The scope and complexity of the library is reflected in our mission statement below. It speaks to the multifaceted aspects of our work.

The Jennie King Mellon Library's mission is to advance the academic endeavors of Chatham University students, faculty, and staff by:

- Acquiring, organizing, preserving, promoting and providing access to resources that meet our community's diverse and changing research needs;
- Offering timely reference assistance and expert instruction that fosters information competency;
- Collaborating with Chatham faculty and staff to help students develop progressively complex critical thinking and research skills in the pursuit of scholarly achievement and life-long learning;
- Maintaining a virtual and physical environment conducive to teaching and learning;
- Encouraging and sustaining a high level of service by our staff.

This report is arranged by Library function; broadly User Services, Technical Services, Staff and Facilities, with each section being primarily written by the librarian principally responsible for that area. However, a library our size allows for little compartmentalization therefore much of our work is accomplished by more than one librarian.

**Annual Highlights**

- We reached a record number of students – over 1200 – with library instruction sessions
- The number of reference questions answered decreased by 22.6%
- Use of the instant message and email reference services decreased by 33.9%
- The number of research consultations decreased by 5.1%
- E-ZBorrow requests **decreased by 16%** from last year
- ILLiad requests **increased by 20%** over last year
- Received a grant from the Council of Independent Colleges' (CIC) Consortium on Digital Teaching and Research providing access to the Shared Shelf repository for four years
- There was a **13% increase** in the number of hours reserved for group rooms in 2015-2016.
- Chatham’s Archivist appeared on locally-produced and nationally syndicated radio program Rhythm, Sweet & Hot to discuss the musical heritage of Chatham University
- Received a grant from National Endowment for the Humanities (NEH) Preservation Assistance Grant program
- Donation of over 1000 quality titles from former President Esther Barazzone
- The amount of money spent on books, movies and music has again decreased from the previous year, from $9,085 **to $7,497**, with the number of titles also going down from 192 to **150**

**User Services**

**Reference**

-Prepared by Kate Wenger, Reference Librarian

“I'm reading all my student’s papers from this semester and not only do half of them name you as a direct assist to their project but I can tell the other ones where they’ve clearly had some guidance from a research librarian and I’m sure it’s you. Just wanted to say thank you for all you do.”

~Email from a faculty member
“Okay, thank you for getting back to me. I'll look into the database and see what I can find. I'll be sure to contact you if I have any trouble. Thank you so much for your help!”

~Email from an undergraduate student

Reference services are offered in person at the reference desk, by phone, by text, 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.

The number of reference questions decreased 22.6% from the 2014-15 academic year (2,020 questions) to the 2015-16 year (1,563 reference questions). It has been over a decade since we have had numbers this low. We speculate that at least some of this decrease is due to the reduced numbers of juniors and seniors, as well as the increased number of students reached by library instruction over the past year. It is also possible that questions formerly answered at the reference desk are now being answered at the circulation desk or by the students who process interlibrary loan requests. The following graph shows the number of reference questions asked each year for the years for which we have data.

![Number of Reference Questions Answered Per Year](chart_image)

**Instant Message, Email, and SMS Reference Services**

Use of the instant message (IM) and email reference services decreased by 33.9% from the 2014-15 year (551 questions) to the 2015-16 year (364 questions). Our text messaging service sees little use, with 18 text message in 2014-15 and 13 in 2015-16. However, since the service is staffed through the same mechanism as our IM reference service, it provides yet another way for patrons to reach us with no additional complexity for staff.

**Research Consultations**

Research consultations are defined as appointments or meetings with students, faculty, or staff that last fifteen minutes or more. The number of consultations helps provide a sense of how often librarians are assisting patrons with more detailed questions. Research consultations were down 5.1% from the previous academic 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>2015-16</td>
<td>369</td>
<td>162.6</td>
<td>26 minutes</td>
</tr>
<tr>
<td>2014-15</td>
<td>389</td>
<td>165.0</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Year</td>
<td>Type</td>
<td>Value</td>
<td>Time</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td>285</td>
<td>138.0</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>350</td>
<td>178.7</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td>327</td>
<td>157.0</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>295</td>
<td>160.8</td>
</tr>
</tbody>
</table>

**Personal Librarian Program**

“Thank you very much!! I will probably be needing that this semester. Lots of research papers to do!”

*Undergraduate student [in response to a personal librarian email] 1/14/16. Email.*

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 his or 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.

**Instruction**

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

“This was the best session I’ve attended at Chatham. Thank you for your time and devotion.”

*Adjunct Faculty. Email. 2/10/2016.*

“Great! I’m excited to use these resources. Thanks also for the "course" [Library DIY] on the Library website so we can access this stuff later (way to save paper!)

*Student comment from post session questionnaire*

Course related library instruction sessions are a collaborative effort between librarians and faculty. Very often – and preferably – students have an assignment that requires them to locate, evaluate and incorporate information outside of course required readings. To that end, the librarian and faculty review the assignment and discuss the learning outcomes and expectations. To ascertain student and faculty opinion of the usefulness of these sessions, each is asked to complete a brief survey at the end of the session which is put into Qualtrics.

A total of 66 course related instruction sessions reaching 1254 students were taught during the 2015-2016 academic year. Of those sessions, 47 were taught to undergraduates and 19 to graduates. This is the first time that we have reached over 1000 students – a record half of Chatham’s students - via library instruction sessions.

While face to face instruction continues to be the preferred mode, reaching distance learners through online methods is also vitally important. The video chat service “Virtual Chat with Your Librarian” saw greater use in the fall from DNP and OT students with a total of five hours of individual sessions. Also, an Interior Architecture library instruction session was conducted via “Virtual Chat”. The service utilizes the WizIQ plugin with Moodle so that students are not exposed to unfamiliar technology.

The Library DIY guide [http://libguides.chatham.edu/DIY](http://libguides.chatham.edu/DIY), which was launched shortly before the fall 2015 semester, had 668 views. This series of modules is intended to provide point-of-need library instruction as well as serve as support for our in person classes. Beyond the introductory guide page, the pages in the Guide with the most views were “Searching for Articles”, “Finding Books”, and “Getting Focused”.

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Library Workshops
Library Workshops continued to be offered during the first two months of the fall and spring semesters. This year’s workshop attendance saw a significant dip from last year’s, but also a return to form in that most attendees were undergraduate students. Although the spring semester saw slightly more attendees than the fall, two workshops had entire classes attend whose students could have easily been reached by scheduling a separate instruction session. Almost every section of the fall workshops were attended while spring workshops only had attendees for the first offering. Given the number of workshops offered compared to overall attendance, and also that the second offering of workshops in the spring semester have been rarely attended for several years, only one offering of each workshop will be offered in Spring 2017.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Fall-section 1</th>
<th>Fall -section 2</th>
<th>Spring- section 1</th>
<th>Spring-section 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library 101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What's New</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>What's New Faculty &amp; Staff</td>
<td>5</td>
<td>offered once</td>
<td>not offered</td>
<td>not offered</td>
</tr>
<tr>
<td>Basic Databases</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Plagiarism &amp; Citation</td>
<td>4</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Evaluating Resources</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>E-books</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Zotero</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mendeley</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Archives Tour</td>
<td>4</td>
<td>offered once</td>
<td>14</td>
<td>offered once</td>
</tr>
<tr>
<td>Chatham Staff Resources</td>
<td>1</td>
<td>offered once</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

First Year Instruction
A new approach was employed to teach ENG 105 First Year Seminar this year as the entire organization of the class changed. During the summer of 2015, Dana Mastroianni and Kate Wenger met with the First Year instructors to discuss where the library would best be situated within the scope of the course. After reviewing the syllabus and discussing specific assignments, the plan for library involvement included two parts; students completing online modules teaching the basics of formulating a question and utilizing appropriate information resources and librarians visiting each ENG105 section to teach specifically on resource evaluation.

The modules were expected to be completed by the end of September with the instruction sessions all scheduled for the last week in October. Common meeting time and class content posed a challenge since traditionally the two reference librarians teach sessions for all of the first year classes. Since it would be impossible for two librarians to reach all 12 sections in one week, Amy Lee Heinlen and Molly Tighe joined the instruction effort. The common assignment that all students in ENG105 would be completing involved using information collected from web resources and social media in a persuasive presentation using the software Storify. In past iterations of ENG105, resource evaluation was rarely addressed as dedicated instruction time, usually only one class period, did not allow for it. With this new approach to teaching the class, the plan was that the online modules would address what librarians would usually teach in class, and that the class visits would be more interactive in addressing evaluation.

Since all ENG105 sections were covering the same content and had common assignments, the four librarians teaching the instruction sessions met to discuss the sessions’ content and activities. Each class would be divided into small groups to review a website. Hoax websites were purposely avoided, librarians...
instead chose to present the groups with sites that ran the gamut from specific biases to moderately objective information on a variety of subjects.

**First Year Library Modules**
The online modules were created using Moodle’s book feature and consisted of three chapters; “What is Research?”, “Focusing a Topic”, and “Finding Resources”. The modules also contained two short quizzes to assess student learning on the information presented in the modules. Below is an analysis of the quiz results and ideas for future improvements.

**Quiz 1**
- 165 students completed the quiz
- Out of a possible 10 pts.
  - 87 students earned 10 pts
  - 61 earned 7 pts.
  - 17 earned 3 pts.

**Quiz 2**
- 152 students completed the quiz
- Students were able to earn partial credit for questions
- Out of a possible 10 pts.
  - 7 students earned 10 pts
  - 5 earned 9.17 pts.
  - 19 earned 8.33
  - 32 earned 7.5
  - 19 earned 6.67
  - 49 earned 5.83
  - 1 earned 5
  - 12 earned 4.17
  - 5 earned 2.5
  - 1 earned 1.67

**Quiz Analysis & Future Improvements**
Although the questions and answers for the two quizzes were different, the discrepancy in correct answer responses between Quiz 1 and Quiz 2 required more analysis. The most likely conclusion is that Quiz 1 had one correct response for each question, whereas Quiz 2 had multiple correct answers for questions 1 and 2. [Complete questions and answers to both quizzes are located in Appendix A] Too many choices may have adversely affected reading comprehension of the question. Also, students had to be repeatedly reminded to complete the quizzes. The modules and quizzes were introduced in mid-September but the quizzes were not completed until mid to late October. Some students started a quiz weeks before they finished it, and some students began a quiz but never finished. Some professors made completing the modules mandatory while others did not. If the modules are going to be used in the future, we would like to have professors mandate and possibly give some kind of credit for completing the modules by a specific date.

In future iterations of the quizzes some questions could be reworded to clarify the question’s intent. Question 2 in Quiz 1 saw a majority of correct responses, but the next highest response was the narrowest question choice.

**Question 2:** The best example of a focused question is:

a. Are hate crimes punished fairly?

b. Has hate crime legislation acted as an effective deterrent against hate crime? (correct answer)

c. What was the incidence of hate crimes in the U.S. in 2008?
d. I don’t know.

Since the question asked students to choose the best example of a focused question, it is not surprising that a lot of students chose the narrowest question (which results in too little information), however the intent of the question was to choose the best, researchable focused question.

On the creation end, randomizing question’s choices made the data more difficult and time consuming to analyze. Randomization of question choices was intended to deter cheating, i.e. one student wouldn’t be able to tell another just to choose “a” since “a” could be a different and consequently wrong answer from one student’s attempt to another student’s attempt of the quiz. However, when the data was downloaded into excel, the randomization made the correct answers, especially the questions with multiple correct answers, appear in different groupings, making it hard to sort and time consuming to analyze. We will not be using this next year.

**Instruction and Workshop Assessment**

“Even though I have done research at another institution’s library, this gave me more knowledge that I hadn’t encountered before regarding using terms to search for articles! This session was definitely helpful.”

—Comment from a student

“[The librarian] gave a thoughtful presentation to my ESL students. She considered language barriers and reading levels and asked many questions. She also gave the amount of time needed as well as anticipated my classroom needs by reserving the room for the entire 2 hours.”

—Survey comment from faculty member

At the end of each instruction session and library workshop, students and faculty are asked to complete a brief survey to provide feedback for librarians. The information gleaned is used to fine-tune the content presented as well as the timing of the sessions.

**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 318 students completed this questionnaire for the 2015-16 academic year. The survey asked students to indicate the extent to which they agreed or disagreed with 6 statements. The results are below:
The results remain fairly consistent over the years. For the past three years, over 86% of the students each year have agreed or strongly agreed that the content is useful (question 1), the date of the session works well (question 4), the librarians encourage student participation (question 5), and that they will use new techniques learned during the session in the future (question 6).

For the other two questions the results are more mixed. 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 (question 2). However, less than 13% of students feel this way each year. As the only reversed question in this survey, it is also possible that some of that is a result of students completing the survey a little too quickly, so the numbers might actually be even lower. Future iterations of these questions will introduce another reverse question which will hopefully result in more accurate responses.

Students are also mixed on whether or not they feel the information is new to them (question 3). This reflects the common challenges faced by librarians where 1) some students have far more prior knowledge of information literacy than do others, and 2) some students have seen a librarian more frequently in previous classes. However, since a large majority of the students agreed that they would employ new techniques as a result of the sessions, we feel that most students are still learning at least some new strategies.

*Instruction Assessment for Faculty*
The instruction assessment for faculty was given to 14 faculty members during the 2015-16 academic year. As in past years, their responses continue to be very positive as reflected in the following chart:
### Workshop Assessment

Library workshops are open to anyone. Although the vast majority of attendees are students, some faculty and staff do attend as well. The workshop assessment was given to 40 attendees during 2015-16. Results are as follows:

<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 library session met my expectations for this class.</td>
<td>2015-16</td>
<td>92.9%</td>
<td>7.1%</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>2015-16</td>
<td>100.0%</td>
<td>0.0%</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>2015-16</td>
<td>100.0%</td>
<td>0.0%</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>2015-16</td>
<td>78.6%</td>
<td>14.3%</td>
<td>7.1%</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>2015-16</td>
<td>100.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Resource Sharing

- Prepared by Amy Lee Heinlen, Access Services Librarian

“Amy Lee,

Thank you for the lightning quick turnaround time on the article that David needed. The journal editor gave him very little turnaround time to try to leapfrog him to the head of the queue and get his article in the next issue—which is huge for David. But the editor want to see his own scholarship appear in David’s lit review, hence the urgency.

Thanks again!”
12/15/2016. Faculty via email.

“Nicely done, Amy Lee!

Thank you, this is very very helpful.”
12/18/2016. Faculty via 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. We use two systems to supply the needed material with the statistics and work flow for each maintained separately.

ILLiad and E-ZBorrow are the two systems used to both request materials from other libraries as well as ship our material to our partner libraries. E-ZBorrow, a service of our PALCI membership, is used primarily for print books and has an accompanying UPS delivery system which gets books to the correct location within three to five business days. ILLiad is predominantly used for journal articles; many of which are delivered electronically and therefore have a very brief turnaround time. We also use ILLiad for books that are not available via E-ZBorrow.

2015-2016 marks the third full year ILLiad Resource Sharing Management Software was fully functional. ILLiad automates routine Interlibrary Loan (ILL) functions, increasing productivity and dramatically reducing paperwork. Through Student Employment and Academic Affairs we were able to hire two Graduate Resource Sharing Assistants to handle the day-to-day borrowing requests made by our patrons through the ILLiad system as well as the lending requests, those 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. However, with the increase in requests and the expectation of more library users as the student population grows, a permanent professional position is necessary and continues to be requested. Our patrons requested 5332 items through ILLiad, an increase of 20% over last year. This increase in 2015-2016 borrowing requests follows the 52% increase in 2014-2015.

E-ZBorrow remains a popular resource for students, faculty, and staff to borrow books we may not own or that are already checked out. We saw a 16% decrease in E-ZBorrow requests placed by our patrons in 2015-2016. According to the Executive Director of PALCI, Catherine Wilt, E-ZBorrow borrowing and lending requests were down across the consortium for the second year in a row.

The year in resource sharing is summarized below.

BORROWING:
Resources requested from other libraries by Chatham students, staff, and faculty.
E-ZBorrow requests decreased by 16% from last year
ILLiad requests increased by 20% over last year

The above graph illustrates the pattern of requests throughout the 2015-2016 academic year and consequent times of greatest demand on the staff. This does not take into account lending to other libraries, which adds an additional amount to the daily workload.
Again the vast majority of ILLiad requests were for articles, with an increase of 24% over last year. This year, there was a 38% increase for physical materials (books & media). Items such as dissertations, theses, and current textbooks are often not available through E-ZBorrow and patrons are directed to use ILLiad.

This year, we were able to procure the material for 3689 of the total 5332 borrowing requests. This fill rate of 69% increased from 62% in the 2014-2015 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 if ILLiad was not necessary to retrieve the item.

At the beginning of the 2013-2014 academic year, we began tracking the reason for a cancellation of an ILLiad request (or why it is not filled).

- In 2014-2015, unnecessary requests through ILLiad made up 8% of the total 5332 ILLiad borrowing requests made this past year.
- There was a 2% decrease from last year in requests cancelled because the material was owned by JKM, available through E-ZBorrow, or available freely online. The decrease in cancelled requests can be attributed mainly to library instruction and the ease of access to full text created by the Discovery search.

Borrowing: Turnaround Time for ILLiad Requests

We were able to decrease the overall turnaround time by 23% because we have two dedicated Graduate Resource Sharing Assistants working 30+ hours per week processing ILLiad borrowing requests.
As shown in the chart above, 7 days is 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.

- These are calendar days, not work or business days, and this number includes items that cannot be delivered electronically.
- Though there looks to be a large increase in turnaround time in 13-14 it is actually due to limitations in our old system. It did not accurately 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.

<table>
<thead>
<tr>
<th>ILLiad Borrowing Request Timetable</th>
<th>2015-2016</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Selected Overall Records</td>
<td>4682</td>
<td>3524</td>
</tr>
<tr>
<td>Average Time from Submitted to Processing</td>
<td>3.71 days</td>
<td>4.99 days</td>
</tr>
<tr>
<td>Average Time from Processing to Sent</td>
<td>33.00 minutes</td>
<td>1.27 hours</td>
</tr>
<tr>
<td>Average Time from Sent to Notified</td>
<td>3.00 days</td>
<td>3.69 days</td>
</tr>
<tr>
<td>Average Total Time</td>
<td>6.73 days</td>
<td>8.73 days</td>
</tr>
</tbody>
</table>

The above report shows the average time difference between the current and previous academic years for both article and loan request types and any manually processed articles. The date range selected is based off of date and time the request reached its final status (Delivered to Web, Request Finished, Checked Out to Customer, etc.) and not the date it was submitted (which may be before that date range selection) which is why this number is different than total requests placed through ILLiad.
Loans 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 so, 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.

**Borrowing: E-ZBorrow**

- Total E-ZBorrow borrowing requests in 2015-2016 decreased by 16% from the previous year.
- As a result of decreased initial requests, the filled E-ZBorrow borrowing requests decreased by 15% from the previous academic year. Patrons continue to enjoy a 95% fill rate.
- Unfilled E-ZBorrow borrowing requests decreased by 24% from the previous academic year and make up only 5% of total requests.

**LENDING:**
JKM Library resources requested by other libraries.

**Lending: ILLiad**
The number of items we lend to other libraries through ILLiad is considerably less than the number we borrow. The chart below summarizes the requests for us to lend our materials over the past 5 years.
While the number of total ILLiad lending requests only rose 3% in the 2015-2016 year, the number of cancelled requests continues to be much greater than the number of filled requests, rising 93% over last year.

Some reasons to not fill a request are because we do 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.

**Lending: E-ZBorrow**
E-ZBorrow book lending requests in 2015-2016 decreased by 9%. The E-ZBorrow consortia reports that lending was down in general.

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 well-trained and scheduled student employees, we have a turnaround time of less than 24 hours which is the best in the consortia.
- For the fourth academic year in a row, we are a net lender.

Circulation and Reserves
Total Item Circulation

“Great Amy!!!! Thank you!!!!
I am still here and I will be down soon!!!!”
Alumna on receiving notice that her Alumni Borrower Card is ready. Email. 12/14/2015
The chart above illustrates total circulation activity and work volume over the course of the 2015-2016 academic year and the two years before. The peak check-out period during the fall 2015 semester was September and the peak check-out period during the spring 2015 semester was January.

<table>
<thead>
<tr>
<th>5 Years of Total Check Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total items checked out 15-16</td>
</tr>
<tr>
<td>Total items checked out 14-15</td>
</tr>
<tr>
<td>Total items checked out 13-14</td>
</tr>
<tr>
<td>Total items checked out 12-13</td>
</tr>
<tr>
<td>Total items checked out 11-12</td>
</tr>
</tbody>
</table>

Total items checked out in 2015-16 **decreased 13%** from the previous academic year. Up until this year, our circulation statistics showed steady growth. The decrease is surprising considering our large incoming first-year class and the addition of four more group study rooms – the keys for which are checked out and therefore included in our circulation statistics. One reason for the decrease may be the increased use of electronic resources such as articles and e-books. The circulation statistics help inform our collection purchases, study room need, use of course reserves, as well as our participation in resource sharing.
The Social Sciences and Literature make up 50% of our total circulation by call number.

Graduate students, seniors, and items lent to other libraries (Resource Sharing) make up 72% of total patron check outs.
Course Reserves

“Amy Lee—
Thank you so much for your help with the course reserve materials. I will stop by to pick them up early
next week!”
Faculty. Email. 4/29/16

During the 2015-2016 academic year, items on course reserve circulated a total of 501 times, a small 3%
decrease from last year’s numbers, as illustrated by the chart below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>501</td>
<td>514</td>
<td>370</td>
<td>526</td>
<td>781</td>
</tr>
</tbody>
</table>

Online Public Access Catalog Searching (OPAC) Searching

Keyword searching remains the most popular search option. Overall, the searches of our OPAC are the
lowest they have been in the past 5 years. This overall decrease is primarily due to our Discovery search
being the prominent way users access our resources which includes the records in our OPAC reducing
the need to search it directly. This decrease may also be in part due to the popularity of electronic
resources over physical ones. We believe the extreme rise in OPAC searches in 2014-2015 year can be
attributed to vendors sending spiders through our public interface.

Library Website

-Prepared by Dana Mastroianni, Reference and Web Librarian; Kate Wenger, Reference Librarian; and Dan Nolting, Head of Technical Services
In August 2015, we made significant updates to the Library website. Changes made to the Archives & Special Collections web pages focused on improving the findability of resources in these collections, highlighting frequently used and digitized collections, and linking to exhibit-related content on the JKM Library blog. With the migration to EBSCO’s Full Text Finder, the Journals A-Z tab on the main search box on the library homepage was changed to Journals +. The services menu adjacent to the main search box was consolidated and each menu item now links into the Circulation Desk LibGuide. The Student Works tab was moved and also added to the main search box. Below the main search box, a “Get Research Help” button details the various ways patrons can ask for and receive help from librarians and the “Research Guides” button links to the LibGuides main menu. Across the top of the library homepage, the tabs for students, faculty, and alumni (For Staff was added in August 2016) were linked to corresponding LibGuides which were created to streamline the information found under the previous iterations. The dropdown menus under each tab now link directly into a specific section on the corresponding LibGuide.

LibGuides is a content management system that is designed to make it easy to create library resource guides for disciplines or classes. At a more basic level, it is simply an easy tool for creating webpages, so we use it for other website content as well. All library staff can be given access to LibGuides which allows anyone to update the guides. This allows us to have our Reference Associates assist with the creation and updating of various LibGuides – something that would not be feasible for our library website as a whole.

The most visited guides of the 2015-16 year were:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation Desk (added 9-2014)</td>
<td>1</td>
<td>10,681</td>
<td>4</td>
<td>1,843</td>
</tr>
<tr>
<td>For Students (added 6-2015)</td>
<td>2</td>
<td>2,163</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>Nursing</td>
<td>3</td>
<td>2,070</td>
<td>1</td>
<td>4,519</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>4</td>
<td>1,666</td>
<td>2</td>
<td>2,761</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>1,602</td>
<td>3</td>
<td>2,042</td>
</tr>
<tr>
<td>For Distance Students (added 6-2015)</td>
<td>6</td>
<td>1,341</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>Citation</td>
<td>7</td>
<td>1,197</td>
<td>7</td>
<td>1,130</td>
</tr>
<tr>
<td>Primary Sources</td>
<td>8</td>
<td>1,106</td>
<td>9</td>
<td>421</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>9</td>
<td>862</td>
<td>5</td>
<td>1,239</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>10</td>
<td>847</td>
<td>6</td>
<td>1,178</td>
</tr>
</tbody>
</table>
The guides highlighted above were added in the 2014-15 year. It is clear that they fill a need, since they have quickly become very popular.

Additional guides have been added to the website during AY15-16:

- Management Information Systems (program guide - 76 uses)
- BUS671 (individual course guide – 344 uses)
- CWE Marketing (individual course guide - 124 uses)
- IND170 (individual course guide - 121 uses)

**Website Statistics**

The library collects statistics on page views of the library website, blog, and LibGuides. Data for the past three years can be seen in the chart below. Usage of our LibGuides has increased as we move more content there. For example, Amy Lee Heinlen moved much of the Access Services-related content to the LibGuides last summer, including room reservations, ILLiad and E-ZBorrow account information and log-ins, and more.

<table>
<thead>
<tr>
<th></th>
<th>2015-16 page views</th>
<th>2014-15 page views</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Website</strong></td>
<td>84,746</td>
<td>97,972</td>
</tr>
<tr>
<td><strong>LibGuides</strong></td>
<td>41,383</td>
<td>36,535</td>
</tr>
<tr>
<td><strong>Blog</strong></td>
<td>5,545*</td>
<td>6,164</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131,674</td>
<td>140,671</td>
</tr>
</tbody>
</table>

*data from April 2016 is missing due to a change in WordPress (blog software)*

**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 six academic years:

<table>
<thead>
<tr>
<th></th>
<th>Number of Likes</th>
<th>% increase from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/30/2016</td>
<td>284</td>
<td>29.6%</td>
</tr>
<tr>
<td>Date</td>
<td>Checkouts</td>
<td>Increase</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>6/30/2015</td>
<td>219</td>
<td>6.3%</td>
</tr>
<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

“Great job on the Library News!”
Email from staff. 9/29/2015.

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

Newsletter
Each fall and spring semester, the library publishes a newsletter called Library News to update the Chatham community on library resources and services. Typical articles include information about new databases, new books, displays, tips for using library resources, information about the Archives, achievements of the library staff 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 many displays during AY 2015-16. Nearly all displays were created by the library’s Reference Associates. Most of the displays drew heavily on the JKM Library’s book collection. By highlighting library materials, we hope to improve awareness and encourage greater use of library resources. The library maintains several permanent displays:

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. During AY 2015-16, 135 items were checked out from this display, a 13.5% decrease from AY 2014-15 (156 items).

Suggestion Box Display
This display contains suggestions submitted to the JKM Library and responses from library staff. The number of submissions has decreased greatly over the past years, likely due to the fact that many frequently asked questions have already been answered.

Faculty Publication Display
This permanent display highlights recent faculty publications.

Global Focus: Year of Climate Change
Each year, the contents of this display are rotated to correspond to the current Global Focus. Books, DVDs, and other materials are included. During AY 2015-16, 36 items were checked out, a 38.5% increase over AY 2014-15 (26 items).
In addition to these permanent displays, the library featured 27 other displays throughout the year (see Appendix B). Many of the displays corresponded with campus diversity events, such as LGBT History Month, Black History Month, Women’s History Month, and more. Other displays were related to programs on campus such as movie screenings, student organization events, PCWP events, and others. 76 books were checked out from the displays throughout the year.

One of the goals set for 2015-16 was to increase the number of items checked out from the first floor displays. While the overall number of items checked out did not increase, the displays created seem to have been more appealing to library users since the average number of items checked out per display increased from 2.2 to 2.8 (see chart below).

<table>
<thead>
<tr>
<th>Year</th>
<th># of displays</th>
<th># of items checked out</th>
<th>Average # of items checked out per display</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>27</td>
<td>76</td>
<td>2.8</td>
</tr>
<tr>
<td>2014-15</td>
<td>36</td>
<td>78</td>
<td>2.2</td>
</tr>
</tbody>
</table>

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

**International Edible Book Festival – Wednesday, March 30, 2016**

The JKM Library, in conjunction with Chatham’s Food Studies program, sponsored Chatham’s fifth annual celebration of the International Edible Book Festival. Ten entries were submitted, and five prizes were awarded. This event continues to be quite popular with students, staff, and faculty, and we look forward to next year’s festival.

**Collection development**

-Prepared by Dan Nolting, Head of Technical Services; Dana Mastroianni, Reference and Web Librarian

Collection Development covers a range of activities and involves the entire library staff. The goal is to ensure that the library has adequate resources to support the many areas of study in which our students and faculty are engaged. Librarians are assigned to each department or program as liaisons and work with faculty and students to evaluate and select resources to support the curriculum. Careful attention is paid to the quality of the resource as well as the format. The last four years have seen the library's budget shrink thus making our choices even more challenging and important.

In addition to adding resources, we also continually review the collection with an eye to ensuring our materials are up to date and appropriate for our curricular needs. We use a variety of criteria when evaluating resources for usefulness to our collection including usage statistics, condition of the work, and changes in curriculum and the field.

**New Books and Media**

The amount of money spent on books, movies and music has again decreased from the previous year, from $9,085 to $7,497, with the number of titles also going down from 192 to 150.

The total amount of new monographic titles ordered and received this year consists of 125 circulating books (5 of them for the curriculum collection; 12 for Global Focus/Climate-Change), 13 reference titles (3 with eBook companions), 11 DVD movies, and 3 web-kits, functioning as stand-alone eBooks (not part of an aggregated database package) making the average cost-per-title $49.98 (compared to $47.32 last year).
The average amount spent per subject/department also decreased to $267, compared to $388 last year.

The most was spent on FSS/Food studies, which was $2,598 (compared to $913 last year), then Physician's Assistant, which was $847 ($974), Business $678 ($873.48), and Psychology $589.95 ($590).

The area that continues to demand the most new titles is reflective of the money, putting FSS/Food studies at the top with 28 titles, followed by Writing & Literature (16), Poetry (15) and Business 13).

The top average costs-per-title belongs to Chemistry at $131.45 per title, followed by Psychology at $118, PA at $106 and FSS/Food at $93.

The chart below 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>Spent 2015-16</th>
<th>(Last year)</th>
<th>Amt. of titles</th>
<th>Avg. per title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Studies/FSS</td>
<td>$2,598.00</td>
<td>$2,429.68</td>
<td>28</td>
<td>$92.69</td>
</tr>
<tr>
<td>Physician's Assistant</td>
<td>$846.60</td>
<td>$366.85</td>
<td>8</td>
<td>$105.86</td>
</tr>
<tr>
<td>Business, Economics</td>
<td>$677.92</td>
<td>$873.48</td>
<td>13</td>
<td>$52.18</td>
</tr>
<tr>
<td>Psychology, Counseling, Social Work</td>
<td>$589.95</td>
<td>$1,309.80</td>
<td>5</td>
<td>$117.99</td>
</tr>
<tr>
<td>Writing and Literature Studies</td>
<td>$502.68</td>
<td>$393.72</td>
<td>16</td>
<td>$31.42</td>
</tr>
<tr>
<td>Environment/FSS</td>
<td>$405.85</td>
<td>$757.00</td>
<td>9</td>
<td>$45.09</td>
</tr>
<tr>
<td>History &amp; Biography</td>
<td>$346.59</td>
<td>$584.79</td>
<td>11</td>
<td>$31.51</td>
</tr>
<tr>
<td>Poetry</td>
<td>$282.45</td>
<td>$265.90</td>
<td>15</td>
<td>$18.83</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$262.90</td>
<td>$255.66</td>
<td>2</td>
<td>$131.45</td>
</tr>
<tr>
<td>Fiction</td>
<td>$177.59</td>
<td>$145.00</td>
<td>10</td>
<td>$17.76</td>
</tr>
<tr>
<td>Ethnic and Multicultural Studies</td>
<td>$136.75</td>
<td>$15.00</td>
<td>6</td>
<td>$22.79</td>
</tr>
<tr>
<td>Library and Information Science</td>
<td>$99.00</td>
<td>$19.95</td>
<td>2</td>
<td>$49.50</td>
</tr>
<tr>
<td>Curriculum collection (children’s)</td>
<td>$82.92</td>
<td>$285.68</td>
<td>5</td>
<td>$16.58</td>
</tr>
<tr>
<td>Science (general)</td>
<td>$70.00</td>
<td>$123.00</td>
<td>1</td>
<td>$70.00</td>
</tr>
<tr>
<td>Education</td>
<td>$66.95</td>
<td>$130.00</td>
<td>2</td>
<td>$33.48</td>
</tr>
<tr>
<td>Biology</td>
<td>$55.00</td>
<td>$34.00</td>
<td>2</td>
<td>$27.50</td>
</tr>
<tr>
<td>Philosophy/Religion</td>
<td>$51.85</td>
<td>$45.00</td>
<td>3</td>
<td>$17.28</td>
</tr>
<tr>
<td>Sports/Athletics</td>
<td>$35.45</td>
<td>$117.89</td>
<td>1</td>
<td>$35.45</td>
</tr>
<tr>
<td>Graphic Novels</td>
<td>$28.00</td>
<td>$28.00</td>
<td>1</td>
<td>$28.00</td>
</tr>
<tr>
<td>Political Science</td>
<td>$27.95</td>
<td>$21.95</td>
<td>1</td>
<td>$27.95</td>
</tr>
<tr>
<td>Music</td>
<td>$25.00</td>
<td>$30.00</td>
<td>1</td>
<td>$25.00</td>
</tr>
<tr>
<td>Health and Medicine (general)</td>
<td>$24.90</td>
<td>$217.94</td>
<td>2</td>
<td>$12.45</td>
</tr>
<tr>
<td>Fine Arts, Theatre</td>
<td>$41.90</td>
<td>$24.95</td>
<td>2</td>
<td>$21.95</td>
</tr>
<tr>
<td>Communications Media Technology</td>
<td>$20.95</td>
<td>$28.00</td>
<td>1</td>
<td>$20.95</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>$15.95</td>
<td>$90.94</td>
<td>1</td>
<td>$15.95</td>
</tr>
<tr>
<td>Geography</td>
<td>$13.95</td>
<td>$0.00</td>
<td>1</td>
<td>$13.95</td>
</tr>
<tr>
<td>Film Studies</td>
<td>$10.00</td>
<td>$0.00</td>
<td>1</td>
<td>$10.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$7,497.05</td>
<td>$9,120.13</td>
<td>150</td>
<td>$49.98</td>
</tr>
</tbody>
</table>

The chart below depicts the amount of titles as they cross-over into multiple disciplines:

<table>
<thead>
<tr>
<th>Although a single publication can be</th>
<th>Dept./Subject area (# from chart 2)</th>
<th># of cross-over titles</th>
<th>Total “Value”</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Reference</td>
<td>14</td>
<td>29</td>
<td>$2,740.00</td>
</tr>
<tr>
<td>*DVD</td>
<td>11</td>
<td>29</td>
<td>$961.00</td>
</tr>
</tbody>
</table>

TOTAL: $2,740.00 + $961.00 = $3,701.00
associated with an infinite number of subject headings, this is limited to 3-5 cohesive subdivisions

<table>
<thead>
<tr>
<th>Subject Heading</th>
<th>Count</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Literature (16)</td>
<td>22</td>
<td>$948.00</td>
</tr>
<tr>
<td>Physician’s Assistant</td>
<td>8</td>
<td>$846.60</td>
</tr>
<tr>
<td>FSS/Environment (9)</td>
<td>14</td>
<td>$819.00</td>
</tr>
<tr>
<td>Business (13)</td>
<td>15</td>
<td>$736.00</td>
</tr>
<tr>
<td>*Global Focus/Climate Change</td>
<td>12</td>
<td>$648.00</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>$589.95</td>
</tr>
<tr>
<td>History (11)</td>
<td>17</td>
<td>$469.00</td>
</tr>
<tr>
<td>Chemistry (2)</td>
<td>3</td>
<td>$443.00</td>
</tr>
<tr>
<td>Political Science (1)</td>
<td>6</td>
<td>$413.00</td>
</tr>
<tr>
<td>*Continuations</td>
<td>6</td>
<td>$378.00</td>
</tr>
<tr>
<td>Ethnic/Multicultural (6)</td>
<td>12</td>
<td>$285.00</td>
</tr>
<tr>
<td>Poetry</td>
<td>15</td>
<td>$282.45</td>
</tr>
<tr>
<td>Fiction (10)</td>
<td>14</td>
<td>$250.00</td>
</tr>
<tr>
<td>Education (2)</td>
<td>6</td>
<td>$208.00</td>
</tr>
<tr>
<td>*Faculty / Alum. Publications</td>
<td>10</td>
<td>$207.00</td>
</tr>
<tr>
<td>*Web kit/E-book</td>
<td>3</td>
<td>$165.00</td>
</tr>
<tr>
<td>Women’s Studies (1)</td>
<td>6</td>
<td>$138.00</td>
</tr>
<tr>
<td>Library. Info Sci. (2)</td>
<td>3</td>
<td>$119.00</td>
</tr>
<tr>
<td>Science (1)</td>
<td>2</td>
<td>$86.00</td>
</tr>
<tr>
<td>Children’s</td>
<td>5</td>
<td>$83.00</td>
</tr>
<tr>
<td>Philosophy/Religion (3)</td>
<td>4</td>
<td>$82.00</td>
</tr>
<tr>
<td>Biology (2)</td>
<td>3</td>
<td>$71.00</td>
</tr>
<tr>
<td>*Sociology (0)</td>
<td>2</td>
<td>$63.00</td>
</tr>
<tr>
<td>Athletics/Sports</td>
<td>1</td>
<td>$35.45</td>
</tr>
<tr>
<td>Graphic Novel</td>
<td>1</td>
<td>$28.00</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>$25.00</td>
</tr>
<tr>
<td>Medicine</td>
<td>2</td>
<td>$24.90</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>$22.00</td>
</tr>
<tr>
<td>Communications</td>
<td>1</td>
<td>$21.00</td>
</tr>
<tr>
<td>Theatre</td>
<td>1</td>
<td>$19.95</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td>$13.95</td>
</tr>
<tr>
<td>Film studies</td>
<td>1</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>150</td>
<td>$7497</td>
</tr>
<tr>
<td></td>
<td>257</td>
<td>$13,421</td>
</tr>
</tbody>
</table>

**E-books**

In addition to the EBSCO Academic E-book collection, the library participated in PALCI’s (Pennsylvania Academic Library Consortium Inc.) demand driven acquisition (DDA) pilot for EBSCO and JSTOR e-books. Demand driven acquisition programs allow libraries to make e-books discoverable to patrons prior to purchasing titles. Decisions about purchasing are made based on how many times a title has been viewed or downloaded. Participating in a DDA program via a consortium gave the library more purchasing power since a large pool of institutions were involved.

With both the EBSCO and JSTOR programs, e-books were made available for viewing via the Discovery layer in fall 2015. For EBSCO, the trigger point for purchasing a title was a ten-minute use, download, or print with 1-4 copies being purchased for use across the consortium. Each copy has one simultaneous user. For JSTOR titles, the trigger point was based on cumulative use across the consortium. Once a title was purchased, each participating institution owned its own unlimited use copy. Since the JSTOR pilot involved much more up-front usage than EBSCO, more EBSCO titles were purchased.
In the EBSCO DDA program, 929 titles were triggered for purchase and bought collectively by the libraries participating in the program. EBSCO is currently working on gathering accurate usage statistics for the titles purchased and will share them with PALCI when completed. For the JSTOR DDA pilot, 134 titles were purchased. Usage of the purchased JSTOR titles is reflected in the table below:

<table>
<thead>
<tr>
<th>Purchased Titles</th>
<th>Chatham Use of Purchased Titles</th>
<th>Chatham Page Views &amp; Downloads of Purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td>134</td>
<td>22</td>
<td>44</td>
</tr>
</tbody>
</table>

### Databases

Historical Abstracts with Full Text, History Reference Center, and Pronunciator, were added to the library's database holdings this year. Pronunciator replaced Mango as a language learning resource. Overall database use presents a more complex picture this year. Although individual database searching and full text downloads decreased, Discovery searching increased slightly as well as the Smart Linking and Custom Linking in Discovery. SmartLinks allow patrons to follow an article citation in one database where full text is not available, to the full text of the same article in another database where it is available. CustomLinks point from EBSCO search results to information on outside websites.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SmartLink From Request</td>
<td>2828</td>
<td>18776</td>
</tr>
<tr>
<td>Custom Link</td>
<td>7971</td>
<td>23424</td>
</tr>
</tbody>
</table>

After a second full year utilizing the service, Discovery continues to be the main entry point for patrons, outpacing individual database use 28:1. Interestingly, full text downloads were relatively even for individual databases and Discovery. CINAHL with Full Text, PsycINFO, Medline, and Academic Search Premier were the most highly searched databases, with Science Direct, CINAHL, and Academic Search Premier continuing to have the highest number of full text downloads.

EBSCO replaced their LinkSource and Journals A-Z products with Full Text Finder, which allows patrons to search for print and electronic journals, as well as e-books accessible through the majority of our
database vendors. Another feature of Full Text Finder is the ability to search within the publication being sought, which was previously unavailable in the A-Z tool. Within the Discovery layer, this change was noted by use of the exact match placard, which appears above the regular result list anytime a search is performed for a specific journal title.

Student Publications
For the school year 2015-16, there were 256 total records received, 72 requests to view print versions, and 3,374 online view (71 and 5,625 views” previous year)

Electronic Storage

High-Quality Originals
- I.T. Library Resources drive: **18.6 GB** (13.8 last year)
- Tech Services Hard-drive Backup: **5 % full (50 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 **4.2 GB (14%)** of allocated 30 GB (2 accounts at 15 each)
  - Last year: **4 GB (13%)** of allocated 30 GB (2 accounts at 15 each)
  - Each account up 1% from last year
  - Previous year’s increased: 3%
- MediaFire Cloud storage – used for tutorials and other proxy-password protected documents has also increased in size:
  - **16.5 GB** (of 150 GB).
  - Last year: 15.1 GB

2015-16 RECEIPTS

<table>
<thead>
<tr>
<th>Program/Format</th>
<th>Processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tutorials (print &amp; electronic)</td>
<td>75</td>
</tr>
<tr>
<td>Graduate Theses (print &amp; electronic)</td>
<td>41</td>
</tr>
<tr>
<td>DNP Capstones (electronic only)</td>
<td>31</td>
</tr>
<tr>
<td>MLA Capstones (print &amp; electronic)</td>
<td>2</td>
</tr>
<tr>
<td>OTD Capstones (print &amp; electronic)</td>
<td>14</td>
</tr>
<tr>
<td>ILP Chapbooks (print only)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>164</strong></td>
</tr>
<tr>
<td>Retrospective (old tutorials from earlier years)</td>
<td>202</td>
</tr>
</tbody>
</table>

**Grand total of student publication items added to catalog in 2015-16** | 366

Tutorial PDFs for Alumni

On occasion a pre-2003 Chatham alumna will investigate on how to get a copy of their tutorial. We have had 2 such exchanges in 2015-16 (1 last year). One of them for this year was only on microfilm. Both alumna agreed to share electronic versions with the Chatham community, which were successfully converted to online PDFs thus enhancing their respective catalog records.

Access
Requests to view print and electronic is consistent with previous years.
Gifts
A recent major book donation, perhaps the largest cross-discipline gift ever bestowed upon the Chatham University Library, will be of value to our University for quite some time. Over a thousand quality titles from former Chatham President Esther Barazzone’s collection have been integrated into our circulating collection, touching on every topic from Academic Leadership to Zoology. With an initial intake of over 3,000 books, over 699 have been processed with at least 400 earmarked to be added after July, taking the total of her gift well over 1,000, the second largest circulating book gift (Wendell Wray = 2,722) in recent history.

Another featured donation from the 2015-16 school year has been the addition of 289 fiction books from James and Jessica Woods, neighbors of Professor Sheryl St. Germaine’s. This collection embodies a substantial span of popular current fiction, from the late 1990’s up to today.

And if that wasn’t enough, there was also a substantial gift of core academic classical music scores, donated by Joanne Luchsinger, a recently retired music professor from IUP. There are over 250 scores, with 38 having been cataloged and processed for circulation before July.

Smaller gifts, amounting to 120 quality books from the Food Studies, MFA-Creative Writing Department, Lindsay house, Steve Lemmon, Kathy Perrone and other individuals, round off the total amount of gift titles being integrated into the circulating collection for school year 2015-16 as 1,146.

Serials
Exclusively online - those that are not part of a database or package and are treated as individual bibliographic entries:

<table>
<thead>
<tr>
<th>Serials</th>
<th>2015 Invoice</th>
<th>2014 Invoice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives of Physical Medicine and Rehabilitation</td>
<td>1270.00</td>
<td>New addition</td>
</tr>
<tr>
<td>British Journal Of Occupational Therapy - Online</td>
<td>617.00</td>
<td>New addition</td>
</tr>
<tr>
<td>Canadian Journal Of Occupational Therapy - Online</td>
<td>29.44</td>
<td>New addition</td>
</tr>
<tr>
<td>Choice - Current Reviews for Academic Libraries</td>
<td>590.00</td>
<td>$555</td>
</tr>
<tr>
<td>Chronicle of Higher Education</td>
<td>2033.49</td>
<td>$1,812</td>
</tr>
<tr>
<td>Ecopsychology</td>
<td>738.00</td>
<td>$703</td>
</tr>
</tbody>
</table>
Current Print Serials
There were 15 cuts, leaving 92 (107 last year) current print serial subscriptions at the beginning of 2015.
Of these, 48 are print only (62 last year) and 44 (45 last year) come with an online counterpart. Many of the dramatic decreases in print titles are due to them being picked-up as online only (see above chart)

<table>
<thead>
<tr>
<th>PRINT PERIODICAL SUBJECT AREAS</th>
<th>total price (based on 2015 invoice)</th>
<th>last year</th>
<th>Amt of titles*</th>
<th>last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies</td>
<td>$2,809</td>
<td>$3,169</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Psychology</td>
<td>$2,802</td>
<td>$2,622</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>News (general)</td>
<td>$2,463</td>
<td>$2,167</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Health profession</td>
<td>$2,223</td>
<td>$10,533</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Business and Management</td>
<td>$2,029</td>
<td>$1,758</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Communication</td>
<td>$1,840</td>
<td>$1,568</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Counseling and Social Work</td>
<td>$1,752</td>
<td>$1,514</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>$1,522</td>
<td>$1,397</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Book reviews</td>
<td>$1,295</td>
<td>$978</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Sociology</td>
<td>$804</td>
<td>$1,198</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>$681</td>
<td>$387</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>$637</td>
<td>$491</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Landscape</td>
<td>$448</td>
<td>$787</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Theatre, Music and Film</td>
<td>$445</td>
<td>$412</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English, Literature and Writing</td>
<td>$405</td>
<td>$238</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Subject</td>
<td>Print</td>
<td>Online</td>
<td>Print Online</td>
<td>Online Exclusive</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Food studies</td>
<td>$392</td>
<td>$344</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ethnic &amp; Multicultural Studies</td>
<td>$300</td>
<td>$536</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>$299</td>
<td>$5,360</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Interior architecture</td>
<td>$279</td>
<td>$2,138</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Economics</td>
<td>$249</td>
<td>$216</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>$237</td>
<td>$864</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Art (Fine Art and Art &amp; Design)</td>
<td>$123</td>
<td>$177</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>$117</td>
<td>$113</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Career development</td>
<td>$92</td>
<td>$87</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Library Science</td>
<td>$83</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>
<tr>
<td>Physical Therapy</td>
<td>$0</td>
<td>$1,481</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Political Science</td>
<td>$0</td>
<td>$938</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>$0</td>
<td>$630</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>$0</td>
<td>$453</td>
<td>0</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 111 print, print w/online, & online exclusive titles is **$43,407** (44,500 last year) averaging about **$402** per title (377).

There were a total of **339** print periodicals system check-ins (compared to **493** last year), plus **1,360** daily newspapers manual check-ins, totaling **1,699** (1,853) print serial item check-ins by library staff.

**Archives & Special Collections**

-Prepared by Molly Tighe, Archivist and Public Services Librarian

"First off, just wanted to thank you for guiding me through the archives. I couldn't have hoped for a happier reunion. It was a lot of fun poring over docs"

*Outside Researcher 8/7/15*

2015-16 was a successful year in the Archives and Special Collections. Collection usage rebounded from the position vacancy that occurred in 14-15 and archival exhibits expanded into both new exhibit spaces and online forums, effectively engaging both campus and distance patron communities. A grant from the National Endowment for the Humanities was awarded for collections preservation and a strong focus on the development of digital preservation infrastructure improved our ability to preserve the history of the university over the long term. The CIC project focusing on the creation of Eden Hall Campus and the use of new software made significant progress, with over 600 images currently available to Chatham students and ready for integration into coursework.
**Archives Mission Statement**
The University Archives housed in the Jennie King Mellon Library at Chatham University serves to collect, preserve, and make available records and information of continuing value to the Chatham community. These materials document the history and growth of Chatham University from a small women's college to a thriving coeducational institution and highlight the activities of Chatham's faculty, staff, students, and alumni. In support of the university's educational mission, we strive to work closely with faculty and provide students with opportunities to learn about the research value of archival materials.

**Reference and Instruction**
To ensure that the Archives and Special Collections were accessible to the Chatham community, regular office hours for drop-in research visits continued to be offered during 2015-16. Research assistance is available through appointments or through remote reference, two options that continue to be our patron's most popular method of receiving reference assistance with Archives & Special Collections.

During the 2015-16 academic year, 163 reference questions were recorded, 124 research consultations, and 155.5 research consultation hours. Per month, we averaged 14 reference questions, 10 research consultations, and 13 research consultation hours. Our busiest month was November, with 22 reference questions, 18 research consultations, and 23.25 research consultation hours.

![Bar chart showing the reference and special collections five-year trend](chart.png)

All reference stats have rebounded, following decreased numbers in 2014-15 related to the vacancy in the position of Archivist & Public Services Librarian.

**Research Topics and Patron Types**

*“These pictures are AWESOME…and exactly what I needed for class tonight. I can’t thank you enough for all of your help!!!”*

*Chatham student, 1/28/16*

The Archives & Special Collections continued to receive a variety of questions from Chatham community members as well as many outside researchers.
Chatham staff and outside researchers continue to be the largest group of archives users, together accounting for over half of all research questions.

Chatham University staff and administrators generated 32% of all reference questions. Staff questions come from a variety of offices on campus (see chart above), but most frequently from Marketing & Communications and University Advancement (including alumni Affairs and Annual Fund), together representing 63% of all staff questions. The number of reference requests by staff increased from 27 in AY14-15 to 52 in AY15-16.

Roughly one quarter of all reference questions to the Archives & Special Collections come from Chatham students. Student reference questions came primarily from undergraduates and graduates working on class assignments. Faculty requests concerned a variety of topics, including copyright, the history of the university, and for primary source material to incorporate into coursework.

Our diverse patron population continued to present a variety of interesting queries. Highlights are detailed below:
Students:
- Researched the history of the suffragette movement locally and across Pennsylvania
- Explored the history of political activism at Chatham by reviewing student newspapers from the 1960s and 1970s for class assignment
- Investigated the history of co-education at Chatham for a tutorial
- Researched the history of the Mellon mansion for an exhibit at the university art gallery
- Utilized primary source government documents for research into Aftercare Legislation

Faculty:
- Inquired about copyright and the parameters on the use, distribution, and publication of materials in the library collections
- Requested primary source architectural records to support coursework and class assignments
- Requested information on Chatham alums and about former members of the Chatham faculty

Staff:
- Performed extensive research in preparation for Esther Barazzone retirement projects
- Researched the history of political activism on Chatham campus
- Requested content related to Chatham alumni, including historical content for use with reunion events and about Rachel Carson’s experience at Chatham
- Requested information related to the Chatham campus, including original campus landscape drawings, building drawings for Wi-Fi setup, and building drawings to install new LED lighting
- Posed a wide variety of questions related to Chatham History, including the school’s name changes, the Global Focus program, and commencement speeches

Outside Researchers:
- Submitted queries related to the Rachel Carson Collection
- Investigated aspects of student life at Chatham in the 1920s for a historical fiction mystery novel
- Performed extensive research on the history of the Howe Spring as part of a historic designation application project
- Inquired about material supporting a proposed PhD dissertation investigating how the founding principles of women’s colleges have, or have not, remained relevant in a changing university environment
- Researched the history of Chatham University in concert with Marketing & Communications publication projects
- Requested images, records, and other genealogical information about family members who were associated with the college
- Utilized the Chatham Archives for research relating to musical performances at Chatham University, the university art collection, historic waterways, and early science educational equipment

Instruction
Although captured in the aggregate statistics for Library instruction above, Interior Architecture classes visited and used Archives and Special Collections. In addition, the Library workshop “Tour of Archives & Special Collections” had the largest attendance number of all workshops.

Archival Public Service Statistics
Statistics and metrics used to assess the public service activities of the Chatham Archives are those put in place by the former Archivist. In light of a new standard for the measurement of public service activities for archival collections developed by the Society of American Archivists and the Association of College and Research Libraries, the current data collection strategy is being reevaluated. The aim is to identify public services that are not yet being captured at the present and/or that could inform her strategies to improve access to archival collections.

Archives Collection Management
The management of archival collections includes the development of functioning policy documents, the administration of grant projects, identification and use of new technology to capture evolving records formats, and effective methods of collection cataloging and preservation. Activities that occurred during 2015-16 in each of these core functions are outlined below.

**Updated Archives Policies & Procedures**
Several policies and procedures concerning reproductions from the University Archives were updated. These updates outline the reproduction requestor’s responsibility to obtain any requisite licenses and/or permissions for their intended use and, likewise, provide a framework for the University Archives to grant permissions when rights are clearly held by Chatham University. Reproduction policy updates also included a new fee schedule and reproduction payment procedures.

A new Access Policy for Archives and Special Collections to address parameters of patron access to these collections has been drafted.

**CIC Grant**
In April 2015, the grant application Molly wrote for acceptance into the Council of Independent Colleges’ (CIC) Consortium on Digital Teaching and Research was accepted. As members of the Consortium, Chatham University Archives receives heavily discounted access to Shared Shelf, a digital asset management software capable of preserving digital information while facilitating targeted use for teaching and research purposes. Chatham University also received membership into a consortium of practitioners aiming to build an efficient method of access to digital teaching and research collections. The application focused on the use of Eden Hall Campus construction documentation for teaching and research on green building practice.

Molly attended a meeting of the consortium in September 2015 with Bill Biss, Assistant Professor of Interior Architecture, to discuss use of the Shared Shelf and strategies for making the records of Eden Hall Campus construction available for research. Key to this effort is to collect records of the construction process from both university sources and from external stakeholders, such as Richland Township, Sota Construction, Mithun design firm, and other records creators and project stakeholders. Over 1300 cataloged images of the construction process have been imported into the software as well as having customized the software based on teaching needs outlined by Dr. Biss, and provided institutional access to selected images through Chatham’s ArtStor database subscription portal. Records of the construction process continue to be collected and opportunities identified that facilitate use of these materials for research and scholarship in green building.

**Archival Collection Cataloging**
Several projects completed during 2015-16 served to increase the level of intellectual control over items in the collection and to enhance the discoverability of archival collections. Cataloging projects completed during 15-16 include:
- Implementation of embedded metadata workflow for all newly digitized content, which facilitates easier transfer to an image database and intrinsically links images to image metadata
- Creation of a data entry guide for Archon, an archival collections management and discovery system, that supports patron access to processed archival collections
- Inventoried several high-use collections, including: Vertical Files, Marketing & Communications Photographs, Drama Collection, and Architectural Records
- Processed and created finding aids for a 12 linear foot collection of moving image and audio material, a collection in dire need of digital preservation reformatting

**Preservation**
In May 2015, Molly wrote and submitted an application to the National Endowment for the Humanities (NEH) Preservation Assistance Grant program. The grant was awarded in December 2015. It will provide an expert evaluation of the institution’s preservation needs for both archival and special collections, including: preservation planning and policy development; collections management; environment (temperature, relative humidity, pollution, and light); housekeeping; pest control; fire
Preservation of digital records, both born digital records and reformatted versions of analog records, is a critical piece of a successful archival program and it has been a focus of much activity during AY15-16. A report written in January 2016 outlined need for an institutional repository for the preservation of both permanent records and records with long-term, historical value that exist in digital form. These records include documentation of the educational activities at Chatham University, like student publications and course catalog, as well as records of student life and of Chatham’s role in the community. This report included a survey of the current status of digital preservation, an overview of the preservation imperative of digital records with permanent value, and a comparison of the costs and services available from a variety of repository frameworks. The assessment of repository software is ongoing and evolving in relation to curricular changes.

In preparation for the university’s move to a web-only course catalog for AY 16-17, the Archivist researched tools for the capture of web-based records with permanent value, met with stakeholders from across campus to assess the extent of need for capture of web-based records, selected Archive-It as Chatham’s best and most economical option, attended training on use of the tool, and began collecting web-based records with permanent value including: course catalog, online articles and comments about campus events like Dr. Finegold’s appointment, co-education, and Eden Hall Campus. Captured resources are made accessible in the University’s existing Internet Archive Digital Collection portal and linked to from the web page for the Archives & Special Collections.

Donations and Accessions
Efforts to raise awareness of the University Archives as a repository for Chatham community records resulted in the accession of the following materials:

- Records from the Office of the President during the Barazzone tenure
- Records from the Presidential Search Committee
- Records from retiring faculty members Marie Connelly and Sandy Sterner
- Materials from Chatham alums documenting the nursing education program in the 1950s, an alum’s career in the foreign service, and an alums work as editor of The Arrow
- Material from a former employee of Eden Hall Farm
- A recorded disc of the PCW Class of 1947 from the hosts of local radio show, Rhythm, Sweet & Hot

Working with the University Marketing and Communications Department, the Archivist provided guidance on the long-term effect of ensuring that all requisite permissions are acquired in writing from contract photographers. She also provided guidance to the Office of the Registrar and the Assessment Coordinator on the long-term storage and preservation of records of enduring value to the university.

Access & Outreach

“I enjoyed very much hearing Lorenzo Malfatti and Russell Wichmann on tonight’s program, from the archives of Chatham University…. Please convey my thanks to the archivist at Chatham, for making it possible to hear the excerpts from the archives.”

Listener for Rhythm, Sweet & Hot radio program 1/16/16

Chatham University Archives continues to utilize proven methods of connecting with patrons while also engaging new audiences through an active outreach program. Of particular note among the outreach activities of AY15-16 is Molly’s appearance on locally-produced and nationally syndicated radio program Rhythm, Sweet & Hot to discuss the musical heritage of Chatham University on January 16, 2016.

The range of University Archives exhibits expanded by partnering with the Women’s Institute to create a satellite exhibition space in the Women’s Institute lounge. Two exhibits were produced during AY15-16. The first, which coincided with the visit by Mayor of D.C. Muriel Bowser ‘94, showcased the history of
political activism among Chatham students of all eras and the second, highlighted the continuity of Chatham traditions and featured a video of the 1947 May Day celebration. Both exhibits were on view in the JKM Library and the lounge of the Women’s Institute. Each exhibit connected to off-campus community members by displaying archival photos, videos and texts on the library blog and Facebook page.

**Chatham University on Internet Archive**
The Chatham University Internet Archive collection includes digitized yearbooks, course catalogs, student newspapers, the alumni magazine, and alumni directories. Since the unveiling of Chatham’s Internet Archive Collection the response has been extremely positive. As of June 30, 2016, the collection had over 120,630 total downloads.

**Chatham University Image Collection for 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, staff, 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](http://digital.library.pitt.edu/images/pittsburgh/chatham.html).

At the end of June 2016, the University of Pittsburgh’s Digital Research Library (DRL) announced that updates to software supporting the Historic Pittsburgh website which had been in process since December 2013, were near completion. A public launch of the new Historic Pittsburgh site, in Beta form, is scheduled for the early fall of 2016. This instigated an update to collection arrangements and providing links to existing online exhibits. Continued monitoring and contribution to the site are expected throughout the beta phase of the new website and in the years ahead.

Historic Pittsburgh remains a popular venue for access to Chatham’s historic collections. Data on Chatham collections on Historic Pittsburgh indicate growth in the number of total views and a decline in the number of unique visitors. Robust usage statistics from the updated Historic Pittsburgh site, including data on individual collection views and item views, are certain to inform efforts to meet the access needs of collection users.

**Views of Chatham's Historic Pittsburgh Homepage Three-Year Span**

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Unique Visitors</th>
<th>Total Page Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-16</td>
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<td></td>
</tr>
</tbody>
</table>

**Facebook**
Content from the Archives and Special Collections was added to the Jennie King Mellon Library Facebook page on a weekly basis, as an effort to connect to the #Throwback Thursday social media trend. These posts are quite popular.
Library Blog
Archives created five blog posts for the JKM Library blog during AY15-16. Three posts expanded upon physical exhibits or content from the *Library Newsletter*, thereby engaging distance students and the extended Chatham community. One posts presented seasonal content, focusing on Halloween at Chatham, and one post explored the history of Chatham’s Song Contest relating to a feature on a local radio program.

Articles
In addition to contributing articles to the fall issue of *Library Newsletter*, articles were also submitted to the Western Pennsylvania/West Virginia Chapter of the Association of College and Research Libraries (WPWVCACRL) and to *Pennsylvania Libraries: Research and Practice* on both the CIC project to document Eden Hall Campus construction and on the award of an NEH Preservation Assistance Grant. Molly submitted an article to the *Mid-Atlantic Archivist* regarding the CIC project.

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

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

Special Collections Appraisal and Assessment
In 2015, we hosted a visit to the Special Collections by John Schulman, proprietor of Caliban Books and nationally recognized appraiser of rare books and manuscripts. John reviewed collection items and delivered a complete insurance/replacement value survey of the materials in Special Collections in September 2015. The assessment identified several instances in which the high-value items of individual items had been unknown. The assessment also provided a quantitative value upon which to base salvage priorities in emergency planning and the ongoing evaluation of the collection’s potential for research use.

Special Collections Inventory
During the spring and early summer of 2016, the Archivist collaborated with Tech Services to evaluate the status of the ongoing inventory project of Special Collections and to strategize for adding records into the collection. This work consisted of a thorough review of the collection inventory, a comparison of the inventory to the records in the catalog, and the establishment of next steps for ensuring all Special Collections items are listed in the JKM Catalog. This work will continue.

Special Collections Policies and Procedures
Brown Collection Access Policy was updated to require appointments for all visits to the collection. This update alleviates confusion among the JKM Reference Associates regarding use of the Brown Collection material and has proved to be effective since implementation. Loan procedures for that collection were also updated.

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

Cataloging, Standards and Authorities
*Monograph Maintenance*
40,184 titles were cataloged or re-cataloged between July 1, 2015 and June 30, 2016 (last year: 13,720)
The reason for the increase is attributed to more RDA updates as well as the global updates reflecting the
name of the institution from pre-existing “Chatham College for Women” to a blanket “Chatham University”
in the additional author (710) MARC field. The publication field (MARC 266) will still reflect the original
issuing agency (listed on the title page)

Records Deleted
691 records were deleted from the local catalog last year. Those items were either physically removed
from deselection or deemed unreparable (886 deleted previous year).

Authority Records
There were 45 new authority records created (274 previous year) 7 new uniform titles (32), 4 new local
heading creations, which relate to local and regional topographic information (30 created last year.)

RDA (Resource Description and Access) Implementation
In this fourth full year of this gradual integration, all 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. These records are being geared towards full optimality in basic web
searching (i.e. Google) for some time in the future.

Media & Digitization

Video
• VHS moved to cool storage in old file cabinet in Tech Services Storage/office (203)
• 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
Finished converting, cataloging and packaging DVDs of Lou Martin’s Oral History Class
recordings for CLP-Homewood and for Chatham Archives.

E-Books (these are not included in the annual grand total title and volume holdings)
• Loaded 53 MARC records for PALCI JSTOR eBooks into catalog
• Loaded 498 MARC records for PALCI EBSCO DDA eBooks into catalog

Repairs: 152 books were repaired (compared to 116 in 2014-15).

Transfers: Primarily from Reference to Circulation: 108 titles (365 last year)

Withdrawals: 691 titles / 976 volumes (866/1243 previous year)

Systems/Technology
Library Server
The server (III Millennium) houses all library domain websites, catalog, patron, transaction and
administrative data as well as processing daily transactions for circulation, serials and cataloging.
• The Library server is currently running at 17.5 capacity, down from last year (20.3%) due to
general redundancy and proactive cleanup upon anticipating of switching to a new server
sometime in the near future.
• A new tape backup drive for the server was installed last July. Server back-ups have been successful ever since, with ITS responding in a timely manner in the event of a power outage that would require ITS to unplug and plug it back in.

Websites - Hosted on the Library (Millennium) Server (http://Library.Chatham.edu)
New & updated webpage went live in August, reflecting a changes with general navigation buttons, changes to the Archives webpages, and “Research Help” sub-pages

Facilities
-Prepared by Amy Lee Heinlen, Access Services Librarian and Kate Wenger, Reference Librarian

“Thanks very much! I truly appreciate the response and the space!”  
Study Room Usage  
Faculty. Email. 5/11/2016.

Library Usage Study
In fall 2015, we tracked usage of the various spaces in the library building during two of the busiest weeks of the semester: October 19-25 (midterms) and December 7-13 (the week before finals). During these weeks, a librarian walked around the building at five designated times throughout the day and recorded on a map of the library where patrons or their belongings could be found. Some of our findings include:

• Tables are most often used by only one occupant, and it is very rare for all chairs at a table to be occupied.
• Excluding labs, group study rooms, and individual study rooms, the seating on our first floor is by far the most popular. The basement is the least popular.
• At no time were all the tables in the library in use, so there was always at least some space available during the hours we tracked usage.
• Of the 31 times we collected data the week before finals, there were three times all of our group study rooms were in use, and five times where there was only one room available.
• Of the times we collected data, there were always at least three individual study rooms available.

Overall, there was little action we could take based on the data. We did separate three tables that had been pushed together on our third floor, since we found that the three tables combined were rarely used by more than a few people.

Because the data did not tell us much we did not already know, we do not currently have plans to repeat this study. However, because we have the map and documentation, it would be easy enough to do it again if we felt it would provide useful information.

Library Space Usage
Individual and group study rooms continue to be a popular service offered by the library. This year we were able to add 4 new group study rooms to accommodate the growing demand for space from students, faculty, staff, and classroom reservations.

<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 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 Elliot</td>
<td>61.5</td>
<td>16</td>
<td>166.5</td>
<td>149</td>
<td>125.5</td>
<td>176</td>
<td>76</td>
<td>116</td>
<td>117.5</td>
<td>171.5</td>
<td>29</td>
<td>32</td>
<td>1236.5</td>
</tr>
<tr>
<td>202 Dysart</td>
<td>29</td>
<td>0</td>
<td>116.5</td>
<td>153</td>
<td>109.5</td>
<td>225.5</td>
<td>52</td>
<td>135</td>
<td>96.5</td>
<td>173</td>
<td>26</td>
<td>46</td>
<td>1162</td>
</tr>
</tbody>
</table>
There was a 13% increase in the number of hours reserved for group rooms in 2015-2016. There was a 23% increase in 14-15 and a 54% increase in 13-14.

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 that Houses the Brown Collection Use in Hours

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
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<th>Jan</th>
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<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>RHBC Total Hours</th>
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<tbody>
<tr>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4.75</td>
<td>0.15</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9.9</td>
</tr>
</tbody>
</table>

This year, we have seen a 37% decrease in use from the previous academic year. This can be attributed to the fact that last year the room was used by Counseling Psychology students who were working with Career Services and therefore considered staff. They have since moved to another building and have presumably found a different location to meet.

Lobby and Art Wall Usage
We track the number of hours the library lobby, vestibule, and porch are used for events and the number of days the lobby and art wall are used for displays.

Lobby, Vestibule, & Porch Use in Hours

<table>
<thead>
<tr>
<th></th>
<th>July</th>
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<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 15-16</th>
<th>Total Hours 14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>16</td>
<td>8</td>
<td>41</td>
<td>76.5</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>22.5</td>
<td>0</td>
<td>0</td>
<td>65.5</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>18</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>0</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>31</td>
<td>3</td>
<td>0</td>
<td>12</td>
<td>30.5</td>
<td>16</td>
<td>8</td>
<td>124.5</td>
<td>150.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The library lobby, vestibule, and porch usage in hours decreased by 17% from the previous academic year. The most notable uses this year were the ever-popular Edible Books event and multiple Accepted Students Days.

Lobby, Vestibule, and Porch Use in Days
The library lobby, vestibule, and porch usage in days decreased by 54% from the previous academic year. The vestibule was used in January and February by Chatham's Girl Up which held a donation drive to collect clothing for the Women's Center and Shelter of Greater Pittsburgh in collaboration with the *Vagina Monologues*. The lobby was once again the location for the Silent Witness display which brings attention to the atrocities of domestic violence.

**Art Wall Use in Days**

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

<table>
<thead>
<tr>
<th></th>
<th>July</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>June</th>
<th>Total Days 15-16</th>
<th>Total Days 14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobby</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vestibule</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Porch</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>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Days</td>
<td>31</td>
<td>31</td>
<td>30</td>
<td>36</td>
<td>30</td>
<td>31</td>
<td>36</td>
<td>41</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>22</td>
<td>48</td>
</tr>
</tbody>
</table>

**Library Staff**

The work detailed above is primarily accomplished by the six full time librarians. However, the amount and variety of that work wouldn’t be possible without the significant contributions of our part-time staff and student workers. Their contributions are detailed below.

**Reference Associates**

In 2015-16, Reference Associates completed the following projects and tasks:

- Created and updated library displays, including the first floor displays, flat panel displays, faculty publication display, and global focus display
- Wrote posts for the library’s blog about library displays, reviews of the library’s “Database of the Month” and “App of the Month”, “Meet the Staff” features, and more.
- Posted information to the library’s Facebook page
- Made significant revisions to the library’s Primary Source LibGuide, as well as minor updates to other LibGuides.
- Periodically ran lists of books on display to verify they were in the correct location
- Wrote articles for the Library newsletter
- Evaluated the Library’s Full Text Finder tool for errors during the initial setup of the tool
- Compiled data on the most frequently requested E-ZBorrow books, books requested through E-ZBorrow that are available in the EBSCO Academic E-book Collection, and popular topic areas of the eBooks viewed or downloaded from the EBSCO Academic E-book Collection
• Created a procedure document for adding finding aids and inventories to the Archon database
• Reviewed and summarized the data from the library’s space usage study that took place from December 7-13, 2015

**Technical Services Assistant**
Kim Foflygen is in her second year, having been hired in February 2015. She has several regular assignments:

- Print serials check-in & claims
- Current to Bound serials transfers
- Ground floor equipment performance and appearance responsibilities.
- Global Metadata clean-up projects as-needed

She also attended the ALCTS webinar “New CIP Data Block: How to Use It for Cataloging” on Sept. 14th. The event is recorded and can be accessed.

**Student Workers**
Our student workers are an integral and valued part of the library’s daily operation. They repair books, perform stack maintenance, process material for shelving, retrieve material for interlibrary loan and help locate missing items. Moreover, they display a high level of user service. We simply couldn’t do what we do without them.

*Library Access Services Aides*
These student workers provide back up to 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.

*Graduate Resource Sharing Aide*
These graduate students assist with resource sharing and ILLiad processing, in particular. Summer 2016 is the first time we have been approved for a graduate summer position, and both Graduate Resource Sharing Assistants worked a total of 35 hours per week. These positions are necessary to ensure the steady workflow of ILLiad (Interlibrary Loan), a popular service used by many in the Chatham community.

*Archives Student Workers*
Elizabeth Benson worked on a variety of projects in the archives, including: an inventory of architectural drawings, the Building and Grounds Collection, assisting with reference scan requests, updating inventories of campus publications, and contributing to the JKM Library Blog.

Kelly Nestman assisted with archival exhibits, collection inventory projects, and reference scan requests.

**Professional Development**

*Jill Ausel, Library Director*

**Membership and Committee Work**

Member of WPWV Chapter/Association of College and Research Libraries. Participated in resume review service.

Conferences Attended
PALCI member meeting at Gettysburg, PA

*Amy Lee Heinlen, Access Services Librarian*
Membership & Committee Work
Member of the West Virginia Western Pennsylvania chapter of the Association of College and Research Libraries (WPWVC-ACRL). Participated in the resume review service as a reviewer and completed her second term on the Membership Committee. In June 2016, elected to be the 2016-2018 PA Member-at-Large.

Elected to the PALCI E-ZBorrow Advisory Council. Term runs from January 2016-June 2018.

Conferences
- E-ZBorrow Practitioners Meeting at Dickinson College, August 2015
- WPWVC-ACRL conference at West Virginia University, November 2015
- PALCI Member Meeting, June 2016

Publications
Poetry
- Pretty Owl Poetry fall 2015: “How Big is Baby?”
- Ground: poetry faith and doubt, Sept. 27, 2016: “Two Step”
- Pittsburgh Poetry Review 1(1) November 2015, “My Heart is a Cannonball”
- Olentangy Review winter 2015: “Fork,” “Afternoon Poem,” “Sleep Training”
- Pittsburgh City Paper's Chapter and Verse March 9, 2016: “Self-Portrait as the Apostle Paul”

Book Reviews
- Catholic Library World
  - No, No Kitten by Shelley Moore Thomas, Illustrated by Lori Nichol, Sept. 2015
  - Bedtime at Bessie and Lil’s by Julie Sternberg, Illustrated by Adam Gudeon, Sept. 2015
  - Anyone but Ivy Pocket by Caleb Krisp, Dec. 2015
- Coal Hill Review
  - Closing the Book: Travels in Life, Loss, and Literature by Joelle Renstrom, Sept. 2015
  - Poems and Their Making: A Conversation Moderated by Philip Brady, Dec. 2015
  - Mothering Through the Darkness: Women Open Up About the Postpartum Experience, Edited by Jessica Smock and Stephanie Sprenger, Dec. 2015

Editorial work
- Bloodletters Literary Magazine, Poetry Editor, August 2015 to present
- Pittsburgh Poetry Review, Poetry Reader, April 2016 to present

Presentations
Poetry Readings:
- 2/9/16: Red Dog Reading Series, Carlow University Commons
- 2/18/16: Pittsburgh Poetry Review Roadshow, Té Café
- 5/4/16: Summer Poetry Series, Hemingway’s
- 5/15/16: Chatham’s MFA in Creative Writing final reading, Welker Room
- 6/24/16: Madwomen in the Attic Mentor / Mentee Reading, Delaney's Coffeehouse
- 7/6/16: Pretty Owl Poetry Spotlight Series, East End Book Exchange

Awards
- 2016 Best Thesis in Poetry, Chatham University MFA in Creative Writing program, $500 prize
- 2016 Laurie Mansell Reich Academy of American Poets prize for her poem, “Light, Blue” $100 prize & publication on the poets.org website

Continuing Education
Master of Fine Arts in Creative Writing: poetry with a concentration in publishing, completed May 2016

Chatham Involvement
Serves as a member of the Undergraduate Programs Committee (2010-present)
Dana Mastroianni, Reference and Web Librarian  
**Conferences and Presentations**  
April 20-22\textsuperscript{nd}, 2016: Attended the Distance Library Services Conference in Pittsburgh, Pennsylvania  

June 10\textsuperscript{th}, 2016: Attended and presented Lightening Round session at the Western Pennsylvania West Virginia Chapter of ACRL Spring Conference. The session was entitled: *Making Connecting with Distance Students a Wiz: Using Course Management Technologies to Engage Distance Learners.*

**Membership and Committee Work**  
Member of WPWVC/ACRL – participated in resume review service  

Served on Middle States Accreditation committee  

**Professional Development**  
Viewed nine webinars over the year primarily dealing with new resources and services as well as new ways of teaching and reaching students.

Dan Nolting, Head of Technical Services  
**Continuing Education**  
A series of 3 Basic Introductory ContentDM webinars with assistant Kim Foflygen during the week of September 27\textsuperscript{th}, focusing on possible future storage of student publications; systems and admin training will be forthcoming.  

The “Internet of Things” lecture on the on August 10\textsuperscript{th} in the Eddy Theatre.  

The Active Shooter training on December 3\textsuperscript{rd} in Mellon  

Relay for Life on February 5\textsuperscript{th} in the AFC  

Advised Carlow University’s Library Technology Services staff, on matters surrounding their struggling needs to get essential tasks accomplished using only minimal resources.  

Weekly NISO Virtual Conferences about systems interoperability every Monday afternoon.

Molly Tighe, Archivist and Public Services Librarian  
**Membership and Committee Work**  
Co-chair of the Local Arrangements Committee for Mid-Atlantic Regional Archives Conference held in Pittsburgh, PA.  

Presented “Invitation to Pittsburgh” in Roanoke, VA to all MARAC members  

Co-chair of the Intellectual Property Rights Committee of the Visual Resources Association (VRA)  

Member of VRA Archives Task Force  

Society of American Archivists (SAA), Member  

Molly attended annual meeting in August, 2015, including a day-long unconference focusing on teaching with primary source materials.  

Steering Committee of the Lone-Arrangers Roundtable (LAR) with the SAA  

Nominating Committee of the LAR with SAA  

Alliance for Response
Molly hosted a meeting of Pittsburgh chapter of Alliance for Response in November 2015 and presented to members on documentation activities underway relating to Eden Hall campus.

Three Rivers Archivists, member
Attended two networking events and one lecture by PA State Archivist David Carmichael

Molly serves the larger archives community in a variety of ways. She has been interviewed three times by MLIS students at the University of Pittsburgh about her work as an archivist. She has written letters of support for local archival repository grant applications and she served as volunteer member of search committee for Pittsburgh Symphony Orchestra.

Kate Wenger, Reference Librarian

Membership and Committee Work
Member of the Western Pennsylvania/West Virginia Chapter of the Association of College and Research Libraries (WPWVC-ACRL).

Served as Vice President/President Elect for the 2015-16 year. She also served as chair of the ad hoc Professional Development Committee (9/2014- 5/2016), which encompasses the chapter’s Mentoring Program that Kate co-founded in 2011, as well as other services such as a cover letter/resume review service and interest groups.

Served on the Chapter’s Program Committee for the 2015-16 year as well and attended the fall meeting.

Completed a two-year term on the Association of College and Research Libraries’ Distance Learning Section’s Communications Committee (7/2014 – 6/2016).

Served on the LOEX 2016 Conference Planning Committee (8/2014-5/2016) and attended the conference from May 5-7, 2016.

Presentations
Gave the invited keynote at the spring conference of the West Virginia Library Association’s Academic Division, South Charleston, WV.

Continuing Education
Over the 2015-16 year, she also viewed 13 webinars covering topics such as information literacy, selecting a new integrated library system, and using data to make informed decisions.

Chatham Involvement
Serves as a member of the Assessment Committee.

Appendix A: First Year Modules Quizzes

First Year Modules Quizzes

Quiz 1 Questions –Correct Answers are highlighted red

Question 1: A useful way to focus a topic is

a. Talk to your friends and family
b. Consult popular social/media
c. Use Reference material like subject encyclopedias and dictionaries to find background information
d. I don't know
Question 2: The best example of a focused question is:

e. Are hate crimes punished fairly?
f. Has hate crime legislation acted as an effective deterrent against hate crime?
g. What was the incidence of hate crimes in the U.S. in 2008?
h. I don’t know.

Question 3: An example of a reference resource is:

a. A newspaper article on local protests
b. A blog about community relations
c. An encyclopedia on the civil rights movement
d. I don’t know.

Quiz 2 Questions –Correct answers are highlighted red

Question 1: Why should you use AND to combine your terms? (Choose all that apply)

a. It tells the database that your terms don’t need to be right next to each other.
b. It requires the database to only show you results that contain all of your terms.
c. It tells the database that each result must contain at least one, but not necessarily all of your terms.
d. I don’t know.

Question 2: Which of the following is likely to be a limit option in a database? (choose all that apply)

a. Full Text
b. Type of publication such as journal article, magazine or book
c. Date
d. Geography

Question 3: Your research question is "How does socio-economic status affect juvenile delinquency in Canada?" You enter this question into the search box of a database, and it does not retrieve many relevant results. Why?

a. There has not been anything published on this topic.
b. The question has not been broken down into searchable terms that the database can process.
c. The information is not available to researchers outside of Canada.
d. I do not know.

Appendix B: Complete List of Rotating Library Displays

July 2015: AFHVS/ASFS Bridging the Past, Cultivating the Future: Exploring Sustainable Foodscapes Conference

At the request of the Food Studies Department, two displays were created for this conference. One featured books on topics covered in the conference sessions, the other featured publications by speakers presenting at the conference.
**July 2015**: Explore Pittsburgh
This display encouraged folks to get out and explore the city with inspiration from guides to art, architecture, or the culture of Pittsburgh.

**July – September 2015**: Gardening resources
Whether folks were planning a vegetable or rain garden, this display was created to meet their needs. It featured books on a variety of garden styles and plants.

**August – September 2015**: Summer Reading
This display featured books from the 2014 and 2015 summer reading lists. Titles from all different areas were included, such as books that discuss communication and media technology, music, science and medicine, and various aspects of social science and history.

**Early-Mid October 2015**: Banned Books!
This display highlighted banned books relating to the ALA’s theme for Banned Books Week: YA Literature. Young adult literature titles such as *The Diary of Anne Frank*, *Harry Potter*, and others were displayed amongst posters that provided information on banning books.

**October 2015**: LGBT History Month (Main Display)
This display was created to bring awareness to the Chatham community by including titles that discussed the gay rights movements, the hardships these individuals have faced over time, as well as other educational and informative titles. This display also featured printed information about the 31 individuals selected for 2015 from the Equality Forum, the group that coordinates LGBT History Month.

**October 2015**: Breast Cancer Awareness Month (Small Display)
October recognizes the importance of Breast Cancer Awareness by promoting information regarding regular checkups for bumps and other abnormalities, and by offering information regarding breast cancer in females. The display offered titles that explore how breast cancer has affected women, what doctors and patients can do if diagnosed with breast cancer, and important information about the disease and prevention.

**November 2015**: Native American Heritage Month (Main Display)
Native American Heritage Month is celebrated throughout the month of November, observing the history and cultural importance of the Native American Heritage that existed within the North Americas. This display provided educational and observational titles, ranging from encyclopedias to personal accounts by Native American individuals. It also featured printed information such as a Native American history timeline and small facts about Native American culture.

**November 2015**: NaNoWriMo 2015 – National Novel Writing Month (Small Display)
This display was intended to bring awareness to students who have a passion for writing and literature. The nonprofit organization NaNoWriMo encourages participants to write a 50,000 word novel throughout the month of November – in hopes they finish a complete story and submit it for publication and other prizes. The titles included in this display were helpful texts for writing technique and creative writing in general. There were a few titles that discussed writing the novel and other types of stories as well.

**November 2015**: Thanksgiving/Cooking (Small Display)
This small display was created in mid-November to bring attention to the holiday of the month, Thanksgiving. Titles on Thanksgiving, Plymouth Rock, the Mayflower, pilgrims, Native Americans, and of course, cooking, were included.

**December 2015:** Christmas, Hanukkah, and December Holidays (Main Display)
The display featured titles that discussed the magic and traditions of various December holidays. Christmas, Hanukkah, and Kwanzaa were highlighted throughout the display, featuring children's books, holiday DVD classics, books of stories, legends, and music. The holiday of Christmas was predominantly featured throughout the display.

**December 2015:** Netflix and Chill - DESTRESS FOR FINALS! (Small Display)
This display was intended to highlight popular titles from the DVD collection of the JKM library. Students could browse titles from comedy to drama and take the time to relax from their coursework and to celebrate the end of finals.

**December 2015 – January 2016:** LGBT Films Spotlight (Small Display)
This display was intended to highlight popular titles from the DVD collection of the JKM library that discussed the subject of LGBT. It was an extension of the Netflix and Chill display but focused as a spotlight.

**January 2016:** Chatham Celebrates Dr. Martin Luther King, Jr. (Main Display)
This display celebrated the life and works of Nobel Peace Prize winner Dr. Martin Luther King, Jr. It featured books and DVDs about his life including biographies, Dr. King’s writings and speeches, and other materials depicting life in the United States during the King years.

**January 2016:** Spotlight on Graphic Novels (Small Display)
Using sequential art to tell a story, graphic novels span many different genres of fiction and non-fiction. This display highlighted the graphic novels contained in the JKM Library collection including fantasy, horror, drama, comedy, and even a depiction of Hiroshima.

**February – April 2016:** Chatham Spring Events (Flat Panel Display)
This display featured fliers highlighting many of the great Chatham events scheduled for spring 2016.

**February 2016:** Chatham Celebrates Black History Month (Main Display)
This display celebrated the contributions that African-Americans have made to US History. In order to overlap with Women’s History Month in March, midway through the month, the display was adjusted to highlight Women of Color HERStory Month featuring works that spotlighted women of color and their contributions to history.

**February 2016:** Blind Date with a Movie (Small Display)
This display featured movies wrapped up in festive paper disguising the contents. Written on each wrapper was a description encouraging students to take a chance and choose a movie based on the description alone!

**February 2016:** The Raizman Lecture Presents Jenny Nordberg (Small Display)
This display highlighted the lecture by Jenny Nordberg, author of The Underground Girls of Kabul, by featuring books relating to Afghanistan, women in Afghanistan, and woman who disguise their gender.

**February 2016: Laura Ingalls Wilder Birthday (Small Display)**

In celebration of the birthday of Laura Ingalls Wilder, this display featured books by and about this beloved author.

**March 2016: Chatham Celebrates Women’s History Month (Main Display)**

This display highlighted and celebrated the contributions that women have made to history. It contained works which described the early suffragette movements as well as more modern issues. Featured in the display were many items that spotlight women of color.

**March 2016: Celebrating Women’s History: Chatham Women in Politics**

This display created by Molly Tighe, Chatham’s Archivist, featured Chatham archival documents related to the Women’s Suffrage Movement, civil rights, the Vietnam War, and much more.

**Late March – April 2016: All about Food**

With the International Edible Books Festival just around the corner, this display covered all things food. Cookbooks – both classic and unconventional – were paired with musings on the cultural, economic, and social impacts of food. Some of the biggest names in food writing were featured alongside local food publications.

**Late April – June 2016: From May Day to University Day: Exploring Connections between Chatham Traditions.**

This display created by Molly Tighe, Chatham’s Archivist, focused on the history of Chatham’s May Day pageants and other end-of-the-semester festivities, such as Toe Dabbling Day, Buckets and Blossoms, and University Day. Photographs, programs, and ephemera documenting Chatham’s many springtime celebrations, some dating all the way back to the early twentieth century, were exhibited at the JKM Library and in the lobby of the Women’s Institute. Also included was a special presentation of some recently preserved film footage of the 1935 May Day pageant.

**May 2016: Jewish American Heritage Month & Asian Pacific American Heritage Month (Main Display)**

This display highlighted materials which celebrated Jewish American history, social contributions and literature. It also celebrated Asians and Pacific Islanders in the United States, exploring the history and literature of Asian-Pacific Americans.

**May 2016: Chatham Summer Events (Flat Panel Display)**

This display featured fliers highlighting many of the great Chatham events scheduled for summer 2016, including the Eden Hall Concert series and more.

**June 2016: LGBT Pride Month (Main Display)**

During the month of June the library celebrated LGBT Pride month. This display highlighted books on the history and social issues of the LGBT movement as well as literature featuring LGBT characters. A special spotlight on LGBT films in the library collection was also included in the display.