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

**Highlights**

- EBSCO’s Discovery Service was purchased to provide better access to databases
- Two new databases acquired: Oral History Online and EBSCO’s Academic eBook Collection
- The number of reference questions answered decreased by 13.7%
- Use of the instant message and email reference services decreased by 11.3%
- The number of research consultations decreased by 18.6%
- Late night building usage increased 2.4%
- Over 700 students were reached through library instruction classes
- Interlibrary loan requests decreased 29% while EZ-Borrow only decreased 3%
- Money spent on new books and media decreased by over 50%

**User Services**

We noted a decrease in a variety of our services during the 2013-2014 academic year; nearly all in the 10% - 20% range. The only numbers that remained stable were in the area of resource sharing, specifically EZ-Borrow and the circulation of library materials. I suspect the main contributor is the reduced number of students.

**Reference** – prepared by Kate Wenger, Reference Librarian

“Wow, thank you so much Kate! I don't have any questions yet because I'd like to dig into the various sources. I'll keep in touch if I have any further questions. Thank you so much again for all of your help.”

~Email from a graduate student

“Thank you so much for your help, I really appreciate it! These are great resources and I will definitely be sharing them with my supervisor.”

~Email from a graduate student

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 - **99.25 hours per week**. Reference services in all formats declined from the 2012-13 to the 2013-14 academic year. This seems likely to be due to the decrease in student enrollment.

The number of in-person reference questions declined 13.7% from the 2012-13 (2,056 reference questions) to the 2013-14 academic year (1,775 questions). 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 decreased by 11.3% from the 2012-13 year (476 questions) to the 2013-14 year (422 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 more extensive reference interactions, requiring a significant time commitment for the librarian and user. These are offered in two ways. Students, faculty, and staff may choose to set up an appointment with a librarian to discuss their research. 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 decreased by 18.6% 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>2013-14</td>
<td>285</td>
<td>138.0</td>
<td>29 minutes</td>
</tr>
</tbody>
</table>
Instruction – prepared by Dana Mastroianni, Reference and Web Librarian

“That’s great, Kate! I know your session made a big difference last year in my Readings class. I really appreciate it.”

~Email from a faculty member

“In my previous institutions, the librarians try to cover too much in one instruction session. I appreciate that you tailored your session to the assignment.”

Faculty - in person 10/24/13

A total of 41 course related instruction sessions reaching 703 (935 in 2012-2013) students were taught during the 2013-2014 academic year. Of these sessions, 28 were taught to undergraduates reaching 404 students, and 15 were taught to graduates reaching 399 students. Although we have no definitive explanation as to why there has been a decrease in instruction, it is not alone among library services in experiencing usage reduction. However, feedback from faculty and students participating in instruction sessions remains very positive and has even increased in specific areas as noted in the Instruction and Workshop Assessment portion of this report. (Assessment section pg. 40)

Library workshops continued to be offered in the fall and spring semesters, with each workshop offered twice. Both fall and spring semester workshops had nearly the same amount of attendees; 20 attendees for 14 workshops in the fall and 23 attendees for 12 workshops in the spring. Being the second year of declining attendance for the workshops, a goal for the upcoming year will be to re-examine our workshop offerings and possibly change the content to better suit the needs of students and faculty.

<table>
<thead>
<tr>
<th>Workshop Attendance</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>57</td>
<td>57</td>
<td>20</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>87</td>
<td>18</td>
<td>23</td>
</tr>
</tbody>
</table>
The workshops offered were:

- Library 101
- Plagiarism & Citation
- Basic Databases
- Zotero
- Mendeley
- Evaluating Resources

**Information Literacy**

In all encounters with students, whether a reference question, course related instruction or a library workshop, we take the opportunity to teach the skills needed to navigate to complex world of information. We have also made efforts at formally focusing on teaching students those skills. Our two current projects are detailed below.

The IND175 information literacy course for RN to BSN students continued to be taught online in the fall, spring and summer semesters. Feedback from students who have taken the course and nursing faculty continues to be positive therefore a second section of the class for each semester has been requested for the 2014-2015 year. This course has been taught by our health sciences librarian hired as an adjunct.

Another effort utilizes the LibGuides platform. The reference librarians began working on the tentatively titled project Library DIY. The goal of the Library DIY guide is multifold:

- To provide librarians with supplemental material during instruction sessions which is easily accessible by students after the session
- To provide a resource available for students who have not had course related library instruction
- To provide faculty with a resource that can be easily linked to Moodle for both on ground and distance classes

Designed so that users can efficiently navigate to topics that address their information needs, the guide provides answers to commonly asked questions. As of the conclusion of the 2013-2014 year, the Library DIY guide was still in the process of being created with an anticipated roll out in the fall of 2014.

**Personal Librarian Program**

“It's like you can read my mind! I'm starting new research I'm not familiar with and this is really helpful.”

~Undergraduate student in response to the personal librarian letter

Starting in the 2011-12 academic year, the library introduced a Personal Librarian Program. Each incoming undergraduate student, including transfers, is 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 planning meetings.

**Resource Sharing** – prepared by Amy Lee Heinlen, Access Services Librarian

“Oh, thank you for the explanation -- AND for finding a free version! That's perfect.

Thanks a million.”

6/13/14. Faculty - email.
Resource sharing, commonly known as interlibrary loan, makes sure that needed material gets to the correct user in a timely fashion. Deceptively simple, the mechanisms required to ensure the accurate and smooth running are varied and complex. Two methods are used and the statistics and work flow for each are maintained separately. Material is requested of partner libraries for our users as well as other libraries requesting our materials.

We use two systems to both fulfill the resource needs of our users as well as fill requests from our partner libraries; E-ZBorrow and ILLiad. We make a distinction between them since they are initiated and handled in very different ways, albeit both systems result in acquiring materials needed by our users. E-ZBorrow is a patron initiated borrowing system that utilizes a shared online catalog among over 50 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, an accompanying FedEx based delivery system ensures that items arrive within three to five business days – a much quicker turn-around time than traditional interlibrary loan. We also lend our materials to those partner libraries. Other materials requested, such as journal articles, DVD’s, CD’s and print books not available via EZ-Borrow are processed through ILLiad.

2013-2014 was the first full year ILLiad Resource Sharing Management Software was fully functional. ILLiad automates routine interlibrary loan functions, increasing productivity and dramatically reducing paperwork. Through Student Employment, we were able to hire a graduate student worker to handle the day-to-day borrowing requests made by our patrons through the ILLiad system and two undergraduate student workers were trained on processing requests made by other libraries for our materials. This allows the Access Services Librarian to focus on troubleshooting and tracking down difficult requests, and also allows her to focus her attention on the many other aspects of her position.

Volumes requested by our patrons through ILLiad decreased by 29% from last year. The 2013-2014 numbers (see chart below) are similar to those from 2011-2012. It is possible the staggering increase in ILL requests we experienced in 2012-2013 was an anomaly. The decrease could also be attributed to the use of JKM Library materials found in our databases and on our shelves, and too, is likely a result of lower student enrollment.

E-ZBorrow remains a popular resource for students, faculty, and staff. This was the second full academic year that the upgrade of E-ZBorrow under a new service provider was fully functional. We saw only a 3% decrease in book requests placed by our patrons over last year.

The year in resource sharing is summarized below.
E-ZBorrow Requests and ILLiad Requests Placed by Chatham Patrons (5 years)

- E-ZBorrow requests decreased by 3% from last year
- ILLiad requests decreased by 29% from last year

E-ZBorrow Requests and ILLiad Requests Placed by Chatham patrons by month in 2013-2014

The above graph illustrates the pattern of requests throughout the 2013-2014 academic year and consequent times of greatest demand on the staff.
The average time from when a patron places an interlibrary loan request through ILLiad to when they receive the item or are notified that the item is not available is around 9 days. These are calendar days, not work or business days, and this number includes items that cannot be delivered electronically. Though this looks like a large increase in delivery time from when a patron submits a request to when they receive it, this is actually a more accurate picture of the entire life of a request. The limitations of our old system did not factor in the time a request spent waiting to be processed but only reflected the time it took for a request to be sent to a lending library, the material to be sent to us, processed at JKM Library, and made available to our patron.

Loans of books or media take longer than articles to arrive as loans are physical items and must be shipped between libraries and articles are almost always electronically delivered. 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 can extend the life of the request, slowing down the turnaround time.
Again the vast majority of ILLiad requests were for articles. The decrease in physical requests (books & media) can be attributed to the widespread use of E-ZBorrow for books and the use of our own print collection.

**Fill Rate and Cancelled ILL Requests**

This year’s fill rate of 63% is down from the fill rate of 79% in the 2012-2013 academic year. This number includes requests that could not be filled by our lending partners because they were unwilling or unable to lend the item. This number also includes those requests that we cancelled due to the duplication of a request or the fact that ILLiad was not necessary to retrieve the item. 14% of the unfilled requests were available through the JKM Library, E-ZBorrow, or they were freely available online.

Since the closing of the 2013-2014 year, we have added additional cancellation notices to better track the reason for a cancellation of an ILLiad request (or why it is not filled). Next year, we will have the specific number of requests cancelled because they were available through the JKM print collection, the JKM journal collection (print and electronic), E-ZBorrow, or freely available online.

The chart below demonstrates the number of cancelled ILL request over the past five years.
The 2013-2014 academic year saw an **45% decrease** in the amount of cancelled requests. This number is more in line with the number of cancellations in the 2011-2012 academic year. The decrease in cancelled requests can be attributed to a few different causes but is mostly likely due to the fact that total requests through ILLiad were down significantly.

**Monthly comparison of total requested ILLiad items to cancelled ILLiad items in 2013-2014**

The 2013-2014 academic year saw an **45% decrease** in the amount of cancelled requests. This number is more in line with the number of cancellations in the 2011-2012 academic year. The decrease in cancelled requests can be attributed to a few different causes but is mostly likely due to the fact that total requests through ILLiad were down significantly.
E-ZBorrow Borrowing

E-ZBorrow Requests Placed by Chatham Patrons
(5 years)

- E-ZBorrow borrowing requests in 2013-2014 decreased by 3% from the previous year.
- Filled E-ZBorrow borrowing requests in 2013-2014 decreased by 2% over the previous academic year and make up 96% of total requests (which is the same as in 12-13).
- Unfilled E-ZBorrow borrowing requests in 2013-2014 decreased by 18% from the previous academic year and make up 4% of total requests (which is the same as in 12-13).

ILLiad - lending
We continue to lend through ILLiad considerably less than we borrow from other libraries. The chart below summarizes the requests to borrow our materials over the past 5 years.
Total interlibrary loan lending requests in 2013-2014 decreased by 14% from the previous academic year. This decrease may be attributed to the removal of records for e-resources that we could not lend yet were available for request.

The number of cancelled requests remain much greater than the number of filled requests for the past five years. The Access Services department continued to work with Technical Services to clean up the JKM Library holdings that other libraries use to request items from us. This effort is made so that items we cannot lend through ILL, mainly electronic journal articles and e-books, do not show up as items that other libraries can request from us. This should decrease our requests from other libraries for items we cannot provide to them and save both us and them 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. Other reasons that we would not fill a request are because we did not own the item or article, it was checked out at the time of the request, or we did not respond to the request within four days at which point it was passed on to the next library in the lender string.

**E-ZBorrow - Lending**

**Filled E-ZBorrow Lending to Consortia Members**

(5 Years)

- E-ZBorrow lending requests in 2013-2014 stayed level with last year's requests (which was an increase by 207% over the 2011-2012 year).

In August of 2011, we participated in a consortia-wide change of the E-ZBorrow 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 E-ZBorrow request from another library, due to student employees, we have a turnaround time of less than 24 hours which is the best in the consortia.

**Circulation and Reserves** – prepared by Amy Lee Heinlen, Access Services Librarian

While Resource Sharing is an important service to our users, ultimately it is our responsibility to purchase and make available the material necessary to support the curriculum of the institution. The information that follows concerns the resources owned by Chatham University.

**Total Item Circulation**

Total Item includes everything that passes through our circulation system. In addition to books and media, this also includes head phones, computer chargers, individual and group study room keys and all of the items from the above-mentioned resource sharing section.
The chart above illustrates total circulation activity and work volume over the course of the 2013-2014 academic year. The peak check-out period during the fall 2013 semester was October and the peak check-out period during the spring 2014 semester was April.

Total items checked out in 2013-2014 decreased by 5% over the previous academic year. This decrease is minimal and is the first decrease we have seen in four academic years. Our steady circulation statistics support our collection purchases, study room need, use of course reserves, as well as our participation in resource sharing.

The Social Sciences, Literature, and Art make up almost 70% of our total circulation by call number.
Graduate students, seniors, and items lent to other libraries make up over 80% of total patron check outs. Once again we note that sophomores seldom use library materials.

**Course Reserves**
During the 2013-2014 academic year, items on course reserve circulated a total of 370 times, a 30% 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>Total 2013-2014</th>
<th>Total 2012-2013</th>
<th>Total 2011-2012</th>
<th>Total 2010-2011</th>
<th>Total 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Items Checked out</td>
<td>370</td>
<td>526</td>
<td>781</td>
<td>1,363</td>
</tr>
</tbody>
</table>

**Web Presence** – prepared by Dana Mastroianni, Reference and Web Librarian, Dan Nolting, Head of Technical Services and Kate Wenger, Reference Librarian

**EBSCO's Discovery Tool**
The acquisition of a discovery tool precipitated major changes to the library website (http://library.chatham.edu) the foremost being the introduction of a single search box. The search box is tabbed for quick searching of the discovery layer, Journals A-Z list, library catalog, and student works. To continue to facilitate easy access to individual databases and highly used services such as LibGuides, EZ Borrow and ILLiad, buttons were created and placed directly below the single search box. This is still a work in progress, but the main structure, scale and dimensions have been altered to accommodate this search window while maintaining other features (Services, Contact, News and Notes.) We looked at hundreds of other college and university library sites with the same or similar products, which prompted 27 drafts that were examined and critiqued, resulting in a fully functional simple-yet-inclusive layout.
The Archives and Special Collections website (http://library.chatham.edu/screens/asc.html) was restructured and redesigned to better accommodate the needs of this growing independent entity. Following header and footer principles from the main library website, the body of the middle pages have their own identity which is more appropriate for a contemporary college archives/special collections. The Archivist and Head of Technical Services reviewed dozens of other academic archival sites which resulted in 4 final drafts that were presented to the librarians and other reviewers for final input. The new site went live on June 2nd, 2014, in anticipation of a revised main JKM Library website revision to follow.

The Library Online Catalog (OPAC) has been optimized as part of an annual upgrade, but major new features have been put on hold until the changes related to EDS are fully functioning and people have adapted to those changes.

A virtual newsfeed was scripted to replace the now defunct Widget Box, which was used to pull blog posts from the blog to the front page of the library website. This was designed in anticipation of the overall new look of the website with the integration of a discovery search window pane. Not only do we have greater control of its appearance, it is also just as easy to maintain and while being more cost-efficient (free).

Previous Library Webpage
Website Statistics
The library collects statistics on page views of the library website, blog, and resource guides. Due to the acquisition of new software, this content has moved around. The course-specific guides (previously hosted in PBWorks) and the Resource by Subject guides (previously contained within the main library website) have both been moved to a platform called LibGuides.

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. This limits our ability to draw conclusions from the statistics below. However, it is clear that our resources were more heavily used in the 2011-12 year than in the 2013-14 year. We suspect this is due to the reduction in enrollment that has occurred.

<table>
<thead>
<tr>
<th></th>
<th>2013-14 page views</th>
<th>2012-13 page views</th>
<th>2011-12 page views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Website</td>
<td>155,226</td>
<td>105,233 (data collection error)</td>
<td>248,824</td>
</tr>
<tr>
<td>Course-specific guides</td>
<td>(incorporated into LibGuides)</td>
<td>3,007</td>
<td>2,388</td>
</tr>
<tr>
<td>LibGuides (new!)</td>
<td>41,741</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Blog</td>
<td>4,346</td>
<td>4,304</td>
<td>2,833</td>
</tr>
<tr>
<td>Total</td>
<td>201,313</td>
<td>112,544</td>
<td>254,045</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. The chart below reflects the total number of “likes” at the end of each of the past four fiscal years. This past year saw a significant increase, due at least in part to the efforts of the Archivist to include
information about Chatham’s past as it related to the decision to move the institution to a coed undergraduate body and the highly enjoyable “Throwback Thursday” photos.

<table>
<thead>
<tr>
<th>Date</th>
<th>Likes</th>
<th>% Increase from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/30/2014</td>
<td>206</td>
<td>30.4%</td>
</tr>
<tr>
<td>6/30/2013</td>
<td>158</td>
<td>13.7%</td>
</tr>
<tr>
<td>6/30/2012</td>
<td>139</td>
<td>6.1%</td>
</tr>
<tr>
<td>6/30/2011</td>
<td>131</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**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.

**Library Newsletter**
Each fall and spring semester, the library publishes a newsletter called *Library News* to update the Chatham community on library resources, services and staff news. 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 2013-14 academic year. In order to better create displays of interest to the Chatham Community, Kate Wenger, the librarian responsible for marketing library materials, attended three Chatham Diversity Program Committee meetings. As a result, many of the displays below correspond with campus diversity events.

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 both as books are checked out and as materials that have been on display for more than two months are returned to the stacks.

**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 is also part of the library’s assessment efforts. We welcome student suggestions and try to meet as many of them as we are able. We are also open to criticism and hope to improve library services as well as clear up common misconceptions.

**Permanent Display**: Faculty Publication Display
This permanent display highlights recent faculty publications.

**August 2013 – June 2014**: Year of the Andes: Chile
As it does each year, the Library pulled items from its collection for the year-long Global Focus display.
July 2013 – April 2014: Muslim Journeys
A display of books and DVDs received as part of Chatham’s Muslim Journeys grant was available from March 2013 through April 2014.

July – September 2013: Muslim Authors Display
A display highlighting well-known Muslim authors was created.

July – August 2013: “Summer” Reading
Books with the word “summer” in the title, as well as other books about summertime topics were put on display.

July – August 2013: Graphic Novels
Inspired by the popularity of Marjane Satrapi’s “Persepolis”, this display featured the graphic novels owned by the library.

September 2013: Hispanic American Heritage Month
A display was created to support Chatham’s celebration of the Hispanic American Heritage Month.

September - October 2013: Banned Books Display
A display of books that have been banned or challenged in the US was created.

October 2013: LGBT History Month Displays
Two displays were created in honor of LGBT History Month. One featured gay and lesbian fiction, as well as books on the history of homosexuality. The other display featured books on various LGBT topics.

October 2013 – December 2013: Young Adult Fiction Display
In honor of Teen Read Week, a display featuring popular young adult novels was created.

November 2013: Native American Heritage Month
This display featured a variety of books about Native Americans.

November 2013: Composer Benjamin Britten
A display of works about Benjamin Britten was created to go along with the celebratory performance marking the composer’s 100th birthday in Laughlin Music Hall.

November 2013: Doris Lessing
A display of Doris Lessing’s books was created to mark the passing of this wonderful and prolific writer.

December 2013 – January 2014: Fun Reading for Winter Break
A display of popular titles was created to interest students in reading something fun over winter break.

December 2013: Nelson Mandela, 1918-2013
A display featuring information about Nelson Mandela was created.

January 2014: Martin Luther King Jr. Displays
Two displays about Martin Luther King Jr were created in honor of MLK Day. One display featured books about MLK’s life and his impact on American History. The other display contained posters of information about him.

January 2014: National Mentoring Month
This display featured titles of relevant books that are available either in print or as e-books through the JKM Library.
February 2014: Blind Date with a Book
This display featured books and DVDS that were covered so that no identifying information could be seen. These staff favorites included tantalizing covers that hinted at 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.

February – March 2014: Black History Month / Women of Color HERStory Month / Women’s History Month
In order to also recognize Chatham’s Women of Color HERStory Month, this display highlighted works by and about great women of color.

February 2014: Langston Hughes
This display highlighted a selection of Langston Hughes’s writings.

February 2014: V-Day
This display feature information about V-Day and the Vagina Monologues performance at Chatham.

March 2014: National Social Workers Month
This display featured information about National Social Workers month.

March 2014: Fantasy and Science Fiction
Display of selected works in the fantasy and science fiction genres inspired by the Irish legend of the magic bestowed through the Blarney Stone.

March 2014: Banish the Winter Blues
Whether it’s through a safari in Kenya, a poor girl’s wanderings on the moors in England, or one farmer’s reflections from the Midwest, this display was created to help banish the winter blues.

March 2014: Not Just Rachel
Created by the Chatham Archivist, this display featured successful Chatham alumnae other than the famous Rachel Carson.

Late March – April 2014: Snack on a Good Book
To accompany Chatham’s third celebration of the International Edible Book Festival, a display was created featuring a wide variety of books about food.

April 2014: National Poetry Month
This display featured books of poetry in honor of National Poetry Month.

April-June 2014: From Page to Screen
This display featured movies that are based on books.

May 2014: Cinco de Mayo
This display was created in celebration of Mexican and Latin American history on May 5th, and featured books by and about Frieda Kahlo, Gabriel Garcia Marquez, and Julia Alvarez.

May 2014: Summertime
A display featuring breezy beach reads was created.

May 2014: International Museum Day
This display contained information about International Museum Day.

May 2014: Jewish American Heritage Month
Featuring materials related to Jewish American Heritage, this display encouraged library patrons to remember the past and celebrate the future of Jewish Heritage in America.

**June 2014: LGBTQ Pride Month**

This display featured books celebrating LGBTQ pride month. The focus of this display was mostly on transsexual persons inspired by Jeffrey Eugenides’ novel "Middlesex".

**June 2014: Ramadan**

This display provided information about the month of Ramadan.

**Resource Fairs and Other Campus Events**

In order to increase library awareness, librarians attend a variety of resource and orientation fairs. 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 better 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 often held within the library, including time to register for classes. 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:

- Juggling Club
- Accepted Students Day
- Edible Books
- Happiness Poster sponsored by W.O.W.
- Cell phone for soldiers drive
- Silent Witness Exhibit

**Collection development** – prepared by Dan Nolting, Head of Technical Services, Kate Wenger, Reference Librarian and Dana Mastroianni, Reference and Web Librarian

This section deals with the acquiring and maintaining of resources that support the curriculum. Those resources acquired are in a variety of formats; some are purchased and some are leased. In addition to the acquisition of resources, it is also important to comb through the collection and discard material that is underused, out of date or no longer appropriate for our users.

**New Books and Media**

The amount of money spent on books, movies and music has decreased over 50% from the previous year ($18,781 to **$8,538** with the number of titles also decreasing (from 410 to **181**, respectively).

The total amount of new monographic titles ordered and received this year consists of 135 circulating books (5 of them for the curriculum collection; 10 for Year-of-Chile), 22 reference titles (6 with eBook companions), 14 DVD movies, and 4 stand-alone eBooks (not part of an aggregated database package) making the average cost-per-title being $47.17 (compared to $45.81 last year).

The average amount spent per subject/department decreased to $388 compared to $606 last year.

The most was spent on Psychology and Counseling, which was $1,045 (compared to $1,325 last year), then Physician’s Assistant, which was $974 (compared to $1,418 last year), then Agriculture/Food...
Studies, which was $913 (compared to $1,915 last year), then Writing / Literature / Fiction, which was $902 (compared to $1,947 last year).

The area that continues to demand the most new titles again is Writing & Literature (48), followed by Psychology and Counseling (14), then Poetry (13). The top average costs-per-title belongs to Physicians Assistant ($97), Medical (general) ($92), and Social Work ($90). The most cost-effective (cheapest books) were again Pittsburgh-related ($16), then Feature Film DVDs ($17) and Writing / Literature / Fiction ($19).

The chart above is 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 2013-14</th>
<th>(Last year)</th>
<th># of Titles</th>
<th>Avg. cost per Title/Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology / Counseling</td>
<td>$ 1,045.28</td>
<td>$ 1324.82</td>
<td>14</td>
<td>74.66</td>
</tr>
<tr>
<td>Physician’s Assistant</td>
<td>974.09</td>
<td>1417.6</td>
<td>10</td>
<td>97.41</td>
</tr>
<tr>
<td>Agriculture/Food Studies</td>
<td>912.65</td>
<td>1,914.98</td>
<td>11</td>
<td>82.99</td>
</tr>
<tr>
<td>Writing / Literature / Fiction</td>
<td>901.67</td>
<td>1946.84</td>
<td>48</td>
<td>18.78</td>
</tr>
<tr>
<td>Category</td>
<td>Code</td>
<td>Downloads</td>
<td>Views</td>
<td>Completion</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------</td>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Business/Economics</td>
<td>414.42</td>
<td>638.54</td>
<td>12</td>
<td>34.54</td>
</tr>
<tr>
<td>Communications/Media/Tech</td>
<td>384.90</td>
<td>170</td>
<td>5</td>
<td>76.98</td>
</tr>
<tr>
<td>Health/Medicine (general)</td>
<td>368.59</td>
<td>242.16</td>
<td>4</td>
<td>92.15</td>
</tr>
<tr>
<td>Poetry</td>
<td>312.90</td>
<td>451.88</td>
<td>13</td>
<td>24.07</td>
</tr>
<tr>
<td>Ethnic</td>
<td>301.20</td>
<td>845.14</td>
<td>10</td>
<td>30.12</td>
</tr>
<tr>
<td>Social Work</td>
<td>269.95</td>
<td>409.4</td>
<td>3</td>
<td>89.98</td>
</tr>
<tr>
<td>Education</td>
<td>249.80</td>
<td>1373.95</td>
<td>7</td>
<td>35.69</td>
</tr>
<tr>
<td>Animals/Biology</td>
<td>198.90</td>
<td>62</td>
<td>5</td>
<td>39.78</td>
</tr>
<tr>
<td>Library &amp; Info Science</td>
<td>195.99</td>
<td>186.95</td>
<td>5</td>
<td>39.2</td>
</tr>
<tr>
<td>Environment</td>
<td>192.00</td>
<td>2299.9</td>
<td>3</td>
<td>64</td>
</tr>
<tr>
<td>Art/Fine Arts</td>
<td>166.00</td>
<td>25</td>
<td>4</td>
<td>41.5</td>
</tr>
<tr>
<td>Politics and Law</td>
<td>162.79</td>
<td>1219.9</td>
<td>6</td>
<td>27.13</td>
</tr>
<tr>
<td>History &amp; Biography</td>
<td>142.45</td>
<td>346.05</td>
<td>6</td>
<td>23.74</td>
</tr>
<tr>
<td>Theatre/Film</td>
<td>131.90</td>
<td>69.5</td>
<td>8</td>
<td>16.49</td>
</tr>
<tr>
<td>Music &amp; Theater</td>
<td>85.00</td>
<td>356.95</td>
<td>2</td>
<td>42.5</td>
</tr>
<tr>
<td>Sociology</td>
<td>62.95</td>
<td>133.95</td>
<td>2</td>
<td>31.48</td>
</tr>
<tr>
<td>Math/Science/Physics</td>
<td>45.94</td>
<td>309.75</td>
<td>2</td>
<td>22.97</td>
</tr>
<tr>
<td>Pittsburgh region</td>
<td>16.00</td>
<td>29.95</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Career Development</td>
<td>0</td>
<td>584.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0</td>
<td>956.71</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Criminology/Forensics</td>
<td>0</td>
<td>210.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graphic Novels (new subject)</td>
<td>0</td>
<td>159.92</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LGBT</td>
<td>0</td>
<td>231.9</td>
<td>0</td>
<td>38.65</td>
</tr>
<tr>
<td>Language</td>
<td>0</td>
<td>145.81</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy/Religion</td>
<td>0</td>
<td>196.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physiology</td>
<td>0</td>
<td>77.31</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>0</td>
<td>442.92</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**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 or two of books from the reference collection. The Reference Associates provide an initial review of these books; then up to five of the librarians do a final review of the books. The books then either remain in the reference collection, are updated with newer editions, are moved to the circulating collection, or are withdrawn from the collection entirely.

For the first two years of the project, only one shelf of books was reviewed at a time. In order to complete the project more quickly, this has been increased to two shelves of books per cart whenever possible. This has greatly increased the rate at which the project is progressing, as shown in the chart below. As of June 2014, a total of 1,818 titles have been reviewed. The project is slightly more than two-thirds complete, as determined by space measurements, not the number of titles.

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Titles Reviewed</td>
<td>897</td>
<td>409</td>
<td>512</td>
</tr>
</tbody>
</table>

**Second Floor Space Project**

This project involved removing duplicate copies of unused books from the second floor of the library. Student workers and librarians pulled the duplicate copies from the shelves. Librarians then reviewed all the books pulled, marking ones they felt should not be removed. Those books were returned to the stacks, and the remaining books were removed from the collection. This project is scheduled to be completed in August 2014.

**Gifts**

In 2010 we began cataloging the Brown Collection of Literary Fiction and used it primarily as a training ground for teaching copy-cataloging to interns from Pitt. After 4 years, we have finally finished cataloging all 3,091 restricted items.

For items that are fully processed and available for circulation:

- David Hassenzahl gift: 2 books (92 still in processing)
- Christine Michelmore gift: 15 books (over 200 still in processing)
- Other individuals: 281 books, CDs, and DVDs

298 total circulating titles for 2013-14

+ **3,091** Brown Collection complete*

3,389 gift titles fully processed

*These figures were never included in past years’ annual report totals

The amount of books being repaired remains consistent with **210** (compared to 218 in 2012-13)

**183** titles (106 last year) titles were transferred. Most of these were moved from Reference to Circulation as a result of the reference weeding project.
5,351 titles (981 last year) were withdrawn. This big increase is due to a massive clean-up that started with physical weeding and de-duping from previous years.

**GRAND TOTALS of Standard Monographs**

*NOT including student publications, print periodicals, or materials currently being processed*

The amount of titles went down (from 92,665 to 90,854) due to ongoing weeding and de-duping projects. The amount of volumes also went down (from 117,630 to 112,457).

<table>
<thead>
<tr>
<th>Volumes held June 30, 2013*</th>
<th>Titles held June 30, 2012*</th>
<th>Volumes Added to the Catalog FY13-14</th>
<th>Titles added to the Catalog FY13-14</th>
<th>Volumes withdrawn from the Catalog FY13-14</th>
<th>Titles withdrawn from the Catalog FY13-14</th>
<th>Net Total items FY13-14</th>
<th>Net Total Titles FY13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>117,630</td>
<td>92,665</td>
<td>3,558</td>
<td>3,540</td>
<td>8,761</td>
<td>5,351</td>
<td>112,457</td>
<td>90,854</td>
</tr>
</tbody>
</table>

**Serials**

*Exclusively Online*

Online only serials - those that are not part of a database and are thus cataloged bibliographically:

<table>
<thead>
<tr>
<th>Title</th>
<th>Annual Cost (based on 2014 invoice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Environmental Education &amp; Communication (Taylor &amp; Francis)</td>
<td>$298.00</td>
</tr>
<tr>
<td>Choice (ACRL)</td>
<td>$542.00</td>
</tr>
<tr>
<td>Chronicle of Higher Education (also comes with print as part of a separate order)</td>
<td>$1,812.00</td>
</tr>
<tr>
<td>Food and Foodways</td>
<td>$1,029.00</td>
</tr>
<tr>
<td>Ecopsychology (Mary Ann Liebert)</td>
<td>$596.00</td>
</tr>
<tr>
<td>Journal of Green Building (College Publications)</td>
<td>$609.00</td>
</tr>
<tr>
<td>Journal of Computer-Mediated Communication</td>
<td></td>
</tr>
<tr>
<td>Journal of Occupational Therapy Schools &amp; Early Intervention (TF)</td>
<td>$285.00</td>
</tr>
<tr>
<td>New England Journal of Medicine</td>
<td>$2,950.00</td>
</tr>
<tr>
<td>New Social Worker</td>
<td>$12.00</td>
</tr>
<tr>
<td>Sex Roles (Springer)</td>
<td>$2,098.00</td>
</tr>
<tr>
<td></td>
<td>$10,231.00</td>
</tr>
</tbody>
</table>

**Current Print Serials**

There were 3 discontinuations, 2 cuts, and 2 additions, leaving 107 (110 last year) current print serial subscriptions at the beginning of 2014.

Of these, 62 are print only (69 last year) and 45 (41 last year) come with an online counterpart.
<table>
<thead>
<tr>
<th>PRINT PERIODICAL SUBJECT AREAS</th>
<th>total price (based on 2014 invoice)</th>
<th>last year</th>
<th>Amt of titles*</th>
<th>last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health profession</td>
<td>$10,533</td>
<td>$6,057</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>$5,360</td>
<td>$5,302</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>$3,169</td>
<td>$6,252</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Psychology</td>
<td>$2,622</td>
<td>$3,739</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>News (general)</td>
<td>$2,167</td>
<td>$1,942</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Interior architecture</td>
<td>$2,138</td>
<td>$1,938</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Business and Management</td>
<td>$1,758</td>
<td>$1,455</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Communication</td>
<td>$1,568</td>
<td>$1,472</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Counseling and Social Work</td>
<td>$1,514</td>
<td>$2,378</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>$1,481</td>
<td>$2,423</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sociology</td>
<td>$1,198</td>
<td>$594</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Book reviews</td>
<td>$978</td>
<td>$614</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Political Science</td>
<td>$938</td>
<td>$880</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>$864</td>
<td>$297</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Landscape</td>
<td>$787</td>
<td>$399</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>$630</td>
<td>$615</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Ethnic &amp; Multicultural Studies</td>
<td>$536</td>
<td>$498</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>$491</td>
<td>$79</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>$453</td>
<td>$429</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Theatre, Music and Film</td>
<td>$412</td>
<td>$393</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>$387</td>
<td>$365</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Food studies</td>
<td>$344</td>
<td>$314</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English, Literature and Writing</td>
<td>$238</td>
<td>$234</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>$216</td>
<td>$206</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art (Fine Art and Art &amp; Design)</td>
<td>$177</td>
<td>$250</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>$128</td>
<td>$1,079</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>$113</td>
<td>$109</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Career development</td>
<td>$87</td>
<td>$87</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Library Science</td>
<td>$76</td>
<td>$76</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Applied Computer Science</td>
<td>$27</td>
<td>$27</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*cross-over subject areas (titles included more than once if they have interdisciplinary content)

Total cost for the 118 print, print w/online, & online exclusive titles is 44,500, averaging about $377 per title for the year.

There were a total of 493 print periodicals system check-ins (compared to 544 last year; 705 previous year), plus 1,360 daily newspapers manual check-ins, totaling 1,853 (1,904) serial item check-ins by library staff.

**Databases** – prepared by Dana Mastroianni, Reference and Web Librarian

Three new resources, Oral History Online, EBSCO's e-Book Academic Collection, and EBSCO's Discovery Search were added to the library’s database holdings this year. The most searched databases remained the same as last year with the Evidence Based Medicine Reviews suite (includes: The Cochrane Database of Systematic Reviews, The Cochrane Methodology Register, The Cochrane Central Register of Controlled Trials, The NHS Economic Evaluation Database, the Database of Abstracts of Reviews of Effects, and the ACP Journal Club), and CINAHL with Full Text being the two most utilized resources. Although overall usage of the databases was down from the previous academic year, health
science databases continued to be valued as an important source of information for the health science faculty and students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EBM Reviews</td>
<td>74077</td>
<td>94070</td>
<td>164066</td>
<td>37104</td>
<td>9633</td>
</tr>
<tr>
<td>JSTOR</td>
<td>40733</td>
<td>93421</td>
<td>131433</td>
<td>15876</td>
<td>8516</td>
</tr>
<tr>
<td>CINAHL w/Full Text</td>
<td>73292</td>
<td>77480</td>
<td>66286</td>
<td>47405</td>
<td>67500</td>
</tr>
<tr>
<td>Academic Search Premier</td>
<td>46909</td>
<td>47791</td>
<td>44606</td>
<td>59306</td>
<td>53695</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>36555</td>
<td>44052</td>
<td>62904</td>
<td>69428</td>
<td>45253</td>
</tr>
<tr>
<td>Medline</td>
<td>27934</td>
<td>44052</td>
<td>56193</td>
<td>38292</td>
<td>18930</td>
</tr>
</tbody>
</table>

The major addition to database holdings this year was EBSCO’s Discovery Search. Given that the majority of the library’s individual database subscriptions are EBSCO products and the familiarity that students and faculty have with the interface, acquiring a discovery product was the next logical step to provide patrons with the best possible search experience. Also, many patrons utilized the library’s federated search service, Central Search, which was a single point from which to search many of the library’s databases and catalog, but lacked sophistication in searching options and result retrieval. From the user perspective, the single search point of the Discovery layer provides an efficient way to search the majority of the library’s database and catalog holdings, but also provides a richer search experience due to the level of indexing provided. Other improvements from Central Search include an advanced search option, an expanded set of search limiters, the inclusion of subject headings, abstracts, author provided keywords, geographic terms, and a link resolver for resources held outside of EBSCO’s domain. With the Discovery layer also came a new journal title search service, known as the Journals A-Z list. Although WT Cox’s JournalFinder product had served the library well, inclusion of journal title search with the Discovery layer deemed JournalFinder obsolete for the library’s purposes.

Set-up of the discovery layer and journal list began in April by providing EBSCO with the library’s complete list of catalog holdings and database subscription details. Much communication between EBSCO’s Discovery Solutions Coordination team and library staff, with Dana Mastroianni taking the lead, ensued over the next two and half months in order to tweak details of search results such as:

- Including links to library services, ILLiad and/or EZ Borrow when appropriate
- Testing LinkSource links to ensure access to non-EBSCO holdings
- Testing the Journals A-Z list to ensure the library’s print and electronic holdings were being reflected accurately

Resources that were not able to be searched directly by the Discovery layer were included in custom search widgets available from the initial search results page. Once a search is performed, those terms are carried over into the custom search widgets which then search the resource at the user’s command.

**Archives and special collections** – prepared by Rachel Grove Rohrbaugh, Archivist and Public Services Librarian
“Thank you for your kindness in sharing your knowledge of the history of Chatham. It has been so interesting and I look forward to learning more.”
—Staff member in Student Services

“Thanks SO much for passing along these retro-fab pictures of Rea Coffee House…I appreciate your help.”
—Staff member in Institutional Advancement

2013-2014 was another busy year in the Archives and Special Collections. With the help of two interns and a new work study assistant, we completed the processing of a number of archival collections, including the Eden Hall Historical Collection and the Jerry L. Caplan Papers. An archives consultant helped us develop an organization schema for the Archives and also helped us plan for backlog processing and accessioning. A new Archives and Special Collection website improved the visibility of our digital collections and made a number of forms and policies available to our patrons.

Archives Reference and Instruction
To make Archives and Special Collections research more convenient for the Chatham community, Rachel continued to offer weekly office hours on Tuesday mornings and Thursday afternoons. Research help at other times is still available by appointment, and most of our patrons do still choose to make an appointment.

130 reference questions were recorded this year, 111 research consultations, and 107 research consultation hours. Per month, we averaged approximately 11 reference questions, 9 research consultations, and 9 research consultation hours. Our busiest month was November with 21 reference questions, 19 research consultations, and 15.75 research consultation hours.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Questions</td>
<td>197</td>
<td>139</td>
<td>150</td>
<td>211</td>
<td>130</td>
</tr>
<tr>
<td>Research Consultations</td>
<td>170</td>
<td>122</td>
<td>124</td>
<td>170</td>
<td>111</td>
</tr>
<tr>
<td>Research Consultation Hours</td>
<td>202</td>
<td>159.5</td>
<td>153</td>
<td>178.5</td>
<td>107</td>
</tr>
</tbody>
</table>

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.

The largest single patron type was Chatham staff and administrators, who represented 34% of our Archives and Special Collections patrons in 2013-2014. Staff questions came from a variety of offices on campus (see chart above) but most frequently from the historian Chatham has hired to write a new history of the university.
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 questions were down considerably (from 15 questions last year to just 2 this year). This can largely be contributed to the lack of an open house or Archives table at Reunion Weekend this year.

Our diverse patron population continued to present a variety of interesting queries. Highlights are detailed below:

Students:
- Students began exploring the history of our new campus through the Eden Hall Historical Collection.
- Several Food Studies students requested help in finding primary sources for their class projects in Food, Culture, and History.
- An undergraduate interior architecture student did research for her tutorial in the Archives on the transformative reuse and renovation of the Art and Design Center and Mellon Hall.
- We assisted an undergraduate student reporter who was writing a story that included the history of Rea Coffeehouse.
- We met with several students in Lou Martin’s 1960s and Vietnam course, who needed access to the student newspapers in the Archives.

Faculty:
- Bill Lenz continued his research in the Snowdon Mesoamerican Collection.

Staff:
- The President’s Office requested images and research for community forums on the co-ed decision/debate.
- A student worker for Student Affairs continued research in the Archives to complete a list of all former class presidents.
- Institutional Advancement requested images of Rea Coffeehouse to help with fundraising for the senior class gift, a renovation of the campus music and art venue.

Outside Researchers:
- The curator of the Fort Pitt Block House requested information on the Russell Smith painting of the Block House owned by the university. This research was included in her recent book, "The Fort Pitt Block House."
- There were a number of requests for image reproductions from our collection, including a request for an image of Rachel Carson for a textbook, an image of students playing basketball in 1934-35 for a history of basketball display at a youth sports facility, as well as an image of the 1906-07 basketball team for a local fiction book.
- A professor at the University of Pittsburgh Titusville requested information on President Paul Russell Anderson's defense of Roy Harris when Harris was accused of communism in 1953.
- A curator at the Washington County Historical Society contacted us for information on Madeleine LeMoyne, who was an instructor in geography and mathematics at the Pennsylvania Female College from 1870-1873. The Historical Society is currently located in LeMoyne’s childhood home.
- Several patrons requested images of family members who were associated with the college and other genealogical information.
- A professor in Japan contacted us for access to early Rachel Carson writings.
• A researcher at the Lycoming County Women's History Project asked for research help finding information on an early Pennsylvanian suffragist.
• A researcher looking for information on the artist Richard Callner’s abstract sculptures and folk art inquired about a 1963 exhibition on campus.
• A Swiss writer working on the first biography of Rachel Carson in German visited the Archives to do research in the Carson Collection and requested images for publication.
• The former archivist of the New York Public Library, who is working on a history of the branch librarians, inquired about Rachel Fleming Ghriest, a special student in 1914-1915, who later worked for NYPL.

Archives

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 39 images for inclusion on Historic Pittsburgh. As of this report, we had not sent these images to the University of Pittsburgh’s Digital Research Library. The site is currently undergoing an update that will change some metadata requirements. The new site is set to launch in fall 2014. According to statistics provided by the DRL, there were 1,046 page views (709 unique) from July 1, 2013-June 30, 2014.

Cummins Endowment
Cummins funds were used to hire Jennifer Howard, our student Archives Assistant, during the summer months. This helped us maintain project continuity from spring into the beginning of the fall semester. Additional funds were used to purchase preservation supplies including archival boxes and folders.

Archives Consultant
During the fall semester (September-December), Elizabeth Scott, an archivist at the Pittsburgh Theological Seminary, was brought in as an archives consultant. Elizabeth worked with Rachel to develop an organization schema of records groups for the Archives, analyze our backlog of unprocessed materials, and develop accession procedures in Archon, our archival management system. Elizabeth also helped Rachel develop short and long term goals for the Archives.

Archives Transfer Form and Procedures
Rachel updated procedures for the transferring of material from other departments on campus to the Archives and added the updated, interactive form to the Archives and Special Collections website.

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 2013-2014 academic year, this grant was completed. With approval from the NEH, funds remaining after the purchase of new shelving were used to buy archival boxes. In October, final progress and financial reports were submitted to the NEH.

Special Collections

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.

Special Collections Inventory and Cataloging
Cataloging the Snowdon Collection continued as well as weeding materials from the former Women’s Education Historical Collection.

Brown Collection of Literary Fiction
Alison Fulmer, our Pitt Partners intern, spent approximately one day per week cataloging in the Brown Collection of Literary Fiction, and was on track to complete cataloging of the 3,000+ book collection this summer.

NEH Preservation Assistance Grant for Small Institutions
In May, we submitted a National Endowment for the Humanities Preservation Assistance Grant application for a preservation needs assessment of Special Collections. If awarded, this grant will provide for an expert evaluation of the institution’s preservation needs for the collection, 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.

Archives and Special Collections Displays
The Archives and Special Collections contributed materials and content to three first floor displays in 2013-2014.

- In February and March, we featured accomplished alumnae for Women’s History Month with a display titled *Not Just Rachel*.
- In June, we displayed a variety of memorabilia for Reunion Weekend.
- Also in June and continuing throughout the summer, we displayed materials from the Jerry L. Caplan Collection.

In addition, materials from the Jerry L. Caplan Papers were featured in a summer exhibition in the Chatham Art Gallery, *Jerry Caplan and Donna Hollen Bolmgren: Partners in Art*. Archives field placement student, Rejoice Scherry, assisted in the hanging of this gallery exhibition.

Chatham Ambassadors Presentation
At the request of Admissions, Rachel gave a presentation in June to a group of Chatham Ambassadors and other Admissions staff. Ambassadors frequently answer questions about Chatham history when leading tours for prospective students and family. This presentation was their opportunity to get an overview of this history and ask any questions they might have.

PAC Sports Network Video
Rachel was interviewed by the PAC Sports Network for a video on the history of the Mellon building, which was featured during a basketball half-time event and on the network’s YouTube channel. We also contributed historic photographs of Mellon for the video.

Articles
Rachel contributed two articles to the spring edition of *Library News*, one article highlighting our online collections and another focusing on records that faculty and staff might contribute to the Archives.

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

New Archives and Special Collections Website
Throughout 2013-2014, Rachel worked with Dan to design a new version of the Archives and Special Collections website. The new website features quick and easy access to our digital collections, all of our frequently consulted policies and forms, and a new list of frequently asked questions and answers.

**Technical services** – prepared by Dan Nolting, Head of Technical Services

**Cataloging, Standards and Authorities**

**Monographs cataloged**

1,864* titles were cataloged or re-cataloged between July 1, 2013 and June 30, 2014 (last year: 1,794)

**Monographs Deleted**

5,351* records were deleted from the local catalog, mostly from batch weeding performed during last and previous years, plus a significant amount of suppressed records for items that have been deemed lost for good (981 deleted last year).

*Not including 127k+ eBook records that were loaded and unloaded within a 3-month span.*

**Authority Records**

There were 210 new authority records created (169 previous year), 4 new uniform titles (11), 18 new local heading creations (27), and 695 blind heading removals (1592 previous year).

**RDA (Resource Description and Access) Implementation**

In this second full year of this gradual integration, about 1/3 of the new bibliographic records coming into the catalog represent this new standard. The old standard (AACR2) and RDA are fully compatible with each other, but there will be a time in the next decade when MARC will be replaced with a new code scheme (BIBRAME – designed for universal and optimal web/database compatibility), which will require all records to be read as RDA. Preliminary planning has begun for identifying the best time for a full conversion to RDA in all bibliographic and authority records.

**Media and Digitization**

**Video**

- 2 webcasts were captured and archived onto DVD and cataloged with a link to the active online video:
  - Dr. Esther Barazzone and Dr. Suzanne Mellon / conversation at WQED.
  - The Mellon House at Chatham University / PACSN.

- VHS to Digital project follow-up: Digital availability checks are performed monthly cross-checking lists of titles that were converted from analog to digital with vendor lists of new commercial digital releases.

**Audio**

- History class oral history recordings: 4th year of converting digitally recorded interviews from Professor Martin students’ oral history projects for successful storage, access and playback. These are now cataloged.

**E-Books**

- Over 126,000 eBooks records were batch loaded into the catalog, but were removed within a few months due to the poor quality level of the MARC records and the inability to keep up with the authority changes.

- EBSCOHost Collection Manager (ECM): 4 e-books were cataloged as stand-alone bibliographic purchases.

- 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, Accessible Archives, Historic Pittsburgh and local repaired and digitized copyright-free out-of-print books.
Systems/Technology

- Provided EBSCO Discovery Services with a detailed questionnaire to make the library catalog records work properly with the EDS interface
- Bibliographic data loads have been globally reconfigured for proper display in the EDS interface.
- Created customized static holdings list to be presented in EDS A-Z. A system for regular updates needs to be created
- Created semi-monthly data load protocol for loading catalog changes into EDS
- Conducted Millennium Patron Loads in Access Service Librarian’s absence
- Continue to perform weekly patron loads for ILLiad
- Created mobile labeling machine with old parts for technical services staff to periodically re-label books with worn and missing call numbers
- With the changing IP address 31 of the 46 EJS and online only non-aggregated serials had to be manually updated so that they can be accessed on and-off campus. All 46 have been thoroughly tested and marked for easy retraction in the event of another unexpected change
- Configured the Archives Data-logger to work properly with Chatham computers
- Have begun running Library Server Tape back-ups remotely
- Have been given full access to the EZProxy where much overdue clean-up was performed

Library Server

The server (III Millennium) houses all library domain websites, catalog, patron, transaction and administrative data as well as performing daily transactions for circulation, serials and cataloging.

- The server is currently running at 20% capacity, down 9% (Innovative expanded our space due to the numerous server crashes while importing and deleting eBook records).
- Upgraded to latest version of Millennium (ver. 2011.1.6_5)

Student Publications

For the school year 2013-14, there were 425 total records received, 97 requests to view print versions, and 1,142 online views.

Storage

There is no major concern with virtual space right now. All growth is gradual and predictable.

Each student submitting their tutorial, thesis or capstone signs a release agreement that allows their work to be accessed by other researchers. Those agreements are housed in:

Archived High-Quality
- I.T. Library Resources drive: 65.5% full (13.1 of 20 GB used)
- Tech Services Hard-drive Backup: 0.7% full (22 GB of 3 TB used)

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 **1.48 GB** (9%) and the other at **1.62 GB** (10%)
  - Last year: 1.31 GB (8%) and the other at 1.41 GB (9%) of allocated 15 GB (for each)
  - each account up 1% from last year

- MediaFire Cloud storage – used for tutorials and other proxy-password protected documents has also increased in size:
  - **12.9 GB** (of 150 GB), with **1,122** total files.
  - Up 9% from last year (12 GB/955 files)

2013-14 RECEIPTS

<table>
<thead>
<tr>
<th>Program/Format</th>
<th>Print Received</th>
<th>Electronic Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Print Use</td>
<td>Electronic (Online) Use</td>
</tr>
<tr>
<td>Tutorials</td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td>Theses</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Capstones</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Chapbooks</td>
<td>33</td>
<td>19</td>
</tr>
<tr>
<td>Totals</td>
<td>97</td>
<td>70</td>
</tr>
</tbody>
</table>

### Library Staff
The above paragraphs describe the work done in the Library. While done primarily by the six full time librarians, we could not accomplish what we do without our six part-time staff, 13 – 14 student workers, as well as students from Pitt’s Library school placed here as Pitt Partners or fulfilling their field placement.

### Student Workers
Student workers in particular are a vital and integral part of the smooth functioning of the Library. Students work in technical services, they staff the circulation desk, assist with the processing of interlibrary loan and EZ Borrow materials, shelve books and maintain the stacks, assist with various special projects, and provide excellent customer service to all library patrons. Our student staff continued to display a high level of commitment to service and the mission of the library and proved invaluable to the library’s smooth operation. A brief overview of their responsibilities is below.

### Circulation Desk
This year we gained a Graduate Library Access Services Aide to assist with resource sharing and ILLiad processing, in particular. The addition of this position has been extremely beneficial to the workflow of ILLiad (Interlibrary Loan), a popular service used by many in the Chatham community.
• The Circulation Desk employed a total of 10 students in fall 2013 and spring 2014: 9 undergraduates and 1 graduate student. In summer 2013, the Circulation Desk employed 2 undergraduate students.

• We rely on the Library Access Services Aides 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. It is because of our student workers and their dedication to the success of the library that we are able to provide high service levels in both access services and resource sharing.

Technical Services
We had three student workers during the 2013-2014 year. They performed a variety of tasks highlighted below:

• Physical processing of new and gift books
• Scheduled stacks search for missing items
• Minor Data cleanup
• Digital prep-work for media and repairs
• Labeling and Relabeling
• Minor repairs
• Data cleanup
• Labeling and Relabeling
• Physical processing of new and gift books

Reference Associates
The primary responsibility of the Reference Associates is to staff the Reference Desk. They work the late evening and weekend hours and are the only library staff person in the building. In addition we have tapped their interests and expertise to augment a number of our efforts. They’ve especially been useful helping with our various marketing endeavors. Below is a selection of those tasks:

• Continue to create and update library displays, including the first floor displays, flat panel displays, and faculty publication display (as they have in previous years)
• Write posts for the library’s blog about library displays and reviews of the library’s “Database of the Month”,
• Write more concise database descriptions for the library’s website,
• Set up activities for spring 2014 finals week. This included printing out pages for stressed students to color and Sudoku puzzles for students to complete. One Reference Associate also created two feedback posters asking about favorite books made into movies and favorite heroines that were popular with students.
• Post regularly to the library’s Facebook page
• Create advertisements for the library’s new text message reference service to be marketed in fall 2014.
• Assist with the Reference collection weeding project

Library School Interns and Pitt Partners
These students are from Pitt’s Library school. The student interns are fulfilling their field placement requirement. They work 10 hours/week for a semester. The Pitt Partner program is similar but the students are here for the entire school year. Technical Services and the Archives both benefited from the Interns and Pitt Partners. Below is a summary of their work:

• Data cleanup
• Labeling and Relabeling
• Digital prep-work for media and repairs
• Assisted with ILL and other library depts. where needed
• Updated inventory of our student newspaper holdings, Historic Pittsburgh image submissions, processing of the Jerry L. Caplan Papers, and extensive cataloging in the Brown Collection of Literary Fiction.
• LibGuides and the shadowing of general library reference and instruction activities.
• Scan materials, processed the Eden Hall Historical Collection, helped update a Primary Sources LibGuide, and completed a number of collection inventories, including inventories of our scrapbook and artifact collections.

Professional Development
The library staff continually work to enhance and increase their skills. The following information shows both the variety and extensiveness of their efforts.

Kate Wenger
• Member of the Western Pennsylvania/West Virginia Chapter of the Association of College and Research Libraries (WPWVC-ACRL)
  o Kate is a co-leader of the chapter’s Mentoring Program. This includes matching new pairs, sending reminder emails with suggested discussion topics to existing pairs, and keeping the chapter updated on the status of the mentoring program. Along with her co-leader, she organized a lunchtime meet-up for program participants at the spring 2014 conference on June 6, 2014.
  o In February 2014, Kate also asked Mark Scott, Liaison Librarian at the University of Pittsburgh and current WPWVC-ACRL Chapter President, to be her mentor through the Mentoring Program. The relationship is ongoing.
• In February 2014, she completed a four-week online course entitled: Techniques for Student Engagement in Library Instruction. In March 2014, she attended a Pittsburgh Council of Higher Education (PCHE) Meeting at Duquesne University about the new ACRL Information Literacy Framework. She also viewed at least 10 webinars in the 2013-14 year covering topics from Journal Citation Reports to mentoring to trainings on various library resources and databases.
• Active in the Chatham Community outside of the Library. She served as a Cougar Carrier in August 2014 and participated in the popular moonlight breakfast during finals week in spring 2014. She also attended Senior Dinner, MFA readings, the chapbook launch party, the Fourth River launch party, many faculty lectures, Instructional Technology Lunch & Learns, and a few Friday afternoon musicales. She attended the October 28th PCWP Event, Lean In on Campus, and the May 9th Center for Women’s Entrepreneurship Breakfast Series: Marketing to Millennials.

Amy Lee Heinlen
• Member of the West Virginia Western Pennsylvania chapter of Association of College and Research Libraries (WPWVC-ACRL).
  o Appointed to the 2013/2014 Nominations Committee and participated in the Mentorship Program as a mentee.
  o Attended WPWVC-ACRL fall 2013 conference at Pittsburgh Technical Institute
  o Attended WPWVC-ACRL spring 2014 conference at Bethany College
• Program Planning Committee for the 2014 Access Services Conference in November in Atlanta, GA. She has reviewed program proposals and made recommendations to the organizers for the program. She will help facilitate sessions at the conference and attend the orientation meeting on the evening of the welcome reception.
• PALCI (Pennsylvania Academic Library Consortium, Inc.) spring 2014 member meeting at Franklin and Marshall College
• Amy Lee published three book reviews this past year in *Catholic Library World*, the publication of the Catholic Library Association.
• Three of her poems were published; one in the literary journal, *Mom Egg Review*, and two in the anthology, *Voices from the Attic, Volume 20*.
• Attended ISI Web of Knowledge Journal Citation Reports WebEx
• Attended Distressed Students workshop
• OCLC WorldShare informational webinar
• Attended webinar on changing Information Literacy standards
• Attended education law live webcast, “ADA Legal Update: Don’t Get Left Behind”
• Amy Lee is seeking a MFA in Creative Writing (poetry) with a concentration in publishing from Chatham and has completed 21 credit hours towards this goal.

Rachel Grove Rohrbaugh

• Serve as 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.

• Attended the 2013 SAA Annual Meeting in New Orleans, LA. There she attended a symposium on women’s archives and women’s collections at Tulane University; the Reference, Access, and Outreach Section meeting; the College and University Archives Section meeting; and the Lone Arrangers Roundtable, which included panel presentations on advocacy and digital archives. She also attended the Archon/Archivists’ Toolkit Roundtable where she learned more about the product replacing both, ArchivesSpace.

• Attended two Mid-Atlantic Regional Archives Conference (MARAC) meetings this year, a November meeting in Philadelphia and an April meeting in Rochester, NY. As Chair of the Membership Development Committee, Rachel ran the New Member Orientation at both of these meetings. Rachel also served on the Program Committee for the Philadelphia meeting and organized a Pecha Kucha session on innovative tech tools for archives.

• Presented at the October Pennsylvania Library Association meeting in Seven Springs. The session titled “I Feel Like a Detective: Using Archives to Actively Engage New Users” focused on techniques for introducing students to primary sources and featured a variety of hands on activities. Rachel and her co-presenters later adapted this presentation into a full-day workshop that was offered by MARAC at Johns Hopkins University on April 4th and by ACCES/West RAEN in Cheektowaga, NY on April 23rd.

• Completed the online course Genealogy Library Services offered by the University of Wisconsin-Madison School of Library and Information Studies, and during the week of March 10th, she attended an intensive series of courses in the Society of American Archivists Digital Archives Specialist curriculum hosted at Syracuse University.

• Received a scholarship to attend the Rare Book and Manuscripts Pre-conference to the American Library Association meeting in Las Vegas, NV. While there she attended a number of sessions on teaching with primary sources, including a day long workshop on developing an instruction program.

• Served on the selection and initiation committee for Chatham’s Phi Beta Kappa chapter.

Dan Nolting

• Conducted “Create Lists” instruction sessions w/ other librarians on Friday afternoons in May
• Delved into open source software available via LYRASIS at http://foss4lib.org/ (Free Open Source Software for Libraries)
• Exploring the new DSpace Direct product which became available in March, to be considered as an institutional repository that can also house the digital student publications
• Attended Webinar in Feb 2014: Association for Computing Machinery (ACM) "Achieve Massively Parallel Acceleration with GPUs" (abstract: http://learning.acm.org/webinar_pdfs/ACM_Webinar_GPUProgramming_pdf.pdf)
• Frequent contributor to these blogs:
  o Art Libraries Society of North America (ARLIS) <http://lsv.arlisna.org>
  o AUTOCAT (ACAT) <http://listserv.syr.edu/archives/autocat.html>
  o First Thus: Thoughts about the future of libraries and the catalog <http://blog.jweinheimer.net/>
  o Next generation catalogs for libraries NGC4LIB@listserv.nd.edu

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
• 21 Blended Librarian Webinar: Reaching Sustainability with Online Library Instruction: Reduce, Reuse, and Recycle
• 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

Jill Ausel

• Served on the committee to evaluate applicants for the Dr. Amy E. Knapp award at the University of Pittsburgh’s library system
• Board member of the Pennsylvania Academic Libraries Consortium, Inc.
• Member of the PCHE Library Directors committee
• Attended a webinar: Update on a Paradigm Shift: The New Framework for Information Literacy for Higher Education webcast
• Attended a webinar on new ADA definitions, practices and procedures
• Attended the PALCI business meeting and conference. The conference was on The Future of Reading, Access and Sharing

Facilities
This section presents information about the use of the JKM Library building. Although the building hosts four separate departments: Library, ITS, PACE and Career Services, the library staff are responsible for most of that space. The information below details the use of the building that falls under the Library’s purview.

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 6 academic years:
As shown above, the JKM Library saw a 2.4% increase in late night building usage from the 2012-13 academic year to the 2013-14 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:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 pm</td>
<td>3414</td>
<td>3286</td>
<td>3810</td>
<td>2572</td>
<td>2808</td>
<td>3299</td>
</tr>
<tr>
<td>8:45 pm</td>
<td>3120</td>
<td>3082</td>
<td>3763</td>
<td>2462</td>
<td>2866</td>
<td>3388</td>
</tr>
<tr>
<td>9:45 pm</td>
<td>2475</td>
<td>2446</td>
<td>3210</td>
<td>2201</td>
<td>2717</td>
<td>2579</td>
</tr>
<tr>
<td>10:45 pm</td>
<td>1731</td>
<td>1682</td>
<td>2222</td>
<td>1474</td>
<td>1776</td>
<td>1763</td>
</tr>
<tr>
<td>11:45 pm</td>
<td>943</td>
<td>915</td>
<td>1194</td>
<td>814</td>
<td>817</td>
<td>835</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11,683</strong></td>
<td><strong>11,411</strong></td>
<td><strong>14,199</strong></td>
<td><strong>9,523</strong></td>
<td><strong>10,984</strong></td>
<td><strong>11,864</strong></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. 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.

<table>
<thead>
<tr>
<th>Room</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>Totals 2013-2014</th>
<th>Totals 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>59</td>
<td>58.5</td>
<td>101.5</td>
<td>172.5</td>
<td>78</td>
<td>168</td>
<td>119</td>
<td>151.0</td>
<td>163</td>
<td>206</td>
<td>109.5</td>
<td>85.0</td>
<td>1471</td>
<td>1210.5</td>
</tr>
<tr>
<td>Dysart</td>
<td>38</td>
<td>2</td>
<td>28</td>
<td>196</td>
<td>174</td>
<td>127</td>
<td>132.5</td>
<td>182.0</td>
<td>210</td>
<td>264</td>
<td>35.0</td>
<td>37.0</td>
<td>1425.5</td>
<td>1221.5</td>
</tr>
<tr>
<td>Elliot</td>
<td>47.5</td>
<td>28</td>
<td>109.5</td>
<td>212</td>
<td>184.5</td>
<td>144</td>
<td>163.5</td>
<td>196.0</td>
<td>180</td>
<td>247.5</td>
<td>45.0</td>
<td>55.0</td>
<td>1612.5</td>
<td>1233</td>
</tr>
<tr>
<td>Maguire</td>
<td>64</td>
<td>55.5</td>
<td>103.5</td>
<td>155</td>
<td>183</td>
<td>142</td>
<td>63</td>
<td>150.5</td>
<td>201</td>
<td>203</td>
<td>78.5</td>
<td>90.0</td>
<td>1489</td>
<td>1211.5</td>
</tr>
<tr>
<td>Room 204</td>
<td>90</td>
<td>37</td>
<td>76.5</td>
<td>233.5</td>
<td>120</td>
<td>152</td>
<td>105</td>
<td>180.0</td>
<td>205</td>
<td>236</td>
<td>46.5</td>
<td>9.0</td>
<td>1490.5</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>MONTHLY TOTALS</strong></td>
<td><strong>288.5</strong></td>
<td><strong>181</strong></td>
<td><strong>419.0</strong></td>
<td><strong>969</strong></td>
<td><strong>739.5</strong></td>
<td><strong>733</strong></td>
<td><strong>663.0</strong></td>
<td><strong>859.5</strong></td>
<td><strong>959.0</strong></td>
<td><strong>1156.5</strong></td>
<td><strong>314.5</strong></td>
<td><strong>276.0</strong></td>
<td><strong>7488.5</strong></td>
<td><strong>4876.5</strong></td>
</tr>
</tbody>
</table>

There was a **54% increase** in the number of hours reserved for group rooms in 2013-2014.
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 Hours 2013-2014</th>
<th>Total Hours 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhbc</td>
<td>4</td>
<td>.75</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>.5</td>
<td>.25</td>
<td>2</td>
<td>.75</td>
<td>0</td>
<td>2</td>
<td>15.25</td>
<td>45.5</td>
</tr>
</tbody>
</table>

This year, we have seen a 66% decrease in use from the previous academic year.

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>Apr</th>
<th>May</th>
<th>June</th>
<th>Total Hours 13-14</th>
<th>Total Hours 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Lobby (in hours)</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>19</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>71</td>
<td>53</td>
</tr>
</tbody>
</table>

The library lobby use in hours increased by 34% from the previous academic year.

April 2014 saw the most use hosting the Edible Books Festival, the Chatham Choir bake sale fundraiser, and tables for Accepted Student Day.

Lobby and Art Wall Use in Days

<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 Days 13-14</th>
<th>Total Days 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Wall (in days)</td>
<td>31</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>28</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>30</td>
<td>365</td>
<td>365</td>
</tr>
<tr>
<td>Library Lobby (in days)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>42</td>
<td>7</td>
</tr>
</tbody>
</table>

The art wall has been in use by a Rachel Carson display hung year-round.

The library lobby usage in days increased 500% over the previous academic year, which saw unusually low use. This year, the lobby was used as a display for a Happiness Poster sponsored by W.O.W. and as a drop box location for the cell phone drive for soldiers during the entire month of May.

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 153 students completed this questionnaire for the 2013-14 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. In order to draw comparisons between the last two academic years, the chart below compares the results of the survey for the 2012-13 year and the 2013-14 year:
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Year</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>2012-13</td>
<td>73.6%</td>
<td>23.0%</td>
<td>2.3%</td>
<td>1.1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
<td>79.1%</td>
<td>20.3%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2</td>
<td>Too much information was presented.</td>
<td>2012-13</td>
<td>5.7%</td>
<td>5.7%</td>
<td>31%</td>
<td>35.6%</td>
<td>21.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
<td>5.1%</td>
<td>7.0%</td>
<td>22.2%</td>
<td>49.4%</td>
<td>16.5%</td>
</tr>
<tr>
<td>3</td>
<td>The material presented was new to me.</td>
<td>2012-13</td>
<td>17.4%</td>
<td>39.5%</td>
<td>25.6%</td>
<td>15.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
<td>12.0%</td>
<td>43.7%</td>
<td>27.2%</td>
<td>12.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>4</td>
<td>The date of the session in the term worked for me.</td>
<td>2012-13</td>
<td>52.9%</td>
<td>36.5%</td>
<td>7.1%</td>
<td>2.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
<td>63.9%</td>
<td>31.0%</td>
<td>5.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5</td>
<td>The librarian encouraged student participation &amp; questions.</td>
<td>2012-13</td>
<td>65.5%</td>
<td>25.3%</td>
<td>8%</td>
<td>1.1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
<td>71.5%</td>
<td>24.1%</td>
<td>3.2%</td>
<td>1.3%</td>
<td>0.0%</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>2012-13</td>
<td>50.6%</td>
<td>39.1%</td>
<td>9.2%</td>
<td>0%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
<td>63.9%</td>
<td>29.7%</td>
<td>3.8%</td>
<td>1.9%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Some highlights when comparing the two years:

- The percentage of students agreeing or strongly agreeing that the content presented would be useful for their course and assignments increased from 96.6% in the 2012-13 year to 99.4% in the 2013-14 year.
- The percentage of students agreeing or strongly agreeing that the librarian encouraged student participation and questions increased from 90.8% in 2012-13 to 95.6% in 2013-14.
- The percentage of students agreeing or strongly agreeing that they would use new techniques when searching for information in the future increased from 89.7% in 2012-13 to 93.6% in 2013-14.
- The percentage of students agreeing or strongly agreeing that the date of the session in the term worked for them increased from 89.4% in 2012-13 to 94.3% in 2013-14.

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

- Opinions on whether or not the material presented was new to the students remained roughly the same. For this question, student responses are more varied. 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 a large majority of the students 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 in 2012-13 and only 12.1% in 2013-14.

**Instruction Assessment for Faculty**

The instruction assessment for faculty was given to 6 faculty member during the 2013-14 academic year. The following chart reflects their responses:
<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>87.5%</td>
<td>12.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2</td>
<td>The amount of material presented was suitable to the time allotted.</td>
<td>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3</td>
<td>The librarian encouraged student participation &amp; questions.</td>
<td>87.5%</td>
<td>12.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>4</td>
<td>The librarian used examples to explain difficult concepts.</td>
<td>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</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>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Informal Assessment
More informally we continue our encouragement of comments and suggestions both in print and via our webpage. Using one side of the art wall on the main floor, we respond to these comments and suggestions. This has proven to be a most effective communication method as it allows us to respond as well as provide updates.

Library Goals for 2014-2015

- Evaluate content and timing of Library Workshops as attendance has fallen off for two years
- Finish weeding the reference collection by fall 2015.
- Complete the removal of duplicate books on the second floor of the library.
- Improve library outreach to graduate students
- Create a LibGuide to document the many Circulation Desk policies and procedures to help to ensure they are understood and upheld by all library staff and communicated clearly to our patrons so the many facets of our library resources are used, maintained, and returned.
- Complete a training manual specific to the Graduate Library Access Services Aide position.
- Increase contact with faculty in liaison areas.
- Work to increase the circulation of the Curriculum Collection through promotion of the collection to students, staff, and faculty with monthly displays, bookmarks, and inclusion on more LibGuides.
- Continue to develop the Archives organization schema, backlog processing, and accessioning
- Continue to catalog Special Collections and improve preservation of the materials held there with recommendations from the NEH grant if awarded
- Investigate a transition from Archon to ArchivesSpace
- Manage the transition to a new Archivist after Rachel’s departure in September
- Continue to encourage and increase use of the Archives and Special Collection within the Chatham community, particularly among students
- Finish Tech Services Manual
- Improve documentation and sharing of same in technical services
- Update the Collection Development Policy
- Update Library’s strategic plan in view of University’s new plan