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Cover: Working with primary resources in the library’s Special Collections.  
PHOTO: DANIEL STEHR
“Vital” is defined by the Oxford English Dictionary as “absolutely necessary or important; essential; indispensable to the continuance of life,” and also “full of energy; lively.” Academic libraries are often described as “the heart of the university,” so the reference to vital organs resonates, as does the proposition that our resources, services, and programs are crucial to faculty and student success. Libraries are also centers of creativity and innovation, infused with energy and liveliness. Vitality is a quality that defines The Claremont Colleges; and the library is essential to their success as a passionate and devoted partner in the academic enterprise. This idea is central to both our activities and our philosophy; *The Vital Library* will serve as a guiding principle for our upcoming strategic planning process.

The library has shown great vitality and made wonderful progress this last year. We came in under budget, facilitating some discretionary spending for strategic planning and building renovations. We created new policies and procedures to introduce more strategy into our professional development program, and we instigated a rigorous performance evaluation and goal-setting process that will dramatically improve our organizational development, effectiveness, and sustainability.

The library completed a full organizational realignment to its Key Strategic Directions. We formed five new divisions, implemented nine promotions, and completed two national recruitments. The staff at the Records Center rejoined us in the new Collection Services and Scholarly Communication division. We created two new positions: a Communications and Programs Specialist (CPS) and an Assessment Officer (AO). The CPS and our new Publications, Exhibitions, Programs and Events committee have given our efforts more structure and energy. And the AO is helping to foster a culture supportive of data-driven, evidence-based, decision-making, planning, and assessment.

This last year, we’ve implemented our new Joint Governance model. The library enjoys a strong relationship with the Lead College (Claremont Graduate University) and the Claremont University Consortium. We’ve developed closer working relationships with the colleges through the Academic Deans’ Committee, the faculty Advisory Board for Library Planning, a series of Conversations with individual colleges, and our embedded librarian program. Our Board of Student Stakeholders is now actively providing input into library planning and other activities. And the newly-created Dean’s Advisory Council on Diversity and Inclusivity is providing essential guidance on attaining and maintaining organizational health, success, and sustainability.
Programmatically, we've seen dramatic progress in our innovative Visual Curricular Mapping, Assessment-in-Action, and digital publishing initiatives. We started TEXT, a new online newsletter, and achieved notable success through our Claremont Discourse lecture series, RE:BOOK, and the inaugural Library Undergraduate Research Awards. We showed great imagination through our Google Glass project, Course Adopted Books and Direct Driven Acquisitions initiatives, and open access programs. We helped the Keck Graduate Institute start a new School of Pharmacy. We offered record numbers of information literacy instruction sessions, acquired important new special collections, and trained our first students in the new Claremont Center for Engagement with Primary Sources. We created our first limited edition holiday card using the First-Floor Press. And our librarians actively participated in professional associations at the local, regional, national, and international levels.

I could go on, but you get the point—the library has demonstrated its vitality over and again this past year. I hope that you'll spend some time with this annual report to learn more about the library, its talented staff, and its exciting new collections, services, and programs.

Kevin Mulroy
A.J. McFadden Dean of The Claremont Colleges Library
Beginning last fall, the library has engaged in a series of Conversations with The Claremont Colleges. The Conversations are designed to develop a shared vision for the library that will guide its strategic planning. Each Conversation has featured principals from a single college meeting with the library’s leaders. The college president, academic dean, and a cohort of ten to fifteen faculty members engage in discussion with the library dean, the associate dean, directors, and other key librarians for two hours behind closed doors. The format creates a safe space for participants to speak openly about their experiences, concerns, opinions, and ideas, and their hopes and dreams for the library. The college president and academic dean hear what their faculty has to say about the library, and vice versa. The library participants hear it all, while contributing knowledge and expertise to the discussion.
The Conversations have centered on the value that the library brings to the colleges. Individual topics have ranged widely, from the desirability of browsing print collections to new modes of scholarly communication. We’ve seen broad agreement on the continuing importance of the library to the consortium. There’s overwhelming support for the idea that the library should serve as an academic center for the colleges, and especially for our intercollegiate programs. So far, the library has met with Claremont McKenna College, Keck Graduate Institute, Claremont Graduate University, and Pomona College. This fall, we’ll complete our discussions with Harvey Mudd, Pomona, and Scripps.

The input from the Conversations is being captured and will be factored into the library’s new strategic initiatives.

**PLANNING TOGETHER**

*Rebecca Lubas*

*Associate Dean*

The library is fortunate to have a standing faculty Advisory Board for Library Planning (ABLP) to provide guidance, counsel, and recommendations on its planning, operations, budget, staffing, information resources, and services. ABLP members report regularly to their home institutions, opening strong channels of communication between the library and the colleges.

This year, Gary Kates (Pomona College: History) served as chair in the fall semester and Joel West (KGI: Business) in the spring. ABLP members included Bill Anthes (Pitzer: Art History; spring); Alphonso Castro (Harvey Mudd: Mathematics); Lori Anne Ferrell (CGU: Early Modern Studies); Eric Hughson (Claremont McKenna College: Economics and Finance); Carina Johnson (Pitzer: History; fall); YouYoung Kang (Scripps: Music; fall); Benjamin Keim (Pomona: Classics; spring); and Corey Tazzara (Scripps: History; spring). Library representatives included Gale Burrow and Sam Kome; the Dean of the Library served as an ex officio member; a number of other librarians participated as guests; Barbara Barcinas recorded the minutes.

Topics covered in ABLP meetings this year included developing The Vital Library; strategic planning; organizational realignment to the Key Strategic Directions; budget; collection development and management; identifying peer institutions for benchmarking; statistics gathering and assessment; interlibrary loan; advancement support from the colleges; the new Library Undergraduate Research Award; service models for the Minerva School at KGI; and consortial shared print initiatives.

Gary Kates has agreed to return as Chair of ABLP in fall 2014. We look forward to working with our faculty colleagues again this year on planning exciting new programs, projects, initiatives, resources and services.
WEAVING THE LIBRARY INTO THE FABRIC OF THE COLLEGES

Alex Chappell
Arts and Humanities Team Leader

Last year, seven “embedded” librarians served as campus liaisons to The Claremont Colleges. They attended faculty meetings; served on curriculum, assessment, and teaching and learning committees; and kept the library informed of news emanating from the colleges. Embedded librarians performed 50% of the library’s outreach; they attended 160 faculty and committee meetings and 94 events. The program is well supported by the colleges; the library has made significant progress this last year in campus collaboration and integration. Our most impressive accomplishment to date has been the adoption of the library’s Information Literacy Rubric by all seven colleges.
MAPPING THE CURRICULUM

Char Booth
Director, Research, Teaching and Learning Services

In spring 2013, a team at the library received a competitive “Sparks! Ignition” award from the Institute of Museum and Library Services to visualize interconnected learning communities at The Claremont Colleges by utilizing concept mapping software. The Visual Curriculum Mapping (VCM) proposal was based on a highly successful pilot with the intercollegiate Environmental Analysis program that, since 2011, has fostered productive collaborations between librarians and faculty.

Subject specialists within the library created more than fifty maps during the last academic year, representing all areas of the curriculum, including faculty, courses, and degree requirements. Each map is designed to provide an overview of a given subject at the consortium to support organizational learning and identify shared opportunities and challenges. The maps visualize the uniquely complex academic landscape of the colleges. They help librarians identify how best to build student information literacy skills across the curriculum and develop more user-centered collections.

In spring 2014 the VCM team organized four forums, representing different disciplines and interdisciplinary studies, that included faculty from Chemistry, Political Science, English Literature, and Asian Studies. These programs created conversations between faculty about areas of mutual curricular interest and potential resource-sharing opportunities. They resulted in new information literacy instruction collaborations between librarians and faculty. The conversations will continue throughout 2014–15 in additional subject areas.
PROVIDING A FORUM FOR SHARING IDEAS

Adam Rosenkranz  
*Arts and Humanities Librarian*

Now in its seventeenth year, Claremont Discourse, the library’s signature lecture series, features faculty members representing all disciplines and subjects at The Claremont Colleges. The lectures focus on recent publications, new research, course offerings, exhibitions, artistic creations, and trends within higher education. Claremont Discourse provides a forum for our faculty and students to communicate and exchange ideas.

Each year, on or close to September 17, the library sponsors Claremont Constitutional Discourse. The program supports a federal observance that celebrates the ratification of the U.S. Constitution. Our session this year was entitled “Is Education a(n) (Implied) Constitutional Right?” and featured a panel with David Menefee-Libey (Pomona; Politics), Gilda Ochoa (Pomona; Sociology), and William Perez (CGU; Education). Jacob Adams, Executive Vice President and Provost at CGU, moderated the session.

A panel of mathematicians from Claremont McKenna, Harvey Mudd, Scripps, and Pomona colleges that discussed attempts to increase diversity and inclusion among math students at the college level provided a highlight for Claremont Discourse 2013–14.

The fall series included two anthropologists: Pitzer’s Claudia Strauss speaking on immigration, and Pomona’s Pardis Mahdavi speaking on human trafficking. The spring series featured authors discussing their recent publications: Jennifer Wood from Scripps spoke on *The World through Women’s Eyes: Spanish Women Travelers 1850–1920*; Kyla Tompkins from Pomona informed us of her continuing engagement with ideas raised in *Racial Indigestion: Eating Bodies in the Nineteenth Century*, and Wendy Lower from Claremont McKenna discussed her research methodology for *Hitler’s Furies: German Women in the Nazi Killing Fields*. 
DELMIVER THE MESSAGE

Alex Chappell
Arts and Humanities Team Leader

The First-Floor Press is a small letterpress print-shop located close to the Honnold Café. It’s run jointly by Special Collections and Libraries and Jeff Groves, Vice President and Dean of Faculty and Professor of Literature at Harvey Mudd College. Professor Groves uses the press each year to teach his course “Workshop in Hand-Press Printing.”

This year marked the first time that a librarian had used the print shop, producing our first limited-edition holiday card. The cover image featured a reproduction of the engraved, hand-colored, added title page for vol. 1 of Johannes Goedaert’s, *Metamorphosis et Historia Naturalis Insectorum*, published in the mid-17th Century. We felt that the beauty and rarity of the image represented the richness of our special collections, and metamorphosis provided a wonderful metaphor for the library’s current transformation. Alex Chappell set the card’s text by hand using metal types and printed it on the 1870s cast-iron Albion hand-press. Because of the labor involved, only a few copies could be printed, so the library also created a digital version for wider distribution. The limited edition holiday card proved so popular that the library will print another this year.
The inaugural Board of Student Stakeholders (BOSS) met for the first time this spring, marking the first time that The Claremont Colleges Library had convened a standing student advisory group. BOSS now functions as a forum for student input on library services, policies, collections, spaces, programming, and technology.

Our initial board meeting brought together students from the seven Claremont Colleges, representing a diverse range of majors and class years. We recruited members from each college’s student government, and they reported back on BOSS meetings to their fellow officers. Each month, BOSS provided feedback to our librarians on topics as wide-ranging as publicity and marketing, art works displayed in the library, the RE:BOOK program, and strategic planning.
BOSS is responsible for proposing, planning, and implementing a library improvement project each year. For their initial project, BOSS members chose to purchase and install solar lights for the outdoor patio seating. These lights will facilitate outdoor after-dark study, taking advantage of the beautiful Claremont weather year-round, and alleviating crowding in the library during finals.

In the fall, seven BOSS representatives will return and join seven new members, appointed by their student governments. They will serve for a full academic year, instead of a single semester. As the library prepares to engage in strategic planning, the BOSS co-facilitators will help identify areas that will benefit especially from student input.

LISTENING TO OUR USERS
Teaching and Training Fellows

Carrie Marsh  
Director of Special Collections and Libraries

The new Claremont Center for Engagement with Primary Sources (CCEPS) provides professional archival training to undergraduate and graduate students. The center also promotes special collections as being integral to the research, teaching, and learning mission of the library and the colleges. Launched last spring, CCEPS encourages the use of analog and digital primary sources in research. Our inaugural fellows have researched, arranged, and described several collections. Their work has led to increased exposure for hidden collections through finding aids and exhibitions, and by adding original content to our digital library. At the same time, the students’ research skills are improved and nurtured.

Our first two fellows were Amy Borsuk, a Scripps senior, who processed a Shakespeare ephemera collection and curated an exhibition, and Mikael Sebag, from CGU, who utilized his interest and background in music to inform his work. Michael hopes to pursue a career as an historian or archivist.

Jade Finlinson, a History major at Pitzer, is our summer fellow. Jade will apply to Master of Library and Information Science programs in the fall, and believes that her CCEPS experience will give her a competitive advantage. She wrote in Out of the Box, the fellows’ blog: “This incredible opportunity to work in the library and process a collection from start to finish has advanced my appreciation of primary sources as research materials, and has developed my understanding of archival best practices that give me a solid foundation in professional methods. The experience has helped me confirm that I want to pursue a career in archives and work toward making historical resources discoverable and widely available.”

CCEPS demonstrates the power of the library to engage students in research, teaching and learning, and contribute to their success. And the fellows’ hard work is helping the library to make previously hidden special collections widely available.
CREATING ART FROM RECYCLED BOOKS

Natalie Tagge
Social Sciences Team Leader

For three years now, the library has sponsored RE:BOOK, a contest that invites students to submit art projects made from discarded books and paper. Once again, our students submitted an array of original, creative, technically sophisticated, and visually compelling projects that breathed new life into recycled materials. The judges included Ciara Ennis and Cheukwa Jones (Pitzer Art Galleries); Justine Bae (Pomona Art Museum); and Alex Chappell, Kevin Mulroy, and Natalie Tagge from the library. This year’s winners were announced at the RE:BOOK reception and award ceremony. The first prize was awarded to Nicky Subler, Harvey Mudd College, for Keep Looking; second prize went to Izzy Hendry, Scripps College, for Book of 1000 Cities; and Andrea Mackey, Scripps College, received third prize for My Stress Wave.

RE:BOOK expanded its programming this year to include a collaboration with the Pomona Art Museum to jointly host an Art After Hours event. Kitty Maryatt, Director of the Scripps College Press, and Judy Harvey-Sahak, Director of the Ella Strong Denison Library at Scripps, delivered a themed Claremont Discourse Lecture entitled “Do Books Still Speak?”, and Susan Sironi, a Los Angeles-based altered book artist, provided a fascinating explication of her work.
REWARDING EXCELLENCE IN UNDERGRADUATE RESEARCH

Gale Burrow  
Head of Outreach and Public Services, Special Collections and Libraries

This year we inaugurated the Library Undergraduate Research Awards, celebrating the scholar’s journey from initial idea to final destination. Winners made skillful and creative use of the library’s resources and services, learning about the research process through inquiry and discovery.

Participants included students from all five of the undergraduate colleges, at every class level, working across the Arts and Humanities, Social Sciences, and STEM disciplines. Each submitted a reflective essay describing their research process and final project, and included a bibliography and the sponsoring professor’s statement of support. The library’s award committee and a team of faculty judges evaluated submissions, naming an award winner and an honorable mention for each class level. The winning submissions have been published and archived in Scholarship@Claremont, the library’s institutional repository.

The library showcased the exceptional quality of research produced by our undergraduates at an awards ceremony on May 8. Winners and their faculty sponsors described the library’s vital role in supporting their research. Here are just a few comments from the students’ reflective essays:

“[Librarians] were the most helpful resource of all—although I will leave Claremont and the library post-graduation, their lessons will remain with me as I face graduate-level research opportunities next year.”

“I know now how exciting it is to fill a blank slate. The Honnold-Mudd Library helped me at each step of the research process, not only as a collection of knowledge, but also as a teacher and a community.”

“My ongoing thesis story begins and ends with The Claremont Colleges Library, and my future research projects will be indebted to the lessons I’ve learned this year.”
Library Undergraduate Research Award Winners

**SENIOR**
- **Winner:** Gabriella Heller, Pomona College
- **Senior Thesis:** “Topological Complexity in Protein Structures”
- **Faculty Sponsor:** Erica Flapan, Pomona College, Mathematics

**JUNIOR**
- **Winner:** Braden Bernards, Pitzer College
- **Research Paper:** “Squeaky Gears: Bicycling, Dissent, and Political Innovations”
- **Faculty Sponsor:** Paul Steinberg, Harvey Mudd College, Political Science and Environmental Policy

**SOPHOMORE**
- **Winner:** Simone Prince-Eichner, Pomona College
- **Research Paper:** “Mirrors of Heresy and Visions of Holiness: Using the Works of Marguerite Porete and Angela of Foligno to Examine Heresy and Holiness in Medieval Mysticism”
- **Faculty Sponsor:** Kenneth Wolf, Pomona College, History & Classics

**FIRST-YEAR**
- **Winner:** Olivia Zalesin, Pomona College
- **Research Paper:** “The Jewish Influence on Tango”
- **Faculty Sponsor:** Anthony Shay, Pomona College, Theatre & Dance
The library’s efforts to collect primary sources are centered on the research needs and interests of our students and faculty. Our wish to expand and diversify the resources available to researchers is exemplified by recent acquisitions that address the colleges’ rich and dynamic academic profile.

The Koike and Kruska Japanese Internment collections document a tragic period in U.S. history. They include photographs, scrapbooks, propaganda, and ephemera from the camps. Both present a counter perspective to the Carey McWilliams War Relocation Authority collection. They also provide valuable nuance to the Western Americana...
collections that we continue to grow through acquisitions such as the California Spanish Land Grants documents; hand-written accounts of travels through the western states; and David Boule's latest book, *The Orange and the Dream of California*.

Other recent acquisitions include materials relating to Angela Davis, African-American political activist and scholar; the Japanese Women's Contemporary Artist Zines; the Claremont Mormon Women Oral History Project; and the Social Movements Collection. The latter documents the activities of activist groups, such as the United Farm Workers and the Young Lords Movement.

Recent additions to our distinguished fine press and book arts collection include *Diderot Decaptioned*, by Charles Hobson; *Love in the Time of War*, a collaboration between poet Yusef Komunyakaa and printer and Pomona College alumna Robin Price; *Porgy and Bess*, printed at the Arion press of Pomona alumnus Andrew Hoyem, with lithographs by Kara Walker; the witty *Geology Familiarly Illustrated* (1859); and *An Alchemist's Notebook*, a unique work created by CGU MFA alumnus Barry McCallion.

**BUILDING A USER-DRIVEN COLLECTION**

Maria Savova
*Director of Information Resources*

This year the library launched two new services, Course Adopted Books (CABS) and Direct Driven Acquisitions (DDA). Both are intended to align our collections closely with user needs by providing faculty and students with avenues to directly influence the library's acquisitions program.

CABS are designed to give students improved access to required and recommended readings. Using lists of books requested by faculty for the Huntley Bookstore, the library now purchases, in either print or electronic format, a copy of every course reading that we don't already own. Print CABS are given a seven-day loan period, ensuring that they will not be subject to interlibrary loan or long-term checkout. The great majority of electronic CABS are available to multiple or unlimited simultaneous users, providing maximum access to course readings for every student in the class.

The CABS program is both unusual and innovative. Academic libraries tend not to acquire textbooks, preferring instead to purchase content that complements courses. CABS meet a need for direct library course support for students and faculty.

DDA employs a purchase-on-demand model for e-books. The library provides access to a catalog of more than 50,000 titles it does not own. Users can discover these titles via the library catalog and borrow them in a seamless, unmediated way at the point of need. The library supports these transactions by utilizing a pay-per-view funding model. E-books that experience high use are acquired. High-use titles are purchased automatically and added to the library's permanent collection.
DEVELOPING INFORMATION LITERACY SKILLS

Sara Lowe
Assessment Officer and Librarian

In April 2013, the Association of College and Research Libraries selected our library to participate in its Assessment-in-Action program, funded by the Institute of Museum and Library Services. We sought to answer the question: “What impact (if any) does librarian intervention in first-year courses have on information literacy performance in student work?” Thanks to the assessment and institutional research officers and first-year program coordinators at the undergraduate colleges, librarians collected more than 500 first-year papers. We scored them using a library-developed Information Literacy Rubric, while also coding each paper based on the level of librarian involvement in the class. Results show that students in classes with higher, more strategic, faculty/librarian collaborations and library instruction demonstrated significantly stronger information literacy skills than students in classes with low librarian collaboration. Librarians had a significant impact on student learning in vital information literacy skill areas, such as finding, citing, and integrating sources.

LIBRARIAN IMPACT ON FIRST-YEAR INFORMATION LITERACY SKILLS

<table>
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<th>Information Literacy Rubric Categories</th>
<th>Low Librarian Collaboration</th>
<th>High Librarian Collaboration</th>
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<td>Attribution of Sources</td>
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</tr>
<tr>
<td>Evaluation of Sources</td>
<td>2.45</td>
<td>2.81</td>
</tr>
<tr>
<td>Communication of Evidence</td>
<td>2.45</td>
<td>2.79</td>
</tr>
</tbody>
</table>

Overall Student Scores on Information Literacy Rubric

[Graph showing comparison of scores]
HELPING TO BUILD A NEW SCHOOL OF PHARMACY

Sean Stone  
STEM Team Leader

Over the past year, the library has collaborated closely with the Keck Graduate Institute (KGI) to build a new School of Pharmacy. From the school's inception, the library has been integral to the development of the new program. We provide orientations and training for faculty, facilitate textbook selections, and have guided the school to adopt our Information Literacy Rubric. Library resources and services are integrated into the curriculum, and the KGI liaison librarian participates extensively in both planning and implementing core courses.

The library owns all of the core, in-print, book titles recommended by the American Association of Colleges of Pharmacy. With support from the school, we’ve added drug information and health science databases, e-book packages, and monographs to our holdings. The additions have facilitated the development of a truly robust pharmacy and health science collection. With few exceptions, these resources are available to anyone affiliated with the colleges, greatly improving overall access to health science information. In an exciting new development, the library is creating a portal to serve as an information hub for KGI’s new School of Pharmacy.

PUBLISHING FACULTY AND STUDENT RESEARCH

Allegra Swift  
Head of Scholarly Communication and Digital Publishing

The library’s digital publishing program supports faculty and students in creating and disseminating new knowledge. Global interest in undergraduate research is growing rapidly. Claremont McKenna students submitted 273 theses for publication in Scholarship@Claremont this year, bringing that college’s total to more than 1,000. Open access theses are among the most downloaded items in our institutional repository; the top 10 have been accessed more than 5,000 times each in the last year. For comparison purposes, a typical university print run for a scholarly print monograph is 1,000 cloth copies. Scripps also provides access to multimedia scholarship that includes papers, video, and audio in one thesis package. We receive requests for access to theses produced by our undergraduates from scholars all over the world.
Articles from journals published digitally by the library are also in heavy demand. Pomona College Mathematics Professor Gizem Karaali is the editor of the *Journal of Humanistic Mathematics* (JHM). She recently described her experience publishing a journal with the library in *Trends and Issues in Electronic Publishing*. Her JHM article, “Raphael's School of Athens: A Theorem in a Painting?” has remained in the top five downloaded papers in Scholarship@Claremont since its publication in 2012 and this year alone accounted for more than 7,000 downloads. Professor Karaali has published close to 100 papers in our institutional repository. Noticing the benefits that digital publishing has afforded their colleague at Pomona, Harvey Mudd College’s Mathematics Department hired a student trained by a librarian to deposit all of its faculty’s research output in Scholarship@Claremont.

**FURTHERING OPEN ACCESS**

*Maria Savova*  
*Director of Information Resources*  
*Allegra Swift*  
*Head of Scholarly Communication and Digital Publishing*

In 2013, the library participated in International Open Access Week with a theme centered on bringing visibility to the colleges’ graduate and undergraduate student scholarship. Pomona Environmental Analysis Professor Char Miller (pictured) lectured on the importance of sharing the outputs of undergraduate research. Professor Miller’s talk was based on the keynote address he had delivered earlier at the national Electronic Theses and Dissertations Conference, hosted by the library. This year, our Open Access Week activities will feature a faculty workshop on retaining author intellectual property rights and the benefits of open access publishing for authors and creators.

The library recently participated in a pilot project with Knowledge Unlatched that aimed to test a new open access model for scholarly e-books. Each of the participating publishers supplied an e-book in return for a flat fee. The funding needed to turn these 28 titles into open access publications was collected from more than 300 libraries. The cost for each library was lower than if it had purchased the titles as a commercial collection. We’re proud to have contributed to releasing this body of scholarly knowledge into the public domain and making it widely accessible. The project could pave the way for new models for scholarly publishing that would benefit publishers, libraries, and researchers.

Another important project involving the library is SCOAP3, which offers a new business model for converting High Energy Physics journals to open access. Participating publishers allow libraries to redirect funds they’ve budgeted for journal packages or single subscriptions to SCOAP3. The program then pays the publishers directly, facilitating open access straightaway. The library maintains its subscriptions at no extra cost, but the content now becomes available to all. And since we did not subscribe to all the journals included in SCOAP3, our users are gaining access to increased content in High Energy Physics.

These are just some of the ways in which the library supports the information needs of faculty, students, and the research community at large through its advocacy for open access initiatives.
WEARING GOOGLE GLASS

Dani Brecher  
*Information Literacy and Learning Technology Coordinator*

Last fall, Char Booth, Director of Research, Teaching and Learning Services, was invited to become one of 40,000 Google Glass “Explorers” worldwide. The library seized that opportunity to acquire a set of Google Glass to loan to students, faculty, and staff at The Claremont Colleges.

Google Glass is an emerging mobile technology. It consists of a wearable computer structured like a pair of glasses. A small digital display appears in front of the right eye, and a touchpad is built into the frame. Using a combination of a visual, timeline-like interface and voice commands, the device allows wearers to explore the Internet, use a variety of specific Glassware applications, take photos and video, check e-mail, make video calls, and more.

Faculty and students wishing to explore Glass are asked to explain how they would use this new technology. More than 50 applications have been received so far, with a waiting list stretching into the fall. Uses have ranged from recording ethnographic interviews and lecture capture to designing time management and language acquisition Glassware. Students from each of the colleges, pursuing majors as diverse as art, computer science, economics, and media studies, have investigated how Glass might enrich their research and learning experiences.

Due to the high demand for this new technology, the library recently acquired a second set of Glass. This second set is reserved for longer-term loan to faculty interested in incorporating Glass into their teaching and research.
Back in 2010, the library transferred a large number of lower use print materials to the Records Center, an offsite storage facility in Upland. Staff engaged in collection management operations, including acquisitions and electronic resources, cataloging and metadata, and digital initiatives and scholarly publishing, also moved to the facility. The separation of collection management from other operations situated in the main Honnold/Mudd Library caused challenges both for organizational efficiency and staff morale.

As part of a broader organizational realignment to its Key Strategic Directions, the library created the Collection Services and Scholarly Communication (CSSC) division. The new division includes the operations that had been located at the Records Center. In January 2014, collection management was reintegrated with our other operations in Honnold/Mudd, and the staff returned to an attractive, newly-renovated space in our main library.

Reintegration has improved administrative and operational workflows, facilitating users’ discovery of the library’s rich and diverse information resources. The risk to materials, especially special collections, caused by transfers between facilities, has also been eliminated. Unique, rare, and other fragile materials need move only a few feet from storage to processing areas for description and digitization. Now a lot more material can be made available quickly to a broad audience.

CSSC is taking full advantage of its new location. Our proximity to faculty, students and our library colleagues allows us to produce high quality work that furthers our mission to provide seamless, enduring access to information resources, scholarly communication services, and digital initiatives for our user communities.

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Librarian Profile

CHAR BOOTH

Char Booth recently became our first Director of Research, Teaching and Learning Services. In her new role, Char oversees information literacy instruction, reference and research services, selection and management of information resources, and college and subject liaison work. She leads a new matrix division that features three disciplinary teams in Arts and Humanities, Social Sciences, and STEM. The teams are responsible for identifying, meeting, and continuously improving the experience of the library’s user populations.

Char received a BA in History from Reed College, an MLIS from the University of Texas at Austin, and a MEd in Computer Education and Technology from Ohio University. She began her career as a Reference and Instruction Librarian and Communications Bibliographer at the Ohio University Libraries. She then moved to the University of California, Berkeley, as E-Learning Librarian. In April 2011, Char moved to The Claremont Colleges to become Head of Instruction Services and E-Learning Librarian.

Char has acquired a national reputation as a teacher, speaker, and author. She was named an American Library Association (ALA) Emerging Leader, and Library Journal listed her as a Mover and Shaker within the profession. Char serves on the faculty of the Association of College and Research Libraries’ (ACRL) Information Literacy Immersion Institute. She’s presented widely and internationally on topics relating to information literacy, technology, scholarly communication, and assessment. Char is in frequent demand as a plenary speaker and has delivered keynote addresses at AMICAL in Rome, Italy; the M (or Mobile) Libraries conference in Milton Keynes, England; and the Digital Library Federation in Austin, Texas.

Char’s many publications include Informing Innovation: Tracking Student Interest in Emerging Library Technologies (2009); and Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators (2011). Reflective Teaching won the Ilene Rockman Instruction Publication of the Year award in 2013. Most recently, Char has been publishing on her current work at Claremont, producing articles in the professional literature on Visual Curricular Mapping, RE:BOOK, Google Glass, and our open access initiatives.

In her spare time, Char likes to spend weekends at the beach; she’s an avid surfer.
Leading the Vital Library

Senior Administration and Management

Dean of the Library
  Kevin Mulroy

Assistant to the Dean
  Barbara Barcinas

Associate Dean of the Library
  Rebecca Lubas

Assistant to the Associate Dean
  Kathy Trcopan

Director of the Library
  Carrie Marsh

Director of Special Collections and Libraries
  Maria Savova

Director of Collection Services and Scholarly Communication
  Sam Kome

Head of Outreach and Public Services
  Gale Burrow

Western Americana Manuscripts Librarian
  Lisa Crane

Head of Digital Initiatives
  Christopher Jones

Head of E-Resources and Acquisitions
  Margaret Hogarth

Head of Discovery Services
  Candace Lebel

Head of Scholarly Communication and Publishing
  Allegra Swift

AH Team Leader
  Alexandra Chappell

SS Team Leader
  Natalie Tagge

STEM Team Leader
  Sean Stone

Director of RTLS
  Char Booth

Director of USERS
  Vacant

Interlibrary Loan Manager
  Michelle Levers

Print Materials Manager
  Luis Arias

User Experience Manager
  David Bolinger

RTLS Coordinator
  Dani Brecher

RRS Coordinator
  Cynthia Cohen

RTLS Specialist
  Christopher Clarke

Director of Information Resources
  Kate Crocker

Director of Special Collections and Libraries
  Carole Marsh

Director of Information Resources
  Maria Savova

Director of Special Collections and Libraries
  Carrie Marsh

Director of Collection Services and Scholarly Communication
  Sam Kome

Head of Outreach and Public Services
  Gale Burrow

Western Americana Manuscripts Librarian
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THE LIBRARY’S KEY STRATEGIC DIRECTIONS, 2012–2015

A. Collect, organize and provide access to recorded knowledge in appropriate formats (e.g., print, digital, networked resources, cooperative alliances) so as to ensure discovery and access to the scholarly record for The Claremont Colleges’ community

B. Support the preservation of unique and significant printed books, manuscripts, and other materials while imaginatively and proactively moving into the digital future

C. Strengthen the educational impact of library programs for students at all levels. In collaboration with faculty and other academic/instructional services partners, develop our information literacy program to teach research skills and information ethics

D. Formally integrate the library into the academic and financial planning of the seven colleges, and structurally connect the library to faculty through the embedded librarian program so as to ensure responsiveness to faculty and student needs

E. Take actions to improve staff morale.

F. Improve organizational and operational effectiveness within a sustainable financial model

G. Invest in physical library spaces for inquiry, research, collaboration, content creation, and quiet study

H. Strengthen capacity to provide faculty and students with support in navigating an increasingly diffuse information ecology and using a rapidly expanding array of tools and systems in support of learning, teaching and scholarship
VITAL LIBRARY STATISTICS

Survey Data

82% Students that rank librarians and library resources as “important to very important” to their learning and development

100% Faculty that state library instruction is “very relevant” to course work

94% Students that state library instruction is “very relevant” to course work

50% Students that use library-provided databases and journals “frequently to very frequently”

57% Faculty that are “completely dependent” on the library for the research they conduct

Employees

59 Total Library Employees
25 Librarians
34 Staff

Resources

1,691,149 Titles Held
400+ Databases
$22,000 Average annual subscription cost of top 10 most popular databases
$0.93 Average cost per use of top 10 most popular library databases
120,742 Journal titles (print and electronic)
78 Unique collections in digital library
300 New items added per week to digital library
8 Journals published by Scholarship@Claremont
4,356 Special Collections items used
720 College-affiliated patrons who used Special Collections
60 College classes that visited Special Collections
1,842 Items viewed by classes visiting Special Collections
1,900 Total hours spent in Special Collections by college-affiliated patrons
User Services & Resource Sharing

132,519 Books checked out
20,405 Link+ books received
22,230 Interlibrary loan requests provided to other libraries
20,761 Interlibrary borrowing requests received from our users
586,927 Gate count

Reference Services

20,406 Total questions answered
7,036 Reference/research inquiries answered
40% Complex reference questions requiring librarian expertise to answer
702 Student research appointments with librarians

Instruction

555 Classes taught
7,498 Participants in librarian-led instruction sessions
78% Undergraduate first-year classes that collaborated with a librarian
3,039 Student sessions in the Start Your Research tutorial
105,000 Page views of library course and subject guides

7 Claremont Colleges that have adopted the library’s Information Literacy Rubric
80% Majors that contain student learning outcomes addressing information literacy concepts

Engagement

737 Campus programs, events, and meetings attended by librarians and staff
203 Faculty, committee, and departmental meetings attended by librarians
229 Librarian/faculty meetings related to courses, curriculum, assignments, or syllabi
27 Orientation and new student/faculty events attended by librarians and staff
35 Library cart outings to the campuses
723 Twitter followers

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VITAL LIBRARY BUDGET

TOTAL EXPENSES: OPERATIONS AND MATERIALS*

Total: $11,315,008 (Includes Endowments)

Operations:
$6,384,971 | 56%

Materials:
$4,930,037 | 44%

* [All numbers are preliminary and unaudited for the fiscal year ended June 30, 2014. Numbers include financial information from multiple entities of The Claremont Colleges.]

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**DISTRIBUTION OF OPERATING EXPENSES**

*Total: $6,384,971

By Category

- **Salaries and Benefits**: $4,243,738 (66.47%)
- **Facilities Assessment**: $1,124,015 (17.60%)
- **IT Assessment**: $484,147 (7.58%)
- **HR Assessment**: $88,026 (1.38%)
- **Operating Expenses**: $419,503 (6.56%)
- **Campus Mail Assessment**: $25,992 (0.41%)

*All numbers are preliminary and unaudited for the fiscal year ended June 30, 2014. Numbers include financial information from multiple entities of The Claremont Colleges.*

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DISTRIBUTION OF MATERIAL EXPENSES BY TYPE*

Total: $4,930,037

- **Print Books** $655,689 | 13.30%
- **E-Books Purchases** $170,792 | 3.46%
- **E-book Subscriptions** $89,630 | 1.82%
- **Print Journal Subscriptions** $52,211 | 1.06%
- **E-journal Subscriptions** $2,513,498 | 50.98%
- **Records Center Storage** $196,944 | 3.99%
- **E-journal Firm Purchases** $88,186 | 1.79%
- **Non-journal E-Subscriptions** $526,031 | 10.67%
- **Non-journal Firm Purchases** $2,260 | 0.05%
- **ILL/Document Delivery** $150,637 | 3.06%
- **Collection Support** $458,489 | 9.3%
- **Media** $25,670 | 0.52%

*Numbers include financial information from multiple entities of The Claremont Colleges.*

*[All numbers are preliminary and unaudited for the fiscal year ended June 30, 2014.*]
DISTRIBUTION OF MATERIAL EXPENSES BY DISCIPLINE*

* [All numbers are preliminary and unaudited for the fiscal year ended June 30, 2014. Numbers include financial information from multiple entities of The Claremont Colleges.]

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