LIBRARY ACCOMPLISHMENTS

Personnel

New hires
- Sarah VanGundy, Instructor
- Julie Davaz, Library Assistant 1
- Caitlin Marineau, Library Assistant 2
- Janet Allan, Library Assistant 2
- Alex Kyrios, Assistant Professor
- Kathleen Monks, Assistant Professor
- Clinton Johnson, Library Assistant 2

Promotions
- Ben Hunter, Associate Professor
- Jesse Thomas, Library Assistant 3

Retirements
- Barbara Greever

Resignations
- Anita (Nick) Adams

Tenure granted
- Ben Hunter

Collections

Digital
New Collections and Features:
- The Map Room – Interactive Map of Over 8000 photos from our collections
- The Big Burn Collection
- Dworshak Dam Collection
- Football Program Covers Collection
- Stanton Gilbert Fisher Collection
- Hist Photo - An online index of 94,000 Historical Photographs held in Special Collections
- Selway-Bitterroot Wilderness Collection
- University of Idaho Historical Photograph Collection
- Gem of the Mountains Collection (Digitized, but website not released)

Significantly revised/expanded collections:
- Idaho Waters Digital Library – Grant received from USGS through IWRRI to expand the collection with a focus on the Coeur D’Alene River Basin.
- Idaho Supreme Court Records & Briefs Collection – added 500+ documents.
- CONTENTdm Database Site – Modifications made to improve site branding and provide more intuitive access to documents.

New websites for existing collections:
- Redesigned entire Digital Initiatives web presence, including home page, web architecture, branding, and collection templates.
- Barnard Stockbridge Photograph Collection
- Kyle Laughlin Photograph Collection

Press and accolades:
- The Map Room was selected as a top 10 Internet resource by the Internet Scout Report in their annual Best Of report.
• Dworshak Dam Collection received front-page coverage in the Lewiston Sunday Tribune, May 6, 2012. Story took up ¾ of front page and full inside page, including photographs and detailed description of the collection’s historical significance.
• The Map Room received a favorable review in April 27, 2012 Internet Scout Report, sponsored by University of Wisconsin, Madison.
• Football Program Covers Collection covered by Huckleberries Online, a popular blog from The Spokesman-Review, out of Spokane.

E-resources

E-books
• IEEE/Wiley e-books Library, 1974-2012 (over 500 titles) UI/BSU joint purchase
• Springer e-books; Biomedical/Life Sciences and Earth & Environmental Sciences (close to 500 titles)
• Project Muse e-books; Archaeology/Anthropology, History, Political Science & Public Policy, US Regional Studies (over 6000 titles)
• Orbis Cascade DDA e-books
• Literature Criticism Online (Gale), Contemporary Literary Criticism, 19th Century Literature Criticism, 20th Century Literature Criticism
• Gale eReference (replaces eighteen print reference works and directories)

Other resources
• JSTOR Arts & Sciences IX and X (over 300 titles by the end of 2013)
• Wiley Full Collection (450 titles)
• SAGE Deep Backfile 2011 and 2012
• ProQuest PQDT Full-text Dissertations & Theses
• ABI/INFORM Global
• eDuke Journals Scholarly Collection (40 titles)
• RDA Toolkit
• LiLi EBSCO databases: Consumer Health, Small Business Reference Center, Legal Collection

Departmental Reports

Access Services
From July 1, 2011 through June 30, 2012, Access Services saw over 470,000 patrons come through the doors, an increase of about 8% over FY11. We circulated over 66,000 regularly circulating items, a decrease of about 9% over FY11.

In the fall, Janet Allen joined Access Services as our new Reserve Coordinator. Under her watch, Reserve circulated close to 11,000 physical items and over 82,000 e-reserve items, offering service to nearly 49% of classes taught in the year. E-reserves are very popular; they were accessed about 195,000 in FY12, an increase of about 25% over the previous year.

Access Services processed almost 5,000 requests for books, government documents, and audio/visual items. We also processed 180 special circulation items (periodicals, maps, and reference books). We checked in over 65,000 items and shelved over 105,000 items.

We collected almost $1,000 in books sales, over $3,200 in overdue fines, over $600 in photocopy charges, and processed close to $1,100 in credit card sales (these include fines, book sales, copy cards, and ILL charges). We reported over $60,000 in fines, replacement costs, and processing fees and over $33,000 in refunds to the Bursar’s Office. Interlibrary Loan loaned over 7,000 items, processed over 10,000 photocopy requests, and collected over $600 in photocopy charges.

Access Services also supervised the shifting of collections, moving books (call numbers T through Z) to the second floor and revising the shelving of the third and fourth floor collections.
Several student employees were hired and trained this year, and the library staff recognized Linda Garcia, Kay Dee Holmes, and Sierra Magnuson with the Donna K. Smith Outstanding Student Employee award. Karen Christian and Linda Garcia received nominations to the University’s Outstanding Student Award.

**Administration**
Cathy Merickel, Renee Schlickenmeyer, and Bill Kerr have continued to support activities related to the core of the library’s services, providing human resources services for search committees, fiscal support and accounting, and information technology support to staff and the public.

**Cataloging and Collections**
Once again, Cataloging and Collections saw a great deal of change in FY2012. We had numerous changes in personnel, integrated many IMTC functions into the department’s workflow, began to prepare ourselves for coming changes resulting from our membership in the Orbis Cascade Alliance, dealt with server corruption issues at WIN, made progress on a number of departmental projects, completed a successful rollover, made substantial progress on a number of cataloging projects, added numerous digital collections, and significantly expanded our e-book offerings.

**Personnel**
- Alex Kyrios was hired as our first Metadata and Catalog Librarian, filling a position that had previously been for a Catalog Librarian. This new position still handles traditional print and media cataloging duties, but is increasingly focused on supporting initiatives related to our Digital Initiatives unit, INSIDE Idaho, and the Northwest Knowledge Network.
- Barbara Greever (Catalog Librarian) retired but continues to volunteer a few hours each week helping to catalog some of our smaller collections. She is currently working out of the Special Collections area.
- Julie Davaz was hired as an LA1 in Mail and Marking. This position represents a consolidation of two positions (LA1 and Bindery Technician) in the mail room, and was moved from the Acquisitions unit to E-Resources and Serials. To date, this new arrangement has worked very well with no disruption in our mail, marking, or mending services.
- Estelle Sertich (LA1) successfully moved to the Digital Initiatives unit where she coordinates projects, supervises students, and participates in the general operations of the unit.
- Clinton Johnson (LA2, E-Resources and Serials) was hired to fill a vacated position.
- Nick Adams (LA2, E-Resources and Serials) resigned. At the end of FY12 we were finishing a search to refill this position.

**Integration of IMTC functions**
- Alex Kyrios was hired as our first Metadata and Catalog Librarian, filling a position that had previously been for a Catalog Librarian. This new position still handles traditional print and media cataloging duties, but is increasingly focused on supporting initiatives related to our Digital Initiatives unit, INSIDE Idaho, and the Northwest Knowledge Network.
- With the main library taking over administration of the IMTC, Acquisitions has taken over all monographic and media ordering for the IMTC, a process that has resulted in minimal increased work for the unit while saving the IMTC staff a significant amount of time.
- The E-Resources and Serials unit has begun to assume responsibility for all e-resources and serials at the IMTC, allowing us to consolidate subscriptions in some cases (saving money) and helping to further streamline the overall workflow (saving IMTC staff time).
• Caitlin Marineau (LA2, IMTC) now performs IMTC processing functions in the Cataloging and Collections area. This has helped to standardize our copy cataloging. In the future, Marineau will use some hours toward Cataloging and Collections departmental projects as needed.

Orbis Cascade Alliance
• After officially joining the Orbis Cascade Alliance (OCA), Ben Hunter and Jodi Haire attended the Shared Technical Services Symposium in Portland, Oregon. Hunter also served on the Shared ILS Prep Team and as the Shared ILS contact person for UI.
• Approximately 17,000 new EBL e-book titles were added via the WorldCat Local KnowledgeBase as part of the OCA Demand Driven Acquisitions (DDA) project.
• Working with staff from OCLC and OCA, Hunter transitioned the WorldCat Local platform to Navigator. This required customization of the interface and troubleshooting with location and availability display.
• During the week of shared ILS demonstrations, there was department-wide engagement and discussion.
• UI is almost in complete compliance with the OCA cataloging mandates, and will continue to work toward 100% compliance.

WIN
• Significant server failures corrupted some data, though almost all was recovered. In June WIN transitioned to new servers.
• We hosted the annual NIAL Bibliographic Standards group meeting.

Other Department Projects
• The 035 cleanup project (assigning and OCLC numbers to all records in the catalog) is nearly complete, with only a small percentage of records remaining. These last records require the attention of Catalog Librarians, and many more require original cataloging or improvement.
• Approximately 1,800 books from the Herbarium were cataloged, marked, and returned to the Herbarium. This project is nearly complete, and once checkout procedures at the Herbarium are finalized, we should be able to un-suppress the records. Pam Southworth (LA2, Acquisitions) took the lead on coordinating this project.
• All supervisors in the department tested an instrument for informal quarterly feedback sessions to help bridge the long gap between annual evaluations. Early indications are that these sessions went well, though we will continue to refine the instrument and process.
• The Schuldt collection of compact discs and LPs is still being processed, and since Jeff Slack (LA2, Acquisitions) began classing music media, the process has sped up significantly.

Unit Reports

Acquisitions
Acquisitions saw another smooth and uneventful fiscal year rollover thanks to the team effort from Jeff Slack (LA2), Slavica Pesic (LA2), and Pam Southworth (LA2). Ordering from liaisons for print and media was largely complete by May 1, and almost exactly 100% of the budget was spent by rollover. Southworth began running periodic reviews of open purchase orders, helping to ensure database integrity and accurate reports of encumbrances. Budget reports of both expenditures and encumbrances by budget code are now distributed to liaisons on a weekly basis.

Cataloging
Cataloging has been acting in support of the continued cleanup of unresolved records from our OCLC reclamation project. Linnea Marshall (Catalog Librarian) has been coordinating the
cleanup of records that were not resolved by staff. These records often require significant upgrades or original cataloging in WorldCat. We are nearly done with the cleanup of records for our general books collection and this puts us just over halfway through the project. Alex Kyrios (Metadata and Catalog Librarian) has been making significant progress on the theses and dissertations that have accumulated since May. Marshall has also been working with the Acquisitions unit on the Herbarium project, which is near completion. Marshall’s informal NACO statistics indicate that she has created or modified 88 name authority records so far during the Library of Congress’s current fiscal year (which counts NARs created up through the end of August). This puts her within reach of her yearly target of 100 records.

**Digital Initiatives**

Digital Initiatives, led by Devin Becker (Digital Initiatives and Scholarly Communications Librarian), had a number of impressive achievements this year, and a number of collections garnered significant attention in the press. The addition of a full-time staff member has significantly increased the unit’s capacity.

**Electronic Resources and Serials**

Electronic Resources and Serials has added a significant number of e-books to the catalog from a variety of different collections (see complete list below). All but the EBL titles obtained through the OCA DDA project are DRM-free downloadable PDFs. EBL books can be downloaded to e-readers using Adobe Editions, and our existing 14,000+ e-books from EBSCO are now enabled for download on the same platform. In response to our greatly enhanced and increased e-book collections, we are now working on bringing the Serials Solutions e-book A-Z list up to date.

We continue to take advantage of the discounts offered by the OCA Electronic Resources purchasing program. As of 6/30/12 the library subscribes to over 30 separate database and journal packages, resulting in an annual cost savings of close to $19,000 per year.

Carol Mayer (LA3) has added over 6,000 e-book records to the catalog, some of which were done via batch-loading. Mayer has assisted Jodi Haire (LA3) with processing the 2012 EBSCO invoice and 360 COUNTER implementation. Jessica Striffler (LA1) and Mayer have taken responsibility for commercial bindery processing tasks. Striffler has assisted with mailroom tasks and electronic journal entitlements reconciliation for our Wiley and Science Direct accounts. Julie Davaz (LA1) has been assisting with the Herbarium project. She has also been working with ILL to integrate Summit processing tasks into mailroom routines. Clinton Johnson (LA2) has been working on 2013 EBSCO renewal tasks.

**Government Documents**

Government Documents added 5,444 items to the collection in FY12. Of these, 2,751 were paper documents, 2,389 were microfiche, 199 were electronic items, and 105 were maps. A total of 1,320 items were withdrawn from the collection. Although the department ceased official reference services in August of 2010, staff still answered 34 reference questions during FY12.

Rami Attebury attended the fall Depository Library Conference in Washington, D.C. At this conference, the Government Printing Office (GPO) unveiled plans to undertake a comprehensive assessment of the state of affairs among FDLP libraries. GPO employees created surveys for both individual libraries and states. These surveys, or “forecasts,” asked questions about promotional efforts, shared housing agreements, digitization efforts, and overall library support for depository operations. The UI Library submitted its individual forecast prior to the June 30th deadline required by GPO. The library (as the Regional Depository Library) also led the statewide effort to complete the state forecast. Attebury attended the Northwest Government Information Network meeting where Washington State depositories demonstrated their procedure for completing their state forecast. A similar process was implemented in Idaho. Communication among Idaho’s depositories and shared information about individual forecasts allowed the state of Idaho to submit its collective state forecast prior to the June 30th deadline.
During November 2011, Government Documents received a somewhat unexpected donation of materials from the Environmental Defense Institute in Troy, Idaho. Rather than the anticipated ten small boxes of documents, the library was given more than twenty-five boxes of material, consisting of documents, correspondence, budget information, and miscellaneous paperwork, mostly related to the Idaho National Laboratory. The department’s student assistant spent much of spring 2012 sorting the donation. As of June FY12, documents staff have obtained permission and training from the Cataloging and Collection Development Department to undertake basic copy cataloging efforts of those government documents deemed appropriate to add to the collection. This work will continue into the next fiscal year.

In May 2012, GPO announced that it would undertake a routine screening of Idaho depository libraries to ensure compliance with FDLP regulations. These screenings, known as Public Access Assessments, consist of a regional report about the efforts of selective depositories as well as individual phone consultations between all depositories and a GPO representative. As a regional depository, the UI Library completed the requested reports about selective depository activities. As of June 30th, three selective depositories have completed their PAA, and a report from GPO was submitted to the UI Library documents department to appraise it of compliance issues. No major compliance problems were observed. The remainder of Idaho’s selective depositories, in addition to the UI Library as regional, will undergo the PAA phone consultations during the next fiscal year.

**Instructional Materials Technology Center (IMTC)**

In October 2011, as the result of a memorandum of understanding between the University of Idaho Library and the College of Education, the library began overseeing all aspects of the IMTC. Rami Attebury assumed responsibility for IMTC operations and began working part of her regular hours in the center. In January 2012, Caitlin Marineau joined the IMTC/library staff as an LA2. Her responsibilities include processing curriculum materials, providing reference, and assisting with routine library duties at the IMTC.

Additions to the IMTC collections were made continuously throughout the year. The IMTC began adding materials to its children’s collection through purchases, donations, and curriculum materials cycling out of the state adoption list. The state’s most recent adoption cycle resulted in a complete turnover in science curriculum materials for both elementary and secondary school populations. As of June 2012, the bulk of new materials have been processed and placed on IMTC shelves. In total 3,652 items were added to the IMTC collection during FY12, and 5,428 items were checked out from the IMTC.

Several procedural changes have taken place at the IMTC since the implementation of the MOU. One of these changes was to ensure that all incoming curriculum materials are visible in WorldCat Local. This has not only increased awareness of resources by local users, but it also makes materials available to Summit and other WorldCat libraries. Retrospective copy cataloging began taking place for all permanent materials in the NASA and assessment collections and education master’s projects were cataloged more fully in order to assist current and future Wright Fellows in identifying past projects similar to their own. During the spring semester, nearly 300 books from the IMTC’s professional collection were transferred to the main library stacks so that similar materials would be housed in one location rather than two. Finally, the IMTC’s new website, a LibGuide maintained by the library, was created and linked to the College of Education’s website.

**INSIDE Idaho**

During FY 2012 INSIDE Idaho was engaged in several grant initiatives including Water Resources in a Changing Climate through the Idaho Experimental Program to Stimulate Competitive Research (EPSCoR), U.S. EPA IDAH2O Stewards through Extension at the University of Idaho, USDI Bureau of Land Management Data Dissemination, and Idaho Aerial Imagery Services though the Idaho Military Division. Staff also regularly participated in meetings
Website statistics indicate INSIDE Idaho services are being well utilized. Unique visitor tracking reveals that during FY 2012 INSIDE Idaho had 192,940 visits amounting to 10,458,316 page views (Figure 1). The top ten network locations from which INSIDE Idaho was accessed amounted to forty-five percent (45%) of our total visits (Figure 2). The most popular content included web services hosting aerial imagery, topographic maps (digital raster graphics), and integrated roads and structures for Idaho.
Numerous questions covering a wide-range of geospatial data-related topics were answered during the course of the year. It is important to note that we had 22,010 visits to the "crossdomain.xml" file on the INSIDE Idaho server. This indicates that INSIDE Idaho web services are being utilized in web applications being developed on external servers. Furthermore, staff has been working closely with UI Coeur d’Alene, UI Extension, and local government partners to establish a Northern Idaho Regional Resource Center (RRC). The RRC will enhance geospatial capabilities in Idaho's 10 northern county regions and actively participate in The Idaho Map (TIM) program led by the Idaho Geospatial Office and the Idaho Geospatial Council – Executive Committee.

Additional data continue to be added to the collection including 2011 Digital Orthoimagery, Gridded Meteorological Datasets from the UI Geography Department, Normalized Ground Snow Loads from the UI Engineering Department, and updated Map Layers for the University of Idaho Main Campus Moscow, Idaho from Facilities Services.

### Instruction Statistics

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Visits</th>
<th>P/Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. state of idaho</td>
<td>24,367</td>
<td>88.22</td>
</tr>
<tr>
<td>2. tw telecom holdings inc.</td>
<td>12,069</td>
<td>50.83</td>
</tr>
<tr>
<td>3. qwest communications company llc</td>
<td>8,627</td>
<td>54.01</td>
</tr>
<tr>
<td>4. michigan technological university</td>
<td>7,514</td>
<td>57.61</td>
</tr>
<tr>
<td>5. university of idaho</td>
<td>6,832</td>
<td>91.09</td>
</tr>
<tr>
<td>6. unknown</td>
<td>6,373</td>
<td>40.22</td>
</tr>
<tr>
<td>7. idaho state university</td>
<td>6,362</td>
<td>121.29</td>
</tr>
<tr>
<td>8. cable one inc.</td>
<td>5,622</td>
<td>60.46</td>
</tr>
<tr>
<td>9. google inc.</td>
<td>4,774</td>
<td>1.42</td>
</tr>
<tr>
<td>10. websense inc</td>
<td>4,586</td>
<td>1.01</td>
</tr>
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</table>

Totals: 192,940 54.20

Figure 2: Network location of access.

### Instruction Statistics

#### FY10 FY11 FY12

<table>
<thead>
<tr>
<th></th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Taught</td>
<td>8,165</td>
<td>9,234</td>
<td>9,900</td>
</tr>
<tr>
<td>Unique Students Taught</td>
<td>5,577</td>
<td>7,824</td>
<td>6,398</td>
</tr>
<tr>
<td>Sessions Taught</td>
<td>496</td>
<td>511</td>
<td>500</td>
</tr>
<tr>
<td>Unique classes Taught</td>
<td>388</td>
<td>453</td>
<td>373</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>481</td>
<td>484</td>
<td>443</td>
</tr>
<tr>
<td>Hours Prep/Post</td>
<td>588</td>
<td>666</td>
<td>542</td>
</tr>
<tr>
<td>RAP/FRAP (% of total sessions)</td>
<td>33%</td>
<td>25%</td>
<td>29%</td>
</tr>
<tr>
<td>102 (% of total sessions)</td>
<td>38%</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>CORE (% of total sessions)</td>
<td>8%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>upper division (% of total sessions)</td>
<td>9%</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>HS (% of total sessions)</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>other (% of total sessions)</td>
<td>10%</td>
<td>23%</td>
<td>23%</td>
</tr>
</tbody>
</table>
There was a major change in the general education program that affected our library instruction sessions, sending our instruction numbers down somewhat in FY12 compared to earlier years. Core Discovery courses were changed to one semester Integrated Seminars (I-SEMs). The oversight and coordination of I-SEM courses was reduced (as there was no longer a coordinator) and this was a transition year. No workshops, meetings or communication encouraging instructors to include library sessions were held this year as there had been in the past. As a result, we taught fewer library instruction sessions in I-SEM courses than in previous years. As the I-SEM program is developed, we hope to be teaching more library sessions in those courses once again. However, we increased the percentage of upper division courses we taught from 9% two years ago to 21% of our total in FY12. A long term strategic plan goal has been to increase library instruction sessions in upper division courses, so we are accomplishing that goal.

New materials and services

The Reference department acquired “LibGuides” software to create web guides that can help library users find information by subject. While we had guides in the past, this software allows us to make targeted guides that are more flexible, appealing, and sophisticated than the previous ones. These guides were very helpful for classes. Several were created specifically for class sessions taught, and many of the subject guides were used in the class sessions, providing students with a way to easily get back to resources that were demonstrated in library instruction sessions. Our most popular class guide was for English 102 sessions. This guide was rich with links to resources and tutorial-type explanations of concepts generally taught in English 102 sessions. The guide was used both during class sessions and by students outside of class, providing consistent content and resources for English 102 library sessions for students, librarians, and instructors. The English 102 guide received almost 2,500 hits during the spring semester, far outpacing any other guide. This guide also became the basis for the library instruction unit for the online summer English 102 course.

Assessment

Feedback from students in library instruction sessions: 90 out of 100 sample sheets reviewed (90%) responded by mentioning library resources, services, or concepts from library instruction sessions in a positive manner, or as something they would tell a friend to use to help them with their research.

This year, we compared more English 102 bibliographies for the research paper that were created after library instruction to bibliographies for papers written early in the semester, before library instruction. The percentage of bibliographies that were considered acceptable (using our rubric) jumped from 15% (pre-instruction) to 90% (post-instruction). In addition, student feedback indicated that they learned about library sources, such as scholarly journals, and specific databases, such as Ebsco and CQ Researcher. These sources were also found in their post-instruction bibliographies, indicating that they not only learned about them, but used them.

Faculty feedback: When asked if students benefitted from the library sessions, responding faculty (n=34) all responded positively and many cited specific examples of what the students learned. When asked if the quality of sources used in student bibliographies were better because of the library session, the vast majority said that yes, the sources were of higher quality because of library instruction.

One faculty member provided this feedback about including library instruction in the course: “I gave this project in the fall 2012 without a library session. I found students did not know the difference between primary and secondary literature. They also had trouble completing searches and getting the number of references for their projects. This semester, with the library session, I received better reference lists on all the projects. The students had [fewer] questions about primary and secondary literature. And I thought the projects went more smoothly.”
Planning and future projects

The Strategic Plan Task 2 group, “Explore integration of information literacy goals with program-level learning outcomes,” looked at UI program learning outcomes, program course checklists, and examples for mapping our instruction goals with ACRL Information Literacy standards. Library instruction faculty then adapted a table for mapping ACRL standards and filled in our English 102 performance indicators. This will help us determine what essential skills are taught in our English 102 program so we can better assess both the English 102 library instruction program and determine a program for information literacy skills in subject-specific and upper division courses. The task force next created steps for library liaisons to create instruction goals for their own programs and determine what courses to should be approached for information literacy instruction. Filling in applicable spots in the ACRL standards table and determining program instruction goals will be a task for liaisons in 2012-13. One of the main outcomes of this project should be an increase in information literacy instruction in upper level and subject-specific courses.

Interlibrary Loan

Interlibrary Loan experienced some unexpected staffing changes this past year. Hannah Etherton resigned in late August for personal reasons, at which point Jesse Thomas was appointed the new ILL office manager. We filled our other LA1 staffing vacancy when Jim Snyder was hired in late December. Zanna Schultz continues to excel in the LA2 position.

Our borrowing and lending activity was down slightly from last year’s numbers, but that decline is partly due to our recent acceptance into the Orbis Cascade Alliance. As of mid-March, materials that we had previously borrowed from and loaned to the larger Washington and Oregon academic libraries as ILL requests are now treated as Summit requests. The ILL office still remains the contact point for these requests, but the added need to create temporary records and place holds in Voyager has prompted greater collaboration between the ILL office and the Circulation Desk.

Voyager is still not fully compatible with the Navigator software used to process these Summit requests. We will need to continue performing these Circulation workarounds until Ex Libris releases their Voyager 8.2 upgrade in the fourth quarter of 2012. Once this upgrade has been completed, we should see improved functionality from a processing standpoint, as well as smoother automation in terms of placing Summit requests. We are currently lending three times as many Summit items as we borrow, but we expect this ratio will level out once our patrons become more familiar with the Summit request process.

On a minor note, this past year also witnessed the long-overdue demise of Ariel as a delivery option. That left us with only two electronic delivery options for a short time—Odyssey and email—but our recent adoption of OCLC’s Article Exchange has substantially improved our lending capabilities. We will continue to explore new and better delivery options as they become available.

<table>
<thead>
<tr>
<th>7/1/10—6/30/11</th>
<th>BORROWING</th>
<th>DOC DEL</th>
<th>LENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Requests</td>
<td>15,815</td>
<td>1,075</td>
<td>21,066</td>
</tr>
<tr>
<td>Cancellations</td>
<td>4,230</td>
<td>48</td>
<td>6,124</td>
</tr>
<tr>
<td>Requests Finished</td>
<td>11,585</td>
<td>1,027</td>
<td>14,942</td>
</tr>
<tr>
<td>Fill Rate</td>
<td>73%</td>
<td>95.5%</td>
<td>71%</td>
</tr>
<tr>
<td>Turnaround Time</td>
<td>7.4 days</td>
<td>3.7 days</td>
<td>1.2 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>DOC DEL</th>
<th>LENDING</th>
</tr>
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<tbody>
<tr>
<td>Total Requests</td>
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<td>1,785</td>
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<tr>
<td>Cancellations</td>
<td>3,011</td>
<td>11</td>
<td>5,020</td>
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<tr>
<td>Requests Finished</td>
<td>11,482</td>
<td>1,774</td>
<td>16,966</td>
</tr>
<tr>
<td>Fill Rate</td>
<td>79%</td>
<td>99.4%</td>
<td>77%</td>
</tr>
<tr>
<td>Turnaround Time</td>
<td>7.7 days</td>
<td>2.2 days</td>
<td>1.1 days</td>
</tr>
</tbody>
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Reference

Reference Services
The reference desk answered 10,136 questions in FY2012, compared to 9,815 questions in FY2011, an increase of 3%. Instant Message Reference saw consistent use in FY12: IM questions accounted for 7% of all questions asked in FY12, the same as in FY11. The current chat reference provider, Meebo, has been acquired by Google and will discontinue its free chat service. The reference department has selected LibChat, offered through Springshare, to replace Meebo. The Savvy Skills for Researchers series continued apace, with 7 workshops offered on the Moscow campus and videos made available online to distance users. The library purchased the online research guide platform LibGuides at the end of FY11; over 50 guides have been created over the past year, primarily for course and subject research but also for common research needs like citing sources and finding government information.

Reference Space
The first floor space continued to host tutors from both the Tutoring and Academic Assistance Program (TAAP) and the Statistics Assistance Center (SAC). There are still issues to be resolved regarding dedicated tutoring space, as tutoring seeks to establish permanent space on the first floor and the library wishes to retain fluid locations for all groups using the library. The rearrangement of the first floor space into more collaborative group study was seen as a positive move and anecdotal evidence suggests that both tutoring and independent student groups are using the space appropriately and often.

Special Collections and Archives (SC&A)
SC&A responded to 858 reference inquiries (phone, email, letter, etc.) and pulled 945 distinct items (boxes, folders, etc.) for researchers.

SC&A received 4,017 gift items during FY2012 including the following collections:
- Library of Dave Engebretson
- Idaho FFA Association Archives
- Papers of Glen Lockery
- Additional Neil McCaffrey papers (IJC)
- Olle Pellmyr Laboratory Records
- Additional Carl M. Perricone papers (IJC)
- Papers of Martin Peterson
- Stillinger Herbarium slides
- Mark Twain Library of Donald Fraser
- Papers of Lauren Fins

Laura Guedes facilitated the implementation of Archivists’ Toolkit via NWDA for SC&A, and finalized her long-term training in the system.

Individual accomplishments
Grants, publications, and presentations by library employees in FY2012

Grants
- Hunter, B.A. (PI) “Continuing education grant” (Fall 2011 PhD coursework), Library Services and Technology Act, administered by Idaho Commission for Libraries (September-December 2011). Award: $1,000.


Sokol, Chris, Diane Prorak and Rami Attebury. “Let’s Talk About It” Sponsored by the Idaho Commission on Libraries. Funding for speakers and books for community programs related to Idaho’s 150th anniversary of becoming a territory. (September 2012- April 2013).

Publications (Book chapters)

Publications (Peer reviewed)


Publications (not peer-reviewed)

Reviews


**Presentations**

- Godfrey, Bruce. Panel Discussion about data-intensive research and cyberinfrastructure at UI. Moscow, ID. March 29, 2012
- Godfrey, Bruce. What is GIS? GIS Day @ University of Idaho Library. Moscow, ID. November 16, 2011.


• Henrich, Kristin J. Visual Literacy Library Workshop Series: Savvy Skills for Researchers. Moscow, ID 2011 http://slidesha.re/LOua1g


• Reese, G. "Invisible Spokes: The Ubiquity of Magic in the West." Turning of the Wheel: The Interplay of the Unique and the Universal—Humanities Exploration into the University of Idaho Community and Beyond, September 13, 2011.


• Smith, R. University of Idaho Graduate Literature Conference, moderator. Moscow, ID. 2012.


Honors


• Hunter, Ben. Idaho Library Association Gardner Hanks Scholarship recipient (2011)

Library Committee Assignments

Adams, N. Task Force on Exhibits and Display Task Force
Attebury, R. Liaisons Committee
Attebury, R. Library Leadership Team
Attebury, R. Library Web Committee
Attebury, R. Outreach and Engagement Council
Attebury, R. Public Services Council
Attebury, R. Task Force on Data Management
Attebury, R. Task Force on Unit Level Planning
Becker, D. Data Management Committee
Becker, D. Liaisons Committee
Becker, D. Strategic Implementation Plan Goal 2, Task 3: Data Management Program
Becker, D. Task Force on Exploring Emerging Issues in Librarianship (chair)
Becker, D. Library Web Committee
Bielenberg, J. Task Force on Exhibits and Display Task Force
Crawford-Evans, J. Task Force on Exploring Emerging Issues in Librarianship
Dahmen, T. Public Services Council
Dahmen, T. Task Force on Summer Programs and Co-curricular Outreach Programs
Davaz, J. Task Force on Exhibits and Display Task Force
Eckwright, G. Faculty Bylaws Committee, chair
Eckwright, G. Liaisons Committee
Eckwright, G. Public Services Council
Godfrey, B. Strategic Implementation Plan Goal 2, Task 3: Data Management Program
Gray, C. Task Force on Summer Programs and Co-curricular Outreach Programs
Haire, J. Task Force on Exploring Emerging Issues in Librarianship
Haire, J. Task Force on Unit Level Planning
Henrich, K. Library Leadership Team
Henrich, K. Library Web Committee
Henrich, K. Liaisons Committee
Henrich, K. Public Services Council
Henrich, K. Reference and Instruction Librarian Faculty Search Committee
Henrich, K. Task Force on Unit Level Planning
Hunter, B. Cataloging and Metadata Librarian Search Committee, chair.
Hunter, B. Faculty Bylaws Committee
Hunter, B. Liaisons Committee
Hunter, B. Library Assistant II Search Committee, chair.
Hunter, B. Library Assistant II Search Committee (2), chair
Hunter, B. Library Web Committee
Hunter, B. Library Leadership Team
Hunter, B. Task Force on Exploring Emerging Issues in Librarianship
Hunter, B. Task Force on Unit Level Planning, Chair.
Hunter, B. Strategic Implementation Plan Goal 2, Task 3: Data Management Program
Hunter, B. Task Force: Explore integration of information literacy goals with program-level learning outcomes.
Kenyon, J. Library Web Committee
Kenyon, J. Strategic Implementation Plan Goal 1: Teaching and Learning; Goal Leader.
Kenyon, J. Strategic Implementation Plan Goal 2, Task 3: Data Management Program; Task Leader
Kenyon, J. Strategic Implementation Plan Goal 1, Task 2: Information Literacy Curricular Integration;
Marshall, L. Faculty Bylaws Committee
Mayer, C. Strategic Implementation Plan Goal 2, Task 3: Data Management Program
Merrick, C. Task Force on Exhibits and Display Task Force
Monks, K. Liaisons Committee
Monks, K. Library Display Committee
Monks, K. Liaison Committee
Monroe, J. Cataloging and Collections, Search committee, LA2.
Murta Bell, M. Task Force on Summer Programs and Co-curricular Outreach Programs
Perret, R. Cataloging and Metadata Librarian Search Committee
Perret, R. Faculty Bylaws Committee
Perret, R. Faculty Reference Assistance Program, chair.
Perret, R. Liaisons Committee
Perret, R. Task Force 5, co-chair
Perret, R. Task Force: Explore integration of information literacy goals with program-level learning outcomes.
Pesic, S. Task Force on Exhibits and Display Task Force
Prorak, D. Liaisons Committee
Prorak, D. Library Leadership Team
Prorak, D. Library Web Committee
Prorak, D. Public Services Council
Prorak, D. Strategic Implementation Plan Goal 2, Task 3: Data Management Program
Prorak, D. Task Force: Explore integration of information literacy goals with program-level learning outcomes, chair.
Reese, G. Copyrights & Permissions Working Group
Reese, G. Library Leadership Team
Reese, G. Liaisons Committee
Reese, G. Public Services Council
Reese, G. Task Force on Summer Programs and Co-curricular Outreach Programs, Chair
Reese, G. Orbis Cascade Alliance Task Force
Reese, G. Northwest Knowledge Network Task Force
Schlickenmeyer, R. Task Force on Exhibits and Display Task Force
Schultz, R. Task Force on Continuing Education Committee
Schultz, R. Task Force on Exploring Emerging Issues in Librarianship
Slack, J. Strategic Implementation Plan Goal 2, Task 3: Data Management Program
Smith, R. Library Web Committee, chair
Smith, R. Liaisons Committee.
Smith, R. African American Read-In, co-coordinator
Smith, R. HooPalousa Read-In, co-coordinator
Smith, R. Task Force on Exploring Courses Taught for Credit.
Snyder, J. Task Force on Summer Programs and Co-curricular Outreach Programs
Sprague, N. Liaisons Committee
Sprague, N. Strategic Planning Goal 2: Scholarship and Creative Activity, Co-chair
Sprague, N. Data Management Development Task Force
Sprague, N. Promotion and Tenure Committee, alternate
Sprague, N. Student Awards Committee
Striffler, J. Task Force on Continuing Education Committee
Thomas, J. Public Services Council
Thomas, J. Task Force on Continuing Education Committee
Thompson, A. Task Force on Summer Programs and Co-curricular Outreach Programs
VanGundy, S. Task Force on Exhibits and Display Task Force, chair
VanGundy, S. Task Force on Continuing Education Committee (co-chair)
VanGundy, S. Savvy Skills Committee
Young, N. Liaisons Committee
Young, N. Strategic Implementation Plan Goal 1: Teaching and Learning; Goal Leader.
Young, N. Task Force on Exploring Courses Taught for Credit.

**University Committee Assignments**
Attebury, R. Arts Committee, Chair
Attebury, R. University Curriculum Committee
Baird, L. Advisory Group for Information Technology (AGIT), Research group
Baird, L. Leadership Academy, co-facilitator
Baird, L. Library Affairs Committee, ex-officio
Baird, L. Northwest Knowledge Network, Transitional Leadership Team
Baird, L. Provost Council
Baird, L. Morrill Act Planning Committee, co-chair.
Becker, D. University Finance and Budget Committee
Eckwright, G. Administrative Hearing Board “repair” group
Eckwright, G. Brink Lounge Advisory Committee
Eckwright, G. Committee on Committees
Eckwright, G. Dismissal Hearings Committee
Eckwright, G. Faculty Appeals Hearing Board
Eckwright, G. Faculty Senate, Secretary
Eckwright, G. Morrill Act Planning Committee, co-chair.
Eckwright, G. University Multi-Campus Communications Committee
Eckwright, G. Senate Leadership Team
Henrich, K. Affirmative Action and Disability Affairs Committee (AA/DA), chair
Henrich, K. Faculty-at-Large, secretary
Henrich, K. Faculty-at-Large, chair
Henrich, K. Library Affairs Committee
Hunter, B. Intellectual Property Committee.
Kenyon, J. Information Technology Committee
Marshall, L. Committee on Committees.
Marshall, L. University Judicial Counsel, chair.
Monks, K. University Curriculum Committee
Perret, R. Faculty Affairs Committee, chair.
Prorak, D. International Engagement Advisory Council
Prorak, D. Graduate Council (Dean’s designee)
Prorak, D. University Committee on General Education
Reese, G. Records Policy Advisory Committee
Reese, G. Borah Foundation Committee
Smith, R. Common Read Committee
Smith, R. Ubuntu
Smith, R. Women’s Center Book Group, co-facilitator and book selector
Sprague, N. Research Council (Dean’s designee).
Sprague, N. Sabbatical Leave Evaluation Committee
Sprague, N. University-Level Promotions Review Committee
Young, N. Admissions Committee, chair.

Other
Attebury, R. College of Education. Educational Technology Committee
Kenyon, J. University of Idaho Cyberinfrastructure Day, co-coordinator
Monks, K. Athena. Secretary
VanGundy, S. Spanish Language Immersion course, Quetzaltenango, Guatemala (Summer 2012).

Regional leadership
Hunter, B. Northern Idaho Academic Libraries (NIAL) Bibliographic Standards Group, head.
Hunter, B. Orbis Cascade Alliance, Shared ILS Prep Team.
Reese, G. Steering Committee, Northwest Digital Archives, Orbis Cascade Alliance, member, 2011-2013.
Reese, G. Standing Committee, Northwest Digital Archives, Orbis Cascade Alliance, member and university representative, 2010-present.
Reese, G. Northwest Archivists, State Representative (Idaho) & Board Member, 2011-present.

Statewide leadership
Attebury, R. Idaho Library Association. Academic and Special Libraries Division, chair
Baird, L. Idaho Library Association Region 2, conference chair
Eckwright, G. Idaho Geospatial Council, Executive Committee
Hunter, B. Idaho Library Association, President; Past-president.
Hunter, B. Idaho Library Association Region 2, exhibits chair.
Kenyon, J. Idaho Library Association Region 2 Conference, Treasurer.
Monks, K. Idaho Library Association Region 2 Planning Committee
Reese, G. Bibliography Committee, Idaho Library Association, chair
Reese, G. Idaho Geological Survey Data Preservation Advisory Committee, member
VanGundy, S. Idaho Library Association Region 2 Conference, vice-chair

**National leadership**
- Baird, L. ACRL Professional Development Committee
- Baird, L. American Regional Council, Communications Committee, OCLC.
- Baird, L. DataONE Socio-cultural Work Group
- Henrich, K. ACRL Panel Sessions Committee, ACRL 2013
- Henrich, K. ACRL-ULS Technology in University Libraries Committee
- Hunter, B. Library Leadership and Management Association (LLAMA), Continuing Education Committee.
- Hunter, B. Library Leadership and Management Association (LLAMA). Program Committee.
- Kenyon, J. ACRL Science and Technology Section, Government Information Committee;
- Kenyon, J. ACRL Science and Technology Section, Organization and Planning Committee
- Perret, R. Internet Reference Services Quarterly, editorial board.
- Reese, G. Membership & Professional Development Committee, Rare Books & Manuscripts Section,
- Reese, G. Publications and Communications Committee, Rare Books & Manuscripts Section, ALA,
- Reese, G. Liaison to the Society for the History of Authorship, Reading, and Publishing (SHARP), Rare Books & Manuscripts Section, ALA, 2010-2012.

**University classes taken by library employees**

Attebury, Ramirose

University of Idaho, PhD coursework
- ED 590 – Qualitative Research: Critical Frameworks/Practices/Applications, Fall 2011
- AOLL 507 – Education and Work for Sustainability, Fall 2011
- AOLL 574 – Adult and Transformational Learning, Spring 2012
- AOLL 526 – Instructional and Curriculum Design, Spring 2012
- AOLL 600 – Dissertation Research, Summer 2012

Godfrey, Bruce

University of North Texas, MLIS coursework
- SLIS 5000 - Information and Knowledge Professions, Fall 2011
- SLIS 5600 - Information Access and Knowledge Inquiry, Fall 2011
- SLIS 5200 - Information Organization, Spring 2012
- SLIS 5330 - Academic Libraries, Spring 2012
- SLIS 5206 - Information Retrieval Design, Summer 2012
- SLIS 5714 - Web Content Development and Maintenance, Summer 2012

Hunter, Ben

Simmons College, PhD coursework
- LIS 675 – Evaluation and Statistics, Fall 2011
- LIS 680 – Independent Inquiry (in progress), Fall 2011
- LIS 677 – Human Resources Management for Library and Information Services, Spring 2012
- LIS 687 – Issues in Information Policy, Spring 2012
- LIS 676 – Leadership in Financial Management, Summer 2012
- LIS 678 – Managing and Leading in a Political Environment, Summer 2012

**Other professional development**

Bielenberg. College Work Study Supervisors Workshop
Bielenberg. UI Hiring Guidelines and & ATS Technical Training Workshop
Strategic plan implementation

Goal 1: Teaching and Learning (Jeremy Kenyon and Nancy Young, goal leaders)

Task 1: Exploratory committee on for-credit classes
Task Leaders: Nancy Young and Rochelle Smith.

Definition: investigate issues and resource commitments related to the library faculty offering for-credit classes, including (but not limited to):
- Time investment
- Supporting resources (overload, new staff, elimination of other responsibilities)
- Administrative barriers
- Overall structure, desired outcomes of classes
- Purpose for offering classes, vision for instruction program

Accomplishments:
After conducting a literature search and investigating best practices by other institutions, we are working up a first draft of a prospectus on for-credit library classes at UI, with rationales, possible pedagogical and structural approaches, and strategies for integration into the university curriculum. The draft should be ready for distribution and feedback in September.

Task 2: Explore integration of information literacy goals with program-level learning outcomes
Task Leader: Diane Prorak. Task Members: Ben Hunter, Jeremy Kenyon, Robert Perret

Definition: Examine curricula and programs through a combination of strategies to identify how integration of national information literacy standards might be accomplished, such as:
- Identifying capstone classes
- Identifying program level learning outcomes
- Exploring learning outcomes as presented on the University’s assessment site
- Seeking means of integrating with new General Education program

The task force explored UI program learning outcomes, program course checklists, and examples for mapping our instruction goals with ACRL Information Literacy standards. Diane and Rochelle adapted a table for mapping ACRL standards from another university and filled in our English 102 performance indicators (included in this report). The task force created steps (below) for library liaisons to create instruction goals for their own programs and determine which courses should be approached for information literacy instruction. Filling in applicable spots in the ACRL standards table and determining program instruction goals will be a task for liaisons in 2012-13.

Mapping library instruction to ACRL standards and program level learning outcomes
2012-2013 tasks for liaisons
1. Library liaisons should look for program level learning outcomes for their departments by going to this link and logging in with a UI login:
   https://vandalweb.uidaho.edu/PROD/twbkwbis.P_WWWLogin?ret_code=M Note any mention of information research skills, library skills, information literacy or related.
2. Use the catalog (http://www.uidaho.edu/registrar/classes/catalogs) or go to department pages and look for course checklists, or lists of required courses for programs. Note if any of them currently and regularly request library sessions.
3. Use the standards mapping table (one sheet for each program) to fill in skills that are being taught and note which course they are generally taught in. You can note skills that you think
should be taught in upper level courses in red in order to begin to determine what we would like to achieve in our instruction program.

4. Try to determine what courses might be good candidates for information literacy instruction on the skills not currently being taught.

<table>
<thead>
<tr>
<th>ACRL Standards</th>
<th>Performance Indicators</th>
<th>U-Idaho Lower general education (primarily English 102)</th>
<th>U-Idaho Lower Division Course in the Major</th>
<th>U-Idaho upper division or senior experience</th>
<th>U-Idaho Graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The information literate student determines the nature and extent of the information needed.</td>
<td>1. The information literate student defines and articulates the need for information.</td>
<td>English 102: Students learn to use techniques such as concept mapping to identify and refine topics.</td>
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<tr>
<td>2. The information literate student identifies a variety of types and formats of potential sources for information.</td>
<td>2. The information literate student identifies a variety of types and formats of potential sources for information.</td>
<td>English 102: Students are introduced to library resources such as books and online databases, as well as to concepts like the difference between scholarly and popular sources.</td>
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<td>3. The information literate student considers the costs and benefits of acquiring the needed information.</td>
<td>3. The information literate student considers the costs and benefits of acquiring the needed information.</td>
<td>English 102: Students discuss benefits of using library databases, as well as times when general web searching may be appropriate.</td>
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<td>4. The information literate student reevaluates the nature and extent of the information need.</td>
<td>4. The information literate student reevaluates the nature and extent of the information need.</td>
<td>English 102: Students learn that research is recursive and that they should continually reassess the information they need.</td>
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<td>2. The information literate student accesses needed information effectively and efficiently.</td>
<td>1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.</td>
<td>English 102: Students learn the advantages of library resources.</td>
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<td>2. The information literate student constructs and implements effectively-designed search strategies.</td>
<td>2. The information literate student constructs and implements effectively-designed search strategies.</td>
<td>English 102: Students learn to choose keywords and develop a search strategy.</td>
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<td>3. The information literate student retrieves information online or in person using a variety of methods.</td>
<td>3. The information literate student retrieves information online or in person using a variety of methods.</td>
<td>English 102: In sessions, students practice using both online and print sources.</td>
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<td>4. The information literate student refines the search strategy if necessary.</td>
<td>4. The information literate student refines the search strategy if necessary.</td>
<td>English 102: Students learn that research is recursive and that they should continually reassess the information they need. They are introduced to search refining techniques such as truncation and Boolean logic.</td>
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<td>5. The information literate student extracts, records, and manages the information and its sources.</td>
<td>5. The information literate student extracts, records, and manages the information and its sources.</td>
<td>English 102: Students learn to use database features to save citation information and also record sources found on class worksheets.</td>
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<td>3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.</td>
<td>1. The information literate student summarizes the main ideas to be extracted from the information gathered.</td>
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<tr>
<td>2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.</td>
<td>English 102: Students practice evaluation of sources during class activities and on worksheets. They are usually introduced to the CRAAP test for evaluation.</td>
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<td>3. The information literate student synthesizes main ideas to construct new concepts.</td>
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<td>4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.</td>
<td>English 102: Students look at books, popular and scholarly articles and web sources in terms of information timelines, up-to-the minute information vs. the context and depth that monographs can provide.</td>
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<td>5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.</td>
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<td>6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.</td>
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<td>7. The information literate student determines whether the initial query should be revised.</td>
<td>English 102: Students learn that research is recursive and that they should continually reassess the information they need.</td>
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<td>4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.</td>
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<td>1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.</td>
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<td>2. The information literate student revises the development process for the product or performance.</td>
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<td>3. The information literate student communicates the product or performance effectively to others.</td>
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<td>5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</td>
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<tr>
<td>1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.</td>
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<tr>
<td>2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.</td>
<td>English 102: Students learn about the reasons for citation in scholarly works, beyond simply avoiding plagiarism.</td>
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<tr>
<td>3. The information literate student acknowledges the use of information sources in communicating the product or performance.</td>
<td>English 102: Librarians supplement instructor material on citing sources, particularly on how to use database tools for getting appropriate citation information.</td>
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</table>

**From FY11:**

**Collection Development Policy**

The liaisons have been working on descriptions of the departments and collections in their areas and submitting these to the task group; we expect to have a completed draft ready for review by the liaison committee by August.
Goal 2: Scholarly and creative activity (Ben Hunter and Nancy Sprague, goal leaders)

Task 3: Data management development
Task Leader: Jeremy Kenyon. Task Members: Rami Attebury, Devin Becker, Bruce Godfrey, Ben Hunter, Carol Mayer, Diane Prorak, Jeff Slack, Nancy Sprague

Definition: Develop strategies to create a program addressing data management and curation. Such strategies may include (but are not limited to):
- Website development to guide researchers in data management
- Instruction development for data management

Deliverables:
- Data management web pages added to the UI Library website
- Resources developed to support data management instruction, including sample lesson plans and workshops

Accomplishments:
During AY11-12, the Task 3 group began a process of website development to support data management and curation activities at the university.
- In early December, the group looked at the best practices of other institution’s examples and came up with a plan for the content of our website.
- In late December, the group drafted the text and layout of each of the webpages.
- In early January, the pages were encoded and the group edited them.
- In early February, the entire site was proofread and edited. Organizational changes were made and links were sent out to campus partners for feedback.
- The website went live on Feb. 29: http://www.lib.uidaho.edu/services/data/data_management
- Updates have been made according to partner feedback (e.g. links to NKN, Office of Research, Statistics Consulting Center)

Resources to support instruction are only beginning to be explored. In this area:
- Nancy Sprague and Jeremy Kenyon delivered a Savvy Skills workshop on data management on March 29th, during the University of Idaho Cyberinfrastructure Day.
- Discussions about data information literacy and methods of delivering instruction are beginning.

Goal 3: Outreach and engagement (Garth Reese and Jesse Thomas, goal leaders)

Task 4: Summer programs and co-curricular outreach programs
Task Leader: Garth Reese. Task members: Christine Gray, Jim Snyder, Theresa Dahmen, Amy Thompson, and Marian Murta Bell.

Definition: Define library’s role in summer and co-curricular outreach programs by exploring other best practices, identifying program expected outcomes, and recommending guidelines and products for program delivery.

Deliverables:
- Guidelines for identifying appropriate instruction opportunities
- Handouts for groups that may benefit from library instruction but which may not participate in library tours.
- Suggestions for game-based library instruction

The Outreach Committee decided that we needed to collect more background information prior to discussing any new outreach strategies for the Library.

The most important task was to identify which summer programs were already being sponsored by the University of Idaho. Circulation and Reference have regularly coordinated with summer programs
in the past—i.e. Upward Bound, Junior Engineering Math & Science (JEMS), etc.—by granting students access to library resources, hosting tours and instructional sessions, and promoting overall library awareness. But there are still a number of summer programs that don’t currently take advantage of our services. These are the programs that we want to target with our future outreach activities.

Theresa consulted the UI’s Summer Session website shortly thereafter and made note of all the various programs on tap for summer 2012. To date, we have partnered with seven of these programs—HOIST (Helping Orient Indian Students and Teachers), CRISSP (Center for Research on Invasive Species and Small Populations), REACCH (Regional Approaches to Climate Change), ALCP (American Language & Culture Program), REU-Physics, IGERT (Integrative Graduate Education & Research Traineeship), and the Utility Executive Course.

For added perspective, the committee agreed that it might also be helpful to contact several other regional libraries and inquire about what summer programs they offer. Jim volunteered for this task. He focused on two institutions in particular, Washington State University and the University of Washington. WSU is by far the more pro-active of the two libraries. In addition to partnering with local junior high and high schools, much like we do, in conducting tours and instructional sessions, Holland Library also hosts several other innovative K-12 summer outreach activities. The best example is Cougar Quest, a multidisciplinary camp for middle and high school students, for which the library provides key research assistance. They also offer a program for elementary school children—Cougar Kids—which uses a treasure hunt format to introduce the various collections and library services. These activities reflect WSU’s strong commitment to community outreach and definitely warrant further investigation. UW’s outreach strategy, by contrast, more closely resembles our own. Suzzalo Library provides tours and instructional sessions for school-age summer camps, but only upon request.

Since most of these summer activities tend to be instructional in nature, it makes sense that any future decisions should be made in consultation with Diane Prorak and the other Instruction librarians. And since these summer programs also tend to be associated with specific departments, it might be advantageous to get the liaisons involved as well, so as to better gauge the level of interest and address specific outcomes. Seeing as we are already halfway through the summer, though, and many of these summer programs are already in full swing, we will probably need to wait until next summer before we can implement any proposed changes.

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<td>Explore best practices by contacting peer institutions and investigating what services they offer</td>
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<tr>
<td>Consult with liaisons to assess departmental needs</td>
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Goal 4: Community and Culture (Robert Perret and Sarah VanGundy, goal leaders)

Task 5: Continuing education for customer service and diversity  
Task leaders: Sarah VanGundy and Robert Perret. Task team members: Jessica Striffler, Rozanna Shultz, and Jesse Thomas

Definition: Seek out library-wide professional development opportunities.  
Deliverables: Plan and deliver at least one training event in this area.

Accomplishments:  
The Goal 4 Task 5 group surveyed the library staff and faculty to determine what sort of continuing education programming would be of interest. From the results of this survey the committee selected the topic of providing customer service to persons with disabilities.

We invited Gloria Jensen, Coordinator of Disability Support Services at U of I, to speak. She provided an excellent presentation and several handouts with guidelines and tips that could be referred to later. In addition, Elizabeth Miles, the Program Coordinator for the Raven Program, which supports students on the autism spectrum, also gave a presentation and provided some informative handouts. The presentation was attended by 19 people and the response was overwhelmingly positive. The committee will reconvene in the fall to arrange another continuing education presentation on a different topic.

Task 6: Unit level strategic plan  
Task leader: Ben Hunter. Task team members: JodiHaire, Rami Attebury, and Kristin Henrich

Definition: Develop a standard template for each unit to use to align unit priorities with library strategic plan that can be used to establish project planning and reports. Template should include options for narrative and quantitative measures, as best fits unit tasks.

Library strategy this task was intended to address: In five years, 100% of library staff and faculty will be able to articulate their position’s contribution to the library’s vision and mission (Goal 4, Objective C; Develop as a learning organization that embraces innovation and reflection).

Accomplishments:  
The final product of the task 6 group is an extensive spreadsheet which maps unit/individual tasks to the strategic plan, outlines benefits of each task to various stakeholder groups, and provides a way to assess/evaluate each task. This report will help staff and faculty to articulate their contribution to the library’s vision, mission, and strategic plan. Additionally, this report will be used to standardize statistics keeping across the library and will also be helpful in establishing library-wide assessment.

Deliverable: the template.

Task 7: Task 7: Explore emerging issues in librarianship  
Task leader: Devin Becker. Task team members: Ben Hunter, JodiHaire, Janet Crawford-Evans, Zanna Schultz

Definition: In order to be able to continuously improve our services, we need to be aware and knowledgeable about emerging concerns of our field.

Deliverables: Overview status report that includes a review of other library practices, a gap analysis/needs assessment for the University of Idaho, and suggested collaborations/partnerships to advance our agenda and vision. Identify and prioritize areas for growth in these emerging areas.  
The Task 7 working group met in April 2012 and discussed some of the emerging concerns in the field of librarianship. Each member conducted an analysis of two separate university libraries, one of which was a library at a peer institution and one of which was an “aspirational” library. We examined these results and came to the conclusion that we were definitely on the level with or ahead of our peers in offering
innovative services, but that we definitely could improve our visible commitment to Open Access and Copyright/Author’s Rights services.

The “aspirational” libraries pointed to some services we might consider pursuing in the future. Of the services and features offered, we felt that digital publishing and personal digital archiving were ripe fields for our library to pursue. Digital Publishing avenues for the library to pursue include: 1) the incorporation of blogs into the different departments’ outreach activities and 2) the establishment of a digital press/publishing service that can publish journals, monographs, and other works online at a relatively low cost. As for personal digital archiving, this is an emerging field in libraries and the University of Idaho Library could take a leading role in the field if they so desired simply by creating an avenue to advise our university faculty, students, and staff on the best ways to store, save, and back up their digital files.

Other services that would be worth pursuing in the future involve greater investment of time and money, as well as technological skills and infrastructure that the library does not currently have at the ready. These included: federated searching of all our resources; a robust and well-supported institutional repository; and the incorporation of new media labs and instruction into the library.

Overall, we felt the University of Idaho Library measured up well to other libraries in terms of addressing emerging issues, especially considering our role in data curation and management at the university. The next step seems to be to harness some of the skills already present in our faculty and staff to explore new and improved services and projects.

**Task 8: Displays and library events**  
*Task leader: Sarah VanGundy. Task team members: Renee Schlickenmeyer, Cathy Merickel, Julie Davaz, Nick Adams, Slavica Pesic, and Judy Bielenberg)*

Definition: Organize and publicize library co-curricular offerings to extend learning opportunities beyond the classroom. Identify university-wide programs and units for partnerships.

Deliverables: Publicity plan for events; communication strategy for exhibits and programs; guides for how to hold events or exhibits.

The committee worked together this year to successfully create and publicize a number of rotating displays and events. We have balanced showcasing library materials and fostering co-curricular learning by partnering with other university, community, and national organizations. Our focus has been on developing programming that effectively softens the boundaries between the library and our university, local, and global communities, bringing the our collections to the world and the bringing the world into the library.

The following is a list of exhibits organized and executed by the committee:

**December 2011:**
- Holiday Baking Exhibit featuring holiday cookbooks from a variety of cultures and vintage baking tools brought in by library faculty and staff (Library Focus)

**January 2012:**
- Best Books of 2011 (Library Focus)
- Winter Sports Exhibit (Partnership with UI Student Recreation Center Outdoor Program)

**January/February 2012:**
- Lionel Hampton Jazz Collection: Mentors and Mentiess (SPEC and Partnership with the Lionel Hampton School of Music and the Jazz Festival)

**February 2012:**
- Vintage Valentines (thanks to Gail Eckwright)
- Gem of the Mountains Yearbooks (Library Focus)
- ISEM Student Project Dioramas (Partnership with ISEM program)

**March 2012:**
- Harry Potter Exhibit (Partnership with ALA and National Library of Medicine—through April)
• Harry Potter Books (Library Focus)
• Spring Flowers Books (Library Focus)

April 2012:
• Dia de Los Nino’s display (Library/Community/ALA focus)
• Chemistry Demo with Professor Tom Bitterwolf and his students, in conjunction with Harry Potter Exhibit (Partnership with Chemistry Department, community members invited)
• Art and Architecture Student Furniture Projects (Partnership with Art and Architecture)

May 2012:
• Travel books display (Library Focus)
• Travel Souvenirs Display (Library Staff and Faculty)
• Labor History Exhibit (Library (SPEC) focus)

August/September 2012:
• Library Picks Exhibit featuring staff favorite books (Library Focus)
• Hemingway Exhibit to tie in with UI Hemingway Festival (Partnership with Hemingway Festival)

Future Planning: The committee has drafted a rough plan for fall 2012 exhibits and is in the process of identifying and contacting further potential partners across campus.

Publicity and Communication Plan: The committee worked together to develop a plan for publicizing library exhibits and events. This includes communicating with the University and the surrounding community through Library News on the Library website, emails, Library Social Media (Facebook, Twitter, etc), Today@Idaho, The Register, The Argonaut, KUOI, and paper flyers posted throughout campus. Events and Exhibits Guide: Renee Schlickenmeyer and Sarah VanGundy are in the process of formalizing a guide for those who wish to hold exhibits or events in the library. Information includes insurance and risk management requirements, physical dimension of available spaces, shipping information, and information about appropriate materials and ways to hang and display objects in the library.
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## Instruction

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<td>Community (% of total)</td>
<td>6.9%</td>
<td>6%</td>
<td>5.5%</td>
<td>4.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown (% of total)</td>
<td></td>
<td>9.7%</td>
<td>7%</td>
<td>4.6%</td>
<td>2.2%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spec</th>
<th>Gifts Processed</th>
<th>344</th>
<th>566</th>
<th>677</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reference</td>
<td>363</td>
<td>780</td>
<td>269</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Website</th>
<th>Visits</th>
<th>333,139</th>
<th>317,045</th>
<th>362,229</th>
<th>359,570</th>
<th>314,280</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute Unique Visitors</td>
<td>109,489</td>
<td>96,741</td>
<td>106,880</td>
<td>100,762</td>
<td>103,687</td>
<td></td>
</tr>
<tr>
<td>Pageviews</td>
<td>613,053</td>
<td>694,327</td>
<td>786,571</td>
<td>727,733</td>
<td>606,146</td>
<td></td>
</tr>
<tr>
<td>% new visits</td>
<td>31.5%</td>
<td>29.1%</td>
<td>28.1%</td>
<td>26.5%</td>
<td>31.3%</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WorldCat Local</th>
<th>Total Visits</th>
<th>77,604</th>
<th>90,304</th>
<th>93,831</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page Views</td>
<td>845,290</td>
<td>915,844</td>
<td>824,325</td>
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<tr>
<td>Weekly Unique Visitors</td>
<td>49,380</td>
<td>57,525</td>
<td>59,976</td>
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