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Cover: The Claremont Colleges Library’s new VITAL logo. Design credit: Cinnamon Designs.
BRANDING OUR NEXT GENERATION LIBRARY

KEVIN MULROY
A.J. McFadden Dean of the Claremont Colleges Library

Amazon, eBay, Google—all have strong brand identities that are recognized worldwide. We quickly associate the blue tweeting bird with Twitter and that cute reptile with the English accent with GEICO insurance. This is no accident: skilled marketers know that brands can act as powerful mnemonics to lead consumers to their companies and products. Taking heed of this important lesson, the Claremont Colleges Library has entered the branding business.

The cover image and the title of our annual report proclaim the library’s new brand identity. “Vital” suggests that the library is necessary and lively; crucial and energetic. The colors are those of the seven colleges the library serves, plus the Claremont University Consortium, of which it is a part. The colors are arranged in ascending order by date of the college’s founding, from the most recent (Keck Graduate Institute) to the oldest (Pomona). The V suggests an open book, the universal symbol of knowledge; V is followed by IT, the acronym for information technology; then @, the standard precursor to an electronic address; and L, indicative of the library. In short, users can find a wealth of analog and digital resources, services, and programs at their Vital Library.

Working closely with designer Joel Cinnamon, we have produced a graphic standards manual that is guiding use of our new brand identity, and we are applying to trademark the symbol. Vital is being incorporated into our business cards; stationery; digital and physical signage; and web presence. The goal is that our symbol will closely associate the library with providing strong and enduring vitality to our users, our colleges, and the consortium.

This has been a year of strong and sustained growth for the Claremont Colleges’ Next Generation Vital Library. The Joint Governance Committee approved our Strategic Initiatives and we completed our organizational realignment. The library engaged energetically and productively in intercollegiate programs, becoming the center for the Mellon Digital Humanities award program. We also partnered with the Claremont University Consortium to implement an impressive list of strategic improvements to our physical facilities, including the installation of a new public address system and a substantial upgrade to the presentation equipment, technology, and audio-visual system in our iconic Founders Room.
This year, we successfully implemented OCLC’s WorldShare Management Services (WMS) integrated library system. WMS now offers our faculty and students global discovery and access capabilities at web scale. Through our innovative demand-driven acquisitions program, digital library, and scholarly publishing platform; our powerful resource-sharing capabilities; our commitment to open access; and our strong consortial agreements, our users now have fast and direct access to considerably more information resources than ever before.

One of our most notable accomplishments has been our expanded engagement in national consortia, not only benefiting the colleges through beneficial acquisitions deals and resource-sharing agreements, but also positioning the library to participate in strategic initiatives with our partners. In March, we were accepted as the 36th member of the Greater Western Library Alliance (GWLA), a prestigious consortium of academic research libraries. We needed 75% of the members to support our application, but received a unanimous vote. Joining GWLA sends a strong signal to the profession of our ambition. Our acceptance demonstrates both our perceived potential and our rapidly growing national stature.

During the year, we completed six key national recruitments and have continued to diversify our workforce. We are building a talented, energetic, and productive staff, and morale is high following a period of transformative change. Our librarians have been active in national professional associations, frequently presenting and publishing their work. I continue to be so proud of the library’s talented staff members. I encourage you to spend some time with this report, enjoying their many successes and remarkable accomplishments.
This year, the Advisory Board for Library Planning (ABLP) had a front-row seat to library projects as they moved from conception to actualization. The faculty members provided valuable insight and advice to these efforts.

In the fall, ABLP explored library materials and spaces initiatives. Members were introduced to the concept of the Acquisition Opportunity Fund, designed to give ABLP the experience of considering, assessing, and selecting new resources in context of the library’s materials budget and processes. The group also examined and discussed plans for redesigning two major areas of the library, the Collaborative Commons and the Digital Tool Shed, which moved to implementation. In the spring, ABLP engaged in priority-setting discussions, giving valuable input into the library’s goals for the coming year.

Using the $50,000 Acquisition Opportunity Fund, ABLP selected the following resources:

- **Colonial State Papers** provides users with access to primary source documents from the sixteenth to the eighteenth centuries. Topics covered in this database include the earliest English settlements in North America, encounters with Native Americans, piracy in the Atlantic and Caribbean, the slave trade, and English conflicts with the Spanish and French.

- **Early Arabic Printed Books from the British Library, 1475-1900** is a full-text searchable digital collection of early printed books in Arabic script. This collection covers Islamic and Christian literature, law, science, mathematics, astrology, alchemy, medicine, geography, travel, history, chronicles, and literature. It also includes European translations of Arabic works and Arabic translations of Christian religious works.

- **The Japan Times Digital Archive** covers the complete run (1897–2014) of the English-language daily published in Tokyo. *Japan Times* began publication on March 22, 1897, aimed initially at the English-speaking audience living in Japan to provide useful and “reliable” information on the affairs of Japan and news from abroad, but also in hopes of inspiring greater understanding of the people, culture, and the political and economic transformations occurring in Japan at the time. The paper maintained editorial independence for much of its history (though it was used as a propaganda tool for Imperial Japan during World War II).
- The John Johnson Collection contains more than 65,000 items drawn from the Bodleian Library’s John Johnson Collection of Printed Ephemera. The material comprises a wide array of different types of printed documents, including posters and handbills for theatrical and non-theatrical entertainments, broadsides relating to murders and executions, book and journal prospectuses, popular topographical prints, and different kinds of advertising material.

- Produced and maintained by the Miller Center at the University of Virginia, the Presidential Recordings Digital Edition is a searchable, interactive online portal for annotated transcripts and recordings of US Presidents Kennedy, Johnson and Nixon. The portal contains all eight print volumes in The Presidential Recordings: Lyndon B. Johnson, as well as the first three print volumes in The Presidential Recordings: John F. Kennedy. It also includes transcripts of President Nixon’s conversations appearing in Ken Hughes’s Chasing Shadows: The Nixon Tapes, The Chennault Affair, and The Origins of Watergate, and Fatal Politics: The Nixon Tapes, The Vietnam War, and The Casualties of Reelection.

The library wishes to thank the ABLP members: Hal Fairchild, Pitzer College; Lori Anne Ferrell (Chair), Claremont Graduate University; Gary Kates, Pomona College; Nick Pippenger, Harvey Mudd College; Corey Tazzara, Scripps College; Oana Tocoian, Claremont McKenna College; and Ken Wong, Keck Graduate Institute. The College representatives were joined by Members at Large: Gizem Karaali, Pomona College; Melissa Rogers, Claremont Graduate University; and Tamara Venit-Shelton, Claremont McKenna College. Micquel Little and Maria Savova represented the library.

CONSORTIUM COMMUNITIES

Micquel Little
Director of User Services and Resource Sharing

Throughout the past year, the library has pursued integration into multiple consortia and academic communities. Two exciting new memberships include the Greater Western Library Alliance (GWLA), a consortium of 36 research libraries located mostly in the central and western United States, and the Information Delivery Services (IDS) Project, a consortium of 93 academic, public, and special libraries located primarily in the Northeast as well as across the United States.

Both GWLA and IDS are considered to be dynamic, community and project-oriented consortia, nationally recognized as leaders in the transformation of scholarly communication, and facilitators in the application of new information technologies serving higher education.

Membership in these consortia has brought immediate and substantial benefits to our faculty, students, and staff through improved services and increased access to information resources.

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GWLA and IDS Project membership benefits include:

- Cost savings through cooperative negotiation of discounts and licensing terms and conditions
- Interlibrary loan (ILL) reciprocity and enhanced services through innovative technologies
- News and discussions via listservs, webinars, virtual workspaces, and newsletters
- Participation in an array of standing committees and task forces dedicated to specific projects or areas of focus, including content development, cooperative collection management, digital collections, resource sharing/document delivery, and student learning outcomes
- A united voice to advocate for continuous improvement of ILL and document delivery, national print and digital preservation initiatives, and scholarly communication

These partnerships are raising our profile. In our first year of membership, I received the Rethinking Resource Sharing Innovation Award at the American Library Association’s annual conference. Along with my team made up of expert colleagues drawn from both of these consortia, the award recognized our collaborative efforts to provide free professional development opportunities to resource sharing practitioners across the United States. Our ability to leverage the strengths of both consortia has led to the betterment of our library community, using the services each provides to support students, faculty, and staff success.
REPAIRING, CONSERVING, AND LEARNING FROM THE FAMOUS SMITH MAP

CARRIE MARSH
Director of Special Collections and Libraries

Special Collections holds one of the world’s most important and rare maps, William Smith’s extraordinary geological map of the United Kingdom. Printed in 1815, this is the first geological map of a country. As historian Simon Winchester declares in his 2001 book of the same title, this is “the map that changed the world.” The William Smith map is part of the A.O. Woodford Collection on the history of geology. The collection was assembled over several decades by Professor Woodford, who founded the Pomona College Geology Department in 1922.

On occasion of the map’s bicentennial, celebrated around the world in 2015, Special Collections partnered with the Pomona College Geology Department to have this large and fragile map conserved. Paper conservator Karen Zukor of Oakland, California, took on the task of repairing and cleaning it. The work was complicated because of the map’s size—approximately 6 feet by 10 feet—and because it is hand-painted all over in a scheme designed by William Smith to denote particular geological units with different colors, a distinctive and unique feature that makes it a landmark for geology and for mapmaking.

On February 16, Karen gave a lively and engaging talk in the library’s Founders Room. Videos and photos related the various strategies and techniques she and her team employed to conserve this large, complex map. They built a structure large enough to allow them to reach the middle of the map. They removed the map from its metal cylindrical support; it was dry cleaned using ground-up erasers; the old linen backing was removed; it was wet cleaned then dried and flattened. The last steps involved repairing tears and holes in the paper and re-backing the entire map with layers of Japanese paper for stability. The entire treatment occurred over approximately two weeks.
Due to the generosity and advocacy of Pomona Geology, the Smith map can be studied once more. Since its return from the conservation lab to the library, faculty members have brought several student groups and visitors to Special Collections to see it. Among them was alumnus James Secord ’75, Professor of History and Philosophy of Science and Director of the Darwin Correspondence Project at Cambridge University. Professor Secord gave the 36th Woodford-Eckis Geology Lecture at Pomona in February; he concluded his week on campus by leading a rare book seminar in Special Collections that featured the Smith map as well as eminent books in the history of geology held in the Woodford and Herbert Hoover rare book collections. Our copy of the map has also been exhibited at the Huntington Library.

The Woodford Collection actually holds two copies of William Smith’s 1815 map: the newly conserved copy, which is assembled as one large sheet, and a second copy that is mounted on board in separated sections. Happily, both copies of the map are now accessible to researchers in Special Collections.
CLAREMONT DISCOURSE:
FROM HUMANISTIC MATHEMATICS TO SHAKESPEARE’S FLOWERS

ADAM ROSENKRANZ
Arts and Humanities Team Librarian

Claremont Discourse, the library’s faculty speaker series, began its nineteenth year with the traditional recognition of Constitution Day. This year’s observance was inspired by Thomas Jefferson’s famous quote: “Every constitution then, and every law, naturally expires at the end of 19 years. If it be enforced longer, it is an act of force, and not of right.” Discourse asked both our community (through an online survey) and a panel of faculty experts to use their imagination, knowledge and political wishes to “Build Your Own Constitution.”

The fall series continued with two panels that discussed local initiatives. In October, Albert Park (CMC, History), Char Miller (Pomona, Environmental Analysis), and Kyoko Kurita (Pomona, Asian Languages and Literatures) participated in a discussion about the new Henry Luce Foundation funded “Envirolab Asia” project. Carrie Marsh, Director of Special Collections and Libraries, spoke about how the library envisions supporting Envirolab. The fall semester closed with a discussion by Mark Huber (CMC, Mathematical Sciences) and Gizem Karaali (Pomona, Mathematics) on the idea of Humanistic Mathematics, inspired by Scholarship@Claremont’s Journal of Humanistic Mathematics.

In the spring, the library joined others on campus and throughout the world to recognize the 400th anniversary of the death of Shakespeare. In February, Lori Anne Ferrell (Early Modern Studies, CGU) joined Lucinda McDade (Botany, CGU, and Executive Director, Rancho Santa Ana Botanic Garden) to give their views on “Shakespeare and the Language of Flowers.” This was followed by Ambereen Dadabhoy (Literature, HMC), who connected Shakespeare to current events with her lecture on “Why Black Lives Matter in Shakespeare.” The semester concluded in April by Glenn Simshaw (Director of The Writing Center, Scripps), who spoke on “Tragic Relief” in Shakespeare’s comedies.
Our Library Undergraduate Research Award (LURA) recognizes the importance of the scholar’s journey from initial idea to final destination. Through this award, the library celebrates excellence in undergraduate research in all disciplines. Now in its third year, LURA presented awards to four outstanding students who demonstrated exemplary original research and scholarship, including remarkable skill and creativity in their use of the library and information resources. A team of librarians, staff, and faculty reviewed and scored each submission and provided recommendations to the Award Committee. The committee would like to thank the faculty and library staff who volunteered to read submissions. Their participation was crucial to the success of the selection process.

In their Reflective Essays, students articulate their engagement in the research process and with people and resources that supported their work. Excerpts from this year’s winners’ essays demonstrate the vital role of the library in helping our students grow as scholars:

“The resources available through the Honnold-Mudd Library have been indispensable to the textual component of my research. Not only did I benefit tremendously from the Resource Sharing service, but I might nearly have graduated from Pomona without ever having made a trip to Special Collections—had it not been for a single, slightly decrepit book sent directly from its home library to Special Collections. I greatly enjoyed my afternoon in the stately Special Collections room, feeling like a ‘real scholar’ as I wrestled with a book whose yellowed, fold-out pages kept popping out into my face and reminding me how much I value the tactile experience of engaging with real, three-dimensional texts.”

“My research and resulting thesis led me to engage with this historiographical issue and exposed me to the numerous difficulties and rewards of researching and writing about tribal histories and issues. It led me from the Special Collections of the Claremont Colleges Library to government archives in Wyoming; from a milk crate of meeting notes under a climber’s desk to a drive along a bumpy dirt road in search of Jan Conn.”

“I used online search and the Claremont Library database extensively to look for academics whose scholarship I could apply to my research question... The research paper allowed me to significantly deepen my understanding of the theoretical paradigms in international relations, apply them into a fascinating current case study, and evaluate different policy options based on my analysis... This made me understand the potentially transformative nature of academic research, but also the challenging barriers that exist between theory and practice.”

“I made my first trip to the Asian Library at Honnold and was completely amazed by the resources I encountered there... The digitized book, the interlibrary loan service, as well as the [librarians] were extremely helpful to my research process. Furthermore, the Asian Library collection was the most valuable resource to my research on Chinese philosophy.”
2016 LIBRARY UNDERGRADUATE RESEARCH AWARD WINNERS

**SENIOR**

**Winner:** Simone Prince-Eichner, Pomona College  
**Title:** *Embodying the Empire: Singing Slave Girls in Medieval Islamicate Historiography*  
**Faculty Sponsor:** Kenneth Wolf, Pomona College, History and Classics

**Winner:** Anna Kramer, Pomona College  
**Title:** *The Power of the Tower: Contesting History at Bear Lodge/Devils Tower National Monument*  
**Faculty Sponsor:** Char Miller, Pomona College, Environmental Analysis

**SOPHOMORE**

**Winner:** Henrietta Toivanen, Claremont McKenna College  
**Title:** *Diplomacy of Alienation as a Fundamental Threat to International Security: The Case Study of Iran*  
**Faculty Sponsor:** Jennifer Taw, Claremont McKenna College, Government

**FIRST-YEAR**

**Winner:** Yuxi (Candice) Wang, Pomona College  
**Title:** *Mozi: Universal Love and Human Agency*  
**Faculty Sponsor:** Zhiru Ng, Pomona College, Religious Studies


2016 Award Committee:  
Lydia Bello, Gale Burrow (Chair), Chris Clarke, Nina Clements, Madelynn Dickerson, Holly Gardinier, Sarah Pickle, Ashley Riordan, Ashley Sanders

The Reflective Essays and research projects can be found in Scholarship@Claremont.
STUDENT WORKER PROGRAM:
ENGAGING STUDENTS ACROSS THE LIBRARY

ASHLEY RIORDAN
Student Worker Program Coordinator

The library has always depended on the support of student staff, but over the last year, we have transformed our Student Worker Program with the goal of providing meaningful work experience to students. This year our student staff consisted of more than 50 highly engaged undergraduates and graduate students of the Claremont Colleges, who worked in collaboration with staff across every division of the library.

New positions for student staff were created in divisions that had never employed students before, including Research, Teaching, and Learning Services (RTLS). RTLS student staff assists with our Emerging Tech program which lends out new devices like Google Glass and Oculus Rift. They also create research guides and other resources, and lead workshops on Photoshop, R, and more.

Student staff members have also started working in Information Resources and Systems (IRS), where they process new books, assist with cataloging items, digitize materials for the Claremont Colleges Digital Library, and support Scholarship@Claremont. Students continue to assist users, handle rare materials, and focus on preservation in Special Collections; a team of students now also helps to staff the Asian Library, assisting users with finding materials, maintaining the collection, and engaging in outreach activities.

As part of User Services and Resource Sharing (USERS), student assistants welcome visitors into the building, help them to locate materials, answer a wide variety of questions, maintain the regular collection, and process Resource Sharing requests. Acting as the “public face” of the library, they provide high-quality, user-centered customer service to peers, faculty, and staff.

Here is what students have to say about working in the library:

“I love working with all the Special Collections staff! I find it very meaningful and worthwhile to work on projects that help expand the Special Collections library.”

“The most enjoyable aspect of working in the library is helping out patrons by answering any inquiries they have and finding resources/books for them!”

“I like helping other people access the vast amount of resources we have available at the library. I have also gotten to know the library much better from working here.”
REUSE, RECREATE, RE:BOOK

ALEX CHAPPELL
Arts and Humanities Team Leader

Now in its fifth year, our RE:BOOK program is devoted to promoting the creative reuse of worn-out books, magazines, and other cast-off paper. This year we partnered with Pitzer College Professor Todd Honma’s Asian American Studies class ASAM 105: Zines, Creativity, Community to offer a zine-making workshop led by Grrrl Zines A-Go-Go, a San Diego-based zine collective promoting zines as culture work. Twenty-six students from six colleges attended the workshop and each contributed a page to a comp zine. Participants created their pages using images and text cut from old books and magazines, thereby creating art from objects destined for the trash can. Students in ASAM 105 distributed the finished comp zine at the Claremont Zine Fest and a copy of the zine now resides in the library’s circulating zine collection.
STUDENT FELLOWS EXPLORE DIGITAL HUMANITIES

LISA CRANE
Western Americana Manuscripts Librarian

The Claremont Center for Engagement with Primary Sources (CCEPS) continues to provide in-depth learning experiences to undergraduate and graduate students who wish to explore primary sources. This year the program has expanded into digital humanities.

During the program’s third year, four CCEPS fellows—one from CMC, two from Pitzer, and one from CGU—digitized more than 195 pages from 25 science texts of the 17th and 18th centuries for an online exhibit, and processed almost 30 linear feet of materials. The fellows’ primary sources covered “Science, Religion, and Everything in Between;” and papers from a faculty member in Pomona College’s Environmental Analysis Program and another professor from Pitzer College’s Art Field Group.

For CCEPS’ first foray into digital humanities, the fellow curated primary sources, developed and researched exhibition themes, digitized materials to illustrate her “story,” and built the exhibit in Omeka. As a literature major, minoring in biology, the fellow was “really interested in the early intersection of those two subjects, as seen in medical documents or natural history guides.” Another fellow remarked, “I also learned a lot about environmental history—a subject in which I am increasingly interested—merely through processing the collection of Char Miller.” Another said, “This experience at CCEPS has been fantastic. For someone, like myself, who is interested in archiving and preservation as a future career possibility, this is a great way to get experience and/or expand on existing knowledge.” A third stated, “My experience as a CCEPS fellow has been incredibly enriching, and I know I have grown a lot in my skills as a researcher, writer, and hopefully an educator. I am so thankful for this opportunity.”

The library thanks the Pitzer Dean of Faculty and CMC Academic Support Services for funding two fellowships this year and helping us promote special collections as vital to research, teaching, and learning at the Claremont Colleges.
MAKING AN IMPACT ON STUDENT WELLNESS

MADELYNN DICKERSON
Information Resources Coordinator

Since its founding in 2014, the library’s Board of Student Stakeholders (BOSS) has continued to bring together students from across the colleges to collaborate on library improvement initiatives and take part in critical discussions about collections, policies, programming, services, spaces, and technology. This year, BOSS met with librarians to provide feedback on the technology to be included in the new Digital Tool Shed; the role of the library as an inclusive space on campus; possibilities for student assistant positions and fellowships; and collaborating on student-driven collections and exhibitions in new library spaces.

Each year, BOSS is tasked with proposing and implementing a library-funded improvement project. Past projects have included solar lights for night study on the library patios and chargers for mobile devices available for checkout at the library Services Desk. In 2016, BOSS took the project in a new and creative direction by creating new Night Owls stress relief programs at the end of the spring semester. Using their library funding, BOSS students supported bringing therapy dogs to the North Patio, personal massage therapy sessions in the Founders Room, and extra healthy snacks for the Night Owls re-fuel snack cart. It was a great year for BOSS and we’re looking forward to seeing what the 2016-2017 group will accomplish in the coming year!
PLAYING TO WIN: LIBRARIANS COACH UNDERGRADUATES THROUGH THE SCHOLARLY RESEARCH PROCESS

JESSICA DAVILA GREENE
STEM Team Leader & Chair, Dean’s Action Committee on Diversity and Inclusivity

Our librarians have assumed a key role in the intercollegiate Mellon Mays Undergraduate Fellowship (MMUF) program. MMUF is a $1,000,000 Andrew W. Mellon Foundation funded initiative, aimed at increasing faculty diversity by supporting underrepresented students to pursue careers as professors.

The library’s involvement began in the summer of 2015 as a Librarian Mentor program, based on a model developed at UCLA. That summer, librarians participated in the MMUF’s 3-Day Academic Research and Leadership Workshop by offering sessions on using primary sources in Special Collections and Citation Management. As mentors, librarians were matched with MMUF Fellows according to disciplinary research interests. Throughout the year, Librarian Mentors reached out to their Fellows offering research assistance and guidance on navigating the library. At the end of the spring semester, after some assessment of the year past, the library program co-coordinators, Alex Chappell, Jennifer Thompson, and I re-envisioned the program as a Library Coach program.

Library Coaches will guide rather than mentor the Fellows through the research process and embrace a “Library as Laboratory” philosophy. Coaches now work to build a research-focused relationship with students that is geared toward ongoing empowerment and the development of research and information literacy skills needed to be successful as higher-ed faculty. In the summer, Library Coaches offered an intensive 4-hour workshop designed to help students place themselves in the scholarly research cycle. Coaches will participate in research workshops each semester and be available for their Fellows as they develop research interests that will culminate in capstone projects in their senior year.
In less than two years, the library has become the consortial heart of digital humanities and digital scholarship at the Claremont Colleges. To further the exciting work already underway, the library is developing a new technology-rich research, teaching, and learning space, called the Digital Tool Shed (formerly our mono-purpose GIS Lab), which will complement the Digital Humanities Studio and performance space. The Digital Tool Shed will be an incubator for innovative digital scholarship—a space for exploration, practice, engagement, and experiential learning for individuals, groups, and classes.

This project will strengthen the library’s social capital on campus by including multiple stakeholders in the design phase, including students working in the new intercollegiate Rick and Susan Sontag Center for Collaborative Creativity (the HIVE), listening to expressed wishes and underlying concerns, and synthesizing the feedback into an actionable plan. Access to expertise is the primary need that stakeholders at the Claremont Colleges and digital scholarship centers at other universities have identified. To ensure this expertise, I have already hired and begun training two graduate student Digital Scholarship Fellows as part of the Student Worker Program, to provide technical support, teach workshops, and provide consultations. Additionally, GIS expert Warren Roberts, as well as various librarians, will provide one-on-one consultations, prepare tutorials, and facilitate group workshops and pop-up courses to instruct students, faculty, and staff in the use and application of hardware and software. By listening to stakeholders and designing a technology-rich space that responds to student, faculty, and campus needs and wishes, the Digital Tool Shed promises to become a hub for innovative multimedia projects and cutting-edge research and scholarship.

As an active, flexible, dynamic facility, the Digital Tool Shed will become a key resource for intercollegiate grants and initiatives, such as the Mellon DH grant and the Center for Teaching and Learning. From this space, faculty, students, and staff will be enabled and empowered to conduct cutting-edge research and advance innovative pedagogy. The Digital Tool Shed will become one of the signature spaces of the library, signaling its transition from its perception as a “warehouse of books” to a Next Generation Vital Library that anticipates and meets the changing needs of its twenty-first century users.
WI-FI USAGE IN THE LIBRARY

MARY MARTIN
Social Sciences Team Librarian

The Wi-Fi Data Use project was conceived in the spring as part of DH@CCL 101, the digital humanities training series for library staff. The idea evolved out of the Studying Students Project, conducted in 2013-14 as an in-house study of how students interact across the colleges and use the library. Students mapped their movements around the colleges’ campuses, including visits to the library, and recorded them in the form of a diary.

The library has been collecting encrypted data on Wi-Fi use for several years; the staff DH project provided an avenue to use this data to learn more about student usage of the library. The data showed areas of concentration of users by college, location, and time in the library. We were able to demonstrate that students from each of the colleges come into the library. The data shows that Pomona had the heaviest wireless data usage in the library. Monday is consistently the day of greatest use, with the largest concentration of users on the first and second floors of the library between the hours of 1 and 3 pm. The data can help us plan for the future by allowing us to determine how many potential users likely will be affected by our facilities improvement projects.

Above: Graph showing the average number of Wi-Fi users in the library by college and hour during April.

Left: “Heat map” indicating the location of users on one of the floors of the library.
CHANGING SPACES: RENOVATIONS AND UPGRADES

SAM KOME
Director of Strategic Initiatives and Information Technology

DAVE BOLINGER
User Experience Manager

The Library’s Strategic Plan says of our physical facilities: “we need an infusion of new technology-enabled spaces. We also need to improve the quantity and quality of our collaborative and individual study spaces.” We meant that sincerely, so this year we began and finished several renovation projects.

Founders Room
Named for William Honnold, the Founders Room is a signature space in the library, and indeed for the colleges. The facility is frequently in use for workshops, symposia, and the Claremont Discourse lecture series. Usage has increased over the years, despite the lack of modern audio-video or other presentation affordances. In the newly renovated Founders Room, presenters now have at their disposal a height-adjustable (ADA-compliant) lectern that contains an embedded computer. The lectern also includes user-friendly room controls and a flush-mounted monitor so the presenter’s notes are always in sight. Updated audio equipment makes solo speakers and discussion panels crisp and clear.

Mudd Conference Room
Students and staff regularly schedule meetings in the library’s few available rooms. To provide one more option, a little-used staff break room has been transformed into a reservable meeting space outfitted with versatile technology and furniture. At the mediascape station, up to six people can collaborate and share laptop screens. Students and staff can also hold more informal meetings at the high café table or on the lounge couches.
The First Floor Press

A quiet and yet highly popular typesetting operation resides on the first floor of Honnold adjacent to the cafe. The First Floor Press enables students to engage firsthand with the history of the book in a creative and yet technically demanding publishing process. Over time the press has attracted more participants and acquired more presses, so it needed more floor space. That was accomplished just in time to accept a gift of 14 cases of rare type.

Public Address System

We have replaced our closing bell with a library-wide PA system. In addition to providing the ability to conduct live pages, our new system integrates the “Informacast” broadcast scheduling system. We are now able to schedule closing announcements, to target specific zones of the library for announcements, and to push emergency notifications directly to the PA speakers throughout the library and the VOIP phone system. Our users have already reported the dramatic difference they feel in receiving the closing announcements via a tone and a friendly voice, rather than an alarming bell. They also appreciate knowing when the library will re-open.
DISCOVERY AND RESOURCE SHARING:
EXPANDING LOCAL ACCESS GLOBALLY

Miquel Little
Director of User Services and Resource Sharing

On September 8th, the library presented a day of discovery to celebrate our new integrated library system (ILS), Worldshare Management Services (WMS). Faculty and staff across the colleges attended a keynote presentation delivered by Lorcan Dempsey, Vice-President and Chief Strategist at OCLC. According to his professional profile, “Lorcan coordinates strategic planning and oversees Research, Membership and Community Relations at OCLC. He has worked for library and educational organizations in Ireland, the UK and the US. His influence on national policy and library directions is widely recognized.” Dempsey’s keynote shared the landscape of libraries and the changing scope of discovery, demonstrating how a system like WMS allows for an expansion of access that will challenge and engage our students in applying strong information literacy skills and critical thinking to their research.

A panel of Resource Sharing librarians followed the keynote to discuss the strength of the community available through a system like WMS. Tom Bruno of Yale University, Megan Gaffney from the University of Delaware, and Dan Heuer from Bucknell University were able to share their expertise in global resource sharing initiatives, expanding access from small local collections to collections around the world.

Attendees had time to network and discuss opportunities for fully integrating the library’s new ILS into teaching and learning across the colleges. It was truly a day of discovery that stretched beyond systems and collections to include people and sharing.
LIBRARY SEARCH: EXPLORING AN EXPANDED INFORMATION UNIVERSE

HOLLY GARDINIER  
Arts and Humanities Team Librarian

JESSICA DAVILA GREENE  
STEM Team Leader

Librarians in the Research, Teaching, and Learning Services (RTLS) division of the library have leveraged their roles as subject specialists to enhance the student, faculty, and staff experience of our Next Generation Library catalog: Library Search. The fall launch of Library Search opened a gateway to an expanded universe of information resources for our community. Faculty, students, and staff of the Claremont Colleges were guided by librarians through the discovery of research materials held by libraries across the globe, using a single-search box.

Librarians introduced the research power of Library Search to students during the library research portion of their first-year writing seminars and senior thesis courses; worked one-on-one with faculty to familiarize them with the interface; and offered a series of student and faculty workshops designed to help them get the most out of their library. In first-year seminars and senior thesis courses, librarians harnessed the deep research capabilities of Library Search to teach higher-level skills found in our Information Literacy rubric, the “5 Habits of Mind.” These include Inquiry (defining an information need and developing a search strategy); Evaluation (examining information sources for reliability, validity, and authority) and Insight (identifying issues related to information having value, fair use, and open access). In workshops and one-on-one consultations, librarians demonstrated for faculty ways to maximize search results using various filters; the integrated access to our electronic books and electronic journals and the seamlessness of the new single login for viewing them online; along with the ease of requesting items not owned by the library through Resource Sharing. These new user-friendly library features are just the beginning!

In an effort to constantly improve the research experience, RTLS librarians capitalized on their interactions to gather user experience feedback on Library Search’s functionality. They served as conduits for recommended enhancements. As liaison from RTLS to the catalog team, Holly synthesizes recommendations for enhancement that are communicated to the vendor. Many of these requested enhancements have been incorporated into future updates, thus improving the user experience for not only our own users, but those worldwide.
NEW EXPERTS AND NEW ROLES

REBECCA LUBAS
Associate Dean

This year saw the library enriched by seven new recruits. We also promoted five deserving staff members and integrated the program staff of the DH Mellon grant into the library team. Each new or promoted staff member brought greater experience, insight, skills, energy, and innovation to our organization. One of our promoted staff, Oscar Rodriguez, remarked: “I am proud to say I have been a part of the library through its considerable changes towards a brighter horizon and look forward to the exceptional direction it is being guided toward.” All of our new recruits and promotions are leading the library toward that promising future.

NEW RECRUITS

Lydia Bello joined us in August as a STEM Team Librarian. Lydia received her BA in Growth and Structure of Cities from Bryn Mawr College and her MLIS from the University of Washington, where she was a graduate reference assistant at the Engineering Library. Lydia has been heavily involved with teaching and learning for first year students, supporting the integration of information literacy instruction into the chemistry curricula, and participating in projects related to library spaces and technologies.

Nina Clements joined us as a Social Sciences Team Librarian, coming from Penn State Brandywine in October. Before that, she worked as a humanities librarian at Kenyon College. Nina holds a BA in English and History from Denison University and a MFA in Creative Writing from Sarah Lawrence College. Nina earned her MLIS from the University of Pittsburgh. Her most recent work has focused on e-browsing and feminist reference. Since coming to Claremont, Nina has become the lead campus liaison to Pitzer College and is part of their Teaching and Learning Committee. She also participates in Pitzer’s reaccreditation steering committee. Nina has joined the Social Media team, and has engaged in a digital humanities collection analysis project.
Madelynn Dickerson arrived in August as the Information Resources Coordinator, a newly created position dedicated to collection development, assessment, and outreach. Madelynn received her BA in Literature from the University of California, Santa Cruz, her MSc in the History of Art from the University of Edinburgh, and a Western Archives Institute Certificate. Previously, she held teaching and reference positions at the American Academy of Art in Chicago, and California Lutheran University. Madelynn continues to develop new collection workflows, performs regular resource analyses in support of potential acquisitions, and is engaged in research into using digital humanities tools for library collection analysis. She is chair of the CARLDIG-S Reference Interest Group, co-facilitator for the library’s Board of Student Stakeholders (BOSS), and serves on the liaison team to Pitzer College. In 2016 Madelynn won the SCELC Locke Morrissey Scholarship for Library Science Students.

TJ Kao joined the library in early January as the Original Cataloging and Metadata Team Leader and Asian Studies Librarian. TJ received both his MPA and MLIS from the University of Washington. Before coming to Claremont, TJ worked at the University of Washington Libraries, the University of Connecticut Library, the Multnomah County Library, and, most recently, Yale University Library. TJ has played an important role in integration, discovery and facilitating access to all library collections to the Claremont Colleges community.

Alex Margolin is the Project Manager for the Mellon Funded Digital Humanities Initiative at the Claremont Colleges. She comes with a background in Ethnic Studies, not-for-profit project management, and grassroots media production, having spent the last 6 years working on non-profit and higher education grants. Prior to joining Claremont’s Digital Humanities team, Alex was the Program Specialist of the Media Activism & Participatory Politics (MAPP) project at USC which examined participatory models of youth activism. She was responsible for the project’s outward facing programming with activists and educators. Alex is a proud Sagehen who received her B.A. in History from Pitzer College and an M.A. in Asian American Studies from UCLA. Her research interests include: Asian American History, social constructions of multiraciality through foodways, social justice learning, and alternative modes of storytelling.

Sarah Pickle is our new Assessment Librarian. Since arriving in September, she has designed and coordinated teams to run evaluations that inform library planning. Sarah previously served as the Council on Library and Information Resources/Digital Library Federation Social Science Data Curation Fellow at Penn State University Libraries. Her fellowship began in 2014, after she had worked as an analyst at Ithaka S+R. There, her research focused on the sustainability of digital resources and the efforts that academic and cultural heritage institutions have made to support digital scholarship. Sarah is active professionally, publishing, presenting, and designing workshops on topics ranging from assessment and scholarly communication to business planning for academic libraries. Sarah holds a PhD in comparative literature from Cornell University.

Jennifer Thompson arrived in February as the Social Sciences and Ethnic Studies Librarian. Previously, Jennifer worked at the University of California, Santa Barbara as the Unit Head for the Ethnic & Gender Studies Library and at Duke University as the Research and Collection Development Librarian for the John Hope Franklin Research Center for African and African American History and Culture. She holds a MLS from the University of North Carolina at Chapel Hill and a BA from Swarthmore College. Jennifer has focused on working with students, staff, and faculty of the Claremont Colleges and Claremont University Consortium. She has enjoyed building and strengthening partnerships across the campuses. Jennifer has also taken on co-ordination of the Library Coaches for the Mellon Mays Undergraduate Fellowship Program.
PROMOTIONS

John Grant began working in the library in 2011 as a student library assistant. During the past four years, John has become a reliable and friendly presence at the Main Services Desk. In March, he was promoted to User Services Ambassador. John engages in the customer service-focused training and development of the library’s student workers during evenings and weekends. He is currently working towards his PhD in Religion at CGU.

Rudy Inzunza started working in the library in Materials Handling and Building Operations in 2010. Rudy was promoted in April to User Services Resource Sharing Assistant to help meet increasing demand due to our expanded library networks. He is “very proud to be part of a team that always provides a smiling face and a helping hand to our library users and staff.” Rudy trains student workers and can usually be found at the Services Desk.

Salima Lemelle was promoted to User Experience Coordinator in December. Salima has a wealth of experience in all facets of library operations and will be coordinating a team of User Services Ambassadors. In her new role, she immediately improved workflows in the library’s new system and has refined the Course Adopted Books processing. Salima observed: “I truly enjoy working with our amazing students!”

Ashley Riordan began working at the library in 2008 as Evening Services Desk Assistant, and was promoted to Student Worker Program Coordinator in November. Over the past seven years, she has worked with students during her evening and weekend shifts providing training and guidance at the desk. Ashley is currently a PhD student in Religion at CGU. This year, she served on the LURA committee.

Oscar Rodriguez began working for the library in 2010 as a temporary employee helping with collection moves, and subsequently was hired as a full-time employee in Materials Handling and Building Operations. Oscar is now part of the User Services team where he “has been given even more opportunities to collaborate with amazing staff members, and students.” Oscar further states, “In my time here, I participated in various projects within and outside my department; as a User Services Ambassador, I am most proud of the inter-departmental work I am able to do, creating and fortifying positive relationships with colleagues.”
BEYOND BORDERS:
INTERNATIONAL PARTNERSHIPS AT THE LIBRARY

REBECCA LUBAS
Associate Dean

The library moves outside the box and beyond borders! Our staff actively participates in international conferences, trans-border resource sharing, and other global opportunities for the exchange of information ideas.

Our staff members are no strangers to international conferences. They have participated in the m-libraries (mobile libraries) conference in Hong Kong (2014), the Digital Library Federation Forum in Vancouver (2015), and both the Designing Libraries Conference (Calgary) and International Federation of Library Associations World Library and Information Congress (multiple locations) for several years in a row.

These international exchanges are not limited to conferences. This year I traveled to Pristina, Kosovo on a Fulbright Specialist grant to provide technical services training and consultation on strategic planning. The trip continued the relationship started by Carrie Marsh, Director of Special Collections and Libraries, in spring 2015, when she joined the National Library of Kosovo for the U.S. State Department’s Speaker Program.

Through our participation in professional organizations, we build more international ties. Resource Sharing increases access through groups such as the American Library Association’s Reference and User Services Association Sharing and Transforming Access to Resources Section (RUSA STARS). Micquel Little, Director of User Services and Resource Sharing, is the longtime Chair of RUSA STARS’ Outreach and Promotions committee, and will serve as the section’s Vice-Chair in 2016-2017. We continuously build relationships through formal committees and networking. Whether in Southern California or in another hemisphere, our staff engages and enriches our organization and the profession.
Building a Diverse and Inclusive Library

Jessica Davila Greene
STEM Team Leader & Chair, Dean’s Action Committee for Diversity and Inclusivity

Spring marked the two-year anniversary of the Dean’s Action Committee for Diversity and Inclusivity (DACDI). DACDI’s mission is to drive activities around advocacy, support, information sharing, and the furthering of intellectual freedom. We do this by ensuring access to, respect for, and inclusion of differences of identity, experience, and perspective within the library’s resources and services, and among its staff and the community it serves. DACDI has laid the groundwork for systemic practices that align with the library’s academic mission and core value of inclusion. Members worked to support these values in recruitment, staff training, programming, collections, and services.

Ensuring an inclusive library is fundamental to DACDI’s mission. Members of the committee advocated for increasing staff competencies related to race, culture, gender, sexual orientation, disability, and religion, working to embed inclusive practices into the library’s culture and service agenda. DACDI members supported diversity in ongoing outreach programs such as Claremont Discourse and social media. Members also gathered and disseminated information on workshops and training on diversity at the colleges, encouraging library staff to attend. Workshop topics included allyship, LGBTQ+, religion in America, women in STEM, disability justice, Black Lives Matter, inclusive pedagogy, difficult conversations in classrooms, and issues related to campus climate. These efforts are critical to developing an inclusive culture.

This year DACDI reached another milestone for fulfilling its mission through the completion of a library staff language survey. The existence of deep language skills is a critical component of an inclusive library; language skills can be used to effectively communicate across the diversity of languages our users possess, as well as to develop collections, programs and services that serve the information needs of all our users. DACDI’s survey aimed to identify existing language skill sets, preparing to develop a language program to build new staff competencies.

DACDI members supported diversity not only in the library but also throughout the Claremont Colleges community. Our activities this year included outreach to various student affairs centers, support to the Mellon Mays Undergraduate Fellowship program, and participation on the selection committee for the colleges’ inaugural Faculty Diversity Awards. DACDI made recommendations for developing diverse and inclusive hiring practices across the Claremont University Consortium (CUC), including proposing a diversity statement as part of the standard application package. After two years of foundational work, DACDI is excited about greater collaborations across the library and the colleges for programming and events, as well as an expanded advisory role in the next round of library space renovations and the future library website redesign.

These photos of Special Collections books formed a #rainbowoflove on our Instagram during LGBT Pride Week—one example of how DACDI members celebrate diversity in all facets of library outreach.
GROWING DIGITAL HUMANITIES
AND DIGITAL SCHOLARSHIP SUPPORT

ASHLEY SANDERS
Digital Scholarship Coordinator

The Library has become an integral part of the digital humanities (DH) and digital scholarship community at the colleges. We have expanded professional development opportunities in this field beyond the initial outward focus on faculty and graduate students’ learning needs and developed an internal training program for librarians and library staff as well. I offered a six-week introductory short course in DH concepts and methods for interested faculty and students. I also added skill-building workshops for short course students and the wider Claremont community to complement each week’s topic.

The new internal series of professional development workshops covered a range of digital scholarship topics specifically for librarians, including a five-week course on DH, DH project consultations, digital identity and security, author rights, and copyright and fair use. The five-week course explored how scholars engage in these research methods as well as how librarians can employ DH approaches and tools in their own projects. More than one-quarter of the library staff participated in the short course and developed DH project proposals.
STRATEGIC ACQUISITIONS, COMPELLING RESOURCES

MADELYNN DICKERSON
Information Resources Coordinator

The library continues to foster and maintain a highly responsive user-focused information resources development program with an emphasis on evidence-based decision making and ongoing assessment. Librarians across divisions collaborate to evaluate potential new resources for acquisition in a range of formats and subject areas—everything from traditional monographs to open access e-books, electronic primary resources, newspaper archives, and electronic reference collections.

While it is not practical to list every new resource the library was able to acquire this fiscal year, those listed here are of particular strategic significance to the library and provide important research value to our students and faculty:

Springer Nature Package Upgrade: This newly negotiated package means the library can now provide access to all Nature-branded and Nature-academic journal titles, and many new collections of Palgrave journals. This includes access back to volume 1, issue 1 for all Nature-branded journals and covers essential research sources, such as Nature Protocols, Nature Methods, and Nature Climate Change.

Knowledge Unlatched Round 2: We participated in both the pilot phase in 2014 and “Round 2” in 2015 by committing to purchase a collection of books whose publishers pledged to make open access. Books in the Pilot Collection have been downloaded almost 80,000 times in at least 178 countries (until the end of March 2016) since they started “unlatching” them in March 2014. This is an average of 2,850 downloads per book. By committing to Round 2, the library has facilitated global access to 78 more university press e-book titles, benefiting research at the Claremont Colleges and around the world.

Gale Archives of Sexuality & Gender Part 1: This electronic primary resource collection is fully searchable and brings together nearly 1.5 million pages of documents on social, political, health, and legal issues impacting LGBTQ communities from over 35 countries and in 15 languages since 1940. Topics covered include AIDS activism, grassroots newsletters and journals, policy and research documents, and ephemera. Built-in tools on the Gale online platform facilitate enhanced digital research capability such as text analysis, trend analysis, term frequency, and annotations.
NEW ACQUISITIONS IN SPECIAL COLLECTIONS

AYAT AGAH
Special Collections Curatorial Associate

Special Collections and Libraries purchased and received 92 resources this year, covering a range of fields, including STEM, Cultural Studies, and History. Purchases made for the library were based on supporting the curriculum across the colleges and diversifying the representation of voices and experiences in the collection. Highlights from this year’s acquisitions include an unpublished manuscript titled *Chants of Chance: handwritten book of poetry and lyrics* by “Deconstructive Rhythmitist” JahHannibal Abba-Ra; and the Double Crown Archive, which contains examples of the work of some of the most distinguished British designers and presses from 1927-1999. Another purchase, aimed at making our collections inclusive, is a set of pamphlets printed in the 1970s by the Erickson Educational Foundation on transsexualism. These pamphlets were intended to educate the American public on a widely misunderstood part of the population.

Gifts to Special Collections from Claremont Colleges-affiliated donors included the Westbrook Scientology Collection from alumnus Donald Westbrook (CGU ’15); a collection of letters, photographs and memorabilia from World War II donated by T. Bruce Adkinson (Pomona ’44); and papers from the late Vladimir Rojansky, emeritus professor of physics at HMC. Gifts from community members included the Scaff Claremont League of Women Voters Water Study Collection and the Robert J.S. Brown collection of stereo view cards from around the world.
PUBLISHING ANNOUNCES CODEE

ALLEGRA SWIFT
Scholarly Communication and Publishing Coordinator

The CODEE Journal is a peer-reviewed, open access publication with no author processing charges, distributed by the CODEE (Community of Ordinary Differential Equations Educators) and published by the library. It features original contributions that promote the teaching and learning of ordinary differential equations. The goal of this journal is to advance the teaching and learning of ODEs through the dissemination of materials that will be useful to both educators and education researchers.

CODEE is grateful to the library for helping to transition the journal from its home-grown Plone platform to Scholarship@Claremont on be:press Digital Commons. After a brief hiatus, there is renewed interest in keeping the journal alive. Several people are organizing a session at the Joint Mathematics Meetings in January 2017 on the teaching and learning of differential equations, connected to the CODEE project. This activity would not have been possible had the journal stayed on its original platform.

In two months, twenty-two papers have been accessed 220 times from all over the world.
PREPARE, RESPOND, AND RECOVER:
EMERGENCY PREPAREDNESS IN THE LIBRARY

MICQUEL LITTLE
Director of User Services and Resource Sharing

The library has prioritized emergency preparedness over the past year, making great strides in improving our approach to safety for our staff as well as users of our spaces. Our Prepare, Respond, and Recover (PRR) Team has accomplished two major initiatives this year: partnering with Campus Safety to align the library’s safety approach with the efforts happening across campus; and transitioning from extensive manuals to action steps, providing safety information to support staff members holistically wherever they happen to be in an emergency situation.

With the hire of David Burns, Emergency Services Manager for Campus Safety, the library was able to partner with campus-wide efforts for consistent and uniform emergency preparedness. Dave joined the library’s PRR Team as an ex officio member and has been able to provide broad-stroke information and insights into the library’s planning, trainings, and communications.

The team has taken the approach of addressing safety preparations for our staff as people who may or may not be in the library when confronted with a situation. Our focus has been to create and provide action steps and resources for library staff to plan for and address a variety of emergencies including earthquakes, fire/evacuations, active assailants, and flood/leaks/water damage. These action steps are being turned into signage consistent with that across campus, helping faculty, staff, and students in our building be aware of procedures should an emergency occur while they are in our spaces. Familiarity with these action steps will help staff prepare for emergencies whether they are in the library during an emergency situation, elsewhere on campus, or off campus.

The PRR Team is excited to continue engaging with Campus Safety’s efforts to provide the best support for emergency preparation, response, and recovery possible.

Micquel Little, chair of our PRR team.
## Vital Library Statistics

<table>
<thead>
<tr>
<th><strong>Employees</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>Total Library Employees</td>
</tr>
<tr>
<td>27</td>
<td>Librarians</td>
</tr>
<tr>
<td>32</td>
<td>Staff</td>
</tr>
<tr>
<td>55</td>
<td>Student staff</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Information Resources</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>986,527</td>
<td>Titles</td>
</tr>
<tr>
<td>873,497</td>
<td>Electronic titles</td>
</tr>
<tr>
<td>16,450</td>
<td>Print journal titles</td>
</tr>
<tr>
<td>70,795</td>
<td>Electronic journal titles</td>
</tr>
<tr>
<td>493</td>
<td>Databases</td>
</tr>
<tr>
<td>23,865</td>
<td>Other materials - physical (e.g., maps, musical scores, etc.)</td>
</tr>
<tr>
<td>102,429</td>
<td>Other materials - electronic</td>
</tr>
<tr>
<td>$183,987</td>
<td>Total annual subscription cost of 10 most searched databases</td>
</tr>
<tr>
<td>$0.37</td>
<td>Average cost per use of top 10 most popular library databases</td>
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<tr>
<td>84</td>
<td>Unique collections in Claremont Colleges Digital Library (CCDL)</td>
</tr>
<tr>
<td>4,279</td>
<td>Number of items added to CCDL</td>
</tr>
<tr>
<td>1,034,364</td>
<td>Number of views of CCDL items</td>
</tr>
<tr>
<td>299,634</td>
<td>Number of views of most-viewed CCDL collection (The Coptic Encyclopedia)</td>
</tr>
<tr>
<td>11</td>
<td>Open Access journals published by Scholarship@Claremont</td>
</tr>
<tr>
<td>6,886</td>
<td>Special collections items used</td>
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<tr>
<td>1,534</td>
<td>College-affiliated patrons who used Special Collections and Libraries</td>
</tr>
<tr>
<td>68</td>
<td>College classes that visited Special Collections and Libraries</td>
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<tr>
<td>2,952</td>
<td>Items viewed by classes visiting Special Collections and Libraries</td>
</tr>
<tr>
<td>906</td>
<td>Total hours spent in Special Collections and Libraries by college-affiliated patrons</td>
</tr>
</tbody>
</table>
User Services & Resource Sharing

89,598 Books checked out
11,077 Interlibrary loan requests provided to other libraries
37,313 Interlibrary borrowing requests received for our users
563,774 Gate count

Research Services

3,771 Research/reference inquiries answered by a librarian
561 Number of reference questions answered by instant message (15% of total inquiries)
537 In-depth research appointments with librarians

Information Literacy Instruction

413 Classes taught
5,596 Participants in librarian-led instruction sessions
87% Undergraduate first-year classes that collaborated with a librarian
129 Librarian-led information literacy instruction sessions for first-year seminars
2,967 Student sessions in the Start Your Research tutorial
5,479 Student sessions in the Exploring Academic Integrity tutorial
159,337 Page views of library course and subject guides

Engagement with Faculty and Students

19 Number of librarians involved in campus liaison program
921 Twitter followers
505 Instagram followers
724 Facebook likes
186 Number of attendees at Claremont Discourse events
16 Number of faculty presenters at Claremont Discourse events
20 Number of submissions to LURA (Library Undergraduate Research Award)
TOTAL ALLOCATIONS: OPERATIONS AND MATERIALS

Total: $12,497,230 (Includes Endowments)

Operations $7,108,225 | 57%
Materials $5,389,005 | 43%

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FORMULA FUNDING ALLOCATIONS: OPERATIONS AND MATERIALS

**Total:** $11,114,969

- **Operations:** $6,936,691 | 62%
- **Materials:** $4,178,278 | 38%
DISTRIBUTION OF OPERATIONS FUNDING*

Total: $7,108,225

- Salaries and Benefits: $4,735,436 (67%)
- Operating Expenses: $475,445 (7%)
- HR Assessment: $89,787 (1%)
- IT Assessment: $493,830 (7%)
- Facilities Assessment: $1,287,215 (18%)
- Campus Mail Assessment: $26,512 (0%)

* [Total allocations.]
DISTRIBUTION OF MATERIAL EXPENSES BY TYPE*

**Total:** $5,388,919

- **Collection Support**
  - $366,456 | 7%

- **Print Book Purchases**
  - $649,589 | 12%

- **Records Center Storage**
  - $200,883 | 4%

- **Resource Sharing**
  - $144,530 | 3%

- **E-journal Firm Purchases**
  - $31,081 | 0%

- **E-journal Subscriptions**
  - $2,558,387 | 47%

- **E-book Subscriptions**
  - $42,738 | 1%

- **Non-Journal E-Subscriptions**
  - $535,760 | 10%

- **Non-Journal Firm Purchases**
  - $369,232 | 7%

- **Print Journal Subscriptions**
  - $46,866 | 1%

- **E-book Purchases**
  - $415,921 | 8%

- **Electronic Media**
  - $13,136 | 0%

- **Physical Media**
  - $14,340 | 0%

- **Distribution of Material expenses by Type**

  - **Total:** $5,388,919

*Actual expenses. Figures adjusted to account for a change in financial system. All numbers are preliminary and unaudited for the fiscal year ended June 30, 2016. Numbers include financial information from multiple entities of The Claremont Colleges.*

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DISTRIBUTION OF MATERIAL EXPENSES BY DISCIPLINE*

Total: $5,388,919

* [Actual expenses. Figures adjusted to account for a change in financial system.  
   All numbers are preliminary and unaudited for the fiscal year ended June 30, 2016.  
   Numbers include financial information from multiple entities of The Claremont Colleges.]  
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