Summer 2013

Seton Hall University Dean of Libraries Annual Report FY: 2012 – 2013

Seton Hall University Libraries

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University Libraries: Dean’s Report 2012-2013

Dr. John Buschman

The Seton Hall University Libraries support excellence in academic and individual work, enable inquiry, foster intellectual and ethical integrity and respect for diverse points of view through user-focused services and robust collections as the intellectual and cultural heart of the University.

(From “Mission, Vision, and Values Statements, Mission why we exist,” University Libraries Strategic Plan 2012-2020)

My first full year as Dean has been a year of transitions and developments intentionally undertaken:

- A committee of Library faculty, staff, and administrators was formed to draft “Seton Hall University Libraries, Strategic Plan: 2012 to 2020.” The plan was approved by the Provost’s office and the Library faculty and forms the basis of our daily, monthly, semester, yearly and multi-year activities, goals and objectives. Twenty objectives were formulated to guide our work to November of 2013 (results are reported later in this document), and they will be refreshed again this fall. The Libraries’ plan is consciously tailored to support and further the University’s overarching strategic plan, “From Strength to Strength.” For instance, in support of the University’s second strategic direction (“Distinction in Academics and Scholarship”), the Libraries’ Goals 1 & 2 are to “provide expert assistance, instruction, and an innovative suite of user services … responsive to the needs of our community” and to “build [collections] using selection criteria that reflect the academic priorities of the University” with specific objectives to assess collections, evaluate services, and develop appropriate policies.
• Toward this end, the Libraries developed a stable set of library peer and aspirational institutions reflecting the University’s academic ambitions to become a top-ten Catholic university and move into the top one hundred universities in the nation. It is against these peers and aspirational peers that we will view and measure our collections and services in the next few years. The initial Impact Statements – seven comparative reviews of selected graduate curricula and their supporting research materials (compared to appropriate peers and aspirational peers) are recently done, with an executive summary and recommendations forthcoming shortly. A budget analysis was completed measuring the effect of inflation on Library purchasing power averaged over the prior three years by sector of expenditure (journals, databases, monographs). One result was an update and expansion of the areas of the humanities that NEH supports (and are thus eligible for NEH endowment purchase here). A follow up will be completed this year. The broad results of both studies are already apparent: the humanities at Seton Hall University Libraries are well-supported, the sciences and non-humanistic social sciences are under-resourced.

• The Provost funded a building audit (space planning analysis). The documented key findings were: way finding and visibility in the building could use remediation, more than half of the first floor is dedicated to non-Library functions, and the longstanding lack of a Library teaching space adequate to our programmatic needs along with the severe space challenges faced by Special Collections were affirmed with data. (Note: the Common Area project below will only accommodate small groups for instructional purposes.)

• The Library undertook a number of initiatives to make our spaces more open and attractive this year: the Reference collection has been reviewed twice and the collection reduced by over 50%; the large, old Reference desk was removed and integrated into the Circulation desk – both for space/attractiveness and the coherence and cohesion of our services; the consequence was the creation of approximately 1,000 square feet for our students’ use, with tables and soft furniture moved into the area for this year; the plans are to re-think this space as part of an expanded Information Commons (to include the Curriculum Resource Center) for a 2014-2015 budget proposal to IT; the Common Area (outside of Library faculty offices adjacent to the Dean’s suite) is emptied in preparation for converting to a small Library-dedicated meeting and teaching space since the Dean’s Conference Room is de facto a University-utilized space and not adequate to our needs; the Library undertook to de-duplicate print and electronic holdings (where we had stable and archived electronic holdings like JSTOR) freeing up hundreds and hundreds of feet of shelving space and adding room for the crowded Valente Library; we recaptured and added two more group study rooms – important since the students check out keys for these rooms over 10,000 times per year.
• The Library added **200,000 e-books** in two separate leases, significantly increasing the breadth and depth of current monographs. At the same time, the Library implemented a **state of the art document delivery system that fills well over 90% of journal requests in less than 24 hours**. This was an unutilized and unimplemented service and the terms of the contract were extended to recapture those early investments.

• The University Libraries have actively reached out and **partnered with the Rodino Law Library** on such projects as a common BePress institutional archive, cross-functional catalogs, implementation of new library management systems, and sharing of materials (both electronic and forthcoming, books via the mail shuttle).

• **Technology developments and issues** have dominated much of the year. All Library workstations have been upgraded, but the used laptops experienced dozens of failures. As a result of these problems and other ongoing items, IT assumed the Libraries’ copier costs and the savings will pay for **Library purchase of its own desktops**. Alongside this, the Libraries now have adequate **administrative rights to its own staff workstations**. These changes were enabled in part by utilizing a staff opening to hire a **Library tech** to assist us with documentation of problems, internal fixes and to accommodate library software beyond the expertise of our IT department. Additionally, the Libraries undertook a full redesign of its web page for Fall 2012. The results highlighted the lack of flexibility and control a modern academic library needs to fully deploy its collections and services. As a result, the Libraries now subscribe to its own **third party web content management service with full control**, and the wholly-new Libraries’ (and University-branded) website will be deployed for the Fall semester. Additionally, the Libraries chose the same company to deploy a **new electronic reserves service** far simpler and more user-friendly than the BlackBoard system – accompanied by a cleanup of a decade’s worth of materials that should not have remained on reserve. Finally: the Libraries have committed to the **OCLC library management system** (in parallel to the Rodino Law Library’s decision) – replacing Voyager. This too is a third party (cloud, non-IT servers) service and will mean significant reengineering of internal processes with real efficiencies.

• The Library faculty and administration **cooperated on a number of policy reviews and initiatives**: all web-posted **Library policies were reviewed, revised and approved** for the coming year; a new **third-year review** and a revised, **clarified and expanded Rank & Tenure document** were both approved.

• There were a number of significant personnel developments this year:

- Mr. Jeff Barry was hired as the **new Associate Dean of University Libraries** (April 2013). Mr. Barry brings a wealth of technology and management experience, and his presence has had an immediate impact, enabling many of the improvements noted above
in regards to the OCLC implementation, the upcoming new website, and Library workstations.

- Ms. Jody Drafta was hired as the **new Assistant to the Dean** (February 2013). Ms. Drafta has had an immediate impact on improving administrative practices in my office.

- Three extant employees have made transitions – Mr. John Irwin (appointed as the **new dept. head of Access Services**) and Ms. Tracy Jackson have been **approved to move to probationary appointments**, and Ms. Kate Dodds is the **new department head of Special Collections**.

- Mr. Robert Rementeria was hired as the Libraries’ first Library tech. to maintain and troubleshoot Library technologies and assist Mr. Barry.

In sum, a year of productive changes for the University Libraries, and we are poised to build on these efforts.
Dean’s Activities

Dean’s Activities (selected, 2012-2013)

University Service:

University Budget Committee
Co-chair of Copyright Committee (TLTR)
TLTR Executive Committee

Publications:


___, “Organizational Culture, Political Fallout,” Journal of Academic Librarianship, in press.


___, “Democracy, Market Solutions, and Educative Institutions: A Perspective on Neoliberalism,” Progressive Librarian in press.


Papers/Presentations:


Honors:

- Jean Tague Sutcliffe Visiting Scholar for 2013-14, Faculty of Information and Media Studies, University of Western Ontario
- New Jersey Library Association, College & University Section – Research Award, 2013 (both for Libraries, Classrooms, and the Interests of Democracy)
Library Faculty: Scholarship and Service (non-Libraries)

- **Bao**: Asian Studies strategic planning committee; editorial board of (and manuscript review for) the *Journal of Library and Information Science*.

- **Bloom** (on sabbatical Fall 2012): co-edited *Successful Strategies for Teaching Undergraduate Student Research* (Rowman & Littlefield) and a book chapter (“Training the Trainer: Librarians as Faculty Coaches and Workshop Designers” in the same volume), one article (“The Truth Is out How Students REALLY Search,” published in the 2012 *Charleston Conference Proceedings*) and gave five presentations of versions of the same (at Universitätsbibliothek Bochum, Universiteit Utrecht University Library, and Universitätsbibliothek Duisburg-Essen).


- **Deyrup**: Co-edited *Successful Strategies for Teaching Undergraduate Student Research*, Rowman and Littlefield, 2013 [with Beth Bloom]; co-wrote *The Polish Community of Wallington, NJ*, Arcadia 2013 [with Wojciech Siemaszkiewicz]; organized the first Digital Humanities Symposium at Seton Hall with M. Balkun and M. Minimar; Chaired the Senate Intellectual Property Committee; University’s Middle States Steering Committee with D. Zinocola for Standards 10, 11, and 12; University Research Council; Seton Hall Woman of the Year Award; 2013 Distinguished Service Award - NJLA CUS/Assoc. of College and Research Libraries.

literacy to first year students through knowledge management tools,” The Road to Information Literacy: Librarians as Facilitators of Learning, IFLA Satellite meeting, University of Tampere, Finland. (Peer-reviewed); reviewer, Emerging Learning Design Conference; steering committee, member Emerging Learning Design Conference 2013; founding member and advisory board member, Journal of Emerging Learning Design; Library Senate Committee; Charter Day; Commencement Committee; Petersheim Exposition Committee; Academic for Success Coaching; Co-chair, TLTR, Research & Outreach Committee.

- **Irwin:** Kim, E., & Irwin, J. P. (accepted for publication). [Review of the book College students’ sense of belonging, by T. L. Strayhorn]. The Review of Higher Education; College of Education Program Review Committee; Faculty Convocation Committee 2012 - Necrology Presenter; Commencement Faculty Marshal 2013.

- **Jackson:** Speaker at English department career event March 2013); Library representative on Admissions Committee, Spring 2013.

- **Kalyan:** VALE Electronic Resources Committee; VALE Collection Development Committee; VALE e-books Task Force.

- **Lee:** NJLA workshop.

- **Loesch:** Applied for and was granted tenure and promotion to Associate Professor; Metro NY Metadata Standards in a Linked Data Environment; Middle States Standard 11-Educational Offerings working group; Faculty Senate – member of the Faculty Guide and Bylaws Committee and the Information Technology Senate Committee; Chair of the VALE Bibliographic Control and Metadata Committee – co-sponsored VALE workshop “Collection Maintenance Spring Cleaning: Best Practices”; reviews for Technical Services Quarterly.

- **Rose-Wiles:** “Are print books dead? An investigation of book circulation at a mid-sized academic library” Technical Services Quarterly 30.2 (2013): 129-152; with R. E. Volentine, and C. Tenopir, "Measuring and Applying Data about Users in the Seton Hall Library" (2012), Proceedings of the Charleston Library Conference, poster session at the VALE Assessment Tool Fair and presentation on weeding project at the VALE Collection Maintenance workshop both at Rutgers University, May 2013; joint presentation (with colleague from Rider University ) at VALE Annual Users Conference, Rutgers University January 2013, round-table discussion, "Web Scale Discovery and Information Literacy: The Good, the Bad, and the Unknown." ACRL Annual Conference, Indianapolis, IN April 2013; review of The Busy Librarian’s Guide to Information Literacy in Science and Engineering accepted by Library Quarterly; Faculty Senate Program Review Committee; Middle States Accreditation Committee, working group 1; Intellectual Property Task Force; Petersheim Committee; NJLA CUS/ACRL-NJ Research Committee; Co-chair of Copyright Committee -- organized annual copyright
event; ACRL pre-conference on copyright in May 2013; Advanced Seminar on Mission Praxis pilot.

- **Stern:** Chaperoned the Seton Hall Mock Trial student organization to a competition at St. Bonaventure University.

- **Sweeper:**
Progress on Library Strategic Plan Objectives to November 2013

Objective 1 (Goal 1): Review/evaluate services and make recommendations by early Spring semester 2013: form, charge, and meet with committee, bring in outside perspective/speaker, review current activities and service gaps, reference trends and data nationally, potential new services, local redundancies and make recommendations by Spring semester, to be implemented as practicable during Spring, Summer and Fall 2013.

Results: Public Services Committee formed in spring (Sweeper – Chair, Bloom, Stern, Barry ex officio), recommendations pending; Dr. Will Wheeler, Georgetown University conducted an all-day workshop March 8, 2013; 10 year reference dataset compiled as of August 2013 for review; new services pending analysis.

Objective 2 (Goal 2): Conduct an Impact Statement process at Seton Hall University Libraries using “top 10” Library-identified comparable institutions, focusing initially on 4-5 collections to make budget recommendations by February 28, 2013.


Objective 3 (Goal 2): Develop collections policy statements for both Special (first) and general collections (second), for policy approval by end of Spring semester 2013.

Results: Special Collections and gifts policies completed Fall and Spring respectively, general collections to be taken up Fall 2013.


Results: Ongoing, 200,000 e-book records loaded, RAPID/ILLIAD implemented utilizing the EDS tool, OCLC library management system adopted (to replace Voyager) to further enhance SHU records.

Objective 5 (Goal 3): Continue to develop the Library webpage redesign and affordances (more iterative features/highlights on Libraries’ web page), ongoing Fall semester 2012 +.

Results: Library webpage redesigned for Fall 2012, ongoing efforts to iteratively improve have resulted in the Library adopting its own CMS with full control; new web page will roll out Fall 2013.

Objective 6 (Goal 3): Consolidate and organize Special Collections finding aids and website, Fall semester 2012, Spring semester 2013.

Results: 48 collections processed/reprocessed, 16 legacy finding aids made available, 25 collections inventoried, 90 total finding aids available online, Rare Books reorganized and reprioritized.
Objective 7 (Goal 3): Simplify and strengthen ILL processes, document delivery (implement Rapid, ILIAD) and software efficiencies, Fall semester 2012, Spring semester 2013.

Results: RAPID and ILLIAD implemented Fall semester 2012.

Objective 8 (Goal 4): Contract for and conduct a building audit for purposes of space reutilization (Library classroom, Special Collections/Gallery/art space, user spaces, electrical-to-seating areas, etc.) and in light of changes to main reading room (Dunkin Donuts, smaller Ref. collection – closely related to Objective 1 as well). Fall semester 2012, implementation ongoing.

Results: Audit completed Fall 2012, Reference room/desk moved to free up spaces for students, Common Area converted to meeting and small teaching uses – ongoing.

Objective 9 (Goal 5): Dean outreach to various departments, deans, programs. Fall semester 2012 +.

Results: Approximately one dozen constituencies (English, dept., Diplomacy dept., Business School faculty, Deans, etc.) met during Fall 2012.

Objective 10 (Goal 5): Conduct student surveys on Libraries web page. Spring semester 2013, ongoing.

Results: Delayed (see web redesign above).

Objective 11 (Goal 5): Document and quantify library faculty outreach efforts. Summer 2013, implement Fall semester 2013.

Results: Not yet begun.

Objective 12 (Goal 6): Strengthen and focus working relationship with SHU IT. Ongoing.

Results: See “• Technology developments and issues” in the initial set of bullets.

Objective 13 (Goal 6) and Objective 14 (Goal 6): Observe/participate in the Law Library’s process to select and replace their integrated library system. TBA – Spring semester 2013 - Fall semester 2013; Strengthen collections coordination with Law (closely related to Objective 3 as well.). Ongoing.

Results: Robust cooperative relationship with the Law Library established, up to and through common adoption of a library management system (OCLC). See “partnered with the Rodino Law Library” in the initial set of bullets.

Objective 15 (Goal 7): Increase Libraries’ role in/leadership of campus scholarly activities issues (copyright, fair use, open access). Fall semester 2012, ongoing.

Results: Begun – see L. Rose-Wiles’ Library faculty report appended.

Objective 16 (Goal 7): Configure Walsh Gallery programing with an eye to long term sustainability. Fall semester 2012, ongoing.

Results: Begun -- see Brasile Walsh Gallery report appended.

Objective 17 (Goal 8): Implement/renew oversight of key functions – closely related to Objectives 1–7. Fall semester 2012, ongoing.
Results: Hired new Associate Dean and new Assistant to the Dean, formed Public Services Committee, OCLC Implementation Committee.

Objective 18 (Goal 8): Improve library-wide communications: workshop; implement meetings with functional supervisors, occasional staff/area meetings, all-library meetings, regular meetings with library faculty, library e-newsletter. Spring semester 2013.

Results: Semester all-staff meetings held, communications workshop held, regular meetings with Library faculty established and notes now distributed library-wide. New web page will have a staff intranet to archive communications and decisions, newsletter pending.

Objective 19 (Goal 9): Prepare, with data, reports and recommendations on Library spaces and budgets. Fall semester 2012, ongoing

Results: Audit completed Fall 2012, Reference room/desk moved to free up spaces for students, Common Area converted to meeting and small teaching uses – ongoing, Impact Statements and Key Expenses reports produced – ongoing.

Objective 20 (Goal 9): Implement the support received effectively, reporting back to Administration and Seton Hall community, Fall semester 2012, ongoing.

Results: Ongoing, widened NEH spending areas (see above).
Trends in Reference Activity

Brief Report on Reference Data, 2001-2013

This is the first time the data collected on Reference transactions has been compiled over a time series. While this will not be a thoroughgoing analysis – and the presentation of the data will be revised and improved – some preliminary trends are not difficult to gather from the snapshots presented here:

1) Reference statistics are dropping. Sampling October and April (our two busiest months) through these four snapshots shows an almost 60% drop in Reference transactions over the period for October and a similar drop during April – typical of aggregate numbers for transactions covering the whole year.

2) It is no surprise that Mondays-Thursdays are the busiest days of the week (with all questions for all 13 years aggregated and totaled for each day). Fridays and Sundays show roughly 55% less activity, and Saturdays 66% less activity.

3) Likewise, it is easy to identify our busiest hours (the core of the business day late morning into the early evening) and that Fall semester is generally busier than Spring.

Clearly a more detailed analysis and dive into the data is in order for us to intelligently shape our services around this information, but the most important and broad trends are clear and point toward the changes we should consider.
Reference Total Spring 2001-2013

- January: 2336
- February: 4306
- March: 4046
- April: 5010
- May: 2012

Reference Total Summer 2001-2013

- June: 2377
- July: 2105
- August: 1442
Library Faculty and
Library Functional Area Reports

Preface

This year, my first as the new Dean, I requested a different approach to the Annual Report from the Library faculty. Specifically, I asked for some analysis in the form of a narrative on their work and their data. I particularly wanted the narrative to reflect on how and in what ways the work and the work of their functional area moves forward the Libraries’ Strategic Plan, naming specific objectives, and if not possible, specific goals. The purpose was to bring a coherence and intentionality to our collective work over the year. By and large, I am pleased to present the following reports. There are some areas where more targeted thought concerning our objectives can be improved, but what follows is a very good start.
In the past academic year (2012-2013), I experienced a new library dean and associate dean. It was quite an experience for me to get used to their leadership style. I would like to report my librarianship in three areas: 1) Professional effectiveness, 2) services and 3) research and scholarship.

I. Professional Effectiveness

I contributed to the library by managing Voyager, the Integrated Library System and working on the requests in fulfillment of the library strategic plan objectives. My job involves routine system management such as 1) updating library patron records to Voyager, 2) updating the newly catalogued book information to OCLC, 3) updating Ebrary and EBSCO eBook MARC records to Voyager, 4) updating Voyager MARC records to EDS, and so on. However, much of my time was also spent on special projects and on-demand requests, which are the focus of my report.

1. Voyager Upgrade from v7.25 to v8.2.0

At request of Dean John Buschman, I contacted Ex Libris Support and Seton Hall Systems IT in November, 2012 about the request for Voyager upgrade from v7.25 to v8.2.0. After reviewing the Voyager documentation and coordinating the schedule, the Voyager test server was upgraded in the first week of February, 2013 and the production server in the first week of March 2013. I installed the new Voyager client software on more than 20 staff workstations immediately after the production server upgrade was completed so that the staff would find the upgrade seamless. However, connectivity issues were reported by the staff members frequently after the upgrade. The issues were reported to SHU IT and Ex Libris Support as they occurred. SHU IT checked staff workstations and networks while Ex Libris Support requested log files from the Voyager server but could not offer any solutions. Associate Dean Jeff Barry escalated the issue to the higher level of Ex Libris Support in May 2013 and resulted in the diagnosis of the problem as being “the Z39.50 calls from EBSCO are overwhelming our Voyager server at times.” EBSCO Support was contacted and adjustment was made for the way how EDS accessed Voyager server. When all this was done, the Spring Semester was almost over. I received only a couple of reports of connectivity issues during the summer. The real test will be in the Fall Semester.

I experimented with the new module of Voyager 8.2.0, namely “Global Data Change (GDC).” I corrected some 856 field errors in batches in Periodical location of Voyager, and removed
unwanted 856 fields in certain bib records in batches per requests from Profs. Marta Deyrup and Martha Loesch. (G3:O4)

2. **EZBorrow Workstation Upgrade**

I upgraded EZBorrow software to version V2010.5 P3 on a workstation in the Client Services Department on March 7, 2013 at request of Kaitlyn Lyons, E-ZBorrow Support & Resource Sharing Librarian, PALCI & University of Pennsylvania. I created a backup image for the EZBorrow workstation after Ms. Mabel Wong tested all the functionality of the new upgrade.

3. **Interlibrary Loan Upgrade**

I contacted Angela Mott of Atlas System, Inc. at request of Prof. John Irwin to work on the autofill issue of ILLIAD & RAPID. Angela and I communicated via emails and phone calls to work out a correct query string in EBSCO's A to Z LinkSource. I made extensive testing to be sure that the autofill feature worked in different database environment such as EDS, ProQuest and Google Scholar. (G3:O7)

4. **On-Demand Requests**

In addition to the above special projects, I would like to provide a list of other on-demand requests from my colleagues. For examples:

- Provided duplication and circulation reports per Prof. Deyrup and Associate Dean Barry
- Provided cataloging addition and deletion statistical reports per Prof. Loesch
- Provided the EBSCO LinkSource A-Z list (157,468 e-journals) per Prof. Sulekha Kalyan (G3:O4)
- Downloaded JSTOR and Project Muse e-journal MARC records, and imported them into Voyager (1300+) per Prof. Kalyan (G3:O4)
- Updated MARC records in batches in Periodical location of Voyager per Profs. Deyrup and Loesch (G3:O4)
- Offered suggestions at the library webpage design meetings per Dean Buschman, for example, adding “Sitemap” (G3:O5)
- Created “Search eBooks” and Google Scholar” tabs in the EDS search box per Dean Buschman (G3:O5)
- Provided library database usage statistical reports between 7/2012 and 6/2013 per Profs. Kalyan and Richard Stern
- Provided library circulation statistical reports per Prof. Irwin
- Generated shelf lists in Ref location for an inventory project per Prof. Lisa Rose-Wiles
- Deleted MARC records (5513) in Ref location in batches per Prof. Rose-Wiles
- Relocated MARC records (3580) in batches from Ref to Main location per Prof. Rose-Wiles
• Relocated thesis and dissertation MARC records (1391) in batches from Main to Main/Thes or Main/Diss locations per Profs. Deyrup and Loesch
• Relocated DVD and MusicCD MARC records (2338) in batches from Main to Circdesk location per Profs. Deyrup and Loesch
• Performed the fiscal period close job in Voyager per Prof. Kalyan
• Provided a summary of multiple database usage statistics between 7/2011 and 6/2012 per Jody Drafta, Assistant to the Dean of Libraries.
• Restored the PastPerfect server in Galley and its connection to the workstations per Prof. Sharon Favaro.

5. Library Public Services

I served at the Reference Desk, provided responses to online reference questions, and even answered reference calls in my own office as they were re-directed to me by reference librarians at the Desk about users’ problems of accessing our databases off campus.

I taught more than 10 classes of library instructions to English 1201 and 1202 students. I also provided library instructions to graduate students of Asian Studies as a library liaison.

II. Services

I served on the Strategic Planning Committee of Asian Studies and provided library collection information on Asian Studies, which was used in its final document.

I served on Library Web Page Committee and Library Periodical Project Committee at the invitation of Dean Buschman. I participated in the discussions and offered my suggestions.

I served on the English Editorial Board (2008-13) of Journal of Library and Information Science (JLIS), which is published semiannually in April and October by National Taiwan Normal University, and the Chinese American Librarians Association, U.S.A. (http://cala-web.org/node/538). I was invited to write a peer review on one manuscript.

III. Research and Scholarship

I am still in the process of conducting research on the dissertations about education relating to China produced from U.S. universities. However, my busy library work made it difficult for me to be productive in my research effort.
Since June 2012, the librarians have taught a total of 5387 students in 270 classes.

Breakdown:

- Graduate Students: 916
- Graduate Classes: 32
- Undergrad Students: 4471
- Undergraduate Classes: 238

[Freshman English: 2665 students in 148 classes
University Life: 1300 students in approximately 70 classes]

Classes taught per librarian:

- Bao: 18
- Bloom: 17
- Delozier: 24
- Deyrup: 21
- Irwin: 18
- Jackson: 18
- Lee: 26
- Loesch: 24
- Rose-Wiles: 47
- Stern: 34
- Sweeper: 24
As coordinator of library instruction, I liaise with University Life and Freshman English for purposes of library instruction, organize library classes, maintain the functioning of the library class scheduling database, assign class responsibilities, maintain instruction statistics, arrange for library instruction meetings that address administrative and pedagogical issues, and other related duties as they occur. (As I was on sabbatical the first half of the 2012-2013 academic year. John Irwin assumed my duties during that time.)

**Mission:** As Seton Hall University Libraries’ goal is to be an intellectual center that supports excellence in academic work, the mission of the instruction program is to support the curriculum by providing excellent instruction that will help students find and understand resources accurately and efficiently, such that they can discover and respect diverse points of view, synthesize those ideas, and progressively create new knowledge. Thus, it is vital that the library use systems and provide instruction and tools that will enable students to do so.

**Vision:** Improve the quality of instruction such that it is recognized by all members of the Seton Hall community as an essential part of the university educational and intellectual experience.

**Service:** We must be service oriented and student-centered in all choices we make: in planning, making resources accessible, collection, instruction, preservation, and overall library atmosphere and environment. The students must be our focal center.

**Accessibility:** We continually research better ways to provide services and easy accessibility for our student population. We understand that students learn in a variety of ways and therefore make every effort to find information in the literature and through our own experiences that honors and addresses diversity in learning styles such that students are empowered to access information freely.

**Learning:** The library faculty continually seek opportunities to improve their pedagogy such that our students can negotiate their way through the countless resources available to them. For example, librarians instruct freshmen in three separate instances: University Life, English 1201 (generally fall semester), and English 1202 (generally spring semester). We attempt to scaffold our instruction. The University life orientation focuses on a general introduction to the library home page, facility, and the librarians. The English 1201 orientation should focus on a general introduction to research; i.e., the differences between information structures (scholarly articles, newspapers, books, peer-review, etc.) and the use of several databases to facilitate an argument essay or similar topic. English 1202 concentrates on literature research; the library instruction consequently focuses on research in specific databases or follows libguides designed to address subsets in the field of literature research. Thus, the three freshman sessions are designed to introduce progressively more sophisticated research.
The library faculty base their subject specific and more advanced instruction sessions on the assumption that students have attended the previously mentioned instruction sessions and have had an opportunity to put such lessons into practice. If they find that the students need review, they incorporate such into their instruction sessions. Librarians instruct classes based on their liaison assignments as well as their subject expertise. Classes range in sophistication from basic introductory designed for visiting high school and entering freshmen to research methods and dissertation preparation classes for graduate students and faculty.

**Collaboration:** In fall 2013, Dr. Deyrup and I, in tandem with other members of the NJ academic library community, will continue to utilize Google grant money in order to measure students’ on-line research behaviors. The purpose of this iteration of the project will be to determine if EDS and other discovery products lure students away from Google and back to library homepages. We also wish to find out how better to help them search so that they understand how to negotiate their way through the myriad (or to reverse the lack thereof) results they often get in their efforts to do good research.

We plan to begin this project early in the fall, starting with our call for participants through the Blackboard system. We will also contact colleagues in the athletic departments for further recruitment. We do not plan to include freshmen in the study, because we feel that they are still in the orientation process and will not have enough experience to participate in our study. Our requirement is that students have a writing project for which they will have to do substantial research. Seton Hall participants will receive $100 for their participation. Other participating universities (Montclair State, Ryder, and Drew) will follow the same participation rules but will offer alternative payment plans. The project will last into the spring, after which all parties will prepare and consolidate statistical results.

I have held recent discussions with EBSCO representatives who have done EDS usability studies (with MIT, in particular). The results of their study coincide with those of our initial Google project: students start their research with Google, they use Wikipedia to help define scope and general understanding of their given topics, and they tend to use library resources based on faculty pressure. Since EBSCO and MIT have formed generalizations similar to ours in our Google study of student research behaviors, EBSCO is interested in more of our findings; consequently, they are looking forward to the results of our usability study.

**Community:** We are also working with members of the English department on an assessment project that will measure the effect that outcomes-based library instruction will have on freshman retention of information literacy skills. The assessment rubric will be based on a combination of ACRL and NJLA information literacy progression standards, in tandem with outcomes articulated by members of the Seton Hall Writing program. Specifically, we are preparing to align freshman library instruction goals with the outcomes articulated in items 1, 2, and possibly 3 of the NJLA Information Literacy Progression Standards. We plan to use students’ final papers as a measure of our/their success.
The project timeline is thus: on Monday July 22 Dr. Ed Jones, English department assessment guru, will facilitate an all-day assessment seminar for English faculty and any librarians who can attend.*On Tuesday July 23, members of the assessment grant committee will meet to discuss such issues concerning the grant as administration, pedagogy, and assessment. We will know more details after the July meeting.

*Since I will be on vacation that week, we have set up further meetings later in the summer

**Core Curriculum and Large Course Redesign:** The Core Curriculum requires Information Fluency as one of the five core competencies. As a result, Freshman English courses (1201 and 1202) have been information fluency infused. That is, they encourage students to focus on the research process in completing a substantial final project that requires library research.

This past spring, the school of nursing informed us that starting fall 2013, nursing research classes will also be designated as information fluency infused and will require a library research project.

In addition to these examples, individual courses from a variety of other disciplines will require information fluency as a core focus. Thus, the library and its services are becoming increasingly recognized as fundamental to the Seton Hall educational experience.

**Immediate and Long-Term Goals:**

- Create libguides to support and/or supplement library instruction.
- Assess library instruction and student information literacy retention at various intervals within the student university experience.
- Campaign for a dedicated library teaching space or classroom.
- Advertise the scheduling database more effectively, so that all faculty utilize it for library instruction requests.
- Standardize library instruction for Freshman English.
- Continue to educate members of the Seton Hall community about the importance of information literacy retention and instruction.
- Plan to increase librarian presence in the students’ research experience wherever possible, but to steer away from the one-shot class session.
- Create a credit bearing information literacy course taught by librarians.
Beth Bloom

Reference Librarian/Music Liaison

Beth Bloom Sabbatical Report

Since June 2012, the librarians have taught a total of 5387 students in 270 classes.

<table>
<thead>
<tr>
<th>Breakdown</th>
<th>Graduate Students</th>
<th>Graduate Classes</th>
<th>Undergrad Students</th>
<th>Undergraduate Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>916</td>
<td>32</td>
<td>4471</td>
<td>238</td>
</tr>
</tbody>
</table>

[Freshman English 2665 students in 148 classes
University Life 1300 students in approximately 70 classes]

Classes taught per librarian:

- Bao 18
- Bloom 17
- Delozier 24
- Deyrup 21
- Irwin 18
- Jackson 18
- Lee 26
- Loesch 24
- Rose-Wiles 47
- Stern 34
- Sweeper 24
As coordinator of library instruction I liaise with University Life and Freshman English for purposes of library instruction, organize library classes, maintain the functioning of the library class scheduling database, assign class responsibilities, maintain instruction statistics, arrange for library instruction meetings that address administrative and pedagogical issues, and other related duties as they occur. (As I was on sabbatical the first half of the 2012-2013 academic year. John Irwin assumed my duties during that time.)

**Mission:** As Seton Hall University Libraries’ goal is to be an intellectual center that supports excellence in academic work, the mission of the instruction program is to support the curriculum by providing excellent instruction that will help students find and understand resources accurately and efficiently, such that they can discover and respect diverse points of view, synthesize those ideas, and progressively create new knowledge. Thus, it is vital that the library use systems and provide instruction and tools that will enable students to do so.

**Vision:** Improve the quality of instruction such that it is recognized by all members of the Seton Hall community as an essential part of the university educational and intellectual experience.

**Service:** We must be service oriented and student-centered in all choices we make: in planning, making resources accessible, collection, instruction, preservation, and overall library atmosphere and environment. The students must be our focal center.

**Accessibility:** We continually research better ways to provide services and easy accessibility for our student population. We understand that students learn in a variety of ways and therefore make every effort to find information in the literature and through our own experiences that honors and addresses diversity in learning styles such that students are empowered to access information freely.

**Learning:** The library faculty continually seek opportunities to improve their pedagogy such that our students can negotiate their way through the countless resources available to them. For example, librarians instruct freshmen in three separate instances: University Life, English 1201 (generally fall semester), and English 1202 (generally spring semester). We attempt to scaffold our instruction. The University life orientation focuses on a general introduction to the library home page, facility, and the librarians. The English 1201 orientation should focus on a general introduction to research; i.e., the differences between information structures (scholarly articles, newspapers, books, peer-review, etc.) and the use of several databases to facilitate an argument essay or similar topic. English 1202 concentrates on literature research; the library instruction consequently focuses on research in specific databases or follows libguides designed to address subsets in the field of literature research. Thus, the three freshman sessions are designed to introduce progressively more sophisticated research.
The library faculty base their subject specific and more advanced instruction sessions on the assumption that students have attended the previously mentioned instruction sessions and have had an opportunity to put such lessons into practice. If they find that the students need review, they incorporate such into their instruction sessions. Librarians instruct classes based on their liaison assignments as well as their subject expertise. Classes range in sophistication from basic introductory designed for visiting high school and entering freshmen to research methods and dissertation preparation classes for graduate students and faculty.

**Collaboration:** In fall 2013, Dr. Deyrup and I, in tandem with other members of the NJ academic library community, will continue to utilize Google grant money in order to measure students’ on-line research behaviors. The purpose of this iteration of the project will be to determine if EDS and other discovery products lure students away from Google and back to library homepages. We also wish to find out how better to help them search so that they understand how to negotiate their way through the myriad (or to reverse the lack thereof) results they often get in their efforts to do good research.

We plan to begin this project early in the fall, starting with our call for participants through the Blackboard system. We will also contact colleagues in the athletic departments for further recruitment. We do not plan to include freshmen in the study, because we feel that they are still in the orientation process and will not have enough experience to participate in our study. Our requirement is that students have a writing project for which they will have to do substantial research. Seton Hall participants will receive $100 for their participation. Other participating universities (Montclair State, Ryder, and Drew) will follow the same participation rules but will offer alternative payment plans. The project will last into the spring, after which all parties will prepare and consolidate statistical results.

I have held recent discussions with EBSCO representatives who have done EDS usability studies (with MIT, in particular). The results of their study coincide with those of our initial Google project: students start their research with Google, they use Wikipedia to help define scope and general understanding of their given topics, and they tend to use library resources based on faculty pressure. Since EBSCO and MIT have formed generalizations similar to ours in our Google study of student research behaviors, EBSCO is interested in more of our findings; consequently, they are looking forward to the results of our usability study.

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I - INTRODUCTION

Galleries on college and university campuses are facing the challenges both of adapting to and influencing a new and still-shifting cultural landscape. Longstanding assumptions about the roles, aims, activities, and audiences of cultural institutions are being reconsidered. The art gallery, once seen as a hegemonic dispensary of knowledge is shifting towards a model where meaning is created collaboratively. This is done through a number of means; working with faculty to facilitate curriculum and exhibitions, providing open-ended narratives that enable students, faculty and the general public to make meaning out of objects that relates to their personal experience and by developing inter-disciplinary themes that engage a broader spectrum of visitors. One of the strengths of the Walsh Gallery is seen through its present mission that proactively anticipated this changing role. To that end it has been working to be seen more as a laboratory for experiential learning, encouraging fluid discourse of ideas across many disciplines. In doing so, the Walsh Gallery has seen broader participation both within the Seton Hall University and larger communities it attracts.

The Walsh Gallery is also working towards a long-term inventory of the collections in the University’s stewardship. This entails physical inventory of objects, numbering and photographing the objects, re-housing the collections in an archivally sound manner and lastly, inputting the data and digital images into the Past Perfect database. This will enable the University to determine the scope of its collections, make them available to students, faculty and researchers and lastly, move towards the long-term goal of moving these objects to a web platform. This will further the support of research and educational goals of the Walsh Gallery and University Libraries.

One of the other outcomes of the inventory project is the more frequent use of university collections in the context of exhibitions. While the collections are quite esteemed, it is at present difficult to locate objects or the full scope of the collections. Digitizing the university’s cultural patrimony will facilitate our ability to locate particular objects and integrate them into displays. Another consequence of this project is the potential loan of objects to other galleries to promote Seton Hall University at other cultural institutions.

Aside from this philosophical shift in values and purpose, the Walsh Gallery, at the request of Dean John Buschman has evaluated its operations through thoughtful analyses including studies such as Time Analysis Reports and S.W.O.T. (strengths, weakness, opportunities and threats) Analysis. The evaluations were followed by a number of changes and improvements to the gallery work environment to address these findings. The outcomes of these analyses will be addressed in the following sections of this report.
II - MISSION/VALUES

The Walsh Gallery is charged with upholding its own mission adopted in March of 2007:

*The Walsh Gallery enhances the intellectual life of Seton Hall University and the greater community through dynamic, interdisciplinary exhibitions of exemplary artistic and cultural value. Essentially a place of learning, the Walsh Gallery promotes Seton Hall’s Catholic mission by fostering the development of students into servant leaders through diverse programming in a collaborative environment.*

Additionally, its responsibilities include adherence to the missions of the University Libraries and Seton Hall University. Despite its limitations in staffing, budget and other resources, it has done an admirable job with supporting these mandates. This mission is a shift away from the previous grounding in aesthetics, which did not align closely with the larger missions of the University Libraries and Seton Hall University.

In keeping with the University Libraries’ Mission, the Walsh Gallery provides programming and exhibitions that provide resources for learning. This includes programs such as artist talks, curatorial talks and class visits that tie into curriculum. This past year included programs such as;

- a performance and artist talk with Dima Strakovsky attended by Professor Mimi Weinberg’s “Introduction to Sculpture” class and members of the general public.
- class visits with Professor Steve Miller’s students in the graduate course “Exhibitions A – Z”
- a curatorial talk with students studying art history and museum studies for the exhibition “Untitled”
- gallery talks with English Composition I and English as a Second Language students
- visits to view collections with Dr. Petra Chu’s graphic design students

The W.A.E. Center in West Orange also frequents the gallery to support programs for its clients and students from P.S. 110 in Greenpoint, Brooklyn also attended with students in support of its curriculum.

Additionally, the gallery is a valuable resource for students, particularly in the Museum Professions, Fine Arts, Design and Art History programs. Students in these programs learn valuable skills in their field using the gallery as a practical learning tool for those honing research, drawing, design, curatorial and collections management skills. Interns from Kean University and New Jersey City University also earned college credit for internships at the Walsh Gallery. Working closely with the Gallery Director, these students learned about gallery management, arts administration, collections management, grant-writing, exhibition development and curatorial skills. While these activities benefit the gallery, the library and the University, they also concomitantly support the service-oriented and educational missions of these three entities. These activities also support collaborative educational modes and strengthen ties to the Seton Hall University and local communities while leveraging pooled resources.

III - GOALS AND OBJECTIVES

Stated goals resulting from the Time and S.W.O.T. Analysis Reports include:
A) Improved communication between the library staff and other departments on campus
B) Creating a more transparent environment and culture of cooperation
C) Development of a more agile work environment

A. Improved communication between library staff and other departments on campus has been a principal objective of the Walsh Gallery. With the support and participation of Dr. John Buschman towards fostering open communication, there has been much progress in the past year towards this end. This past year has seen more collaboration between the Walsh Gallery and Department of Archives and Special Collections, taking the form of projects to leverage resources and pool knowledge bases. This resulted in the re-housing of collections in the storage vault to create more space and consolidate similar collections into contiguous areas. Other initiatives included the hanging of artwork on the second through third floors of the library to a) relieve crowding in the storage areas and b) to get more of the collections on public view. This project also necessitated the inventorying of objects that had not been recorded in previous efforts. Improved communication between these two departments will concurrently enable the inclusion of more objects from the university collections into the context of exhibitions which will facilitate teaching, dissemination of information and the support of research by students, faculty and scholars.

Inter-departmentally, there has been forward momentum on improved communication as well. Meetings with stakeholders which included the College of Arts and Sciences (Museum Studies Program, Anthropology, Fine Arts and Graphic Design), Public Relations and Department of Development articulated the goals, mission and resources of the Walsh Gallery. These meetings were to propose models for working collaboratively with an eye towards improved communications and the development of mission-based exhibitions and programs. Furthermore, missions of the Walsh Gallery and University Libraries were discussed so that expectations, outcomes and possible models for collaboration were clearly defined.

B. This initiative to improve communication works in tandem with transparency of communication as this strengthens existing relationships, seeks proactive solutions to bridge the resource gap and other challenges, as well as clarify that activities in the gallery must be mission-driven and commensurate with existing resources. This will enable the Walsh Gallery to fulfill its mission while serving the missions and goals of its partners and collaborators.

Another benefit of this improved communication is strengthened intra-departmental communication. Specifically, this increased transparency allows library faculty and staff to know where responsibilities fall with regard to specific operations areas. Faculty and staff now know the point person to contact for different situations, without delay or confusion as to where accountabilities fall departmentally and individually. Increased communication enhances collaborative working models and smoother work flows.

C. The development of a more agile work environment at the gallery was urgent. The Gallery Director, work study students, interns and volunteers are charged with numerous responsibilities and obligations, usually on tight deadlines. However, many of their duties were hampered by an extraordinarily rigorous exhibition calendar, which is not commensurate with peer institutions in
terms of staffing, funding or resources. The demands of developing and facilitating six to eight exhibitions yearly made it unusually onerous to fit in other tasks with which the Walsh Gallery is charged. This streamlined exhibition calendar, with five scheduled exhibitions annually is being enacted in fiscal years 2013 – 2014 and the results of this shall be analyzed in that academic year’s annual report. It is anticipated that interruptions to the work flow and financial burdens to the gallery’s modest budget will be alleviated to great degree.

The procurement of two new laptops created a leap in efficiencies for the inventory of collections and other administrative tasks. More than one student/volunteer/intern could work on computer tasks at one time. With regard to the inventory of collections, student workers, interns and volunteers could now bring the laptops directly into the inventory environment and enter data in-situ, rather than having to run back and forth between the desktop computer at the gallery and the objects’ locations.

An upgrade to Past Perfect 5.0 inventory software similarly increased productivity, resulting in fewer crashes, quicker loading of data and more flexibility in creating reports. This same software will likewise create efficiencies towards the eventual creation of a web-based interface for users and researchers that can be accessed anywhere and at any time.

The work environment was enhanced with other hardware upgrades, including an i-Mac 8 which is better suited to graphic design and video editing tasks. The Mac is also useful for the display of digital media, which was previously hampered by our inability to show digital media that is very often only available in a Mac friendly format.

Enhancements to the working environment also included automatic back-up of data in the Past Perfect database to the cloud, which protects documentation of the university’s collections in case of emergency. Previously, all data was backed up locally on hard drives which were stored in the library. This was not in accordance with best practices in the industry and left the data vulnerable to loss.

The gallery also benefitted from the addition of a new workspace adjacent to the Walsh Gallery. This space is now used as a workshop for the creation of mounts and other small projects that create dirt, mess and dust. In the past, these types of projects had to be undertaken in the gallery between exhibitions or out of doors to protect the objects both in storage and on view in the gallery. Additionally, the new space alleviated, to some degree, the cluttered office environment that inhibited a smooth flow of work. There is still the need to acquire additional space for storage and other gallery operations, but the new space will go a long way to improving work flows and protecting objects during small projects.

IV - DATA

A. VISITATION DATA

While it is important to understand who is using the gallery and for what purpose, visitation numbers are only a part of the rubric for assessing the gallery’s success. What is essential is determining visitation patterns in terms of meeting the concomitant missions of the gallery, University Libraries and Seton Hall University. The tables below analyze visitation by exhibition (table 1) and purpose (table 2).
### Table 1 - Visitation by Exhibition

<table>
<thead>
<tr>
<th>Exhibition Title</th>
<th>Total Visitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear Thinking</td>
<td>143 (partial – exhibition spans fiscal years)</td>
</tr>
<tr>
<td>Colors of Faith</td>
<td>1470</td>
</tr>
<tr>
<td>Play Ball!</td>
<td>742</td>
</tr>
<tr>
<td>Untitled</td>
<td>618</td>
</tr>
<tr>
<td>Marietta Patricia Leis – Earthly Pleasures</td>
<td>394</td>
</tr>
<tr>
<td>Compositions (annual student exhibition)</td>
<td>502</td>
</tr>
<tr>
<td>Cell Mates</td>
<td>381 (partial – exhibition spans fiscal years)</td>
</tr>
<tr>
<td><strong>Total Annual Visitation 2012 - 2013</strong></td>
<td><strong>4250</strong></td>
</tr>
</tbody>
</table>

The total number of visitors decreased from last year to this year from 4804 to 4250, a 12% difference from the year prior. While no quantitative data explains this downward move in attendance, it is believed that the past year’s programming contributed to this decrease. Specifically, the opening reception for the exhibition *Colors of Faith* took place on a Sunday afternoon to accommodate the artists who were not able to attend a Thursday evening reception as is the custom. This resulted in attendance of only 38, which is 90 people fewer than last year’s opening reception in the same time slot. Although the figures seem to indicate high attendance for *Colors of Faith*, the figures include an unusually large number of class visits for Freshmen Studies, which make the attendance figures appear more robust. The purpose of these visits was to introduce the freshmen class to the gallery, and did not include an educational component or any coursework based on the content. Most classes were in and out of the gallery in five to ten minutes.

Visitation was also hampered by the fact that three of the year’s exhibitions were developed by other departments on campus to serve their goals and political ends. The contexts of the exhibitions were determined by those departments and were not collaboratively developed with input from the Walsh Gallery and University Libraries prior to the development phase. Visitors noted these exhibitions (Play Ball!, Colors of Faith and Marietta Patricia Leis) did not resonate visually and had under-developed narratives and many that did attend expressed this sentiment to the Gallery Director. The exhibitions were in the pipeline prior to the arrival of Dean Buschman and the new library administration’s move toward a more collaborative environment, transparent communication and mission-driven exhibitions has ameliorated this situation, enabling the gallery to present more relevant programming that meets a variety of needs for students, visitors and faculty.

Another factor in the attendance figures were the two exhibitions curated by students in the Museum Studies graduate program. The program currently requires students in the exhibition development track to curate an exhibition, most often at the Walsh Gallery, in order to graduate. In recent years, the coursework did not prepare students for the practical aspects of curating and this was demonstrated in the final exhibition product on view. In order to resolve this situation, meetings between the Museum Professions Program professors and library staff led to a revamp of the curriculum to better prepare students for this practicum. At present, the program is better articulating the nature of curatorial work to its students so that their skills will be commensurate with the professional expectations of student curators. The prerequisite course, “Exhibitions A – Z” will be more focused on the practice and theory of curating and will now
span two semesters instead of one. The Gallery Director’s input was part of the impetus for this change in curriculum.

The upcoming academic year’s scheduled exhibitions are more varied, with wide-ranging appeal and are more mission based than the previous year. Student curators were vetted by the Gallery Director to determine their ability to uphold the standards of the gallery exhibitions, related programs and written materials. This year’s scheduled shows include more group exhibitions, guest curators from the local community and are specifically mission-based with a collaborative model of development that meets not just the needs of one department or college, but many concomitant demands. These changes will likely improve visitation as the exhibitions will reflect the interests and needs of gallery visitors while upholding the standards commensurate with a University Gallery. The outcome of these changes will be reviewed in next year’s annual report.

Table 2 - Visitation by Purpose

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Visitation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Public</td>
<td>2152</td>
<td>51%</td>
</tr>
<tr>
<td>Seton Hall University Class Visits</td>
<td>797</td>
<td>19%</td>
</tr>
<tr>
<td>Gallery Programs (symposia, artist talks, curatorial talks, gallery tours)</td>
<td>1032</td>
<td>24%</td>
</tr>
<tr>
<td>Special Events hosted by Gallery (Poetry in the Round, University Day)</td>
<td>269</td>
<td>6%</td>
</tr>
<tr>
<td>Total Visitation</td>
<td>4250</td>
<td>100%</td>
</tr>
</tbody>
</table>

Special Event attendance decreased from last year from 438 attendees to 269. This is partially due to the fact that there were fewer bookings from other departments and institutes to host events in the gallery. The layout of a number of exhibitions, which included a large amount of free-standing sculpture inhibited event hosting due to security and safety risks. This was particularly true of “Colors of Faith,” “Play Ball!” and “Marietta Patricia Leis.”

Despite the lower visitation statistics overall, there is some encouraging news. As per last year’s annual report, the Director indicated a desire to increase the number of formal visits by Seton Hall classes. Class visits were up 5% over last year. In addition, many professors including Steve Miller, Charlotte Nichols and Martha Easton instructed students to attend the gallery to fulfill independent coursework assignments. These students were rolled into the general visitation statistics as there is no way to know exactly which students were in attendance for assignments as opposed to self-directed activities. Other highlights include a spike of visitors in attendance for gallery programs. The previous year 172 people attended programs such as artist talks and curated tours, while this year the number increased to 1032, a 500% jump from the previous fiscal year.

In sum, the attendance figures were lower by 554 visitors this past year, but this is attributed to the nature of the exhibition themes, inability to host events for other groups due to exhibition layout and lack of group exhibitions. The increase in percentages for visitors to programs and class visits is welcome, as this affirms the gallery’s value as an educational tool. It
also demonstrates that the efforts to develop programs and outreach to faculty and students has been successful. These efforts will continue into the next fiscal year.

V – SUCCESES AND CHALLENGES

A. SUCCESES

In terms of strengths, interdisciplinary exhibitions enhance the gallery’s ability to reach new audiences and attract non-traditional visitors interested in mathematics, science, anthropology, sports and socio-political topics. The gallery’s affiliation with the University Libraries enhances the capacity to attract a broad visitor demographic. This affiliation with the University Libraries simultaneously facilitates the exhibition of objects from the Seton Hall University Collections due to its close relationship with the staff of the Monsignor Noe Field Department of Archives and Special Collections. This collaborative framework between the Walsh Gallery and archives capitalizes on resources from both departments.

The re-centralization of the hiring process for student workers through the Dean’s Secretary, Jody Lee Drafta and the anticipated hiring of an employee to handle the inventory of objects in the university’s stewardship will free the director from administrative tasks, enabling her to fulfill other obligations more thoroughly. For example, despite the mandate by Seton Hall University’s compliance department to document collections (dating to 2006), inventory duties occupy less than 2% of the Gallery Director’s time. Fortunately, student volunteers from the Museum Studies graduate program, under the supervision of the Gallery Director, inventoried roughly 200 objects this past academic year, representing more than 200 hours of labor. This enabled the Walsh Gallery to enhance its ability to facilitate research and include objects more readily into the context of exhibitions. These tasks were expedited by the improvement of software and hardware capabilities as well as working collaboratively with students in the Museum Professions graduate program, Seton Hall student volunteers and interns from Kean University and New Jersey City University. With a release from administrative demands, the Gallery Director shall be able to make greater strides in collections documentation and inventory.

Improvements to computer hardware and software ameliorated many challenges to the work environment, including the aforementioned inventorying of collections. Additionally, the procurement of 2 laptop computers and purchases of software (Past Perfect 5) and automated back-up of data to a cloud environment created a more efficient work environment that makes significant strides towards industry best-practices. Previous difficulties with software crashes, sporadic wireless access and networking of computers/printers were assessed and a plan for action was initiated by Digital Services Librarian Sharon Favaro and completed by Associate Dean Jeff Barry and Technical Assistant Robert Rementeria. This saves at minimum 3 – 5 hours weekly in lost time dealing with crashes, work-arounds and waiting for an available computer or printer.

Increased communication with The College of Arts and Sciences, in particular, will position the gallery to better serve this constituency. In addition to multiple meetings with the Museum Professions program, there has also been increased communication with Rhonda Quinn of Anthropology, Nathan Oates regarding Poetry in the Round and the Fine Art Department. The gallery works most frequently with this college, and so this open line of communication is essential for successful collaboration.
The larger attendance figures attributed to class visits is encouraging. This indicates that the exhibitions and programs at the Walsh Gallery align with coursework and its educational mission. It is in this area that great improvements have been made since 2006 when the largest number of visitors was students from K-12 schools in the Essex County area. It is more fitting that the student demographic includes a shift to more visitors from the Seton Hall University student population and this will continue to be a sought after visitor base.

The public art project “Stack and Rack” by the artist collective BroLab, was another key area of success. This project was part of the annual Newark Open Doors and Studio Tour which takes place in downtown Newark. The public art project was on view in Military Park and the corner of Broad Street and Central Avenue on two consecutive Saturday afternoons. The project satisfies the larger Seton Hall University goal of outreach to the local community and participation in the cultural and economic advancement of the City of Newark. This project included partnerships with many cultural institutions in Newark including; Index Art Center, Gallery Aferro, The City of Newark, City Without Walls and the Newark Arts Council. Grants were received in support of this project from The Essex County Division of Cultural and Historic Affairs, The Elizabeth Firestone Graham Foundation, The Puffin Foundation and The Newark Arts Council. In kind services in the form of storage, studio space, artist assistants and production volunteers provided additional sources of support. Student interns and volunteers from Kean University, Essex Community College, Seton Hall University and Bloomfield College augmented the larger team to realize this project.

“Stack and Rack” received sufficient funding ($15,000) to publish a perfect bound 72 page catalogue with essays by esteemed art world figures such as Jonathan Goodman (contributing writer for Sculpture Magazine, Art Forum, Art in America) Sergio Bessa, curator of the Bronx Museum of the Arts and Heng-Gil Han, curator of the Jamaica Center for Arts and Learning. The catalogue, published by Seton Hall University is currently available at partnering institutions Gallery Aferro and The Bronx Museum of the Arts. It is also in circulation at the Walsh Library and will be part of the catalogue exchange the Walsh Gallery has with partnering museums, galleries and libraries.

“Stack and Rack” and its influence continues beyond its initial viewing in downtown Newark and its subsequent exhibition at Gallery Aferro in April to May of 2013. It is presently scheduled to appear at Gallery Ho and Freight + Volume, both in Chelsea’s gallery district in New York City. There are also talks underway to travel this sculpture to Korea with the Korean Artists Foundation. As this sculpture and catalogue continue to be disseminated, Seton Hall University’s sponsorship of this project is also publicized to the larger community. This project also fulfills the Gallery Director’s commitment to scholarly activities and professional development beyond her daily duties at the University. It is also a service-oriented activity that falls into line with the larger Seton Hall University mission of service, in this instance, to the artists and institutions of Newark, as well as student interns, mentees and volunteers.

**B. CHALLENGES**

Improvements to hardware and software made drastic improvements to work flows at the Gallery, as did the shifting of work study student hiring to the Dean’s Secretary. Yet there are many improvements to be made to increase productivity in a department that continues to do a great deal with limited resources. One of the main issues of concern is the dire need for space. This includes a dedicated area adjacent to the gallery specifically for collections management tasks. Present conditions require that objects move through at least three separate areas (storage
vault, gallery office and make-shift photography studio in the gallery corridor.) This is patently inefficient and concurrently is a risk and safety factor with regard to collections. In *Section V, A, paragraph 2*, of this report, it is noted that 200 objects took 200+ hours of labor to catalogue fully. That time could literally be trimmed in half, doubling productivity and almost completely eliminating safety concerns. This would require a specific, contiguous space, away from public areas of the library.

To better meet its mandate for educational activities, the gallery should ideally have nearby classroom space. This would also be of use to the Department of Archives and Special Collections and the library faculty. The library’s function to provide instruction and facilitate learning could be enhanced exponentially with additional classroom space. For example, the recent visit from the W.A.E. Center in West Orange could have had an art-making or writing component that took place in tandem with the recent gallery tour. Lacking this space, this component had to take place back at the facility in West Orange without the benefit of the gallery director’s instruction and without the exhibition in proximity for their clients and staff to refer back to during their post-visit educational exercise. Similarly, classroom space would have better enabled instruction for last year’s visiting graphic design students who had to cluster around a small table in the gallery to view the posters selected for their assignment by Dr. Chu. There was no seating available for this exercise and thus students had to stand, three deep, for the duration of the visit. Again, this also puts the collections at risk during movement and display due to inadequate viewing space and unnecessary movement through public areas. It is also an inefficient working model with much time wasted preparing the environment for these types of visits.

The challenge with space also affects the office and work environment directly within the Walsh Gallery. The storage of works on loan and packaging is now limited to a narrow hallway in the director’s office. This same narrow hallway serves as an access point for inspection of the sprinkler system. It is also the area where works of art and historical artifacts are displayed in window boxes. Not only is it a serious conflict to have artwork in proximity to a source of water, but regular inspections of the system require the director to move all objects in that storage hallway, into the gallery office during maintenance and inspection – creating an un navigable and entropic office atmosphere replete with additional risks in terms of safety and security to objects as well as staff.

In previous annual reports, the Gallery Director noted the need for specific cases and mounts in order to safely display objects in the university collections. The purchases of vitrines and cases would enable the library to display small, valuable objects such as coins, jewelry, liturgical articles, rare books, correspondence, etc. Without these mounts objects will be at risk while on display, or cannot be displayed at all. This is direct opposition to the missions of the library, gallery and archives and is in conflict with one of the primary goals of the inventory project which is to facilitate display of collections. These improvements would enable the library, gallery and archives to better implement their charges of service, education and access to resources.

### VI – GOAL SETTING

A) **Collections management** – continuation of the initiative to inventory the objects in the University’s collections. This will be greatly assisted with the anticipated addition of a part-time staff member to oversee this project, as well as the afore-mentioned enhancements to hardware and software.
B) **Display more collections** – the collections management initiative will enable the gallery to locate and research objects to include in the context of future exhibitions as well as make them available for research. Purchase of proper mounts and cases will alleviate this condition as well.

C) **Strengthen existing collaborations and develop new ones** – continuation of the current discussions with stakeholders, collaborators, departments and colleges. This will enable the gallery to be more responsive to meeting the needs of the constituencies it serves, within the parameters of the missions of the University Libraries and Walsh Gallery. These dialogues fall into Section III, parts A and B of this report which calls for improved communication with an eye toward transparency and communication.

D) **Provide more opportunities for students and professors to integrate the exhibitions into their coursework** - the improvements in technology and streamlined work environment shall free the Gallery Director to work more directly with faculty and students to make more progress towards this goal. If a classroom environment adjacent to the gallery is secured, this will provide even greater opportunities in this regard.

E) **Dedicate more time for fundraising, scholarship and development of educational programs** – with less time spent on administrative duties, the director will be able to enhance capacities for grant-writing, scholarly activities (ie; exhibition essays, catalogues, speaking engagements) to facilitate learning, collaborations, donations and in-kind gifts to augment the budget.

F) **Continued Professional Development** – in the past year the director was able to attend the annual College Art Association Annual Conference in New York, a curatorial symposium at the Tremaine Foundation, present a paper at the Mid Atlantic Association of Museums, and moderate artist talks and panel discussions. Ongoing professional development enables the director to stay abreast of current trends and integrate these modalities and theories into coursework and gallery exhibitions -- creating more value for students, faculty and visitors in terms of learning and engagement. It is important for the director to continually learn from peers and hone her skills as a curator, museum professional, director, grant-writer, scholar, collaborator and educator.
Msgr. William Noé Field Archives and Special Collections Center staff, referred to as Special Collections staff [Alan Delozier, University Archivist; Tracy Jackson, Processing and Digital Archivist; Leonard Iannaccone, Records Manager and Kathleen Dodds, Archival Assistant], within the context of the Library Strategic Plan Goals, have worked to develop policies to tighten accession processes and to provide amplified access to materials. We have increased the number of finding aids online while organizing the vault to accommodate additional shelving and have served a great number of research requests.

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- Voluminous research request forms have been replaced with electronic record of request responses.
• Special Collections staff share reference responsibilities serving researchers in the Reading Room, preparing for visits by pulling materials from vault and replacing after research is complete.
• Unit-wide activities are coordinated by regular staff meetings.
Marta Deyrup

Librarian/Head of Technical Services

Annual Report FY: 2012-2013

The Technical Services Department consists of librarians Marta Deyrup and Martha Loesch, paraprofessionals Barbara Robbins, Camille Mazza, Eva Lee Cheng and Victor Eubanks, and intern Kenny Marino.

Technical Services supports the University Libraries’ MISSION VISION AND CORE VALUES through its emphasis on discovery of and access to information. It supports the Library Strategic plan GOAL THREE (organization and access to information) and GOAL EIGHT (embrace change and encourage teamwork). The department ensures that quality records are added to and maintained in the OPAC, and that large projects, such as weeding and resource inventories are conducted accurately and promptly. The department strives to provide excellent service to its users, and conduct ongoing assessment of its activities. The department works collegially and cooperatively with other units.

During the fiscal year 2012-2013 the department worked on the following activities in support of the goals and objectives of the University Libraries Strategic Plan.

**In support of OBJECTIVE FOUR, GOAL THREE:**

1. All records for e-journals were integrated into ILS [collaboration with Acquisitions]
2. Protocols were established for MARC field display for e-journals
3. Protocols were established for MARC field display for electronic books
7. Lotus Notes records were integrated into Voyager – put on hold due to decision by administration to migrate to OCLC WSM [collaboration with Acquisitions]
4. An extensive inventory and weeding project was conducted to reduce print journals – JSTOR + Project Muse [collaboration with Acquisitions]
5. An extensive inventory and weeding project was conducted to reduce the size of reference collection [collaboration with Access Services]
6. A comprehensive inventory of the entire collection of DVDs and Music CDs was finished. New protocols were established for handling audio and visual materials [collaboration with Access Services]
8. Robbins conducted the retrospective cataloging of 300 Asian Studies master theses
9. Mazza cataloged a sizable assortment of Christopher Columbus texts for the Valente Collection and highlighted it in a window display for Columbus Day
10. The paraprofessionals received book repair instruction from Dorothy Warner and attended a webinar on the topic
11. Deyrup and Loesch trained Len Iannaccone in archival cataloging
12. Intern Kenny Marino joined the department and was trained to assist with various functions
13. Deyrup and Loesch trained staff to prepare to implement RDA.

In support of OBJECTIVE EIGHT, GOAL FOUR of the Strategic Plan, the entire library staff and faculty transformed the reference room of the library into a student-centered learning space. Technical Services worked closely with Lisa Rose-Wiles on this project and was responsible for the deletion, discarding and de-accessioning from OCLC of over 7650 titles as part of the Reference Collection weeding project. The department also re-cataloged special collections that had been housed in reference such as the science and religion collection, and moved the multi-volume Patrologia Latina and Graeca sets from archives to the circulating Main Collection. The department also worked collaboratively with Ming, Sulekha, and Denise to make sure all full-text journals found in Project Muse and JSTOR were correctly entered in the catalog and were the main driver behind the large weeding project that went on both in the stacks and the print journal section. The ongoing multi-year book inventory project was placed on hold in April as priority was given these other projects.

Due to the replacement of the library Reading Room with the installation of the Dunkin Donuts facility, the P-Z call number range of Curriculum Resource Center (CRC) books were shifted to the beginning shelves of the Reference Collection. With limited space in the CRC, fewer curriculum books were purchased this year. Also new K-12 curricular standards are under development and new textbooks supporting these standards have not yet been printed. The master program capstone binders were weeded to keep only the past five years of material as requested by the Dept. of Educational Studies.

In support of OBJECTIVE EIGHTEEN, GOAL EIGHT Deyrup, Loesch and Collection Development Librarian Kalyan took a number of steps to streamline the both departments’ workflow. We visited several academic libraries to investigate their technical services operations with the intent to compare our procedures and plan changes in our workflow. We have
contracted with Yankee to begin shelf-ready cataloging. As we work with these records we will also begin preparing for a second major project, the transition from a client-based ILS system, Voyager, to the cloud-based OCLC Worldshare Management Services (WMS)

CATALOGING STATISTICS

The total number of physical items cataloged this year is 20,995.

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<td>Valente</td>
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Ebooks added 179,217

JSTOR + Project Muse journal titles 12

MARTA DEYRUP: PERSONAL REPORT

SUPPORT OF OBJECTIVES 2, 15 AND 18

In addition to her duties as a subject specialist for English, Modern Languages, Russian and East European Studies, Classics and the Valente Collection, and an information literacy instructor, Deyrup worked on projects that advanced objectives 2, 15 and 18. She is the lead investigator of a university grant to improve assessment of first-year library instruction. This will result in significant changes in the way the Library and the English department teach and assess its students in 1201 and 1202. She also is the co-investigator of an ongoing external grant, which focuses on the research behavior of undergraduate researchers. Last year, Deyrup organized the library’s initial Libguides program, worked with TLTC and the Library to include these guides into Blackboard, and promoted them among faculty as useful research tools. She organized the first Digital Humanities Symposium at Seton Hall, with teaching faculty colleagues, Mary Balkun and Manfred Minimar, and began plans for further faculty outreach in the fall. Deyrup chaired the Senate Intellectual Property Committee which recently drafted a policy document, under review by the administration. She also served on the University’s Middle States Steering Committee as team leader with Deb Zinocola for Standards 10, 11, and 12, and on the University Research Council. As far as library service, she chaired the library rank and tenure committee. She received two significant awards: Seton Hall Woman of the Year Award and the 2013 Distinguished Service Award - NJLA CUS/Assoc. of College and Research Libraries. Her scholarship has contributed to the profession with the publication of her books Successful
In support of the Library Strategic Plan objective 2, Loesch conducted an impact statement for the ELMP program in the College of Education and Human Services with her colleague John Irwin. In her role as liaison to this college, she taught graduate Information Literacy classes, consulted with faculty regarding journal subscriptions, ordered print and e-books in support of collection development, and updated the Education, Psychology, and Social Work LibGuides so that they linked directly to relevant courses in Blackboard. She also assisted several colleagues with the creation and publication of their Libguides. [Objective 2, goal 2]

Loesch taught Information Literacy courses to freshmen through the Freshmen Studies program and the English Dept., as well as transfer students in the CORE. She reviewed and edited library policy statements [Objective 3, goal 2] and attended various professional development workshops, webinars, and vendor demonstrations. Of particular note was the Metro NY class: Metadata Standards in a Linked Data Environment.

Loesch served on the Middle States Standard 11-Educational Offerings working group, served as senator for the Faculty Senate, as a member of the Faculty Guide and Bylaws Committee, and on the Information Technology Senate Committee. She also was as a member of the University Libraries Associate Dean Search Committee. In her role as Chair of the VALE Bibliographic Control and Metadata Committee, Loesch co-sponsored a VALE workshop entitled: Collection Maintenance Spring Cleaning: Best Practices. [Goal 6] Loesch continues to publish reviews for Technical Services Quarterly and is enmeshed in the implementation of RDA.

Loesch applied for and was granted tenure and promotion to Associate Professor.
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Sharon Favaro

Digital Services Librarian/Assistant Professor

Annual Report FY: 2012-2013

Summary

My primary duties for FY 2012-2013 included liaison work with the Department of Information Technology (IT); overseeing the libraries’ websites, the institutional repository, evaluating reference & instruction software; implementing new technology within the library and providing training (such as ILLiad and Rapid for Interlibrary Loan); and evaluating emerging technology; and technology training. Other duties included providing reference (in-person and online) and advising on technology related questions for the SHU community. I have been able to complete several projects (interlibrary loan software and hardware implementation and Electronic Theses and Dissertations), maintain existing projects (computer and software upgrades), and begin new projects (review new software for library services). The overall achievement this year is contributing to upgrading the library’s technical infrastructure to a more stable environment consistent with current protocols and aspirant libraries.

Highlights include:

- Implementing and launching new interlibrary loan software: ILLiad and Rapid
- Serving on the Associate Dean search committee
- Redesigning the University Libraries website
- Moving library systems to the cloud: Libguides CMS to support the library website, eReserves, and administrative functions and OCLC WMS
- Implementing the Electronic Theses and Dissertation module
- Streamlining technical services workflows with SHU Law
- Serving as Computer Science Liaison (new assignment)
- Participating in library space and planning

Objective 1 (Goal 1): Review/evaluate services and make recommendations by early Spring semester 2013: form, charge, and meet with committee, bring in outside perspective/speaker, review current activities and service gaps, reference trends and data nationally, potential new services, local redundancies and make recommendations by Spring semester, to be implemented as practicable during Spring, Summer and Fall 2013.
Accountabilities: Dean (form & task committee, speaker), committee volunteers.

Implemented the following services and made recommendations:

Implemented an online Reference calendar for Public Services Committees
Implemented ILLiad and Rapid in-collaboration with John Irwin and interlibrary loan staff.
Implemented new eReserves module in-collaboration with John Irwin and Damien Kelly
Recommended LibCal and Libguides CMS forms for Administrative functions

**Objective 4 (Goal 3):** Simplify records for/access to journals – print, electronic, those shared with Law – and electronic books, Fall semester 2012, ongoing.

Accountabilities: Dean (form and charge committee), Technical Services librarians and selected staff, Systems and Electronic Resources librarians, Associate Dean.

**Journals Committee**

Served on the Journals committee to verify and update journal holdings to send to Rapid. Committee is chaired by Dr. Deyrup and Professor Kalyan, with committee members Professor Irwin, Associate Dean Chao, Dr. Bao, Dr. Rose-Wiles, Professor Loesch and Ms. D’Agostino.

In collaboration with Sulekha Kaylan, John Irwin and Colorado State University Rapid staff exported journal holdings to set up express article delivery service.

Created new database page in Libguides CMS to improve access

**Objective 5 (Goal 3):** Continue to develop the Library webpage redesign and affordances (more iterative features/highlights on Libraries’ web page), ongoing Fall semester 2012 +.

Accountabilities: Electronic Resources librarian, web page committee, Dean (form and charge committee, provide administrative interface with SHU IT), Special Collections staff (next phase).
University Libraries Website

I served on the website redesign committee summer 2012 under the direction of Dean Buschman, in collaboration with Richard Stern, Xue-Ming Bao, Sulekha Kalyan, John Irwin and the University Web Team.

My role included pre-planning and scheduling time with the university web committee during the year leading up to summer of 2012 in preparation of the new dean’s arrival to expedite a redesigned website. I facilitated workflow and communications between the library and the university webteam. Specific tasks include:

- created mock ups for library homepages for library web committees
- set information architecture, reviewed and revised with library web committee
- conducted user testing with screen mock ups; made revisions based on user comments
- coordinated communication with the university web team for meetings, workflow, timelines
- produced mock-ups of library homepage and information architecture for the university web team
- reviewed final website with web team and worked to fix errors
- maintained website

Worked with web team under the direction of Dean Buschman to establish permissions to update news stories/promotions on the University Libraries homepage

- completed web team’s project charter to add a news carousel to library homepage
- file and monitor tickets out of the scope of my permissions
- participated in web team testing for CommonSpot upgrade; identified several issues
- participated in CommonSpot training
- working with University web team for Archives & Special Collections for future redesign of website and workflow timeline

Reviewed current workflows and investigated alternative ways to support the University Libraries website under the directions of Associate Dean Barry. Reviewed and evaluated Libguides CMS as a possible content management system for the University Libraries site. Handled communications with vendor for trial setup, questions, and contract including communications with SHU Law Electronic Resources Librarian to establish a shared account.
University Libraries Website redesign Summer 2013

Under the direction of Associate Dean Barry, serving on website steering committee with Jody Lee Drafta, Richard Stern, John Irwin, Sulekha Kalyan and subcommittee for Resources with instruction librarians.

Objective 7 (Goal 3): Simplify and strengthen ILL processes, document delivery (implement Rapid, ILLiad) and software efficiencies, Fall semester 2012, Spring semester 2013.

Accountabilities: New Access Services librarian, ILL staff..

Interlibrary Loan (ILL) / ILLiad & Rapid software implementation

Phase I: The ILLiad and Rapid implementation for the ILL department was identified as Dean Buschman’s top priorities to provide fast and efficient service for interlibrary loan services for the Seton Hall University community and to be an equal participate with exchange partner libraries. My role in collaboration with Professor John Irwin is to conduct a needs assessment through evaluating existing workflows to examine inefficiencies or points of disconnect within the software as well as identify and assess training needs, and observe workflow and work with ILL staff to identify places where workflow could be improved. Also, included in the needs assessment phase is the evaluation of existing technology (including hardware and software) and evaluating new software and equipment for in according to the recommendations.

- Participated in several meetings and shadowing workflow in order to create use-cases from the perspective of the staff
- Identified immediate fixes to workflow- requires a general ILL email account to be accessed by several people and there was a need for new equipment - one new computer and larger scanner is to properly perform workflow.
- Issues include out of date software and the eventual non-support of existing software within the next year. There is an immediate need to address and purchase new software to be compliant with current ILL practices.
- Software recommendations include:
  - ILLiad: conference call & demo with OCLC representative for ILLiad to manage ILL requests and streamline workflow
  - Rapid: consortium agreement as part of PALCI for resource sharing of articles to reduce fees and expedite workflow among PALCI libraries, working in
collaboration with Professor John Irwin, and Colorado (developer of Rapid) to learn and evaluate system for implementation

○B-scan library scanner (wideTek) ILLiad and Rapid compliant and oversize scanning bed

Final recommendations include Rapid (an express service for article delivery from Colorado State University Libraries) was chosen because we (the library) had an existing agreement with them and they are included in the PALCI consortium. ILLiad (an OCLC product) was chosen because this standard software used by the majority of the libraries, and the most efficient software for streamlining workflow. Technology recommendations included new computers for ILL staff plus a high end ILLiad and Rapid compliant scanner.

**Phase II:** The purchasing and implementation process - Professor Irwin and I worked closely with Dean Buschman for the evaluation process and purchasing process from OCLC and Atlas Systems. In addition, under the direction of Dean Buschman and in collaboration with Professor Irwin, I am coordinated workflow between the library, SHU Department of Technology (Stephen Laundry, CIO, Paul Fisher, Associate CIO, Bern Walters, Keith Barros, Matthew Stevenson, Mohammed, and Marsha Philamon), OCLC, and Atlas Systems for the building of the SHU ILLiad hosted site including authentication to LDAP (allowing SHU users to sign-in with piratenet account), installation of software on staff computers, and purchasing and installing ILLiad and Rapid compliant wideTek scanner.

**Phase III:** In collaboration with Professor Irwin, coordinated ILLiad training for ILL staff and student assistants with OCLC and Atlas Systems. Training includes a series of live webinars and hands on training over a several weeks. Organized the equipment needed for the hands on demo and providing training assistance. Additional training sessions are scheduled with BScan library software to use the wideTek ILLiad and Rapid compliant high-end scanner.

**Phase IV:** Rapid: Along with ILLiad, Rapid will be used (a similar service to EZ-Borrow for books), to expedite article requests. Working in collaboration with Professor Irwin and the Colorado State University librarians overseeing Rapid to set up system and upload journal holdings to Rapid.

ILLiad and Rapid went live in December 2012.

**Objective 10 (Goal 5):** Conduct student surveys on Libraries web page. Spring semester 2013, ongoing.

**Accountabilities:** Electronic Resources librarian, web page committee, Dean, selected participants.

In-collaboration with Dean Buschman, Dr. Stern, Dr.Deyrup worked with Dr. Warner’s Marketing class in the Stillman School of Business on a Libguides marketing project. The
students ran focus groups and survey to identify needs/issues/promotion of Libguides English 1201/1202 libguides. These studies lead to overall feedback of the University Libraries website and access to the library from Blackboard. The results from this project will help to inform the next redesign of the library website.

**Objective 12 (Goal 6):** Strengthen and focus working relationship with SHU IT. Ongoing.

Accountabilities: Dean, Electronic Resources librarian.

**Liaison duties to the Department of Information Technology**

Coordinated workflow between the library and IT, such as laying the groundwork, initial investigation, communicating the work done by library committees to IT and facilitating workflow, and advising how to adapt library needs into IT workflow, and evaluating outcome of work. serve as point of contact for communication between the library and IT; including website; equipment and software; maintaining existing services and new initiatives; library computer lab

- library computer lab and patron technology within the library: current initiative include establishing regular communication with the library computer lab IT liaison, creating update and maintenance schedules for the library computer lab, evaluating and making recommendations on current and future workflow and lab enhancements

- ○ served on a committee chaired by Dr. Richard Stern with Darren Sweeper to review library information kiosks throughout the library: recommendations included library location changes, simplifying software on kiosks (limit to setoncat), adding printing options, and reviewing ADA compliance.

- Library staff computers: current initiatives include working with IT to create inventory list of hardware and software to make recommendations for new technology and software updates and establish a regular schedule; new computers and scanner have been ordered to facilitate efficient workflow for inter-library loan department.

- participate in monthly planning meetings with the Dr. John Buschman, Dean of University Libraries, Dr. Stephen Laundry, CIO (Chief Information Officer), and Paul Fisher Associate CIO.

- website: maintain communication and collaboration with university web team for website redesign, ongoing maintenance, and establishing communication and work plans.

Spring semester 2013, I worked closely with Dean Buschman and recent hires Associate Dean Barry, and Robert Rementeria and IT staff to address the technology needs of the library,
including upgrading and monitoring computer hardware and software, securing server space, and website maintenance. Participated in standing monthly IT meetings with Dean Buschman, CIO, Dr. Landry and Associate CIO, Paul Fisher. Additionally, daily communications with PCSS staff for the computer upgrades and maintaining existing services throughout the library, including the library computer lab. I have worked with the webteam to test the software upgrade for CommonSpot and monitor existing requests and new requests for the web team. Below is a breakdown of some the projects that have been completed or in-process.

**Library Workflow and Information Technology**

In-collaboration with the respective departments below, I worked to identify the following needs with each department.

- reviewed Acquisitions for software and hardware upgrades; solution needed for purchasing management software; recommendation to move an ILS module
- reviewed Cataloging workflow for hardware and software upgrades: need for catalogers to have macros and access to run reports; upgraded label printers
- reviewed of government documents for software and hardware needs, new computer (possibly additional computer needed)
- reviewed software in need of stable server, backups, and on-going maintenance plan (reference IT section): voyager, PastPerfect, Archivists’ Toolkit

**Computer upgrades**

In-collaboration PC support, Xue-Ming Bao, Robert Rementeria to upgrade library staff computers:

- Technical Services in-process: Cataloging, Acquisitions, Government Documents and Periodicals, Gallery, Archives, Circulation, Interlibrary loan
  - working with PC support information commons for technical support of the library lab
  - monitoring tickets for printers and lab incidents
  - working with IT project management team for server projects:
    - Voyager (catalog software) project charter for server agreement for continuing support and maintenance
    - Gallery PastPerfect (Collection Management Software) project charter to move software from local computer to server
Archivists’ Toolkit (Collection Management Software) for University Archives & Special Collections

- served on IT committee to select the next generation of printers for the library (and campus)
- maintain communications with IT when issues arise, examples including down website, servers, computer crashes
- monitor all library tickets with IT, in Snow (Service-Now) ticketing system
- worked with Systems support to set up LDAP for Electronic Theses & Dissertations submission

Objective 13 (Goal 6): Observe/participate in the Law Library’s process to select and replace their integrated library system. TBA – Spring semester 2013 - Fall semester 2013.

Accountabilities: Dean, Systems and Electronic Resources librarians.

Under the direction of Associate Dean Barry, worked with SHU Law Electronic Resources Librarian to discuss new directions of integrated library system with the Law School. The outcome is the implementation of OCLC WMS for FY 2013-2014.

Objective 15 (Goal 7): Increase Libraries’ role in/leadership of campus scholarly activities issues (copyright, fair use, open access). Fall semester 2012, ongoing.

Accountabilities: Library faculty members of appropriate Senate committees, Dean.

Institutional Repository

ETDs - electronic theses and dissertations

Over the past year the ETD implementation on the technical side has been underway to add the final pieces. Collaborations on this project included work with Dean Buschman and Associate Dean Barry, Graduate Advisory Committee, IT, and Technical Services, Marta Deyrup, Martha Loesch, Sulekha Kalyan.

- in-collaboration with IT and vendor to setup LDAP (Piratenet ID) sign on
- in-collaboration with Library ETD committee, Graduate Advisory Committee implementing online submission module
- in-collaboration with student affairs working to set up online payment for ETDs
○ added controlled vocabulary for degrees and departments as provided by registrar’s office

**New Communities /Series/SelectedWorks**

Worked with in-collaboration with Laura Smith, Project Manager for Dept. of Judaeo-Christian Studies to set up faculty SelectedWorks accounts and a Community for Institute to publish scholarly works; papers, books. Provided training and consultation for Department project manager of Institute for Judaeo-Christian Studies

**Objective 19 (Goal 9):** Prepare, with data, reports and recommendations on Library spaces and budgets. Fall semester 2012, ongoing

Accountabilities: Same as Objective 1.

I created sample plan of ideas for learning commons, participated in meetings with furniture vendors, and planning meetings for FY: 2013/14.

**Scholarship**

**Peer-reviewed publications**


**Presentations**


Favaro, S.(2012).Teaching information literacy to first year students through knowledge management tools, The Road to Information Literacy: Librarians as Facilitators of Learning, IFLA Satellite meeting, University of Tampere, Finland. (Peer-reviewed)

**Professional Committee Work**

- reviewer, Emerging Learning Design Conference
- steering committee, member Emerging Learning Design Conference 2013
• founding member and advisory board member, Journal of Emerging Learning Design

**Service to Seton Hall University**

Library Faculty Assembly, Secretary

Library Senate Committee

Charter Day

Commencement Committee

Petersheim Exposition Committee

Academic for Success Coaching

Co-chair, TLTR, Research & Outreach Committee

**Continuing Education**

• Attended Research Data Symposium at Columbia University, February 27, 2013

• Attended New Methods in Digital Research workshop at New York University, April 5, 2013

• Attending Emerging Learning Design Conference at Montclair State University, June 7, 2013
John Irwin

Librarian/Head of Access Services

Client Services Annual Report FY: 2012-2013

Seton Hall University Library is the largest single source for resources and for information on campus for faculty, students, staff, and outside researchers. Providing access to our resources for these individuals is one of the main objectives of the Access Services Department. To properly provide these resources the Access Services department is comprised of three sub-departments with highly trained and motivated professionals in the areas of circulation, inter-library loan, and stacks management. Within this report I will speak to each area individually and when they overlap.

The data in this report will provide a picture of what services are increasing and decreasing. We will also be able to notice the services that have enhanced the users’ experiences and where we may want to look to increase and better these services.

**Circulation Department**

The department is comprised of four full-time employees. Mabel Wong is the Circulation Supervisor and Stephania Gilbert, Damien Kelly and Priscilla Tejada are the professional staff members. Throughout the academic year and summer months student workers help in many roles and support the work of the circulation staff. The responsibilities of this department are vast and within the hours from when they begin their day with the opening of the library and the ending of their day with the closing of the library we will point out a few of the daily tasks that they complete. During their normal shifts, which cover between the hours of 8:00 a.m. and 2a.m., their responsibilities include, but are not limited to, customer service, checking in and out materials, assisting patrons with copying, scanning, faxing, and printing. Circulation staff is also in charge of the handling of all campus course reserves and electronic reserves. Fines and late notices are handled by this department as well as group study rooms. The circulation staff also handles our entire EZ-Borrow book borrowing and lending for the campus.

Seton Hall University Library Group Study Room Usage from July 1, 2012 – June 30, 2013 = 10,135

Total # of items scanned and processed for E-Reserves from July 1, 2012 – June 30, 2013 = 153

**Objective 4 (Goal 3): Simplify records for/access to journals – print, electronic, those shared with Law – and electronic books.**
Objective 12 (Goal 6): Strengthen and focus working relationship with SHU IT. Ongoing.

Objective 18 (Goal 8): Improve library-wide communications: workshop; implement meetings with functional supervisors, occasional staff/area meetings, all-library meetings, regular meetings with library faculty, library e-newsletter.

The circulation department in collaboration with Professor Sharon Favaro, IT and I are implementing a new e-reserves and course reserves system to make workflows much easier for both the staff and the faculty member. The new system will have an electronic submission form for both the course reserves and e-reserves. The e-reserves will be in compliance with copyright laws. We will accommodate faculty by utilizing the library’s rich resources and when available provide a link to the assigned readings. Course guides can and will be created for a professors class that will direct them to an outline of the class and the e-reserves. Professor Favaro and I held training with Damien Kelly, the primary contact for e-reserves, and planned training for all four staff members is scheduled for the week of August 12-2013.

Circulation was extremely diligent over the last six months in the observation of our poorly maintained 3M – Book Detection System and requesting patrons to come back to the circulation counter after the alarm had gone off to check for any library material not properly checked out. Prior management had a time and material (T&M) repair contract in place that was not only costly, but also ineffective. Any extensive work at the extremely high hourly rate charges plus the showing up to the jobsite fee would have been astronomical in cost and never had gotten approval. Therefore quick repairs, not a needed detailed overhaul repair were commonplace. Dean of Seton Hall University Libraries Dr. John Buschman and I noticed the egregious alarms being set off daily by literally anything and went to work quickly with 3M to give them a detailed history of the lack of correct maintenance calls by providing a log that the circulation team kept on alarms. The Dean and I negotiated a three year contract that was affordable and would allow for us to call the repair company when need be. After two long days with two technicians taking each unit apart and examining what needed calibration and replacement the units are finally working at a higher level of proficiency. Damien Kelly does weekly preventative maintenance on the systems by doing thorough inspections and cleanings. Circulation still keeps a log of all items triggering the alarms. The one device that seems to set the detection systems off is the Lenovo Tablet.

The circulation team has been a critical asset in the gift book sorting process. This comes with checking our collection against the gifted books. If the books are in our catalog we then send them to Better World Books.

An extensive cleaning of the circulation area came about when plans were made to include the reference area with circulation. The cleaning up of old files, CD-ROMs, cash registers, filing cabinets, etc. has made the look and feel of the circulation area much better.
Circulation performed a full inventory of our entire DVD and CD and VHS collection in preparation to turn the data over to the cataloging department for a new accession numbering system.

Objective 12 (Goal 6): Strengthen and focus working relationship with SHU IT.

Circulation received upgrades on their computers, on the security camera system and the laptop loaner computers from IT and an upgraded version of our Integrated Library System (ILS) Voyager.

Circulation performed a course reserve clean-up that was a decade in the making. Professors from all academic areas would put books and films on course reserve and never took them off. Our stacks are 90% clearer and cleaner from this effort. They made a list of all the faculty members with course reserves and with timely and proper notification were informed that the materials they had on reserves were coming back to them unless being used for the upcoming Fall semester course they were teaching.

With all of these combined efforts – in Table 1 we will see that our usage in attendance has increased dramatically. The door statistics include the two main sets of doors, the door leading to the lower level, the new Dunking Donuts Door, as well as the Gallery and Special Collections doors. Usage has increased by 19.3%. If we subtract the Gallery and Special Collection doors and add in only the addition of the new Dunking Donuts door, our attendance increased 14.1%.
Objective 7 (Goal 3): Simplify and strengthen ILL processes, document delivery (implement Rapid, ILIAD) and software efficiencies.

EZ-Borrow is the inter-library loan consortium through PALCI – Pennsylvania Academic Library Consortium that provides the exchange of books to and from academic libraries. This service provides students and faculty within the region and who participate in this consortium the opportunity to borrow and lend books that are not owned by our or their library. This opens up a world of knowledge to the students, faculty and staff of a university who may not have every title that they would like in their collection. As we can see from the numbers in Table 2, our borrowing has decreased by 37% from last year’s fiscal calendar. This may be an indication of Seton Hall University’s library having a very strong collection and the addition of new titles both in hard copies and to our increasing e-book collection. To further this theory that we have a strong collection, our net lending is higher than that of the last fiscal year by 9.5%. One of the major benefits of this program is that students are able to receive the books they have requested online in approximately 3–4 business days. All students and faculty are able to hold onto the book for a total of 84 days with no renewal period. This allows the serious researcher the time to do a comprehensive reading of the books requested so that their research is not interrupted. For these same reasons we have extended our lending period to all of our faculty, students, and staff.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Attendance</th>
<th>Index</th>
<th>Circulation</th>
<th>Index</th>
<th>Group Study Rooms</th>
<th>Index</th>
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<td>218</td>
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<td>122</td>
<td>10135</td>
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**Less the Gallery & Special Collections**

Table I: LIBRARY USAGE STATISTICS, 2001-2012
FY2001=100
on campus from our main collection. The fill rate for borrowing through the EZ-Borrow program is 95%. For the books that are not filled through EZ Borrow we then direct the request through our inter-library loan department or ILL and the request is placed through ILLiad and OCLC. The lending process is reciprocal and a rich resource.

Table II: E-ZBORROW TRANSACTIONS, 2005-2012

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Lending Requests Filled</th>
<th>Borrowing Requests Filled</th>
<th>Total</th>
<th>Index</th>
</tr>
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<tbody>
<tr>
<td>2012-13</td>
<td>3088</td>
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<td>2009-10</td>
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<td>2005-06</td>
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</table>

**Inter-Library Loan (ILL)**

Objective 7 (Goal 3): Simplify and strengthen ILL processes, document delivery (implement Rapid, ILLiad) and software efficiencies.

As mentioned earlier, book requests that are not filled through EZ-Borrow go through ILL. The book loan can either be inter-library loaned or purchased depending on its availability. Over the last year our ILL Department, which is staffed by two full-time professional employees, with Barbara Ward as the Inter-Library Loan Supervisor and Xiao-Qin Li, was completely revamped and overhauled. The entire computing, scanning and document delivery systems were replaced. We installed a state of the art document delivery system called ILLiad. It is the gold standard to ILL departments in academic libraries. The old system was antiquated and our document delivery system did not support the needs of the students and faculty nor did it support our reciprocating libraries and consortiums. In October of 2012 Dean of University Libraries Dr. John Buschman charged Professor Sharon Favaro and me to research, install and implement ILLiad. Prior to October I was charged with going to Georgetown University in the month of August 2012 to learn as much about ILLiad and other key components in order to put together a proposal to implement a state of the art system. It was clear that ILLiad was the product for us to switch to. ILLiad is a product of Atlas Services and fully supported through OCLC.
Objective 7 (Goal 3): Simplify and strengthen ILL processes, document delivery (implement Rapid, ILIAD) and software efficiencies

Professor Favaro and I were also charged to implement an article delivery system called RAPID. The prior administration had looked into and purchased a contract with RAPID 2 years before our current Dean, but because of a number of managerial support and staff training reasons RAPID was not implemented. Dr. Buschman was able to negotiate with RAPID and salvage the contract to extend it out at no cost to recapture any losses. RAPID is an article delivery system with especially high fill rates for the borrower with unprecedented turnaround times. If we look at the borrowing requests in Exhibit A from Rapid.org below we can see that STH (Seton Hall’s call letters for ILL) has an above average fill rate of 96% and a better than average turn-around time (TAT) of only 10.6 hours. For the purpose of providing high quality services to our library users these are exceptional data to show. As with PALCI’s EZ-Borrow book delivery system, RAPID created a PALCI pod for article delivery to participants in the consortium as well.

<table>
<thead>
<tr>
<th>Year</th>
<th>STH System Average</th>
<th>Average Filled TAT (Hours)</th>
<th>Average Unfilled TAT (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal 2014</td>
<td>226</td>
<td>10.1</td>
<td>12.3</td>
</tr>
<tr>
<td>Fiscal 2013</td>
<td>1,578</td>
<td>13.7</td>
<td>31.8</td>
</tr>
<tr>
<td>Fiscal 2012</td>
<td>0</td>
<td>14.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Fiscal 2011</td>
<td>1</td>
<td>15.1</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>1,805</td>
<td>14.3</td>
<td>29.4</td>
</tr>
</tbody>
</table>

The figures below in Table 3 are combined article (copy) and loan (book) figures. However, for the purposes of statistics, the lending requests received were 3295 for articles and 3089 were for loans. Our total lending requests were 6384, of which 2930 were filled. The lending fill rate of 46% is 3% higher than the previous year which shows growth towards us being a net lender and that we may have a richer and growing and more accessible set of resources that are more visible through ILLiad and RAPID. With the transparency to our MARC Records/catalog and e-journals we will continue to grow the lending fill rate. Of the 3708 borrowing requests initiated, 2460 were articles and 1248 were loans. The fill rate for borrowing was 2% higher than the previous year at 81%. Our data from ILLiad show that our largest group of identified users is the students and faculty of the Arts & Humanities and Health Profession.
Table 4 shows that even though our % of book to copy ratio is at its lowest in six years, this ratio between articles (Copies) and loans (Books) is fairly consistent on a year over year average of 33.3%. The data also shows that of our total book loans 74% were filled through EZ-Borrow.

Table 4 and Exhibit A are two clear indicators of the added value of being part of the PALCI Consortium.

Objective 18 (Goal 8): Improve library-wide communications: workshop; implement meetings with functional supervisors, occasional staff/area meetings, all-library meetings, regular meetings with library faculty, library e-newsletter.

Objective 7 (Goal 3): Simplify and strengthen ILL processes, document delivery (implement Rapid, ILIAD) and software efficiencies.

Objective 12 (Goal 6): Strengthen and focus working relationship with SHU IT.
The inter-library loan team took on one of the largest library initiatives in the last few years, and Dean Buschman’s first major project with the implementation of the new ILLiad and RAPID systems. The extensive training that took place was incredibly challenging at times and extremely exciting with the overlay of many difficult nuances. The learning curve was extremely high and many libraries we spoke with about their implementation process took two and three times the length of time that we had taken to implement both lending and borrowing. Our staff had to learn entirely new systems which required weekly training with Atlas Services and OCLC. Training was provided through webinars and phone calls and Professor Favaro and I held weekly trainings as well. Not only did we switch from older searching tools and delivery tools, but we also purchased a state of the art scanner that can read the barcode on a pull slip and send the document automatically to the end user. The scanner itself needed to be trained to our workflows and multiple webinars had to be held for this training as well.

Professor Favaro and I visited William Paterson University library to take note of their workflows and Barbara, Xiao-Qin and I visited Drew University to work with their ILL department for the day on ILLiad workflows.

Objective 12 (Goal 6): Strengthen and focus working relationship with SHU IT.

Professor Favaro and I worked closely with IT at the highest level to coordinate the installation of all of these systems as well as with the technical staff from Atlas (ILLiad), RAPID and WideTek. Professor Favaro and I also utilized the resources of our colleagues (Professors Ming Bao, Sulekha Kalyan, and Marta Deyrup) to gather MARC Records, A-Z holdings, e-journals, Voyager Data, licensing, database holdings etc. so that RAPID and ILLiad could communicate and gather our data electronically through Z39.50. Z39.50 makes it possible for one computer to search another computer’s files. Web forms and compete customization had to be built and completed. Professor Favaro and I did this work with the help of Atlas Services.

Stacks Management

The Stacks Management Department is comprised of two full-time professional employees and one part-time professional employee. The department supervisor is James Harrington and Tyniah Woods is the full-time employee and Marilyn Shemaly-Turner is the part-time professional employee. The department was poorly displaced on the 3rd floor and the Dean made a very quick decision that the unity of the three divisions need to be within eyesight of one another so we quickly moved stacks to the main floor – back area – where ILL and cataloging and acquisitions are all positioned. This increased visibility and teamwork amongst the different departments. This department relies heavily on student workers because of the enormous work load they have on a daily basis. The stacks department is critical to the library’s success in that they are solely responsible for replacing all charged books, new books, stacks books, periodicals, newspapers, newly bound journals, journals, magazines CDs, DVDs, Government and United Nations Publications back on the shelf after use or first time shelving. These items are located in
the following areas, main, reference, Valente, curriculum room, core curriculum, Asian, SHU Dissertations and Theses, and ISSR Science & Religion. Below in Tables 5, 6, & 7 show the diversity of their work and the amount of shelving that takes place.

Table 5

<table>
<thead>
<tr>
<th>Date</th>
<th>“New” Books</th>
<th>“Stacks” Books</th>
<th>“New” + “Stacks”</th>
<th>Periodicals</th>
<th>Newspapers</th>
<th>Totals</th>
<th>Periodicals</th>
<th>Newly-bound Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the 12 Monthly Totals</td>
<td>8651</td>
<td>7210</td>
<td>15861</td>
<td>2212</td>
<td>671</td>
<td>18944</td>
<td>0</td>
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</table>

Table 6

<table>
<thead>
<tr>
<th>Date</th>
<th>Journals</th>
<th>Newspapers</th>
<th>Magazines</th>
<th>Subtotal: Periodicals</th>
<th>CDs or DVDs</th>
<th>Tapes: Audio or Video</th>
<th>Govt. or UN Publications</th>
<th>Totals</th>
<th>Addtnl. Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the 12 Monthly Totals</td>
<td>365</td>
<td>59</td>
<td>107</td>
<td>531</td>
<td>18</td>
<td>0</td>
<td>32</td>
<td>581</td>
<td>2</td>
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</table>

Table 7

<table>
<thead>
<tr>
<th>Date</th>
<th>Main</th>
<th>Reference</th>
<th>Valente</th>
<th>Curriculum</th>
<th>Core Curriculum</th>
<th>Asian</th>
<th>SHU Dissertation and Theses</th>
<th>ISSR Science &amp; Religion</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the 12 Monthly Totals</td>
<td>7707</td>
<td>1340</td>
<td>614</td>
<td>636</td>
<td>55</td>
<td>186</td>
<td>50</td>
<td>3</td>
<td>10591</td>
</tr>
</tbody>
</table>

Objective 8 (Goal 4): Contract for and conduct a building audit for purposes of space reutilization (Library classroom, Special Collections/Gallery/art space, user spaces, electrical-to-seating areas, etc.) and in light of changes to main reading room (Dunkin Donuts, smaller Ref. collection)

Stacks management also were a major part of the new reference area project by taking all of the books from the New Books area, which included: Core Curriculum Collection, SHU Dissertation and SHU Theses, Faculty Books, ISSR Science and Religion Collection.

In the Summer of 2012 stacks moved all of the bottom shelved books to another floor for the carpeting to take place.

During the takeover of the Browsing Room in preparation for Dunkin Donuts the books in the browsing room, Curriculum Room books PN – PZ and R – ZA were put in LC order on the first range of shelves on the second floor where reference began.

With the help of Government Documents Librarian Professor Darren Sweeper, he identified what government documents could be discarded to provide room for the overcrowding of the Valente Collection.
Objective 8 (Goal 4): Contract for and conduct a building audit for purposes of space reutilization (Library classroom, Special Collections/Gallery/art space, user spaces, electrical-to-seating areas, etc.) and in light of changes to main reading room (Dunkin Donuts, smaller Ref. collection)

Heavy shifting took place in the Reference Collection and Valente Collection. In the aforementioned paragraph the disposal of government documents that are available electronically made space for the Valente Collection growth. We collectively decided to put all new Valente books at the end of the collection where the government documents were removed until August of 2013 when we do a major shift in the Valente Collection. In the Main collection to make room for JZ and HX areas stacks shifted from LC to HQ. Other areas that were shifted were DK, PG, PN, PS, PT, R, and RA.

The *Patrologia Latina* and *Patrologia Graeca* and *Corpus Christianorum* consisted of approximately 400 volumes. To fit these into the main collection we shifted BT to BQ.

With the assistance of Professor Sulekha Kalyan and the permanent purchase of e-journals through Project Muse and JStor we were given a journals title list of 268 titles to be discarded that were in the thousands of volumes that we discarded into a rented 30 cubic yards dumpster. We also filled another 30 cubic yards dumpster with tons of discarded books, government documents, maps and other items to be discarded.

The browsing section that handled the periodicals and newspapers were moved twice. Their final destination is the stacks in the reference area. After the discarding of the government maps and the map cases we took the CD carousels and had SHU Carpenters mount them horizontally to the stacks in reference.

With the guidance of the Public Services Committee Chair Professor Darren Sweeper and the guidance of Professor Lisa Rose-Wiles each bibliographer and liaison and reference librarian was able to weed the reference area. This project consists of moving hundreds and hundreds of books from reference to main. The coordination between the bibliographers and cataloging to delete records and change locations of books was done with the use of red and green dots and excel spreadsheets. The green dots represented books going from reference to main and the red dots represented books being discarded. The books going from reference to main were staged on the loading dock and stacks would block out the word reference on the label with a Sharpie or white tape. The red dot books to be discarded will be tied up and placed on the dock.

Other projects included assisting Professor Beth Bloom with hundreds of musical scores and vinyl records to be categorized and placed on the loading dock for our collection or for disposal.

Disposal of microforms, boxing of books to Better World Books, transportation of Asian Studies dissertations and theses from Fahy Hall to the library, Sorted Professor Sweeney’s collection of books for the Graduate Assistants in the English Department as well as moved and transported.
hundreds of GALE Literary, Play, and Film Criticism books to the English department. Stacks also transported hundreds of journals to the history department.

**Objective 18 (Goal 8): Improve library-wide communications:** workshop; implement meetings with functional supervisors, occasional staff/area meetings, all-library meetings, regular meetings with library faculty, library e-newsletter.

Stacks manager James Harrington keeps daily records on all of the aforementioned Tables 5, 6, & 7. We are now collecting data on the non-circulating books by using a laptop to charge and discharge books that have been used but have not left the library for circulation statistics and collection development data. Stephanie Gilbert from circulation assisted me with training for the stacks department on how to use the laptop and Voyager to discharge and charge the books for statistical purposes. Robert Rementeria, our internal IT Specialist, configured and set the laptop up for this workflow.

**John Irwin – Head of Access Services**

Over the course of the last fiscal year I have had the pleasure of taking on many new roles to add value to the library. In August of 2012 Professor Beth Boom went on Sabbatical and trained me prior to her leaving on the role of Acting Instruction Librarian. This role required me to schedule freshman orientation tours for the largest incoming freshman class of SHU history. With approximately 1560 students and 70 sections of classes coming through the library in 50 minute intervals over a two week period was challenging. I was also in charge of assigning our library faculty to teach those courses. English 1201 and 1202 scheduling was also handled by me during the Fall 2102 semester. This required many of the same skill sets to arrange times and locations for the library faculty to teach these courses. I was the direct contact to the Freshman Orientation coordinator and the direct contact with the English Department coordinator.

During this time I taught my regular course load and reference hours. Each library faculty member taught approximately seven orientations and ten English classes. My hours on the reference desk were approximately thirteen hours per week.

I was the co-founder of the now SGA recognized Student Veterans Organization. This took the leadership and coordination of many members of the faculty and staff on campus.

Moderator of a presentation by colleague Professor Lisa Rose-Wiles at the January 2012 VALE Conference and Rutgers University, New Brunswick, NJ.

Promoted from a one-year term contract employee to a probationary tenure track faculty member.

Currently working on my second master’s degree in Education and will be completed with the program May 2014. Enrolled in two classes this coming Fall 2013. After the completion of the master’s degree I will pursue the Higher Education Leadership, Management and Policy Ph.D.
Book review with Graduate Studies Advisor Dr. Eunyoung Kim.

**Objective 15 (Goal 7): Increase Libraries’ role in/leadership of campus scholarly activities issues (copyright, fair use, open access).**


In January of 2013 I became the Department Head of Access Services. This role includes the management and oversight of the staff and all standard levels of library production and work. Supervising 11 staff and approximately 17 students is challenging and exciting.

**Objective 7 (Goal 3): Simplify and strengthen ILL processes, document delivery (implement Rapid, ILLIAD) and software**

As noted earlier the implementation of ILLiad, Rapid and WideTek from the month of October 2012 through February 2013.

Currently working on the implementation of the new course reserves and e-reserves at SHU library.

Currently working at the reference desk four hours a week on Thursday evenings.

**Committees both external and internal:**

EPC: **Objective 3 (Goal 2): Develop collections policy statements for both Special (first) and general collections (second), for policy approval.**

Web Design: **Objective 5 (Goal 3): Continue to develop the Library webpage redesign and affordances (more iterative features/highlights on Libraries’ web page).**

Copyright: **Objective 15 (Goal 7): Increase Libraries’ role in/leadership of campus scholarly activities issues (copyright, fair use, open access).**

College of Education Program Review Committee: **Objective 15 (Goal 7): Increase Libraries’ role in/leadership of campus scholarly activities issues (copyright, fair use, open access).**

Faculty Convocation Committee 2012 - Necrology Presenter: **Objective 15 (Goal 7): Increase Libraries’ role in/leadership of campus scholarly activities issues (copyright, fair use, open access).**

Commencement Faculty Marshal 2013: **Objective 15 (Goal 7): Increase Libraries’ role in/leadership of campus scholarly activities issues (copyright, fair use, open access).**

**Outreach:**

**Objective 11 (Goal 5): Document and quantify library faculty outreach efforts.**

**Objective 9 (Goal 5): Dean outreach to various departments, deans, programs.**
Dean Buschman and I met with Dean Grace May, Dean of the College of Education and Human Resources to discuss LibGuides, BlackBoard, Course Guides, Instruction and One on One Research and overall library faculty visibility. As liaison to the College of Education and Human Services this was a privilege to gain insight from both Deans.

Professor Martha Loesch and I presented to the entire faculty of the College of Education and Human Services on the broad and rich resources the library provides.

I did the same presentation to both the Social Work and Psychology Departments.

Professor Martha Loesch and I gave library instruction to the graduate counseling students under the advisement of Professor Peggy Brady-Amoona and Professor Peggy Farrelly.

Professor Martha Loesch invited Dean Buschman to present with us at the annual graduate counseling orientation.

**Impact Statement**

**Objective 2 (Goal 2):** Conduct an Impact Statement process at Seton Hall University Libraries using “top 10” Library-identified comparable institutions, focusing initially on 4-5 collections to make budget recommendations by February 28, 2013.

Co-Liaison Professor Martha Loesch of the College of Education and Human Services and I provided a fully descriptive analysis impact statement to Dean Buschman on our peer and aspirant academic libraries.

Liaison to the department of Social Work and department of Psychology in the College of Arts and Sciences
Annual Report 2012-2013

**Goal 1)** Provide expert assistance, instruction, and an innovative suite of user services which are responsive to the needs of our community and changing circumstances.

- Provided reference service to patrons on site, via phone and via email, staffing reference desk 8-10 hours per week and assisting with 112 research requests ranging from ready reference to in-depth research questions.
- Taught ten ENG1201/1202 library instruction sessions, gave seven library tours for freshman CORE classes, team-taught two archival introduction sessions for graduate-level classes in museum professions program.

**Goal 2)** Build up and preserve print, digital, and other materials using selection criteria that reflect the academic priorities of the University, current collection strengths and significant research in all areas of study pursued at the University.

- Oversaw the processing or re-processing of 48 collections representing approximately 223 linear feet of materials, involving the re-housing of materials in appropriate preservation housing, labeling and numbering the collection for easy retrieval, creating a detailed collection finding aid describing the contents and how they can used, and making that finding aid available to researchers.
- Oversaw the inventorying of an additional 25 collections representing 181 linear feet of materials, involving assessing the condition of materials, labeling boxes for easy retrieval, creating a basic collection finding aid describing the contents in summary, and making that finding aid available to researchers.
- Adapted and uploaded 16 legacy finding aids (written and created by staff and students prior to 2012, which have not been completely verified for accuracy) to make collection information available to researchers.
- Assisted in the revision of collection policies and procedures to ensure that materials collected and kept in current collections are in line with academic priorities of the University and the Library.

**Goal 3)** Provide effective organization and presentation of information and collections and access to information located elsewhere.

- Created and continually revise online template for the presentation of finding aids through the use of XSL encoding and transformation.
• Created and posted 90 finding aids online, including posting the finding aids to a central location and creating multiple access points to each finding aid through an index page, listing each finding aid on 2-3 LibGuides, creating catalog records for each collection, blog entries describing collections, and submitting collections to be included in outside catalogs such as the Catholic Research Resources Alliance Catholic Portal and OCLC’s Archigrid.

• Created and co-created multiple LibGuides to provide access to collection information as well as provide guidance in library and archival research: Finding Aids at the Monsignor William Noé Field Archives & Special Collections Center, Special Collections at Seton Hall University (with Alan Delozier and Kate Dodds), and Catholic Studies: Primary Sources and Special Collections (with Alan Delozier).

Goal 4) Create and maintain a physical environment that fosters learning and research and encourages use and interaction.

• Assisted in the extensive revision of user/researcher and reading room policies to ensure the protection of collection materials and give researchers clear, explicit instruction and guidelines on the use of materials. Forms and policies revised included a one-time registration form for researchers, a central electronic method of tracking research requests, and recommendations on the placement of collections materials retrieved for research.

• Introduced practice of using call slips to ensure that collection materials can be tracked and returned to their proper locations.

• Planned for new arrangement of collection materials in Vault to make the most efficient use of space while ensuring preservation of materials.

Goal 5) Communicate the library’s services and resources effectively, expand outreach and develop opportunities for our users to communicate about and shape those services and resources.

• Assisted in the extensive revision of all documented policies for the Archives and Special Collections Center, including collection policies, use and researcher policies and forms, reproduction policies and forms, call slips, research request tracking, processing manual and procedures, and a procedures manual for all main tasks undertaken by faculty, staff and volunteers. Made all of these documents publicly available online via the Special Collections LibGuide.

• Made collection and finding aid information available through sources outside of Seton Hall, particularly through the CRRA Catholic Portal and ArchiveGrid, which gather resources from numerous locations and provide information to users through a central interface.

• Contributed regularly to the Archives and Special Collections Center blog, creating entries on newly processed collections and highlighting collection materials.

• Identified problems with general archives email and followed through until the email address was fixed, allowing outside researchers to contact the Center through a general email.
Goal 6) Develop strategic alliances and cooperate with other organizations for the advancement of scholarship, efficiency, and University goals and objectives.

- Member of CRRA Digital Access Committee, contributing to recommendations on functions and usability of digital resources on the CRRA website and the Catholic Portal.
- Member of the Mid-Atlantic Regional Archives Conference Program Committee for the Fall 2013 Conference in Philadelphia, organizing the content and speakers of a conference session on archival evaluation.
- Assisted with the Center’s work with the Newark Archives Project, an online resource dedicated to providing descriptions of archival material related to the city of Newark, by providing collection description and materials.

Goal 7) Contribute to the academic, ethical, and cultural growth of the University community.

- Supervise multiple student workers and interns in archival work, including training in archival procedures and professional practices, assisting with job search questions, and providing references.
- Taught ten ENG1201/1202 library instruction sessions, gave seven library tours for freshman CORE classes, team-taught two archival introduction sessions for graduate-level classes in museum professions program.
- Participated in Digital Humanities event, sponsored by digital humanities group of faculty librarians and professors, as a speaker addressing the place of archives in university digital humanities projects (May 2013).
- Spoke at English department career event discussing potential careers for English majors in libraries and archives (March 2013).
- Library representative at Admissions Committee, Spring 2013.

Goal 8) Foster an organizational culture and work structures that are agile, communicative, transparent, resilient and flexible, embrace change and encourage teamwork.

- Documented multiple policies and procedures for work in the Archives and Special Collections Center, created comprehensive documentation describing procedures available to staff and the general public through internal sources and a public LibGuide, and continually revising these documents as needed, with the input and contributions of all Center staff.

Professional Development and Activities:

Conferences/seminars attended:

- Society of American Archivists (SAA) annual meeting (August 2012): participated in Description Committee annual meeting and Lone Arrangers roundtable discussion.
- Mid-Atlantic Regional Archives Conference fall meeting (October 2012): participated in new member meeting.
• CONTENTdm Users Group meeting (October 2012)

• Digital Cultural Heritage Symposium at the Brooklyn Museum (May 2013)

Training completed:

• EAD XSLT development workshop, sponsored by SAA and MARAC (October 2012); for creation of HTML finding aids from EAD-encoded finding aids using oXygen software.

• EAC-CPF workshop, hosted by Rutgers University (December 2012) – was awarded scholarship to attend this workshop by SAA; introduction to Encoded Archival Context – Corporations, Persons, Families (EAC-CPF) for creation of records for archival name authority.

• CCAHA New Jersey Collections Care Network series
  o Digitization Basics (April 2013)
  o Archival Management (May 2013)
  o Housing Solutions (June 2013)
  o Preservation Best Practices (July 2013)

• Association of Southern Research Libraries (ASERL) Intro to Digital Preservation webinar series (April 2013)

• oXygen XSLT Development with oXygen webinar series (June 2013)

• OCLC Research ArchiveGrid and Related Work webinar (June 2013)

• ALCTS “Loan Agreements for Exhibits Materials” webinar series (June 2013)

Seton Hall community activities:

• Participated in Digital Humanities event, sponsored by digital humanities group of faculty librarians and professors, as a speaker addressing the place of archives in university digital humanities projects (May 2013).

• Spoke at English department career event discussing potential careers for English majors in libraries and archives (March 2013).

• Library representative on Admissions Committee, Spring 2013.
Currently, the Collection Development Department is comprised of 1 Librarian and 3 staff. The Acquisitions Librarian oversees the day to day operation of the department.

Primary goal and responsibility of this department is to acquire materials for the library, requested by teaching faculty and librarians/selectors to enhance & strengthen the existing collections. This unit works closely with library faculty and library administration to achieve this goal. In addition, we are responsible for managing the library acquisitions budget expenditure, payment of invoices, accurate record keeping; managing subscriptions, negotiating licenses and acquiring materials in a timely and efficient manner. We also accept, acknowledge and process gift books and send thesis/dissertations for bindery. During the year FY 2012-2013 the Unit achieved the following.

**Acquisitions Unit Supports: Mission, Vision, Core Values and Goals 2, 3, 6, 8 and 9**

**Acquisitions Unit of the Library Strives to provide access to materials in a timely and efficient manner by utilizing the budget to its maximum.**

**Book Acquisition**

**ORDERS:** ACQ received and fulfilled requests from 56 faculty and 16 librarians and administrators. Acquisitions received and processed 1953 requests from faculty and 3194 requests were submitted by library faculty and library administrators. (See the attached table 1)

**Print Collections:** We purchased 9,495 books and 147 DVD/CDs for the collection. The acquisitions team worked collaboratively and efficiently towards the goal of fulfilling the needs of faculty and students. We strive to obtain the best prices available to us with maximum possible discount. Most of our vendors exempt the shipping fees and provide a 12% to 17% discount.

**Approval Plan:** We have a small Approval Plan with Midwest Libraries for University Press titles for humanities disciplines. This plan is funded with NEH grant funds. This year we added 3,110 book titles through this plan. (See the attached table 2)
**E-Books:** We have started to add e-books to our collection. This year we purchased 150+ e-books (single user) and added two large e-books collections on a subscription basis, which adds 205,000 e-books titles to our collections. Our users can access these books from anywhere, anytime. Our preferred vendors for this service are ebrary/ProQuest and EBSCO. We have started to purchase e-books through YBP also. (See attached table 3)

- **PDA:** We have in place a Patron Driven Acquisitions option to purchase e-books from ebrary. To date, we downloaded ~9000 PDA titles in our catalog and 119 titles have turned into purchases this year through this procedure. All the selectors participated in adding titles to the collection via this service. I receive reports on PDA triggers on a regular basis and I share this information with all the selectors.

**Valente Collection:** We continue to build the Italian collection for the Valente Library. This year we purchased 339 books for this collection with Valente funds and 1,158 books were purchased with NEH grant funds. We added a total of 1,497 titles to this collection. Among these, 617 titles are for the Valente History collection.

**Other book collections:** We purchased 43 titles with the Alberto/Portuguese fund; 107 titles for Darren Sweeper for the Gulbenkian Fund for the College of Diplomacy and acquired 57 titles in various science subjects with IDC fund for Lisa Rose-Wiles.

**Shelf Ready Books project:** In order to improve services and putting materials on the shelves in a timely manner for patron access, we are implementing a Shelf Ready Books project with our book vendors. I consulted with our major book vendors Midwest Libraries, Eastern Book Service and Yankee Book Peddler regarding this service and asked for proposals/quotes. After reviewing the proposals, we selected YBP to be our vendor for this service. I worked with Marta Deyrup and Martha Loesch in selecting and implementing this service. We have all the specifications in place and we will begin getting shelf ready books in late August. Our metadata cost will be $2500 for OCLC records and we will incur a $2.95 per book processing cost. We will review and evaluate this service at the end of the fiscal year and if results are positive we will be looking to add more vendors in the coming years.

**Supports:** Mission, Core Values and Goals 2, 3, 6 & 9 by providing access to e-resources anytime and anywhere.

**Electronic Resources:** The Library strives to provide seamless access from anywhere, anytime to a large portion of its collection to the students and faculty. This year, the acquisitions unit purchased access to 180,000 e-books and renewed licenses for 115 databases.

Consortia: To obtain maximum discount, we joined the following consortia:

- **Vale consortia:** By joining Vale we get a 20% to 25% discount. Discounts are based on the number of libraries in the pool. We subscribe to 33 databases through VALE consortia.
• Waldo: We subscribe to 10 databases through WALDO and get a similar (20-25% discount)
• Lyrasis: We subscribe to 2 databases through this consortia and get a 25% discount
• NJState: Through New Jersey State, we get free access to 20 databases.

Direct Subscriptions: We subscribe to 72 databases directly through vendors and publishers. Our major vendors for these databases are EBSCO & ProQuest.

We added 2 new e-resources this year.

• EBSCO Academic Collection – ebooks
• Ebrary Academic complete - ebooks

ERM: We continue to add information in Electronic Resources Management System leased from EBSCO. We update renewal and price information for databases and e-journals in ERM every year. The populating of data in ERM for resource management is ongoing.

**Serials Unit Supports Goals 2, 3 and 9**

**Subscribed Journals: Print & Electronic through EBSCO**

**Journals**: We subscribe to 621 Journals and standing orders through EBSCO Subscription Services. Out of these, 253 are in print format and 368 are electronic. All electronic titles are available online through our A-Z list on our website for easy access to our patrons. We keep the list up-to-date and accessible. At the time of renewal, we inquire about the online availability and in consultation with the liaison the print titles are changed to electronic access as they become available online. The number of print journal subscriptions is decreasing as most of the publishers are switching to online publications. We have 5,734 including print and archives. These can be located through Lotus-Notes database and through SetonCat.

• Additional E-journals through A-Z list: In addition to subscribed journals, we provide access to 307,920 titles through our A-Z list. We make sure that all databases with full text content are added to A-Z list. I work with the System’s Librarian to establish Link Source/EZproxy connection. All problems are reported to me and I try to resolve these issues as efficiently as possible with EBSCO support and with technical expertise of Xue-Ming Bao
• This year we paid 35 invoices for serials/standing orders subscriptions; checked in 3,951 print issues in Kardex and in the Voyager serials module
Supports Goal 2, 5, and 8

Thesis/Dissertations and Bindery: This year we sent 71 Italian Newspapers for bindery and handled 223 Thesis and sent them for binding. We mailed 129 Thesis to patrons and 64 were picked up by the students themselves. Denise achieved this with the help of students. They helped in scanning the documents and entering in Bepress. Busiest time for thesis submission for bindery is March/ April; June/July and October.

Supports Goal 9

Gifts: We received 3,968 books, 283 journal issues, 6 other items from various donors. We acknowledged and thanked 124 donors. With the help from John Irwin’s department and our Acquisitions students, gift books were counted, checked in SetonCat and sent to Better World Books.

This year 1976 books were sent to BWB, 1276 were sold by them and we received $1140.08 in commission, which was handed over to Dean’s Office.

Supports Goal 8 and 9

Budget:

Acquisitions Budget (100): This year, we spent a total of $1,340,680.60 from the Acquisitions Budget for acquiring materials, renewing continuations/subscriptions and to pay maintenance costs for technical services software such as OCLC. We spent $968,789.04 on database subscriptions; $324,552.44 for journal subscriptions; $33,890.49 on book purchases; $744.95 on DVD collections and $12,754.10 on bindery costs. (See attached table 4)

NEH Grant Fund (663402): Again this year, the NEH grant fund was used to support and enhance our humanities collection. We spent a total of $626,921.13 from the NEH fund, from which $406,409.34 was spent on the purchase of books; $6,883.11 on e-books, $157,829.39 on humanities databases and $43,707 on humanities journal subscriptions. (See attached table 5)

- Alberto Fund (663007): This year we spent $1,876.68 on the purchase of 43 titles ordered by Professor Kirsten Schultz for the Portuguese Collection.
- IDC Fund (229009): Lisa Rose-Wiles spent $6,595.05 from her IDC fund of $10,000 to purchase 56 books and 1 DVD for her Science disciplines.
- Gulbenkian Fund (617019): We spent $11,208.74 from a total of $20,000 on the purchase of 107 titles ordered by Darren Sweeper for the College of Diplomacy.
• **Restricted Fund (619005):** Earlier in the year, when the budget was not available, we charged a total of $4,046.57 against this fund to pay for invoices from the previous year for 70 books and 1 DVD.

• **Thesis Binding Fund (619021):** We spent $7,226.17 to bind thesis/dissertations.

• **Valente Fund (619012):** This year, we spent $16,660.97 to purchase 339 titles for the Valente collection.

*Supports Goal 6 and 7*

**Meeting & Consultation:**

Lucy Manto, Carol Kieslor and I met with Cindy Human from Midwest Library Service to discuss new products, procedures, problems, etc.

We met with new the Regional Sales Manager, Travis Kelley, from Yankee Book Peddler to discuss his role, new products and services and reported recurring problems.

We attended a conference call meeting with YBP to discuss the Shelf Ready books project.

We met with Sharon Favaro to discuss software issues for our department.

Lucy Manto and Carol Kieslor attended a program given by the Catholic Studies Department.

We attended an on campus presentation by Yankee Book Peddler to discuss shelf-ready books.

Carol Kieslor and I met with the new Associate Dean Jeff Barry, to discuss workflow, procedures, etc.

Carol Kieslor and I attended a meeting with David Fiumara, the new account manager from ProQuest.

We attended Staff Meeting/Communications Workshop with Dean Buschman

We participated in a conference call meeting with Deborah Silverman from YBP to discuss the implementation of OCLC and Shelf Ready books project.

Denise D’Agostino and I attended meetings related to Serials Project with catalog department and with the dean.

Denise and I met with Susan O’Leary from EBSCO regarding Periodicals in EBSCONet and renewal issues.

Denise volunteered for “next Step” project for the strategic plan and attended all the meetings related to the project.
Denise and I met with Sharon Favaro to discuss electronic submission process for Dissertation and thesis and scanning documents in BePress.

Denise and I visited College of New Jersey, Columbia University and Monmouth University regarding the Serials project with Marta Deyrup & Martha Loesch.

**Other Special Projects: Supports goals 2,3,7,9**

**Serials Project:** Denise and I worked on streamlining data in the print journals portal for downloading metadata in voyager Catalog. We worked in collaboration with Ming, Marta and Martha. Lotus-Notes database has 5,734 titles. The database was updated to reflect the latest changes and checked for accuracy.

**Duplicate Journals project – JSTOR, Oxford and Chicago Press:** I worked with John Irwin and Xue-Ming Bao in identifying duplicated titles in print and electronic. I compared the print journals list with JSTOR titles and prepared lists of titles to be discarded and worked with EBSCO, JSTOR, Marta Deyrup & Xue-Ming Bao in getting marc records for JSTOR titles and adding these to Voyager. It was a very time consuming project.

**Cost per use evaluation study:** Richard Stern and I worked on evaluating e-resources based on usage and cost on Dean Buchman’s suggestion. We used the model used by Georgetown University Libraries. I consulted with David Gibbs, the librarian responsible for handling this project at Georgetown to get input and suggestions. The Study was completed and results were shared with Dean Buschman.

**Ledger modification:** In consultation with Dr. Buschman and Jeff Barry, I created the new ledger in the Voyager system. It is created to track expenditure by disciplines, selectors and material type. Creating the new ledger in Voyager is very time consuming and cumbersome. I spent a good amount of my time in experimenting with various options and creating mock ledgers before reaching a final decision. It is in place now. We have started to use it. It is more in-line with the Banner system. This will definitely come in handy in moving to the new OCLC system.

**License agreements & ILL:** I worked with Dean Buschman in extracting ILL privilege permissions from our database license agreements. Many times, I had to contact vendors and publishers to get the copies of our licenses, as many are kept with consortia. It was a very informative and worthy project.

**ISSN for ILL:** I prepared lists of ISSN for more than 3,000 print journal titles for ILL project. This was again a time-consuming and tedious project.
Assignments and committees:

- Worked on Gift Policies with Marta Deyrup for EPC committee
- Provided Budget expenditure information to Jody Drafta for FY 2011-2012
- Met with Steve Sutton from Yankee Book Peddler to discuss ebook acquisition and possible approval plan
- Provided Valente fund information to the Dean
- Served on Vale Electronic Resources Committee
- Member of Vale Collection Development Committee
- Served on Vale e-books Task force and met with Steve Sutton on behalf of the taskforce
- Served on Library Rank & Tenure Committee
- Served as Chair of Library Elections & Nominations Committee
- Served on Library Web Page Committee
- Worked with Marta, Lisa, and Beth on Assessment Grant
- Worked with library faculty on collection assessment project as needed
## University Libraries
Acquisitions Statistics for FY 2013 by Requestors.
Orders submitted for book purchase

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<th>Requestor by Library Faculty &amp; Administrators</th>
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**Total**: 1953
### Tables 2 & 3

#### Acquisitions Statistics for Humanities Approval Plan 2012-2013

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### PDA and E-books by Requestor FY 12/13

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| Totals      | 109     | $ 7,543.28|

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**Total**: 7,543.28
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Reference Desk Duty is essential as I achieve a sense of focus in balancing academic librarianship with my other Faculty duties. It requires a commitment to students, undergraduate and graduate, Faculty and liaison departments, Staff, and administrators from all sectors of this academic institution.

Providing focus on reference problems and direction for successful research outcomes in the disciplines of Africana Studies, Archaeology, Catholic Studies, Classical Studies, Communications, English,

Psychology and Sports. Fits very neatly under Goal 5 of the Strategic Plan:” Communicate the Library’s services and resources effectively for our users while communicating about and shaping those services.”

10 to 12 hours on the Desk plus 6 weekend days in the Fall and 5 in the Spring, with 4 Summer.

Liaison to the departments of Africana Studies, Archaeology, Catholic Studies, Communications, Classical Studies, English, Psychology, and Sports gives a professional subject specialist the chance to work with and support learned faculty in preparing for courses in the various disciplines to which one is assigned. This means providing monographs, journals, DVDs, etc to enhance and develop curricula. I, thus worked with Dr. Karen B. Gevirtz, Dr. Martha C. Carpentier, Dr. Mary M. Balkun, Dr. Ines A. Murzaku, Rev. Lawrence E. Frizzell, Rev. Monsignor Richard M. Liddy and Dr. James P. McGlone, answering questions and ordering materials that they desired for their and student use. This accomplished Goal 1:” provide expert assistance, instruction, and innovative used services in response to the needs of our community and changing circumstance and Goal 2  preserve print, digital and other.
materials using selection criteria that reflect the academic priorities of the University.”

Bibliographic Instruction for English 1201, 1202, Freshman Life, EOP, and Upward Bound programs, as well as upper level and Individual instruction of a One-On-One nature. Giving insight and focus to Undergrads, Grads, Faculty, Staff and Administrators on a range of subject and informational quandaries. This supports Strategic Goal 1, “Provide expert assistance, instruction, and innovative user services and Objective 11 (Goal 5) Document and quantify library faculty outreach efforts.” 27 classes taught and 22 faculty advisement sessions concluded.

Impact analysis for a Masters in Public Relations granted by the Department of Graduate Communications and a BS/MS 5 year hybrid from the Department of Psychology. This impact analysis took the form of a comparison of 4 peer libraries alongside SHU library for the Masters in Public Relations and 3 peers plus the Hall in our analysis of the Experimental Psychology BS/MS 3+2 hybrid program. The comparison took into account the impact factors: Monographs, Databases, Journals-E + Print, and E-Resources. This was directly initializing the parameters of Objective 2 (Goal 2)” Conduct impact statement analysis alongside a set of peer Libraries focusing on set of 4 or 5 collections.”

Weeding and evaluating the Humanities part of the Reference collection with an Africana Studies, Archaeology, Catholic Studies, Communications, English, Psychology, Sports perspective. Pruning my part of the collection to reflect Goal 2 of the Strategic Plan “preserving print and other materials using criteria that reflect the academic priorities of the University, current collection strengths and significant research.” Consolidating and shifting where necessary to make the collection more tightly conceived.

Keeping up with academic and cultural pursuits with service and mission objectives in mind:
Attending workshops for state and national Library committees; enriching myself with readings in Lonergan, Newman, Chesterton; engaging in Library and University initiatives and projects with an to Strategic Goal #7: “Contribute to the academic, ethical, and cultural growth of the University community.

Future imperatives: More focus on Libguides, Strengthening Departmental outreach, and developing constructs for course related web function as stressed in Strategic Objective 5(Goal 3:”Continue to develop the Library webpage redesign and affordances (More iterative features/highlights on Libraries’ web page) Coordinate Gifts with Dr. Richard E.Stern.
My primary role is that of liaison and subject specialist for the science departments of Biology, Chemistry, Physics, Mathematics and Environmental Studies. I am also liaison and subject specialist for Anthropology, and share responsibility (with Prof. Beth Bloom) for the College of Nursing and the School of Health & Medical Sciences, consisting of Athletic Training, Occupational Therapy, Physician Assistant, Physical Therapy, Speech Language Pathology and the Ph.D. in Health Sciences. In addition I provide general reference service at the reference desk, by appointment, online and through opportunistic encounters in the library, and share responsibility for freshman library orientations and English 1201 and 1202 library instruction with my faculty librarian colleagues.

My liaison, instruction and reference work support Strategic Plan Goal 1 (providing expert assistance and instruction) and 7 (academic and ethical growth of the University community) as well as the overall library core values of “Service” and “Learning”. Last year I worked with various faculty members and students in my liaison areas, assisting them with finding, accessing and assessing appropriate information resources for their assignments and research projects. I provided general library orientations to the incoming nursing students, Health & Medical Sciences students, and online nursing students. I taught 12 individual class information literacy sessions in my liaison areas, including almost all of the health science departments. According to Prof. Beth Bloom’s records I taught a total of 46 classes (including Freshman English) in the past academic year. My ‘green sheets’ showed I presented before about 500 students in the 2012 fall semester and 137 in the spring 2013 semester, not including Freshman orientations and English 1201/1202 classes. My husband and I also participated in a discussion and hands-on prosthetics session for Occupational Therapy students. I worked an average of seven hours a week plus assigned weekend days on the reference desk and answered 45 online questions between July 1, 2012 and June 30, 2013. My 15 libguides support goals 3 and 5 (organizing and presenting access to information and communicating our resources) and to goals 1 and 7. The libguides are accessible beyond the SHU community and were viewed 7,307 times in the same period. The most popular were Nursing (1,819 views) and Occupational Therapy (1,681). I continued to work on customizing, promoting and tracking the discussion listserv for our EBSCO Discovery Service, supporting Goals 1 and 3.

Collection development in my subject areas contributes to Strategic Plan Goal 2 (build up collections) and Core Value “Service” although budget constraints prevent me from achieving
truly “robust collections”, especially in the sciences. It is helpful to have expanded scope under our NEH grant, but I am concerned that a large percentage of my book orders last year fell under the “humanistic” aspects of science and medical sciences rather than core science and clinical subjects. I ordered 264 books and 13 DVD’s for Anthropology, and 343 books and 4 DVD’s for the “humanistic” areas of science and medicine, compared with only 113 books and 1 DVD under the General Fund for all of the Sciences, Health Sciences and Nursing combined. In addition, I examined journal usage statistics in order to make further strategic cuts to subscriptions because our budget did not provide for any of the ongoing inflation in journal and database prices. The weakness in our science and health science resources were clearly illustrated in the impact statements that I completed for chemistry and (with Prof. Beth Bloom) for nursing and physical therapy (goal 2 and specific objective 2, hopefully contributing to Goal 9). On a more positive note, I continued building our on-demand “patron drive acquisition” e-book collections which boosted our available titles at little expense to the library. Last summer I coordinated a major weeding of our reference collection. The resultant work (for cataloging and stacks as well as for me) continued throughout the year. The result as of May 2013 was a 55% reduction in reference item records. I am participating in a second round of reference weeding this summer, which so far has resulted in a 45% reduction of reference records. These weeding projects contributed to goal 3 by providing more effective organization and presentation of collections and goal 4 by creating a physical environment more conducive to use and research.

My scholarship is based on my practical library work, which supports and communicates library goals and services to our users and to the larger library community (goals 5, 6 and 7; Core Value “collaboration”). My recent publication (Rose-Wiles, 2013) reported my examination of our book circulation, work that stemmed from a 2011 University Research Council summer grant. I received a further University Research Council summer grant this year to examine use of our e-book resources. A joint presentation at the 2012 Charleston Conference, published in the conference’s annual proceedings (Volentine, Rose-Wiles & Tenopir, 2012) discussed the results of a survey of scholarly reading that we conducted at SHU to investigate the use and perceived value of library resources. I shared the detailed results and summary with the Provost’s office, Middle States Assessment and Media Relations, hopefully contributing to goal 9. I presented and discussed the survey in a poster session at the Vale Assessment Tool Fair at Rutgers University in May 2013. A joint presentation at the VALE Annual Users Conference at Rutgers University in January 2013 (with colleagues from Rider University) reported on and invited discussion of our respective experiences with EBSCO Discovery Service, and encouraged us to organize a round-table discussion at the ACRL conference in April 2013 in Indianapolis. I presented on our weeding project at the VALE Collection Maintenance workshop at Rutgers in May, 2013. My review of “The Busy Librarian’s Guide to Information Literacy in Science and Engineering” was recently accepted by Library Quarterly.

My service activities last year supported almost all of the library’s strategic plan goals. As chair of the Library Educational Policy Committee (EPC) I coordinated revision of most of
our library policies (supporting goals 3 and 5). As a member of the senate Program Review Committee I had input on the strength of library resources for programs under review (goal 2) as well as the strength of the programs overall (goals 2 and 7), and serving on this committee also has helped me to “develop strategic alliances” on behalf of the library and my own work (goal 6). This also applied to my service on the Middle States Accreditation Committee, working group 1, which concerns our communication and application of the university mission, which supports goal 7. My work on the Intellectual Property Task Force, chaired by colleague Marta Deyrup, resulted in an Intellectual Property Policy (currently under administrative review) that strives to encourage and recognize innovation and invention through ethical treatment of those involved (goals 7 and 8). My service on the Petersheim Committee supported my liaison work and put me in direct contact with many science and health science graduate students and their work (goals 1 and 7). I serve on the NJLA CUS/ACRL-NJ Research Committee, which supports goal 6 by “cooperating with other organizations for the advancement of scholarship”. My continuing role as co-chair of Copyright Committee supported goal 7 and specifically objective 15. I contributed to the dissemination of copyright information to our university community through two “Crews on Copyright” webinars and our annual copyright event. I have been instrumental in pushing forward a university-wide copyright policy that will be submitted to the faculty senate early in the fall 2013 semester. As part of my ongoing commitment to current copyright awareness I participated in a copyright pre-conference at the ACRL conference in May 2013.

During spring and summer 2013 I participated in the Advanced Seminar on Mission Praxis pilot program (including workshops and related talks and events) sponsored by the Center for Vocation & Servant Leadership and the Department of Catholic Studies. My personal “applying the mission” project was developing and participating in presenting a strong information literacy and research component of Dr. Marian Glenn’s “Ecology and Stewardship” course (BIOL 3243) in the fall semester. This will mean a close collaboration between a librarian and a science faculty member, which will foster mutual understanding of our needs, resources and pedagogy, supporting goals 1 through 8. I will be continuing as a “GEM Fellow” in the Mission Praxis program this year.

A final significant project that began last year and is continuing is developing a formal protocol for assessment of our library instruction sessions. Marta, Beth, Sulekha, Rebecca Thompson in the English department and I received a Program Assessment Grant from the Provost’s office to support this work. This formalizes our recent collaboration with several members of the English department to develop more integrated, consistent and pedagogically sound library instruction sessions by discussing our mutual objectives, challenges and possible solutions. In an unprecedented move by the English department, Marta and I were given access to portfolios of English 1201 and 1202 work and invited to join in their annual assessment of first-year English student writing. The assessment project supports goals 1, 5, 6, 7 and 8 and represents a major advance in our cross-campus collaboration.
My major areas of responsibility within the University Library are liaison to the Stillman School of Business, reference service and instruction.

**Liaison to Stillman School of Business**

In order to be informed, visible, and accessible to Stillman students and faculty, I regularly attend events and gatherings at the Business School and sometimes off campus. Most recently I sat with the Business School faculty on the dais for the graduate hooding of masters’ students. In August 2012 I attended a dinner and orientation for new business faculty and returning adjunct faculty. The orientation is the best way to introduce myself to the many adjunct faculty who I otherwise don’t meet. I oriented and dined with new masters students in August and January.

The orientation administrator allotted me twenty minutes to orient the students to the resources and services of the University Library. Though the orientation time was short, it was valuable because students who subsequently asked for my assistance remembered me. (GOAL 1, Provide expert assistance, instruction, and an innovative suite of user services which are responsive to the needs of our community and changing circumstances.)

**Instruction to Stillman and other students**

Each semester Prof. Mayo requires students to create a business plan for a startup related of sports management and marketing. Students asked for assistance in finding industry information for their startups, and Prof. Mayo called me in to instruct the students for the spring course. Students said to me that the instruction was helpful. I taught classes for Prof. Alexander on the subject of corporate responsibility and the BP Oil Spill and for Prof. Amar in finding articles on the management of knowledge workers. I noticed that students struggled to limit their database searches to a list of 30 journals created by the professor. In response I created a database search to the 30 journals and provided the search script for students to add their topical searches. Too few of the undergraduate business students receive any group instruction on using academic sources. I have advocated for a business library class session in the required Business Writing course taught by the English Department. There is some resistance because teaching faculty want to hold on to their limited class time. This year I conducted 34 instruction classes, the majority in the freshman studies classes and basic freshman English courses.
The Third Annual Pirates Pitch, a two-semester long competition to develop start-up plans, was run by the School of Business and was open to open all Seton Hall students and to students elsewhere who collaborate with Seton Hall students. I offered to Susan Scherreik, director of the Center for Entrepreneurial Studies in the School of Business, to assist competition entrants in finding information. One student team contacted me last year and none this year. (Goal 1)

Student Survey

A task group in the library was exploring means to solicit feedback from students on use of the library’s homepage. I suggested we work with one of the marketing professors in the School of Business as a class project. Prof. Adam Warner fit our project into a planned marketing research class with clients in and outside the university including a local frozen yogurt business and SOPAC, the performing arts center in South Orange. Our interest was to obtain student feedback on the first LibGuide that students are exposed to the basic introductory courses in English. One team of students was assigned to the library project and conducted a focus group and email survey sent to all second semester freshmen. The team reported that many of the students are unaware of the LibGuide that the libguides are difficult to find on the library website and terminology was inconsistent between the library homepage and LibGuide page. Participating from the library were Sharon Favaro, Marta Deyrup (creator of the English LibGuide), and Dean John Buschman. (Objective 10 – Goal 5), (objective 11, goal 5), Goal 1

Research guides for Business

Over the last two years I have created research guides referred to by the proprietary name LibGuides on the subjects of Accounting, Business and Economics, Companies, Marketing, and Sport Management. I am currently in the process of updating the guides. The guides will be linked directly into Blackboard course sites and will be searchable via Google. (Goal 1)

Business Reference Collection

In the summer of 2012 I weeded out large set legal sets that were obsolete or available to us in electronic form. This summer I continued the project by reviewing 1200 titles. I deselected nearly 70% books. I also reviewed hundreds of circulating business titles that were missing cataloging records.

Creation of an Impact Statement on the resources in support of Accounting and Finance

In the spring the Provost designated the Accounting and Finance programs as two of three centers of academic excellence on campus. Marta Deyrup and I conducted a comparison of journals, databases, and monograph collections to selected peer and aspirant institutions as a means to gauge the strength of our collections in support of these programs. For Finance we recommended the addition of ten ejournals/closure of journal embargoes and the addition of a corporate analysis database. For Accounting we recommended the addition of a couple of
journals and the addition of monographs specifically in print format as a complement to our accounting ebook collection. (Objective 2 - Goal 2)

Webpage

I collaborated in a quick redesign of library web page prior to start of fall semester 2012 under chair Sharon Favaro. We reduced clutter on the homepage and created a more prominent space for university news. We reconvened in late spring with the addition of Jeff Barry to do a major overhaul of the webpage that is underway. Objective 5 (Goal 3):

Reference

I created reference schedules for fall, spring, and summer sessions. This year I copied the schedules onto an administrative LibGuide created by Sharon Favaro in order to provide easier access to the schedules internally.

Throughout the year I provided general reference assistance in-person and by phone at the reference desk, and shared answering questions submitted online to the library’s LibAnswers site. I provided business information through these means as well as by the business LibGuides and by appointment. As of this year we have begun to collect data on our reference appointments as a means of capturing this overlooked area of reference service in which we respond to the more involved questions posed by our students and faculty. Yesterday a master’s business student met with me for the purpose of identifying journals in which to submit a case study on Walmart that she is co-authoring with a faculty member. We searched two databases, Business Source Premier and ABI-Inform (Proquest), to determine which journals have published case studies on Walmart and other multi-national companies. (goal 1)

Miscellaneous

I chaperoned the Seton Hall Mock Trial student organization to a competition at St. Bonaventure University in upstate New York. The advisor quit three days before the scheduled competition leaving the team stranded.
PS The Seton Hall team won the tournament.
Objectives and Achievements

In the academic year 2012/2013 my primary focus was to reduce the printed documents collection by weeding and/or discarding significant portions of the collection. With the goal of, reshaping the government documents space and enhancing the usefulness of the government documents collection.

Objectives

✓ Perform a major weeding of the printed collection to reduce it by 30%
✓ Amend the library’s item selection profile to reflect collection reduction
✓ Continue collection development and collection maintenance to ensure a viable collection in support of university programs.
✓ Create and maintain research guides in government information and promote electronic sources in government information.
✓ Rewrite the government documents department access policy.

Achievements

✓ The printed government documents holdings have been significantly weeded and the collection was reduced by 60%.
✓ The library’s item selection profile was amended to reflect the reduction in our printed holdings.
✓ I created and/or and managed research guides for government information.
✓ I revised library’s access policy for the Federal and UN collections.

The following is a list of major sets of printed government document that have been weeded and/or discarded from collection.

**Congress Record** 1873-2012 Can now is accessed via the following link.

**Foreign Relations of the United States** 1861-1960 is currently being hosted by the University of Wisconsin http://uwdc.library.wisc.edu/collections/FRUS
Census of population and housing

Census of transportation-

Monthly Catalog 1951-The Monthly catalog is now offered via GPO at the following link

http://catalog.gpo.gov/F

Code of Federal Regulations- Can is accessed at the following link.

http://www.ecfr.gov/cgi-bin/ECFR?page=browse

Significant weeding was also conducted in the following departments.

Agriculture

Commerce

Economic Census

Industrial Reports

Defense

Energy

Education

Environment Protection Agency

Health and Human Services

Justice

Abner Guzman also played a vital role in the weeding of Congressional Hearings. He was weeded 179 documents from our printed collection that can now be found in Proquest. The printed Maps collection was also significantly weeded and reduced. All outdated ephemera documents, duplicate copies, super-ceded and printed journals that have e-coverage, have also been weeded and/or discarded from our holdings.

Overall, I would say that Government Documents department had a highly successful and productive year. Despite the setbacks caused, by lack of student workers and the crashing of the department’s computers. However several important issues needed to be addressed. Chiefly among them are the following.
• The Government Documents student workers need to be trained and brought aboard in a timely matter. Delays in getting students assigned to the department and training them can and has caused delays in the processing of documents.
• The computers used in the department need scheduled maintenance and upgrading as needed.
• Records of weeded items need to be deleted and/or changed in status from the catalog in timely a matter.
• The department still needs a full time library assistant to oversee the day to day operations of the department.
• Specialized monographs should be housed in the circulating books collection.
• The need for a modern microfiche reader is of paramount importance. Not having access to a significant portion of our collection is in conflict with our goal of providing access to information.

In closing, I wanted to relate this past year efforts in the Government Documents to the library Mission, Vision and Goals statement.

The Librarians at Seton Hall University Libraries:
Envision an environment that includes an ever flourishing wealth of resources for knowledge building

The government document has been made great strides in this area by reducing and managing the printed sources in the collection. Our significant weeding project will make for a cleaner, modern and up to date collection.

To Enhance
the University's resources by the management of scholarly information and the judicious integration of information technology into the curriculum

The streamlining of collection will allow for easier and greater integration into information technology, namely by the use of e-resources via both databases and open URL/PURLs

To Manage
resources that will enable students to develop and master the professional skills that are necessary on a regional and global level

Students majoring in International Relations, Political Science, history and sociology have used census data and related government information that will assist students in the mastering of research skills and obtaining knowledge that will be useful in the development of professional skills.
To Provide
information literacy instruction and reference service to educate lifelong learners in using
information resources

Due the open access nature of many gov docs our enhanced and refined collection will
greatly assist students in lifelong learning

To Create
seamless access to information resources for the SHU curriculum, and maintain an ongoing
assessment of the libraries services, technologies and collections

Again due to open access nature of gov doc’s students have access to information sources
that is in line with the SHU curriculum. In fact, our item selection profile reflects areas
specifically designed to support our university curriculum

To Serve
as a vital link to our students and faculty for their information and research needs

The Government Printing Office’s primary goal is to serve and inform American citizens,
our efforts in government documents has enhanced and supported both the libraries and
GPO mission.

In this section, I review my objectives and achievements in my role as reference librarian for
the year 2012-2013

**Objectives**

- Enhance library resources to support the university curriculum
- Provide resources and focus on the teaching on lifelong learning skills
- Increase one on one research consultations to support the second objective
- Focus on the depth and breadth of subject areas in the social sciences
- Enhance and improve upon electronic sources management to support teaching

**Achievements**

**Collection Development**

In the past academic year, 1410 monographs were purchased in political theory,
philosophy, sociology, political science, international relations, critical/cultural theory,
and religious studies. With the stated objective of supporting the university’s curriculum,
faculty research interests and university community. The following links demonstrate my
collection development efforts in the aforementioned areas.

1. Diplomacy and International Relations.
   
   https://www.worldcat.org/profiles/dsweeper/lists/3022961
   https://www.worldcat.org/profiles/dsweeper/lists/3089543
   https://www.worldcat.org/profiles/dsweeper/lists/3104493
   https://www.worldcat.org/profiles/dsweeper/lists/3002045

2. History
   
   Women’s History
   
   https://www.worldcat.org/profiles/dsweeper/lists/3032640
   
   African-American History
   
   https://www.worldcat.org/profiles/dsweeper/lists/3021094

3. General History
   
   https://www.worldcat.org/profiles/dsweeper/lists/3021135
   https://www.worldcat.org/profiles/dsweeper/lists/3027732

4. Philosophy
   
   https://www.worldcat.org/profiles/dsweeper/lists/3022508
   https://www.worldcat.org/profiles/dsweeper/lists/3029649
   https://www.worldcat.org/profiles/dsweeper/lists/3089589

5. Political Science
   
   Political Philosophy https://www.worldcat.org/profiles/dsweeper/lists/3098986
General Political Science https://www.worldcat.org/profiles/dsweeper/lists/3022509

Political Theory https://www.worldcat.org/profiles/dsweeper/lists/3021137

6. Sociology

https://www.worldcat.org/profiles/dsweeper/lists/3036684

7. Religious Studies

https://www.worldcat.org/profiles/dsweeper/lists/3021093

https://www.worldcat.org/profiles/dsweeper/lists/3034563

In the past year, I created and maintained several electronic research guides, to support the university library’s mission to provide, enhance and manage resources to support teaching and learning.

4. Political Science/Public Affairs- http://shu.libguides.com/political-science
5. Criminal Justice- See Sociology guide

Reference

As a reference librarian, I am performed 9hrs of reference service per week. While conducting 40 one on one research consultation sessions with students in history, political science,
international relations, business writing, strategic communications, criminal justice and philosophy.

**Instruction**

This past year, I conducted 15 English 1201/1202. I also conducted 10 library tours. As part of my liaison duties, I conducted classes for history, International relations and political science. I also conducted a class for business writing. In total, I conducted 29 library sessions this year.

My efforts in reference, instruction and collection development have all been conducted with the expressed purpose supporting the university library’s mission and goals statement. In the past year, I have made significant strides in developing a deeper and more varied collection that will support the teaching and research interests of our faculty and students. With that said, I would like to point out a few areas of concern as they relate to the library’s efforts to build well developed research collections that are easily accessible for our users.

- The library should investigate technologies that streamline the ordering process. Our current method of ordering books is outdated and ineffective.
- Public services should start to look into developing reference pedagogy that we provide a coherent and effective reference philosophy.
- Our instructional and reference services, research consultations and web presence should reflect a singular services strategy that builds off each service that we provide.
- Further training is needed within our liaison areas to foster a culture of learning and research.