Agricultural Library in Beltsville, MD on techniques for managing rare book collections. The workshop covered descriptive bibliography, preservation techniques, tools for determining rarity and financial value, and collection development.
- Rachel also attended two meetings of Alliance for Response Pittsburgh, a local preservation and disaster preparedness organization, one meeting at the University of Pittsburgh in September and another at Carnegie Mellon University in March.
- Rachel remained involved in the Chatham community outside the Library in 2012-2013 and served on the selection and initiation committee for Chatham’s Phi Beta Kappa chapter.

Kate Wenger

- Kate Wenger presented a poster entitled “Using the Cephalonian Method to Introduce Undergraduates to the Library” on November 2, 2012 at the fall meeting of the Western Pennsylvania/West Virginia Chapter of the Association of College and Research Libraries (WPWVC-ACRL) in Johnstown, PA. In addition, Kate continues to co-lead the WPWVC-ACRL Mentoring Program.
- Kate participated in the 2012-13 Problem Based Learning Fellows program. In spring 2013, she worked with Lou Martin to implement a problem-based learning project in his IND108: Gender & Contemporary Social Issues course.
- Kate was acknowledged in an undergraduate student tutorial: “I would like to acknowledge and extend my genuine gratitude to Dr. Deborah DeLong, Dr. Tom Hershberger, Professor Anne Schlicht, Ms. Kathy Perrone, and Ms. Kate Wenger, who have made the completion of this research possible. This research could not have been completed without their ongoing help and support…. Lastly, I want to thank Kate Wenger for assisting me with the research process and helping me find useful sources for my research topic. I feel very grateful and I truly thank them all for all their help and guidance.”

Library School Interns and Pitt Partners

Again this year we hosted Pitt Partners. These are library school students who agree to work for the school year. It has been a boon to the library to be able to take advantage of the work these students perform. This year Judith Pissano worked in Technical Services doing data cleanup, digital prep-work for media and repairs and also assisted with interlibrary loan.

Work Study Students

- Student workers remain an integral part of the daily operation of the library. This year students continued to work in technical services, they staffed the circulation desk, assisted with the processing of interlibrary loan and EZ Borrow materials, shelved books and maintained the stacks, assisted with various special projects and provided excellent customer service to all library patrons. This year’s student staff displayed a high level of commitment to service and the mission of the library and proved invaluable to the library staff.
- The Circulation Desk had to operate on a reduced amount of hours from the previous academic year. We were awarded 90 hours per week for fall and spring semester, instead of the 100 per week we had in 2011-2012. This is the equivalent of one less student worker and directly impacts
our ability to maintain the level of excellence our patrons have come to expect. Our summer hours remained the same; these hours are awarded separately from the fall and spring hours.

- The schedule model for the Circulation Desk has remained the same over the past 3 years and continues to work well. We rely on student workers to back up the lone regular librarian in the evenings and on the weekends. To best ensure that coverage is available during these times we rarely double the staff at the circulation desk, especially since we have one less student worker.
- Student workers in Technical Services processed new and gift books, searched for missing books, and performed minor book repairs.

**Facilities**

**Late Night Library Usage**

The librarians track the number of people using the library during the 7:00pm to midnight time period on Sundays through Thursdays. Data is tallied separately for computer lab usage versus usage of the rest of the building. This is done because the 24/7 computer lab provides computer access to students around the clock. However, the needs of students studying, working on group projects, or conducting research may not be met by the 24/7 lab. The following chart shows the number of students in the library (excluding those in computer labs) over the past 5 academic years:

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As shown above, the JKM Library saw a 20% decrease in late night building usage from the 2011-12 academic year to the 2012-13 academic year.

**Extended Friday Hours**

Starting in January 2012, the library extended hours to stay open until 7:00 pm on Fridays. Previously, the library had closed at 5:00 pm. The number of people in the library during the extended hours (excluding those in computer labs) is reflected in the chart below:

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<tr>
<td>4:45 pm</td>
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<td>5:45 pm</td>
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<td>119</td>
</tr>
<tr>
<td>6:45 pm</td>
<td>66</td>
<td>71</td>
<td>95</td>
</tr>
</tbody>
</table>

It is clear that the library is used during these hours. However, due to inconsistent data collection, it is hard to say if usage of the library during these hours has actually declined over the past few semesters. There are 5-6 days of missing data for each of the above semesters, some of which were during high traffic times.

**Study Room Usage**

Individual and group study rooms continue to be a popular service offered by the library. This year, we added a group study room that can accommodate 4 people. We saw a 16% decrease in the number of
hours reserved for group rooms. This is following a 33% increase the previous academic year. This decrease is surprising as the rooms remain a popular reason for visiting the Circulation Desk. However, not all room use is recorded since the group study rooms are unlocked and may be used without a reservation as long as the room is made available when a group with a reservation arrives. It is possible that more free space was available with the addition of the fifth group study room.

**Group Study Room Use in Hours**

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<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Totals 2012-2013</th>
<th>Totals 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>49</td>
<td>56</td>
<td>134</td>
<td>134</td>
<td>93.5</td>
<td>135.5</td>
<td>115</td>
<td>175.5</td>
<td>100</td>
<td>151.5</td>
<td>24</td>
<td>42</td>
<td>1210.5</td>
<td>1745</td>
</tr>
<tr>
<td>Dysart</td>
<td>140</td>
<td>3.5</td>
<td>149.5</td>
<td>169.5</td>
<td>128</td>
<td>116</td>
<td>70.5</td>
<td>112.5</td>
<td>102.5</td>
<td>183</td>
<td>24</td>
<td>22.5</td>
<td>1221.5</td>
<td>1378.5</td>
</tr>
<tr>
<td>Elliot</td>
<td>4</td>
<td>23.5</td>
<td>138</td>
<td>170.5</td>
<td>118</td>
<td>119</td>
<td>92</td>
<td>178</td>
<td>119</td>
<td>245</td>
<td>21</td>
<td>5</td>
<td>1233</td>
<td>1415.5</td>
</tr>
<tr>
<td>Maguire</td>
<td>31</td>
<td>38.5</td>
<td>186</td>
<td>159.5</td>
<td>84</td>
<td>106</td>
<td>63</td>
<td>109</td>
<td>115</td>
<td>199</td>
<td>41</td>
<td>79.5</td>
<td>1211.5</td>
<td>1244.5</td>
</tr>
<tr>
<td>Monthly Totals</td>
<td>224</td>
<td>121.5</td>
<td>608</td>
<td>633.5</td>
<td>423.5</td>
<td>476.5</td>
<td>340.5</td>
<td>575</td>
<td>436.5</td>
<td>778.5</td>
<td>110</td>
<td>149</td>
<td>4876.5</td>
<td>5783.5</td>
</tr>
</tbody>
</table>

**The Room That Houses the Brown Collection Usage**

The room that houses the Brown Collection (RHBC) was first made available in the 2010-2011 academic year. This year, we have seen a 64% decrease in use from the previous academic year. Despite this room being our most inviting and visible study room, it gets the least amount of use. It is only available for use by staff and faculty by appointment only since it houses a special collection. The room is most frequently used by MFA faculty and their classes, although their use has dropped off significantly.

**The Room That Houses the Brown Collection Use in Hours**

<table>
<thead>
<tr>
<th></th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total 2012-2013</th>
<th>Total 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHBC</td>
<td>13</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>6.5</td>
<td>0</td>
<td>12</td>
<td>45.5</td>
<td>127.5</td>
</tr>
</tbody>
</table>

**Lobby and Art Wall Usage**

The library remains a popular place for events and displays. We track the number of hours the library lobby is used for events and the number of days the lobby and art wall are used for displays.

**Lobby Use in Hours**

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Total Hours in Use 12-13</th>
<th>Total Hours in Use 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Lobby (in hours)</td>
<td>0</td>
<td>2.5</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>10.5</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>3</td>
<td>3</td>
<td>53</td>
<td>49</td>
</tr>
</tbody>
</table>

The library lobby use in days increased by 8% from the previous academic year. April 2013 saw the most use hosting the Edible Books Festival, the Chatham Choir bake sale fundraiser, and tables for Accepted Students Day.

**Lobby and Art Wall Use in Days**
The art wall usage increased by **163%** over the previous academic year due to a Rachel Carson display hung for the entire year.

The library lobby usage in days decreased by **90%** from the previous academic year. We did not have any art exhibits or as many food or clothing drives set up in the lobby as in the previous year.

**Assessment**

**Instruction and Workshop Assessment**

Starting in the 2011-12 academic year, the library began asking students, staff, and faculty to fill out brief assessments of the instruction sessions and workshops they attended.

**Instruction Assessment for Students**

The instruction assessment for students was administered when a librarian provided course-specific instruction about library resources and services to a particular class. A total of 87 students completed this questionnaire for the 2012-13 academic year. Overall, the responses were quite positive. The survey asked students to indicate the extent to which they agreed or disagreed with 6 statements. The chart below shows the results:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The content presented will be useful for my course &amp; assignments.</td>
<td>73.6%</td>
<td>23%</td>
<td>2.3%</td>
<td>1.1%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Too much information was presented.</td>
<td>5.7%</td>
<td>5.7%</td>
<td>31%</td>
<td>35.6%</td>
<td>21.8%</td>
</tr>
<tr>
<td>3</td>
<td>The material presented was new to me.</td>
<td>17.4%</td>
<td>39.5%</td>
<td>25.6%</td>
<td>15.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>4</td>
<td>The date of the session in the term worked for me.</td>
<td>52.9%</td>
<td>36.5%</td>
<td>7.1%</td>
<td>2.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>5</td>
<td>The librarian encouraged student participation &amp; questions.</td>
<td>65.5%</td>
<td>25.3%</td>
<td>8%</td>
<td>1.1%</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>As a result of the session, I will employ new techniques when searching for information and/or completing assignments.</td>
<td>50.6%</td>
<td>39.1%</td>
<td>9.2%</td>
<td>0%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Some highlights:

- 96.6% of students agreed or strongly agreed that the content presented would be useful for their course and assignments.
- 90.8% of students agreed or strongly agreed that the librarian encouraged student participation and questions.
- 89.7% of students agreed or strongly agreed that they would use new techniques when searching for information in the future.
89.4% of students agreed or strongly agreed that the date of the session in the term worked for them.

For two of the questions, the results were more mixed:

- While 56.9% of students agreed or strongly agreed that the material presented was new to them, 17.4% disagreed or strongly disagreed, and 25.6% chose the neutral option. This reflects a common challenge that occurs in instruction sessions. Some students come into the session with far more knowledge about information literacy than do others. In addition, some students will have seen a librarian more frequently in their classes. However, since 89.7% agreed or strongly agreed that they would employ new techniques as a result of the session, we feel that those who said the material was not new still learned at least a few new tricks.

- Since librarians often get only one class period to teach students everything they need to know about information literacy, it is a common worry that too much information is being presented. However, only 11.4% of students agreed or strongly agreed that too much information was given while 57.4% disagreed or strongly disagreed, and 31% remained neutral.

**Instruction Assessment for Faculty**

The instruction assessment for faculty was given to only 1 faculty member during the 2012-13 academic year. The following chart reflects her response:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The library session met my expectations for this class.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>The amount of material presented was suitable to the time allotted.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>The librarian encouraged student participation &amp; questions.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>The librarian used examples to explain difficult concepts.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>As a result of this session, I would recommend a library instruction session to my colleagues for their classes.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Workshop Assessment**

Library workshops are open to anyone. Although the vast majority of attendees are students, some faculty and staff do attend as well. The workshop assessment was given to 54 attendees during the 2012-13 academic year. Results are as follows:
# Feedback Survey Results

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The material presented was new to me.</td>
<td>31.5%</td>
<td>40.7%</td>
<td>13%</td>
<td>14.8%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Too much information was presented.</td>
<td>3.7%</td>
<td>7.4%</td>
<td>16.7%</td>
<td>44.4%</td>
<td>27.8%</td>
</tr>
<tr>
<td>3</td>
<td>The content of the library workshop was what I expected it to be.</td>
<td>48.1%</td>
<td>25.9%</td>
<td>16.7%</td>
<td>7.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>4</td>
<td>As a result of the library workshop, I will employ new techniques when searching for information and/or completing assignments.</td>
<td>56.6%</td>
<td>26.4%</td>
<td>15.1%</td>
<td>1.9%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>The library workshop was of little use to me.</td>
<td>0%</td>
<td>9.3%</td>
<td>14.8%</td>
<td>38.9%</td>
<td>37%</td>
</tr>
<tr>
<td>6</td>
<td>I would recommend this library workshop to a friend.</td>
<td>38.9%</td>
<td>44.4%</td>
<td>14.8%</td>
<td>1.9%</td>
<td>0%</td>
</tr>
</tbody>
</table>

As the chart shows:

- 83.3% would recommend the workshop to a friend.
- 83% will use new techniques while searching for information in the future.
- 75.9% disagreed or strongly disagreed with the statement that the workshop was of little use to them. No one strongly agreed with this statement and only 9.3% agreed.
- 74% agreed or strongly agreed that the content of the workshop was what they expected.
- 72.2% disagreed or strongly disagreed with the statement that too much information was presented.
- 72.2% agreed or strongly agreed that the material was new to them.

We have found Feedback Posters to be quite effective in gaining insight into student research. This is the second year we put up posters in the library to solicit such feedback from students. This year's two posters were put up in the fall semester and entitled:

- "My favorite book is…"
- "The hardest part of research is…"

Both posters received many comments. We responded to the favorite book poster with a list of all the books they had included as well as information on whether or not the library has a copy of them. The library owns well over half of the books. We also considered purchasing a few of the other books, especially any that were award-winners.

We also continue the Suggestion Box Display. This display contains suggestions submitted to the JKM Library and responses from library staff. New suggestions are added as students submit them. This display in particular is part of the library’s marketing as well as assessment efforts. We welcome student suggestions and try to meet as many of them as we are able. We are also open to constructive criticism and hope to improve library services as well as clear up common misconceptions.

**Goals for 2013-2014**

**Archives and Special Collections**

- Work with a consultant to improve accessioning and processing procedures in the Archives
- Continue to catalog Special Collections and improve preservation of the materials held there
- Finish transferring archival collections to the new shelving system
- Investigate a digital repository for electronic records and digitized collections to improve both preservation and accessibility
• Continue to encourage and increase use of the Archives and Special Collection within the Chatham community, particularly among students

Technical Services
• Bind more print periodical volumes
• Make time for professional development
• Get back to daily authorities and headings work maintenance.
• Stick to core responsibilities: let dedicated personnel take care of their own – don’t take on too many projects from others
• Establish an Open-Source testing-ground for library-related products
• Communicate openly with peers and share information more readily

Reference
• Recruit more of the library’s Reference Associates to work on marketing-related endeavors.
• Finish weeding the reference collection by fall 2015.
• Complete the existing LibGuides and move all the course-specific guides to the LibGuide platform.
• Create a full set of How-To Videos for PsycINFO
• Assess Research Consultation service

Access Services
• Continue to learn and implement the advanced features of the ILLiad Resource Sharing Management Software to help ensure optimal use and productivity
• Continue collection development in all areas but especially for the Falk School of Sustainability
• Continue the high standard of work the student staff achieve through careful training and thoughtful motivation
• Continue to streamline the many Circulation Desk procedures to help ensure the many facets of our library resources are used, maintained and returned to us