

# FY2012 Annual Report - University of Idaho Library

## 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 IWRRRI 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 Schlickemeyer, 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 half way 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 30<sup>th</sup> 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 30<sup>th</sup> 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 FDLR 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 30<sup>th</sup>, 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 IDAH<sub>2</sub>O Stewards through Extension at the University of Idaho, USDI Bureau of Land Management Data Dissemination, and Idaho Aerial Imagery Services through the Idaho Military Division. Staff also regularly participated in meetings

concerning the Northwest Knowledge Network (NKN) and Regional Approaches to Climate Change in Pacific Northwest Agriculture (REACCH PNA).

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 amount 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.



Figure 1: Visits and Page views

	Organization Name	Visits	P/Visit
1.	state of idaho	24,367	88.22
2.	tw telecom holdings inc.	12,089	50.83
3.	qwest communications company llc	8,627	54.01
4.	michigan technological university	7,514	57.61
5.	university of idaho	6,832	91.09
6.	unknown	6,375	40.22
7.	idaho state university	6,362	121.29
8.	cable one inc.	5,622	60.46
9.	google inc.	4,774	1.42
10.	websense inc	4,586	1.01
<b>Totals:</b>		<b>192,940</b>	<b>54.20</b>

Figure 2: Network location of access.

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**

*Instruction Statistics*

	FY10	FY11	FY12	
Students Taught	8,165	9,234	9,900	<i>multi-day classes not deduped</i>
Unique Students Taught	5,577	7,824	6,398	<i>deduped for multi-day classes includes RAPs/FRAP, multi-day classes not deduped</i>
Sessions Taught	496	511	500	<i>deduped for multi-day classes</i>
Unique classes Taught	388	453	373	<i>includes RAPs/FRAPs</i>
Hours of Instruction	481	484	443	<i>includes RAPs/FRAPs</i>
Hours Prep/Post	588	666	542	<i>includes RAPs/FRAPs</i>
RAP/FRAP (% of total sessions)	33%	25%	29%	
102 (% of total sessions)	38%	26%	23%	
CORE (% of total sessions)	8%	10%	3%	
upper division (% of total sessions)	9%	16%	21%	
HS (% of total sessions)	2%	1%	1%	
other (% of total sessions)	10%	23%	23%	

class type



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.

	<b>BORROWING</b>	<b>DOC DEL</b>	<b>LENDING</b>
<b>7/1/10—6/30/11</b>			
Total Requests	15,815	1,075	21,066
Cancellations	4,230	48	6,124
Requests Finished	11,585	1,027	14,942
Fill Rate	73%	95.5%	71%
Turnaround Time	7.4 days	3.7 days	1.2 days
<b>7/1/11—6/30/12</b>			
Total Requests	14493	1785	22001
Cancellations	3,011	11	5,020
Requests Finished	11,482	1774	16,966
Fill Rate	79%	99.4%	77%
Turnaround Time	7.7 days	2.2 days	1.1 days

## **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 Engerbretson
- 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**

- Becker, D., co-PI and Haire, J., co-PI. "Development of the Idaho Watershed Digital Library." US Geological Survey. Award: \$11,796.
- Godfrey, B., (PI) "USDI BLM 2011-12 Data Dissemination," USDI Bureau of Land Management. Award: \$15,000/yr. (October 1, 2011- September 30, 2016).
- 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.
- Hunter, B.A. (PI) "Continuing education grant" (Spring 2012 PhD coursework), Library Services and Technology Act, administered by Idaho Commission for Libraries (January-May 2012). Award: \$1,000.

- McFarland, A and Godfrey, B. "US EPA IDAH2O Stewards." US Environmental Protection Agency. Award: \$77,000. (September 1, 2011 – August 31, 2013).
- Prather, T., Lass, L. and Godfrey, B. "NetMaps, creating an information cloud to complement EDDMapS," USDA Forest Service. Award: \$135,000. (June 21, 2012 – September 30, 2015).
- 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 150<sup>th</sup> anniversary of becoming a territory. (September 2012- April 2013).

#### **Publications (Book chapters)**

- Godfrey, B. and Eckwright, G. Z. (2012) "INSIDE Idaho: Intrapreneurship Through the Collaborative Sharing of Geospatial Data," in M. Krautter, M. Lock and M. Scanlon (Eds.), *The Entrepreneurial Librarian: Essays on the Infusion of Private-Business Dynamism into Professional Service*. Jefferson, NC: McFarland. Pp.64-78.

#### **Publications (Peer reviewed)**

- Attebury, R. (2012). "Government Information Use at the University of Idaho: the Results of a National Depository Library Survey," *PNLA Quarterly* 76 (2) 29-42.
- Becker, D. (2012). "Each Item Its Own Time and Place: Using Google Fusion Tables and Simile Timeline to Map the Ott Historical Photograph Digital Collection." *Microform and Digitization Review*. 41 (1) 24-33.
- Hunter, B., & Perret, R. (2011). "Can Money Buy Happiness? A Statistical Analysis of Predictors for User Satisfaction." *Journal of Academic Librarianship*, 37, (5) 402-408.
- Marshall, L. (2012). "Using Internet Resources to Research Dates of Birth and Death of Relatively Obscure Individuals for Inclusion in Name Authority Records." *Cataloging & Classification Quarterly*. 50 (1), pp.17-32.
- Perret, R. (2012). "Wanted dead or alive? Western genre items in the 21st century United States library." *Library Collections, Acquisitions, and Technical Services*, 36, 39-52.
- Sprague, Nancy and Jeremy Kenyon. "Supplemental Data in Geosciences Journals." *GSIS Proceedings 2010*, 2011.

#### **Publications (not peer-reviewed)**

- Henrich, Kristin J. and Kenyon, Jeremy. "Mobile Initiatives at the University of Idaho Library." *Idaho Librarian* 61 (2011). Accessible via <http://bit.ly/IVL1NL>.

#### **Reviews**

- Attebury, R. 2011-2012. Twenty Spanish-language and bilingual children and young adult books reviewed for *Children's Literature* database.
- Attebury, R. 2011. *The Old Man Who Talked to the Trees: Restoration of the Idaho State Capitol* by Diana Baird. *The Idaho Librarian* (61) 1.
- Henrich, K.J. (2012) "World and Its Peoples: Sub-Saharan Africa, Australasia, and the Pacific" (Review) ed. Marshall Cavendish. *Reference & User Services Quarterly*. 51 (3).
- Henrich, K.J. (2011) "Milestone Documents in African American." (Review) ed. Paul Finkelman. *Reference & User Services Quarterly*, 50(3), 301-302.
- Hunter, B. A. (2012). "Playing Along: Digital Games, YouTube and Virtual Performance" (Review). *Choice: Current Reviews for Academic Libraries* *Choice: Current Reviews for Academic Libraries* 49 (11).
- Kenyon, Jeremy. Human rights and African airwaves: mediating equality on the Chichewa radio by Harri Englund. (Review). *Choice: Current Reviews for Academic Libraries*, 2012.

- Kenyon, Jeremy. An interdisciplinary primer in African Studies by Ishmael Munene. (Review). *Choice: Current Reviews for Academic Libraries*, 2011.
- Marineau, Caitlin. (2012). Ten children and young adult books reviewed for *Children's Literature* database.
- Monks, Kathleen. (2012). "The Hill and the Rock" (Review). *Children's Literature Comprehensive Database*. Retrieved from <http://www.barnesandnoble.com/w/the-hill-and-the-rock-david-mckee/1000154303?ean=9781849393058>
- Monks, Kathleen. (2012). "Martha Bakes a Cake/Martha Hornea un Pastel" (Review). *Children's Literature Comprehensive Database*. Retrieved from <http://www.barnesandnoble.com/w/martha-habla-susan-meddaugh/1111571879?ean=9780547718965>
- Monks, Kathleen. (2012). "Percy Listens Up" (Review). *Children's Literature Comprehensive Database*. Retrieved from <http://www.barnesandnoble.com/w/percy-listens-up-stuart-j-murphy/1030077639?ean=9781580894692>
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- Monks, Kathleen. (2012). "What is Climate?" (Review). *Children's Literature Comprehensive Database*. Retrieved from <http://www.barnesandnoble.com/w/what-is-climate-bobbie-kalman/1111671902?ean=9780778727781>
- Sprague, Nancy. (2011). "Teaching Information Literacy Online" (Review). *Reference & User Services Quarterly* 51 (1):88.
- Sprague, Nancy (2011). "Plant Genome Research Outreach Portal" (Review). *Choice: Current Reviews for Academic Libraries* 49 (4).
- Sprague, Nancy. (2011). The Plant List (Review). *Choice: Current Reviews for Academic Libraries* 48 (11): 2124-2125.
- Sprague, Nancy. (2012). "The Last Great Plant Hunt: the Story of Kew's Millennium Seed Bank" (Review). *Choice: Current Reviews for Academic Libraries* 49 (8).
- VanGundy, Sarah (2012) "Out Behind the Desk: Workplace issues for LGBTQ Librarians," *Reference & User Services Quarterly* 51 (4): 378-379.

### **Presentations**

- Attebury, Ramirose. "US Topographic Maps Online." GIS Day, University of Idaho Library, November 16, 2011.
- Becker, Devin. *Slicing and Dicing 100+ Years of Scholarship: Designing a Digital Collection for over 1100 University of Idaho Extension and Idaho Agricultural Experiment Station Publications from 1892 to the Present*. United States Agricultural Information Network (USAIN) Biennial Conference. Minneapolis, MN, May 2012.
- Becker, Devin. [\*Hack Your Phone Map Your Phone\*](#). GIS Day, University of Idaho Library, November 2011.
- Godfrey, Bruce and Jeremy Kenyon. *The Northwest Knowledge Network: a regional approach to data management*. Presented at the Coalition for Networked Information (CNI) Fall Meeting, Washington, D.C., December 12-13, 2011.
- Godfrey, Bruce. Panel Discussion about data-intensive research and cyberinfrastructure at UI. Moscow, ID. March 29, 2012
- Godfrey, Bruce. Geospatial Data Acquisition. University of Idaho/Geography 385. Moscow, ID. February 27, 2012.
- Godfrey, Bruce. What is GIS? GIS Day @ University of Idaho Library. Moscow, ID. November 16, 2011.

- Henrich, Kristin J. and Miller, Willie M. et. al. "Perceptions of the Establishment: LLAMA Through the Eyes of LIS Students." Poster session presented at the Annual Meeting of the American Library Association, Anaheim, California, June 22-25, 2012.
- Henrich, Kristin J. and Kenyon, Jeremy. "Mobile Initiatives at the University of Idaho Library." Panel session presented at the Annual Meeting of the Idaho Library Association, Boise, Idaho, October 5-7, 2011.
- Henrich, Kristin J. *Visual Literacy Library Workshop Series: Savvy Skills for Researchers*. Moscow, ID 2011 <http://slidesha.re/LOua1g>
- Kenyon, Jeremy and Nancy Sprague. *Scholarly Publishers, Research Data, and Implications for Academic Library Collections*. Presentation at the Acquisitions Institute, Timberline Lodge, Oregon, May 20, 2012.
- Kenyon, Jeremy and Nancy Sprague. *Data Management Planning*. Presentation in the Savvy Skills for Researchers Workshop Series at the University of Idaho's Cyberinfrastructure Day, March 29, 2012.
- Monks, K. *Keeping current with research*. Library Workshop Series: Savvy Skills for Researchers, Moscow, ID 2012.
- Perret, R. "Introduction to Open Access," Library Workshop Series: Savvy Skills for Researchers, Moscow, ID, 2011.
- Perret, R. "Virtual reference," PNLA, Spokane, WA. 2011.
- Prorak, D. "Libraries as Literacy Centers" Panel discussion. Idaho Library Association Region 2 conference, Moscow, ID. May 2012.
- Prorak, D. and Smith, R. "Tired of Wikipedia in their works cited?: Getting your students to do great research," Library Workshop Series: Savvy Skills for Researchers, Moscow, ID. 2012.
- 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.
- VanGundy, S. Panel presentation. Idaho Library Association, Region 2, Moscow, ID, 2012.
- Smith, R. University of Idaho Graduate Literature Conference, moderator. Moscow, ID. 2012.
- Smith, R. Race and ethnicity, panelist. University of Idaho Sociology/Anthropology 427. Moscow, ID, 2011.

### **Honors**

- Henrich, Kristin. American Library Association Emerging Leader, Class of 2012. Sponsored by the Association of College and Research Libraries, University Libraries Section (ACRL-ULS).
- 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  
Merickel, 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.  
Pestic, 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  
 Schlickemeyer, 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***

Baird, L. Orbis Cascade Alliance Council, university representative, 2011-present.  
Baird, L. WIN Board, 2006-present.  
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  
Attebury, R. Idaho Library Association. Scholarships and Awards Committee.  
Attebury, R. Commission for Libraries, Continuing Education Advisory Group.  
Baird, L. Idaho Library Association Region 2, conference chair  
Baird, L. LiLI Steering Board, Idaho Commission for Libraries.  
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. Academic and Special Libraries Division. Vice-chair/Chair-elect.  
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. ACRL. Academic Library Trends and Statistics Survey, editorial board.

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

Bielenberg. Benefits Focus Group  
Kenyon, J. EPSCoR/ISO 19115-2/19139 Metadata Training, University of New Mexico,  
Albuquerque, Sept 6-11, 2011; Attendee.

## **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](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.

ACRL Standards	Performance Indicators	Courses			
		U-Idaho Lower general education (primarily English 102)	U-Idaho Lower Division Course in the Major	U-Idaho upper division or senior experience	U-Idaho Graduate courses
1. The information literate student determines the <i>nature and extent of the information</i> needed.	1. The information literate student defines and articulates the need for information.	English 102: Students learn to use techniques such as concept mapping to identify and refine topics.			
	2. The information literate student identifies a variety of types and formats of potential sources for information.	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.			
	3. The information literate student considers the costs and benefits of acquiring the needed information.	English 102: Students discuss benefits of using library databases, as well as times when general web searching may be appropriate.			
	4. The information literate student reevaluates the nature and extent of the information need.	English 102: Students learn that research is recursive and that they should continually reassess the information they need.			
2. The information literate student <i>accesses</i> needed information effectively and efficiently.	1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.	English 102: Students learn the advantages of library resources.			
	2. The information literate student constructs and implements effectively-designed search strategies.	English 102: Students learn to choose keywords and develop a search strategy.			
	3. The information literate student retrieves information online or in person using a variety of methods.	English 102: In sessions, students practice using both online and print sources.			
	4. The information literate student refines the search strategy if necessary.	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.			
	5. The information literate student extracts, records, and manages the information and its sources.	English 102: Students learn to use database features to save citation information and also record sources found on class worksheets.			
3. The information literate student <i>evaluates</i> information and its sources critically and <i>incorporates</i> selected information into his or her knowledge base and value system.	1. The information literate student summarizes the main ideas to be extracted from the information gathered.				

	2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.	English 102: Students practice evaluation of sources during class activities and on worksheets. They are usually introduced to the CRAAP test for evaluation.			
	3. The information literate student synthesizes main ideas to construct new concepts.				
	4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.	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.			
	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.				
	6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.				
	7. The information literate student determines whether the initial query should be revised.	English 102: Students learn that research is recursive and that they should continually reassess the information they need.			
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.	1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.				
	2. The information literate student revises the development process for the product or performance.				
	3. The information literate student communicates the product or performance effectively to others.				
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.	1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.				
	2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.	English 102: Students learn about the reasons for citation in scholarly works, beyond simply avoiding plagiarism.			
	3. The information literate student acknowledges the use of information sources in communicating the product or performance.	English 102: Librarians supplement instructor material on citing sources, particularly on how to use database tools for getting appropriate citation information.			

*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](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 29<sup>th</sup>, 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.

Action	Person Responsible	Status
Contact UI's Summer Session office and inquire about all available summer programs	Theresa	Completed
Explore best practices by contacting peer institutions and investigating what services they offer	Jim	Completed
Create handouts for groups that may benefit from library instruction but which may not participate in library tours	Group	Summer 2012
Consult with Instructional librarians to identify appropriate instruction opportunities, game-based or otherwise	Garth	Fall 2012
Consult with liaisons to assess departmental needs	Garth	Fall 2012

#### **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 Schlickemeyer, 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 Mentees (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 Schlickemeyer 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.

## Selected Statistics

		FY08	FY09	FY10	FY11	FY12
<b>Acquisitions</b>	Books	6,705	4,200	4,519	5,568	4,671
	CDs	138	176	104	45	53
	CD-ROMs	12	2	1	15	2
	Scores	239	133	53	215	78
	VHS	0	17	3	2	0
	DVDs	254	373	220	249	189

<b>Circulation</b>	Books Out	77,994	76,454	77,108	72,501	66,557
	Renewals	6,219	6,951	23,188	21,297	20,768
	Returns	78,127	75,900	76,612	72,579	65,901
	UB Requests	163	703	885	886	675
	Laptops	3,447	1,435	1,374	383	260
	Reserve	14,066	12,215	11,018	11,209	10,855
	Gate	461,758	441,153	420,253	440,617	470,502

<b>Digital Initiatives</b>	ContentDM Unique Visitors				5,720	8,786
	ContentDM Unique Pageviews				79,474	104,286
	DI Unique Visitors					5,404
	DI Unique Pageviews				3,857	20,583
	Number of Collections				35	41
	Size (GB)				1,710	6,000
	Items				36,274	42,687

<b>E-Resources</b>	Article Downloads	511,486	571,886	1,079,134	556,000	582,246
	Database Searches	883,629	1,202,503	1,264,755	1,235,602	1,748,541
	Database Sessions		285,884	394,966	211,442	605,029
	E-Book Accesses			48,179	37,139	31,645
	E-Audio Tracks Played			11,597	11,618	13,167

<b>ILL</b>	<b>Borrowed</b>	<b>ID</b>	Books			139	119	48
			Copies			225	56	65
			Total	349	347	364	175	113
		<b>not-ID</b>	Books			5,343	4,952	4,041
			Copies			5,004	4,835	3,975
			Total	7,835	7,653	10,347	9,787	8,016
		<b>total</b>	Books			5,482	5,071	4,089
			Copies			5,229	4,891	4,040
			Total	8,184	8,000	10,711	9,962	8,129
	<b>Loaned</b>	<b>ID</b>	Books			1,493	1,911	1,128
			Copies			1,164	1,550	1,174
			Total	2,454	2,154	2,657	3,461	2,402
		<b>not-ID</b>	Books			4,868	4,094	3,989
			Copies			9,379	7,373	7,228
			Total	12,948	12,871	14,247	11,467	11,217
<b>total</b>		Books			6,361	6,005	5,217	
		Copies			10,543	8,923	8,402	
		Total	15,402	15,025	16,904	14,928	13,619	

<b>Instruction</b>		Students Taught	6,314	7,078	8,165	9,234	9,900
		Unique Students Taught			5,577	7,824	6,398
		Sessions Taught		438	496	511	500
		Unique Classes Taught			388	453	373
		Hours of Instruction		419	481	484	443
		Hours Prep/Post		552	588	666	542
	<b>class type</b>	RAP/FRAP (% of total sessions)		35%	33%	25%	29%
		102 (% of total sessions)		36%	38%	26%	23%
		CORE (% of total sessions)		7%	8%	10%	3%
		upper division (% of total sessions)		14%	9%	16%	21%
		HS (% of total sessions)		5%	2%	1%	1%
		other (% of total sessions)		3%	10%	23%	23%

<b>Reference</b>	type	Total Questions		7,218	9,817	10,185	10,205
		Advanced Reference		1.5%	1%	1.2%	0.3%
		Reference		73.3%	72%	75.9%	73.8%
		Directional		25.2%	27%	22.9%	25.9%
	format	In-Person (% of total)		83.5%	84%	81.0%	79.5%
		Phone (% of total)		11.8%	9%	8.0%	8.4%
		Email (% of total)		4.6%	3%	3.8%	4.4%
		IM (% of total)		0.2%	4%	6.8%	7.0%
		Text (% of total)				0.4%	0.7%
	time spent	0-2 minutes (% of total)		59.2%	62%	54.5%	60.6%
		3-9 minutes (% of total)		34.3%	32%	37.5%	34.6%
		10-20 minutes (% of total)		4.7%	5%	5.9%	4.2%
		20+ minutes (% of total)		1.8%	1%	2.1%	0.7%
	patron class	Student (% of total)		76.1%	81%	83.7%	86.7%
		Faculty (% of total)		6.1%	5%	4.9%	4.1%
		Staff (% of total)		1.2%	1%	1.4%	1.2%
		Community (% of total)		6.9%	6%	5.5%	4.2%
		Unknown (% of total)		9.7%	7%	4.6%	2.2%

<b>Spec</b>	Gifts Processed			344	566	677
	Reference	363		780	269	858

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

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