INTRODUCTION AND SUMMARY

The last annual report was completed in 2010, so this document will focus mainly on the 2012/13 academic year, while including some information from FY11. During the past two years, the library was active and productive, accomplishing a great deal in both the physical and virtual realms. Building use increased, as did demand for many of the library’s services and resources including book circulation, interlibrary loan, and online materials.

The library acquired many new electronic resources, including the major JSTOR Arts and Sciences collection and Films on Demand (FY11); plus Standard & Poor’s NetAdvantage, ARTstor, Academic Video Online, and Exam Master for Physician Assistants (FY12). A new discovery tool, WorldCat Local, which allows simultaneous searching of multiple databases, was configured and made available to all university constituents. Microform subscriptions were eliminated in FY12 and the funds devoted to electronic resources.

During the past year, the library’s website was re-designed for ease of use, making it compatible with the new university site. New technology-related services were initiated: iPad loans, a Facebook page and a Twitter feed.

Database usage increased in some areas and decreased in others, reflecting trends in the rapidly changing world of information resources. With the addition of so many digital resources, usage is being spread more thinly among the wide variety of tools. Also, free web sources have become strong competitors of subscription-based services. To make the most of both types of resources, librarians educate users to access library subscription-based articles via Gutman links within free services, like Google Scholar and PubMed.

Building-related statistics showed increased door counts, study room use, and numbers of sessions held in the Library Instruction Space. In accord with a growing trend in library space revitalization, the library collaborated with other departments to begin investigating creation of a Teaching and Learning Commons, with a focus on integration of multiple academic support services within the library building.

From early in FY10, the donation of the enormous Arlen Specter archive thrust the library into a new role involving a major special collections acquisition. Through the leadership of the Library Director and Special Collections Coordinator, a Deed of Gift and collection appraisal were secured. Library staff led the effort to organize the 2,700-box collection offsite, and several research questions from outside scholars were addressed. Karen Albert was named Coordinator and Stan Gorski named Curator of the newly formed Arlen Specter Center for Public Policy, to be centered within the to-be-renovated Roxboro House. Work began to plan a grant-funded exhibition, profiling Specter’s role in the Warren Commission’s investigation of the Kennedy assassination.

Librarians also actively participated in university assessment activities which intensified in the last year or so in response to demands on institutions of higher education for greater accountability and demonstration of student success in achieving learning outcomes. The Education and Outreach Librarian, Jordana Shane, led the development of university Information Literacy (IL) outcomes, and also provided support for faculty and staff in integrating IL goals and assessment into their programs. Statistics remained relatively steady for numbers of faculty-requested information literacy classes. However, there was a significant uptick in the numbers of voluntary training sessions librarians provided for faculty and students, reflecting greater emphasis on outreach to promote effective use of library resources.

A three-year Library Strategic Plan <http://www.philau.edu/library/mission.htm> was completed in collaboration with other University Academic Resources and Services (UARS), to guide the library’s focus and direction in support of the university’s future programming and strategic initiatives.
LIBRARY BUILDING

Over the past few years, the library was able to recover several important spaces and implement building and technology improvements requested by patrons. Library building use remained robust, with door counts increasing more than 11% between FY11 and FY12.

Space changes
The library was able to recover two offices which were formerly occupied by administrative staff. On the upper level, Room 214 was restored to its former status as a group study room, and a main floor office was recovered from the administration for use by the Systems Librarian. This additional study room space supports a need expressed by LibQUAL survey responders, somewhat counterbalancing past losses of group study spaces converted to administrative offices in 2009, The Rena Rowan Reading Room has been opened to students, and it is still used when no other rooms are available. Study Room usage has skyrocketed, with 57% more usage from January-June 2012 than there was in January-June, 2011. There are still many requests which cannot be accommodated.

Also, in response to LibQUAL a Quiet Study space was established and demarcated by signage on the upper level of the library. Student Government Association members expressed satisfaction with this plan when they met with the Library Director during the spring semester.

During last year, the office occupied by the Visual Resources Coordinator was taken over by Media Services/OIR, with the library’s part-time person relocated to the Serials Supervisor’s office on the main floor. This enabled the Visual Resources person to work in closer proximity to his supervisor, Brynne Norton.

Technology enhancements
Thanks to the Office of Information Resources (OIR), additional Mac computers were set up on the library’s lower level in response to patron requests on the LibQUAL survey and from the Student Government Association. Also, to support user identification of available library computers and to encourage computer use on all three levels of the building, a digital display on a large monitor (duplicated on the web) was programmed by OIR to graphically identify free versus in-use workstations throughout the library. The entranceway monitor was appreciated by library visitors and is being improved over the summer to more closely simulate library furnishings and spaces, to further speed identification of free computer locations.

Teaching and Learning Commons
Groups comprising the (UARS) worked this FY to develop a vision for formation of a Teaching & Learning Commons within Gutman Library. The groups envision updating the library space to integrate under one roof a variety of support services and resources for students, faculty and staff, to enhance the learning and social environment. Formation of a Learning Commons meshes well with the library’s preferred future, which is shifting more heavily in the direction of online rather than print resources- potentially freeing up areas for quiet study, group work, or multi-purpose/flexible space usage. Students continually request more quiet and group study areas, as well as more computers, printers, and scanners, all of which could occupy space freed up by withdrawal of less-used print materials. As the library nears its 20th year, its interior could use updating, refreshing, and revitalization.

The heads of OIR and Nexus Learning, as well as the Dean of Students also participated in this planning process. Visits to offsite Learning Commons were made (St. Joe’s, Villanova, and Penn), and Stan Gorski attended an Academic Space Planning conference and reported findings to the UARS group. The Library Director and Vice Provost made presentations on this to President’s Council. The year of concept exploration culminated in a May 8th university presentation, “Redefining the Academic Library,” given by Matt Pellish, of the Educational Advisory Board (EAB). Based on the EAB’s 2012 seminal report and including content devoted to Learning Commons concepts, the presentation generated good discussion and more insights into this and other issues of significance for future academic library planning.
Library Instruction Space

The Library Instruction Space (LIS) was designed mainly for librarian or faculty-led hands-on sessions for instruction in the use of library resources in support of the institution’s information literacy (IL) program. The LIS remains a popular instructional and meeting space (approximately 115 sessions held in FY12) for both the library and other departments, including OIR. The use of this space nearly doubled from the year before.

LIBRARY HOURS

In response to student and administration requests, library hours were further extended this year, opening Monday through Friday at 8 am instead of 8:30. The extension of hours until 2 AM during Reading and Finals weeks continues and is now routine. Also, the Library is now prepared to open during University weather-related closures, with heavy reliance on student workers.

LIBRARY STAFF CHANGES

Several staff positions turned over during the FY10 to FY12 time period. Meg Leister was hired as Public Services Assistant in August, 2010, and she has quickly become a core member of the library staff, providing critical support in Circulation, Reserves, Interlibrary Loan and usage statistics. The stack attendant position turned over twice, first to Roberto Vargas, and more recently to John Rambo, who like his predecessors is also doing work in Technical Services, Circulation, Special Collections, and on special projects, as needed. In late fall, 2011, Joe Annaruma was hired as Reference Assistant to replace Ben Nichols, and Gabe Galson came on as the part-time Visual Resources Coordinator, after John Singletary left the position.

Due to changes in the way Information Literacy is managed and assessed institutionally, Jordana Shane's title was changed to Education and Outreach Coordinator/Librarian to better reflect her actual responsibilities.

In recognition of their continuing roles with respect to the Arlen Specter archives donation, Stan Gorski was named Curator, and, as such, will be guiding and overseeing collection maintenance assessment, and research issues. Karen Albert was named Coordinator of the newly-formed Arlen Specter Center for Public Policy. She will manage development of the grant-funded Warren Commission exhibition, as well as overseeing planning and programming for the Center.

LIBRARY EVENTS

For the fall 2011/12 term, University’s Student Development Office agreed to schedule time for freshman exposure to the library during New Student Orientation (NSO) schedule. So, for the first time in years, the library offered tours, along with food, giveaways, and higher end prizes via a raffle to entice students to attend. Approximately, 140 students participated, despite a late afternoon thunderstorm, which probably discouraged turn-out. Laptop Clinic, run by the Office of Information Resources (OIR), was scheduled during the same time period.

Also in the fall of 2011, the library’s lower level housed a Florence Knoll furniture exhibit, developed and sponsored by the Knoll Furniture Company. An opening event and lecture on the history of Florence Knoll designs were held on October 26th in the library for students, staff, and faculty.

October, 2012 will mark the 20th Anniversary of the Library’s opening. Plans are underway for a celebratory party and possibly a lecture and vendor fair to mark this milestone, as was done for the 10th Anniversary.

As part of the 20th Anniversary, a memorial portrait is being created of Mr. Alvin Gutman, the library’s core donor and a long-term university Trustee, who passed away in February, 2011. The plan is to unveil the portrait at a library event, in conjunction with a fall, 2012 meeting of the Board of Trustees.
Karen Albert, A.H.I.P., M.S.

Professional Memberships and Activities
- Chair, Medical Library Association’s Ad Hoc Committee Advocating for Scholarly Communications, 2010-11; Member of the same Committee; 2011-12
- Nominating Committee, Association of College and Research Libraries (ACRL)-Delaware Valley Chapter-Spring, 2012
- Member:
  - American Library Association (ALA),
    - Association of College and Research Libraries (ACRL), College Libraries Section, and ACRL, Delaware Valley Section
  - Medical Library Association (MLA), Cancer Librarians Section
  - TCLC (Tri-State College Library Cooperative)

Professional Development
- Conferences/Meetings Attended:
  - EDUCAUSE-National Meeting, Philadelphia, October, 2011
  - TCLC (Tri-State College Library Cooperative)
    - Workshop: iPAD eReaders- Gwynedd Mercy College, July 21, 2011
    - Executive Board meeting –PA Academy of Fine Arts, March 9, 2012
    - Special Collections Committee – Philadelphia Area Consortium of Special Collections Libraries presentation- May 11, 2012
    - Executive Board meeting – Cabrini- June 13, 2012
  - “The Future of the Academic Library: Bridging the Gaps” full day meeting co-sponsored by Temple and Library Journal, November 11, 2011
  - ACRL/Delaware Valley Chapter- Patron Driven Acquisitions seminar- November 18, 2011
  - Medical Library Association- Philadelphia Chapter- Annual Dinner meeting- May 1, 2012
  - Education Advisory Board, Redefining the Academic Library presentation –May 8, 2012
    (introduced the speaker)

- Webinars:
  - Redefining the Academic Library: Managing the Migration to Digital Information Services, Part I- Aug. 30, 2011
  - Education Advisory Board (EAB)- Redefining the Academic Library — March 20, 2012
  - Blended Librarians’ Webcast: Putting Project Information Literacy to Work- April 4, 2012
  - ACRL Metrics – Feb. 29, 2012
  - Copyright for Faculty– March 2, 2012
  - TLT Webinar: It Takes Librarians and Faculty- March 13, 2012
  - The Athenaeum at Goucher College – March 21, 2012

University Service:
- Appointed Coordinator, Arlen Specter Center for Public Policy – led several Working Group meetings associated with the Center
- Made presentations and announcements at Faculty meetings and Provost’s Council meetings.
- Presented faculty development workshop: What Are Library Research Guides?: February 13, 2012
- Presentation to President’s Council – Learning Commons concept – March 5, 2012
- Planned and executed with Textile Engineering program – Knoll Furniture exhibit and opening events – Fall, 2011
- Led library portion of NAAB site visit, April 3, 2012
- Donor relations - Lunches – Mary Bert Gutman/Jesse Shafer – September 19, 2011;May 25, 2012
Attended (per invitation) and participated in Graduate Council meeting discussion on improving grad student writing skills – May 4, 2012
Met with Student Government Association to solicit feedback on library issues.
Embedded as TA/Librarian for 2 terms of Principles of Disaster Management course
Presented on Library resources to C-SHLA faculty, February 14, 2012
Served on University Education Committee (UEC)
Served on Graduate Education Committee (GEC)

Stan Gorski, M.S., M.A.

Professional Memberships and Activities
- Chair of Archives and Special Collections Interest Group, Tri-State College Library Cooperative (TCLC), 2009-
- Bucks County Historical Society - Collections Committee 2007-
- ALA /ACRL
- Ephemera Society (United Kingdom)
- Ephemera Society of America

Professional Development:
- Copyright for Faculty Webcast Workshop – March 2, 2012
- “The Athenaeum at Goucher College” Webinar – March 21, 2012
- TCLC-sponsored presentation on Philadelphia Area Consortium of Special Collections Libraries (PACSCL), May 11, 2012

University Service:
- Appointed Curator, Arlen Specter Center for Public Policy – FY11
- Presented graduate student orientation session: August 17, 2011
- Presented at Thesis Workshop: September 15, 2011
- Presented graduate student workshop on RefWorks: October 6 and 14, 2011; February 16 and 23, 2012
- Presented “Databases 101” session as part of “Celebrate Teaching Week”: February 14’2012
- Presented on Academic Library Planning conference to University Academic Resources and Services Meeting, April 25, 2012
- Campus historical tour – April 18, 2012
- Served on Graduate Education Committee 2011-2012

Barbara Lowry, M.S., M.B.A.

Professional Development
- Ebooks and Access Webinar: December, 2011
- RDA Toolkit Essentials: December, 2011
- EBSCOHost Training: March, 2012
- Mobility & Ebooks in today’s classroom, March, 2012
- Information Literacy (IL)- It takes Librarians & Faculty, March, 2012
- IL Workshop @ PhilaU, March, 2012
- Copyright for Faculty Webcast Workshop – March 2, 2012
- COSUGI – Customers of Sirsi/Dynix Users Group Inc. – attended and volunteered at Conference, Orlando, FL, May, 2012

University Service:
- Appointed as member, Sub-Committee to Faculty Affairs on Gender Equality, 2012
- Presented on Library Resources to C-DEC faculty, November 8, 2011
Michael Cabus, M.L.S., M.S.I.S.

Professional Memberships and Activities:
- Member, Pennsylvania Library Association
- Chair of the East Falls Historical Society- 2012

Professional Development
- EDUCAUSE National Meeting, Philadelphia, October, 2011
- Workshop on Drupal (Content Management System) for digital collections, Spring, 2012
- Became part of Delaware Valley User Experience Professionals’ Association- design mentoring program

University Service
- Presented faculty development workshop, SMARTboard: Classroom Applications, March 5 and April 19, 2012

Miscellaneous
- Matriculated into and completed a number of courses towards the Interactive Design and Media Master’s Degree, Philadelphia University
- Presentation accepted for Pennsylvania Library Association Annual Conference, 2013, on discovery tools for academic libraries

Brynne Norton, M.L.I.S.

Professional Memberships and Activities:
- American Library Association (ALA); Association of College and Research Libraries (ACRL)
- Nominating Committee, Tri-State College Library Cooperative’s Continuing Education Grant
- TCLC: RSIG (Research Services Interest Group)
- TCLC: ELT&O (eLearning, Technology and Outreach Interest Group)
- TCLC : Interlibrary Loan Interest Group

Professional Development:
- Pennsylvania Academic Library Consortium (PALCI) meetings: August and December, 2011
- PALCI Annual Meeting, June, 2012
- ALA Webinar - 10 Tips for a User Friendly Library Website
- TCLC ILL Interest Group, twice a year
- Copyright for Faculty Webcast Workshop – March 2, 2012
- The Athenaeum at Goucher College—Webinar – March 21, 2012

University Service:
- Presented on Library resources to C-DEC faculty, November 8, 2011
- Presented faculty/staff workshop: All About eBooks – February and April, 2012
- Presented on Library Resources to C-ABE faculty- March 13, 2012

Jordana Shane, M.S.

Professional Memberships and Activities:
- TCLC: RSIG (Research Services Interest Group)
- TCLC: ELT&O (eLearning, Technology and Outreach Interest Group)
- ACRL-DVC member (ACRL Delaware Valley Chapter)

Professional Development:
- ALA eCourse: Demystifying Copyright: How to Educate Your Staff and Community. March 5-31, 2012
- Workshop: QR Connections: QR Codes in Libraries. May 16, 2012 (online)
• TLT Group Friday Live Workshop: Copyright Series. *Interview with Kenneth Crews, Copyright Advisory Office, Columbia University.* May 18, 2012 (online)

**University Service:**
• Presented faculty & staff development workshop: *Keeping Up With Google,* February 8, 2012
• Presented on Library resources to C-SHLA faculty, February 14, 2012
• Presented faculty development workshop: *Programmatic Integration of Information Literacy,* March 1, 2012, and created corresponding Research Guide
• Served on UEC (Undergraduate Education Committee) 2011-12
• Served on University Assessment Committee 2011-12

**Miscellaneous:**
• Developed and taught *Learning with Technology* course, now required of nearly all CPS students, and participated in the OTA Studies program accreditation site visit, on Sept 13, 2011. The OTA program was awarded a 7 year accreditation, the highest level of accreditation allowable by the AOTA for a new program.
• As of August 12, 2012, completed 24 of 36 credits required for MS MITE (Information Technology in Education) from Nova Southeastern University; have 21 credits to date.

**LIBRARY RESOURCES**

**New Databases/eResources**
The shift from print to electronic resources continued in earnest in FY11 and FY12.

The following were newly acquired eResources:

a. **FY11:**
   i. **Databases:** SAGE Premier (full-text journals), Berg Fashion Library, JSTOR (Arts and Sciences I and II); Films on Demand; MadCAD building codes and standards.
   ii. **eBooks:** Textiles Intelligence and several eBooks collections: Woodhead textile technology books, ScienceDirect; eBooks from EBSCO, Gale, and Wiley)

b. **FY12:**
   i. **Databases:** Standard & Poor’s NetAdvantage; ARTstor, WorldCat Local discovery tool; VAST (Academic Video collection); ExamMaster (Physician Assistants)
   ii. **eBooks:** ASTM Standards (Textiles); several APA Handbooks online, and many other individual eBook titles

**Conversion of print/microform to online** – In FY11 and FY12, we cancelled approximately 90 print journal titles and added 20-25 individual electronic journals. Many existing print titles were activated for online access. All microform subscriptions were eliminated and the funds applied to electronic resources.

The new discovery tool, **WorldCat Local (WCL),** searches the library’s catalog, and 17 of our online databases as well as external resources, all at the same time, from a single search box. Systems Librarian, Michael Cabus, configured this new tool to link seamlessly to electronic full text articles and eBooks provided by the library, and to the interlibrary loan request page, when the library cannot provide access. The “Explore” tool was placed prominently on the library’s home page and publicized universitywide. The page view statistics below show strong use, although the drop in the Spring term may indicate the need for more sustained publicity. The high number of short-lived visits is indicative of a need for more WCL instructional support.
Database Usage
The library maintains subscriptions to over 80 electronic databases, with data showing significant usage of these resources. Usage is now spread among more database choices, and as in other academic settings, students and faculty generally opt first for the free Web and Google in seeking information. The data below reflects both upward and downward trends in usage, depending on the database. PsycNET shows a significant usage increase, possibly thanks to an increase in Psychology majors. The huge jump in JSTOR use is likely due to the addition of two new JSTOR collections.

Searches of the Library’s “A to Z” journals list increased between 2010 and 2011, reflecting heightened demand for access to specific journals. See the table below for more detail. Continued Information Literacy efforts could increase student and faculty awareness of the utility and value of the library's many resources.

<table>
<thead>
<tr>
<th>Database name</th>
<th>Searches 2010</th>
<th>Searches 2011</th>
<th>% Change</th>
<th>Full Text Downloads 2010</th>
<th>Full Text Downloads 2011</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSCO - Academic Search Premier</td>
<td>47,355</td>
<td>39,864</td>
<td>-16%</td>
<td>21,140</td>
<td>17,529</td>
<td>-17%</td>
</tr>
<tr>
<td>EBSCO- Art Index</td>
<td>509</td>
<td>1,127</td>
<td>121%</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>EBSCO- Business Source Premier</td>
<td>10,804</td>
<td>12,999</td>
<td>20%</td>
<td>7678</td>
<td>9939</td>
<td>29%</td>
</tr>
<tr>
<td>EBSCO- SocINDEX with Full Text</td>
<td>6383</td>
<td>5713</td>
<td>-10%</td>
<td>1,995</td>
<td>1474</td>
<td>-35%</td>
</tr>
<tr>
<td>EBSCO-Textile Technology Index</td>
<td>4455</td>
<td>5421</td>
<td>22%</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Total for all EBSCO databases</td>
<td>68,997</td>
<td>64,000</td>
<td>-7%</td>
<td>30,813</td>
<td>28,942</td>
<td>-6%</td>
</tr>
<tr>
<td>Avery Index to Architectural Periodicals</td>
<td>10,711</td>
<td>8,315</td>
<td>-22%</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Design and Applied Arts Index</td>
<td>5,388</td>
<td>3,262</td>
<td>-39%</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>American Chemical Society Jnls.</td>
<td>725</td>
<td>1114</td>
<td>54%</td>
<td>1,070</td>
<td>1,424</td>
<td>33%</td>
</tr>
<tr>
<td>Emerald ejournals Collection</td>
<td>2,498</td>
<td>3,974</td>
<td>59%</td>
<td>2,089</td>
<td>1,300</td>
<td>-38%</td>
</tr>
<tr>
<td>Gale -Business &amp; Co. Resource Ctr.</td>
<td>5575</td>
<td>5431</td>
<td>-3%</td>
<td>897</td>
<td>951</td>
<td>6%</td>
</tr>
<tr>
<td>Gale -Literature Resource Ctr.</td>
<td>2,402</td>
<td>2,418</td>
<td>1%</td>
<td>2,325</td>
<td>1,920</td>
<td>-17%</td>
</tr>
</tbody>
</table>

WorldCat Local Usage-Page Views FY12

<table>
<thead>
<tr>
<th>MONTH</th>
<th>TOTAL PAGE VIEWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2011</td>
<td>26,728</td>
</tr>
<tr>
<td>10/2011</td>
<td>33,232</td>
</tr>
<tr>
<td>11/2011</td>
<td>30,425</td>
</tr>
<tr>
<td>12/2011</td>
<td>8,730</td>
</tr>
<tr>
<td>1/2012</td>
<td>24,135</td>
</tr>
<tr>
<td>2/2012</td>
<td>34,592</td>
</tr>
<tr>
<td>3/2012</td>
<td>23,441</td>
</tr>
<tr>
<td>4/2012</td>
<td>12,313</td>
</tr>
<tr>
<td>5/2012</td>
<td>9,897</td>
</tr>
</tbody>
</table>
### Database Name Overview

<table>
<thead>
<tr>
<th>Database Name</th>
<th>2010</th>
<th>2011</th>
<th>% Change</th>
<th>2010</th>
<th>2011</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSTOR (added 2 collections in Spring, 2011)</td>
<td>4,769</td>
<td>10,235</td>
<td>116%</td>
<td>3203</td>
<td>10,285</td>
<td>215%</td>
</tr>
<tr>
<td>ProQuest: ABI/INFORM</td>
<td>206,106</td>
<td>84,826</td>
<td>-59%</td>
<td>32,912</td>
<td>13,353</td>
<td>-59%</td>
</tr>
<tr>
<td>ProQuest: Health &amp; Med Complete</td>
<td>113,997</td>
<td>28,466</td>
<td>-60%</td>
<td>8,503</td>
<td>2,926</td>
<td>-66%</td>
</tr>
<tr>
<td>ProQuest: Research Library</td>
<td>69,678</td>
<td>30,765</td>
<td>-56%</td>
<td>22,232</td>
<td>8,145</td>
<td>-63%</td>
</tr>
<tr>
<td>Total for all ProQuest databases</td>
<td>412,512</td>
<td>169,649</td>
<td>-59%</td>
<td>72,919</td>
<td>27,392</td>
<td>-64%</td>
</tr>
<tr>
<td>PsycNET</td>
<td>1,148</td>
<td>3,231</td>
<td>181%</td>
<td>270</td>
<td>1,238</td>
<td>359%</td>
</tr>
</tbody>
</table>

#### Journals by Title (A to Z list) - Hits

<table>
<thead>
<tr>
<th></th>
<th># Search Results</th>
<th>Jrnl Page Views</th>
<th>Book Page Views</th>
<th># Licensed Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDConsult - Jan-Dec 2010</td>
<td>10,931</td>
<td>7,533</td>
<td>6,205</td>
<td>3,988</td>
</tr>
<tr>
<td>MDConsult - Jan-Nov, 2011</td>
<td>12,825</td>
<td>6,205</td>
<td>9,510</td>
<td>4,836</td>
</tr>
</tbody>
</table>

### Website Activity (by Michael Cabus)

#### Overview

The extensive library web site redesign and the introduction of WorldCat Local have created new patterns for library website use. In general, users seem to prefer areas designated for more direct access to resources (WorldCat Local, the A-Z and Databases by Subject pages in the Research Guides).

What is unclear is how effective these links and tools are in getting users to the right resources. With so many different ways of connecting to resources, are our users finding the information they need, and do they know how to get help if they become lost or confused? More users looked at pages that were designed to help students navigate our site, but perhaps that is simply a product of a better design, that makes these pages more visible.

To accompany this data, user testing should be conducted to see if the proper paths to research are being communicated. What this data shows is that overall our resources continue to be used heavily.

#### Social Media

In FY12, the library added a Facebook page and Twitter account. Social media channels (especially Facebook) have driven traffic to our web presence, indicating that the library should continue to use social media, strategically, to promote our products and resources.

#### WorldCat Local (WCL)

As mentioned above, WCL usage overall was fairly robust, but stronger in the Fall term than in the Spring term. Observations should continue on of the patterns of use of WorldCat Local to see how successful students are at integrating this tool into their research efforts. The substantial numbers of visits of 1-5 minutes or less could indicate that users are overwhelmed by search results and are navigating away, or not using the product effectively to find appropriate resources. Based on these results, instruction needs to be aligned to problems of use. In addition, we should be questioning how having WorldCat Local on the web site attracts use, and experiment with adding features to the product like “View Now” links to see if their presence will attract even more users to explore our resources.
Library Website

The number of page views and sessions dropped from last fiscal year; as there are fewer pages on our site, and more direct access to resources through WorldCat Local, in addition to a more prominent display of the library catalog, Journalist link, and other lists of resources. The total number of sessions declined from around 169,000 in FY11 to 156,000 in FY12. This decrease is not surprising, as a user no longer has to go to an “Electronic resources” page, and then to a list of databases, which would count as two page views for each session. The decrease in views of our landing page, however, does indicate that fewer users are coming to the library site, and we would need to determine where these users are going as an alternative – likely the free web and Google, as studies have shown. Assessing the design of the site would determine if any design elements are discouraging repeated use; and whether any portion of the unique views of the site are users who should be frequent users, but decide not to return. Finally, we should explore the trend of our site being used more frequently in late evening and early morning hours. This change in use could inspire innovation in delivering services to a user-population that is changing. If more users are accessing our web products during these times, an emphasis on electronic resources, and an interface that helps users navigate to these resources, is of utmost importance; as well as virtual channels and obvious paths to communicate with librarians if a user needs help.

Research Guides (LibGuides)

There seems to be a trend to users using the Databases by Subject Research Guide more than subject-specific guides. This may require a reassessment of the design of individual Research Guides; aligning design to the instructional value of subject-specific guides. It may also be that users are not aware of subject-specific guides, and are assuming the databases A-Z is the page to go to, to find resources in specific subjects. The increase in views of the Research Guides landing page indicates users are going to the path to subject-specific guides. With a new Research Guides landing page on the way this year, we can assess if a new design helps users better navigate to our guides. However, because users are viewing the Databases by Subject Research Guide, we can assume at the very least users, are discovering one path to our resources, which is one of the most significant purposes of our web presence.

Library Catalog

Notable this year were the many additional features added to the catalog by Systems Librarian, Michael Cabus, to streamline and update catalog usability. This included the ability to limit retrieval to just eBooks, all books, multimedia, or Special Collections. Michael also added individual records for over 6,000 Films on Demand titles and many other individual eBooks, including direct links to the individual video or online book. He also added graphical icons added to distinguish records for eBooks, eVideos and DVDs. Finally, BookMyne, the catalog’s mobile version was described on the mobile apps page and added as an app to the iPads made available for check-out within the Library.

The use of the library catalog dropped after the introduction of WorldCat Local, which includes much of our catalog’s resources. We would need to determine if WorldCat Local is acting as a suitable replacement for the library catalog. The purpose of the catalog, at this point, is as an interface that allows users to search just our book, eBook, and print collections, without also searching for articles. If WorldCat Local is connecting users to these resources, then the decreased use of the library catalog is not important. We should then work towards incorporating all aspects of the library catalog within WorldCat Local --- the ability to find items on reserve; to search for e-video content like Films on Demand, which is not in WorldCat Local; and review the patron account, or separate these functions from the library catalog and into our web site,. Having two systems to find resources can be confusing, so having one and articulating how to find information that is outside of that one, or incorporating everything within the one system, could reduce the amount of confusion.

Collection Development (by Stan Gorski)

Individual print book title selections were made throughout the school year based on input from: review lists, book catalogs, professional literature, librarian liaison suggestions and faculty/staff recommendations.
The number of new titles selected for purchase this past FY increased significantly over last year’s total. This
closest was noteworthy but still reflected a significantly lower total purchased than the high point number
(2,354) purchased in 2006/07. The percentage changes are relatively consistent with the increasing number of
university programs. The large change in Engineering/Textiles was due to the removal of the fine arts and
fashion material from this category. This was deemed reasonable since the designation of “Schools” is no longer
appropriate. Also the addition of a “Miscellaneous” category gives more flexibility for those orders which do not
easily fall into the program areas; for example, missing or lost book replacements, library publications, faculty
education material, etc.

<table>
<thead>
<tr>
<th>Programs</th>
<th># Books Purchased</th>
<th>Change from FY11</th>
<th>Percent of total- FY12</th>
<th>Percent of total- FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>335</td>
<td>-26</td>
<td>23%</td>
<td>31%</td>
</tr>
<tr>
<td>Business</td>
<td>160</td>
<td>+29</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Design</td>
<td>242</td>
<td>+140</td>
<td>16%</td>
<td>9%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>413</td>
<td>+137</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>Science/Health</td>
<td>159</td>
<td>+36</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Eng/Textiles</td>
<td>29</td>
<td>-149</td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td>Misc.</td>
<td>146</td>
<td>+146</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1484</td>
<td>+313</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The past year has been exceptionally rich in library donations. Miscellaneous donations made at the
circulation/reference desks totaled about 110 volumes (with a 40% acceptance rate into the collection). Along
with these small donations, two larger collections were also received. Marion Roydhouse donated over 600
volumes from her office and personal collection, and the Occupational Therapy Program donated their office
library of over 225 volumes to the library. The most relevant and useful items were selected for inclusion in the
print collection, and titles not added to the circulating collection went either to the library’s book sale shelf or to a
used book vendor.

The library presently maintains subscriptions to 621 individual journal titles, with 586 of these available in print.
This compares with 705 print titles received as of the 2010 Annual Report. Each year more and more of these
titles are available in an online format. By the end of the spring semester, approximately 20% of the individual
subscriptions were able to be activated and made available to the university community online. This does not
include the much larger number of titles available online through subscribed databases. A relatively small
percentage of individual library subscriptions are only offered in a digital format, and this number is continuing to
grow.

**Special Collections ( by Stan Gorski)**

In the past, this department was comprised of three sections: THE TEXTILE INDUSTRY HISTORICAL
COLLECTION (TIHC), which is a thematic collection of out-of-print/rare materials focused on the development of
the textile industry in Philadelphia and the entire country, and the SCHOOL ARCHIVES, the historical archives of
Philadelphia University. A more recent addition is the PHILADELPHIA HISTORY COLLECTION (PHC) which
includes the Philadelphia postcard collection and 1876 Centennial Exposition items. The library is interested in
Centennial material due to its role in the history of the University. Now, this department also includes THE
ARLEN SPECTER CENTER FOR PUBLIC POLICY collection. With his recent signing of a Deed of Gift, Arlen
Specter gave the University his entire political archives, and this collection is the foundation for the research core
of the Specter Center.

**Textile Industry Historical Collection**

The number of auction and dealer catalogs received by Special Collections has been reduced with the continued
strength of online selling; however, the library still has not been able to secure a PayPal account to facilitate
eBay-type online purchases. This and the lack of quoted unique items resulted in very few acquisitions this past
year. The only noteworthy acquisitions were two back issues of VISIONAIRE. Some progress was made in the
reorganizing of the storage space with more material removed from holding areas and placed in appropriate locations. A major segment of the inventory list for insurance purposes was completed.

**Philadelphia Historical Collection**

Only one purchase was made that is relevant to this collection; a group of Philadelphia postcards were acquired from a local auction house in October, 2011. However, major software updates to CONTENTdm were finally achieved this past year. With this software update and the purchase of an expanded license which accommodates more images, plans to expand the postcard digital collection can proceed in the upcoming year.

**School Archives**

While the collection did not grow, Public Relations and Alumni Affairs did make various historical inquiries regarding the University. Also the Special Collections Librarian, by request of Human Resources, gave an historical walking tour of the University’s campus in the spring.

**Arlen Specter Center for Public Policy**

This collection, which includes over 2,700 senatorial office boxes and 150 memorabilia boxes, received major attention during the last year. Since the library received parts of collection at different times, coordinating the physical collection with the digital files is an ongoing project which is still not completed. With the realization that an archivist would be hired to make inroads in this continuing process, more time during the spring semester was devoted to this endeavor. Much of this background work is also valuable in the laying of the foundation for the development of policies and procedures which will guide the eventual use of this collection. Despite a lack of formal collection usage policies and procedures, three outside research requests were received and addressed, including one from the Pennsylvania Cable Network, in support of their 15-hour Specter oral history project. The resulting television production was preserved on DVD and is now a part of the Specter collection.

**Visual Resources Collection (by Brynne Norton)**

Our Visual Resources collection is stored on the Madison Digital Image Database (MDID). See: <http://libguides.philau.edu/mdid> As of July 2012, 68 faculty members (both full and part-time) have MDID accounts. About half of this number regularly uses MDID or its images in the classroom. The current database contains approximately 36,325 images. Several standard slideshows that are distributed to faculty teaching Design 1 and Design 2 have been digitized. In addition, all of the slideshows for the History of Design course, a total of 928 images, have been digitized.

The physical slide collection is currently a closed collection, which means that faculty are no longer borrowing slides. Brynne Norton has been continually reviewing slides for digitization purposes in hopes of entirely eliminating the physical slide collection in the near future.

Gabriel Galson, who was hired to replace John Singletary as the part-time Visual Resources Coordinator, has streamlined scanning and metadata procedures for the student workers. He and Brynne have also been working on creating more stringent standards for metadata, focusing on authority control and creation of controlled vocabularies.

**LIBRARY SERVICES**

**Circulation (contributions from Michael Cabus)**

Library check-outs increased by around 4%, between FY10 and FY11, and even more (9%) between FY11 and FY12. Architecture and design books seem to be the most popular print materials checked out and used within the library.

The McNaughton lease plan for recreational reading (best seller fiction and nonfiction) continues to be widely used by the college community. Presently we are licensed to hold up to 400 titles at any one time, and we maintain print and audio books. These materials had almost 700 check-outs over the last year, which is consistent with the past few years of circulation data.
Laptop sign-out data indicate a healthy use of this service, with the total number of check-outs increasing 27% between 2010 and 2011. The newly implemented internal iPad check-out policy, for students and faculty, generated 37 iPad loans over the spring term.

**Interlibrary Loan (ILL) (by Brynne Norton)**
The number of books lent and borrowed increased significantly from FY11 to FY12, which reverses the library's downward trend over the 2009-2010 years. This increase is likely due to the use of the new EZ Borrow platform which made the searching process a lot easier. Over the past year the EZ Borrow consortium has also been slowly adjusting the lending values of institutions which may have led to a sharp uptake in lending for this first full year of the new system. The consortium is monitoring and updating the lending values which may lead to more balance between lending and borrowing of books in the future.

The number of articles lent remained flat while the number of articles borrowed increased by a significant amount. The uptick in borrowing is probably a result of the integration of our ILLiad request form with our databases and the discovery tool, WorldCat Local. The ability to easily request articles from our databases and the addition of WorldCat Local have led to an easier request process for our users.

<table>
<thead>
<tr>
<th>Interlibrary Loan Data</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Books Lent</td>
<td>1777</td>
<td>2223</td>
</tr>
<tr>
<td>Total Books Borrowed</td>
<td>926</td>
<td>1254</td>
</tr>
<tr>
<td>Total Articles Lent</td>
<td>424</td>
<td>418</td>
</tr>
<tr>
<td>Total Articles Borrowed</td>
<td>475</td>
<td>885</td>
</tr>
<tr>
<td>Total Items Lent</td>
<td>2201</td>
<td>3096</td>
</tr>
<tr>
<td>Total Items Borrowed</td>
<td>1401</td>
<td>2139</td>
</tr>
</tbody>
</table>

**Reference (by Brynne Norton)**
We have seen a slowly growing increase in the number of printer support related questions, along with a decrease in overall reference transactions. This trend, common in academic libraries today, makes it plausible to staff library service desks with paraprofessionals and well-trained student workers to triage questions, as we have been doing. We are also exploring alternative outreach activities, possibly utilizing new technologies (like iPads), and also working to streamline the process of obtaining computer and printer support from Media Services.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printer Issues</td>
<td>640</td>
<td>734</td>
</tr>
<tr>
<td>Computer/Technology (non-printer) Questions</td>
<td>517</td>
<td>437</td>
</tr>
<tr>
<td>Directional</td>
<td>858</td>
<td>642</td>
</tr>
<tr>
<td>Reference</td>
<td>652</td>
<td>466</td>
</tr>
<tr>
<td>Consultations (over 20 minutes)</td>
<td>54*</td>
<td>192</td>
</tr>
<tr>
<td>Reference + Consultations</td>
<td>706</td>
<td>658</td>
</tr>
</tbody>
</table>

*We started recording consultations in March of 2011, so this is only 4 months of data.

**Information Literacy (by Jordana Shane)**
Preparations for the upcoming decennial accreditation visit from Middle States in 2016 have resulted in a transformation of the Information Literacy Program. Through the activities of the new University Teaching, Learning & Assessment Committee, the ultimate goal of seamless integration of IL learning outcomes into each
program on campus is closer to being realized. Assessment work at the programmatic level will also result in course-level integration and assessment of information literacy learning outcomes.

Opportunities for interaction with curriculum and assessment will also be provided by the new governance structure.

- Beginning in Fall 2012 liaison librarians will serve on College Education Committees.
- The Director of the Library will attend meetings of the Academic Opportunities & Oversight Committee (AOOC), and also the subgroup, Curriculum Innovative Space, on an as needed basis.
- The Education and Outreach librarian will serve on the University Teaching, Learning & Assessment Committee.

Compared to 2010-2011, the number of instructor-requested instructional sessions decreased slightly; the number of students reached via requested instruction decreased sharply, from 2320 students to 1835 students. This is not necessarily negative, if classroom faculty are delivering their own instruction. Since partnering with classroom faculty is the most efficient means to design, deliver and assess information literacy learning outcomes, faculty development has become a priority. This is reflected in the change made to the position title “Coordinator of Information Literacy.” This position has been re-fashioned as Education and Outreach Coordinator, to better reflect the alteration of duties that now emphasize faculty outreach and development.

Outreach and liaison activities have increased among all librarians. The number of non-requested sessions increased by more than 300% over the previous year from 12 to 38, reflecting the increased level of library-based support being offered to faculty, staff and students. Collaboration with faculty and staff has contributed to this increase and to other developments.

Developments / Occurrences

- Information literacy is now a recognized and required university learning outcome that is to be reflected in all programmatic-level assessment activities.
- Karen Albert has been an embedded librarian in the DMM distance graduate program
- The Library was invited to participate more fully in the NSO programming for the 2011-12 year.
- Librarians were invited to present workshops for faculty and staff during Celebrate Teaching Week, sponsored by the Center for Teaching Innovation and Nexus Learning.
- Numerous Research Guides have been requested by faculty over the past academic year. The new release of Blackboard Course Management System will have a link to the Research Guides landing page as part of the course template
- Jordana Shane was invited to faculty development programming for Writing Seminar II faculty and Social Sciences I faculty.

Future work:

- Increased collaboration with Nexus Learning Advocates and Assessment Advocates will result in improved outreach efforts and workshops for faculty and staff development
- Improved NSO programming and targeted resource-based workshops will improve outreach to students

CONCLUSION

Like most academic libraries today, Gutman Library’s mission involves support for achievement of student learning outcomes. It follows that library staff efforts are focused on promotion of Information Literacy across the university’s academic program, along with acquisition of relevant electronic, print, and multi-media resources, strategic space planning and repurposing, and outreach to patrons to heighten awareness and ease of use of the library’s many resources and services. The library’s work continues to increase in complexity, as traditional reference, print collection development, interlibrary loan, and special collections services remain important, while the online world adds new demands for education, web design, marketing, and licensing/cost negotiations. There is also the need for accurate assessment and evaluation of what the library does, to meet the increasing pressures for accountability in higher education. The library has been effectively meeting these challenges, while remaining a valued, heavily-used core academic resource crucial to the successful functioning of the university overall.
REFERENCES

