2014

Seton Hall University Dean of Libraries Annual Report FY: 2013 – 2014

Seton Hall University Libraries

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Dean of Libraries
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Executive Summary

> 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 second year as Dean has been another year of transitions and significant progress:

- We developed **Library Strategic Plan Objectives Round 2: to June 2015**, on which significant progress has been made already (**see progress report** at the end).

- Most significantly, the Libraries **successfully implemented a new library management system** (Worldshare Management System – WMS), replacing Voyager/Ex Libris after almost 20 years. WMS is **cloud-based** (not on local university servers) and is **integrating resources** (enabling simpler, more direct access) and enabling **significant efficiencies**. To give one example: to manage periodicals (electronic and print, leased and purchased) the new system provides two integrated tools which replaced five separate analog, electronic and networked tools and subsystems which incompletely represented those offerings, and did not work together. The **Libraries spearheaded the integration of WMS with traditional resource-sharing software platforms nationally** (with WMS and our consortial partner PALCI). We still face challenges ironing out implementation, but these were **major collective accomplishments** of the Libraries' staff, faculty and administrators.

- The University Libraries **implemented the common BePress institutional repository with the Rodino Law Library** and a **fully electronic submission process for dissertations and theses** (including payments) – a task some years in the making, and always arduous at any university. Previously students had to physically deliver copies, payments, and receipts – all in different offices and locations – to have the printed out file re-digitized by scanner. The shared repository has saved each library several thousand

dollars per year and the **thesis and dissertation records have been significantly improved** by Technical Services.

- Services are now completely entangled with our technologies and collections, and this area saw a number of significant improvements and achievements:

- A comprehensive list of **17,000 journal titles** from Seton Hall's holdings were **added and shared with the University and world library and scholarly community** for the first time.

- **Library technical support dealt with almost 1,000 internal tickets** – solving issues in-house the vast majority of the time.

- Library faculty **experimented with the "embedded" concept** – essentially co-teaching a research portion of a course – and **program assessment** with the English Department.

- Put simply, **the Libraries are used**: Access Services borrowed (for SHU users) and loaned (for the scholarly community) **16,750 items through Interlibrary loan** services – with **book loans to other libraries significantly increasing**; gate count increased to **over 630,00 visits** while circulation went up slightly; faculty **electronic reserves doubled**; the Library **remained open during a prolonged season of serious winter weather**; holds (**retrieval of books to be held at Circulation for the use**r) were implemented for the first time; the Stacks unit **handled almost 33,000 items** this year – which most probably is an undercount; and **group study rooms topped 11,500 uses**.

- A new printing vendor was selected by IT with close cooperation from the Libraries, resulting in a **drastic decrease in student wait times for printing** during peak periods (the Libraries are where 80% of campus network printing takes place).

- The Libraries formally **discontinued Federal Government Depository status** and as a result will free up space for the Valente Library and move microform materials out of obscure locations **making two more group study rooms available**.

- Special Collections worked with Development and IT to **digitize the Seton family album of photographs** (featured on the University's website) while also surpassing a **significant milestone in the number of finding aids, totaling 120** now available and exposed on the web. At the same time, a significant upgrade of **digitization equipment expanded services** to scholars and web output while the department continued **to reorganize the collections**.

- **Spaces were significantly improved**: the **Information Commons (IC) received new computers, 10 additional i-Macs and new, flexible furniture**, funded jointly by IT and the Provost's Office. The IC was extended to cover much-needed technology and

furniture **upgrades in the Curriculum Resource Center** (which was also weeded) and the Silent Study Room. Additionally the Libraries enclosed and stocked its internal Common Area – a modest space we control for meeting and (some) instructional needs. Both of these represent major improvements for services and the students and a milestone in cooperation with IT and among Library functions.

- The Libraries received some **small grants and support**: $3,000 from the New Jersey Council on the Humanities for an upcoming exhibition; $7,500 and a collection of Chinese books to support and promulgate their use and exposure at Seton Hall; and a Conservation Center for Art and Historic Artifacts Assessment Grant to evaluate material conditions in Special Collections.

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

- Mr. Jeff Barry left his position as Associate Dean of University Libraries at the end of October 2013 only four months after arriving just as we were committing to the transition to WMS – which he had advocated and spearheaded. At the same time Professor Darrin Sweeper left to assume a position at Montclair State University Library.

- As a result, two Assistant Dean positions were created, and **Ms. Elizabeth Leonard** joined us in early October 2013 to ably lead the implementation of WMS as **Assistant Dean of University Libraries for Information Technologies, Resources Acquisition and Description**; **Dr**. **Naomi Gold** joined us in November as **Assistant Dean for Learning and Outreach Services**.

- Four employees made transitions – Catriona Hill retired as Secretary after over twenty years of service at the University, as did Barbara Robbins in Cataloging and Lucy Manto in Acquisitions; Barbara Ward resigned from Interlibrary loan in December.

- Mr. **Joseph Yankus** was hired to split his time between Acquisitions and much-needed assistance in the Gallery, Ms. **Briana LoSardo** was hired as staff in Special Collections, and Ms. **Sarah Landy** was hired as Secretary to the Office of the Dean.

It has been an extraordinarily busy and productive year. I am proud of what we have accomplished – internally in our processes, integration of work, and with our University partners. We have made very significant strides as an organization, especially on our Objective 18 (see progress report) and maintained a vigorous and substantive presence in the life of the University. Looking at the 2012-2013 report, it is one thing to acquire things (control of computers, new library management systems, control of the website, internal technical support, etc.), it is quite another to successfully implement them and make real improvements. I very much look forward to our continuing progress in 2014-2015.

Dean's Activities (selected, 2013-2014)

University Service:

Academic Affairs University Budget Committee
Provost's *Faculty Guide* Review Committee
Co-chair of Copyright Committee (TLTR)
TLTR Executive Committee (including the Intellectual Property Summit – Guetti)
Centers of Excellence Review Committee
Ad hoc requested report on Electronic Rank & Tenure submission process for the Provost's Office (Burton)
Ad hoc requested report on Visiting Scholar processes and criteria (Guetti)
Ad hoc invited participant as supplemental interview group for the Assistant Provost for Assessment (Burton)
Ad hoc invited committee to review Distinguished Professor guidelines and processes (Burton)

Publications:

John Buschman, "Conducting a Search for an Academic Library Leader: Politics and Pitfalls," *Journal of Academic Librarianship* 39 (2013), pp. 603-605.

___, "The Politics of Work and Productivity Standards," *Journal of Academic Librarianship* 40 (2014), pp. 357-358.

___, "Book review: Amanda Spink and Jannica Heinström (eds), *Library and Information Science Trends and Research: Europe*." *Journal of Librarianship & Information Science* 46 (2014) no. 1, pp. 73-74.

___, "Librarianship and the Arc of Crisis: The Road to Institutionalized Cultural Neoliberalism," forthcoming in *MediaTropes*, special issue.

___, "Citizenship, and Agency Under Neoliberal Global Consumerism: A Search for Informed Democratic Practices," *Journal of Information Ethics* forthcoming.

Papers/Presentations:

"Paths to Neoliberalism in Democratic-Educative Institutions," Jean Tague-Sutcliffe Visiting Scholar lecture, University of Western Ontario Faculty of Information and Media Studies, London, Ont., March 12, 2014.

"Intellectual Freedom in a Postmodern and Neoliberal Age: New Librarian Roles" at the CAPAL/ACBAP Annual Meeting, Brock University, St. Catharines, Ont.May 25, 2014.

"Citizenship, and Agency Under Neoliberal Global Consumerism: A Search for Informed Democratic Practices" at the Information Ethics Roundtable 2014, University of Alberta April 25, 2014.

(With M. Loesch, J. Irwin, E. Leonard, N. Gold) OCLC WMS Migration, Library Faculty Retreat, Montclair State University, NJ, May 15, 2014.

Library Faculty: Scholarship and Service (non-Libraries)

- **Bao**: continuing work on education relating to China, produced at U.S. universities.

- **Bloom**: Bloom, B.S. and Marta Deyrup (2013). "Undergraduate Student Search Strategies: Findings from a Two-Year Study," *Against the Grain*, November, 2013, (2014), "The Time Not Taken" in: 2014 Summer Seminar: Center for Catholic Studies, Seton Hall University. Bloom, B.S. and Marta Deyrup (2013), "Full Circle (Or How Success Breeds Success)," 33rd Annual Charleston Conference, Charleston, SC. Bloom, B.S. and Marta Deyrup (2013), Google Project Report, presentation for VALE User Services Committee, Rutgers University, Newark. Faculty Senator (-2015). Faculty Senate executive Committee (2014-2015); Faculty Senate Academic Policy Committee (2013-2014); Faculty Senate Faculty Guide Committee (2013-2014); Faculty Senate Library Committee (2013-2014); Faculty Senate Grievance Committee (2014-2015); University Core Curriculum Committee (-2015); VALE Shared Information Literacy Committee.

- **Delozier**: "American Irish in Service to Community & Country: A Vocational and New Jersey Perspective," 93-118. Deyrup, Marta Mestrovic and Maura Grace Harrington, eds. The Irish-American Experience in New Jersey and Metropolitan New York, Cultural Identity, Hybridity, and Commemoration. Lanham, MD: Lexington Books, 2014. (Book Chapter); "Archival Science & Historical Method Toward Quest For Insight," Praxis Seminar, Seton Hall University, January-May 2014. (Web Essay); Pawley, Christine. Reading Places, Literacy, Democracy, and the Public Library in Cold War America. American Communist Studies, Amherst and Boston: University of Massachusetts Press, 2010, (Book Review - Forthcoming). Catholic Research Resources Alliance (CRRA) Collections and Digital Access Committees; Mid-Atlantic Archives Conference (MARAC) Steering Committee and Chair of the Nominations and Elections Committee 2013-2014; New Jersey Catholic Historical Commission (NJCHC) Executive Director; Ancient Order of Hibernians (AOH) State Historian for the New Jersey; South Orange Historical Preservation Society (SOPHS) advisory board and Student Scholarship Review Committee, Chair of planning committee for the New Jersey 350th Anniversary and South Orange History Conference; Caucus Archival Projects Evaluation Service (CAPES) - various questions answered; New Jersey History Day Judge for high school exhibits.

- **Deyrup**: Siemaszkiewicz, Wojciech, James Niessen and Marta M. Deyrup, Eds. *Guide to East-Central European Collections in the New York Metropolitan Area*. Special issue, *Slavic and East European Information Resources,* 14(4) 2013 (book published as special

issue of SEEIR); Deyrup, Marta M. and Maura Harrington, Eds. *The Irish American Experience in New Jersey and Metropolitan New York: Cultural Identity, Hybridity, and Commemoration*. Lexington, 2013 (book); Deyrup, Marta M. Academic Library Leadership, Second-Wave Feminism and Twenty-First Century Humanism: Reflections on a Changing Profession in *Leadership in Academic Libraries Today*, 2014 (book chapter); Deyrup, Marta M. and Beth Bloom (2013) Results from the Google Grant, Rider University, Lawrence, NJ, July 30; (2013) The Vaclav Havel Library: What Can We Learn from Trends and Developments in the International Digital Library Scene? Vaclav Havel Foundation Working Group Meeting, Columbia University, New York, October 11; Deyrup, Marta M. and Beth Bloom (2013) Full Service/Full Circle: Initial Efforts of an Information Literacy Program Bear Fruit, Charleston Conference, Charleston, November 8; (2013) Collective Memories: Archival, Library, and other Holdings from the Eastern European Diaspora in the Metropolitan Region. American Association for the Advancement of Slavic, East European and Eurasian Studies Annual Conference, Boston, November 24; (2014) Writing and Editing: Developing Your Career Skills and Professional Reputation, LLAMA Preconference, ALA Midwinter, February 24; Deyrup, Marta M. (2014) Ad Fontes: Community-based Archives: Libraries, Archives, Museums and Historical Memory, NEH Summer Institute, Columbia University, NY, NY, June 23. ACRL WESS-SEES De Gruyter European Librarianship Study Grant (2014); University Research Council Summer Stipend (2014); Provost's Research Award (2014)

- **Favaro**: Favaro, S. & Hoadley, C. (2014) The Changing Role of Digital Tools and Academic Libraries in Scholarly Workflows: A Review. Nordic Journal of Information Literacy in Higher Education. 6 (1). 6-20; (2013). SHU Institutional Repository Montclair State University (invited); (2013). VALE Institutional Repository Workshop, Rutgers University (invited). University Senate Alternate, Faculty Senate, 2009-2011, 2013-2014 (elected); Faculty Senate Facilities committee, Represented committee chair at a meeting, provided information and answered questions regarding furniture for Stafford Hall; Digital Humanities Working Group: 2013 –present; Member, Commencement Committee: 2014; Member, Petersheim Exposition Committee, 2011-present; Library Faculty Senate Committee, 2010-present; NJLA Technology Committee, 2013-present; Advisory board, Journal of Emerging Learning Design; Member, dolcelab (Design of Learning, Collaboration & Experience Lab), NYU, 2010 –present. Visiting Scholar appointment at New York University.

- **Irwin**: Irwin, J. & Favaro, S. A Framework for Implementing ILLiad (in one semester). (under review); Faculty Senator 2014-2015; Graduate Studies Committee 2014-2015; Co-Founder of the Student Veterans Association; Copyright Committee; Emerging Learning Design Committee 2013; Moderator VALE 2013.

- **Jackson**: With Leonard Iannaccone, conducting user survey of the Archives and Special Collections website, intended to result in one or more published articles describing the project and results found. Mid-Atlantic Regional Archivists Conference (MARAC)

Philadelphia Program Committee; Planned a conference session, November 2013 Philadelphia MARAC conference, called "Evaluating the User Experience: What to Ask, How to Measure, and What to Learn from Assessment" (invited speakers, guided content and format); Vatican 2 Symposium Display: "Commemorating the 50th Anniversary of the Second Vatican Council: Celebrating the Decree on Ecumenism"; Reviewer for the American Archivist, the journal of the Society of American Archivists. English department career event March 2014; Charter Day Committee, 2014; Commencement Marshall, 2014; SAA Theodore Calvin Pease Award Subcommittee, 2013-2014; SAA Lone Arrangers Roundtable; CRRA Digital Access Committee.

- **Kalyan**: not included in annual report.

- **Lee**: Senate- Compensation & Welfare, and Calendar committees; Praxis Program II.

- **Loesch**: Loesch, M.F. (2014). SearchFAST. Technical Services Quarterly, 31(3), 300-302; (2014). VALE RDA LibGuide at TCNJ. Technical Services Quarterly, 31(1), 86-87; (2013). Problem Cataloger. Technical Services Quarterly, 30(3), 348-349; (2014). OCLC WMS Migration, Library Faculty Retreat, Montclair State University, NJ, May 15; Loesch, M. & L. Thaler (2014) Cataloging and Records Manager, Northeast WMS Users Group, Franklin Pierce University, NH, June 10. Middle States Standard 11-Educational Offerings working group; Senate Faculty Guide and Bylaws Committee; Senate Information Technology Committee; elected chair of the Library Nominations and Elections Committee; Chair of the VALE Bibliographic Control and Metadata committee: organized an Institutional Repository workshop held at Rutgers in October 2013.

- **Rose-Wiles**: Rose-Wiles, Lisa M., and Melissa A. Hofmann. 2013. "Still Desperately Seeking Citations: Undergraduate Research in the Age of Web-Scale Discovery." *Journal of Library Administration* 53, no. 2/3: 147-166; with Dr. Marian Glenn, "Ecology, Information Literacy and Bernard Lonergan: a librarian immersed" at the VALE annual users conference, Rutgers University January 10, 2014; Mission Praxis; Assessment Grant spring 2013; Petersheim Committee; Middle States Accreditation Committee, working group 1; NJLA CUS/ACRL-NJ Research Committee; co-chair of Copyright Committee; "GEM Fellow" in the Advanced Seminar on Mission Praxis program.

- **Stern**: Faculty senator, chair of the Academic Facilities Committee.

- **Notable Administrative Accomplishments:**

- Leonard, Elizabeth, and Erin McCaffrey, eds. *Virtually embedded: the librarian in an online environment*. Chicago : Association of College and Research Libraries, a division of the American Library Association, 2014.

- Dr. Kate Dodds completed her M.A. in Theology from the Immaculate Conception Seminary, Seton Hall University.

Progress on Library Strategic Plan Objectives Round 2: to June 2015

Objective 1 (Goal 1 & 2 & 3 & 8): Fully implement the new WMS library management system; correct and clean records; establish efficient cross-functional workflows; present information to researchers in a clear, understandable format; broad understanding of WMS technology; preserve necessary data from the Voyager system for further use in a sustainable way; eliminate outdated tools/processes.

Results: Functionally completed, workflows ongoing.

Objective 2 (Goal 1): Review/evaluate services and make recommendations: review content/presentation of LibGuides (Spring, ongoing); review current activities and service gaps, reference and instruction trends and data nationally, potential new services, local redundancies and make recommendations.

Results: LibGuides underway, PSC reviewing and refining services; ongoing

Objective 3 (Goal 2): Develop collections policy statements for general collections; continue to manage incoming-gifts acceptances.

Results: Substantially underway (gifts). Collections policy delayed.

Objective 4 (Goal 3): Simplify records for/access to journals – print, microforms, electronic, those shared with Law, electronic books – current and ongoing; format, install, and test an on-site server for ArchivesSpace (possibly another for an art/museum database), inventory and transfer assets from the Expressions IT server.

Results: Functionally completed (simplify access and test server). Further transfer of assets awaiting Summer 2015.

Objective 5 (Goal 3): Develop the new Libraries-controlled webpage (more iterative features/highlights Special Collections, Gallery, Seminary, Valente).

Results: Substantially completed, but to be further articulated in the implementation of LibGuides 2.0, Summer 2015.

Objective 6 (Goal 3): Consolidate, organize and produce Special Collections finding aids, continue developing modern collections handling procedures and implement effectively, develop/update skills where needed.

Results: Substantially underway and ongoing.

Objective 7 (Goal 3): Continue to strengthen document delivery processes (software, efficiencies).

Results: Substantially completed, to be reviewed periodically.

Objective 8 (Goal 4 & 1): Develop a plan/budget request for the Information Commons, to be delivered to IT; drop federal depository status and weed the collection.

Results: Completed and weeding underway.

Objective 9 (Goal 5): Dean outreach to various departments, deans, programs (ETDs, new curricula, WMS rollout).

Results: Completed and ongoing.

Objective 10 (Goal 5): Conduct student surveys on Libraries' web pages, ongoing.

Results: Begun for Special Collections, awaiting transition in Summer 2015.

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

Results: Deferred.

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

Results: Completed, ongoing.

Objective 14 (Goal 6): Strengthen collections coordination with Law (electronic, print, and repository) and implement book reserve and delivery inter- and intra-campus; fully implement ETDs.

Results: Substantially completed, remainder (intra-campus delivery) underway.

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

Results: Underway, ongoing.

Objective 16 (Goal 7): Configure Walsh Gallery programing with an eye to long term sustainability.

Results: Underway, ongoing.

Objective 17 (Goal 8): Oversight of key functions and workflow efficiencies.

Results: Partially completed, ongoing.

Objective 18 (Goal 8):   Improve library-wide communications: workshop; Assist. Deans' regular meetings with functional supervisors, all library meetings, regular meetings with library faculty, library intranet.

Results: Substantial improvements: workshop deferred due to improvements in late December 2013; intranet deployed, regular meetings held, ongoing.

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

Results: Substantially completed, ongoing.

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

Results: Partially completed (not all support received).

Library Faculty and
Library Functional Area Reports

Preface

This year, the Libraries has made remarkable strides in addressing the priorities of our Strategic Plan and in capturing our 18-month goals. We have also made substantial and exciting improvements in Walsh Library's space. In my second Annual Report as Dean, I again requested Library faculty discuss the year's work as it bears on and derives from our current goals and objectives, and in the way it actuates the Libraries' Strategic Plan. Each functional area's Report is constitutive and reflective of our Plan and contributes to the overall coherence of our purpose. What follows is a broad narrative that accurately describes the work of a very productive year.

Xue-Ming Bao, Ed.D., MLS

Systems Librarian and Associate Professor

Annual Report FY: 2013-2014

In the past academic year (2013-2014), the Library has experienced a transition of the Integrated Library Systems (ILS) from Voyager to WMS. It presented a huge challenge to me as a systems librarian. My report focused on how my work supported library goals and objectives in its strategic plan (http://library.shu.edu/friendly.php?s=mission) as well as Library Strategic Plan Objectives through June 2015 (http://library.shu.edu/content.php?pid=455362&sid=4576274).

Objective 1 (Goal 1 & 2 & 3 & 8):
> *Fully implement the new WMS library management system; correct and clean records; establish efficient cross-functional workflows; present information to researchers in a clear, understandable format; broad understanding of WMS technology; preserve necessary data from the Voyager system for further use in a sustainable way; eliminate outdated tools/processes; top priority, ongoing until completed.*

Data migration from Voyager to WMS was extremely important in the ILS transition. I worked closely with Dr. Marta Deyrup and OCLC Support to extract library's bib and item records from Voyager and uploaded them to OCLC to complete the data migration for the new WMS system during the months of September and October 2013. This process involved 1) determining the STH_WMS Translation Table for the migration records, 2) extracting and uploading a total of 568,011 bib records from the locations of Apabi Chinese Ebooks (1,476), Archives (20,902), Asian (6,638), Circ Desk (9,587), Main (433,462), Main/Dissertations and Theses (10,542), Oversize, Ref (20,156), Seminary and Valente (57,248), and 3) extracting and uploading a huge "Database Dump" file (1.5GB) with item records for matching with the bib records for LHRs (Local Holding Records). The migration was successful according to the email to me from Sara Newell of OCLC on October 3, 2013: "Thank you for working with James Eads to extract STH's database. We have the file in house and it is ready for use. At this time, no other files are expected from your institution."

Data reformat of the library print journals into WMS Kbart format was essential to display the journal subscription status information in WMS KnowledgeBase (KB) and WorldCat Local (WCL). A total of 3,109 print journal titles extracted from Lotus Notes database and other sources were selected to be deployed into WMS-KB. However, 1,745 out of 3,109 (or 56%) needed manual reformatting to conform to the Kbart format requirements, i.e. to separate journal's holding status information such as the beginning and ending year, volume, issue into the correct columns in an Excel spreadsheet. I created a procedure to perform this task with minimal errors and maximum efficiency. I wrote an email to the library administration and colleagues involved in this project on January 9, 2014 to thank Prof. Martha Loesch, Ms. Denise

D'Agostino, and Mr. Joseph Yankus for their help to speed up the process. We did it in about a month excluding the holidays in December 2013.

During the ILS transition, I received many requests (30+) for Voyager reports from librarian colleagues and administration. For example:

1) LoanData, HoldData, FineData for WMS-WCL Circulation Project
2) Dissertations and theses with or without 856 filed
3) DVD-video & CD-MusicCD items
4) Missing and lost library items

Some requests needed much of my time, thinking, and testing to create customized queries, for example "Could we please have a list of voyager dissertation records with the 856 field and another report with dissertation non-URL records?" These reports facilitated my colleagues to do their part of the job, and I was glad to be able to help. SHU IT has successfully created an Oracle database backup for Voyager in June 2014. I am now able to generate the same reports after Voyager's production server is terminated.

Objective 3 (Goal 2):
>*Develop collections policy statements for general collections; continue to manage incoming-gifts acceptances.*

I served as Library's EPC Chair during 2013-14. The EPC received a request from Prof. John Irwin, Department Head of Access Services for lost book fee increase. Through my coordination of discussion and voting, EPC and LFA approved the request lost book fee on October 28, 2013.

Objective 4 (Goal 3):
>*Simplify records for/access to journals – print, microforms, electronic, those shared with Law, electronic books – current and ongoing; format, install, and test an on-site server for ArchivesSpace (beginning in Jan. 2014 and possibly another for an art/museum database), inventory and transfer assets from the Expressions IT server (Jan. 2014).*

I started to experiment the installation of ArchivesSpace, an archives management tool at the request of library administration in December 2013. ArchivesSpace is a web-based open source program. It requires working with MySQL in the Linux server environment. I was successful to install Archivesspace in two sandboxes in Amazon Cloud Servers provided by SHU IT in February 2014. Prof. Tracy M. Jackson, Processing and Digital Archivist, provided positive feedback. However, she noticed data migration problems. I learned a data migration tool would be open to non-ArchiveSpace membership in the mid-May after contacting the sponsoring agency of ArchiveSpace. I reinstalled the latest version (v1.0.9) of ArchivesSpace in one of the sandboxes, and I migrated the data from ArchivistTool Kit to ArchivesSpace with the tool in May 2014. Tracy made corrections according to the migration log in ArchivistTool Kit. I did a second round of data migration from ArchivistTool Kit to Archivesspace in another sandbox in June 2014. Tracy is in the process of evaluating the migration log as of now. The current results of the data in ArchivesSpace Admin show the statistics of Accessions 1,186, Resources 285, Digital Objects 4,118, Subjects 241, Agents 444, Locations 3,619, Events 186, Collection Management 42, and Classifications (no record found).

I replaced LinkSource Resolver with OCLC's Link Resolver in EBSCO Admin per request from Ms. Elizabeth Leonard, Assistant Dean for Information Technologies, Resources Acquisition and Description in June 2014. Currently OCLC's Link Resolver appears in EBSCO's EDS search results. We tested a several records from ScienceDirect to be sure that the link resolver was set up correctly.

I wrote an email (11/13/2014) to library administration to report that SHU IT downloaded all the pdf files (1,082) of Seton Hall dissertations and theses from Lotus Notes per my request. They have been placed in Library's "S" drive and are ready to be uploaded into BePress.

Objective 18 (Goal 8):
>*Improve library-wide communications: workshop; Assist. Deans' regular meetings with functional supervisors, all library meetings, regular meetings with library faculty, library intranet, ongoing.*

I attended Elizabeth's Team meetings on a weekly basis as well as other library meetings per requests. I shared my work progress, thoughts on issues and solutions to the problems whenever appropriate.

Chinese Corner, a Book Donation Project

I am pleased to report that Walsh Library, Seton Hall University has been awarded a grant to host a Chinese Corner with a donation of 300 books and $7,500 funding for management and promotion of the project. The Chinese Corner will expand our Chinese language collection, increase the visibility of Chinese language program, and attract more students to learn Chinese. China Hanban (China Office of Teaching Chinese Language) is the funding agency, and the project is coordinated by China Educational Publications Import & Export Corporation Ltd. (CEPIEC). I would like to thank Dean Buschman for his support of this project from the initial possibility in March to its fruition in June 2014.

Collection Development for Asian Studies

I expanded e-book collection for Asian Studies through Ebrary and Apabi vendors in 2014. I selected 860 Ebrary PDA (Patron Driven Acquisition) books in the subject areas of traditional and modern China, traditional and modern Japan, geography of Asia, China in world affairs, Asian politics, social life, world religions and so on. Also, I selected 618 Chinese ebooks from Apabi in the subject area of history, literature, and teaching Chinese language and culture.

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.

Beth Bloom

Reference Librarian/Music Liaison

Annual Report FY: 2013-2014 Information Literacy and Library Instruction

Between June 2013 and May 15 2014 the library faculty taught a total of **5288** students in **278** classes.

Breakdown:

Classes:	**Students:**
245 Undergrad. + 2 high-school = 247	4619 Undergrad. + 12 high school = 4631
Graduate = 31	Graduate = 657

Breakdown by Librarian

Rose-Wiles	51	Loesch	18
Bloom	49	Irwin*	16
Lee	33	Bao	15
Stern	31	Deyrup	13
Delozier	21	Jackson	13
Favaro*	19		

*Team-taught some classes

2013 Information Literacy and Library Instruction Report with 2014 Updates

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 help students find and understand resources accurately and efficiently, such that they can discover diverse points of view, synthesize those ideas, and progressively create new knowledge. Thus, it is vital that the library use systems and provide tools that will enable students to do so.

Service: We must be service oriented and student-centered in all choices we make: in planning, making resources accessible, in collection, in instruction, in preservation, and in overall library atmosphere and environment. The students must come first. Both my personal and library

instruction annual reports reflect my commitment to helping students improve their research and learning skills.

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 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: We teach 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 focuses on literature research; the library instruction consequently focuses on research in specific databases or follows libguides designed for aspects of literature research. Thus, the three freshman sessions are designed to introduce progressively more sophisticated research.

Update: While coordinating information literacy classes, I have decided to set the scheduler such that there be sufficient time between initial IL class request and the actual library instruction to allow for communication between classroom and librarian faculty. This optimizes the quality of the library instruction and allows the students to prepare for the librarian's visit.

The library faculty base their subject specific and more advanced instruction sessions on the assumption that students have undergone previous instruction sessions and have had an opportunity to put such lessons into praxis. 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.

Update: We have held library instruction meetings as often as possible, the timing of such based on librarian availability. We discuss such topics as how best to help students navigate our dynamic library systems, databases, and electronic collections. We have exchanged teaching techniques and given examples of our best practices. Librarians discuss teaching techniques, best practices, each librarian has one thing to suggest, we will work out presentation schedule, discuss how we will monitor each other.

This year, we have also focused more on assessment, both that of the librarians and of student learning; some of the assessment is the legacy of the Assessment Grant of 2013. The following are some topics of discussion among the librarians during instruction meetings:

a. Learning outcomes for class--evidence of learning
b. Learning outcomes for program—evidence of learning
c. Types of assessment in the form of:
    a. Parts of assignment
    b. Worksheet turned in with assignment
    c. Optional assignment turned in at reference desk
    d. Quiz in class
d. Specific process goals in assessment

The outcomes specifics will be reported in spread-sheet format.

Collaboration: In fall 2013, Dr. Deyrup and I will continue to utilize Google grant money in order to measure students' on-line research behaviors, in tandem with other members of the NJ academic library community. 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 students negotiate their way through the myriad (or lack of) results they often get in their efforts to do good research.

Update: **Google Grant**: Dr. Deyrup and I have also continued to observe student research behaviors. In fall 2013 I used Google grant funds as reimbursement for students who recorded themselves as they did preliminary research in OpenHallway for their term papers. We also collected statistics based on survey. What distinguished this from the study done in 2011-2012 was that we coordinated our efforts with instruction librarians at Rider University. In this iteration, we required the students to initiate their research on the library home page, using our EDS discovery system. A total of 23 Seton Hall University and 7 Rider University students participated in the study this past fall. Due to time constraints, those data still await analysis and coding.

Community: We have coordinated meetings with members of the English department to discuss library instruction for second semester Freshman English students. This summer we are involved in an assessment project to measure the effectiveness of library instruction on information literacy retention in freshmen. We are aligning the rubrics with the NJLA/ACRL information Literacy progression standards. We are also preparing to align the goals of the library instruction sessions to outcomes articulated in Standards 1, 2, and possibly 3. We plan to use students' final papers as a measure of our/their success.

Update: As the ACRL information literacy progression standards have changed, we must also rework our assessment criteria. I have continued to arrange meetings between library faulty

and Freshman Studies and Freshman English, respectively, so that we can exchange ideas about the nature of the instruction sessions, research assignments, and agree on the goals, objectives, and assessment of librarian/student interaction.

PROFESSIONAL DEVELOPMENT

For professional development, I have done much reading in the library literature on information literacy. I also attended two seminars based on Bernard Lonergan's cognitional theory and epistemology: the Praxis Program of Advanced Seminar on Mission, in which we discussed Lonergan's insight theory and developed a plan for incorporating the Generalized Empirical Method (GEM) into our classroom teaching; and Transforming Conflict through Insight, which consisted of the application to Lonergan's insight theory to conflict resolution techniques. I have employed some of these techniques in my teaching. For example, some of my research and much of the IL literature have indicated that students do not (or perhaps cannot) take sufficient time to allow thoughts and ideas to percolate such that they could internalize them or achieve insight. I have also developed a Praxis ATM (Articulating the Model of Bernard Lonergan's General Empirical Method), a specific plan that scaffolds information literacy instruction while employing insight theory, in order better to help students understand their own learning and the research process.

PUBLICATIONS

Book

Deyrup, Marta, and Beth Bloom (Eds.) (2013) *Successful Strategies for Teaching Undergraduate Research.* Lanham MD: Rowman & Littlefield.

Other Publications and Writing

Bloom, B.S. and Marta Deyrup (2013). "Undergraduate Student Search Strategies: Findings from a Two-Year Study," *Against the Grain*, November, 2013.

Bloom, B.S. (2014), "The Time Not Taken" in: 2014 Summer Seminar: Center for Catholic Studies, Seton Hall University.

ATM for Lonergan Praxis workshop.

Presentations

Bloom, B.S. and Marta Deyrup (2013), "Full Circle (Or How Success Breeds Success)," 33rd Annual Charleston Conference, Charleston, SC.

Bloom, B.S. and Marta Deyrup (2013), Google Project Report, presentation for VALE User Services Committee, Rutgers University, Newark

PROFESSIONAL EFFECTIVENESS

Head of Instruction

- o Coordinated library instruction (see enclosed statistics). 278 classes and 5288 students between June 2013 and May 15, 2014.
- o Maintained and monitored online class scheduler.
- o Booked classrooms as needed.
- o Liaised with directors of Freshman Studies (University Life course) and Freshman English to determine nature of and content within library instruction for those units.
- o Worked on statistical study of the effectiveness of library instruction for Freshman English (specifically English 1202).
- o Organized library assignment distribution for University Life library orientations-- Arranged to have these assignments returned to the librarians.
- o Held instruction meetings for librarian faculty.
- o Topics discussed in instruction meetings:
  - ▪ Worldcat local instruction:
  - ▪ Issues that arose during Freshman English instruction.
- o Goals for next year's Freshman English classes:
  - ▪ desired content for English 1201 and 1202
  - ▪ a rubric articulating desired student outcomes after each instruction session (i.e., "After this session, students will be able to……..") .
- o Collected statistics.

Reference Librarian

- o Worked reference desk, as scheduled, including an average of one weekend day per month. Worked nights weekly during summer hours.
- o Assisted in creation of reference schedules.

PSC: Chair, Public Services Committee.

- o Scheduled weekly meetings. Posted minutes. Please see PSC Libguide for postings.
- o Accomplishments and plans:
  - ▪ Generally monitored public services (reference, instruction, circulation issues)
  - ▪ Re-evaluated and revised reference scheduling

- Worked on partnership with Disability support services to determine ways to give library assistance to students with disabilities.
- Worked on reference desk redesign
- Scheduled ask-a-librarian coverage
- Edited and updated Ask questions and responses
- Investigated chat reference products and capabilities
- Evaluated Easy Bib and Research Ready
- Created signs for public area when classes were in session
- Changed location of refworks on library home page
- Evaluated fonts and colors on library home page
- Worked on text for library tours
- Investigated ways to make videos more accessible to our patrons
- Determined long- and short-term goals
- Discuss different ways of delivering reference (e.g., on-call and/or libchat or Library H3LP)
- Investigated methods of collecting reference metrics that account for varieties of reference exchanges and sampling
- Explored reference staffing software
- Worked on implementing an FAQ linked to the library home page
- Requested mission Statements for Reference and Instruction
- Reviewed charge of the PSC
- Communicated with TLTC to determine library participation in on-line courses
- Met with specific communities in the library to communicate goals and objectives with all public services constituencies.
- Discussed OCLC link resolver and advanced book searching.

Teaching

- Taught a total of 49 graduate and undergraduate classes
- Gave private library instruction to at least 17 students and faculty
- Organized instruction meetings (see above).

Library Liaison

- School of Nursing, Art, Music, Museum Studies, Women's Studies
- Co-liaison to School of Health and Medical Services and Department of Communication.

SERVICE TO LIBRARY, UNIVERSITY AND COMMUNITY

- Search committee for Assistant Dean
- Chair, library PSC
- Chair social sciences librarian search committee
- Library EPC

- Library Rank and tenure committee
- Faculty Senator (-2015)
- Faculty Senate executive Committee (2014-2015)
- Faculty Senate Academic Policy Committee (2013-2014)
- Faculty Senate Faculty Guide Committee (2013-2014)
- Faculty Senate Library Committee (2013-2014)
- Faculty Senate Grievance Committee (2014-2015)
- University Core Curriculum Committee (-2015)
- VALE Shared Information Literacy Committee.

Jeanne Brasile

Walsh Gallery Director

Walsh Gallery Annual Report FY: 2013-2014

I – INTRODUCTION

The fiscal year began with working on enacting a number of initiatives related to the internal evaluations (dated 2012) of time analysis and S.W.O.T. analysis (strengths, weaknesses, opportunities and threats) in the gallery and library environments. Working on these initiatives created a temporary increase surge in work flows and responsibilities. However, the long-term prognosis is that the Director's efforts would ultimately allow for the more agile work environment that was stated as a goal in the Walsh Gallery's 2012 – 2013 Annual Report.

This past year's most significant accomplishment was the creation of the new position of Collections Assistant, filled by Joseph Yankus, which entailed a job search, interview process and training period that, in part, created a temporary drag on work flows and productivity. Since the hire of Joseph Yankus in January 2014, he has been on board to inventory the backlog of art, enhance work flows in the inventory process, and assist with all movement of artwork throughout the gallery and library. Yankus also assists with the shipping, installation, deinstallation, preparatorship and condition reporting of loaned objects. This saves the director anywhere from one to three days of time for each exhibition. In addition, the Collections Assistant has been instrumental in preparing the library for the remodeling project which required moving all artwork into storage and re-hanging the art at the conclusion of the remodel which is expected to be August 2014. The Collections Assistant has also taken the helm in installing window exhibitions, arranging for loans from other departments on campus, communication with faculty and staff and installation of the displays which fell primarily on the Director and a select few work study students with particular aptitude and training in this area. Subsequent sections of this report shall address other areas in which improvements have been made, are in progress or are projected in the future which speaks to short, middle and long-term strategic planning in the gallery and the larger library environment.

II – MISSION/VALUES

The mission of the Walsh Gallery remains unchanged. Working towards the greater goals of enhancing the intellectual life of the university and larger community, the gallery continues to develop thematic exhibitions based on interdisciplinary themes. There is a strong emphasis on collaboration that continues to be central to the gallery's mission.   With both education and collaboration as two of its primary charges, there were many programs focused on those aims. Resources for education included programs such as:

- Gallery talks structured towards curriculum accommodating a variety of classes including; English Composition, English as a Second Language, Pre-College Writing Classes, Freshman Studies, Art History and Museum Professions graduate courses
- Gallery talks with informed speakers and symposia featuring students from the Martin Luther King Scholars Program
- Events such as artist talks and discussion series

Many of these events were in collaboration with departments on campus, student organizers and scholars from Cranbrook College, The Pratt Institute and local galleries and institutions. These efforts will continue into the coming year with scheduled talks, poetry readings, performance artists and film screenings which continue to be free and open to the Seton Hall community and the general public.

III – GOALS AND OBJECTIVES

Last year's annual report noted the following goals:
   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.

Since last year's report, increased communication resulted in joint projects with The Department of Archives and Special Collections to improve the storage capacity and safety of objects throughout campus. These improvements led subsequently to a large-scale installation of art throughout the second, third and fourth floors of the University Libraries to share our cultural patrimony with the library users. In tandem with the reinstallation of artwork, it became necessary to accession or re-inventory objects in the collections, resulting in more items being entered and tracked in the database as well as more comprehensive research on some of the more notable objects in the university's collections. Another outcome of the joint projects is that both divisions share expertise and leverage departmental resources.

Other recent cooperative efforts with the Department of Archives and Special Collections have been particularly fruitful, enabling the display of large scale photographic reprints from the Ace Alagna photographic collection which was donated roughly five years ago and had not been previously on view in the University outside of the digital finding aid. Other cooperative efforts have included collaborating with the Processing Archivist and Director of Archives regarding policies on collections management; including loans, collecting policies and access to collections by researchers and faculty.

This past year, the Gallery Director, Processing Archivist and Director of Archives and Special Collections met with Rhonda Quinn who currently is charged with managing the ethnographic collections in the custody of The College of Arts and Sciences, as well as Petra Chu, who has been storing a large collection of Asian art in the Art Center. These talks have culminated in the anticipated goal of moving the objects to the auspices of the University Libraries which already has the facilities, knowledge, staff and protocols in place to steward the collections. The creation of this position will align the university with a best practices approach toward managing its collections which is particularly essential in an institution with a Museum

Ethics institute and a Museum Professions Graduate Program whose curricula directly address and endorse such practices and policies.

Improved communication with the Department of Arts and Sciences has also resulted in smoother facilitation of coursework within gallery environment, particularly in the Museum Professions Graduate Program -- which relies on the gallery in fulfillment of its curriculum -- and the Department of Communication and the Arts which holds its annual student exhibition in the gallery each spring. Increased communication also enabled the inclusion of Seton Hall University collections, including the collections from the Oesterreicher Institute into the exhibition "Building Bridges" and other auxiliary displays in exhibition cases and exterior window display areas.

B.

Transparency and cooperation were also improved. The creation of procedures such as the Collections Management Policy, spearheaded by Kate Dodds, Director of Archives and Special Collections, addressed conditions for lending and borrowing objects, access policies for researchers and scholarly researchers, in addition to a number of other conditions for which policies did not previously exist.

Other transparencies exist between the Assistant to the Dean of the University Libraries with the creation of shared calendars to keep colleagues updated on the progress of activities and scheduling issues. This has had the result of better communication and work flows between departments within the library. The Assistant to the Dean and the Gallery Director have been able to work together on potential artwork conservation projects (Dante's bronze bust), movement of artwork on the upper floors of the library and location of temporary storage areas during the re-painting and re-carpeting of the gallery.

C.

The creation of a more agile work environment was paramount in realizing goals A. and B. above. With fewer scheduled exhibitions annually, a newly created position for a part-time Collections Assistant and a new workroom adjacent to the gallery, operations are becoming less onerous to undertake. With fewer demands on her time, the Gallery Director intends to allocate more time to grant-writing, professional development, program development and scholarship. This enhances the gallery's ability to meet its mission while concomitantly raising the level of distinction it endeavors to meet.

Some of the most marked improvements in a more agile work environment were the result of communication and transparency between Robert Rementeria, Library Technology Coordinator and the Gallery Director. Prior to Rementeria's arrival, the gallery has had ongoing issues with its technology due to the fact that we have specific needs and considerations with regard to digital imaging standards as well as specialized software and hardware needs for performing basic functions that were not previously supported by Information Technology. This includes automatic cloud back-ups of collections management data, networking of printers and scanners, the acquisition of three laptop computers for interns, volunteers and work study students, a tablet for condition reporting and accessioning projects, the purchase of software for image management and the creation of functioning email distribution lists on Mailchimp, which was required due to the limitations of Outlook which does not support lists larger than 100 people. With almost 2,000 email addresses in our distribution list, we were hindered in our

ability to efficiently alert of patrons of gallery events. While there was a significant amount of down-time while these improvements were being made, conditions are now drastically improved. Lastly, Rementeria was able to fix the Gallery Director's profile in Outlook which had been programmed incorrectly dating to her hire in 2006. Previous attempts to fix these issues through PCSS had not resulted in any progress.

IV – VISITATION DATA

The Walsh Gallery continues to keep visitation statistics to determine the visitation patterns for each exhibition as well as audience purpose for attending the gallery. These statistics are necessary to determine programming, facilitate grant applications with regard to visitor demographics, and how well the Walsh Gallery is meeting its mission and goals as well as of those of the University Libraries and Seton Hall University. The tables below analyze visitation by exhibition (Table A) and purpose (Table B).

A. VISITATION BY EXHIBITION

Exhibition Title	Total Visitation
Cell Mates	124 (partial – exhibition spans fiscal years)
Building Bridges	827
Marking Territory	642
Simultaneity	646
Double Think (annual student exhibition)	662
Anamnesis	432 (partial – exhibition spans fiscal years)
Total Annual Visitation	3333

B. VISITATION BY PURPOSE

General Public	1874	56%
Seton Hall University Class Visits	315	9.5%
Gallery Programs and Tours	1030	31%
Event Hosting	114	3.50%
Total Visitation	3333	100%

This year visitation decreased from 4250 to 3333, a 22 percent different from the previous year. This can be attributed, in part, to the layout of the exhibitions. Four of the five scheduled exhibitions included a large amount of free-standing exhibition cases, sculptures and/or installations which prohibited the hosting of robustly attended events, such as Poetry in the Round. This was due to reasons of safety and security, with regard to both visitors and loaned works of art. This situation was exacerbated by the unusual amount of school closings last winter due to snow storms and bitterly cold days which kept visitors from traveling to the university.

While we cannot know what the weather will bring, we do know that the upcoming exhibition calendar will attract new constituents to the gallery with a number of themes that have broad appeal and span disciplines between art, the humanities, science, history and American

politics and culture. Guest curators from the Museum Studies Graduate Program and the Trinity Museum, in addition to rare book collector, James Periconi are anticipated to draw in first-time visitors who we hope will become repeat visitors. Additionally, while there will be some shows that make fair use of available floor space, there will be fewer shows that prohibit hosting of large events which increase overall visitation numbers.

It is encouraging that small strides continue to be made towards increases in general visitation statistics despite the overall downturn in attendance. Last year, 51% of visitors were from the general public. This year, this number increased to 56%. This demonstrates that audiences do come to the gallery for purposes of entertainment and free-choice learning outside of their formal studies. This also demonstrates the gallery's adherence to its outreach mission to the local community and student populations.

Increases in visitors attending programs and gallery tours (up 7% this year) demonstrate that the findings of last year's S.W.O.T. analysis and the resulting workload reduction enabled the Gallery Director to develop programming that is interesting and relevant to visitors. This year, the Walsh Gallery intends to include more programs in its yearly calendar, particularly since the Director's time can now be shifted towards fundraising, research and collaborative relationships that will facilitate this.

V – SUCCESSES AND CHALLENGES

A. SUCCESSES

The newly created position of Collections Assistant, and the hiring of employee Joseph Yankus has greatly enhanced the ability to the gallery to continue inventorying its collections, document the conditions of the objects in its stewardship and get large amounts of artwork out of the vault and into public areas of the library for viewing. Joseph Yankus has also been charged with oversight of collections interns, volunteers and work study students, freeing the Director to work on tasks that are more results driven in terms of fundraising, collaboration and programming. The Collections Assistant has relieved the Director of the sole burden of overseeing the deinstallation, movement to temporary storage and reinstallation of artwork during the summer 2014 library renovations.

The number of objects formally accessioned and entered into the Past Perfect database has dramatically increased in the past six months (from the date of hire of Joseph Yankus), jumping from roughly 400 objects fully inventoried to 624 presently. Due to the hire of Yankus, the gallery was also able to take on two collections interns (Imani Lee from Howard University and Kathryn Jeans from the University of Maryland) working four full weekdays this summer on the inventorying of objects and condition reporting on James Periconi's loaned collection of books, prints and ephemera. It would not have been possible to oversee two interns without Yankus on staff.

The ongoing issue of a centralized Collections Manager charged with managing objects in the University's collections campus-wide seems to be moving toward fruition. Meetings between Deans Zavada and Buschman, Drs. Petra Chu and Rhonda Quinn, Kate Dodds, Tracy Jackson and Jeanne Brasile have resulted in a cooperative efforts to advocate for a new position and facilities for the management of collections including storage, work and teaching environments. A Collections Manager will alleviate the Walsh Gallery and The Department of

Arts and Sciences from the additional responsibility of managing collections which is certainly a full-time assignment that is a challenge to undertake with existing resources.

Improvements to the gallery environment have been ongoing since 2007. This year, new electronic tracks, dimmers and halogen lights have been approved for the exhibition display windows facing the first floor library arcade. These improvements will not only benefit the objects on display, but enhance the viewing for visitors with proper lighting and also save money on electricity and time maintaining the old tracks which had outlived their efficacy. Additionally, the carpet is being replaced which will make the gallery more visually appealing and dispense of the potential tripping hazard from the old carpet which was installed twenty years ago.

Advances in LED lighting technology has provided an opportunity to switch out the incandescent bulbs presently in use in the Walsh Gallery's recessed lighting fixtures. This will create a more sound environment for objects, while reducing time spent changing spent bulbs as well as saving money on electricity by drawing only 4 watts per bulb instead of 150. There are 48 fixtures in the gallery, so the monetary and time savings will be significant. These changes are anticipated to occur prior to September 2014 which coincides with a show of works on paper which are extremely sensitive to light exposure.

With more time to write grants, the Gallery Director has secured a $3,000 grant from the New Jersey Council on the Humanities in support of its September exhibition of books, "Strangers in a Strange Land." This will enable the gallery to invest in materials and display furniture which enhances its ability to develop exhibitions containing sensitive materials. It also aligns the gallery to operate more closely with a "Best Practices" approach.

B. CHALLENGES

While the Gallery Director has been liberated from many tasks with the hiring of the Collections Assistant, there are some residual issues which remain. Space limitations necessitate that inventorying takes place in or adjacent to the Director's office which causes frequent disruptions to the Director. Furthermore, the interns, volunteers, Collections Assistant and Gallery Director are often in one another's way, requiring patience and disruptions to work flows in the small, cramped space. This also is in opposition to a "Best Practices" approach which requires separate work areas for collections and inventorying tasks which should be taking place in a controlled environment and not in a general office space that is shared. The Director, working with Dean Bushman continues to advocate for more storage and work space commensurate with the tasks her department is charged with.

The issue regarding storage space for the storage of works on loan and packaging for those objects remains the same as last year. Storage is allocated to the small hallway in the rear of the Director's office which is also the access space for the sprinkler system and the exhibition windows. Each time a window is installed or deinstalled, or fire inspections and sprinkler system maintenance takes place -- all the works on loan and packaging must be moved into the office proper, which means all work stops until the items can be moved back into the hallway. This continues to also be a safety hazard for the staff and also the objects which are at risk in a well-traveled, highly crowded open area.

The upcoming exhibition of James Periconi's books and works on paper underscores last year's plea for more exhibition cases and vitrines for delicate objects. The cases we do possess

are not satisfactory for many types of objects and with twenty years of wear and tear, many are showing their age. The staff continues to improvise quick fixes to repair these display cases, but ultimately, an investment in cases and vitrines must be made, particularly if we are emphasizing the display of Seton Hall University collections, many of which should be displayed under lock and key due to their value and diminutive size. The present cases are inadequate in the capacity that many have open tops that allow in dust, lack humidity control chambers and gaskets meant to limit air exchange rates – all factors that are necessary to protect objects while on display. The locking mechanisms are also not adequate to deter strong-minded thieves.

Last year's modest operating budget increase (from $6,500 per annum to $8,500) is a move in the proper direction. However the budget is still not commensurate with the responsibilities the gallery undertakes. It has been noted in the past that compared with peer institutions, the Walsh Gallery is mandated to do more with far less staffing and funding. With the recent hire of Joseph Yankus to inventory the collections, the budget is seeing further strains as the materials needed for cataloguing objects (boxes, wrapping materials, Mylar, etc.) are prohibitively costly. The additional $2,000 in the gallery budget was meant to improve operations in existence, not enhanced responsibilities such as collections management.

VI – GOAL SETTING - LOOKING BACK

In the Director's annual review with Dean Buschman and in the previous academic year's Annual Report, there were specific goals that were stated. While many of these goals were addressed previously in this report (Collections Management, integration of collections into exhibitions and displays and more collaboration intra and inter-departmentally) the following initiatives were also met:

A. Provide more opportunities for students and professors to integrate exhibitions into their coursework. This has been accomplished and can be quantitatively expressed in the number of classes visiting the gallery. Professors Leslie Bayer, Sally Yerkovich and Charlotte Nicholls assigned work to students that entailed independent visits to the gallery resulting in term papers or essays.

B. The following are highlights of the collaborations that were strengthened or created within the local community in addition to the afore-noted efforts with professors and departments on campus:

1) The Walsh Gallery co-sponsored an artist talk at the Prospect Street Firestation Art Center on Saturday, May 7th, collaborating with Gallery Director Hal Laessig, artist (and Seton Hall University donor) Gianluca Bianchino and Jonathan Goodman (Art Writer and Professor at The Pratt Institute.)
2) Student volunteer, Sierra van Ryck de Groot curated her first exhibition for the Paterson Art Walk through the Director's negotiations with Matthew Gosser, organizer for the Paterson Art Walk and Professor at the New Jersey Institute of Technology. de Groot's exhibition featured the work of Seton Hall University students and alumni on June 14th and 15th, 2014. The annual event attracted over 10,000 visitors.
3) Served as guest curator for an artist portfolio review at Pro-Artes New Jersey in Jersey City in August 2013. The group is a non-profit group that provides support and

exhibition opportunities to New Jersey artists. The Director met with eight artists that day to provide career guidance and constructive criticism which resulted in an exhibition at The Drawing Rooms gallery space in September 2013.

4) Discussions with Kristen Evangelista, Director of William Paterson University's Ben Shahn Galleries to preliminarily discuss collaborative efforts for research, digitization and accessions projects with an eye towards grants to fund such projects. WPU also holds a large collection of Edwin Havas paintings. Havas was formerly a Professor of Fine Arts at Seton Hall University and we also have many of his paintings in our collections.

5) Served on the exhibition steering committee at Aljira in Newark, for a survey of the artist Luis Cruz Azaceta in November of 2013.

6) Serving on the exhibition committee of the Tony Smith Sculpture Project for an exhibition of contemporary public art in Meadowlands Park, South Orange in September of 2014. This project is a collaboration with the Town of South Orange and the Pierro Gallery.

7) Continued service on the Essex County Board of Cultural and Historic Affairs through a re-appointment by the Board of Chosen Freeholders and Joseph Di Vincenzo, County Executive.

C. The development of educational programs capitalizes on the gallery's situation within an institution of higher education and is part of the gallery's mission to provide diverse programming. However, the temporarily increased work flows inhibited the development of programs in the numbers projected by the Director. The following were developed by the gallery staff in 2013 – 2014 despite the temporary increase in work responsibilities; Gallery Talk in conjunction with the exhibition "Marking Territory" with speaker and cartography historian Andrew Kapachunas, two separate gallery talks tailored for clients at the Wellness and Enrichment (W.A.E.) Center of West Orange and moderated artist talk at the Prospect Firestation Art Center in Newark.

D. Continued professional development was also a priority. The Director took a course entitled "Writing for Contemporary Art," a distance learning course at Berlin's Node Center for Curatorial Studies with scholar, An Payenhausen and a webinar organized by the American Association of Museum Curators entitled "Working with Living Artists."

E. Scholarship is another important component of the Director's duties and responsibilities. The previous year included the following:

1) Speaking engagement at The Pratt Institute to address MFA undergraduates regarding the art market and professional advice to aspiring artists on October 21, 2013.

2) Speaker at a symposium, "Practical Feminisms," hosted by Radiator Gallery of Long Island City in May of 2014.

3) Panelist at the Mattatuck Art Museum in Waterbury, Connecticut for the symposium, "Social Adjacencies" moderated by Ed Woodham, professor at The School for Visual Arts and independent curator. May 2014.

VII – GOAL SETTING – LOOKING FORWARD

Goals for the upcoming academic year 2014 – 2015 include the following:
    A. continuance of the inventorying of collections
    B. advocacy for a Collections Manager position to catalogue and manage collections throughout campus
    C. securing additional storage and work areas for the safety of objects and staff
    D. increased grant writing and securing of in-kind donations
    E. continuing professional development
    F. inclusion of more Seton Hall University collections within the context of exhibitions
    G. continued collaboration with library staff and those in departments campus-wide, as well as collaborations with local institutions.
    H. enhanced research and scholarly catalogue essays for the development of higher caliber exhibitions
    I. development of more educational programs both on and off-campus
    J. enhanced visitation numbers to at least the 2012 – 2013 levels or more

Alan Delozier

University Archivist

Special Collections and Archives Annual Report FY: 2013-2014

The following summary in brief is based on the proscribed Library-wide objectives and the overall Archives & Special Collections Center Annual Report with relevant professional activities undertaken over the past fiscal year with departmental colleagues Dr. Kathleen Dodds, Mr. Leonard Iannacone, Professor Tracy Jackson, Ms. Brianna Lo Sardo, and Monsignor Francis Seymour. Thank you.

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.

- Have engaged in team or individual research assistance in various instances over the past year. From July 1, 2013-June 30, 2014 here are the type of requests and number completed during this time period…

Type of Request	Number Completed
Archdiocesan	67
University Archives	303
Manuscript	77
Rare book	21
Irish	29
Sacramental	2
Genealogy	36
Directional	131
Combination (Two or More Categories Per Single Request)	41

* Specific request instances can be provided in more detail as necessary.

- Taught a total of 26 individual class sessions including English 1201/1202, Core Freshman, and specialized instruction. Requested class sessions that featured primary source instruction also included subsequent homework assignments that utilized materials found in the Archives & Special Collections Center. Professors worked with over the past academic year included: Mr. Lee Brodie, Communications; Dr. Raymond Capra, Classics; Ms. Lyndsey Danvers, Classics; Dr. Larry Greene, History; Dr. James Kimble, Communications; Dr. Vanessa May, History; and Dr. Mark Molesky, History.

- Helped to facilitate on-site research and worked with other members of the Special Collections staff to develop clear guidelines for use of the reading room as well as for duplication of materials and posted these policies on our website.
- Record monthly door traffic statistics in the Archives & Special Collections Center.

Goal 2) Build up and preserve print, digital, and other material 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.

- Part of the Special Collections staff collaborative on developing collection/user policies for special collections as well as for rare books found on our website. http://shu.libguides.com/content.php?pid=393137&sid=3293382

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

- Have contributed to, or serve as primary editor on various LibGuides to organize information on special collections into subject areas of interest to researchers. Collaborated on the following: Special Collections at Seton Hall and Catholic Studies – Primary Sources & Special Collections. Individual ones created include: Irish Studies, New Jersey Catholic History, and University History. The following link leads to these sites: http://shu.libguides.com/cat.php?cid=55869
- Internet Sharing of Seton Hall Resources. Webmaster for the New Jersey Catholic Historical Commission Website/Blog, Content Manager for the Archdiocese of Newark History & Preservation Homepage and member of the Catholic Library Association Website Evaluation Team.

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

- As noted previously, collection/user policies were revised to varying degrees this past year in order to improve researcher access while at the same time protecting material from damage and loss as much as possible. Aided with this process along with help on the re-shifting, checking for multiple copies, and scarcity of various materials including rare books and other materials with colleagues over the year.
- Office organization. Concerted initative of separating, sorting, organizing, and streamlining a number of boxes that house administrative files for the Center along with faculty-related business files (committees, research, etc.) to aid inter-office reference needs.
- Consolidation and organization of unprocessed collections in anticipation of formal processing under the guidance of Professor Tracy Jackson. Each collection has been placed adjacent on the compact shelving, information gathered, and all AT entries are nearly finished. Rows 007-010, 312-313, 322-323 have been completed.

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.

- Contributed to the Special Collections blog at various times over the past year. http://blogs.shu.edu/archives/2013/07/campus-under-construction/
- University Fall Involvement Fair – Special Collections Center Representative (2013)

Goal 6) Develop strategic alliances and cooperate with other organizations for the advancement of scholarship, efficiency, and University goals and objectives.

Publications

"American Irish in Service to Community & Country: A Vocational and New Jersey Perspective," 93-118. Deyrup, Marta Mestrovic and Maura Grace Harrington, eds. *The Irish-American Experience in New Jersey and Metropolitan New York, Cultural Identity, Hybridity, and Commemoration*. Lanham, MD: Lexington Books, 2014. (Book Chapter)

"Archival Science & Historical Method Toward Quest For Insight," Praxis Seminar, Seton Hall University, January-May 2014. (Web Essay)

Pawley, Christine. Reading Places, Literacy, Democracy, and the Public Library in Cold War America. *American Communist Studies*, Amherst and Boston: University of Massachusetts Press, 2010, vii + 272 pp. Appendices. (Book Review - Forthcoming)

- Catholic Research Resources Alliance (CRRA). A member of the CRRA Collections and Digital Access Committees, contributing to the digital resources on the CRRA website and Catholic Portal. Working with the Steering Committee on a mentorship program which will involve outreach to non-members to help populate the website with Catholic-oriented materials.
- Mid-Atlantic Archives Conference (MARAC). Elected to the Steering Committee as Chair of the Nominations and Elections Committee for the 2013-2014 term and editor of the User Guide for this body. Active with the New Jersey Caucus meetings and conference program committee planning to varying degrees.
- New Jersey Catholic Historical Commission (NJCHC). Under the guidance of Monsignor Francis Seymour, Archdiocesan Archivist and Chair of the NJCHC, this organization continues to support scholarship initiatives. Serve as Executive Director and aid with budget, meeting coordination, recording secretary, news editor, event planning, and various outreach initiatives. Major highlights include regular updates made to the NJCHC website/blog - http://blogs.shu.edu/njchc/ Highlights include contributions to Archives Day in New Jersey (October) and the 350th Anniversary Spirit of the Jerseys (May) events. Updated the Mahoney and Field financial awards to aid with research and book publishing projects. Co-Sponsored three different theological-themed events with the Seton Hall University Catholic Studies Department, a special panel at the Newark

Historical Society on Prohibition, and another with the SOPHS and PIPE that featured Irish genealogy.

- Ancient Order of Hibernians (AOH). Appointed State Historian for the New Jersey AOH, Irish-Catholic service organization. Responsible for website and print updates, research initiatives, appeals for material donations, reports to the State President and fellow members of the executive board. Assisted on securing provisional approval from the Office of Student Affairs for the creation of a new AOH division on campus. Provide talks on the value of history and preservation at local and state board meetings throughout New Jersey.
- South Orange Historical Preservation Society (SOPHS). Elected member of the advisory board and began term as Vice President during of January, 2014. Attend and contribute to monthly meetings. Assisted on the annual house tour as a docent and aided with the planning committee. Hosted meetings on campus. Member of the SOPHS Student Scholarship Review Committee. Chair of planning committee for the New Jersey 350th Anniversary and South Orange History Conference (Scheduled for 11/1/2014)
- Caucus Archival Projects Evaluation Service (CAPES).   Archival Program for the State of New Jersey which helps archival repositories with building their historical preservation infra- structures through evaluation with professional archivists. Various single consultancy questions answered for various Catholic entities including the Diocese of Trenton PTA and St. Peter's Preparatory School on a regular basis. Initial discussions made with the Montclair Kimberley Academy for a future survey visit.
- New Jersey History Day. Judge for high school level exhibits at the semi-final round held at Seton Hall University (March)
- Research clients and professional discussions held with different organizations. Included are the American Labor Museum, Caldwell College (75th Anniversary Committee), Catholic Archdiocese of New York, Catholic Diocese of Metuchen (NJ), Columbia High School (South Orange-Maplewood) Library, Cornucopia of New Jersey, South Orange Public Library and Village Hall, and others.
- Other selected activities in brief include continuing membership, educational exchange, and varying degrees of participation on behalf of the American Catholic Historical Association, American Conference of Irish Studies, Archdiocese of Newark Patrimony Committee, Archivists Roundtable of New York, Association of Catholic Diocesan Archivists (News Correspondent for New Jersey), Catholic Library Association (Website Advisory Committee), Friends (Quakers) Historical Society, Garden State Legacy (Speakers Bureau), Irish-American Association of Northwest New Jersey, Metropolitan Catholic College Librarians Chapter (NY), Newark Archives Project Advisory Board, Newark Historical Society, Society of American Archivists, South Orange Library Advisory Committee, UNA-USA Northern New Jersey Chapter.

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

- Supervision of interns from Seton Hall University (mainly from the Department of History) and from external institutions such as Rutgers, The State University of New Jersey who often send students from the Library program in need of archival experience from a research perspective. Worked with Mr. Robben Gold, Rutgers student on a class

assignment that centered on the creation of a research guide on student fraternal/sorority resources in our collection. Co-supervised volunteer, Mr. Mark Mendelson, who organized a large collection of sheet music and 78 rpm records for final evaluation purposes. Currently working with Seton Hall undergraduates Mr. Chris Amnott (Vietnam era and baseball); Mr. Matthew Peters (Politics and honorary degree recipients); and Mr. Shaun Hughes (International students) who are creating specific research guides on Setonia-created resources related to their respective areas of interest for eventual publication on the University History LibGuide.

- Various academic courses featured assignments that required extensive usage of archival materials especially graduate student from Museum Exhibit courses who needed school-oriented resources including those centered on Women at Seton Hall, Sciences at Seton Hall, and Visualization/Branding of Seton Hall for example. Assisted with the following Walsh Library Gallery display projects: Vatican II Council [with Professor Jackson] and Monsignor Oesterreicher/60th Anniversary of Judaeo-Christian Studies (Fall 2013); Baseball at Seton Hall, Basketball at Seton Hall, Abraham Lincoln-President's Day, Passover, and Freshmen 2014-2015 Welcome window exhibits (Spring 2014). Created 50th anniversary of Chemistry at Seton Hall display in the Special Collections Center (Spring 2014)

- Finished term on the Steering Committee of the Building Bridges 60th Anniversary Committee. Active on the *Setonian* 90th Anniversary Committee, and with WSOU-FM Radio, Department of Catholic Studies, Nursing Department, and other offices across campus.

- Elected as a Faculty Senate Alternate 2013-2014 and 2014-2015 terms. Member of the Faculty Senate Library Committee (Chair for the 2014-2015 academic year). Volunteer on the Faculty Senate Development Committee. Elected to the Convocation Committee (2014)

- University Rank & Tenure Committee - Recording Secretary (2014), Middle States Evaluation Visit - School History Information Liaison (2014), Special Ethics Fact-Finding Committee, Office of the Provost, (2013-Present)

- Other activities include: Charter Day Committee; University Day Committee; and Student Leadership Servant Award Committee (March, 2014). Co-Advisor for the Seton Hall University Student Irish Society (Pirates of Irish Persuasion and Excellence, PIPE. St. Patrick's Day Committee member) and provisional Faculty Advisor for the Lacrosse Club.

- Helped with revisions made to the Archives & Special Collections and Office of Records Management sections of the *Seton Hall University Undergraduate and Graduate Catalog(ue)s*, 2013-2014 and 2014-2015 editions. Asked to provide further text to the University History section for the latest catalog(ue). Provided an updated University History text for each member of the Seton Hall Board of Trustees in 2013 and 2014.

- Continually serve as a professional reference to various students, colleagues, and collaborators. External reviewer for faculty member at the University of New Hampshire. (Fall 2013)

Representative Conferences/Talks (all featured some content from Seton Hall) Include:

- "Irish & American Irish Resources," Lawrenceville, NJ: Notre Dame High School/Gael Scoil. [* Annual Irish immersion school for those in 6-12 grades]. Delivered the keynote on American Irish and New Jersey Connections. February 22-23, 2014.
- "Discovering An Gora Mor – An Introduction to Primary, Secondary, and Varied Research Methodology on the Irish Hunger and Its Importance," Ulster Famine Conference (International) held at Quinnipiac College, Hamden, CT. June 19, 2014.
- "The First Archivist: Professionalizing a "New" Archives," Moderator – Mid-Atlantic Regional Archives Conference held in Rochester, NY. April 25, 2014.

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

Part of the team that worked on the following items over the past two years…

- All policies and procedures were examined and streamlined this year including user policies, collection policies and forms for use of materials in reading room, permission to use photographs to call slips and deeds of gift.
- 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.
- Member of the search committee for Archival Assistant, Ms. Brianna Lo Sardo.

Marta Deyrup

Librarian/Head of Technical Services

Annual Report FY: 2013-2014

The Technical Services Department consists of librarians Marta Deyrup and Martha Loesch and paraprofessionals Barbara Robbins (retired), Camille Mazza, Eva Lee Cheng, 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 2013-2014 the department accomplished the following activities in support of the University Libraries Strategic Plan.

Objective 1 (Goal 1 & 2 & 3 & 8): Fully implement the new WMS library management system; correct and clean metadata for bibliographic records; establish efficient cross-functional workflows; present information to researchers in a clear, understandable format; provide broad understanding of WMS technology; preserve necessary data from the Voyager system for further use in a sustainable way; eliminate outdated tools/processes; top priority, ongoing until completed.

WorldShare Management Services (WMS) Migration

The Technical Services Department successfully implemented the migration of our catalog of approximately 785,000 bibliographic records from Voyager to WMS, the new ILS system. Deyrup reviewed and corrected with the help of the cataloging staff over 6,000 unresolved records that did not correctly migrate and followed up with a physical inventory. Over a period of six months the cataloging department worked on revising the patron display of WorldCat records; this is still an ongoing project. In addition, the entire technical services group worked on correcting and reformatting 17,000 journal titles, which were added to WMS—the first time they had been exposed in WorldCat. Deyrup and Loesch trained all technical services staff, archives and seminary staff on the new WMS system and advised circulation on its procedures for creating a matrix in the circulation module.

The department successfully migrated its original cataloging records, including dissertations and theses and archival finding aids, and corrected and updated record metadata as needed.

Cataloging was the first department to go over to WMS and to accommodate our patrons did double cataloging for several months in both Voyager and WMS to allow circulation to check in and out books. Both catalogs were maintained from fall 2013 to early spring 2014.

Deyrup was the faculty project manager for the migration process. This included the creation of the Data Translation Table and the Scope Statement for WMS Data Migration and the drafting and revision of the project charter with members of the IT team. Deyrup also created a website to keep the library updated on the progress of WMS and to maintain training and other materials, as well as an RSS feed [http://library.shu.edu/wms]. Loesch created the backend of the catalog—the LHR templates—and did the majority of the staff training. Loesch was also responsible for resolving the problems involved with the display and addition of Archival finding aids in WMS and proceeded to edit each record.

Additional Large Projects

Electronic Dissertations and Theses (ETDs) became part of technical services functions in 2013. Because of the poor quality and inconsistencies of the 3,000 ETD records, Deyrup and the cataloging staff manually corrected each record, which took several months. The database is now searchable, usable and is maintained by the department. Reports are run for individual faculty departments, showing significant statistical usage of these materials.

The library instituted a university-wide program of electronic submission of all graduate program dissertations and theses. The Technical Services Department staff reviews each submission for accuracy before submitting for publication in the Institutional Repository. Loesch and Favaro developed and revised submission guidelines for the ETDs, which were posted on the homepage. This project was coordinated with Associate Provost and Dean of Research and Graduate Studies Greg Burton, the bursar's office and chairs of individual departments.

In conjunction with Acquisitions, the cataloging department initiated a shelf-ready books program, which was delayed because of the late implementation of WMS acquisitions module. Cataloging and Acquisitions worked with vendor staff by phone and in person. The shelf-ready program is now functional. A site visit also served to help resolve problems.

Seton Hall is serving as a test site for the new WMS display layer called Discovery. All library faculty and administrators are examining the tool's various functions and submitting recommendations for enhancements to OCLC.

The Curriculum Resource Center (CRC) underwent an extensive weeding project in which the entire Technical Services Department faculty and staff took part. This was partially in preparation for a redesign of the CRC involving new furniture and a technology upgrade supervised by Sharon Favaro. Loesch and Favaro are also working closely with the College of Education to obtain new curricular resources which conform to the new common core standards.

Objective 3 (Goal 2): Develop collections policy statements for general collections; continue to manage incoming-gifts acceptances.

Deyrup contributed to writing the gift guidelines for foreign books, which are now are now in place.

Objective 4 (Goal 3): Simplify records for/access to journals – print, microforms, electronic, those shared with Law, electronic books

The technical services department continues to revise the patron display of bibliographic records in WMS to make them more accessible to users.

Objective 17 (Goal 8): Oversight of key functions and workflow efficiencies, ongoing.
The department successfully met all deadlines for WMS. The department went through rigorous training on the WMS system. Staff members attended weekly meetings, webinars and training sessions both in-house and at external workshops and conferences. This project involved constant communication with WMS representatives and support services in order to make upgrades to meet our standards. It also required constant communication internally with all members of the Library staff.

As a product, WMS is still to some extent, in BETA, and the technical services departments (cataloging and acquisitions) are continuing to revise and merge their procedures.

Marta Deyrup—Personal Report

Objective 11 (Goal 5): Document and quantify library faculty outreach efforts.
In addition to technical services, Deyrup is liaison to the departments of Languages and Literatures, English, Classics, and the Russian and East European Studies Program. In this capacity, she maintains and creates targeted and general Libguides (currently over 25) to support the curricula and student activities (see All Eyes on the Ukraine, Perspectives on the Unfolding Crisis http://library.shu.edu/Ukraine and the extensive guide to Seton Hall resources on Shakespeare http://library.shu.edu/shakespeare). She does the orientation to the library for new English graduate students, gives annual or semi-annual lectures on library resources and topics of interest to the Russian and East European Studies Program and collection development for all her departments. She teaches 1201 and 1202 English classes as assigned as well as upper level instructional classes for the English department as requested. She is a member of the East Coast Slavic Consortium, as well as the Slavic and East European Section and the Western European Section of ALA.
Bloom and Deyrup have worked for a number of years together on creating a strong campus-wide information literacy program. They established and are responsible for approving IF "infused" courses and last year revised in collaboration with the English Department assessment for the library component of English 1201 and 1202. Deyrup, when requested, advises faculty in all disciplines on research resources appropriate to their needs.

Objective 15 (Goal 7): Increase Libraries' role in/leadership of campus scholarly activities issues (copyright, fair use, open access).
Deyrup is the chair of the Senate Intellectual Property Task Force which is working with the provost's office to establish an IP policy. She attended the SHU intellectual property summit in July. She was a member of the Academic Integrity Taskforce, which created a policy document, approved by the Provost's office, this June. She was on the steering committee of the Middle States Review Team, and started with Mary Balkun last year, the Digital Humanities Working

Group. This group is now in its second year. She is the chair of the library rank and tenure committee. She created with Tracy Jackson the Web exhibit, Treasures from the Catholic Research Resources Alliance: an Exhibit on Women Religious (September-October 2013) (http://blogs.shu.edu/crra/)

Scholarship and awards:
ACRL WESS-SEES De Gruyter European Librarianship Study Grant (2014)

University Research Council Summer Stipend (2014)

Provost's Research Award (2014)

Publications:
Siemaszkiewicz, Wojciech, James Niessen and Marta M. Deyrup, Eds. *Guide to East-Central European Collections in the New York Metropolitan Area*. Special issue, *Slavic and East European Information Resources,* 14(4) 2013 (book published as special issue of SEEIR)

Deyrup, Marta M. and Maura Harrington, Eds. *The Irish American Experience in New Jersey and Metropolitan New York: Cultural Identity, Hybridity, and Commemoration*. Lexington, 2013 (book)

Deyrup, Marta M. Academic Library Leadership, Second-Wave Feminism and Twenty-First Century Humanism: Reflections on a Changing Profession in *Leadership in Academic Libraries Today*, 2014 (book chapter)

Presentations:
Deyrup, Marta M. and Beth Bloom (2013) Results from the Google Grant, Rider University, Lawrence, NJ, July 30

Deyrup, Marta M. (2013) The Vaclav Havel Library: What Can We Learn from Trends and Developments in the International Digital Library Scene? Vaclav Havel Foundation Working Group Meeting, Columbia University, New York, October 11

Deyrup, Marta M. and Beth Bloom (2013) Full Service/Full Circle: Initial Efforts of an Information Literacy Program Bear Fruit, Charleston Conference, Charleston, November 8

Deyrup, Marta M. (2013) Collective Memories: Archival, Library, and other Holdings from the Eastern European Diaspora in the Metropolitan Region. American Association for the Advancement of Slavic, East European and Eurasian Studies Annual Conference, Boston, November 24

Deyrup, Marta M. (2014) Writing and Editing: Developing Your Career Skills and Professional Reputation, LLAMA Preconference, ALA Midwinter, February 24

Deyrup, Marta M. (2014) Ad Fontes: Community-based Archives: Libraries, Archives, Museums and Historical Memory, NEH Summer Institute, Columbia University, NY, NY, June 23

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Martha Loesch

Cataloging Librarian

Support of objective two, goal two, objective thee, goal two, and goal six

Objective 11 (Goal 5): As a Catalog Librarian, Loesch was immersed in the migration process to the new WMS system. In her role as liaison to the College of Education and Human Services, Loesch taught graduate Information Literacy classes, consulted with faculty regarding journal subscriptions, attended Department of Educational Studies meetings and ordered print and e-books in support of collection development. She presented the new ETD submission process to the College of Education with Sharon Favaro and Dean Buschman.

Loesch coordinated policies regarding the new university-wide program of electronic submission of all graduate dissertations, theses and final projects with Associate Provost and Dean of Research and Graduate Studies Greg Burton. Loesch taught Information Literacy courses to freshmen through the Freshmen Studies program, the English Dept., and the summer EOP program. She attended various professional development workshops, webinars, and vendor demonstrations; many pertaining to WMS.

Objective 15 (Goal 7): Loesch served on the Middle States Standard 11-Educational Offerings working group, served as a member on the Senate Faculty Guide and Bylaws Committee, and on the Senate Information Technology Committee. She was elected chair of the Library Nominations and Elections Committee. In her role as Chair of the VALE Bibliographic Control and Metadata Committee, Loesch organized an Institutional Repository workshop held at Rutgers in October 2013. It consisted of three presentations: (1) Rhonda Marker and Kalaivani Ananthan of Rugers discussed the development of their Fedora IR system, (2) Sharon Favaro of Seton Hall University spoke on the commercial product Digital Commons bepress, and (3) Cathy Weng and Yuji Tosaka talked about their open source platform IR+.

Loesch was promoted to Head of Technical Services to serve in this capacity with Deyrup.

Publications:
Loesch, M.F. (2014). SearchFAST. *Technical Services Quarterly,* 31(3), 300-302.
Loesch, M.F. (2014). VALE RDA LibGuide at TCNJ. *Technical Services Quarterly,* 31(1), 86-87.
Loesch, M.F. (2013). Problem Cataloger. *Technical Services Quarterly,* 30(3), 348-349.

Presentations:

Loesch, M. (2014). OCLC WMS Migration, Library Faculty Retreat, Montclair State University, NJ, May 15

Loesch, M. & L. Thaler (2014) Cataloging and Records Manager, Northeast WMS Users Group, Franklin Pierce University, NH, June 10

Kathleen Dodds

Director of Special Collections

Special Collections and Archives Annual Report FY 14

Strategic Plan Goals

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.

- Special Collections staff [Alan Delozier, University Archivist; Tracy Jackson, Processing and Digital Archivist; Leonard Iannaccone, University Archives Records and Services Assistant, Kathleen Dodds, Director of Special Collections and since January, Brianna LoSardo, Special Collections Assistant] have handled reference at the front desk over the past year for phone, email and onsite requests. We have recorded the types of requests and geographic location:

Type of request	Number handled Jul 1, '13 - Jun 30,'14
Archdiocesan	138
University Archives	334
Manuscript	113
Rare book	36
Irish	38
Sacramental	201
Genealogy	259
Directions	155
Other	25

States from which requests were served: all 50 states except AR, DE, HI, IA, ID, MN, ND, NE, SD, TN, UT
Nations from which requests were served: Australia, Britain, France, Germany, Hungary, India, Ireland, Israel, Italy, Nigeria, Poland

- Brianna LoSardo, Special Collections Assistant, assisted researchers on the phone, by e-mail, and in person to explain resources we have available and procedures for access and use. She provided guidance to genealogy researchers and those making contemporary sacramental records requests, particularly when parish or institution was unknown, as well as instructing researchers in the use of technology such as the microfilm readers and scanner. She responded to sacramental records requests from parishes and other diocese and performed genealogy searches as assigned.
- Alan Delozier, University Archivist, worked with researchers in each of the request categories, but primarily on University Archives, Manuscript, Irish, Rare Book, and Archdiocesan projects. He taught a total of 26 individual class

sessions including English 1201/1202, Core Freshman, and specialized instruction. Requested class sessions that featured primary source instruction also included subsequent homework assignments that utilized materials found in the Archives & Special Collections Center. Professors worked with over the past academic year included: Mr. Lee Brodie, Communications; Dr. Raymond Capra, Classics; Ms. Lyndsey Danvers, Classics; Dr. Larry Greene, History; Dr. James Kimble, Communications; Dr. Vanessa May, History; and Dr. Mark Molesky, History. He worked with other members of the Special Collections staff to develop clear guidelines for use of the reading room as well as for duplication of materials. Alan records monthly door traffic statistics in the Archives & Special Collections Center, and reports to the department, circulation and the Dean.

- Len Iannaccone, University Archives Records and Services Assistant, assisted archival researchers on the phone, by e-mail, and in person to explain resources we have available and procedures for access and use as well as providing Record Management services to university; including retrieval and deposit of files, as well as destruction services.

- Tracy Jackson, Processing and Digital Archivist, assisted with 80 research requests, including 10 Reproduction Requests, primarily for digital materials as well as teaching nine (9) ENG1201/1202 library instruction sessions in the Fall and Spring semesters (combined) and gave four (4) library tours for freshman CORE classes.

- Kathleen Dodds, Director of Special Collections, assisted researchers in Archdiocesan, Seton Hall, rare book and manuscript collections research as well as participating with Library faculty, staff and administration in moving from Voyager to WMS system to provide access to all library holdings and services.

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.

- Kate Dodds - We have streamlined our Special Collections within refined collecting policy and updated user policies for optimal physical and digital access. Two major projects in our preservations efforts include working with Tracy Jackson on developing a Disaster Plan and creating and training our Disaster Response and Recovery Team and Resources. Second, Tracy and Kate wrote and were awarded a Preservation Needs Assessment Grant from the Conservation Center for Art and Historic Artifacts (CCAHA). We have had our site visit and look forward to implementing measures suggested in the report we will receive in October 2014.

- Tracy Jackson oversaw the processing or re-processing of four collections representing approximately 62.25 linear feet of materials, supervised the inventorying of an additional 10 collections representing 18.25 linear feet of materials, adapted and uploaded eight legacy finding aids to make collection information available to researchers, created an extensive A/V Format Guide and Survey to collect accurate numbers of non-paper formats and assess the condition

of these materials, created two new digital collections including 186 digital items in Judaeo-Christian Studies and The Seton Family Album of photographs of St. Elizabeth Ann Seton's son William's home and family, digitized or oversaw the digitization of 200+ items from 10+ collections, selected equipment to be purchased for expanding digitization and digital asset management within a limited budget.

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

- Special Collections staff collaborated on developing collection/user policies for special collections as well as for rare books found on our website.http://shu.libguides.com/content.php?pid=393137&sid=3293382. Loan policies and forms have been developed and have been used in loaning materials to Walsh Gallery for window exhibits on SHU Baseball and Welcome to Class of 2018 as well as incoming loan of material for WWI Centennial Commemorative Exhibit in Archives.
- Brianna LoSardo helped create finding aids for some collections as directed by the processing archivist, Tracy Jackson. She provided patrons with links to our finding aids, genealogy resources, and outside resources as appropriate.
- Alan Delozier collaborated on the following LibGuides: Special Collections at Seton Hall and Catholic Studies – Primary Sources & Special Collections. He created Irish Studies, New Jersey Catholic History, and University History seen on http://shu.libguides.com/cat.php?cid=55869. In addition, Alan is webmaster for the New Jersey Catholic Historical Commission Website/Blog, Content Manager for the Archdiocese of Newark History & Preservation Homepage and member of the Catholic Library Association Website Evaluation Team.
- Len Iannaccone catalogued Rare books, processed new acquisitions and collections, fixed errors from switch over to WMS and moved non-rare books to Main collection from archival collections.
- Tracy Jackson began investigating, with the assistance of Professor Ming Bao, the possibility of adopting the use of ArchivesSpace which will replace the Archivists' Toolkit, created and posted 22 finding aids online, in 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 Archivgrid.
- Kate Dodds has contributed to our LibGuides to inform researchers of our holdings in certain areas of study as well as producing several blog entries to let all users of the University Libraries website of events, acquisitions and exhibitions in the Archives.

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

- Brianna LoSardo planned WWI exhibit to cover nine months, with rotation of fabricated materials every three months, and monthly rotation of archival materials.
- All members of the department assisted with shifting, checking for multiple copies, and scarcity of rare books and other materials to align our collections with our collecting policies developed over the past 2 years.
- Alan Delozier published a book chapter ["American Irish in Service to Community & Country: A Vocational and New Jersey Perspective," 93-118. Deyrup, Marta Mestrovic and Maura Grace Harrington, eds. *The Irish-American Experience in New Jersey and Metropolitan New York, Cultural Identity, Hybridity, and Commemoration*. Lanham, MD: Lexington Books, 2014], web essay ["Archival Science & Historical Method Toward Quest For Insight," Praxis Seminar, Seton Hall University, January-May 2014.] and has a book review forthcoming
- Tracy Jackson continued revision of existing Processing Manual and created and ran processing workshops for new and continuing students and staff to practice processing procedures.
- Kate Dodds continued the improvement of our public Reading Room begun with last year's replacement of desks with open tables, and moving of book cases and microfilm storage by arranging for transfer of additional shelving for archival and office supplies currently housed in an area where new collections material may need to be.

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.

- All Special Collections staff informed researchers of the resources we have available and procedures for access and use in person, by phone and by email while covering the front desk.
- Alan Delozier contributed to the Special Collections blog, along with Tracy Jackson and Kate Dodds, http://blogs.shu.edu/archives/2013/07/campus-under-construction/, and represented the Archives and Special Collections Center at the University Fall Involvement Fair, Fall 2013.
- Len Iannaccone developed and revised record management schedules for offices around campus.
- Kate Dodds met with Public Relations and Marketing staff to work on promotion of Seton Family Album images and of a lecture to open a 9-month exhibition commemorating the inception of WWI.

Goal 6) Develop strategic alliances and cooperate with other organizations for the advancement of scholarship, efficiency, and University goals and objectives.

- Brianna LoSardo attended Disablity Support Services meetings and did a site visit to learn about the resources DSS provides and how they might be used in the archives if we ever need to accommodate a researcher with a disability.

- Alan Delozier serves as a member of the Catholic Research Resources Alliance (CRRA) Collections and Digital Access Committees and as Executive Director of the New Jersey Catholic Historical Commission (NJCHC), is active in Mid-Atlantic Archives Conference (MARAC), was appointed State Historian for the New Jersey Ancient Order of Hibernians (AOH), was elected Vice President of the South Orange Historical Preservation Society (SOHPS), serves on Caucus Archival Projects Evaluation Service (CAPES), was judge for high school level exhibits at New Jersey History Day and is members in many other academic and history related organizations.
- Kate Dodds arranged for Archives and Special Collections staff to work with Public Safety's Tom Giordano to take Incident Command System 100 and 200 training to assist us in developing our own Disaster Plan and Disaster Response and Recovery Team. We are working with SHU Chapter of Aphra Behn Society to prepare for their International Conference in Fall 2015 and with Italian Studies Department and La Motta Chairs to discuss preservation and access to an important collection on Giuseppe Garibaldi. We met with Anthropology professor Rhonda Quinn regarding preservation of a New Jersey ethnographic collection for teaching and research, and have met with consultants to help determine preservations needs for items and sections of our collections.
- Tracy Jackson, with Leonard Iannaccone, developed and administered survey to gauge effectiveness of A&SCC website; with Jody Drafta and A&SCC staff, created Reading Room Rules poster to be displayed in Reading Room for use in communicating collections use and handling guidelines to researchers, added new procedures for Research and Reproduction Requests for materials in non-paper formats; is a Member of CRRA Digital Access Committee.

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

- Alan Delozier has worked with research interns from SHU History department and from Rutgers Library program as well as serving on *Setonian* 90th Anniversary Committee, Faculty Senate, University Rank & Tenure Committee, Charter Day Committee; University Day Committee; and Student Leadership Servant Award Committee and working with WSOU-FM Radio, Department of Catholic Studies, Nursing Department, Pirates of Irish Persuasion and Excellence, (PIPE) and the Lacrosse Club. He delivered papers ["American Irish and New Jersey Connections" keynote at Irish & American Irish Resources, Lawrenceville, NJ: Notre Dame High School/Gael Scoil - Annual Irish immersion school for those in 6-12 grades, February 22-23, 2014] and "Discovering An Gora Mor – An Introduction to Primary, Secondary, and Varied Research Methodology on the Irish Hunger and Its Importance," Ulster Famine Conference (International) held at Quinnipiac College, Hamden, CT. June 19, 2014.
- Len Iannaccone continues as a member of the Copyright Committee.
- Tracy Jackson created a display of collection materials for the event "Commemorating the 50th Anniversary of the Second Vatican Council: Celebrating the Decree on Ecumenism" at the request of Professor Ines Murzaku of the Department of Catholic Studies; supervised multiple student workers and interns; 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; served on Charter Day Committee (2014) and as Commencement Marshall (2014); spoke at English department career event discussing potential careers for English majors in libraries and archives (March 2014)

- Kate Dodds, as noted, participated with Special Collections Staff in planning meetings for upcoming Aphra Behn Society Conference advancing research that focuses on issues of gender and/or women's role in the arts of early modern culture, circa 1660-1830. She served on the on the Search Committee for Assistant Deans.

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

- Brianna LoSardo maintained calendars, schedule of researchers, and conference room availability. In addition, she compiles monthly statistics on research requests, reading room use, and materials tracking.
- All policies, procedures and forms were examined and streamlined this year including user policies, collection policies and development of loan policy and forms. Forms have gone electronic as far as possible including reproduction requests, loan forms and Request Response forms.
- Len Iannaccone compiled yearly statistics on record management requests; including storage capacity and materials used.
- Tracy Jackson revised Procedures Manual and policies, with input from and in collaboration with A&SCC staff to make these documents available on the Special Collections LibGuide.
- Kate Dodds conducts regular staff meetings to disseminate information and coordinate activities to meet our short and long term goals for processing, preserving and providing access to our collections.

Goal 9) Secure the resources to meet Seton Hall University Libraries' goals and objectives.

- Brianna LoSardo orders supplies and maintains purchasing records, generating and sending monthly statement and receipts to procurement for approval.

Objectives

Objective 5 (Goal 3): Develop the new Libraries-controlled webpage (more iterative features/highlights Special Collections, Gallery, Seminary, Valente), ongoing.

- Brianna LoSardo searched Special Collections and Archives LibGuides for links to Voyager and Ebscohost, updating them to link to WCL.
- Len Iannaccone converted Record Management web page to LibGuides and worked on an IRB study with Tracy Jackson surveying website users' needs and goals, so as to design a more functional new site in LibGuides 2.0.
- Tracy Jackson is undertaking the design of the Archives and Special Collections Center website with input from all A&SCC staff toward the goal of a clean, navigable, effective service.

Objective 6 (Goal 3): Consolidate, organize and produce Special Collections finding aids, continue developing modern collections handling procedures and implement effectively, develop/update skills where needed, ongoing.

- Brianna LoSardo assisted with collections projects as directed by the processing archivist, including numbering folders, re-foldering materials, entering information into Archivists' Toolkit collections database, and used AT to generate an html finding aid. She converted collection files spreadsheets to EAD XML, which can be uploaded to AT to create a finding aid
- All staff ensured researchers in the reading room followed proper collections handling procedures as set forth in our updated policies and procedures.
- Tracy Jackson continues to produce new finding aids, and post legacy finding aids while processing Congressman Payne's papers to provide the widest possible access to our holdings.

Kathleen Dodds

Director of Special Collections

Special Collections and Archives – Director's Annual Report FY 14

While serving numerous research queries in the areas of Seton Hall, Archdiocesan, sacramental and genealogy research [see attached table], I wrote Loan Policy and developed forms based on models on the American Alliance of Museums website. These were approved by Archives staff and sent to Dean John Buschman for approval and use in loans to the Walsh Gallery [Baseball Exhibit, SHU Class of 2018 exhibit] and for incoming loan materials from Dr. Richard Connors for exhibit commemorating the centenary of the inception of WWI. These materials, along with policies on Mission, Collections, Rare Books, Reproductions, Publications, Access and Use of Materials in the Reading Room have received updates this year and are posted in our Reading Room and on our website. I wrote blog entries to publicize some exhibits in our public area on the WWI Centenary Exhibit and to alert the community to our closure in August to work in the vault. I participated in shifting materials to facilitate the integration of 3 banks of shelving to facilitate serving the Oesterreicher Collection in secure shelving on the 4th floor.

We have met with Professor Rhonda Quinn regarding the preservation of the Museum Collections for use in teaching and research. We are preparing in case those collections should come to the Msgr. William Noé Field Archives and Special Collections Center [A&SCC] by reorganizing flat and media storage in the vault, and obtaining additional shelving for the Processing Area to hold archival and office supplies that are presently stored in an area that might be needed should such a move take place.

I attended Conservation Center for Art and Historic Artifacts [CCAHA] workshop in Protecting Collections. As a result, we are well into developing a Disaster Plan for A&Msgr. William Noé Field Archives and Special Collections Center*. I asked all A&SCC staff to attend Incident Command System [ISC] 100 and 200 training so that we may, as a unit, define our Disaster Response and Recovery Team.

With the focus on preservation, Tracy Jackson, Digital and Processing Archivist, and I wrote and received a Preservation Needs Assessment grant from CCAHA. Our site visit occurred 10 June, and we will receive our report in October. Ancillary to this, Dean Buschman provided consultants to advise us on rarity and value of aspects of our collections, and on preserving particular items. As a result, we have identified several small, but intriguing and valuable collections of New Jersey Poetry, while other parts of the Higginson gift will go to the Main Collection. Some items from the collection of 78 rpm sound recordings have been identified as rare, not having Library of Congress identification. Volumes in the to-be-repaired aisle of rare books are being evaluated to determine those that have sufficient value to warrant expenditure of funds on conservation.

I look forward to continuing to work with our team in Special Collections to do base line processing of backlog of material in vault, process accessions of new material, and anticipate an increase in research use based on posting more finding aids on our newly designed website over the next year. I would like to continue development of our disaster plan and run table top exercises to sharpen the responses of our Disaster Response and Recovery Team. I look forward to increasing our capability to preserve and

provide access to born digital material as well as to digitizing some of our paper and photograph collections with the new equipment purchased by the Dean. I anticipate our moving forward with identifying and processing collections in the vault to provide access as we move toward migrating from Archivists' Toolkit to ArchivesSpace.

Kathleen S. Dodds, D.A.

Monthly Statistics, K. Dodds, FY 12 — FY 13

Date	Letters Seton Hall	Letters Genealogy	Letters Certificate	Letters Notification	Letters Archdiocese	Calls Seton Hall	Calls Genealogy	Calls Certificate	Calls Archdiocese	Researchers MacManus	Researchers /Seton Hall	Researchers Genealogy	Researchers Archdiocese
12-Jul	80	61	17	0	8	27	22	29	9	0	4	9	2
12-Aug	54	77	4	4	29	27	19	27	19	0	0	14	0
12-Sep	80	61	17	0	8	27	22	29	9	0	4	9	2
12-Oct	101	32	3	1	14	46	12	2	1	7	2	7	0
12-Nov	68	23	4	0	24	16	10	25	5	0	1	1	0
12-Dec	77	26	6	0	13	19	9	17	3	0	10	4	0
13-Jan	152	44	21	0	18	22	14	21	8	0	2	7	0
13-Feb	128	38	20	0	27	28	11	13	6	5	8	7	0
13-Mar	112	60	16	0	28	13	14	21	5	0	8	1	1
13-Apr	83	53	17	0	28	8	11	7	8	1	24	4	0
13-May	132	62	15	0	20	15	11	15	4	0	10	8	4
13-Jun	101	42	16	0	24	6	3	9	9	0	6	7	4
Total FY13	1168	579	156	5	241	254	158	215	86	13	79	78	13

Monthly Statistics, K. Dodds, F FY 14

Date	Letters Seton Hall	Letters Genealogy	Letters Certificate	Letters Notification	Letters Archdiocese	Calls Seton Hall	Calls Genealogy	Calls Certificate	Calls Archdiocese	Research MacManus	Research /Seton Hall	Research Genealogy	Research Archdiocese
13-Jul	139	55	18	0	32	16	12	13	6	0	5	7	6
13-Aug	156	50	11	0	25	26	3	11	4	0	2	11	3
13-Sep	220	82	22	1	38	35	11	14	9	0	0	7	0
13-Oct	190	51	6	2	34	17	17	5	7	0	9	7	3
13-Nov	86	56	6	0	12	9	11	5	3	0	3	3	0
13-Dec	126	12	4	0	13	18	2	12	3	0	3	3	0
14-Jan	148	54	7	0	26	8	1	5	1	0	0	2	1
14-Feb	177	25	0	0	32	21	7	2	4	0	1	2	0
14-Mar	187	40	6	0	17	14	0	6	0	0	1	4	0
14-Apr	144	57	1	0	26	11	5	0	4	0	2	3	1
14-May	128	15	1	0	10	6	0	0	0	0	0	0	0
14-Jun	127	30	0	0	13	10	1	2	0	0	3	1	0
Total FY14	1828	527	82	3	278	191	70	75	41	0	29	50	14

Sharon Favaro

Digital Services Librarian/Assistant Professor

Annual Report FY: 2013-2014

Summary (highlights)

At the beginning of FY2013-2014, I worked with Associate Dean Barry to upgrade the LibGuides to the more powerful system, Libguides CMS (Content Management System), the first content management for the library, which laid the groundwork for all the library's web services, including the library's website, to be administered by library. Additionally, we were able to merge web services with SHU Law working in collaboration with Kristina Anderson, Electronic Resources Librarian, SHU Law. Professor John Irwin and I implemented a new course reserve system (eReserves) using the LibGuides CMS eReserves module with the ability to allow online eReserves requests and document submission with delivery to Blackboard courses. The SHU institutional repository was merged with the SHU Law institutional repository in collaboration with Kristina Anderson. In Fall 2013, I implemented with the catalog department online Electronic Dissertation and Theses submission to the SHU Library institutional repository. I also implemented UMI ProQuest online submission for dissertations. Dean Buschman and I with respected subject librarians conducted presentations to Colleges and graduate departments campus wide. In addition, I worked on several design projects for library spaces with Associate Dean Jeff Barry, Jody Drafta, Assistant Dean Gold, Assistant Dean Leonard, Robert Rementeria, and the Public Services Committee. I was tasked with leading the Information Commons project to produce a final budget and report**.**

Report

Objective 1 (Goal 1 & 2 & 3 & 8): Fully implement the new WMS library management system; correct and clean records; establish efficient cross-functional workflows; present information to researchers in a clear, understandable format; broad understanding of WMS technology; preserve necessary data from the Voyager system for further use in a sustainable way; eliminate outdated tools/processes; top priority, ongoing until completed.

Accountabilities: Dean, Assistant Deans, all Library faculty & staff.

WMS (WorldShare Management System OCLC)
Over the Summer 2013, I worked with Jeff Barry, Associate Dean to review documentation and procedures for the migration of Voyager (SetonCat) to WMS and to set up configuration module

with Jeff Barry, Associate Dean and Elizabeth Leonard, Assistant Dean Information Technologies. Specifically, I set up the configuration between WMS and ILLiad (Interlibrary loan software). I worked under the direction of Elizabeth Leonard, Assistant Dean for Information Technology and with Xue-Ming Bao to identify web services for updating links once the new catalog systems goes live and updating web services links for the go live process.

Database page
Under the direction of Jeff Barry, Associate Dean, collaborated with Sulekha Kaylan, Ming Bao, and subject librarians to create a new database page for the University Libraries new website built from Springshare Libguides CMS and continuing work and maintenance on the database page under the direction of Assistant Dean Leonard and in-collaboration with Sulekha Kaylan, Robert Rementeria, and Victor Eubanks for site maintenance.

> **Objective 2 (Goal 1):** Review/evaluate services and make recommendations: review content/presentation of LibGuides (Spring, ongoing); review current activities and service gaps, reference and instruction trends and data nationally, potential new services, local redundancies and make recommendations to be implemented during Summer and Fall semester, current and ongoing.
>
> Accountabilities: Asst. Dean Gold, Public Services Committee, Library faculty discussants.

At the request of the Public Services Committee, I modified and created webpages and initiated a LibChat trial and training for the Public Services Committee, under the direction of Assistant Deans Gold and Leonard.

> **Objective 5 (Goal 3):** Develop the new Libraries-controlled webpage

In summer 2013, we further refined this new design and used modified information architecture from the Summer 2012 design for the new website in LibGuides CMS (Content Management System). This was a huge accomplishment because the library now had access and control of the entire website. Also, it is the first CMS for the library. The library's website changes were internal as well as external. In the summer of 2013 Associate Dean Barry, Jody Drafta, and I created the library's first intranet, an internal internet for library faculty and staff information. During this time, Associate Dean Barry and I also worked with Kristina Anderson, Electronic Resources Librarian Seton Hall Law School to merge our LibGuides systems. Throughout FY2013-2014, I worked under the direction of Assistant Dean Leonard to update and maintain the site.

> **Objective 8 (Goal 4 & 1):** Develop a plan/budget request for the Information Commons, to be delivered to IT Jan. 2014 to be implemented Summer 2014;

Information Commons Design
Beginning in FY2013-2014, I was assigned by Dean Buschman to work on several design projects for library spaces with Associate Dean Jeff Barry and Jody Drafta. Our first project was

a re-design of the common area space between the Library Faculty offices and the Dean's conference room and suite. The space design needed to be flexible to accommodate information literacy classes, meetings, staff training, and informal collaboration work. The result included reconfigurable furniture (tables and chairs).

Considering the success of this project, I was then assigned to work with Naomi Gold, Assistant Dean for Learning and Outreach and Jody Drafta to address the needs of our users for the Information Commons, including the Silent Study and Curriculum Resources Center. To ensure the best possible redesign, we reviewed existing literature and practices, conducted a survey, worked closely with a designer, as well as many library and campus stakeholders. The result, which will be completed in summer 2014, will be a space to support individual and collaborative study that includes with comfortable furniture, an increase in the total number of computers (including 10 Apple computers), outlets, and square footage.

Curriculum Resource Center
In-collaboration with Education co-liaisons John Irwin and Martha Loesch we reviewed new furniture, new resources (eResources), and new technology for the CRC in-conjunction with the College of Education, Department of Education Studies, to address their needs. Furniture was selected based on the common area room design to provide a flexible workspace for classroom use and study. We also identified eResources in support of the needs of College of Education to update material. Prof. Irwin, Prof. Loesch, and I weeded material. Assistant Dean Leonard and Dr. Deyrup organized a day to remove material from the catalog. Prof. Irwin mobilized his team to remove withdrawn material from the CRC and shift material to the main area of Reference for the painting of the CRC. Assistant Dean Leonard, Rob Rementeria, and I worked to identifying technology needs by adding to iMac computers and a smartboard for FY:2014-2015.

> **Objective 9 (Goal 5):** Dean outreach to various departments, deans, programs (ETDs, new curricula, WMS rollout), ongoing. Accountabilities: Dean

> **Objective 14 (Goal 6):** Strengthen collections coordination with Law (electronic, print, and repository) and implement book reserve and delivery inter- and intra-campus; fully implement ETDs. Ongoing.

Dissertations and Theses
When online ETD submission went live in fall 2013, Dean Buschman, the respected library liaisons, and I went to each department to market and explain the new ETD submission process to Faculty and invested parties. During this time, I also improved services to our doctoral students by leveraging the ProQuest dissertation submission module which allowed them to submit their dissertation to the ProQuest database and order print copies. The completion of this process is a major accomplishment that allows graduate students to complete the process online. We have received positive feedback from many of the graduate students who have commented that it is helpful to have such a process in place, especially when many students have to travel long distances to submit their dissertation/thesis.

Collaboration with Catalog Department, Circulation Department, and Information Technology Department
Catalogers Barbara Robbins, Camille Mazza, and Victor Eubanks were assigned to handle front end processing of ETD submission checking the metadata records, pdf files, and database maintenance. I provided training with for catalogers in collaboration with Marta Deyrup, Head of Technical Services, and Martha Loesch, Catalog Librarian. We also reviewed and enhanced the metadata submission form and guidelines. This work is continually reviewed and revised. I worked under the direction of Assistant Dean Leonard to revise submission module and FAQs. I received technical support from Robert Rementeria for the creation of guides for merging signature sheet. The Circulation Department devised a workflow for accepting ETD payment and notifying the student, catalogers, and the registrar's office.

Implementation of ProQuest online dissertation system
During Fall 2013, I implemented ProQuest ETD admin for SHU. All doctoral students can now directly submit their dissertation to ProQuest, file for copyright and order copies online. Students and designated ProQuest ETD admins receive progress reports for each submission.

Outreach to SHU community
In Fall 2013, ETD online submission went live. Dean Buschman organized a series of meetings for outreach to Deans and Graduate Departments with the respected library liaisons when possible.

Over the past year I helped dozens of graduate students by phone, in-person, and email to complete the submission process and/or answer questions about dissertations/theses. The process has proven to benefit our students saving them time by submitting online, faster processing turnaround, and a permanent URL for their CVs. The process is continually being revised based on student feedback.

> **Objective 14 (Goal 6):** Strengthen collections coordination with Law (electronic, print, and repository) and implement book reserve and delivery inter- and intra-campus; fully implement ETDs. Ongoing.

Merging resources with SHU Law

Libguides
During this time, Associate Dean Barry and I also worked with Kristina Anderson, Electronic Resources Librarian Seton Hall Law School to merge our LibGuides systems.

Institutional Repository SHU and SHU Law merger
Kristina Anderson, Electronic Resources Librarian, SHU Law, and I worked together to merge the Law Institutional Repository with the SHU South Orange campus. We had several meetings

in-person and by phone and numerous emails to coordinate the merger. Additionally, we with our Deans held conference calls with Bepress project managers and technicians for data migration. We also on the implementation set up and redesigned the homepage: creating image drafts, determining page layout and content, and branding. Jody Drafta was instrumental in creating the final image to send to bepress for the IR homepage. The entire IR merger began in July 2013 and finished in February 2014.

> **Objective 18 (Goal 8):** Improve library-wide communications: workshop; Assist. Deans' regular meetings with functional supervisors, all library meetings, regular meetings with library faculty, library intranet, ongoing.

The library's website changes were internal as well as external. In the summer of 2013, Associate Dean Barry, Jody Drafta, and I created the library's first intranet, an internal internet for library faculty and staff information.

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

Conducted a user survey for the Information Commons to determine furniture, space, and technology needs. Prepared budget and presentation in January 2014 for information commons with Jody Drafta and Assistant Dean Gold.

Public Services

Liaison work to the College of Education and Computer Science Department

This year I was assigned to be the liaison to the College of Education. I taught several graduate information literacy classes, performed collection development, and redesigned the Curriculum Resource Center (CRC) with co-liaisons John Irwin and Martha Loesch and Department of Education Studies. One the significant accomplishments is the weeding of the CRC, purchasing electronic resources, new furniture, and technology to refresh the CRC. I also updated the libguides for Education, adding new resources. I continue to order new material for the Computer Science Department.

Reference and Instruction

I participated in reference and instruction for First Year Students, English 1201, and English 1202.

<u>Scholarship</u>

Publications

Favaro, S. & Hoadley, C. (2014) The Changing Role of Digital Tools and Academic Libraries in Scholarly Workflows: A Review. *Nordic Journal of Information Literacy in Higher Education*. 6 (1). 6-20.

Presentations
Favaro, S. (2013). SHU Institutional Repository Montclair State University (invited)
Favaro, S. (2013). VALE Institutional Repository Workshop, Rutgers University (invited)

<u>Service</u>

Library committees
‣ Public Services Committee, 2013-present
‣ Secretary, Library Faculty Assembly, 2012-present
‣ Member, Website Steering Committee, 2008-present
‣ Member, Assistant Dean for Information Technology search committee

University-wide
‣ University Senate Alternate, Faculty Senate, 2009-2011, 2013-2014 (elected)
‣ Faculty Senate Facilities committee, Represented committee chair at a meeting, provided information and answered questions regarding furniture for Stafford Hall
‣ Digital Humanities Working Group: 2013 –present
‣ Member, Commencement Committee: 2014
‣ Member, Petersheim Exposition Committee, 2011- present
‣ Library Faculty Senate Committee, 2010-present

Professional Service
‣ NJLA Technology Committee, 2013-present:
‣ Advisory board, Journal of Emerging Learning Design, http://eldj.montclair.edu/:
‣ Member, dolcelab (Design of Learning, Collaboration & Experience Lab), NYU, 2010 -present

Dr. Naomi Gold

Assistant Dean for Learning and Outreach Services

Annual Report FY: 2013-2014

What is your relationship to the direction in which the Library is moving and to the University's Strategic Plan (<u>From Strength to Strength: Seton Hall 2020</u>)?

It is self-evident, though nonetheless worth repeating as evident things often are, that every task and project undertaken at Walsh library is oriented toward some aspect of public service. This service is owed in the first instance and principally to students. It is also an essential component of the academic life of the University's faculty, and forms an important part of the cultural environment shared by the wider community, which benefits from and finds value in areas such as Archives and Special Collections, and the Gallery in order to "Provide evidence that demonstrates your ability to shape the strategic focus within your school so that it aligns with the Strategic Plan and the Catholic Mission of the University." The most explicit point of convergence between the Library's mission and the University's Strategic Plan resides in Point 2, # 4 of that document, which pointedly states the following goal: "Enhance key support areas including the Library and technology."

This goal and the University's Catholic Mission are integral to one another because every task undertaken in the library, from cataloguing to stacks management to revision of the website, have the provision of service as their essential goal. The spirit and practice of service between and among the various components of the University community, and between the University and the wider community, is also core to Seton Hall's Catholic mission. The Assistant Dean for Learning and Outreach Services is broadly charged with the task of developing and enhancing public services and occupies a position that comprises both the University's specifically Catholic mission, and the particular point of the Strategic Plan articulated in Point 2, # 4.

There is no member of the faculty and staff who does not grasp the Library's fundamental service component. However, a number of factors make it necessary to rearticulate this on an ongoing basis so that planning and decision-making processes are submitted to and oriented toward the essential service goal. Some of the factors that make this rearticulation necessary are as follows: the reality that a number of faculty and staff have been at Seton Hall for many years, and approach decision-making discussions with a background of long-standing prior experiences; ingrained habits that can be at variance with needed service provisions in spite of individuals' genuine desire to be of service; and the strength of personalities, strongly-held opinions, and preferred ways of working that are so

common in academic institutions.

It is one of the tasks of the Assistant Dean for Learning and Outreach Services, therefore, to function as a steady guiding force that observes and reflects on existing practices and perspectives, and acts as an administrative lever directing and guiding the consideration of decisions and the establishment of processes and procedures in such a way that both patron experience and thoughtful, deliberate stewardship of resources are dominant criteria.

The eight months extending from November 2013 to July 2014, while being productive in a number of concrete ways that will be spelled out, should also be recognized as a time of preparation during which Library faculty and staff has acquired experience with a new administrative structure that supplies a centralized and formal institutional guiding force in the Library. The changes that the Library has experienced over the past eleven months, therefore, have from their very inception involved novelty, particularly for library faculty. This is to say that the way changes have been proposed, discussed, and managed has diverged appreciably from past practices, so that the administrative task has been two-fold: to shape and manage change, and to manage responses and reactions to the way change is being implemented.

This is a logical point at which to discuss ways in which acceptance of change has been fostered. The Self-Assessment Questions presents two formulations of what is essentially the same question on this topic. The two questions are, respectively:

1. Part I, B: "How do you plan to foster acceptance and implementation of … changes/improvements?"

2. Part II "[What] skills and personality traits enhance your ability to manage people, to enhance culture of collaboration and teamwork, [and] to accomplish routine both tasks and strategic initiatives?"

The appeal to what is best for our users, that is, the appeal to the core service element, is one of the components that has been and will continue to be marshalled to foster acceptance of changes. It is an especially productive point around which to orient conversation, because it is, as I have stated, one on which everyone agrees; elements of divergence arise out of variance of opinion about how best to accomplish the already-agreed-upon end, which hinges on service. Conversation and decision-making are further enhanced by the practice of conducting discussions in ways that demonstrate regard for the expertise and (frequent) long experience of faculty and staff, and by couching directives in ways that specifically articulate the goals we have all mutually agreed on, thus highlighting the consensus that has produced a given decision. Broadly speaking, it is my continuing goal to communicate the need for change in a collegial manner that both conveys the imperative of certain proposals while

simultaneously avoiding an unproductive critical affect. It has also been a productive practice to lead by example, that is, to demonstrate concretely that I am participating to the extent that is possible and appropriate in many of the tasks I am asking of other people. This practice is also essential for my own learning, and is, in that regard, intrinsically valuable.

At the same time the current change in Library administration and in administrative style, and the need to embrace and act upon more deliberate decision-making processes in a more timely way, constitute an ongoing challenge. There are two categories of productivity: those that are the product of significant collaboration among faculty and staff in the public service area, and to which I contributed, and those that I accomplished principally on my own. Areas of productivity belonging to the first category are as follows:

1. The library remained open during serious winter weather, allowing on-campus students to be served by and to avail themselves of library services.

2. Staffing changes and an examination of workflows in Interlibrary Loan produced a significant decrease in the number of cancelled items.   This staffing change also released funds from a former ILL position, which (released funds) are being used to hire a term position librarian with significant reference, instruction, and liaison responsibilities. It should be noted that this staffing change initiated in Interlibrary Loan corresponds to the University's Strategic Plan, Item Six # 11, namely, "Responsibility in Stewardship," which calls for a "focus on priorities in resource allocation and reallocation."

3. The Information Commons and Curriculum Resource Center is in the process of being refreshed with new furniture and updated computers in ways that enhance these spaces both practically and aesthetically. It should be noted that Professor Sharon Favaro and Ms. Jody Drafta played principal roles in this detail-and-resource-intensive project.

4. A system of holds has been implemented allowing users to request that in-house shelf-items be retrieved and held at the circulation desk for them.

5. Meetings among Library faculty to discuss the Library's instruction program have been initiated and will be continuing. One of the chief goals of these meetings is the formulation and implementation of a level of cohesion and standardization in library instruction for English 1201 and 1202 classes. This will provide teaching faculty who request library instruction some predictability about the content of library instruction for their respective classes. The need for greater cohesion will be balanced with the simultaneous need to allow for differences in teaching style among library faculty. Underlying this goal is the need to formulate a mission statement for the library instruction program, a task that has not yet been

initiated. I will be composing a draft of my own and collaborating with the Beth Bloom to make ready a draft mission statement that can be presented to all Library teaching faculty for their comments and contributions.

Examples of productivity belonging to the second category are as follows:

1. The Library's Public Services Committee is a cohesive, action-oriented body, with stronger consensus-building and decision-making capacities. One specific and important product of this growth is the development of a list of high- and low-level priorities, which (list) is providing a framework for the committee's work. Here, then, are the goals identified by the PSC, in consultation with the Dean:

   Short-Term Goals
   - Communicate with circulation staff about the kinds of questions they may be asked to address during the summer, especially with regard to ETDs. – Done, and ongoing
   - Revise library tour script – Done
   - Populate databases by subject list – In progress
   - Revise citation information page on library website – In progress.
   - Discuss inviting circulation staff to instruction meetings – Not yet started

   Long-Term Goals
   - Implement on-call reference experiment and devise a formula for comp time. Discuss different ways of delivering reference service. Part 1 has been done. Part 2 has not yet been started.
   - Discuss the implementation of LibChat. – In progress
   - Revise current LibGuides. – In progress
   - Clean up / edit LibAnswers. – Not yet started
   - Schedule regular instruction meetings. – Not yet started
   - Devise new and more robust methods of collecting reference metrics so that the range of our communications with students and faculty will be more fully accounted for. – Not yet started
   - Explore reference staffing software. – Not yet started
   - Implement an FAQ linked to the library home page. – Not yet started

   Note, in particular, that the mandate for the revision of current LibGuides has been made formal, and that two group sessions to assist faculty are in the process of being offered: one on Monday July 28, and one on August 4, 5 or 6 (to be determined in the next 24 hours).

Note also that I have largely completed revisions to my own LibGuides, i.e. those I inherited from the person for whose liaison areas I am now responsible.

2. The chair of the PSC has retained her position as chair and is focused and methodical in her dealings with the committee. (N.B. This item also corresponds to Item B)

3. With guidance and directives from the Dean, and ongoing support from and participation in decision-making by the Assistant Dean, the head of access services has made significant progress toward exercising oversight and management of the areas within his purview. He has become a vigorously immersed in the day-to-day tasks and personnel management of those areas. (N.B. This item also corresponds to Item B) This progress is demonstrated by the following:

   - He has heightened his oversight of the circulation department and become integrally engaged with personnel and decision-making processes of that area.

   - He has spent many hours in the Interlibrary Loan department learning about and working with its processes and gaining expertise in all aspects of ILL.

   - He has made significant progress toward managing student workers in his area, in particular, learning about how the student work-study program is administered and funded over the calendar year; making himself informed about where students live and the extent of their availabilities; and ensuring that student workers are fully occupied during their work time in the library.

4. Departments and Schools for which I have liaison responsibility are being served professionally and effectually, in particular, the School of Diplomacy and Department of History. I met with a total of thirteen students combined from the School of Diplomacy and the Department of History, and with one community user seeking research help. I am in the process of adding materials that have been requested for the history LibGuide, namely, links to open access archives and databases. I am also in the process of creating a Latin American Studies research guide, as requested by a faculty member, and I am preparing to teach a library instruction class on September 19 for the History Department's "Honors in History Research Seminar." Additionally, I have been asked to teach a library instruction session for HIST 2180, the department's historical methods course for sophomores, which requires students to complete a fifteen-page research paper.

The matter of government documents also falls within my liaison area, and I have made significant progress toward our goal of discontinuing Walsh Library's status as a Federal

Government Document Depository, and removing from our stacks those materials that we will no longer keep. The discontinuation of our depository status is complete. It involved a series of discussions with my contact in the Government Printing Office (Mr. John Paskowski), the composing of a formal letter to the Superintendent of Documents, and phone discussions with the Government Documents Librarian in our Regional Depository, which is located at the Newark Public Library (Ms. Laura Saurs). I requested a list of all the items in our library with Government Document call numbers as listed in Voyager, and received these lists from Professor Ming Bao. I subscribed to the Government Documents listserv used by Government Documents librarians nationally, and on June 27, sent to the listserv a link to the list of print and microfilm materials we are offering. I am collecting responses to this offer and responding to questions for further clarification. Beginning next week, materials that have been requested by other libraries will be gathered by staff from the stacks department, and readied for shipping to the requesting libraries. At that point, I and the head of access services will begin to organize the removal of the remaining print materials.

I have also been working with the Dean on a comprehensive list of acquisitions in the area of Religious Studies and Theology for which a significant budget exists. I have been working to identify potential duplicate and overlapping materials in the currently-existing proposed list, and to pinpoint additional resources not yet represented that can meaningfully augment the proposed materials, including and especially resources in the areas of Holocaust and genocide studies, Jewish Studies, and the Israeli-Palestinian conflict.

Under the Dean's direction a new term faculty hire is currently underway, for which a large pool of potential candidates made application. We are confident that this new Library faculty will substantially enhance the Library's teaching, reference, liaison, and collection development capacities, each of which forms a critical component of the public service that is our ultimate goal. In addition, it has been my particular goal to demonstrate consistently and meaningfully interest in and appreciation for the various abilities, strengths, and contributions of existing Library faculty, as well as staff. The Walsh Library is fortunate to have many faculty who are, variously, scholars in their own right, actively teaching in subject specialty areas, meticulous in their oversight and management of library cataloguing, knowledgeable about and skillful in the technology field, and genuinely concerned for the quality of teaching and reference service that we provide. While measures calling for change happen, it here acknowledged that there are considerable organizational strengths that contribute to an environment of collegiality and mutual respect.

In all of the tasks I have described, from working with the Public Service Committee to liaison work, I have benefited from the long experience and ongoing direction of the Dean, and the collegiality of the Assistant Dean

for Information Technology along with the Assistant to the Dean. It is not an exaggeration to state that this administrative grouping functions synergistically. The Dean is freer to think in broad institutional terms given the presence of the two Assistant Deans. They, in turn, are guided by the institutional perspective communicated to them by the Dean, who conveys expectations and goals for the Library based on his own long experience and on the larger institutional goals of the University. The Assistant Deans, while retaining their respective areas of expertise and practice, also experience considerable overlap among the tasks and projects with which they are charged.

It is my perception that all areas of the Library have benefited from the new administration and a new administrative style, beginning with and featuring most prominently the Dean. This new administration, which now includes two Assistant Deans and the Assistant to the Dean, has provided the impetus for a number of large, essential changes and developments, and has resulted in momentum that will, with ongoing, persistent management and oversight, continue to move the Library toward greater levels of efficiency and service.

John Irwin

Librarian/Head of Access Services

Client Services Annual Report FY: 2013-2014

Seton Hall University Library is the largest single source for resources and for information on Seton Hall University Library is the single largest resources for information and learning on campus for faculty, students, staff, and outside researchers. Providing access to our resources is 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. The data in this report will provide a snapshot of what services are increasing and decreasing.

Circulation Department

The department is comprised of four full-time employees. Mabel Wong is the daytime Circulation Supervisor, Damien Kelly is the evening Circulation Supervisor and Stephania Gilbert, and Priscilla Tejada are the professional staff members. From September to July the weekend staff is comprised of two part-time employees; Abner Guzman and Karen Timmerman. 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 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 materials in and out, 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.

The library switched from its self-hosted Integrated Library System 'Voyager' to OCLC's WMS, a cloud based catalog. The change took the course of the entire fiscal year. The project brought all departments together to work very closely with one another to ensure a seamless transition. Circulation in particular did an extraordinary job at ensuring all of the proper data was transferred over to the new system. Names, addresses, fines, loans, groups, shelving locations, item types were all extracted from the Voyager database and successfully uploaded to the new system. We had to work closely with IT to ensure the patron information transferred over that was usable. This gave us the opportunity to clean up our records and batch delete patrons and groups we no longer served.

In Table 1: the Library Usage Statistics prove that the library is a vital space and the student body considers it the heart of the campus not only for studying but also for collegiate gathering. Attendance at the library increased this fiscal year by 10.65% to host over 631,011 patrons

throughout the year. Our items that circulate, books, CD's, and DVD's increased by 1.67% and group study rooms statistics show that usage of the rooms increased by 14.1% from last year.

Table 1: Library Usage Statistics						
Fiscal Year	Attendance	%+/-	Circualtion	%+/-	Group Stu	%+/-
2013-2014	631011	10.65%	39387	1.67%	11565	14.10%
2012-2013	570273	19.34%	38737	-4.2%	10135	1.00%
2011-2012	477834		40425		10035	

Library use by faculty to place their classroom items on e-reserve increased over 142% doubling plus the amount of use last year.

Table 2: E-Reserve Items Scanned and Processed				
Fiscal Year	# of items	%+/-		
2013-2014	371	142.48%		
2012-2013	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 e-reserves course reserves system has made workflows much easier for both the staff and the faculty member. The system has an electronic submission form for both the course reserves and e-reserves. The e-reserves is 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.

The 3M – Book Detection System signals the patrons to come back to the circulation counter after the alarm has gone off to check for any library material not properly checked out.   The detection systems were installed when the building was built 20 years ago and our 3M service agreements have allowed for us to have the system be fine-tuned to handle the flow of our patrons and work properly. At one point the amount of alarms was egregious because the Lenovo Tablets had some of the same frequencies to set the alarms off that a book detection magnetic strip has.

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

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

The following narrative is a summary of the upgrades and enhancements that Robert Rementeria performed over the last fiscal year. (Italics RR).

IT Enhancements to Access Services Departments: FY 2013-2014

This year, John Irwin and I worked together to maximize data security and improve workflow efficiency when utilizing technology to access library materials. In our efforts to move away from using an antiquated Lotus Notes system to work with course electronic reserve files, we migrated all of our old data to the cloud (via Google Drive). Going forward, this will help ensure that we can maintain this collection of approximately 7,000 articles and texts without the fear of loss in the event of hardware failure due to PC malfunction, damage, or catastrophe. In addition to creating a secure storehouse for our old e-reserve data, I evaluated the scanning hardware for e-reserves and determined that we should replace our malfunctioning Fujitsu fi-4340 device with an underused fi-6230 device from another department. This resolved consistent issues with paper feeds and made the process for scanning in e-reserve files quicker.

In late 2013, the Dean took the initiative in purchasing two technologically modern microfilm scanners (ScanPro 2000) that have a wide range of features to work with and enhance digital images and documents. After testing the functionality of these devices on IT-provided desktop computers with Librarian Beth Bloom, we determined that there was a need for high-end processing computers to run the scanners. I lead our research into purchasing two Lenovo mini-towers that allow the scanning software to run seamlessly so that patrons and library staff can quickly access, enhance, and retrieve microfilm & microfiche materials. Subsequently, I ran instruction sessions for all library faculty, as well as circulation and interlibrary loan staff on using the new hardware and software.

During the late Summer and early Fall of 2013, Seton Hall's Department of Information Technology helped us expand our printing, scanning, and copying systems in our Information Commons by replacing the older HP LaserJet printers with newer, faster, and more efficient Xerox Phaser printers and multifunction devices. This change led to a drastic reduction in the amount of printing incidents (e.g., paper jams, hardware malfunctions) experienced over the last year. It also doubled the total amount of scanning devices available for patron use. We also improved the performance of our library book scanners by hard-wiring them for quicker and more stable network speeds as well as upgrading the software to newer versions that support scanning directly to cloud services such as OneDrive and Google Drive.

In May 2013, after consulting with Circulation staff members Mabel Wong and Stephania Gilbert, I began closely tracking paper pickup issues with one of our heavily used network printers (HP LaserJet Pro M401n). Circulation relies on this device for printing slips for E-ZBorrow transactions, UPS tracking labels, and general printing. After investigating the issue and compiling incident reports, I determined that a manufacturing defect in the device necessitated replacement. After researching several printer models, we chose a new Brother

HL6180DW toner efficient device that allows us to cut our toner costs while also increasing the speed and reliability of essential Circulation printing.

With the implementation of our new ILS, OCLC's WorldShare Management Services, Circulation had the need for cost-free, automated method for determining due dates when systems are offline. I worked with Mabel Wong to create and program formulas in an excel spreadsheet that automatically populate the due dates for all types of circulating materials. This use of an automated method removes the need for Circulation staff to manually calculate due dates for patrons when using our offline circulation client.

This year, we tackled a series of upgrades to our ILLiad interlibrary loan system. Our first upgrade to version 8.4 (September 2013) allowed us to move our ILLiad webpages from the http protocol to Secure SSL pages (https). Subsequently, OCLC implemented a new firewall, web servers, and MySQL database servers to further improve system performance and security. Recently, we were also able to integrate our E-ZBorrow system into ILLiad.

EZ-Borrow

EZ-Borrow is the inter-library book lending and borrowing consortium through PALCI – Pennsylvania Academic Library Consortium that provides the exchange of books between 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 their library. As we can see from the numbers in Table 3, our borrowing has decreased by -5.7% from last year's fiscal calendar. This is the second year in a row that net borrowing with EZ-Borrow is down. As I indicated in last year's annual report this may be because our library collection is robust or that patrons are using articles more than books to do their research. To further this theory that we have a strong collection, our net lending is higher again for the second year in a row. The turn-around-time to receive books is approximately 3-4 business days. All students and faculty are able to hold the book for 84 days with no renewal period. This allows patrons 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 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 3: E-Z Borrow Transactions					
Fiscal Year	Lending Filled	Borrowed Filled	Total	Lending %	Borrowing %
2013-2014	3146	2555	5701	1.41%	-5.70%
2012-2013	3102	2710	5812	10%	-26.60%
2011-2012	2820	3695	6515		

The switch from Voyager to WMS has brought with it challenges to EZ-Borrow as well. These challenges however have become an opportunity for many libraries who will convert to WMS in the future. Previously with Voyager our data was searched with the standard Z39.50. Consequently when we shifted to the web based WMS platform the Z39.50 standard became

irrelevant. The new WMS uses NCIP to search our catalog and patron data. In order for this to work, Relais, the software developer behind EZ-Borrow had to create a new workflow for SHU. Assistant Dean Elizabeth Leonard was the driving force behind SHU IT, Relais, PALCI, and OCLC getting the system to work.

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

RAPID is an article delivery system with especially high fill rates and unprecedented turnaround times. If we look at the lending requests in Table 4 from Rapid.org we can see that our article lending has increased by 81% over the fiscal year. The average Turn-Around-Time (TAT) is around 12 hours, hence the name Rapid. 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 4: Rapid ILL Lending							
Fiscal Year	Total Lending Requests	Lending Requests Filled	Lending Unfilled	% filled	% unfilled	Average Filled TAT Hours	Year %+ Filled
2013-2014	3121	1769	1323	57%	42%	11.9 hours	81%
2012-2013	1756	975	746	56%	42%	12.9 hours	

Rapid borrowing has increased over 197% since last fiscal year. This data may help support the flat EZ-Borrow numbers in Table 3 along with the somewhat flat circulation numbers in Table 1.

Table 5: Rapid ILL Borrowing							
Fiscal Year	Total Borrowing Requests	Borrowing Requests Filled	Borrowing Unfilled	% filled	% unfilled	Average Filled TAT Hours	Year Over Year %+ Filled
2013-2014	4668	4502	120	96%	3%	10.8 hours	197.35%
2012-2013	1578	1514	36	96%	2%	10.6 hours	

Inter-Library Loan (ILL)

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

Book and article requests that are not filled through EZ-Borrow or RAPID get filled through ILL. The book loan can also be purchased depending on its availability. Over the last 6 months our ILL department, which is staffed by 1 full-time professional employee, Xiao-Qin Li, down from 2 since December 2013, has increased both lending and borrowing considerably. Table 10 shows that both article and book lending has increased 58% and 34% respectively. Borrowing has increased both in articles and books 150% and 39.8% respectively. This again supports my hypothesis that patrons are opting to get the article for their research. Oddly with borrowing for books being up 39.8% in ILLiad and down close to -6% in EZ-Borrow, does it speak to the

population seeking out books that are not general held? Hence, filling requests outside our region and going to the further reaches of the OCLC academic libraries. ILLiad lending is up 34% in ILLiad and only 1.4% in EZ-Borrow.

Table 6: 2013-2014 ILLiad Lending Activity

Status	Articles	Loans	Total
Submitted	4934	3509	8443
Cancelled	2327	1788	4115
Filled	2607	1721	4328

Table 7: 2013-2014 ILLiad Borrowing Activity

Status	Articles	Loans	Total
Submitted	6002	2350	8352
Cancelled	452	951	1403
Filled	5358	1362	6720

Table 8: 2012-2013 ILLiad Lending Activity

Status	Articles	Loans	Total
Submitted	3287	3082	6369
Cancelled	1645	1799	3444
Conditionalized	0	0	0
In Process	0	0	0
Filled	1642	1283	2925

Table 9: 2012-2013 ILLiad Borrowing Activity

Status	Articles	Loans	Total
Submitted	2434	1238	3672
Cancelled	168	240	408
In Process	124	24	148
Filled	2142	974	3116

Table 10: Year over Year changes in ILL from 2012-2013 to 2013-2014				
Fiscal Year	Articles Filled Lending	Loans Filled Lending	Articles Filled Borrowing	Loans Filled Borrowing
2013-2014	2607	1721	5358	1362
2012-2013	1642	1283	2142	974
% Increase +	58.70%	34.10%	150.14%	39.80%

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.

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

<u>Stacks Management</u>

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 Book Stack Department carries out a broad spectrum of activities and projects: projects of long, medium, or short duration; activities that likely will need to be repeated or that likely will not need to be repeated; and activities that for years have been part of the Department's daily schedule.

After the Catalog Department changed the labeling of three small collections (Core Curriculum, Faculty Books, and the ISSR Science and Religion Collection) to conform with the labeling of Main Collection Books, we integrated these three collections into the Main Collection, shifting (especially in some of the Main Collection "B" areas) wherever necessary.

Among areas of extensive shifting were many areas in the Main Collection, including: the A's; many areas in the B's; DK; DP; DS; E; F; the G's; the M's; the N's; P through PG; PN (especially the PN 1990's); PQ (especially the Hispanic Literature area); PS (especially the PS 3500's and 3600's, which have burgeoned because of hundreds of new books donated "In Honor of Prof. John (Jack) Sweeney" and other hundreds donated as "Gift of Maria Mazziotti Gillan Poetry Collection;" PT; and R through RC 340.

Repeatedly and often, upon request from various Library faculty or administrators, Stacks Management have tied up and placed upon the loading dock, for discard, successive waves of books that have been de-accessioned. Book Stack Specialists Tyniah Woods and Marilyn Shemaly-Turner have been especially active, along with student workers, in this activity.

Stacks Management continue, when called upon to do so, to shelve books switched from Reference to Main, shifting in Main when necessary.

Stacks Management were called upon to also integrate books transferred from Archives into Main, for example, recently in the Main "E" area, where shifting was also required to fit these additional books in.

Also, after Stacks Management had made room for them by shifting in the Main Collection from BT to BQ, we integrated the approximately 400 volumes of three series (Patrologia Latina, Patrologia Graeca, and Corpus Christianorum) into the Main Collection.

Stacks Management have continued to discard microforms, according to the list provided by Acquisitions Librarian Sulekha Kalyan.

After it was determined that the Curriculum Room was to be painted and that the island range was to be removed from the room's interior, Stacks Management tied up and set out for discard the hundreds of Curriculum books that were de-accessioned, and Stacks Management transplanted the remaining Curriculum books from the Curriculum Room to their current temporary location in the range immediately before the beginning of the Reference Collection's "A" area.

During 2012-2013, when the Valente Collection's overcrowding reached a critical point, a one-range area was devoted to the overflow, until a planned general shifting of Valente would occur. With the delay of the general shifting, the Valente overflow area itself began to experience overcrowding. So, in Spring 2014, Stacks Management decided to expand the Valente overflow area to include not only the 4th range, but also the 5th, 6th, and 7th ranges (the ranges right after the Valente "Z" area) in the Government Publications Room. Jim also decided to shelve, in the augmented overflow area, mainly book series, and to shelve non-series books (even new ones) in the principal part of the Valente Collection. By devoting the augmented Valente overflow area to housing some of the book series, benefits have already occurred. It has now become easier, with new and gift books continuing to be added at a rapid rate to Valente, to keep in good order both the principal part and the overflow part of Valente. And, when the general shifting of Valente will be executed, it should be easier to integrate hundreds of book series into Valente's principal part than it would be to integrate thousands of individual non-series books.

In order to alleviate overcrowding in the Main Collection's A through DA 360 area, in the Fourth Floor side room that overlooks the Regan Recreation Center, Dean Buschman had two ranges added to the two dozen that had already stood in that area and room. We have filled up the two ranges, which are in the center of the room, and have begun to shift, starting from the new ranges, both backward toward the A's and forward toward the DA's. Also, at the Dean's request, we have started to weed duplicates of books in that same room.

In past years Jim was asked to shelve thousands of Archives Oesterreicher Collection books, and also hundreds of books of smaller collections such as the Chesterton Collection, the Debold Cult Collection and the Seton Hall Textbook Collection (of older formerly used SHU textbooks), in the lockable mobile shelving between Scholar Study rooms 449 and 450. Later, additional waves of Oesterreicher books have been added to the shelves there but not integrated into the

original large group of books. In late June 2014, the Book Stack Department was asked urgently to integrate the original with all the succeeding waves of Oesterreicher books. With the guidance of Kate Dodds and her team, Stacks Management completed this project and the collection is in LC order 7/15/14.

Oversize books & the possibility of shelving them on the Second Floor.

Book pick-ups have been recorded electronically since about July 1, 2013. Stacks Supervior James Harrington edited the daily tally sheet used to record pick-ups, dropping the "Books" pick-ups page. Also, he added columns for recording "Books" and "Journals" pick-ups from the Interlibrary Loan Department. He also made corresponding changes in the corresponding Excel document that calculates annual statistics on pick-ups. In May, 2014, Walsh Library IT specialist Robert Rementeria re-set up the Book Stack Department laptop dedicated to recording "Non-Loan [book] Returns." Such returns had since July 2013 been recorded through "Voyager." In May 2014 Stacks Management started to be recorded through WorldShare Management Services (WMS).

The Book Stack Department's supervisor, staff, and student workers frequently assist other persons and departments in the Library. For example, Stacks Management help Jody on work projects or by covering the phone at the Dean's Suite; we help Circulation by searching for books requested through EZ-Borrow, or by covering at lunch time or at night or even overnight when otherwise there would be no coverage; we help ILL by searching for books requested, journal articles requested, and books supposed lost; as mentioned earlier, Stacks Management help Cataloguing and librarians and administrators by tying up and discarding de-accessioned books.

Stacks Management continue to provide perennial services, such as picking up and shelving books and journals, assisting clients (including students, professors, and administrators) in finding books and journals, training new student employees, and transporting the Walsh Library mail to the Mailroom in the mid-afternoon.

Table 11: Year over Year Non - Circ Stats. Items used with the library but did not leave	Items include main, reference, Valente Collection, Curriculum, Asian, and Dissertations and Theses.
Fiscal	
2013-2014	7343
2012-2013	10591
	Decrease of -30.66%

Surprisingly Table 11 indicates a drop in the number of items used at the library that were used but did not circulate. This is an anomaly that requires more investigation. Prior to the 2013-2014 fiscal years the numbers were recorded manually. This fiscal year we are using the computer to generate these numbers.

Table 12 also indicates a lower use of journals, newspapers, magazines, CD's, DVD's , and Government Documents. This may be in line with my hypothesis that patrons are inevitably going to the electronic journals.

Table 12: Year over Year Pick ups of Journals, Newspapers, Magazines, CD's, DVD's and Gov. Docs		
Fiscal Year		
2013-2014	440	
2012-2013	581	
	Decrease of -24.26%	

Table 13 is a bird's eye view at how the total number of items handled by Stacks is affected by the purchases made in acquisitions. The library's decision to cut spending on new books by over 38%, and the decision to monitor and scrutinize new purchases obviously put a crunch on these year over year numbers.

Table 13: Year over Year Services to Other Intralibrary Departments				
Fiscal Year	Cataloging New Books	Cataloging Other Books	Periodicals /Circ/ILL	Totals
2013-2014	5329	3368	4657	13348
2012-2013	8651	7210	3083	18944
	-38.40%	-53.20%	51%	-29.53%

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

With the help of Assistant Dean Naomi Gold, we have identified what government documents will be offered to the local depository libraries in order to prevent 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

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 11, 12, & 13. We now collect our data on the non-circulating books by using a laptop to charge and

dis-charge books that have been used but have not left the library for circulation statistics and collection development data.

John Irwin – Head of Access Services

Currently working on my second master's degree in Education and will be completed with the program August 2014. Upon completion of the master's degree I will continue in the Higher Education Leadership, Management and Policy Ph.D.

Committees both external and internal:

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

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 2014-2015: **Objective 15 (Goal 7): Increase Libraries' role in/leadership of campus scholarly activities issues (copyright, fair use, open access).**

Faculty Senator 2014-2016 and Graduate Studies Committee: **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.

Higher Education and K-12 Tri-Liaison. Psychology Co-Liaison.

Objective 9 (Goal 5): Dean Outreach to various departments, deans, programs.

Dean Buschman, Professor Favaro and I met with Dr.'s Babo and Martinelli to brief them on the Electronic Dissertation and Theses (ETD) procedures.

John Irwin - Access Librarian

Major projects over the course of the 2013-2014 Academic Year include:
- o Continued training and modifications of ILLiad Inter Library Loan System.
- o Continued training and modifications of RAPID Article retrieval system.
- o Fall 2013 University Life Tours.
- o Fall 2013 & spring 2014 taught Engl1201+1202 courses.
- o Maintained the E-Reserves module in conjunction with BlackBoard for fall 2013 & spring 2014.
- o Maintained the staff and student schedules for the fall 2013 and spring 2014 semesters and the 24/7 finals schedule.
- o Electronic Dissertation and Theses payment through circulation.
- o Journal weeding and microform weeding.
- o Maintained essential employee schedule during the snow season.
- o Tri-Liaison to the College of Education and Human Services and Department.

- Liaison to the Psychology Department in the College of Arts and Sciences.
- Reference weeding.
- OCLC WMS Circulation ILS changes.
- Finishing up 2nd Master's degree by the end of summer 2014.
- Published Book Review in *The Review of Higher Education* in collaboration with Professor Eunyoung Kim.
- Working on a paper with Professor Favaro.
  - **Article 4.1 Teaching Effectiveness**

-
- **Reference Desk**
- My reference desk hours went down to 5 hours per week in fall of 2013 and spring 2014. I effectively instructed students on how to navigate the library resources and website.

- **Teaching Freshman Orientations and English 1201 and 1202**
- To effectively transmit a clear and concise message to the incoming freshman students how to navigate the library's resources and website. I made lesson plans with goals, objectives and outcomes for English 1201 and 1202 and worked with those classes on their research assignments.

- **Inter Library Loan Training**
- Continued Training and Modification of both ILLiad and Rapid document delivery systems.

- **WMS Circulation Staff Training**
- Implementation of WMS circulation module and Matrix.
- Visited Iona College
- Maintained E-Reserves and Course Reserves

- **Liaison**
- Tri-Liaison to the College of Education and Human Services and the Psychology Department in the College of Arts and Sciences.

  - **Article 4.2 Professional Effectiveness**

- **Head of Access Services**
- I am currently the Head of Access Services and I oversee and manage (10) Unionized Professional Staff, along with approximately 20 Student Workers. Access Services consists of three departments: Stacks Management, Inter Library Loan, and Circulation. My role as head of access services is to ensure that the day to day operations and workflows of these departments and their individual functions are running as efficiently as possible for the Seton Hall University community.

- **ILLiad and Rapid**

- Maintained and updated ILLiad and Rapid as needed. Added the WorldCat Local Search Add-On to ILLiad.

- **EZ-Borrow**
- Added the EZ-Borrow Add-On for ILLiad. Worked with IT, OCLC, and Relais to create a solution for the NCIP/Z39.50 work-around.

- **University Life Tours and English 1201 and 1202 Library Instruction**
- Taught the assigned courses during the fall 2013 and spring 2014 semesters.

- **E-Reserves and Course Reserves and Electronic Payment of Dissertations**
- Our e-reserves module, Springshare, is providing the services needed to the teaching faculty to have the documents for their classes password protected with the use of BlackBoard.

- **Stacks Management**
- The stacks management staff worked on many projects this academic year in order to keep the stacks in orderly so they are highly usable and searchable. A – D weeding, Valente Multiple Series weeding and overflow, Scan-Pro, Microform weeding, back-shifting journals.

- **LibGuides**
- Maintained and updated LibGuides with Professor Loesch.

- **EPC Committee**
- Worked closely with the library faculty to develop policies for the library circulation policy and inter library loan policy.

- **Impact Statement**
- Worked in collaboration with Professor Martha Loesch and submitted for the Dean's Review an impact statement outlining our comparison and contrast with peer academic libraries and aspirant academic libraries based on databases in education.

-
- **Article 4.3 Scholarship**
-

- **Second Master's Degree**
- In compliance with Article 4.6 Criteria for Academic Ranks – University Library to advance from Librarian IV (Instructor) to Librarian III (Assistant Professor) I will have my second master's degree in education by summer 2014. I will then return into The Ph.D. in Higher Education Leadership, Management and Policy.
-
- **Publications**

- Book review published in *The Review of Higher Education* Volume 31, Number 1, Fall 2013. College Students' Sense of Belonging. New York: Routledge, 2012. 142pp by Terrell L. Strayhorn.

- Irwin, J. & Favaro, S. A Framework for Implementing ILLiad (in one semester). (submitted)

- **Article 4.4 Service**

- **Service to the University**
- Faculty Senator 2014-2015
- Graduate Studies Committee 2014-2015
- Co-Founder of the Student Veterans Association
- Faculty Convocation Committee Fall 2012 – Necrology Reader
- Commencement Committee 2013 – Procession Leader
- Copyright Committee

- **Service to the Profession**
- Member VALE
- Member NJLA
- Member NJLLA
- Member ALA
- Emerging Learning Design Committee 2013
- Moderator VALE 2013 for Co-Worker Professor Lisa Rose-Wiles

- **Service to the Community**
- Work closely with Department of Veterans Affairs
- Work closely with the New Jersey Division of Labor Veteran's Representative
- Work with D.A.V. Disable American Veterans
- Lifetime Member of D.A.V.
- Veterans of Foreign Wars

Listing of all Tables 1-13

Table 1: Library Usage Statistics						
Fiscal Year	Attendance	%+/-	Circualtion	%+/-	Group Stu	%+/-
2013-2014	631011	10.65%	39387	1.67%	11565	14.10%
2012-2013	570273	19.34%	38737	-4.2%	10135	1.00%
2011-2012	477834		40425		10035	

Table 2: E-Reserve Items Scanned and Processed

Fiscal Year	# of items	%+/-
2013-2014	371	142.48%
2012-2013	153	

Table 3: E-Z Borrow Transactions

Fiscal Year	Lending Filled	Borrowed Filled	Total	Lending %	Borrowing %
2013-2014	3146	2555	5701	1.41%	
2012-2013	3102	2710	5812	10%	-26.60%
2011-2012	2820	3695	6515		

Table 4: Rapid ILL Lending

Fiscal Year	Total Lending Requests	Lending Requests Filled	Lending Unfilled	% filled	% unfilled	Average Filled TAT Hours	Year %+ Filled
2013-2014	3121	1769	1323	57%	42%	11.9 hours	81%
2012-2013	1756	975	746	56%	42%	12.9 hours	

Table 5: Rapid ILL Borrowing

Fiscal Year	Total Borrowing Requests	Borrowing Requests Filled	Borrowing Unfilled	% filled	% unfilled	Average Filled TAT Hours	Year Over Year %+ Filled
2013-2014	4668	4502	120	96%	3%	10.8 hours	197.35%
2012-2013	1578	1514	36	96%	2%	10.6 hours	

Table 6: 2013-2014 ILLiad Lending Activity

Status	Articles	Loans	Total
Submitted	4934	3509	8443
Cancelled	2327	1788	4115
Filled	2607	1721	4328

Table 7: 2013-2014 ILLiad Borrowing Activity

Status	Articles	Loans	Total
Submitted	6002	2350	8352
Cancelled	452	951	1403
Filled	5358	1362	6720

Table 8: 2012-2013 ILLiad Lending Activity

Status	Articles	Loans	Total
Submitted	3287	3082	6369
Cancelled	1645	1799	3444
Condition alized	0	0	0
In Process	0	0	0
Filled	1642	1283	2925

Table 9: 2012-2013 ILLiad Borrowing Activity

Status	Articles	Loans	Total
Submitted	2434	1238	3672
Cancelled	168	240	408
In Process	124	24	148
Filled	2142	974	3116

Table 10: Year over Year changes in ILL from 2012-2013 to 2013-2014

Fiscal Year	Articles Filled Lending	Loans Filled Lending	Articles Filled Borrowing	Loans Filled Borrowing
2013-2014	2607	1721	5358	1362
2012-2013	1642	1283	2142	974
% Increase +	58.70%	34.10%	150.14%	39.80%

Table 11: Year over Year Non - Circ Stats. Items used with the library but did not leave	Items include main, reference, Valente Collection, Curriculum, Asian, and Dissertations and Theses.
Fiscal	
2013-2014	7343
2012-2013	10591
	Decrease of -30.66%

Table 12: Year over Year Pick ups of Journals, Newspapers, Magazines, CD's, DVD's and Gov. Docs		
Fiscal Year		
2013-2014	440	
2012-2013	581	
	Decrease of -24.26%	

Table 13: Year over Year Services to Other Intralibrary Departments				
Fiscal Year	**Cataloging New Books**	**Cataloging Other Books**	**Periodicals /Circ/ILL**	**Totals**
2013-2014	5329	3368	4657	13348
2012-2013	8651	7210	3083	18944
	-38.40%	-53.20%	51%	-29.53%

Sulekha Kalyan

Head of Collection Development/Acquisitions

Collection Development Department Report 2013-2014

Currently, the Collection Development Department is comprised of 1 Librarian/faculty and 2.3 staff members. The Acquisitions Librarian oversees the day to day operation of the department.

Primary goal and responsibility of this department is to acquire access to materials requested by faculty & librarians needed for the teaching and research need of the University community. It usually includes books; electronic resources; print journals and audio visual materials. This unit works closely with library liaisons and library administration towards building and strengthening the library collections. In addition, it is responsible for managing the library acquisitions budget, including expenditure, payment of invoices, accurate record keeping; managing subscriptions, & negotiating license agreements. We also accept, acknowledge and process gift books and manage thesis/dissertations for bindery. The Prime objective of this Unit is to acquire materials in timely and efficient manner, while utilizing the funds to its maximum and keeping within the budget allocations... Described below are the highlights and goals achieved during the year FY 2013-2014.

➢ **Objective 1 (Goal 1 & 2 & 3 & 8, 17, 18):** Fully implement the new WMS library management system; correct and clean records; establish efficient cross-functional workflows; present information to researchers in a clear, understandable format; broad understanding of WMS technology; preserve necessary data from the Voyager system for further use in a sustainable way; eliminate outdated tools/processes; top priority, ongoing until completed.

- **Prepared & cleaned serials data for uploading in WMS knowledgebase**

- **Implemented WMS knowledgebase collaborating with assistant dean and digital services librarian and systems librarian**

- **Prepared for implementing Acquisitions Module**

- **Trained staff in use of WMS Acquisitions and Serials activities**

- **Attended WMS training webinars throughout the year**

- **Participated in implementation meeting and provided assistance as needed**

- **Met with the Technical Services group periodically to discuss and understand workflow**

- **Worked consistently in resolving WMS & Shelfready workflow –achieved.**

- **Implemented License Manager (LM)**: Joseph Yankus is assigned to work in guidance of Acquisitions librarian to populate & manage LM. As of 7/15/14, he has added 78 licenses which contain a total of 115 collections. Within each license, we track the renewal periods, payments (including dates renewal forms & invoices are submitted and which fund each database is paid from), terms of use, and upload all forms & invoices. This module can become a tremendous tool for us and for the library.

- **We eliminated use of Kardex and switched all our serials management activities to WMS and EBSCOnet. Denise and I spent time learning to create patterns and check in of new issues in WMS.**

➢ **Objective 3 (Goal 2):** Develop collections policy statements for general collections; continue to manage incoming-gifts acceptances.

- Collection Development Policy is to be completed in consultation with the Dean and Assistant Dean
- Gifts Policy completed and implemented
- Gift acceptance procedure are in place and used.
- Acquisitions staff, Denise D'Agostino worked on identifying duplicates and sorting materials not in our library according to discipline and notified faculty of gifts books to be evaluated in their subject areas.
- This year, we received 2,654 gift books, 695 journal issues & sent 117 acknowledgment letters to the donors.
- This year 500 deselected books were sent to Better World Books and received $911.81 in commission for sold titles.

➢ **Objective 4 (Goal 3):** Simplify records for/access to journals – print, microforms, electronic, those shared with Law, electronic books – current and ongoing;

- Acquisitions and Serials staff cleaned up and updated the Lotus-Notes database for uploading in WMS Knowledgebase; worked with Ming Bao in preparing 5000 titles in KBART format.
- All our print journals are uploaded in WMS knowledgebase and are available for student to access through A-Z list along with e-journals.
- Worked with Ming Bao and EBSCO in getting our e-journals holdings in kbart format for uploading in WMS knowledgebase.
- We are consistently working with Law School to facilitate access to each other's resources. Law school's IPs were added to all of our databases access points (ongoing)
- We continue to check serials holding information in knowledgebase and make corrections as needed.
- New collections are added in knowledgebase as soon as we have received access.
- We currently subscribe to 708 journals through EBSCO in total. Print 304; print+online 84 and online only 320.

Regular Activities of Acquisitions Department: In addition to prepare for WMS implementation, Acquisitions and Serials staff worked on keeping the department running as smoothly as possible. Below are some of the details of our activities:

❖ **Materials Requested for purchase:** We received 2,646 requests for purchase of materials from 63 faculty and 13 librarians. (see attached sheet for details)

❖ **Materials Acquired:** We purchased 4,034 books and 63 DVD/CDs this year. Renewed subscription for 119 electronic databases; maintained subscription of 625 print and electronic journals. (add numbers).

❖ **E-Books** We saw the change in requests for e-books. We purchased 823+ e-books this year. We continue subscribing to EBSCO Academic eBooks collection and Ebrary academic eBooks collection.

❖ PDA - eBooks: We continued to add titles to our collection via PDA (Patron Driven Access model). All selectors participated in adding titles to the collection via this service. This year our users have triggered 75 eBooks for purchase.

❖ Valente Collection: We continue to purchase materials for the Italian/Valente collection. This year we purchased 251 books for this collection with Valente funds and 911 books were purchased with NEH grant funds...

❖ **Other book collections**: We purchased 37 titles for the Alberto/Portuguese collection; 25 titles for Diplomacy with Gulbenkian and acquired 97 titles for Judeo/Christian collection.

❖ **Shelf Ready Books project**: Finally, shelf ready books process is in place and started to work for us. Implementation of WMS Acquisitions was causing the disruption in this service. Workflow for this process has been implemented

❖ **Electronic Resources:** The Library continues to provide seamless access from anywhere, anytime to a large portion of its collection for the university community locally and remotely. This year, the acquisitions unit purchased access to 1470 e-books and continues to provide access to 119 academic databases.

❖ Budget Data: (for details see attached figures)

  ▪ Allocations: We allocated funds for purchase of materials and for continuations, for all academic disciplines; kept expenditure reports. Expenditure reports for all funds are attached (see figures below)

❖ Staff: Acquisitions Supervisor Lucy Manto retired after working in the department for 16 years. Carol Kieslor was promoted to Acquisitions Supervisor position. In January 2014, Joseph Yankus was hired as Acquisitions Staff/Clerk in a shared position with the Walsh Gallery.
  • Acquisitions and Serials staff worked enthusiastically to learn the new WMS system. We all participated in webinars for training and attended meetings on weekly basis.
  • We kept up with our vendor relations along with ongoing training. Held conference calls & meetings with YBP to resolve the issues related to shelfready service. Also met with Casalini regarding Italian approval plan.
  • Above all, most of our time was spent on preparing for switching to new system.

Figures:

1. Library materials budget & Chart
2. NEH Fund & Chart

3. Order requests received from library faculty w/ chart
4. Order requests received from teaching faculty
5. Valente fund
6. Alberto Fund
7. Five year comparison figures and chart

Figure 1

Library Acquisitions budget (100): expenditure report 2013-2014 by material type							
Subject/Discipline	Books	e-Books	Databases	Subscribed-Serials (e&P)	Bindery	CD/DVD	Total
Biology	$ 2,415.99	$ -	$ 41,126.00	$ 28,828.74	$ -	$ -	$ 72,370.73
Business	$ 9,024.78	$ 1,004.84	$ 30,135.93	$ 35,313.51	$ -	$ -	$ 75,479.06
Chemistry	$ 1,608.70	$ 89.00	$ 63,288.00	$ 99,156.20	$ -	$ -	$ 164,141.90
Computer Science	$ 385.70	$ 397.99	$ -	$ -	$ -	$ -	$ 783.69
Criminal Justice	$ -	$ -	$ -	$ 1,143.69	$ -	$ -	$ 1,143.69
Curriculum	$ 664.77	$ -	$ -	$ -	$ -	$ -	$ 664.77
Diplomacy	$ 748.69	$ -	$ -	$ -	$ -	$ -	$ 748.69
Ebrary-PDA	$ -	$ 1,822.97	$ -	$ -	$ -	$ -	$ 1,822.97
Education	$ 1,620.36	$ 1,190.84	$ -	$ 23,255.29	$ -	$ -	$ 26,066.49
General/Library	$ -	$ 5,087.00	$135,581.90	$ -	$ 2,143.52	$ -	$ 142,812.42
HAMS	$ 9,013.71	$ 186.90	$ 9,479.00	$ 30,092.54	$ -	$ -	$ 48,772.15
InterDiscipline	$ 1,355.59	$ 154.80	$503,460.70	$ 11,462.39	$ -	$ -	$ 516,433.48
Mathematics	$ 959.86	$ -	$ 13,136.71	$ 5,419.47	$ -	$ -	$ 19,516.04
Nursing	$ 8,807.64	$ -	$ 15,883.36	$ 23,373.17	$ -	$ -	$ 48,064.17
Physics	$ 1,163.81	$ -	$ -	$ 20,355.33	$ -	$ 91.43	$ 21,610.57
Political Science	$ 645.18	$ -	$ 8,431.15	$ 7,138.99	$ -	$ -	$ 16,215.32
Psychology	$ 496.14	$ -	$ 26,723.59	$ 15,646.04	$ -	$ -	$ 42,865.77
Reference	$ 5,743.28	$ -	$ -	$ -	$ -	$ -	$ 5,743.28
Social Work	$ 1,451.92	$ -	$ 2,291.07	$ 14,718.45	$ -	$ 110.00	$ 18,571.44
Sociology	$ -	$ -	$ 8,828.00	$ -	$ -	$ -	$ 8,828.00
Totals	$ 47,543.27	$ 9,934.34	$858,365.41	$ 315,903.81	$ 2,143.52	$ 216.43	$ 1,232,654.63

Figure 1, Chart 1

**Library Materials Budget (100)
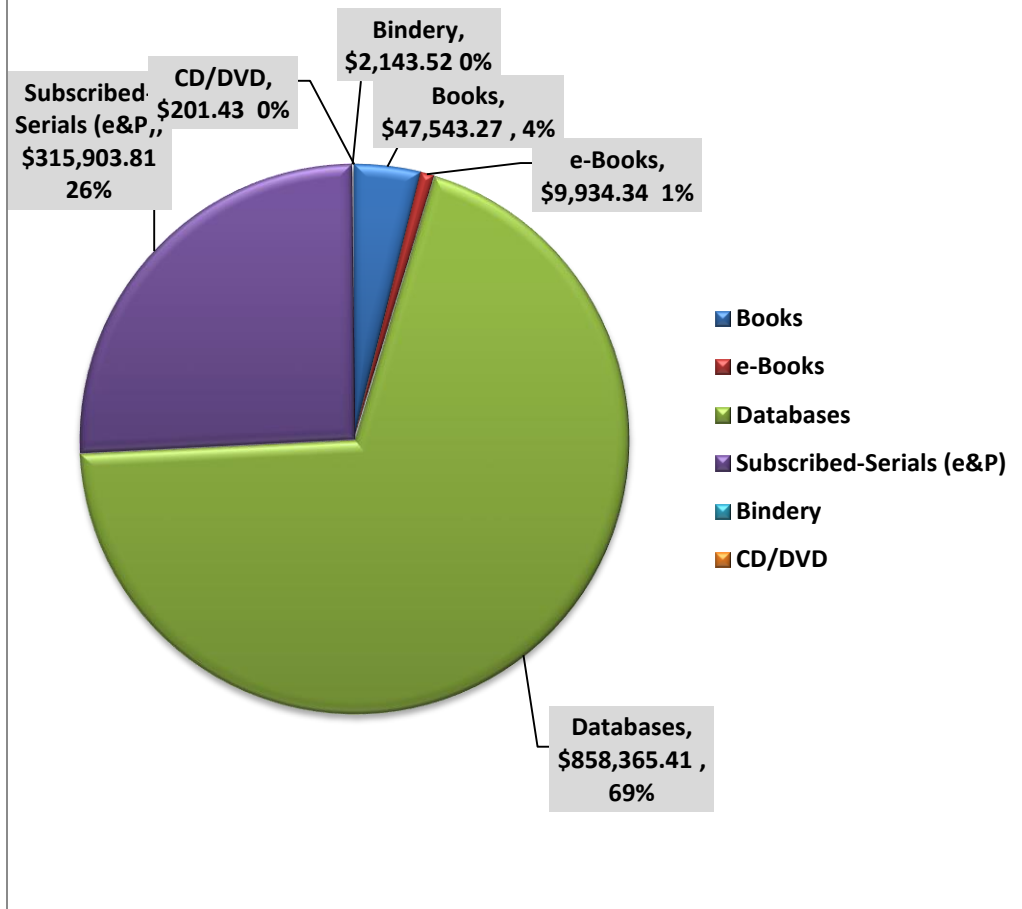Expense Report by Material Type
FY 2013-2014**

Bindery, $2,143.52 0%

CD/DVD, $201.43 0%

Books, $47,543.27 , 4%

Subscribed Serials (e&P,, $315,903.81 26%

e-Books, $9,934.34 1%

- Books
- e-Books
- Databases
- Subscribed-Serials (e&P)
- Bindery
- CD/DVD

Databases, $858,365.41 , 69%

Figure 1, Chart 2

Library Materials Budget (100)
Expense Report by College/School
FY 2013-2014

College of Arts &
Sciences,
$366,711.92 , 30%

■ College of Arts & Sciences

■ College of Education

■ School of Business

■ School of Health & Medical Sciences

■ Whitehead School of Diplomacy

■ College of Nursing

■ Library/INTD

College of Education,
$26,066.49 , 2%

School of Business,
$75,479.06 , 6%

School of Health &
Medical Sciences,
$48,772.15 , 4%

Whitehead School of
Diplomacy, $748.69
0%

Library/INTD,
$666,812.15 , 54%

College of Nursing,
$48,064.17 , 4%
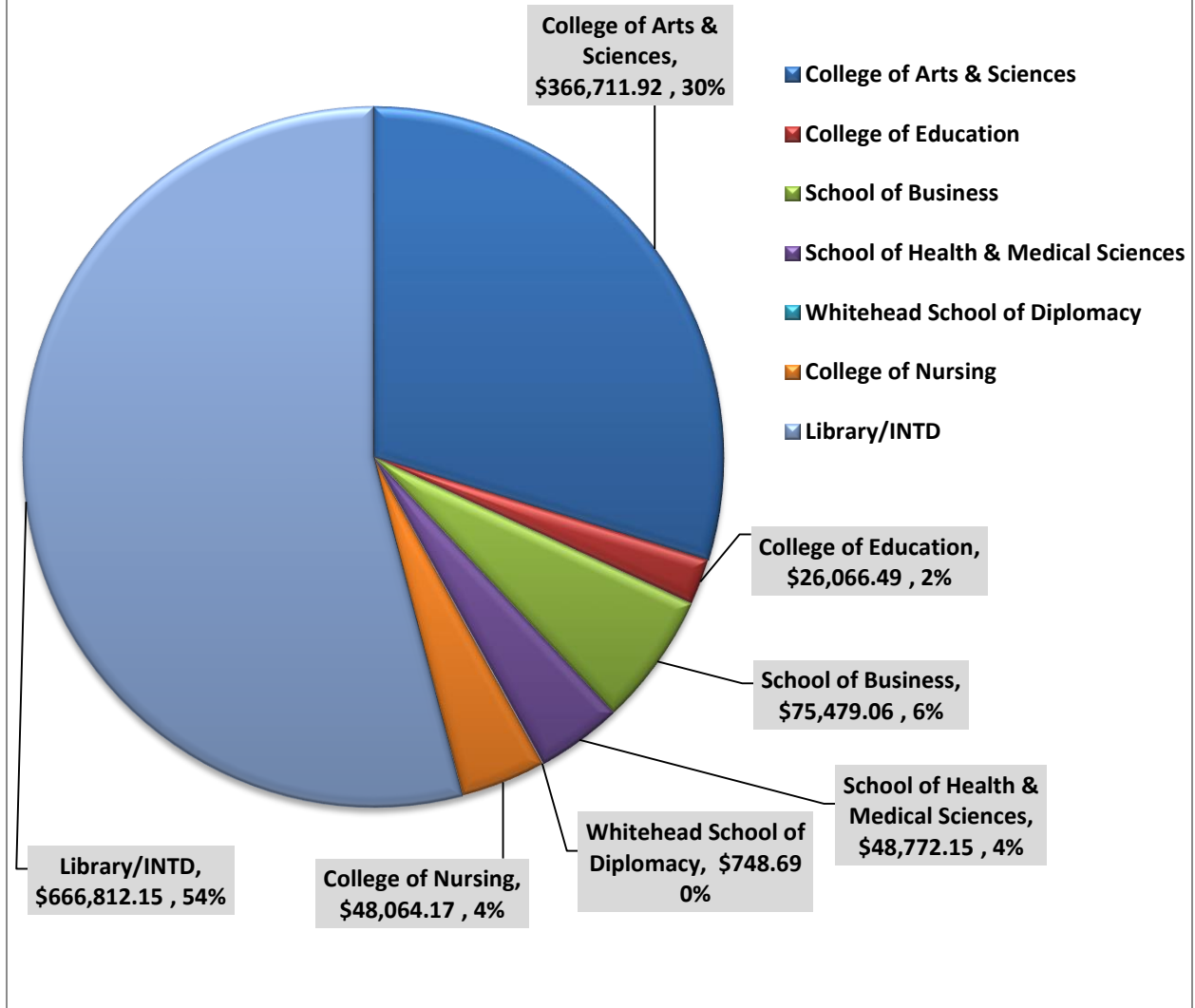
Figure 2

Library Acquisitions Statistics

Library Acquisitions Fund Expenditure Report by Material Type for NEH Fund 663402 FY 13-14

Subject/Discipline	Books	e-Books	Databases	Subscribed Serials (e&P)	CD/DVD	Total
AfroAmerican Studies	$ 885.98	$ 9.99	$ 13,467.82	$ 2,586.27	$ -	$ 16,950.06
Anthropology	$ 2,152.62	$ -	$ -	$ -	$ -	$ 2,152.62
Approval	$ 5,609.46	$ -	$ -	$ -	$ -	$ 5,609.46
Art & Music	$ 5,883.18	$ 74.99	$ 21,597.22	$ 3,141.07	$ -	$ 30,696.46
Archives	$ -	$ -	$ 6,284.61	$ -	$ -	$ 6,284.61
Asian Studies	$ 359.97	$ 5,812.31	$ 4,063.00	$ 3,724.90	$ -	$ 13,960.18
Business	$ 701.15	$ -	$ -	$ -	$ -	$ 701.15
Classical Studies	$ 1,313.32	$ -	$ 5,470.00	$ 1,314.32	$ -	$ 8,097.64
Communications/Journalism	$ 1,265.32	$ -	$ 4,405.00	$ 625.08	$ -	$ 6,295.40
Computer Science	$ 237.57	$ -	$ -	$ -	$ -	$ 237.57
Core Curriculum	$ 225.05	$ -	$ -	$ -	$ -	$ 225.05
Ebrary PDA	$ -	$ 2,513.59	$ -	$ -	$ -	$ 2,513.59
Education	$ 299.15	$ 194.00	$ -	$ -	$ -	$ 493.15
English	$ 9,879.89	$ -	$ 43,650.12	$ 776.70	$ -	$ 54,306.71
General/Library	$ 53.74	$ -	$ 18,039.50	$ -	$ 3,138.90	$ 21,232.14
German Approval	$ 3,937.97	$ -	$ -	$ -	$ -	$ 3,937.97
History	$ 2,089.93	$ -	$ 17,310.00	$ 3,532.32	$ -	$ 22,932.25
Interdiscipline	$ 2,715.34	$ -	$ 29,014.00	$ -	$ 1,623.01	$ 33,352.35
Valente - History - APP	$ 14,370.14	$ -	$ -	$ -	$ -	$ 14,370.14
Italian Studies - APP	$ 13,948.24	$ -	$ -	$ -	$ -	$ 13,948.24
Italian Studies-Valente Collection	$ 1,969.08	$ -	$ -	$ 250.00	$ -	$ 2,219.08
Modern Languages	$ 4,263.11	$ -	$ 5,287.36	$ 4,807.42	$ -	$ 14,357.89
Museum Studies	$ 71.95	$ -	$ -	$ -	$ -	$ 71.95
Philosophy	$ 1,475.60	$ -	$ -	$ 12,108.25	$ -	$ 13,583.85
Postage	$ 6,513.63	$ -	$ -	$ 109.25	$ 189.02	$ 6,811.90
Political Science	$ 3,907.29	$ -	$ -	$ -	$ -	$ 3,907.29
Reference	$ 1,031.16	$ -	$ -	$ -	$ -	$ 1,031.16
Religion	$ 7,245.02	$ 1,256.63	$ 6,829.00	$ 183.00	$ 1,900.10	$ 17,413.75
Russian Studies	$ 4,015.24	$ -	$ -	$ 1,799.32	$ -	$ 5,814.56
Russian Approval	$ 11,681.75	$ -	$ -	$ -	$ -	$ 11,681.75
Sciences	$ 10,476.13	$ -	$ -	$ -	$ -	$ 10,476.13
Seminary Library	$ 24,185.79	$ -	$ -	$ -	$ -	$ 24,185.79
Shelfready processing	$ 1,761.20	$ -	$ -	$ -	$ -	$ 1,761.20
Sociology	$ 4,564.41	$ -	$ -	$ 11,007.42	$ -	$ 15,571.83
Spanish Approval	$ 2,982.00	$ -	$ -	$ -	$ -	$ 2,982.00
Women's Studies	$ 119.80	$ -	$ 1,120.00	$ -	$ -	$ 1,239.80
Totals	$ 152,191.18	$ 9,861.51	$176,537.63	$ 45,965.32	$ 6,851.03	$ 391,406.67

Figure 2, Chart 1

NEH Fund (663402)
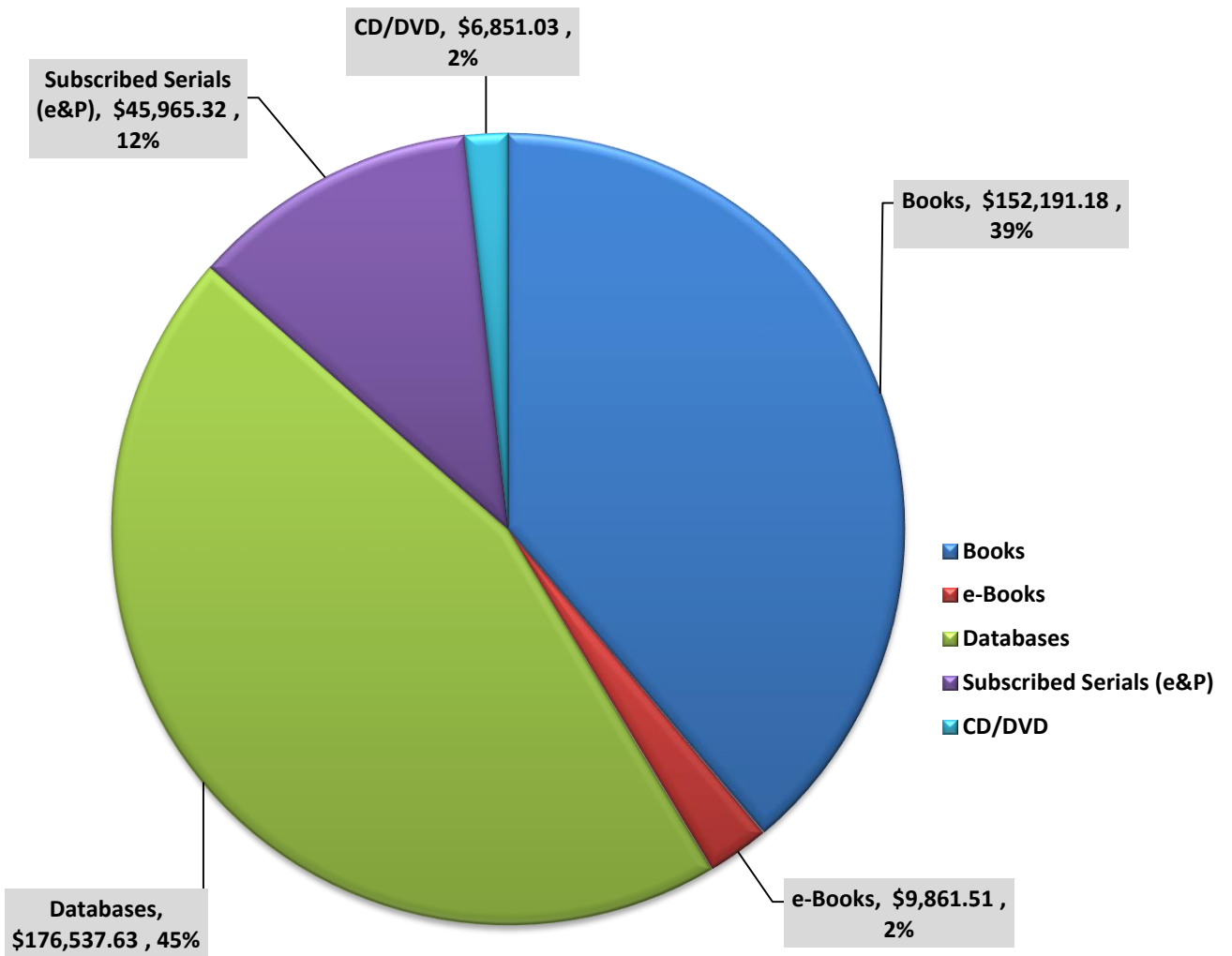## Expense Report by Material Type
FY 2013-2014

CD/DVD, $6,851.03, 2%
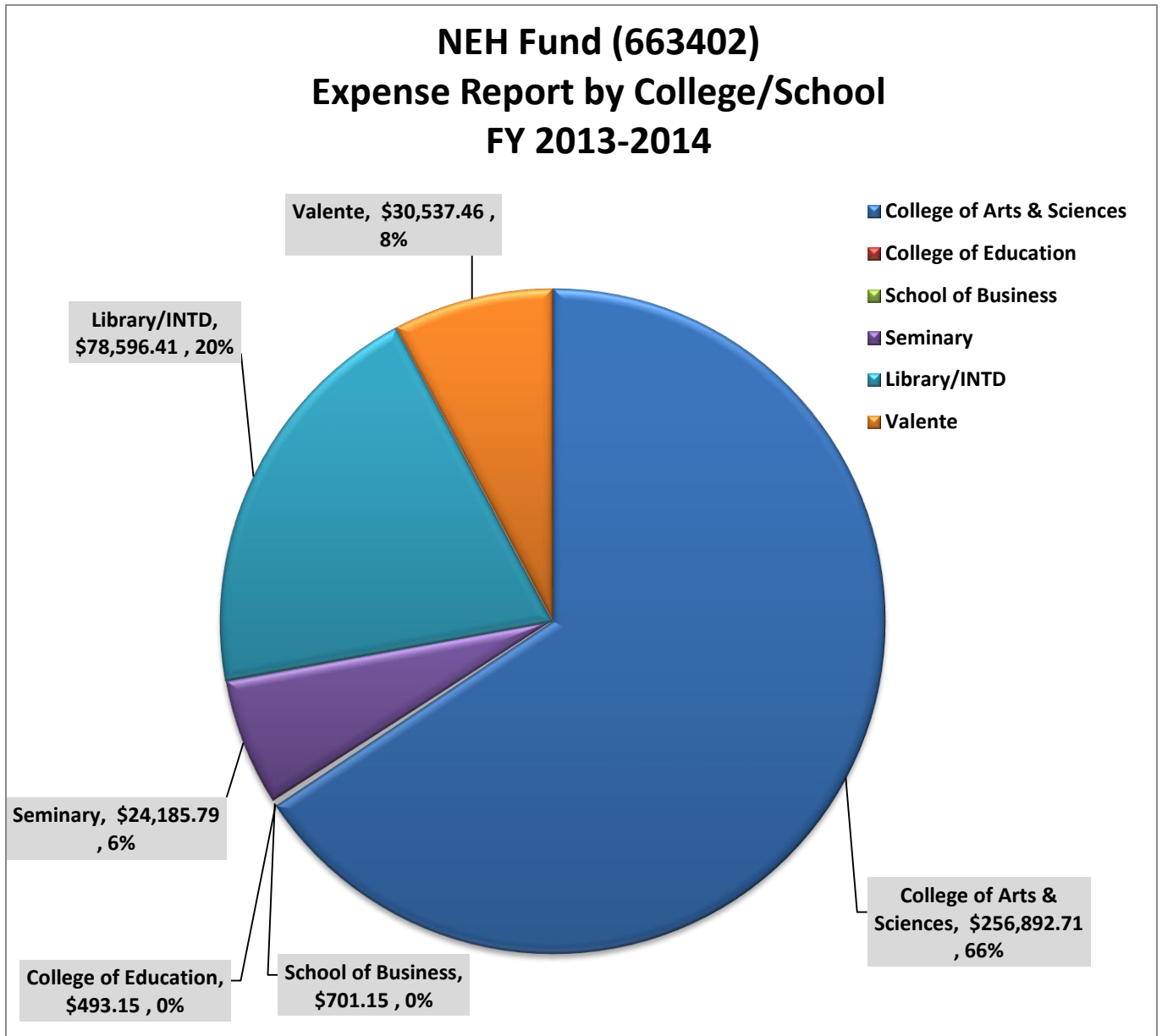
Subscribed Serials (e&P), $45,965.32, 12%

Books, $152,191.18, 39%

Databases, $176,537.63, 45%

e-Books, $9,861.51, 2%

- Books
- e-Books
- Databases
- Subscribed Serials (e&P)
- CD/DVD

Figure 2, Chart 2

NEH Fund (663402)
Expense Report by College/School
FY 2013-2014

Legend:
- College of Arts & Sciences
- College of Education
- School of Business
- Seminary
- Library/INTD
- Valente

Valente, $30,537.46, 8%

Library/INTD, $78,596.41, 20%

Seminary, $24,185.79, 6%

College of Education, $493.15, 0%

School of Business, $701.15, 0%

College of Arts & Sciences, $256,892.71, 66%

Figure 3

Orders submitted for materials by Library faculty FY 13-14		
Requestor by last name	**Requestor's Dept.**	**No. of requests received**
Bao	Library	124
Bloom	Library	25
Buschman	Dean of Library	9
Deyrup	Library	103
Favaro	Library	249
Gold	Library	43
Irwin	Library	16
Kalyan	Library	15
Lee, A.	Library	161
Loesch	Library	7
Rose-Wiles	Library	538
Stern	Library	392
Sweeper	Library	65
Totals		1747

Figure 4

| Orders submitted for book purchase by Faculty FY 2013-2014						
Requestor by last name	Requestor's Dept.	No. of requests received		Requestor by last name	Requestor's Dept.	No. of requests received
Anderson	Philosophy	2		Kimble	Communicat	2
Anderson, J	Seminary	5		Knight	Classical Stu	1
Balkun	English	50		Leab	History	7
Buonopane	Chemistry	1		Leonard	Library	3
Burke	Psychology	1		Leung	Asian Studie	1
Capra	Classical Studies	139		Liddy	Catholic stu	1
Carpentier	English	5		McGlone	Catholic stu	9
Carr, C Lynne	Anthropology	1		Medina	Philosophy	8
Carreras	Catholic studies	1		Mirabella	Political Sci	21
Chu, Petra	Art & Music	100		Morrow	Theology	19
Ciccarino	Seminary	368		Murzaku	Religion	8
Connell	Valente Col.	19		Nichols	Art & Music	2
Coprrigan	Social work	1		O'Mahoney	Diplomacy	1
Couch	Philosophy	7		O'Malley	Religion	1
Easton	Art	3		Porter	Seminary	22
Enright	English	6		Pritchett	Afro-America	1
Faithful	Core curriculum	1		Rice	Catholic stu	13
Ferguson	Music	4		Romani	Valente Col.	81
Frizzell	Judeo-Christ	127		Rzeznik	History	5
Gevirtz	English	66		Savastano	Anthropolog	2
Glenn	Biology	1		Schultz, Kirsten	History/Port	41
Guarino	Seminary	19		Scully	Seminary	13
Harding	Catholic studies	2		Sherman	English	1
Haynor	Catholic studies	2		Shiloff	Russian	1
Heinrichs	Art & Music	1		Smith	Modern Lang	1
Hong	Asian Studies	3		Sperber	English	8
Jackson		1		Stamper		12
James-Alexander	Afro-American Studi	3		Unna	Philosophy	1
Jones	English	3		Velarde-Mayol	Seminary	1
Kelchen	History	6		Wilkins	Seminary	61
Kennedy	Catholic studies	1		Wilson		2
Total		949		Total		297
Grand total						**1246**

Chart for Figure 3

Acquisition Submissions by Requestor
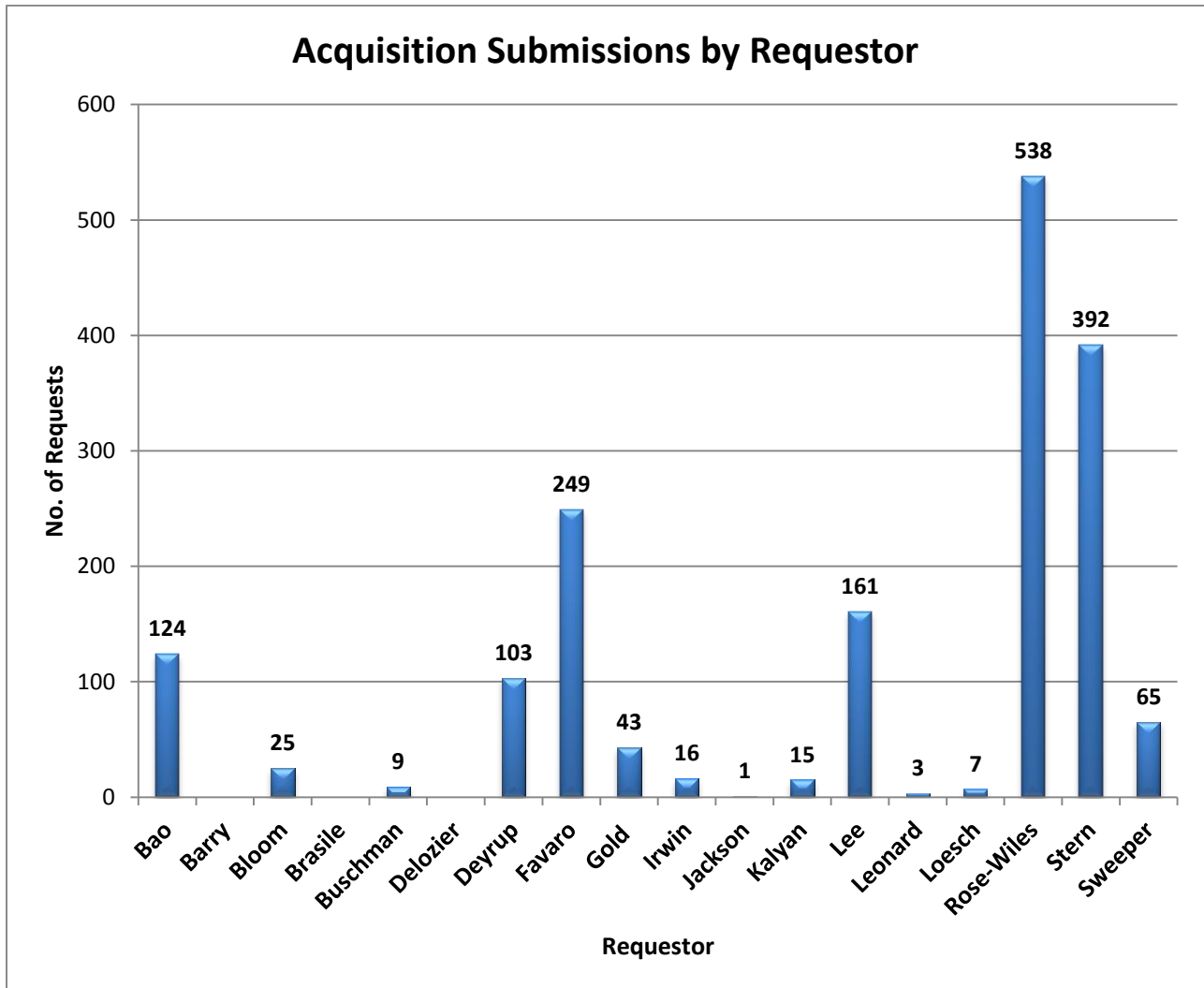
Figure 5

Library Acquisitions Statistics			
Library Acquisitions Fund 619012-Valente FY 13-14			
Subject/Discipline			
Italian Studies/Valente	8289.12	138	
APP-History	855.69	24	
APP-Italian studies	2865.97	89	
Postage	898.05		
Shelf-Ready Processing Charge	8.85		
Total	**12917.68**	**251**	

Figure 6

Library Acquisitions Statistics			
Library Acquisitions Fund 663007 - Alberto FY 13-14			
Subject/Discipline	**Amt.**	**#**	
Portugese studies	1,959.06	37	
Postage	87.91		
Totals	**2,046.97**	**37**	

Figure 7 & Chart

Library Materials Budget (100) Expenditure Trend in Last Five Years (2009-2014)

Material Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Books	$ 98,068.31	$ 47,794.41	$ 91,031.02	$ 19,498.83	$ 47,543.27
e-Books	$ -	$ -	$ 2,019.68	$ 4,651.66	$ 9,934.34
Databases	$ 840,148.46	$ 965,188.39	$ 744,694.30	$ 1,016,789.04	$ 858,365.41
Subscribed Serials (e&P)	$ 456,173.82	$ 383,163.65	$ 363,171.39	$ 314,227.02	$ 315,903.81
Bindery	$ 47,590.05	$ 18,538.73	$ -	$ 12,754.10	$ 2,143.52
CD/DVD	$ 1,410.93	$ 1,175.60	$ 1,322.34	$ 744.95	$ 201.43
Total Budget	$ 1,443,391.57	$ 1,415,860.78	$ 1,202,238.73	$ 1,368,665.60	$ 1,234,091.78

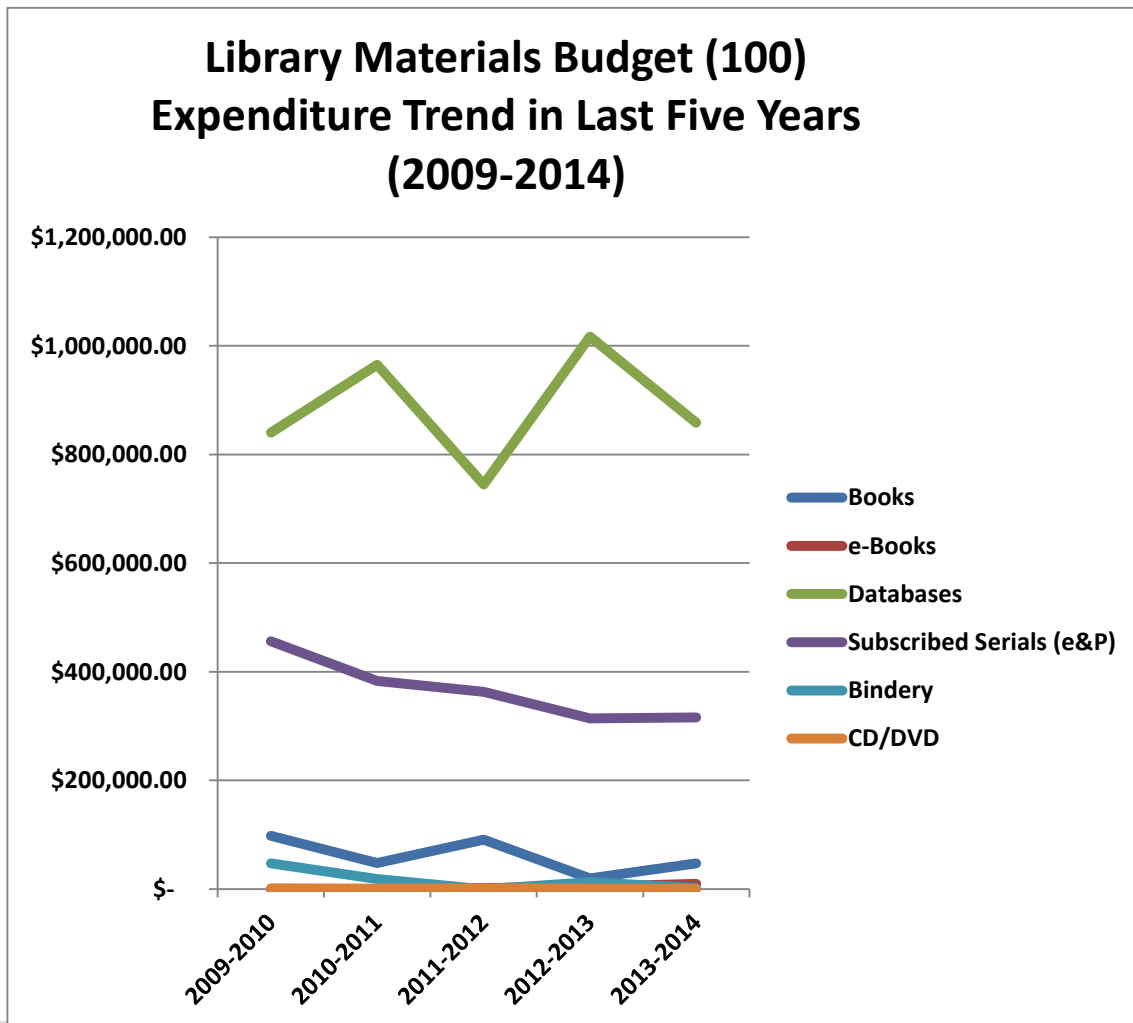Library Materials Budget (100) Expenditure Trend in Last Five Years (2009-2014)

Figure 8 & Chart

NEH Grant Fund (663402) Expenditure Trend in Last Five Years (2009-2014)

Material Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Books	$ 301,150.04	$ 308,187.96	$ 301,864.03	$ 406,659.45	$ 152,191.18
e-Books	$ -	$ -	$ 1,542.14	$ 6,883.11	$ 9,861.51
Databases	$ 1,300.00	$ 298,253.24	$ 138,229.82	$ 157,829.39	$ 176,537.63
Subscribed Serials (e&P)	$ 7,509.08	$ 6,266.71	$ -	$ 38,919.36	$ 45,965.32
CD/DVD	$ 19,247.04	$ 7,643.00	$ 4,108.57	$ 9,766.32	$ 6,851.03
Total Budget	**$ 329,206.16**	**$ 620,350.91**	**$ 445,744.56**	**$ 620,057.63**	**$ 391,406.67**

NEH Fund (663402) Expenditure Trend in Last Five Years (2009-2014)
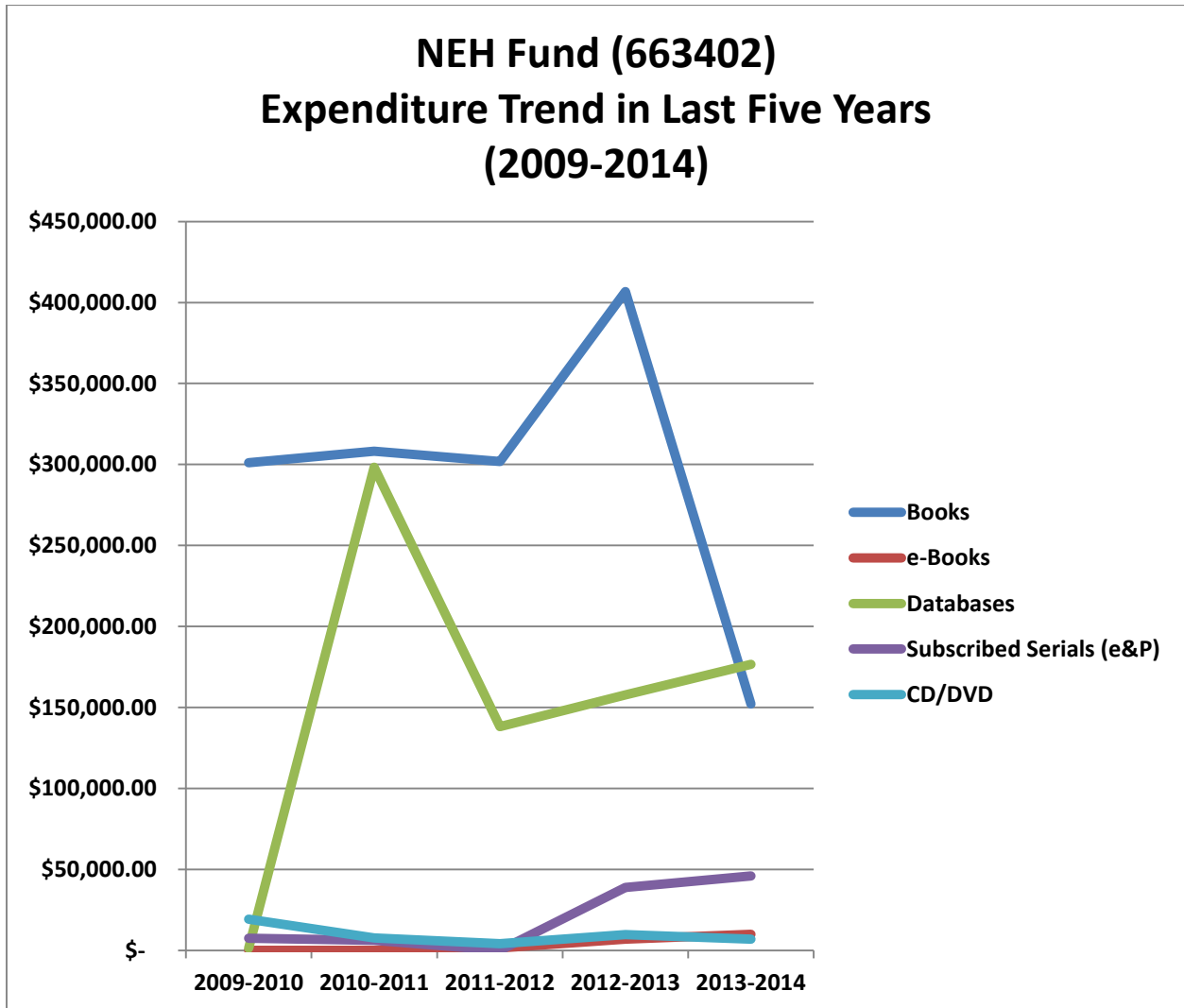
Anthony Grobes Lee

Reference Librarian/Humanities and Catholic Studies Specialist

Annual Report FY: 2013-2014

Reference Desk Duty is my main essential as I achieve a sense of focus in balancing academic Librarianship with my other faculty duties. This imperative requires commitment to students, both Undergraduate and Graduate, Faculty and liaison responsibilities, Staff, and Administrators from all sectors of the Academy. Providing focus on reference problems and direction for research outcomes in the disciplines of Africana Studies, Archaeology, Catholic Studies, Communications, English, Middle Eastern Studies, Psychology, and Sports. This fits under the Goal 5 of the Strategic Plan: "Communicate the Library's services and resources effectively for our users while communicating about and shaping those services."

Worked the Reference Desk from 10 to 11 hours per week and 6 weekend days in the Fall of 2013 and 5 weekend days in Spring 2014.

Taught 23 Bibliographic Instruction classes from July through December 2013; taught 10 classes from January through June 2014; taught 8 sections of University Life for Freshman Studies. Coordinated the EOP orientation for four classes (about 52 students) in Summer 2013.

Liaison to the Departments of Africana Studies, Archaeology, Catholic Studies, Communications, i.e. Film Studies, etc, English, Middle Eastern Studies, Psychology, and Sports, ordering and updating Collections of journals, monographs, DVDs, etal. Working with and providing subject analysis for 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, Dr. James P. McGlone, Professor Monika Rice, Professor Nancy Harding , etal. This keeps in mind Objective 2 (Goal 1) of the Library Strategic Plan Objectives, Round 2: to June 2015: "Review/evaluate services and make recommendations: review content/presentation of LibGuides (Spring , ongoing); review current activities and service gaps, reference and instruction trends and data nationally, potential new services, local redundancies and make recommendations to be implemented during Summer and Fall semester, current and ongoing."

Worked in conjunction with Dr. Richard E. Stern on Gift policy and Implementation, particularly with the Salomone donation , 1750 items which falls under the aegis of Objective (Goal 2): "Develop This is in line with one of my goals from last year's report: "Coordinate gifts with Dr. Richard E. Stern"

Did an "Impact Analysis of the proposal for a creation of a Undergraduate Minor in Middle Eastern Studies residing in the College of Arts & Sciences at Seton Hall University." Using three schools as competitors came up with a verbal-statistical final evaluation as a matrix evaluation of collections:

"Elmer Holmes Bobst Library held 642 titles within the specified LC ranges, BM to BP, DS593 thru 392.2, DT43 thru DT 3300, and PJ1000 thru PK9201=642 books, 71 journals-5 of which were on the matrices of top MES journals, 85 Reference books, and 30 databases (NYU-MEIS-Middle Eastern and Islamic Studies) Falvey Memorial Library, the College of Liberal Arts and Sciences, Center for Arab and Islamic Studies at Villanova University, held 514 books within the specified LC# ranges, 62 journals with 13 journal tiles falling with the matrices for top field periodicals, 79 Reference titles, and 32 field databases. Georgetown University, GEORGE combined catalog, holdings for the Department of Arab and Islamic Studies: 761 Subject specific books within the designated LC# ranges (See above), 102 Reference books, 62 journals with 17 fitting into the top tier field matrices, and 11 field specific databases.

Walsh Library, Seton Hall University, houses the collection for the proposed minor in Middle Eastern Studies: 442 books, electronic and print, within the above mentioned LC# ranges; 38 Reference books; 27 journals, 14 of which fall within the same top tier field journal matrices; and 25 databases which can be used for subject specific article coverage. SHU needs to, in the future, investigate completing some journal series runs, if applicable and adding two databases: Index Islamicus and the Oxford Islamic Studies Center.

Final judgment: We have plenty of coverage to handle a minor in Middle Eastern Studies since we have been ordering for some time in this field of study. "

Service

Service to College and University: Senate- Compensation & Welfare, and Calendar committee;

Community service-New Jersey Library Association, Life Member: American Library Association, MLA-Modern Language Association and IACA-Irish American Cultural Association.

Was part of the Dean's Search team for the Assistant Dean for Outreach with Professor Beth S. Bloom, Mr. Leonard Iannaccone, Professor Tracy M, Jackson, and Dr. John E. Buschman, Dean of University Libraries. Selected Dr. Naomi E. Gold who started November 11th, 2013.

Scholarship

Attended and participated in Catholic Studies and Judeo-Christian Seminars and Talks including the following:

Reverend Monsignor John M. Oesterreicher' s 60th Anniversary of Judeo-Christian Studies at Seton Hall University; October 1st, 2013: Dr. Marina Retau-"Where are the missing Middle Eastern Archives?" October 16th, 2013: Dr. George Weigel-"Pope Francis and Every Catholic's Missionary Vocation"; October 24, 2013: Father Augustine Thompson-"Francis of Assisi in the Sources: Weighing the Evidence"; October 29th, 2013: Father Ian Boyd-"The Holiness of Chesterton"; November 4th, 2013: Carmine Abate Lecture concerning Albanian Immigration to Italy; November 16th, 2013: Panel discussion Including Dr. Ellen Scully, Dr. Barbara Crostini, and Dr. Dana Viezure-"The Bond between Christian East and West: Cultures and Theologies in Dialogue"; November 21st, 2013: Ecumenism Conference 2014: January 28th, 2014: Father Ian Boyd-"Chesterton's Economic Theory of Distribution"; February 25th, 2014: Dr. Julia Verkholantsev-"The Slavic Letters of St. Jerome: How the Translator of the Vulgate Became a Slavic Apostle"; March 18th, 2014: Father Patrick Kelly-"Sport and Spirituality"; March 20, 2014: Father Spadero-"Cybertheology , Theological Science that operates on the web for Religious and Pastoral Research (Pope Francis); April 10th, 2014: Panel: Most Reverend Arthur Serratelli, Dr. Timothy George-"The Word of God in the Life of the Church: Achievement of the Baptist and Catholic Dialogue; 2006-2010; April 15.2014: Professor David Wallace-"Healing the Church, Uniting the Nations: the 600th Anniversary of the Council of Constance"; April 22, 2014: Greg Tobin-"I will be called John'-the Election of the Good Pope"; April 29th, 2014: Archbishop James Patrick Green-"A Portrait of St. Pope John Paul II: Personal Reflections of a Papal Nuncio"; June 13, 2014: A Conversation with Neil Ormerod, Professor of Theology at the Australian Catholic University-topic: "Psychological Analogy in Christian thinking about the Trinity."

One of the participants in the Praxis Program II of Advanced Seminar on Mission sponsored by The Center for Vocation and Servant Leadership in conjunction with the Lonergan Institute and The Department of Catholic Studies. My focus was "The Reference Interview through the Prism of the Generalized Empirical Method of Bernard J. Lonergan, S.J." I also stated at the conclusion:

"When we, the Library subject specialists lead a neophyte scholar to raised consciousness and the successful end of the reference interview it is an example of G.E.M., in practice. It is, in fact, an act of intelligent apprehension that fulfilled conditions of compel affirmation. Judgment goes beyond insight and just grasping what something is, but also why something is. This process is self-correcting as a person is attentive to more pertinent data. The intentionality of process is to lead the patron not just to the answer but from A to B to C to D to E and thus a formulation from theory to interiority, an 'A-Ha' moment."

Accomplished most of my 2012-2013 future imperatives such as: strengthening departmental outreach, Particularly to Catholic studies, Communications, English, Psychology, and Sports as stressed in Strategic Objective 5 (Goal 3) and Coordinate Gifts and Gift Policy with Dr. Richard E. Stern. Need this year to work on LibGuides, especially for Middle Eastern Studies and Africana Studies, etal.

Elizabeth Leonard

Assistant Dean for Information Technology, Resources Acquisition and Description

Annual Report FY: 2013-2014

LEADERSHIP

Walsh Library's Information Technology and Technical Services departments have implemented new systems in the past year that have greatly supported the Strategic Plan. Improving library services to the University directly supports developing a culture of excellence in academics as well as directly addressing the Strategic Plan's mandate to "enhance key support areas including the Library and technology… ". (Strategic Direction 2.1 & 2.2).

We reconfigured our Information Commons by refreshing the computing systems, increasing the total number of computing systems, and providing two ADA workstations. These changes support Strategic Direction 3.5 "Enhance and expand opportunities for student success." The additional furniture and reconfigured spaces better allow students to study and work together in a way that supports current learning theories, and our insistence that the IC include Apple computers directly supports academic programs that use them (Graphic Design & Education). Finally, we ensured that library patrons would continue to have the option to obtain the best books via ILL from other libraries in our area by working with our ILS vendor, OCLC, and our ILL book vendor, Relais, to ensure the products work most efficiently together.

The workflows and tools we have implemented in Information Technology and Technical Services have had positive effects throughout the whole library. Improvements in communication and simplified workflows have allowed us to finally load and make accessible our entire serials holdings through a single portal: WMS' Knowledgebase. This is the first time in known library history that a complete list of print and online serials have been accessible and available from one location. As a result, we can provide improved services to our end users and simpler workflow for our faculty.

This year we changed ILS systems, from Ex-Libris' Voyager to OCLC's WMS. Our transition to WMS has provided an opportunity for us to review our departmental needs and make changes to the existing structure. A retirement from the cataloging department has also prompted us to review existing workflow and needs in the cataloging department in light of shelf-ready materials and the simplicity of the WMS workflow.

The transition to WMS has not been simple. The library faculty and staff had been using the legacy system for over 12 years, and while that system was not perfect, it was a known quantity. We have undertaken thorough and library-wide communication about the process by providing

bi monthly seminars to present the change process, to alert the staff to upcoming changes, and to solicit feedback and measure the concern of faculty and staff, and to be able to tailor future activities to assuage those concerns. Additionally, I and other administrators repeatedly met with any staff or faculty who expressed concerns about the process or their role in it.

We have many goals for the upcoming year. First is completing the transition to WMS by reviewing job responsibilities for staff in technical services. We will also continue to improve metadata accuracy/consistency within e-resources traditional catalog records. We are going to redesign our Library website using a more flexible and powerful version of LibGuides as well as that of the Library's Walsh Gallery website. In order to better support our distance and on-campus students, we will finish implementing TouchNet, which will allow us to accept online payments for ETD processing, library fines, and Archives reproduction fees. My areas will also continue to support the Special Collection Department's transition from Archives Toolkit to ArchivesSpace, and help to them to leverage their collection online by applying for a digitization grant from the NJCH. We would also like to develop redundancy and security in our Gallery's PastPerfect server by moving it to an IT hosted solution. We will help improve our outreach and education to and of our student population by teaching the faculty to create online learning objects. We will digitize and release the Seminary's repository of Priest's lectures. We will review our holdings and identify items and collections we do not need. Finally, we believe it is vital for the Library to develop and implement a Data Management/Curation system for the Campus as a whole. This is a requirement for most current Grants and a service that is not offered by SHU.

The biggest challenge at the Library as well as Higher education is knowing which of the new trends will have staying power, as we do not wish to support technologies and systems that will not last. Library IT and technical services personnel are highly dedicated to their positions at SHU.

In order to keep abreast of the latest trends in library technology and technical services, we support and encourage our faculty and staff to attend professional development as needed. The Technical team members (Leonard, Deyrup, Bao, Jackson, Kalyan, Loesch, and Favaro) meet weekly. Additionally, our office provides training in a variety of areas and ensures that all new technology tools and systems are taught to personnel in both group and individual sessions as needed. We are also looking at providing group for our faculty in new areas of interest, such as javascript and HTML. These meeting have proven very effective in helping with cross-departmental understanding and workflow efficiencies.

I am very lucky to work with some very talented faculty/departmental heads. Over the last year, I have helped them leverage their skills in their departments to develop more cross-departmental discussions and cooperation, which had directly led to greater workflow efficiencies within the

library, lowered costs (measured by man hours as well as real financials) and improved services for the library community.

Walsh Library does work well with other Deans at Seton Hall, and does provide strong support for their endeavors. While I am not a public services Dean, from a technological standpoint, I would like to continue to develop cross function cooperation to simplify work processes for our students (ETDs).

FINANCES/RESOURCES:

In order to manage our budget and resources, we have undertaken a complete review of our workflow and processes in Tech Services, to establish what changes could be made to reduce inefficiencies and boost productivity. Our development of the single list of journals in the Knowledgebase will help us eliminate print/electronic redundancy in our collections. We have shifted our collection development policy to better ensure our collection budget expenditures support SHU's academics. We have and continue to review the job descriptions of our personnel, and to better support real needs versus simply replacing existing positions. We are reviewing our electronic collections this year to find materials that are not in heavy use and provide these collections via ILL rather than direct link. We are considering patron driven collection development for summer 2015. This plans has, in other Universities, reduced the monograph budget by 2/3 while simultaneously increasing circulation of materials added to the collection. These changes have been very effective at creating a leaner yet more effective environment.

In the coming year, the continuing shift in Higher Education from brick-and-mortar to online education will drive us to continue to improve our virtual tools and services throughout the library. The largest challenge has been the effectively flat budget in the face of every increasing resource costs. We look to diversify our online offerings and add more training to help faculty deliver online services.

Requester	Amount of Tickets
Elizabeth Leonard	72
Jody Lee Drafta	47
Kathleen Dodds	24
Jeanne Brasile	24
John Buschman	22
Naomi Gold	17
Jeff Barry	3
Robert Rementeria	78
Mabel A Wong	55
James M Harrington	38
Carol Kieslor	31
Barbara H Robbins	24
Eva Cheng-Lee	21
Denise D'Agostino	21
Joseph Yankus	19
Catriona A Hill	12
Xiao-Qin Li	11
Camille A Mazza	11
Tyniah Woods	8
Barbara Ward	7
Damien L Kelly	7
Victor L Eubanks	7
Marilyn Shemaly-Turner	6
Brianna LoSardo	3
Leonard Iannaccone	3
Stephania Gilbert	3
Sarah Landy	2
Priscilla Tejada	2
John P Irwin	103
Richard Stern	78
Anthony E Lee	47
Marta M Deyrup	25
Sharon Favaro	24
Martha M Loesch	23
Tracy M Jackson	17
Lisa Rose-Wiles	13
Beth Bloom	13
Xue-Ming Bao	11
Sulekha Kalyan	11
Alan B Delozier	6
Msgr. Francis Seymour	3

As of 07/14/14 at 4:30pm

Admin
Staff
Faculty
Non-Library

Out of 952 total tickets, 364 have been rated (38%). All ratings have been positive.

Dr. Lisa Rose-Wiles

Science Librarian

Annual Report for FY: 2013-14

My primary role is that of liaison and subject specialist for the sciences (departments of Biology & Microbiology, Chemistry & Biochemistry, Physics, Mathematics and Environmental Studies) and for Anthropology. I 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. This year I added Sociology and Social Work, so am now liaison to the merged department of Sociology, Anthropology & Social Work. I also 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 jointly support the University Libraries' Strategic Plan GOAL ONE (providing expert assistance and instruction) and GOAL SEVEN (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 numerous faculty members and students in my liaison areas, assisting them with finding, accessing and evaluating appropriate information resources for their assignments and research projects. I taught a total of 51 information literacy sessions to individual classes, worked an average of eight hours a week plus assigned weekend days on the reference desk and answered 20 online questions between July 1, 2013 and June 30, 2014.

My 19 published research guides support GOAL THREE and GOAL FIVE (organizing and presenting access to information and communicating our resources) as well as GOALS ONE and SEVEN. The research guides are accessible beyond the SHU community and were viewed 6,787 times between July 1 2013 and June 30, 2014. This was a 5% decrease from the 7,307 views during the same period last year. The most popular guides this year were again Occupational Therapy (1,380 views) and Nursing (1,299 views). One of my new research guides is designed to publicize recent library acquisitions (DVD's, books and eBooks). I continued to work on customizing, promoting and tracking the discussion listserv for our EBSCO Discovery Service, supporting GOALS ONE and THREE.

Collection development in my subject areas contributes to Strategic Plan GOAL TWO (build up collections) and Core Value "Service". In contrast to previous years, my book orders for the sciences and health sciences exceeded those for humanities subjects, which are covered by our NEH grant. I ordered 298 books for Anthropology, Sociology and the "humanistic" areas of science and medicine for a total of $17,193, compared with 607 books and 17 DVD's totaling $33,850 in 2012-13.   I ordered 369 books totaling $29,989 for the sciences, Health Sciences, Nursing and Social Work compared with 113 books and 1 DVD totaling $8,294 last year. This helps allay the concern I expressed in last year's annual report that "a 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".

 My total collection development expenditure for 2013-14 was $47,182 (667 items), a 12% increase over last year ($42,144 for 739 items). The decrease in items purchased vs. the increase in money spent reflects the high cost of science and medical books (average $81 vs $58 for humanities books). I continued building our on-demand "patron drive acquisition" eBook collections which boost our available titles at little expense to the library. I added 577 titles for Sociology and Social Work, again supporting strategic plan goal #2.   In the fall I took over the second major weeding of our reference collection, resulting in a 50%+ reduction of reference material. 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.

Despite the improvement in book acquisitions in the sciences and health sciences, our weakness in journal and database subscriptions was again highlighted by the impact statements that I completed for biology, occupational therapy and the physician assistant program (supporting GOAL TWO). These impact statements also contribute to Goal 9 (secure the resources to meet Seton Hall University Libraries' goals and objectives), as demonstrated by our receiving some contributions toward journal costs from SHMS in response to the Physical Therapy impact statement that I prepared last year.

My scholarship is primarily based on my practical library work, which supports and communicates library goals and services to our users and to the larger library community (supporting GOALS FIVE, SIX and SEVEN and Core Value "collaboration"). My publication with Melissa Hofmann (Rider University) entitled "Still Desperately Seeking Citations: undergraduate research in the age of web-scale discovery" was featured in the SHU Teaching & Scholarship 2014 Profile.   I presented the preliminary results of my collaboration with Dr. Marian Glenn (Department of Biology), "Ecology, Information Literacy and Bernard Lonergan: a librarian immersed" at the VALE annual users conference V "Libraries as Leaders: Off the Ropes and Into the Ring" at Rutgers University on January 10, 2014. I have since been approached by World Scientific Publishers to submit a book chapter based on this work. This

summer I accepted an invitation to become a review for the Journal of Academic Librarianship, contributing to GOAL SIX as well as my own growth as both a scholar and practitioner.

The research that I conducted for my URC summer grant revealed that while our eBooks contribute significantly to GOAL TWO, many students dislike reading entire books online, but do use eBook chapters in much the same way that they use journal articles. This research was the basis for a book chapter proposal entitled "Use, experience and future of eBooks at a mid-sized academic library" that I recently submitted. I also have a paper in progress on this research.

As part of the ongoing work stemming from the Program Assessment Grant that we received in spring 2013, we developed an online quiz and grading rubric for English 1201 classes. I graded the 69 quizzes that were completed. This was a limited as well as self-selected sample, but the responses showed a need for more basic and targeted library instruction (almost certainly requiring more in person sessions and/or point of use tutorials), especially in regard to locating, differentiating and citing different types of sources. I also developed and applied a rubric to assess information literacy skills in 72 English 1202 students who submitted a standardized library worksheet. Two questions asked students to self-report on the main difficulties they encountered in completing their assignments and the most useful things they learned in their library orientation. The most commonly reported difficulties were variants on "finding relevant sources" (38% of all comments), "choosing good search terms" (24%) and "choosing good sources" (18%). The most commonly reported useful skills learned in library sessions were variants on finding and using specific databases (27%). Only 10% of comments included "refining results" as useful, but 18% mentioned choosing good search terms or keywords or using advanced search techniques, and a surprising 33% specifically mentioned learning Boolean logic (an advanced search technique). Understanding the changing information needs of our users and working to improve our instruction in response to these directly supports strategic plan GOAL ONE.

The most exciting development in my librarian career grew out of my work in "applying the method" in Praxis and the assessment grant that we received spring 2013. In the fall semester I carried out my project of developing a strong information literacy and research component of Dr. Marian Glenn's "Ecology and Stewardship" course (BIOL 3243). This entailed a close collaboration between a librarian and a science faculty member (often referred to as becoming an "embedded librarian") fostering mutual understanding of our needs, resources and pedagogy, (supporting GOALS ONE, THREE, FIVE and SEVEN). I gave several library instruction sessions. I also attended and participated in the majority of weekly labs, accompanied the class on a day-long field trip, graded and provided feedback on the research and reference components of papers and became "familiar and available" to students (in person and as a co-instructor on Blackboard). Dr. Glenn and I developed a grading rubric that

incorporated elements of information literacy and allowed us to assess not just student papers overall but specifically their finding, selecting, incorporating and citing appropriate scholarly information sources. The results reinforced the findings of our assessment grant that students struggle less with "finding" sources (probably due in part to our SHUsearch as well as their near ubiquitous use of Google) and more with selecting relevant and appropriate sources, incorporating them logically into their papers, and citing them correctly.   We found considerable (although not statistically significant) improvement in students' final paper compared with their first paper, with the greatest improvement found in "using scientific sources" and "creativity".

In spring 2014 I continued working with Dr. Glenn, this time in her much larger Biology 1201 class which had three lab sections. I gave a formal "using the library" presentation to the class and another to each lab, but building on our experience in BIOL 3243 I focused more on attending as many labs as my schedule permitted (typically 20-30 minutes at the end of each weekly lab), grading and giving feedback on the reference components of the almost weekly lab reports, and generally being visible, available, and having informal discussions with students. It became abundantly clear that most do not arrive at SHU with an understanding of "how to do research" and (even more than the BIOL 3243 students) they overwhelmingly use Google as their first response to a research task. By the end of the class there was substantial improvement in the information literacy portion of the lab reports, especially in the critical areas of "relevance" and "integration" of sources. There was a 24% improvement in the 27 students who completed and provided me with a copy of both lab their first and final lab report ($p < 0.001$ on a paired t-test) and a significant correlation between lab reference scores and final course scores ($p < 0.001$, n = 44 students). This supports my qualitative impression that having an "embedded" librarian in key courses, is very effective in improving research skills and information literacy. The process is very labor intensive and could not be implemented broadly with our current resources. Next semester Dr. Glenn and I plan to further refine our instruction and grading in BIOL 3243 and I will focus on training the lab TA's who will be working with the anticipated 15 sections of BIOL 1201. I also plan to offer several "how to research your lab reports" sessions; a student from last semester's class has already volunteered to assist. This work supports library strategic GOALS ONE, FIVE and SEVEN

My service activities last year supported almost all of the library's strategic plan goals. Serving on a range of committees also has helped me to "develop strategic alliances" on behalf of the library and my own work (supporting GOAL SIX).   My ongoing 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 research (supporting GOALS ONE and SEVEN). This year we also had a considerable number of interdisciplinary Petersheim posters and events as well, making for a very successful and diverse Petersheim Exposition. I served on the Middle States Accreditation Committee, working group 1, which concerns our communication and application of the university mission (supporting goal 7 (contribute to the

academic, ethical, and cultural growth of the University community). I serve on the NJLA CUS/ACRL-NJ Research Committee, which supports GOAL SIX by "cooperating with other organizations for the advancement of scholarship". My continuing role as co-chair of Copyright Committee supported GOAL SEVEN and specifically objective 15. I contributed to the dissemination of copyright information to our university community through our annual copyright event. I have been instrumental in pushing forward our urgently needed (and long awaited) university-wide copyright policy that was finally adopted in spring 2014. During 2013-2014 I became a "GEM Fellow" in the Advanced Seminar on Mission Praxis program sponsored by the Center for Vocation & Servant Leadership and the Department of Catholic Studies. I will be continuing in Mission Praxis program this year and was elected peer leader for our cohort beginning this summer.

In sum, this has been a very productive and successful year for me (although also exhausting), culminating in my having been granted tenure and promotion to associate professor this summer.
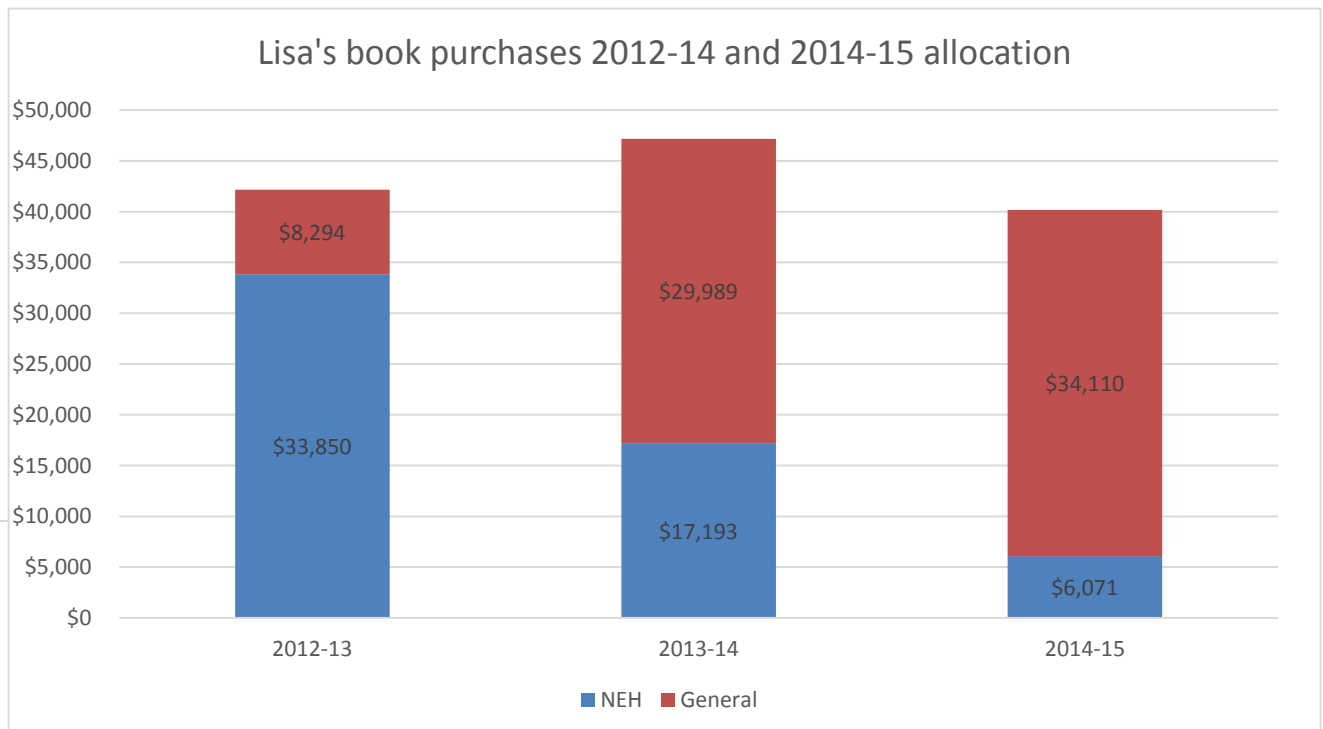
Respectfully submitted,

Dr. Lisa Rose-Wiles

July 14, 2014

Book Budget Last Three Years

	2012-13	2013-14	2014-15
NEH	$33,850	$17,193	$6,071
General	$8,294	$29,989	$34,110
total	**$42,144**	**$47,182**	**$40,181**

2012-13 and 2013-14 was what I spent, does not include $10K IDT
2014-15 is allocation

Lisa's book purchases 2012-14 and 2014-15 allocation

Richard Stern

Reference Librarian/Business Specialist

Annual Report FY: 2013-14

My principal areas of responsibility are liaison to the School of Business, member of the Public Services Committee (PSC), reference service and reference service scheduler, instruction to Business School classes and to all-first year students.

Outreach Efforts to Stillman School of Business

LibGuide on Investors Bank

In 2012-13 I created a [LibGuides](#) (research guide) on Campbell Soup ([Library Strategic Plan Objectives Round 2: to June 2015: objective 2, goal 1](#)) in anticipation of the keynote speech by the President of Campbell Soup on the occasion of the annual Stillman School of Business Integrity & Professionalism Convocation. The libguide was consulted often, and I received positive feedback. This year I created a LibGuides on Investors Bank, based in nearby Short Hills. There were over 150 views ([objective 11, goal 5](#)). During the year two of the business guides that I developed exceeded 200 views and two exceeded 100 views. The most frequently used guides were Campbell's Soup and Seton Hall by the Numbers (statistical sources about Seton Hall). This summer I will update the LibGuides in functionality and appearance

Pirates Pitch

Each year the Stillman School runs a competition for creating a business plan called Pirates Pitch. This year I created a Pirates Pitch resource guide ([objective (obj.) 11 goal 5](#)). Susan Scherreik, director, Center for Entrepreneurial Studies placed the guide on the [website for the competition](#). In addition I gave a presentation on resources to students interested in entering the competition. I did not receive any requests for personal assistance even though Scherreik recommended to several students to contact me. Next year I will continue participation. I will consult with outside advisors to competing students from SCORE (group of retired executives) to solicit their views on the kinds of information students will need in putting together their proposals.

Instruction to Business Classes

I taught classes at the request of several professors. I spoke to Dr. Paula alexander's students on conducting research about ethical issues and corporate responsibility relating to the Bangladeshi

factory collapse and corporate responsibility. For Dr. Amar I instructed students on how to efficiently search for articles utilizing a shortcut I created for researching a topic within of 30 journals selected by Dr. Amar. Students are accustomed to searching among all the journals within a database rather than a set of multiple journals.

I gave orientations to entering MBA and MA students fall and spring. My sessions were limited to 20 minutes as part of a larger orientation. The limited amount of time is constraining. However, it is sufficient for the students who attend to get to know who the librarian is at a minimum.   Business School Dean, Joyce Strawser, just announced the appointment of Dan Ladik (known as Dr. **Dan**-o to his students) as new MBA dean, giving me the opportunity to explore services and resources for MBA students. (obj. 2, goal 1)

I taught 16 classes combined in the fall and 15 in the spring.

Business Writing Course
There is currently no way for me to systematically instruct the roughly 1,000 undergraduate majors in Business.   Since all students who seek a BS degree in Business are required to take the Business Writing course taught through the English department I am attempting to introduce one-session instruction. (obj. 2, goal 1) This fall there are 150 students enrolled in -based Business Writing classes.

Business Collection Development
I have stepped up purchase of business-related books per recommendation in my annual review. Here is a summary of book selection data:

> General Fund:
> Allocation: $12,000
> Spent: $10,000 (85%)   200 paper books ($9,000) and 20 ebooks ($1,000)
>
> NEH fund:
> Allocation: $1,500
> Spent $700 (45%)
>
> 3 PDA titles turned into purchases

I purchased accounting books in paper copy because it is easier to read accounting tables in print than digital. I requested books in other disciplines with a preference for ebook. Only ten cent of the books came as ebooks. Based on this rather small percentage, it is puzzling that 90% of 270 books in the library's collection identified by the words "accounting" or "business" in the

catalog, and published 2013-14 are ebooks. My selections were based on Choice Magazine's "Outstanding Academic Titles", recommendations from business faculty from   lists of books I provided, books mentioned in the New York Times, NPR, and elsewhere as well as publisher lists.

Patron-driven acquisition is a popular means for academic libraries to provide ebooks through the library's catalog with no upfront charge to the library. Purchase of a listed ebook is triggered if certain criteria are met such as any downloading or printing portions of the book and opening of a certain number of pages singly or in aggregate. Ebooks provide several advantages over paper in their availability to online students as well on ground students 24/7 access. On the downside, ebooks in their present state are tedious to pull up; book legibility on regular computer screens is subpar. John Buschman has written on the pros and cons of ebooks in greater detail: Customer-Based Collection Development: An Overview , edited by Karl Bridges.

Gift Books,
During the academic year Dean Buschman requested that Anthony Lee and I review large sets of donated mixed-topic collections (obj. 3, goal 2).   We sifted through one collection so far. See Anthony's annual report for further details.

PSC
The PSC (Public Services Committee) accomplished a lot this past year (obj. 2, goal 1) . Beth Bloom, chair, Naomi Gold, Sharon Favaro met weekly. Recently we expanded the committee with the addition of John Irwin, head of access services. We either started or completed the goals listed:

> Set goals and objectives and goals of the committee
> Weeding and editing of Ask-A-Librarian Q&A
> Testing of chat reference
> Populate databases by subject list
> Revising LibGuides for changes due to the installation of WMS, the library's system and for appearance
> Revise library statement to be attached to all online courses
> Creation of a script for students who give library tours to potential students and parents
> Development of periodic discussions and topics relating to instruction provided by librarians

The committee increased its communication with the rest of the library faculty through posted notes of the meeting. Additional communication, perhaps through Dean's meetings, would be helpful.

Reference service

Questions posed at academic reference desks are declining nationally and locally. In last year's library annual report, Dean Buschman detailed the local [Trends in Reference Activity](#), page 15). Analysis of longitudinal data indicated that on weekends one or two questions are received per Saturday and Sunday seven-hour shifts. The PSC is experimenting this summer with scheduling a librarian on Sunday afternoons, 1-5 PM, to respond to questions from off campus by means of phone or email. ([obj. 2, goal 1](#)). The experiment is ongoing.

Librarian interaction with faculty and students are not confined to the reference desk. For example, we instruct first-year students three times and reach other undergraduates as well graduate students as requested by teaching faculty. We have compiled data on instruction for many years. See the report by Beth Bloom. We also provide assistance by appointment, and we started collecting data this year. We provide assistance electronically through the ask-a-librarian button on our library homepage, and the accumulated questions and answers provide a structured and searchable database for general use. We are about to experiment with chat to reach students. Some of the librarians provide interactive access to students in a specific course through the Blackboard classroom management system. We put up research guides called LibGuides that are organized by discipline, course, and other means. In addition to this library-based and library webpage assistance, information-sharing takes place between librarians and faculty and students outside of the library in formal and informal settings. One challenge is to provide some measure of that activity.

I created reference schedules for fall, spring, and summer schedules, Beth Bloom assisting with the latter.

My input at the reference desk for each semester was 9-10 hours on weekdays including one evening, and 5-6 weekend days. Summer coverage in the summer varies by week.

Service to the University

I served a second-year of a two-year term as one of two elected representatives for the library faculty. In my capacity as faculty senator, I chaired the Academic Facilities Committee. During the year we helped resolve an issue of whether there was mold in department offices; provided input to the selection of desks and chairs for the 12 classrooms in the newly built Stafford Hall; and we worked with faculty and administration to lessen future disruption due to interior renovation to faculty office areas during the summer.