

# University Library Program Review Self-Study

## Program Context and Curriculum

The University Library at the Jean and Charles Schulz Information Center plays an integral role in the academic and co-curricular life of Sonoma State University. Library faculty, staff, and administrators work collaboratively across campus to contribute to student learning, retention, and academic success. The library's role is to support the development of information literacy competencies in Sonoma State University students and to help them develop the research and critical thinking skills necessary for personal and professional success. We do this not only through direct instruction, but by providing access to information resources and by providing spaces, services, and technologies that enhance learning and exploration.

In addition, the library supports the research and information needs of faculty, staff, and administrators, and works with the Center for Teaching and Educational Technology (CTET) to provide opportunities for faculty professional development. The library also serves the wider North Bay community by providing access to resources and working to preserve the cultural, social, and political history of the North Bay through our Regional and Special Collections.

The University Library is a unit within the Academic Affairs division; the Dean of the Library reports to the Provost and Vice President for Academic Affairs. Librarians are members of the faculty and advance in rank parallel to that of disciplinary faculty members. Librarians are evaluated based on effectiveness as a librarian as well as research and scholarly activity and service to the university, the community, and the profession.<sup>1</sup> Effectiveness as a librarian includes teaching students in a variety of ways as well as participating in the management of the library. Librarians are typically responsible for one or more programs, including administrative responsibilities in a unit or department and/or coordination between a number of units or departments. This work includes establishing goals and objectives for library programs, departments, or units; planning and coordinating resources; leading, monitoring, and directing staff; and assessing progress toward goals and outcomes.

Each organizational unit or department supports the mission and vision of the library in distinct ways, but close collaboration across departments is critical for the effective functioning of the library. Librarians and staff work across departments, though responsibility for coordination and leadership within a department or program is generally assigned to one librarian.

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<sup>1</sup> The library's Reappointment, Tenure, and Promotion criteria can be found at [https://academicaffairs.sonoma.edu/sites/academicaffairs/files/images/library\\_criteria.pdf](https://academicaffairs.sonoma.edu/sites/academicaffairs/files/images/library_criteria.pdf).

# Information Literacy Curriculum

The curriculum of the library is delivered not only in the library classroom, but through the materials we select and make accessible, the ways in which we provision space for student learning, the services we provide, and the programming and events we host in the library. All of these factors contribute to student learning and encourage the development of information literacy skills.<sup>2</sup>

The Association of College and Research Libraries (ACRL) defines information literacy as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”<sup>3</sup> These skills extend beyond students’ experiences in the classroom and intersect with other academic and social goals (e.g., navigating the college experience; becoming gainfully employed; managing an online identity; pursuing knowledge in an ongoing, voluntary, and self-motivated fashion). Each library program works in interconnected ways within and outside of the library to integrate information literacy into Sonoma State curricula, student success initiatives, co-curricular programs, and research practices.

## Mission

*The Sonoma State University Library fosters curiosity, critical thinking, and transformational learning. We provide services, spaces, and collections that encourage exploration and engagement with new ideas. We build equity in our community by providing access to resources and creating an inclusive, welcoming environment. We make connections across and beyond the university in order to contribute to the creation and preservation of knowledge and information.*

The university’s mission is to graduate students who are life-long learners and active citizens, who are capable of pursuing fulfilling careers in a changing world, and who are concerned with contributing to the health and well-being of the world at large.<sup>4</sup> The role of the library in contributing to Sonoma State’s mission is to help inculcate the traits and characteristics necessary for achieving these goals: curiosity about the world, critical thinking and problem-solving skills, and a broad cultural perspective.

Our mission is to connect learners with the resources that will inspire them, show them new ways of thinking, and encourage them to ask questions. Those resources may be traditional

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<sup>2</sup> The library’s Curriculum Philosophy can be accessed from the library’s website: <http://library.sonoma.edu/research/instruction/program>.

<sup>3</sup> “Framework for Information Literacy for Higher Education,” Association of College and Research Libraries, January 11, 2016, <http://www.ala.org/acrl/standards/ilframework> (Accessed August 22, 2019).

<sup>4</sup> “Sonoma State University Mission Statement,” Sonoma State University Academic Senate, August 17, 1998, <https://www.sonoma.edu/policies/sonoma-state-university-mission-statement> (Accessed April 14, 2020).

scholarly materials, or they may be works of art, conversations, or virtual reality explorations. We also seek to build equity by making freely available the tools students need to succeed, including technology and space for study, contemplation, and collaboration. We support the university's mission to increase diversity and build an inclusive community by providing access to a broad array of voices, perspectives, and histories in our collections, and by hosting events and programs that reflect and honor the cultural traditions of our community.

## Vision

*Through their engagement with the University Library, learners are genuinely inspired, curious, and empowered in their ability to seek and take in information, grapple with it, and create new knowledge. They develop innovative solutions to 21st-century challenges with an awareness of the ways in which structures of power, knowledge, and discourse are inextricably woven together with the creation, dissemination, and synthesis of information.*

The university's vision is to graduate students prepared to meet the challenges of the 21st century and to make an impact in the community and the world. Those 21st-century challenges will require citizens who can look at problems in new ways and who bring to those problems a commitment to social justice and sustainability. Information literacy competencies are critical in an environment where the dissemination of and access to information has significant social justice, political, and personal implications.

## Values

The University Library supports the university's core values of diversity and social justice, sustainability and environmental inquiry, connectivity and community engagement, and adaptability and responsiveness. We demonstrate our commitment to these values through every aspect of our work, from the selection of materials in our collections to interactions with our community members.

As librarians and library staff, we adhere to a set of professional values that are critical to our practice. These values are outlined by the American Library Association in the *Core Values of Librarianship*,<sup>5</sup> and they include access, confidentiality/privacy, democracy, diversity, education and lifelong learning, intellectual freedom, the public good, preservation, professionalism, service, social responsibility, and sustainability.

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<sup>5</sup> "Core Values of Librarianship," American Library Association, July 26, 2006  
<http://www.ala.org/advocacy/intfreedom/corevalues> (Accessed October 7, 2020)

## Strategic Planning

In spring 2015, the library engaged in an in-depth strategic planning process, which resulted in the 2015-17 Strategic Plan. This plan included five long-term goals and a number of strategies to advance these goals.

1. Advance Sonoma State University's student-centered mission by promoting student success, engagement, and leadership.
2. Expand, access, and curate collections and provide access to information resources that support the teaching, learning, and scholarly activities of the SSU community.
3. Create exemplary physical and virtual spaces for teaching, learning, scholarship, and community engagement.
4. Create opportunities for continuous engagement with the community.
5. Promote organizational excellence through workforce analysis and redesign, performance leadership, assessment, and continuous improvement.

Between 2015 and 2019, some progress was made toward these goals. However, the departure of five of the six tenure-track librarians in 2015-16 and a number of key staff and administrators caused some challenges in advancing projects and programs. In the last six years, the library has hired four new tenure-track librarians as well as a Director of Library Technology, and has hired a number of staff into critical roles in the library, including managing student workers, supporting resource sharing, cataloging, and electronic resources, and facilities management. These new hires have enabled the library to make meaningful progress toward library goals and initiatives.

In spring 2019, following the university's strategic planning process, the library began drafting a new strategic plan, looking forward to 2025. During this process, the library's mission statement and vision were revised. The library established five strategic priorities and associated goals and milestones.

1. Collaborate with campus partners to develop innovative, high-quality academic programs that support critical thinking, experiential learning, active learning, creativity, innovation, and cross-disciplinary collaboration.
2. Contribute to SSU's Graduation Initiative 2025 retention and graduation goals and the strategic enrollment management plan.
3. Improve teaching and learning spaces and virtual environments to support student learning and research.
4. Cultivate leadership, diversity, equity, and inclusion within the library and continue efforts to improve organizational effectiveness.
5. Engage with the campus and broader community through multiple strategies in order to advocate, educate, and promote our value.

The goals outlined in the strategic plan inform this self-study and the outcomes and assessment plans detailed here. Library faculty, staff, and administrators review the plan annually to assess progress toward goals and establish yearly projects, milestones, and metrics.

## Library Programs

The library enacts our curriculum through a number of integrated programs. Each program is typically led by one faculty librarian, but librarians, administrators, and staff contribute across all programs. Collaboration and consensus-building are critical to the effectiveness of library programs. The library faculty developed student learning outcomes in 2019-20, intended to guide further development of the instruction program. Librarians also developed program outcomes in addition to our student learning outcomes. The learning and program outcomes are detailed in the Assessment section of this study.

One significant way librarians achieve program goals is through the liaison structure. Tenure-track and tenured librarians typically have a role as a liaison to an academic school or set of departments. Through the liaison program the library is able to develop collections that are reflective of SSU's curriculum, deliver course-integrated instruction, and conduct outreach to faculty and students. Developing relationships and collaborating with instructional faculty is necessary for achieving the library's mission and program outcomes.

## Instruction

The Instruction Program promotes the exploration and creation of knowledge in collaboration with instructional faculty by providing engaging face-to-face and online instruction. Most commonly, librarians contribute to the instruction program by delivering customized research instruction for a class; however, it can also include the many ways in which a librarian is integrated into course instruction, such as helping to design a course, co-teaching with faculty, being embedded in the course learning management system, or creating supplements such as research assignments, in-class activities, websites, or video tutorials.

With leadership from the Instruction & Learning Assessment librarian, library faculty teach burgeoning researchers not only how they can access, evaluate, and attribute information but also how structures of power, knowledge, and discourse are inextricably woven into information practices. Teaching decisions reflect a balance between the library and departmental curricular needs, data-driven findings from instruction assessment, professional judgment, and limited personnel. We prioritize course-integrated information literacy instruction that supports undergraduate and graduate research needs and assignments and lessons that engage students with collections in new and innovative ways.

The Instruction program is organized into three general categories:<sup>6</sup>

1. First-Year Programs: During first-year instruction, students are introduced to the library and the numerous resources it provides. In addition, librarians collaborate with instructors in first-year courses such as first-year composition and first-year learning communities to help students achieve introductory information literacy skills identified in the program's learning outcomes.

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<sup>6</sup> A visual representation of the Library's instruction program is available in Appendix A: *Information Literacy Curriculum Map*.

2. General Education: After their first year and while students are still completing their general education requirements, students have a number of opportunities to practice information literacy skills through participating in research projects and library instruction. These opportunities are provided through courses that have been identified as addressing the Information Literacy GE Program Learning Outcome. During these experiences, librarians collaborate with instructional faculty to help students achieve the developing-level program learning outcomes.
3. Major and Graduate Programs: As students pursue major- and graduate-level study, liaison librarians partner with faculty to help students develop mastery skills as defined in our program learning outcomes. Many times these skills are taught and achieved in capstone courses.

The success of the library's instruction program is dependent upon three crucial components:

1. Librarians: The library instruction program is highly dependent on having a sufficient number of librarians to fulfill the diverse teaching and learning needs of the University. However, in the past five years, maintaining a level of librarians to meet the university's needs has been a struggle. As noted, in 2015, five of the six tenure-track librarians left the library. In subsequent years, two full-time temporary librarians also left and these positions have not been re-hired. This left a significant impact on the instruction program's effectiveness.
2. Space and technology: Because the majority of library instruction has been offered in face-to-face environments, it has been crucial that the library maintain instructional spaces with adequate teaching and learning technology to host classes. As the library spaces have been modified to accommodate for the Stevenson remodel, the library has lost instructional spaces, which has had an impact on librarian's ability to teach the same number of classes they have in the past.
3. Collaboration: The library instruction program is highly dependent on collaboration between librarians and departmental faculty. Information literacy learning outcomes are best achieved when instructors and librarians work together to develop activities, lessons, and assignments, and a clear vision and goals for the instruction program can only be achieved when all stakeholders work together.

## Goals and Objectives

In 2015, the instruction program underwent a self-study and external review. From this process came seven recommendations, including developing expectations for liaisons, clarifying roles and responsibilities within the program, and establishing opportunities for librarians to develop and share pedagogical techniques and best practices.

In 2016, the library's instruction program coordinator left the university, and the goals that had been established from this self-study and external review were put on hold. A new program coordinator (Kaitlin Springmier) was hired in fall 2017 and given a mandate to evaluate the existing instruction program and to recommend and implement changes. Evaluation of the program included analyzing previously recorded instruction data and facilitating ongoing

discussions (“teaching circles”) with library faculty on the purpose, nature, and goals for the instruction program.

Teaching circles led to development of a shared vision and structure for the program. In 2018, librarians developed a set of guidelines on the role of a liaison in the library and the instruction program. Librarians also developed a curriculum philosophy that set a foundation for developing student learning outcomes (approved August 2019) and mapping the information literacy curriculum across schools and departments. These projects further the growth and development of the library’s instruction program and continue to be planned, coordinated, and implemented through monthly teaching circles, as suggested in the library’s previous external review.

During the 2019 strategic planning process, library faculty developed four goals for library instruction. These goals are intended to ensure that the library’s teaching and learning program is sustainable, accessible, and holistic for the student experience, that it continues to be assessed and refined, and that it provides opportunities for transformative learning. The goals are as follows:

1. Develop a comprehensive and systematic information literacy plan in the general education program and in the majors.
2. Assess information literacy instruction and practice to improve the existing program, highlight the impact on student learning and student success, and create new opportunities.
3. Develop tested strategies for collaborating with program faculty to integrate information literacy in the majors and in key academic programs.
4. Increase awareness among faculty, students, and administrators of information literacy and its benefits and importance to academic success.

The library is undertaking several projects aligned with these goals.

1. As part of developing a comprehensive information literacy plan, Kaitlin Springmier initiated a curriculum mapping process. Library faculty collaborated to identify current instruction trends, and gaps and overrepresentations across the curriculum, and to develop a map that aligns the library’s information literacy learning outcomes with particular courses in each major.
2. The Special Collections librarian (Lynn Prime) is exploring ways to further integrate the library’s special collections into course assignments and library instruction sessions. In the past five years, the Special Collections librarian and subject librarians have also developed primary source instruction for Freshman Year Experience (FYE) and Sophomore Year Experience (SYE) courses that give students hands-on experience working with primary sources in the library’s Special Collections.
3. As a new General Education Program is instituted, library faculty will participate in the ongoing campus-wide assessment of the information literacy GE learning outcome. This will include crafting rubrics, assessing student work, and reporting results. Through participation in the campus initiative, library faculty will continue to demonstrate their expertise in assessing student learning while analyzing current practice.



4. In order to encourage collaboration among library faculty, Ms. Springmier has instituted regular “teaching circles” where librarians share effective pedagogical and outreach strategies. Library faculty continue to develop effective outreach methods in order to increase collaboration with instructors.
5. She has also begun to develop a lesson plan repository to encourage the development of a community of practice for teaching information literacy. When the university abruptly shifted to online learning in spring 2020, and in preparation for remote instruction in the coming semesters, the Repository was re-imagined as a Library Instruction Toolbox<sup>7</sup> in Canvas. The toolbox standardizes instruction for introductory and some developing information literacy learning outcomes, and is shared amongst librarians and instructors looking for means to teach information literacy skills asynchronously.
6. An ongoing initiative for the library’s instruction program is finding ways to demonstrate library instruction’s impact on student achievement, retention, and development of skills. To that end, there are a number of ongoing projects that investigate library instruction’s effectiveness and impact. These projects are key elements of assessment planning for the instruction program. Specific initiatives will be addressed in the Assessment section.

## Collections and Technical Services

The library’s collections promote intellectual discovery by providing a broad range of balanced materials to support a dynamic, multi-disciplinary, and diverse curriculum. The Collections and Technical Services department manages a complex array of information resources, including books, periodicals, media, maps, archives, data collections, and primary sources in many formats. Managing the library collection includes not only the selection, acquisition, and de-selection of materials, but also providing service and maintenance for existing collections, managing metadata and library systems to enable access to collections, establishing collaborative relationships for resource sharing outside of the library, and cultivating and curating unique and special collections.

With leadership from the Collection Development librarian, Mary Wegmann, the library faculty are responsible for reviewing collection policies, budget allocations, database subscriptions, collection maintenance, and other issues impacting the collection. Liaison librarians identify, evaluate, select, and de-select materials for the collection in subject areas in consultation with instructional faculty. Selection decisions reflect a balance between data-driven findings from usage patterns, professional judgment, curricular needs, and limited budgets. We prioritize basic materials that support undergraduate and graduate curricula, interdisciplinary liberal arts and science materials that add strength and depth to the campus and/or support campus and CSU-wide initiatives, materials that reflect the diverse populations of the region, faculty research materials that also support curricular needs, and popular materials for recreational use as funds allow.

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<sup>7</sup> Available at <https://canvas.sonoma.edu/courses/23593>



Resource management is the responsibility of our Collections and Technical Services team. With leadership from the Systems and Metadata librarian, Laura Krier, and the Collection Development librarian, this team is responsible for acquiring resources in all formats, receiving and processing physical resources, managing resource metadata, activating and managing electronic resources, paying invoices and monitoring expenditures, keeping the stacks organized and accessible, repairing damaged materials, and managing the de-selection process. The team also undertakes regular projects to analyze collection usage, assess our workflows and processes, and evaluate new acquisitions and access methods and platforms.

The library's Special Collections are managed by the Special Collections librarian, Lynn Prime. Special Collections contains books, diaries, manuscripts, correspondence, photographs, journals, media, and artifacts. The primary focus is on multidisciplinary materials that pertain to the North Bay counties of Lake, Marin, Mendocino, Napa, Solano, and Sonoma, including adjacent coastal and bay areas. Many items are rare or fragile and require special handling and access procedures. A growing number of items are exhibited online in full. By assembling and conserving an array of primary source materials, Special Collections provides a fertile environment for intellectual discovery. Notable collections include the University Archives, housing historical documents on campus history, two Jack London collections, the Gaye LeBaron Collection, the Lynn Woolsey Congressional Collection, the North Bay Ethnic Archive, and six environmental history collections.

Resource sharing and interlibrary loan services are critical to our ability to provide access to information for SSU's community. The library provides extended access to collections through CSU+, a service that enables all CSU libraries to share physical materials across campuses, and interlibrary loan, which broadens access to resources beyond the CSU to a worldwide network of libraries. We provide these services free of charge to the SSU community, and they are managed by a dedicated team of staff and student assistants, led by the Interlibrary Loan Coordinator, Dawnelle Ricciardi. Our Resource Sharing and Interlibrary Loan services are an example of the integrated nature of library programs, in that it combines elements of both collection management and access services, and staff and librarians must work across departments to fulfill the objectives of resource sharing services.

## Goals and Objectives

During the 2019 strategic planning process, library faculty and staff developed several goals for library collections. These goals are intended to ensure that the library's physical and electronic collections are engaging and accessible, and showcase diverse voices and perspectives, providing opportunities for transformative learning. These goals will help us to provide materials to support the research needs of students, faculty, staff, and the wider community, to support discovery and exploration, and to provide access to resources that can lower the cost of education for students.

1. Develop and implement a sustainable plan for reviewing collections in order to align spending with budget, ensure a fair allocation of funds across disciplines, and provide curriculum support.

2. Explore options for developing, managing, and highlighting collections, including our unique special collections and open access resources, in new and innovative ways; make these collections more visible and accessible in the library's physical and digital spaces.
3. Optimize library systems and workflows to provide effective discovery and access to library resources in all formats.

The library is undertaking several projects aligned with these goals.

1. As part of developing a sustainable plan for reviewing collections, the library faculty undertook a revision of our collection development policy, the guiding document for defining and communicating the library's collection priorities. A significantly revised policy was approved by the library faculty in May 2020 and is available on the library website and will be shared with campus stakeholders via the liaison program. In addition to the update of the collection development policy, the library has a collecting statement specific to Regional and Special Collections, including guidelines for acquisitions and maintenance. The Special Collections collecting statement will identify resources needed to maintain and grow unique collections at SSU.
2. In 2020-21, the library conducted an evaluation of recent monograph and media purchases to ascertain whether our purchasing practices align with our stated goals to develop diverse collections. We focused specifically on materials related to Black, Indigenous, and People of Color, looking at authorship, subject, and perspective. The Faculty collaboratively developed a rubric to evaluate individual titles and established parameters and a process for identifying which titles to review. Our findings from this evaluation will be used to inform acquisitions practices in the future.
3. A collections curriculum mapping project is also planned, including a review of budget allocations. This project will ensure that our print and electronic collections and budget are aligned with the SSU curriculum and the differences in costs of materials across disciplines.
4. Several options for highlighting and managing collections have been explored, including the creation of several "microcollections," subsets of the collection that are shelved separately in more high-traffic areas. Data has been gathered to determine whether this method of highlighting print materials results in increased usage. We have also created digital and physical book displays to highlight topical materials from our print and online collections.
5. We are exploring ways to re-establish and support digital initiatives, including building up staffing, exploring new technology platforms and interfaces, and establishing a plan for ongoing development and support. An important impetus for ramping up our digital special collections is the CSU plan to migrate all digital special collections to an open source shared platform over the next two to three years. This shared system will provide full access to digitized special collections across the CSU and increased technical support.
6. In the coming years, we plan to expand our resource sharing services in several ways. We are exploring options for book chapter borrowing and lending through Rapid, developing and expanding document delivery services, and implementing digitization services. These options may also enable wider access to our print collections during

campus closures and for students engaged in remote learning. The CSU libraries are collectively piloting a new resource sharing platform, Rapido, in Spring 2022.

7. After the 2017 migration to a new, shared CSU-wide library management system, we discovered a number of irregularities and inconsistent metadata describing our print and electronic collections. At least 30 separate clean up projects were identified, including fixing call numbers that migrated incorrectly, adding metadata to identify titles that are part of the North Bay Regional Information collection, fixing incorrect resource type data, and identifying and removing records with no inventory. Our goals for this work are not only to make library resources more discoverable and accessible and to improve the usability of our resources, but also to make it easier for library faculty and staff to navigate the library management system and gain an accurate picture of library resources. Many of these projects will improve reporting and data collection, shared annually with the Chancellor's Office and ACRL and used internally for collection assessment and evaluation.
8. OneSearch is the primary discovery platform for library resources, and was introduced with the 2017 migration to the CSU-wide library management system. A OneSearch Updates Working Group was formed to identify high priority issues and usability problems and to evaluate the feasibility of changes. Each year, the group agrees on a set of changes and the Systems and Metadata librarian, with the support of the library's Web Developer, and in coordination with the Chancellor's Office OneSearch team, implements these changes. Beginning in fall 2019, we began exploring options to conduct regular usability testing of OneSearch in order to gather more data to inform the decision-making process about which projects are chosen for implementation. We are also considering the best ways to assess whether the projects improve discoverability of and access to resources.
9. The Collections and Technical Services team has gone through numerous changes in the last five years, including the retirements of the Technical Services librarian, the former Collection Development librarian, the workflow coordinator, and an Acquisitions Specialist, a change in staffing in the E-Resource Management role, a move to a new library management system that drastically changed workflows and practices, changes in leadership, and several modifications to our physical workspace. In 2016, in preparation for the move to a new library management system, the department went through an exercise to reorganize and re-imagine how we accomplish our day-to-day work. With more staffing changes since then, we once again need to assess our workflows and departmental structure, and adjust work assignments. This reorganization should also include support for Regional and Special Collections and a greater integration of Regional and Special Collections into the Collections and Technical Services team.

## Research and Access Services

Research and Access Services have traditionally been at the core of the work of librarianship. Changes in the availability of information resources and in the research practices of not only faculty but graduate and undergraduate students have led to significant shifts in service models and organizational structures in academic libraries. Research and Access Services at Sonoma State is focused on providing users effective and efficient access to the support that they need

for academic success. Research and Access Services incorporates several components of our public-facing services.

1. Research consultations
2. Circulation
3. Reserves
4. Laptop and other equipment lending
5. Study and informal learning spaces

Over the last 10 years, the library has experimented with several approaches to providing one-on-one research support for our community. The traditional reference desk was removed in 2012, and a tiered on-call reference service was implemented. In 2015, we expanded our Information/Checkout Desk to incorporate a research help desk providing librarian-staffed, drop-in research consultations.

In 2017, the library hired a Research Services and User Experience librarian, Hilary Smith. This position was designed to enable the library to gain a holistic view of our users' experiences with the library and to design, implement, and evaluate services that support student learning and student success. In 2021, her role evolved to work more closely with the Access Services team and better integrate all of our public-facing services. Her title was changed to Research and User Services Librarian.

Our current Research Help services incorporate drop-in consultations at the desk during limited hours, scheduled appointments with subject/liaison librarians, email consultations, and a 24/7 remote chat research consultation service. Additionally, librarians create and maintain online research guides in their subject areas, including course-specific guides as needed.

The Information/Checkout Desk is staffed by library services specialists and student employees who facilitate circulation of materials, assist patrons with access to materials, provide technology help, and communicate information about library policies. Library staff are often the first point of contact for students with research questions and provide search help and guidance for students. Library Reserves are also housed at the Information/Checkout Desk. The Reserves service provides access to course materials on a limited basis in order to ensure broad access to students. This service plays a critical role in affordable learning initiatives at Sonoma State. A robust reserves service allows students access to course materials at no cost.

In addition to reserve materials, the library makes available technology that supports student learning. Access to computing technology is essential for success in higher education. Our laptop and equipment lending program provides access to critical technology for students who might not be able to afford it otherwise. We have over 100 laptops available for borrowing. We are collaborating with the Faculty Center and the Computer Science department to make available 20 virtual reality headsets. The Research and User Services Librarian and the Director of Library Technology continuously explore new technologies for inclusion in our equipment lending services.

One example of the critical role our laptop lending program serves at Sonoma State is provided by our response to the current global pandemic. At short notice, while many students were away from campus for spring break, the library was able to coordinate the loan and distribution of 116 laptops to students across the state. This reflects not only the technological capability of the library, but the dedication and service-orientation of our faculty, staff, and administrators, and our flexibility and willingness to adapt existing programs rapidly to meet student needs.

The library as a space is fundamental to supporting student learning. Libraries are essential informal learning spaces on university campuses. In addition to providing a space with ready access to the resources students need to be successful academically, library space itself is a learning resource. Students consistently express a desire for the variety of different types of study spaces that are not available elsewhere on campus, including quiet study spaces, group study spaces, and computing spaces. For commuting students, the library can provide an anchor on campus, and for on-campus residents the library can provide a place for intentional study and learning. We continue to develop spaces that can serve as learning labs for research and knowledge creation, such as the library's Makerspace and Virtual Reality Lab.

### Goals and Objectives

During the 2019 strategic planning process, the library developed several goals related to research and access services. Many of these goals are focused on the library space, driven both by a proposed revitalization of our twenty-year old building and by impacts related to the Stevenson remodel.

1. Work with the SSU community to develop a plan for improvements to the library facility, including core infrastructure updates and enhanced student study and work space.
2. Conclude the library design process begun under the last strategic plan and use the results to plan the library's revitalization for 2022-25.
3. Identify core needs of students so we can continue to provide meaningful services and useful study space during the Stevenson remodel and library revitalization projects.
4. Establish an affordable learning strategy that supports student learning and faculty pedagogical needs.
5. Build up staff and student assistant ability to provide front line services by providing regular training across teams and departments and frequent information about student needs.

Several specific goals and milestones were identified during the strategic planning process. However, our Research and Access Services program has been continually impacted by changing campus needs and then the complete closure of our facility in response to the Covid-19 pandemic. Faculty and staff continue to demonstrate flexibility in planning and assessing services in response to these changing circumstances.

Some of the goals and projects aligned with our strategic plan include:

1. Migration of our virtual chat services to a new platform with a more user-friendly interface, access to a robust FAQ platform, and the ability to incorporate an SMS service.

The migration was completed in summer 2020. Future plans include building FAQs and integrating them into our Research Help service, determining the best use of the texting/SMS capability, and expanding the use of individual department chats as part of research support. In addition, the LibChat service includes features that will allow us to combine our current standalone “Email a Librarian” form into the LibChat ticketing system. This will allow us to streamline this service and direct inquiries to the appropriate area more efficiently by utilizing a shared ticketing platform.

2. One of the library’s ongoing goals is to enhance our student assistant training program in order to provide more effective career preparation and leadership opportunities for students. The departure of our Access Services Manager halted progress on the implementation of this program, and the global pandemic temporarily suspended the hiring of student assistants. As we return to campus and resume hiring student assistants we anticipate continued development of our student assistant training.
3. In 2015 the library launched a space assessment project using SUMA software to gather data on user preferences for library space, use of electronic devices, group study and noise levels. To ensure currency, we have planned to periodically reassess library space use to ensure that we can meet these goals. We recently purchased and installed new people counters throughout the library to help us assess space use. The library revitalization project, the Stevenson Surge and the library closure have each shifted the focus of space needs in the library.
4. The Research and User Services Librarian and the Director of Library Technology periodically evaluate options for expanding our equipment lending service. Laptop lending has been extremely popular since its inception, and the program was rapidly adapted and expanded to meet students’ needs during the pandemic and the shift to entirely remote learning. Ongoing evaluation of student needs and collaboration across campus will ensure the program continues to effectively support student learning.

## Scholarly Communications

The term “scholarly communications” is a general term that covers research, scholarship, and many different areas of academia. A good general definition comes from the Association of College and Research Libraries:

Scholarly communication is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. The system includes both formal means of communication, such as publication in peer-reviewed journals, and informal channels, such as electronic listservs.<sup>8</sup>

In librarianship, a scholarly communications program might include services in any of a number of areas related to information creation and use: copyright, open access, data management, affordable learning, digital publishing, etc. The NASIG (formerly the North American Serials

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<sup>8</sup> “Principles and Strategies for the Reform of Scholarly Communications,” ACRL Scholarly Communications Committee, June 24, 2003, <http://www.ala.org/acrl/publications/whitepapers/principlesstrategies> (Accessed April 14, 2020).

Interest Group) Core Competencies for Scholarly Communications librarians provides five examples of areas of emphasis:

1. Institutional repository management
2. Publishing services
3. Copyright services
4. Data management services
5. Assessment and impact metrics

Within the CSU system, scholarly communications librarians are fairly recent staffing additions, with most positions created within the past 10 years. At Sonoma State, a Scholarly Communications librarian, Rita Premo, was hired in September 2016, with suggested responsibilities focused on the management of SSU ScholarWorks, copyright education and research support across campus, and advocacy efforts related to open access publishing. The newly hired librarian spent a good portion of her first year evaluating the needs of the campus to determine the appropriate focus for a Scholarly Communications Program.

While evaluating the campus's needs, the Scholarly Communications librarian became heavily involved in the CSU's Affordable Learning Solutions program at SSU, which began work in earnest in fall 2016. A reduction in the number of tenure-track faculty in the library in 2015-16 also meant that instruction and research help responsibilities and faculty hiring were prioritized, which slowed the ramp up of the scholarly communications program. The nature of scholarly communications requires significant integration of work across collections, instruction, outreach, and research services. As the library has re-hired faculty into these roles, the scholarly communications librarian was able to renew efforts and hone the program's focus. While the level of involvement in the Affordable Learning Solutions program has lessened (as the program itself has changed its approach), scholarly communications at SSU focuses on the ScholarWorks institutional repository, copyright and Fair Use education, open access initiatives, and education and advocacy on broader changes in scholarly communication.

## Goals and Objectives

The Scholarly Communications Program identified several goals during the library's strategic planning process in 2019.

1. Develop and implement a sustainable training, outreach, and information program on scholarly communications-related topics to educate the SSU community about how information creation and discovery/access affect one another.
2. Explore options for including strategically selected open access resources into library discovery platforms and for using social media and library communications to promote those resources.

There are several current projects aligned with these goals.

1. The university's institutional repository, SSU ScholarWorks, which collects university-created content such as master's theses and faculty works, was migrated to a new platform in Spring 2020. This platform is managed centrally by staff in the CSU



Chancellor's Office and the migration involved moving individual campus instances to a single shared instance. Post-migration work includes troubleshooting technical problems, cleaning up metadata, identifying needed changes to the interface, updating websites and documentation, training student workers and other users (such as the Graduate Studies office staff), incorporating new functionality, and promoting the new system.

2. The CSU Libraries system are making efforts to incorporate more open access collections and resources into library systems and to shift funding from paywalled collections to open access support, with the ultimate goal of recognizing and exploring the ongoing evolution in scholarly publishing models, particularly those focused on building greater equity in information access and dissemination within and outside the academy. Within the SSU library, the Collection Development Librarian and Scholarly Communications Librarian, along with others across the library, have been reviewing and activating selected open access collections available within the Alma library management system in alignment with the library's collection development policy and priorities. Forthcoming efforts will evaluate and possibly apply models for shifting collections funding from toll-access to open resources.
3. The library is creating and deploying a scholarly communications section of its website and research guides, using locally written information as well as content developed originally for statewide CSU Libraries resources (for which the Scholarly Communications Librarian was part of the author team). Other projects being explored involve an educational series on topics such as Fair Use, open access publishing, affordable learning, author rights in copyright negotiations, student data privacy, and predatory publishing as well as a formal environmental scan involving a survey and faculty/student focus groups.

## Outreach and Events

The Outreach and Events Program encompasses library instruction, engagement, or orientation provided to groups and programs that fall outside traditional academic departments. Under this program, librarians create and implement programmatic offerings which enhance the feeling of inclusive community and encourage utilization of the library's collections, physical space, services, and expertise for students' academic success and personal enrichment. The Library's outreach and programming efforts also seek to foster students' perception of the Library as a welcoming, dynamic, and diverse space on the SSU campus, where users can envision themselves as critical consumers of and creative contributors to the information landscape. Through its Outreach and Events Program, the University Library establishes itself as a campus hub for lifelong experiential learning, community-building, and civic and cultural exploration.

In 2018, the library hired an Outreach & Inclusion librarian, Catherine Fonseca. This position was designed to provide leadership in developing goals, strategies, partnerships, and initiatives to enhance student knowledge of library resources in order to increase student success, with an emphasis on students from traditionally minoritized populations. Prior to the establishment of this position, library outreach and engagement fell to faculty and staff who had to juggle programming among their other, primary tasks and responsibilities.

A number of important activities have been effective in promoting library resources and contributing to the academic excellence and empowerment of the communities we serve. These include regularly publishing a library newsletter, coordinating library involvement in campus-wide events, participating in new student orientations, highlighting regional art and ephemera through gallery exhibits, maintaining the library's social media presence, organizing de-stress programming during the week of final exams, and offering tours to campus and community groups. As emerging technologies alter the information ecosystem and higher education shifts to meet the evolving needs of students, outreach to our university community will play an increasingly important role in maintaining the vitality of the University Library in this new era.

The Library is proactive in seeking partnerships with other divisions and departments across Sonoma State University. This is particularly salient in the library's liaison program where librarians work with academic departments and disciplinary faculty to provide point-of-need instruction, research support, and collection development. As a counterpart to the academic focus of the liaison structure, the Outreach and Events Program prioritizes strategic collaborations with departments within the Student Affairs division, co-curricular clubs and groups, as well as regional community partners. By partnering with student-facing organizations, the Outreach and Events Program seeks to introduce library services and resources as routine elements of university life and amplify the Library's key role in student success.

## Goals and Objectives

The 2019-2025 Strategic Plan established the following goals for Outreach and Events.

1. Identify social justice issues and identities resonating among students and find ways to support their exploration of those issues and identities.
2. Engage with students to reduce library anxiety and increase awareness of the ways the library can support students in their academic careers.
3. Engage with the campus partners, academic programs, and the external community to curate exhibits and cultural programming that align with and are integrated into the university curriculum.

There are several current projects aligned with these goals.

1. The library developed, implemented, and assessed two pilot workshop series, led by the Outreach & Inclusion Librarian, in collaboration with the Instruction & Learning Assessment Librarian and Scholarly Communications Librarian. One targets the "invisible curricula": skills and information that students must know but are not taught in disciplinary courses, such as presentation skills, consumer health research, time management, and academic reading. A second series for faculty uses student voices to consider issues such as student access to and use of course materials and the needs of students outside the traditional paradigm.
2. The library is currently exploring new models of academic support, ways to participate in and co-sponsor external events, and opportunities to provide student staff training for

other units on campus. We have provided service space in the library for student support units, including the Center for Academic Access and Student Enrichment (CAASE), Military and Veteran Resource Center (MAVRC), as well as the Student Success and Advising Center. The next stage in this colocation is to build on the potential for programmatic synergies, and to explore marketing these academic support services in an expanded library. The library already works closely with the TRIO, EOP, and PUERTA programs within the CAASE department during the annual Love Your Library summer orientation. In Spring 2020, the Library spearheaded the inaugural First Floor Open House to celebrate the renovation of the Library's first floor and provide the campus with the opportunity to explore the new and existing support services through fun activities. Future plans for cultivating the one-stop-shop service model are to build off this one-time event and create ongoing opportunities for the entire student body to engage with and learn about the different service points available in the library. Given that much of the library's outreach budget is already allocated to existing programs and events, there is limited opportunity for creating new, signature events that are branded and identifiable as the library's. As such, the library will focus on participating in and providing promotional or in-kind sponsorship for events hosted by other campus units when the event aligns with the library's values and mission. Recent examples of this type of collaboration include participating in campus programs (panels, workshops, ceremonies, etc.), signal-boosting events on library communication channels, and holding campus conferences or events in library facilities.

3. The library is building its capacity to develop, deliver, integrate, and assess the impact of library messaging and branding through a variety of media. The effective marketing and communication of library collections, services, spaces, and programming is a key factor in connecting all students, faculty, staff, and community users to the right resources at the right time. Recent efforts to increase library marketing include providing library-related story tips to the SSU student newspaper, placing advertisements on digital signs across campus promoting 24/7 study hours and library research services, distributing branded giveaways at tabling events, creating slat wall dedicated exclusively to library news and events, and liaising with Strategic Communications for graphic design services and off-campus media relations. In addition, the library publishes two, concomitant newsletters promoting the library's collections and services, one aimed at the external community and intended to draw attention to the accomplishments of the University Library and foster increased awareness of library services and collections among campus and community stakeholders, and one aimed at SSU faculty, staff, and students with information on upcoming library events and exhibits, changes to library personnel or spaces, and news about the library's collections and services. Other communication modalities include the library's social media presence on multiple platforms, namely Facebook, Twitter, YouTube, and Instagram.
4. The Library Art Committee, which consists of Mary Wegmann (chair), Catherine Fonseca, and Darren Sargent, was formed in Spring 2018 to curate the Library Art Gallery and the 2North Gallery Wall (which will be unavailable from 2019-2022 due to the Stevenson Surge) and to plan and execute associated programming. The Committee has established a regular schedule of three exhibits a year, including an annual student-curated exhibit. The Committee strives to curate exhibits that resonate with campus stakeholders and

can be incorporated into courses. Since spring 2018, the gallery exhibits have touched on themes of immigration, wildfires and climate change, disability, and gender and identity.<sup>9</sup> The Committee hosts a reception for each exhibit which often includes a panel discussion or Q&A with the artists; these receptions are well attended by students, staff, faculty, and the community. The Committee develops online research guides for many of the exhibits which can be embedded into classes as well as corresponding book displays in the main lobby. The fall 2019 exhibit, *Queeries: Queer Artists & Identity*, was integrated into several courses including WGS 305, FYE seminars, and the Visiting Artist Lecture Series. The spring 2020 exhibit, *The Man and the Myth: Exploring Jack London through the SSU Library Special Collections*, celebrated the life and legacy of the celebrated American author through artifacts housed in SSU's Special Collections.

## Assessment

Evaluating library services and programs has been embedded in the practice of librarianship for many decades, and there are a number of institutionalized methods used in academic libraries across the United States. The Association of College and Research Libraries gathers data annually from libraries to benchmark collections, budgets, staffing, and service use across different types of libraries. Survey instruments like LibQUAL+ are widely recognized ways to evaluate patron satisfaction with libraries. However, traditional methods of evaluating libraries have not been outcomes based, focusing instead on inputs and outputs. The shift to outcomes-based assessment in libraries is relatively new and involves developing new methods and approaches to thinking about library effectiveness.

One of the goals of the 2019-25 strategic plan is to develop and continue to refine assessment plans and processes across library program areas. This section will present current evaluation efforts and plans to develop outcomes-focused assessment methods in the coming years.

## Program and Learning Outcomes

In fall 2019, library faculty developed five information literacy learning outcomes to be achieved through a scaffolded instruction program and other library programs and activities. For each outcome, we've defined four levels of ability: Benchmark (incoming skills), Introductory (addressed in first-year instruction), Developing (addressed in general education courses and courses in the major), and Mastery (addressed in capstone or thesis courses and graduate courses). The learning outcomes are as follows:

Upon graduation from Sonoma State University, students will be able to:

1. Describe research as an iterative, non-linear, and interrogative process that requires persistence, adaptability, and reflection.

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<sup>9</sup> "Gallery Exhibits," Sonoma State University Library website, <http://library.sonoma.edu/about/gallery/exhibits> (Accessed April 14, 2020).

<b>Benchmark Skills</b>	<b>Introductory Skills</b>	<b>Developing Skills</b>		<b>Mastery Skills</b>
Has difficulty determining research topics; believes research to be finding information that confirms theses	Iterates the difference between searching for information and researching a topic	Demonstrates persistence, adaptability, and/or flexibility in research pursuits	Reworks research questions based on found information	Creates questions for research based on information gaps and/or reexamination of existing, possibly conflicting, information

- Identify the information needed to address a research question, considering levels of authority, experience, societal position, and/or format, and successfully execute search strategies to collect the information.

<b>Benchmark Skills</b>	<b>Introductory Skills</b>	<b>Developing Skills</b>		<b>Mastery Skills</b>
Accesses information randomly; retrieves information that lacks relevance	Iterates how different research needs might require different types of sources (e.g. primary; secondary; tertiary); retrieves information that is somewhat relevant	Recognizes systemic structures in information production and dissemination; works to retrieve marginalized voices in search strategies	Identifies authorities such as scholars, governments, organizations, industries, or communities who might produce information about a topic and identifies how to retrieve such information	Develops complex research plans and search methodologies to seek out and retrieve information sources to address many sides of a research topic

3. Engage with and synthesize found information in a way that shapes and reforms their understanding of a research topic.

Benchmark Skills	Introductory Skills	Developing Skills		Mastery Skills
Communicates information from sources in a fragmented or inappropriate way	Communicates and organizes information from sources; however, does not fully engage with or synthesize information	Selects and integrates sources that best meet an information need based on audience, context, and purpose	Identifies how particular information sources contribute to influence an ongoing conversation	Summarizes scholarly perspectives on a particular topic within a specific discipline, and uses the perspectives to inform / critique / contribute to a scholarly conversation

4. Articulate information's value as intellectual property and ethically use information through attribution and/or discussion.

Benchmark Skills	Introductory Skills	Developing Skills		Mastery Skills
Gives credit to the original work of others; has limited understanding of how to attribute or use formal citation conventions	Identifies how different kinds of knowledge and information (blog post; book; peer reviewed journal article) can be valued differently; has basic understanding of how to attribute and use formal citation	Manages personal and academic information online with an understanding of the commodification of that information	Demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/ or proprietary information and correctly attributes and uses formal	Discusses how intellectual property is a legal concept that is socially constructed according to different professions and communities

Benchmark Skills	Introductory Skills	Developing Skills		Mastery Skills
	conventions		citation conventions	

5. Contribute to the information ecosystem as creator and/or critic.

Benchmark Skills	Introductory Skills	Developing Skills		Mastery Skills
Struggles to identify knowledge (facts, theories, ways of knowing, etc.) from an academic study/field/discipline	Begins to identify knowledge (facts, theories, etc.) from an academic study/field/discipline that is relevant to a pursuit of knowledge and/or civic and community engagement	Analyzes knowledge (facts, theories, etc.) from an academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic or community life	Begins to connect knowledge (facts, theories, etc.) from an academic study/field/discipline to civic engagement and to one's own participation in civic or community life	Connects, critiques, and/or extends knowledge (facts, theories, etc.) from an academic study/field/discipline to civic engagement and to one's own participation in civic or community life

Following the development of student-focused information literacy learning outcomes, the faculty began work on establishing program outcomes based on our vision, our strategic priorities, and the ACRL *Standards for Libraries in Higher Education*.<sup>10</sup> We considered the whole of the Sonoma State community and what we want students, faculty, staff, administrators, and North Bay community members to know and be able to do as a result of their experience with the library and/or librarians. These outcomes encompass areas of knowledge and understanding, abilities, habits of mind, modes of inquiry, dispositions, and values. They are supported by multiple library programs in different ways, and librarians and staff work collaboratively across teams and departments to further the achievement of these outcomes. Each can be elaborated on, identified, and measured in a number of ways.

<sup>10</sup> "Standards for Libraries in Higher Education," American Library Association, August 29, 2006. <http://www.ala.org/ACRL/standards/standardslibraries> (Accessed July 11, 2019).



## **Students**

1. Students feel supported in achieving their educational goals through their engagement with librarians, library staff, and library resources.
2. Students demonstrate information literacy competencies.

## **Faculty, Administrators, and Staff**

1. Faculty, administrators, and staff partner with the library to incorporate library resources, services, and expertise into courses, student support services, and co-curricular activities.
2. Researchers effectively find and access the resources they need to support their work.
3. Faculty, staff, and administrators contribute their research to the institutional repository, ScholarWorks, in order to expand access to the research outputs of Sonoma State and preserve the intellectual work of the university.

## **North Bay Community and Beyond**

1. Researchers and community members from outside of the university find and access unique special and regional materials that support their intellectual pursuits and help answer the questions they have about the history of the region and the university.
2. Members of the local community support the university library and recognize its importance for the university and the region.

The library program outcomes will continue to evolve as library faculty and staff transition from a traditional outputs-oriented model of evaluation to outcomes-based assessment. The data in this section reflect that transition, illustrating how we have evaluated our work to date and outlining plans for future assessment. We recognize that assessment methods may evolve and that different approaches will have varied strengths and weaknesses. Our goal in assessing library programs is to support our own ongoing learning and the continued improvement of programs and services.

## **Instruction**

Data about library instruction has traditionally been collected to demonstrate how frequently librarians interact with students. The number of instruction sessions given by library personnel and the number of attendees at library instruction sessions is reported annually. In recent years, focus has turned to finding ways to evaluate the impact of library instruction on student learning and retention, as well as pedagogical effectiveness.

The information literacy student learning outcomes are the primary outcomes by which the instruction program is assessed. Additionally, we can assess how frequently faculty incorporate information literacy learning outcomes into their courses and work with librarians to implement effective pedagogical strategies to help students achieve those outcomes.

## Instruction Sessions

The library measures how it embeds information literacy outcomes into curricula, courses, and assignments most consistently by counting the number of library instruction sessions librarians deliver in a given academic year.

For the past five years, the number of instruction sessions has grown by 20%. Significant increases in sessions and attendance in 2017-2018 is largely due to the increase in workforce: in fall 2017 Kaitlin Springmier, Loretta Esparza, and Mary Wegmann joined the library faculty.

<b>Academic Year</b>	<b>Instruction Sessions</b>	<b>Total Attendance</b>
2014-15	217	4690
2015-16	187	4902
2016-17	219	4827
2017-18	247	7081
2018-19	261	7029
2019-20	234	6262

Even though the library instruction program has grown, gaps remain. The liaison program is inadequately staffed, with one librarian currently serving as liaison to two schools, the School of Business and the School of Education. Additionally, although library instruction relationships are strongest in lower-division composition and first-year experience courses, the role of coordinating this instruction was filled by an adjunct librarian from 2016 to 2020. Previously, the library employed a tenure-track First-Year Instruction & Outreach Librarian; when this librarian left the library the work was reassigned to an adjunct librarian. In summer 2020, the adjunct librarian coordinator for first-year instruction left Sonoma State and we have been unable to rehire a full-time adjunct to fill this role. Library faculty and the dean have discussed the possibility of a tenure-track hire for this role, with the recognition that the position would need to be redefined.

As mentioned previously, library faculty are also beginning to engage in a curriculum mapping project to more accurately identify relationships and opportunities with departments and to more thoroughly embed information literacy learning outcomes into curricula, courses, and assignments. As of spring 2020, we have also refined our data reporting form to gather data on which learning outcomes library faculty address in their information literacy sessions.

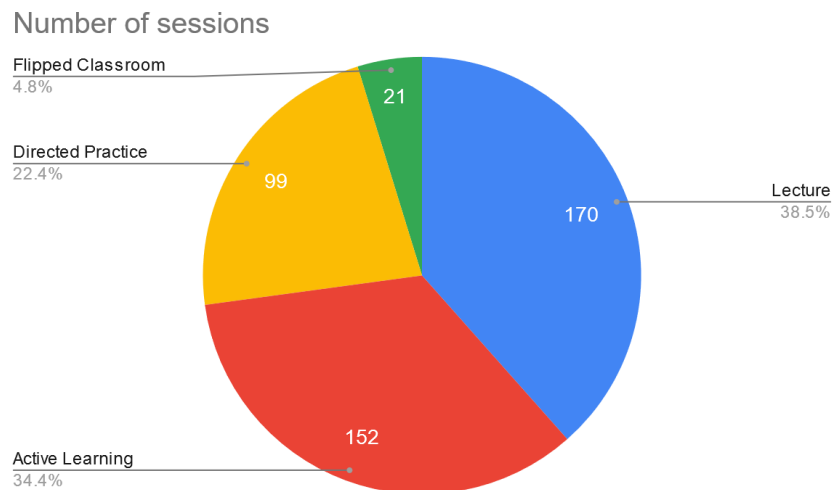
## Pedagogical Effectiveness

The library uses multiple assessment methods to measure our pedagogical practices: (1) tracking teaching methods in data reporting, (2) collecting student evaluations, (3) conducting peer observations of teaching, and (4) assessing student work after a library session.

### Teaching Methods

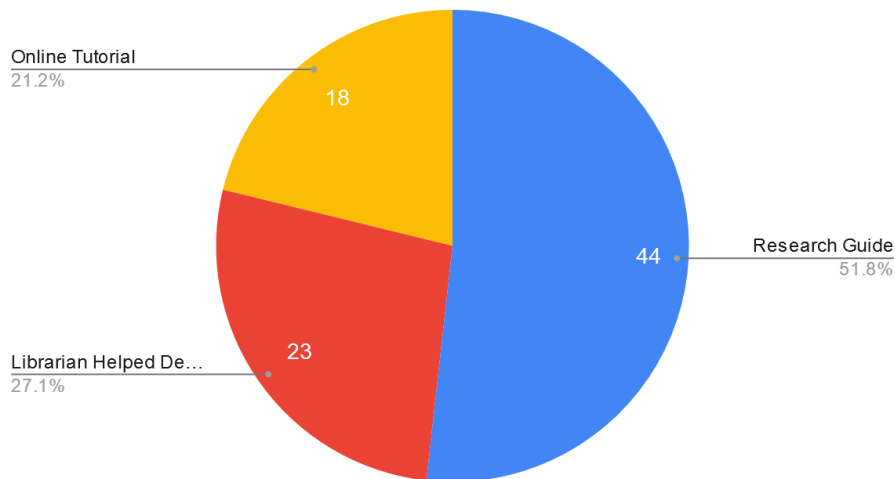
Starting fall 2019, as Sonoma State began participating in the COLD Student Success Research Project, we began asking librarians to report their teaching methods when reporting instruction. The data has been immensely useful in understanding how we deliver information literacy instruction. In 2019-20, over 75% of library instruction sessions integrate multiple methods of teaching.

The most popular teaching method reported was lecture; however, there were very few instances when lecture was the only teaching mode employed. Most common was a combination of lecture, active learning, or directed practice. The popularity of different teaching methods in 2019-20 is displayed below.



In addition, librarians reported special characteristics of the session such as developing a research guide for the course/assignment, helping design the course/assignment, or using an online tutorial to supplement their teaching. These special characteristics were less plentiful, largely because they require a large time commitment. Full counts of session characteristics for 2019-20 is displayed below.

## Number of sessions



The prevalence of face-to-face teaching methods can be attributed to librarians' teaching and learning expertise and departmental faculty requests. In 2019, the library recognized a need for growth and development in the library's online instruction. We launched a search for a tenure-track Online Learning Librarian, which was canceled when the CSU implemented a hiring freeze in spring 2020. It is unclear when we will be able to re-launch the search.

### Peer Observations of Teaching

As part of the reappointment, tenure, and promotion process at Sonoma State, all tenure-track library faculty engage in peer observations of teaching. However, faculty did not believe the process or procedure was useful in contributing to their growth as instructors. In fall 2019, faculty began a conversation on how to make the required process more useful for personal and professional growth. The faculty participated in a workshop hosted by Matthew Callahan on Peer Observations of Teaching, and from the workshop, redesigned our peer observation form and process. We look forward to using the information and data from the revised peer observation program to refine teaching practices.

### Student Work

Beginning in 2011, the Library Instruction Coordinator began to assess the information literacy program's effectiveness by evaluating student work. The library partnered with the Composition Coordinator to develop a common assignment for these classes and an analytic rubric describing key criteria for meeting the information literacy outcomes. The work produced for the common assignment was assessed from 2011 to 2014, but, according to the prior Instruction Coordinator's report, only one cycle (2012-13) produced usable data.

There are significant obstacles in assessing student learning in library instruction which includes the 'workshop' nature of library instruction (e.g. only seeing students for one class session), ongoing changes to instructors for courses, their varied goals for the session/class, and

willingness to share student artifacts. For this reason, assessment of library instruction through student work is now performed on a case-by-case basis, with consent and partnership with the instructor.

A recent example is a project undertaken by Mary Wegmann, Collection Development Librarian and Marjorie Lear, a former Instruction and Reference Librarian, who partnered with instructors in the School of Education to develop an assessment for five graduate classes focused on literacy instruction. Library faculty used the information to inform information literacy instruction, collection management, organization, and wayfinding.<sup>11</sup>

The current library instruction coordinator is investigating pathways to develop programmatic methods of assessment of student work and hopes to build on assessment practices being developed in the newly revised General Education Program.

### Instruction Session Student Surveys

Beginning in 2012, librarians began collecting feedback from students regarding the effectiveness of instruction sessions. Initially, surveys replicated SETE questions. However, after several iterations, librarians found the data to be misaligned with the library instruction program. In 2018, surveys were revised to ask students (1) what they learned during the session, (2) what they already knew, and (3) what their next step is for research. At the end of each year, librarians and the instruction coordinator review and discuss the anonymous, aggregated student responses to these surveys and how they might impact the development of the instruction program. Select responses are also used in external reports.<sup>12</sup>

### Course-Integrated Skills Assessment

In collaboration with instructional faculty, librarians embed learning activities into courses to assess students' information literacy skills and students' skills progression after library instruction. The assessments are reported on an ongoing basis. Future goals for this initiative are to make the assessment more programmatic.

### Alternative Platforms

Library faculty provide information literacy instruction primarily in physical environments, and supplement instruction with digital learning objects such as research guides and digital tutorials, as well as embedding librarians in the course management system. Since 2015, the library has identified their online instruction offerings as unorganized and established goals to provide structure to alternative platforms. However, because there is not a coordinator of online learning in the library, the organization, provision, and development of alternative platforms for

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<sup>11</sup> More information about this project can be found in the 2019 Acquisitions Institute Program, "Participatory Collection Development: Collaborating with Students to Reimagine Collections": <https://acquisitionsinstitute.org/2019-program>.

<sup>12</sup> See Sonoma State University Library Instruction Annual Report, 2018-2019 for an example. Available at <http://library.sonoma.edu/research/instruction/program>

teaching remains disorganized. The data below provides a small snapshot in the ways library faculty work to provide alternative library instruction.

### Course-integrated Research Guides

Research guides are web sites curated by librarians to support student, faculty, and community research. Librarians may create course-integrated research guides to support or supplement teaching. There are currently 34 published course-specific research guides across multiple departments and disciplines. The platform used to host research guides does not filter usage data by guide type; further data about research guides can be found in the Research and Access Services section below.

### Digital Tutorials

Digital tutorials, such as those made with Camtasia Studio or Adobe Captivate, are advantageous for instruction librarians because it allows them to provide information literacy instruction outside of the classroom and allows students to learn asynchronously and review content on their own timeline. Since 2014, the library has produced five videos demonstrating information literacy skills as well as a digital ‘notebook’ that guides students through basic research skills.<sup>13</sup> Viewership of the videos is low (32 views for one video in one year). The low number of views may be because there is not a librarian assigned to develop, distribute, or implement digital tutorials.

However, when SSU instruction moved fully online in 2020, librarians have worked to create new videos that instructors can share with students. In summer 2020, eight new videos were developed. We look forward to investigating the use and efficacy of the videos and associated Canvas modules.

### Embedded Librarianship

The term ‘embedded librarianship’ is loosely defined in the literature; however, a basic definition refers to placing a librarian within the course management system to observe, report on, and participate in instruction. Very rarely are librarians embedded in Sonoma State University courses. When they are, they have found that being involved in the digital course can enhance understanding of the content taught and their interactions with students. For example, Kaitlin Springmier has been embedded in the Master’s of Business Administration capstone course, BUS 591, since her assumption of the role as liaison to the School of Business and Economics in fall 2017. Her interactions with the course have varied semester to semester, but often include sending information about library resources, providing one-on-one research help via the course site, or contributing feedback for student work. Embedded librarianship is something the library is interested in pursuing more programmatically in the future, especially to support fully online courses. We have taken small strides in this area; for example, Catherine

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<sup>13</sup> The SSU Library Research Notebook, available at <http://bit.ly/SSUResearchNotebook> was inspired by and adapted from the UCLA Library Research Notebook: <https://www.library.ucla.edu/support/research-help/start-your-own-research-guide-or-tutorial>.

Fonseca was added to a fully online instance of ANTH 340. As an embedded librarian, she held open office hours in which students were encouraged to send questions related to their particular research assignment. At this time, we have not been able to fully realize an embedded librarian program due to lack of time, resources, and support.

## Collections and Technical Services

Data about library collections are one of the most frequently reported metrics used to demonstrate a library's value. The size of the library's electronic and physical collection and metrics related to collection use are reported annually to the Association of College and Research Libraries and to the Chancellor's Office. In recent years, focus has turned to finding ways to evaluate the impact of using library collections, though these types of assessments are challenging to implement.

Most of the existing data related to collections is related to numbers of titles owned, counts of loans and e-resource usage data, and data related to the age of the collection. While this data provides information about our collection, it does not tell us much about the effectiveness or use of the collection, or its impact on student learning.

There are several avenues of assessment we would like to explore in the coming years: the alignment of our collection content with the campus curricula, the alignment of collections spending with curricula, the appropriateness of collections formats for our community, and the impact of collection use on student success. We are also exploring ways to assess the effectiveness of current workflows for acquisitions and collections processing.

## Curriculum Alignment

The highest priority in collection development is alignment with Sonoma State's curricular foci and areas of research. One way of evaluating collection strengths and weaknesses is to look at counts of titles and items across subject areas, using classification codes. This is a limited method for assessing curriculum alignment because Library of Congress classification codes do not always align clearly with curricula, and can be somewhat opaque and/or dated.

A classification-based evaluation of our collection shows that our collections are strongest in:<sup>14</sup>

LC Classification	Number of Titles	Percentage of the Collection
QA - Mathematics	42,252	2.7%
PS - American Literature	37,438	2.4%
HD - Industries. Land Use.	34,684	2.2%

<sup>14</sup> All collection numbers include print and electronic content owned and licensed by SSU as well as electronic content owned and licensed on behalf of SSU by the Chancellor's Office. Electronic title counts vary as publishers add and remove content from collections; numbers change frequently and should not be considered exact.



Labor.		
PR - English Literature	31,906	2%
PN - Literature (General)	30,157	1.9%
E - United States History	21,138	1.3%
RC - Internal Medicine	19,030	1.3%
HV - Social Pathology. Social and public welfare. Criminology.	18,985	1.2%
LB - Theory and practice of education	18,074	1.1%
TK - Electrical Engineering. Electronics. Nuclear Engineering.	17,320	1.1%

The top ten LC Classification areas in the library only account for 17% of the entire library collection; portions of the collection are classed using systems other than LC and some items (especially some electronic collections) are not classed at all. This demonstrates only some of the limits to evaluating the collection this way.

Another way of evaluating collection alignment with curriculum is through collections curriculum mapping. As described in the collections goals and objectives section, above, the library is preparing to undertake just such a mapping project, which will give us more detailed data than our existing classification-based analysis can do. We will also be looking at budget alignment with curriculum, and not just numbers of titles.

### Collection Formats

The library also regularly evaluates the formats of materials in the collection. As new formats emerge, librarians assess the suitability of these formats for shared library use, preservation and perpetual access options, potential impacts on budget, SSU instructors’ teaching practices, impact on staff workload, and redundancy with current library resources, among other factors.

One example of this type of format evaluation was the microform assessment in 2018. The Collection Development librarian compared the microform inventory to our holdings in other formats, holdings at other CSUs, and holdings in WorldCat to identify items that could be discarded or relocated into the ARS. Items that were unique, regionally focused, or used for instruction (such as the Underground Newspaper Collection), were kept in support of the

library's mission and curriculum. Microforms that did not meet these criteria were deselected. Many of these titles are available in digital formats.

A typical way to compare format availability in the library is by comparing counts of physical items and electronic items. This data is reported annually to the Chancellor's Office and to the Association of College and Research Libraries.

<b>Material Type</b>	<b>Number of Physical Titles</b>	<b>Number of Electronic Titles</b>
Book	386,532	529,802
Computer file	67	11
Journal	8,838	57,327
Map	1,352	15
Mixed material	846	0
Music	27,416	217
Visual material	11,890	14,554
<b>Total</b>	<b>436,941</b>	<b>601,926</b>

The number of electronic titles available is greater than the number of print titles, but there are critical differences in ownership and access models between these formats. Electronic titles are typically licensed, not owned. Even when a collection is purchased, the library continues to pay access fees for vendors to host the content and make it available. Each physical title in the library represents a one-time cost, while electronic titles represent ongoing costs.

In addition, the titles available electronically are often dependent on agreements between publishers and vendors. A publisher may agree to include their e-books, films, or journals in a collection one year, and pull that access in the following year, making our electronic collection less stable and predictable than our print collection. This can cause challenges for faculty using electronic resources in courses when those resources become unavailable, or when the library can no longer sustain the cost of providing access.

Electronic access can be preferable in many instances, however, especially if the campus continues to experience closures and instruction becomes increasingly virtual. Our electronic collection has grown steadily over the last decade and will likely continue to grow at the expense of print collections. This trend should be considered and accommodated in the library's budget.

## Collection Usage

Use of collections is also a critical metric for collection assessment. Libraries typically measure use of the collection with circulation counts and usage data. This data tells us what was checked out or electronically accessed by patrons, but we have no way of knowing whether these items were useful (or even whether they were used).

Usefulness or impact of collections is challenging to measure, but there are several avenues we hope to explore in the coming years. One method is to compare student retention and graduation rates for students who use library collections to those who do not. While this may not tell us the specific usefulness of our collections, we may be able to see whether there are correlations between library collection usage and student success. There are challenges to this kind of data analysis, including ensuring patron privacy and the difficulty of combining data from multiple sources. If we are able to work through these challenges, we hope that this comparative data may provide more meaningful information about the use and impact of library collections on student success.

Another possible avenue for evaluating the impact of library collections could be done in collaboration with instruction assessment. Evaluating students' bibliographies and works cited in research projects could provide insight into whether and how library collections are used for student research. This assessment method also presents challenges. Gaining access to student work is dependent on collaboration with instructional faculty. Additionally, this kind of assessment is labor intensive and could only be done on a small scale, limiting its reliability and generalizability. This would ideally be coordinated with instruction assessment of student work.

These assessment projects will be fairly labor intensive and we may encounter challenges in completing them, but hope to make progress toward them in coming years.

## Microcollection Usage

The microcollections project described earlier in this self-study was an attempt to increase use of our print material by curating titles in small, more visible, focused collections throughout the library. We have looked at a number of different data points to evaluate usage of these microcollections. Some key metrics we've discovered include:

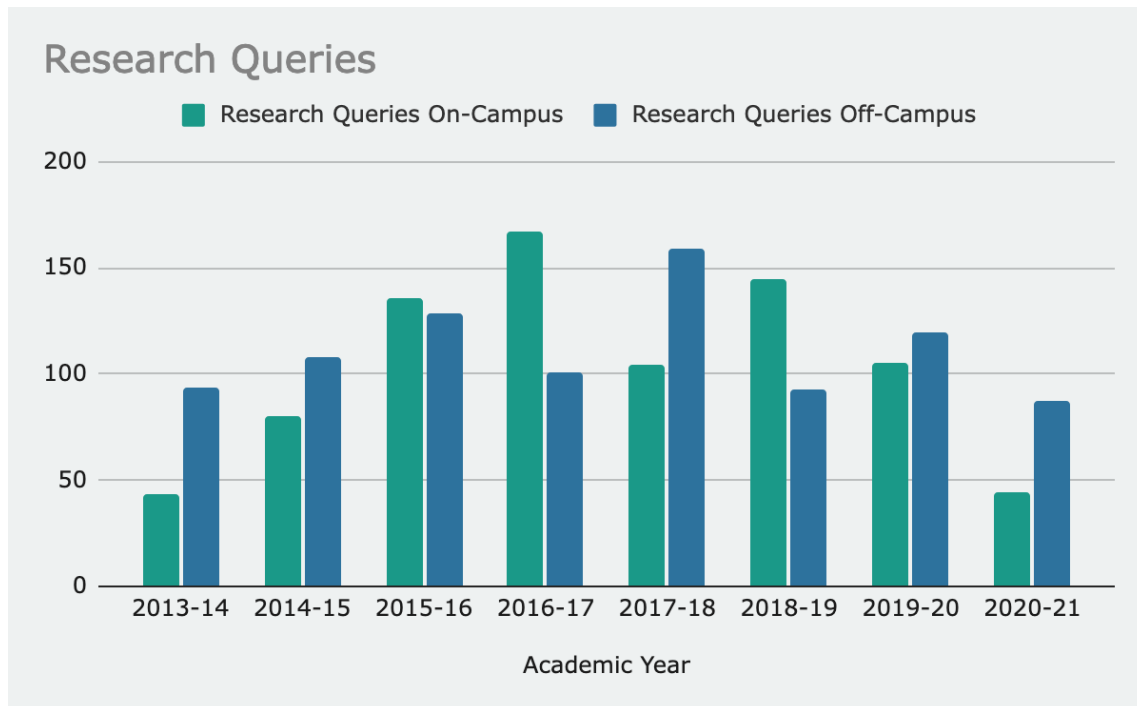
- 40% of the items in the Oxford Very Short Introductions collection were loaned in the 2018-19 academic year, compared to 13% of the items in the Foundations & Explorations collection and only 3% of items in the main circulating collection.
- 80% of patrons checking out items from the Foundations & Explorations collection were undergraduate students, compared to 53% of loans from the main circulating collection.
- 54% of patrons checking out items from the Oxford Very Short Introductions collection were undergraduates, which aligns more closely with use of the main circulating collection.

Continued exploration of microcollections will be evaluated with similar data to determine the effectiveness of this labor-intensive curatorial project.

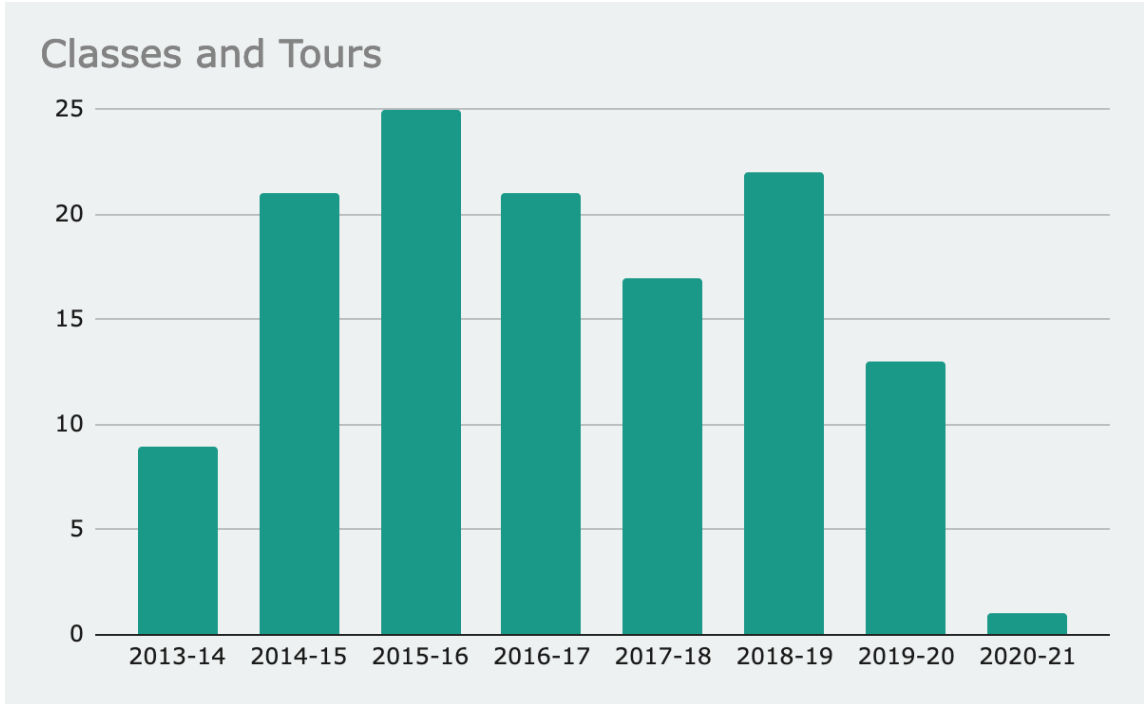
## Special Collections Usage

Since 2008, Special Collections has made a concerted and consistent effort to record accurate usage by SSU students, faculty, and outside researchers. This data has helped us to develop potential plans to expand instruction and research use of our collections.

Beginning in 2015, both research queries and class instruction statistics grew steadily. Despite major disruptions to service during wildfires in both 2017 and 2019, this upward trend has continued. The campus closure in response to the pandemic impacted access to collections and our ability to serve patrons in Special Collections. As the campus re-opens, we anticipate seeing numbers increase again.

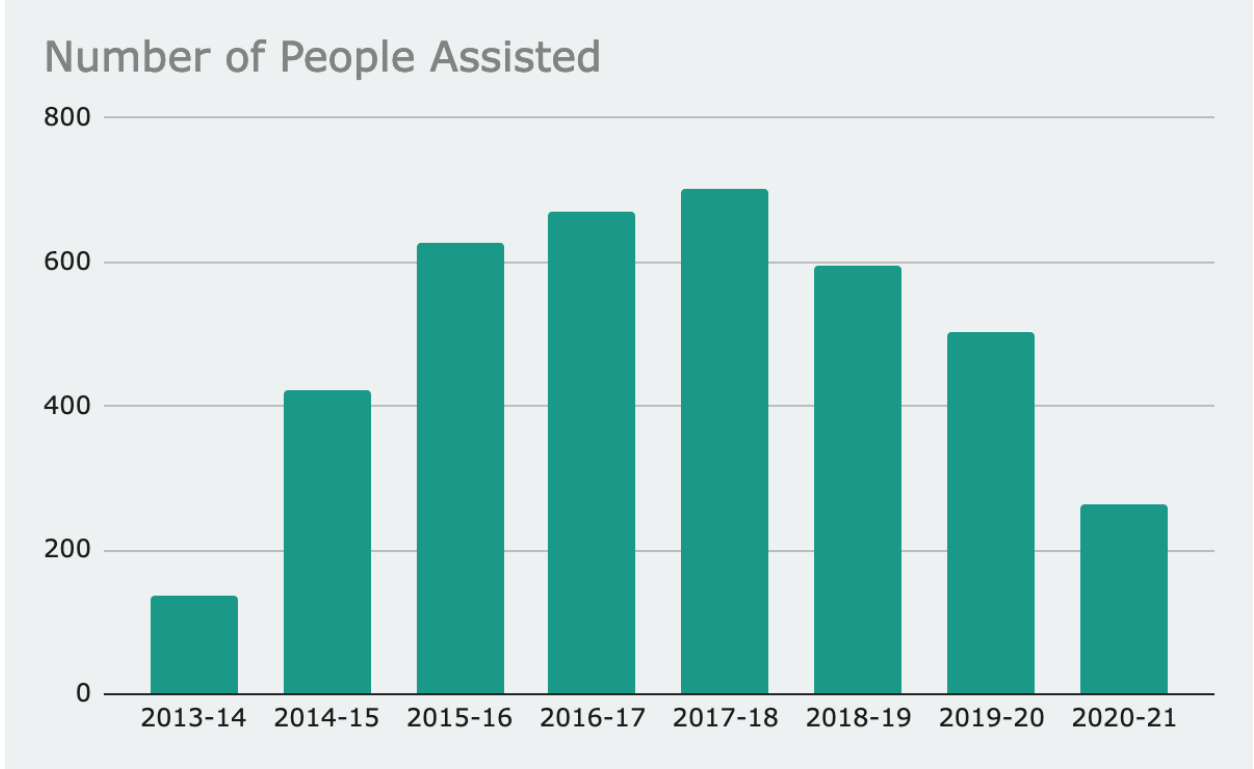


**Note:** On average, answering each research query requires 1½ to 2 hours of professional and support staff time.



**Note:** On average, preparing for a Special Collections instruction session requires 3-4 hours of professional and support staff time.

The total number of people served with our Special Collections shows the same growth trend, and pandemic-related decrease, reflected in instruction and research queries:



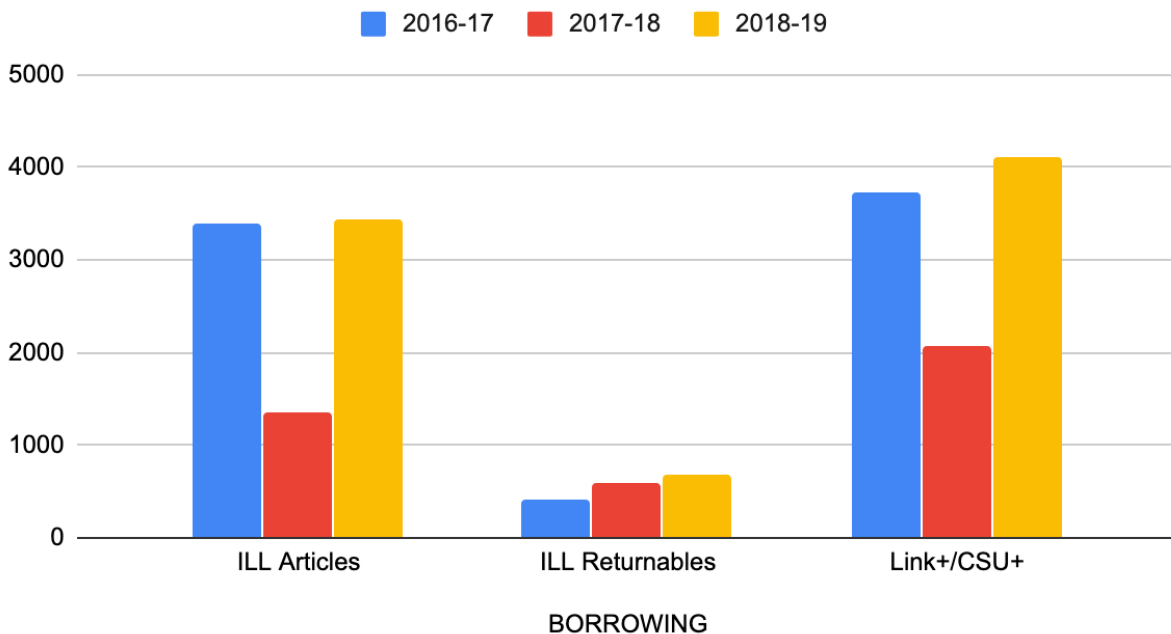
During the next five years, with more focused collection development and more outreach about and instruction using our collections, that growth trend is expected to continue. Before 2010, the Special Collections librarian directly led most instruction with this department’s material. Since then, by contrast, it is instruction librarians who have led active learning with Special Collections material, with the support of the Special Collections librarian. We hope to expand this collaborative teaching, and to implement more active learning sessions utilizing our primary source materials in both undergraduate and graduate instruction, in order to introduce more of our unique resources across the curriculum. Of course, more support and resources will be required for this more collaborative instruction model to succeed.

### Resource Sharing and Interlibrary Loan

The library regularly reports data on our resource sharing borrowing and lending rates to ACRL and to the Chancellor’s Office. Resource Sharing happens through CSU+ for physical materials and through Interlibrary Loan for physical materials not held by CSU libraries and electronic delivery of articles and book chapters.

CSU+ replaced our former Link+ resource sharing network at the beginning of the 2017-18 academic year. In our first year (2017-18), it was not always easy for patrons to identify how to place requests for materials. Changes to the public interface in summer 2018 positively impacted use of CSU+ and Interlibrary Loan, as reflected in the following borrowing data.

### Borrowing Rates

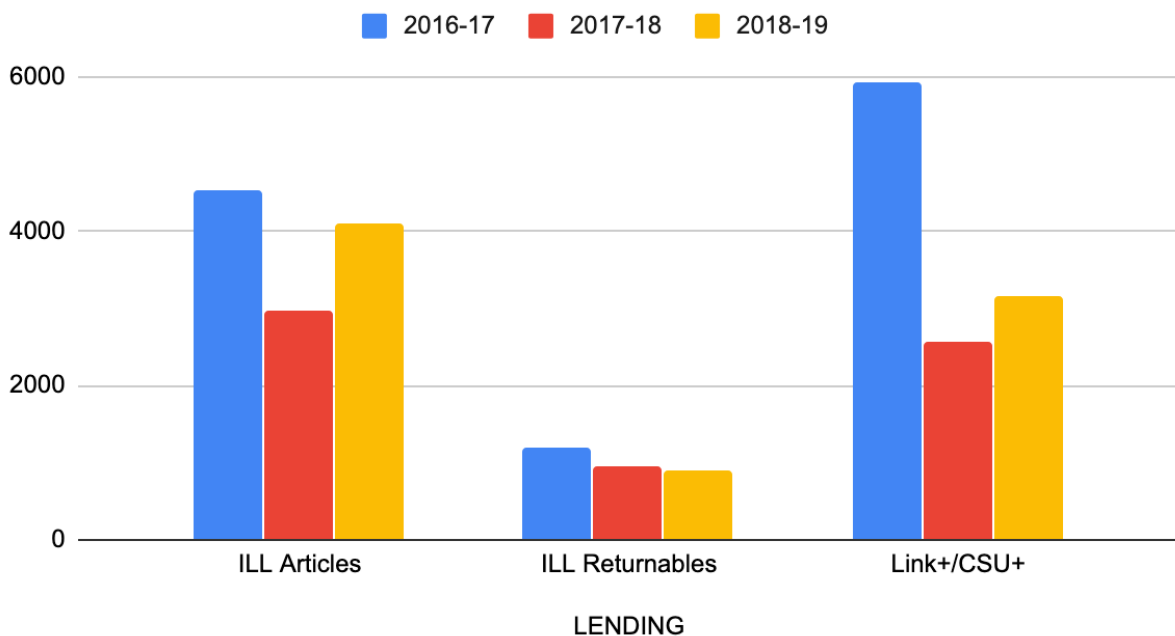


As illustrated, both CSU+ and ILL Article borrowing decreased in 2017-18. This reflects the configuration of the discovery system in that year, which hid data for materials the library did

not own. Following a change in configuration to include non-owned content in search results, use of these services increased significantly, bringing us back up to 2016-17 rates.

Sonoma State University is consistently a net lender in interlibrary loan, meaning that we lend more materials than we borrow. The opposite is true for CSU+, although this fact makes sense considering the size of our print collection compared to other CSU libraries with larger print collections. Among the CSUs, four other libraries have collections approximately the same size as SSU's: Chico, Humboldt, Los Angeles, and Pomona. We did more lending in Link+, which was a wider network that also included public libraries.

## Lending Rates



Of all CSU+ requests that have been filled across the CSU since the service was instituted, SSU has filled 3.3% of them. Undergraduate students make the largest number of requests, followed by faculty, then graduate students and emeritus faculty.

One thing we would like to examine in the future is what, if any, cost savings the library realizes through our resource sharing and ILL programs and whether use of resource sharing services correlates to student success or faculty research output. Additionally, we would like to use resource sharing data to better inform collection development and acquisitions decisions.

## Research and Access Services

The traditional methods of reporting data regarding research and access services include the number of research consultations conducted, use of online research guides, number of



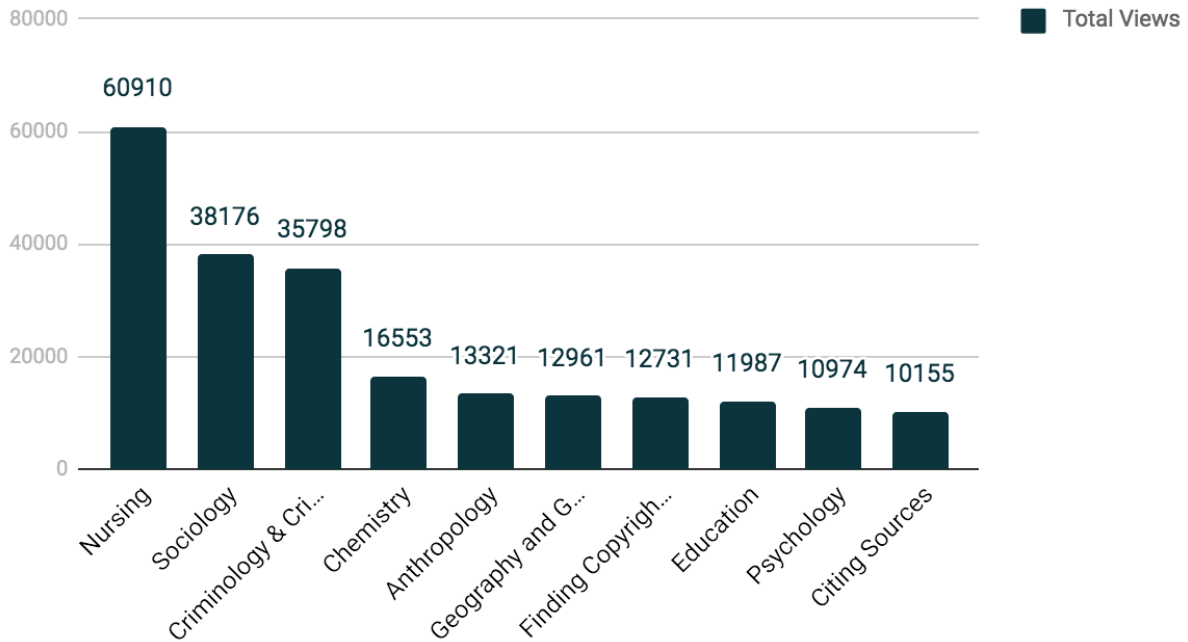
transactions at the research help and/or circulation desks, and number of requests filled. We also gather data on the number of people using our facility, use of library study rooms, use of makerspace equipment, and use of services like reserves and equipment lending.

## Research Guides

Research guides are websites developed by librarians to help students, faculty, and community members identify ways to find resources specific to a discipline, course, or topic. Librarians sometimes use course-based research guides to support or supplement their teaching. Over the past five years, the creation and use of guides has grown by about 50%.

<b>Academic Year</b>	<b>Number of Guides</b>	<b>Total Views</b>
2014-15	54	42,555
2015-16	61	51,377
2016-17	82	63,303
2017-18	83	93,612
2018-19	100	107,225
2019-20	100	115,342

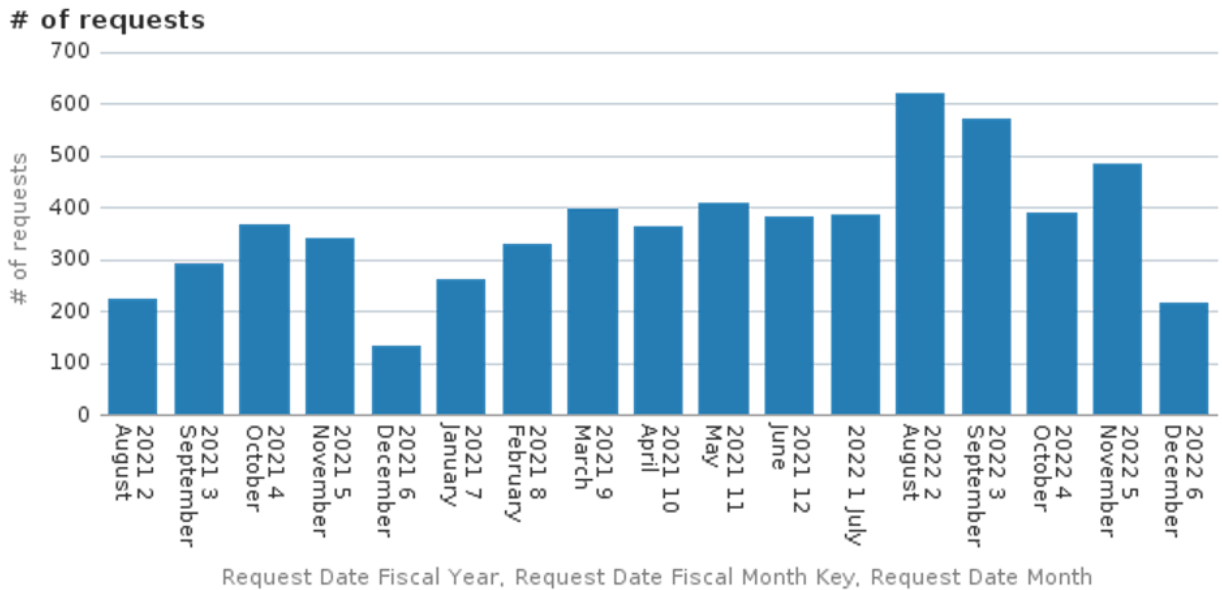
## Ten Most-Viewed Research Guides, 2014-2019



The research guides that have received the most viewership over the past five years range from those that are discipline specific (Nursing, Sociology, etc.) to those related to particular research tasks (Citing Sources, Finding Copyright-Free and Creative Commons Images). The research guide developed for Nursing has almost double the number of views than any other guide, most likely because Nursing instructors direct students to the guide and require the students to use the content supplied.

### Request and Paging Services

In summer 2020, in response to the ongoing pandemic and needs for remote instruction and research, the library implemented requesting services. This enabled people to request and check out library materials without coming into the building. Materials could be picked up “curbside” at the front door or mailed to patrons. Between August 2020 and December 2021, library staff fulfilled over 6,000 requests from students, faculty, staff, and community borrowers.



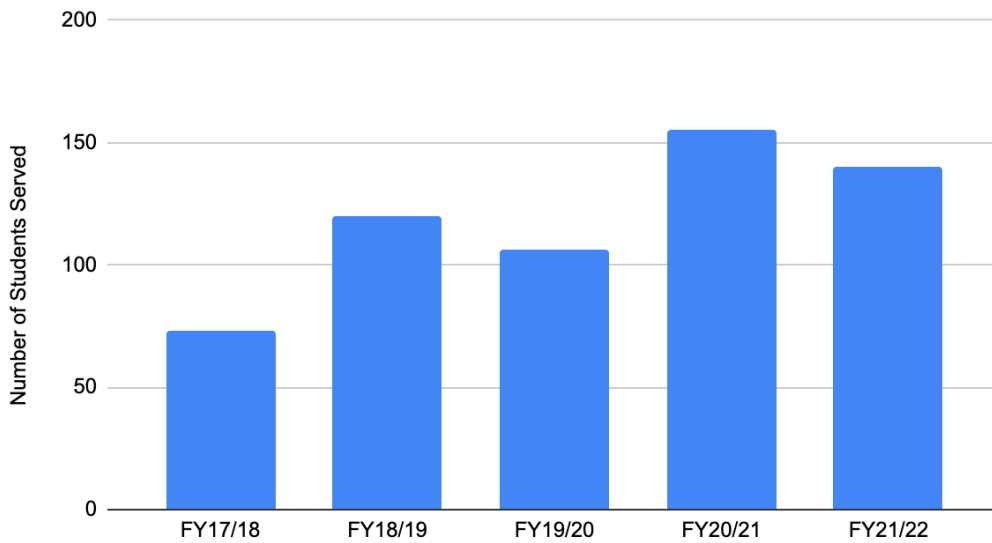
## Equipment Lending Program

The library implemented a laptop lending program in 2013; the program was an immediate success and demand for lending laptops has been consistently high. In 2017, we expanded our lending pool and included week-long loans in addition to the four-hour loans the program offered initially.

In spring 2020, in response to the pandemic-related campus closure, library faculty and staff worked quickly to transition our laptop lending program and enable semester-long loans. This program was a lifeline for many students, and CARES funding in 2020 enabled us to expand our fleet of lending laptops.

The following chart illustrates the number of students who borrowed laptops in each academic year beginning in 2017-18, through December 2021.

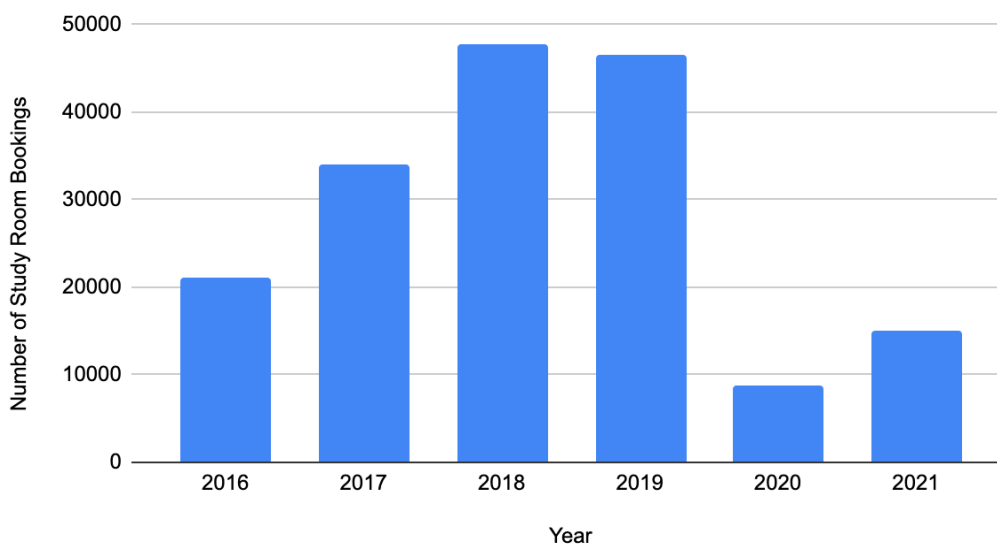
### Laptop Loans by Year



### Study Room Booking

The library provides 12 study rooms which students can book up to a week in advance. These study rooms are extremely popular, providing students with dedicated space for group work or for quiet individual study. Use of study rooms increased yearly from 2016 to 2019; the sharp decreases in 2020 and 2021 reflect the fact that our library was closed to patrons from March 2020 through August 2020, and when we re-opened, it was to a significantly reduced campus population.

### Number of Study Room Bookings by Year



There are several additional avenues for assessment being explored for Research and Access Services. We are interested in repeating the space use assessment that was conducted in 2015 to improve our understanding of how students use our facility. We have implemented improved people counters to aid in this evaluation and are in the process of gathering data. We are also refining the form used to collect data about research help desk interactions, 24/7 online chat, and scheduled consultations.

## Scholarly Communications

The scholarly communications program at Sonoma State is fluidly developing, and thus assessment mechanisms are as well. To date, the central markers have been the quantity of interactions (e.g., copyright-specific research questions answered, the number of events and outreach engagement opportunities during Open Access Week) and the depth of involvement. Some challenges to assessing scholarly communications activity do exist, however. Many of the existing assessment mechanisms come from research-focused institutions where multiple individuals are dedicated to various scholarly communication functions, and are thus hard to apply to SSU, where in reality less than one FTE is devoted to this work and priorities and goals are very different. In fact, two sister CSUs received federal grant funding to develop rubrics for scholarly communication assessment at master's institutions, an effort in which the SSU scholarly communication librarian participated, in both focus groups and a 2-day working forum. This example demonstrates another challenge: Because scholarly communications often addresses systemic issues, much of the work happens outside the library, at the CSU system level or above, and depends on decisions made by outside entities. In the coming years, the Scholarly Communications Librarian will evaluate the impact of workshops, website use, and use of the institutional repository.

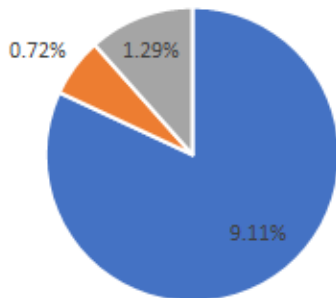
## Outreach and Programming

There are several avenues of assessment we would like to explore in the coming years: the alignment of outreach efforts with the library curriculum, mapping key touches within the outreach model to the undergraduate career, the impact of events and programming on student success, and measuring ROI for existing communication channels.

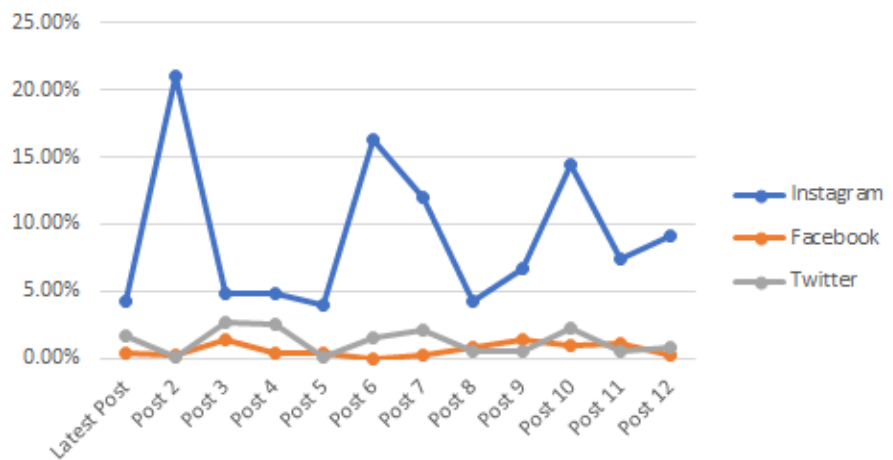
## Social Media

Engagement rate is a fundamental metric used in social media marketing to measure the performance of content on social media platforms and provide insight into the quality and resonance of content with an audience. Engagement rate is calculated as the total number of interactions (likes, shares, comments, etc.) that social media content received within a platform divided by the total number of followers, indicated as a percentage. A comparison of engagement rate averages and rates across the last 12 posts indicates that Instagram is the Library's top-performing platform:

Average Engagement Rate



Engagement Rate Across Recent Posts



Yet, Instagram has not always been the library’s primary mode of social communication. Increasing the visibility of the library’s dormant Instagram account became a marketing priority in 2018 after a near three-year lag in posting. In 2018-19, the Outreach & Inclusion Librarian was assisted by a student worker for two hours per week in creating, cultivating, and measuring content with the express purpose of raising the profile and reach of the library’s Instagram account. Key metrics for Instagram since August 2018 include:

- Followers grew from 412 to 1,193 followers; a total growth rate of 189.56%
- On average, there are 64.6 interactions per post.
- The majority of audience interactions involve 'likes' with 2.6 comments per every 100 likes.
- 97.96% of followers have less than 1500 followings, indicating the audience engagement is likely authentic and the audience type is made up of real, rather than bot, profiles.

Extensive assessment mechanisms are currently in place for Instagram, largely as a result of having partial student assistant hours dedicated to this work. Due to the attrition of the student employee and the inability to retain those dedicated hours, content creation for Instagram has declined and programmatic focus has not been extended to other social platforms. Hence, parallel metrics for Twitter, Facebook, and Youtube are not available at this time.

Other key assessment markers could enable our capacity to more effectively connect and communicate with our audience. Outside a comparison of reach and engagement across social media platforms, a content audit is needed to indicate the type of content that resonates among different audiences. A consistent reporting schedule should also be implemented to accurately capture growth and effectiveness of social media campaigns. While rich with potential insight, marketing analytics is a complex process that would benefit from professional training, third-party software tools, and dedicated student assistant support.

During the next five years, with the expected increase in social media use across our patron base, we should anticipate an expanded use of social media as a medium for delivering library

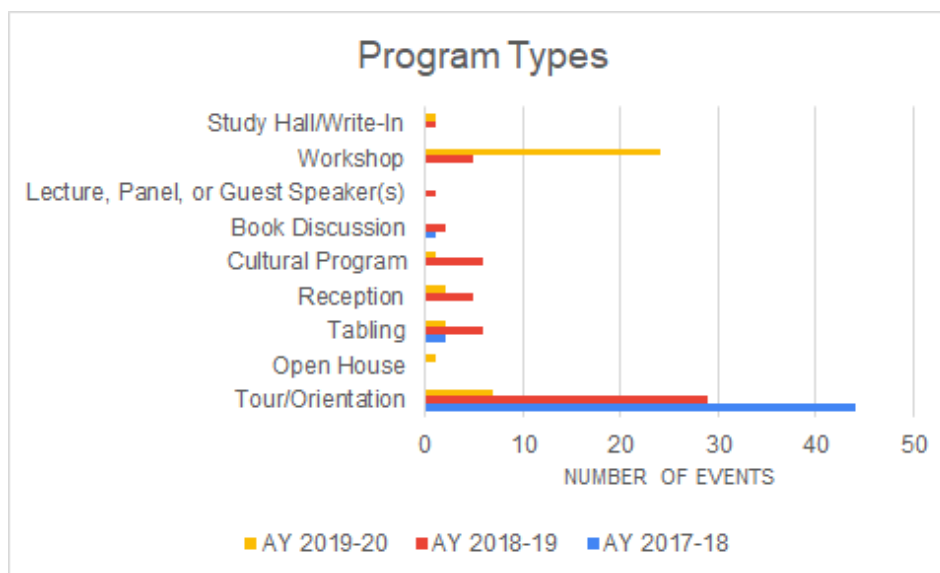
news, instruction, research help, and virtual programming. A cohesive social media plan and investment is needed to fulfill these functions and enhance our organization's social media presence. Additional support and resources will be necessary for an expanded social media model to succeed. The library has extensive data on use of the website and discovery service, but this data has not been regularly evaluated or reviewed since the loss of a Web Services Librarian position.

## Programming and Events

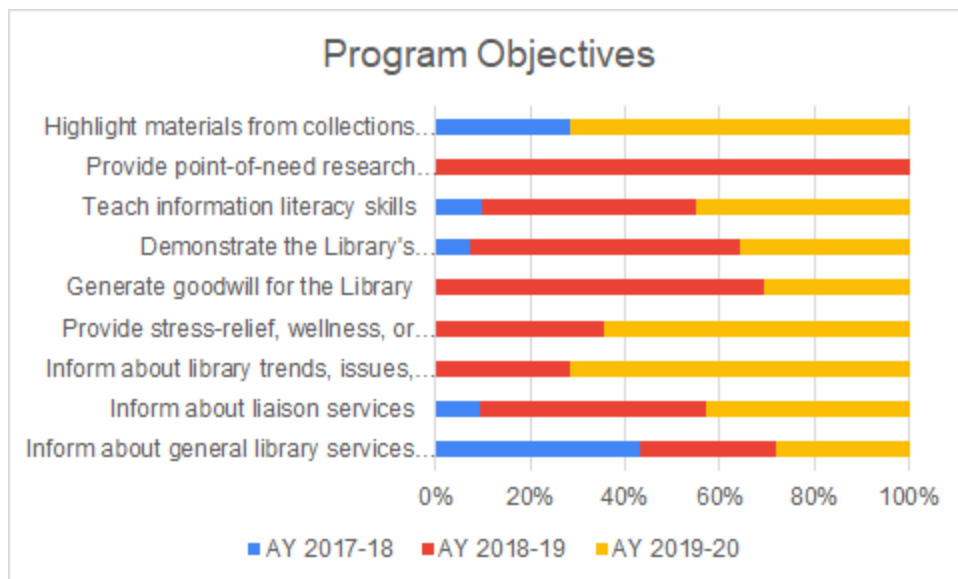
Since hiring an Outreach & Inclusion librarian in the 2018-19 academic year, total programming hours have increased. It should be noted that the 2019-20 academic year experienced an interruption in scheduled programming as a result of campus closure during the COVID-19 pandemic. As such, the total attendance and programming hours do not reflect the library's key outreach initiatives, including final exams programming as well as a variety of summer orientations.

Academic Year	Total Hours of Programming	Total Attendance
2017-18	33.25 hrs	2208
2018-19	116.13 hrs	4345
2019-20*	68.67 hrs*	1307*

\* Partial information is provided for the 2019-20 Academic Year and does not reflect programming hours or attendance provided for summer orientations, which represents a significant portion of the outreach program.



Beyond an increase in programming hours, library outreach has also experienced an expansion to types and purposes of events. While tours and orientations comprise the library’s primary outreach offerings, other types of outreach activities—namely workshops, cultural programs, receptions, and tabling—are increasingly a part of library programming. An increasingly diverse lineup of outreach programming provides the library with greater opportunities for delivering service messages and reaching wider audiences.



Furthermore, library outreach activities have also expanded their goals and objectives. Since the 2017-18 academic year, events spanning four new objective categories have been delivered, including highlighting materials from collections, providing research assistance, generating goodwill for the Library, providing stress-relief, wellness, or personal progress, and informing about library trends, issues, and current events. Moreover, greater emphasis has been placed on other stated goals for library outreach since AY 2017-18, including teaching information literacy skills (in non-course integrated settings), informing about liaison services, and demonstrating the Library's commitment to diversity, inclusion, and social justice.

Identifying the types and intended purposes of outreach activities within the library provides a foundation for thinking about the kinds of outcome-based assessment measures that might be appropriate for various activities. At present, the goals of outreach activities are measured, while the outcomes for individual outreach activities are not. As such, the present categories represent a starting point for further assessment efforts, particularly around measuring program impact. The library intends to evaluate the impact of outreach programming over the next five years by implementing the following steps: 1) Explicitly stating outreach goals and mapping them to institutional goals or library curriculum, 2) Defining measurable outreach outcomes, and 3) Exploring qualitative and quantitative measures for assessing the impact of outreach objectives.



## Resources, Staffing, and Support

The effectiveness of library programs requires skilled faculty and staff, sufficient operating funds, reliable and up-to-date technology, and an adequate and well-maintained facility. Each library program relies on these resources in varied ways.

### Faculty and Staff

As of spring 2020, the library employed three administrators, six tenure-track librarians, one full-time temporary librarian, and 16 staff members. The library also regularly employs about 30 part-time student assistants (est. 8 FTE) whose contributions are essential to the operations of the library.

Library faculty, administrators, and staff are active across campus in governance and leadership roles. This participation is a key means of building relationships across campus. The dean is a member of the Provost's Leadership Council and an active participant in decision making in Academic Affairs. She also sits on the Council of Library Deans, a critical body for system-wide decision making for the CSU libraries. Library faculty are active in campus governance, often taking leadership roles. Faculty also participate in CSU-wide working groups and committees and contribute to decision making at the system level. Many staff members also work collaboratively across campus and the CSU, including working on the university's accessibility initiatives, participating in the development and ongoing decision making for CSU+, working closely with administration and finance, engaging with the CSU Employees Union, and participating on Staff Council.

As of Fall 2019, Sonoma State University enrolled 8,225 full-time equivalent students (FTES), and employed about 360 full-time equivalent faculty (FTEF).

- Our FTES-to-library employee ratio is approximately 305:1;
- Our FTEF-to-employee ratio is approximately 13:1;
- Our FTES-to-librarian ratio is 1,336:1;
- Our FTEF-to-librarian ratio is 60.2:1.

Our FTES-to-librarian and FTEF-to-librarian ratios can be broken down further based on liaison roles. Liaison responsibilities for the School of Arts & Humanities and the School of Social Sciences are shared by two librarians per school.

**Student and Faculty to Librarian Ratios  
Fall 2019 Major Enrollment, FTES, and FTEF<sup>15</sup>**

School/Department	Major Enrollment	FTES (course enrollment)	FTEF
Arts & Humanities	801:1	953.8:1	47.8:1
Business & Economics	1,504:1	1,002.8:1	37.6:1
Education	767:1	571.9:1	32.9:1
Science & Technology	2,078:1	2,222.5:1	113.7:1
Social Sciences	1,164.5:1	1,155.9:1	40.9:1

Because each school and each academic program’s curriculum engages with the library and library research differently, these ratios do not represent workload the same way across schools. However, these data provide additional information to guide us in making determinations about liaison roles for library faculty.

All librarians hired at any rank are required to have a master’s degree in Library and Information Science from an ALA-accredited institution. We often require at least one year of experience in academic libraries and familiarity with the role of academic libraries in higher education. Most librarians are trained and gain experience in a specific operational role in libraries, with an emphasis on technical services and collections, public or access services, instruction, archives and special collections, or library technology. As the field evolves, new areas of specialization, such as scholarly communications or digital preservation, arise. Library faculty, staff, and administrators at SSU engage with the profession in a number of ways to maintain an awareness of changes in the field. We frequently hire librarians into roles that are new to the library, or reassign librarians into new positions, and charge them with developing programs to meet new needs as they arise.

Research, scholarship, and professional development are critical for librarians on the tenure-track. Librarians must demonstrate continued professional growth and contribute to the knowledge of the profession in order to achieve tenure and to be promoted in rank. In librarianship, conference presentations are one of the most significant avenues for presenting research and scholarly work. There are a number of other ways librarians contribute new knowledge to the profession, including creating unique online resources, contributing to instructional materials repositories, leading workshops and courses for peers, publishing research books and articles, and engaging in working groups for the development of standards

<sup>15</sup> Data from Office of Reporting & Analytics Academic Resources Dashboard, pulled on May 27, 2020. Ratios are calculated based on the number of tenured and tenure-track librarians.

and best practices. Staff in the library are also encouraged and funded to engage in professional development, including attending conferences, enrolling in online training workshops, and meeting with other library personnel from across the CSU to share best practices and learn from each other.

Librarians often serve as work leads for staff, including planning and leading the work of a department, assigning and monitoring work, and providing coaching and training. Librarians cannot serve as designated managers as defined by the Higher Education Employer-Employee Relations Act (HEERA), so most staff have both a faculty work lead and an administrative manager. The work lead-manager structure can present challenges: the role of the work lead versus the administrative manager is not always clear, and administrative managers don't always have insight into the day-to-day work of a department. Administrative managers are often tasked with very heavy work loads: the Director of Library Technology has multiple times been in the position of being the sole administrative manager for all library staff and students. This is an unreasonable workload that would be mitigated by an organizational structure that is more reflective of workplace realities.

Between 2015 and 2018, five of the library's six tenured and tenure-track librarians, as well as two long-time temporary librarians, left the university. The library also saw the departure of several long-time staff and administrators who played key roles in library operations. These departures had a significant impact on the library. Several program goals, including the development of a scholarly communications program, the development of assessment plans, the growth of our student assistant training program, the expansion of services to provide more responsive access to collections, and changes to the instruction program and curriculum were put on hold or slowed as the library rebuilt its faculty and staff ranks.

Gaps in staffing continue to create challenges in the library. The Access Services team did not have an official work lead from the library faculty for over three years; the Research and User Services Librarian was appointed to this role in summer 2021. There has also not been a dedicated Access Services Manager for several years. This situation creates some communication lapses and a lack of clear direction for staff. Collections and Technical Services shrunk from seven to four staff members and from three to two librarians. The instruction program previously had two tenure-track and one full-time temporary librarian, but now has one tenure-track librarian with varying temporary support.

## Library Administration

The Library Administration is responsible for overseeing the library's budget, facilities, technology, donor relations, communication strategies, and long-term strategic planning.

**Karen Schneider** (Administrator IV) is the Dean of the library. Reporting to the Provost and Vice President for Academic Affairs, the Dean is the chief administrative officer of the library, with overall responsibility for the vision and direction of the library, and for all aspects of library operations including budget, personnel, facilities, technology, policy development, instruction, collections, fundraising, and sponsored research, and for overseeing and maintaining relationships with the library's internal and external communities. The Dean provides a critical

link between the administration of the university and the library's faculty and staff, ensuring that the library's goals and objectives are aligned with those of the university and that the library has the resources it needs to achieve those objectives. The dean is a member of the Provost's Leadership Council, leads the Library Management Team, and represents Sonoma State University on the CSU-wide Council of Library Deans (COLD). Dr. Schneider joined Sonoma State University in 2015.

**Jonathan Smith** (Administrator II) is Director of Library Technology and Interim Assistant Dean/Access Services Manager. He serves as a member of the library's senior leadership team, which plans and leads library-wide services and operations. His regular assignment is serving as appropriate administrator to staff in the library technology and technical services units with major duties that include overseeing the development and maintenance of the library's technology services and infrastructure. He has twice filled management vacancies on an interim basis with additional responsibilities that include serving as appropriate administrator to the access services unit, and providing leadership and supervision for staff who provide access services such as user support, circulation, and interlibrary loan. He co-founded and currently directs the SSU Makerspace. Jonathan joined SSU in spring 2016, has published and presented internationally on topics related to library technology, and was a member of the 2018 cohort of Senior Library Fellows at UCLA.

**Bonnier Cormier** (Confidential Office Support) is the Administrative Coordinator in the Library and provides administrative support services to the Dean of the Library. She coordinates department absence reporting, employee business reimbursements, and travel expense claims, and purchases supplies for the department. She assists in the planning and coordination of logistics for events such as Library art gallery receptions. Bonnie manages the library conference rooms and is the work lead for the Library Administration student assistant.

**Alyssa Corona** (Administrative Analyst) is the library's Budget Analyst and interim Administrative Manager for Technical Services, working with and for all library faculty, administrators, and staff to ensure all fiscal related matters are processed and CSU and SSU policies are followed. She works closely with the Collection Development Librarian and Account Tech to ensure collections forecasts and expenditures are fully integrated into the library's budget model. She analyses, strategizes, advises, communicates, and prepares reports on fiscal matters for the library, Academic Affairs, Chancellor's Office, and other stakeholders. She reviews employee appointment and separation documents for accuracy and fiscal impact, and she creates and manages procedures for the library including travel and events/marketing, among others. She is involved in various secondary duties, projects, and collaboration with others as they arise.

**Lauren Hart** (Administrative Analyst/Specialist) is the Library Facilities Specialist. She received her BS in Environmental Systems from UC San Diego in 2013, a professional certificate in Business Intelligence Analysis from UC San Diego Extension in 2017, and is currently pursuing a Masters in Business Administration at Sonoma State University. She has also received Lean Six Sigma Green Belt certification. She joined the SSU Library staff in spring 2020. Prior to joining Sonoma State University, she worked in Facilities Management at UC San Diego. As the Library Facilities Specialist, Lauren provides oversight for a wide variety of administrative operations within the SSU Library. She works with all library units to identify building maintenance needs

and manages the complete workflow of facilities work orders associated with library spaces. She consults and serves as project coordinator with Facilities Management and building-related vendors to complete maintenance, repairs, renovations, tenant improvement projects, and major capital projects. Her role encompasses administrative and technical duties to provide project leadership in support of building maintenance, security, access, safety, and library equipment needs.

**Julie Dinkins** (Administrator I), Digital Initiatives Manager in Collections and Technical Services, is regularly assigned Administration-related duties, including management of the Student Assistant Program, coordination of facilities work, and some Access Services duties. A further description of her role can be found below, under Collections and Technical Services.

## Library Faculty

Librarians are typically responsible for managing one or more functional areas or programs in the library, including administrative/work lead responsibilities in a unit or department and/or coordination between a number of units or departments. In addition to their operational roles, most librarians serve as liaisons to academic departments or schools. As liaisons, librarians participate in instruction, outreach, research services, and collection development. The structure and size of the library faculty require that librarians work closely and collaboratively. Building consensus and making decisions through transparent and open processes is critical to the smooth operations of the library. The library faculty meet as a group at least twice a month to discuss and make decisions about changes to policies and processes, to share information, and to develop curriculum and share pedagogical strategies.

**Laura Krier** (Associate Librarian) is the Systems and Metadata Librarian, working with the Collections and Technical Services team. She received her Masters in Library and Information Science from Simmons University in 2009, and her BA in Literature and Women's Studies from UC Santa Cruz in 2001. She joined the SSU faculty in fall 2013 as Web Services Librarian and served in several roles before taking on the Systems and Metadata role in fall 2017. Her operational area of responsibility is maintaining and configuring the library management system, coordinating workflows for acquisitions, cataloging, and resource management, and assessing and improving library metadata and discovery systems. She serves as work lead for two staff members in the Technical Services team. Laura is the library liaison to the American Multicultural Studies, Chicano and Latino Studies, Communications and Media Studies, English, Modern Languages and Literatures, and Philosophy departments, as well as the Hutchins School of Liberal Studies. Laura also serves as chair of the library faculty. She is currently the only tenured member of the faculty.

**Rita Premo** (Senior Assistant Librarian) is the Scholarly Communications Librarian. She received her Master's in Science in Information Sciences from the University of Tennessee in 2004 and her Bachelor of Science in Journalism in 1994. She joined the library in fall 2016. Her role focuses on providing copyright and other intellectual property assistance to campus stakeholders, managing the ScholarWorks institutional repository, leading open access advocacy and education efforts, and participating in statewide activities surrounding scholarly

communication issues. She is the library liaison to departments within the School of Science and Technology.

**Hilary Smith** (Senior Assistant Librarian) is the Research and User Services Librarian. She received her Master's in Library and Information Studies from San Jose State University in 2012, a Master of Arts in Humanities from Dominican University of California in 2003 and a Bachelor of Arts in Psychology from Dominican College in 1996. Originally hired in 2014 as a temporary Research and Instruction librarian at SSU, she accepted a tenure track position in Fall 2017. As Research and User Services Librarian, Hilary leads the library's research help program and works closely with the library's access services group to set priorities and develop policies related to patron use of the library's physical and virtual spaces. Hilary is the liaison to the departments of Criminology and Criminal Justice Studies, Geography, Environment, and Planning, History, Human Development, Sociology, and Women's and Gender Studies.

**Kaitlin Springmier** (Senior Assistant Librarian) is the Instruction and Learning Assessment Librarian, leading the library's instruction program. She received her Master's in Library and Information Studies from University of Wisconsin-Madison in 2015 and her Bachelor of Arts in English in 2011. She joined the SSU faculty in fall 2017. In her role, she sets direction for the library instruction program by coordinating and assessing the day-to-day operations and providing guidance to library faculty in developing and implementing pedagogy and assessment for teaching information literacy. Kaitlin is the library liaison to the School of Business and Economics, and, as of Spring 2018, leads instruction for courses in the School of Education and the Second Year Research and Creative Experience (SYRCE) program.

**Mary Wegmann** (Associate Librarian) is the Collection Development Librarian, working with the Collections and Technical Services team. She received her Masters of Science in Information Studies from the University of Texas at Austin in 2012, and her BA in Sociology from Vassar College in 2006. She joined the SSU faculty in fall 2017. Her operational area of responsibility is providing leadership on the management, evaluation, and access to the University Library's collections and allocating and managing the library materials budget. She serves as work lead for two staff members in the Technical Services team. Mary is the library liaison to the Art, Music, and Theater Arts & Dance departments. Mary also serves as the chair to the Library Art Committee which curates the library gallery and coordinates associated programming.

**Catherine Fonseca** (Senior Assistant Librarian) is the Outreach and Inclusion librarian. Catherine received a BA in History from Indiana University in 2015. She went on to receive a Master's in Library Science as well as a Master's in Latin American Studies from Indiana University in 2018. She joined the SSU faculty in fall 2018. In her role at SSU, she initiates and implements library programs, events, and practices designed to meet campus needs and encourage the use of the library. She also coordinates targeted efforts to reach underserved and vulnerable student populations for the purpose of improving student success through an increased use of library resources and services. Catherine is the library liaison to the Anthropology, Counseling, Global Studies, Political Science, and Psychology departments within the School of Social Sciences. Catherine also develops and sustains viable partnerships with student-centered units and programs across campus, especially those supporting traditionally underserved populations.

In addition to our six tenure-track librarians, the library faculty includes one full-time temporary librarian.

**Lynn Prime** (Senior Assistant Librarian) is the Special Collections librarian. She leads the development of the library's Regional and Special Collections and University Archives, with a mission to develop unique collections focused on California's North Bay and its six counties. She provides specialized instruction and research services across disciplines to introduce students to the primary sources held in Regional and Special Collections, and oversees the acquisition and development of the department's Regional and Special Collections and Digital Special Collections. She has been with the library since 2004, and received her Masters in Library and Information Science from UC Berkeley.

The library periodically employs additional temporary librarians to serve as Instruction and Research Help librarians. The number of hours available varies from semester to semester, depending on funding.

## Library Staff

Library staff typically work in one or more departments or units in the library and provide support for students, faculty, staff, and members of the wider community in many ways.

## Research and Access Services

Historically, the Research and Access Services team had been led by a Public Services Librarian, with an Administrative Manager to provide managerial supervision of staff. With the departure of the Public Services Librarian in 2016, the decision was made to hire an Access Services Manager, who would work closely with a Research and User Services Librarian to provide leadership to the team. Currently, the Access Services Manager role is unfilled. The Research and Access Services team includes seven staff members. With leadership positions unfilled, the Director of Library Technology is operating as the interim Access Services Manager, with support from the Digital Initiatives Manager. The Research and User Services Librarian stepped into the role of work lead for the team in summer 2021.

**Dawnelle Ricciardi** (Library Services Specialist IV) is the Interlibrary Loan Coordinator. She has worked in libraries for 27 years, and joined Sonoma State in 2002. She has been the Interlibrary Loan Coordinator at Sonoma State since 2011. Before coming to Sonoma State, Dawnelle worked in libraries at UC San Diego and at Dominican University, where she was the ILL manager. She attends Staff Council meetings and is the staff representative to the Campus Planning Committee.

**Madeline Lutman** (Library Services Specialist II) is a Resource Sharing Specialist. She has been with Sonoma State since May 2019 and works primarily on the lending side of interlibrary loan and CSU+, processing incoming requests from other libraries for both print and electronic materials in our collections. Madeline also works at the circulation desk.

**Flora Williams-Bonner** (Library Services Specialist II) is a Resource Sharing Specialist with the primary role of serving as the Student Assistant Workflow Coordinator. She received her



Master's degree in Psychology (with a forensic concentration) from Southern New Hampshire University in 2017, and her Bachelor's degree from Sierra Nevada University in 2013. She joined the SSU Library staff in May 2019. Flora's primary role as the Student Assistant Workflow Coordinator is supporting the Interim Student Assistant Manager in the hiring, onboarding, and training of new student employees. She prepares and synchronizes the ever-changing work schedules, as well as performs level-one timesheet approval for library student workers. Flora helps to optimize the essential coverage, workflow continuity, and student staffing for the Circulation Desk, Interlibrary Loan, Technical Services, and Special Collections departments. She works daily shifts at the circulation desk, conducts the building closing procedure on Fridays, and functions as an operational work lead on Saturdays. She also provides back-up assistance within the Interlibrary Loan department.

**Jack Ritchie** (Lead Library Assistant III) is the Circulation Day Supervisor and Reserves Coordinator. Jack came to Sonoma State as a student in 1988 and worked as a student assistant in the library. After graduation, he was hired into the pool of temp workers and in 1993 was hired as a library services specialist. As a Circulation Supervisor, he oversees the operations of the department on a day-to-day basis; as a Reserves Coordinator, he is responsible for maintaining the print reserves collection and working with faculty to organize and maintain reserves materials.

**Michael Cullinane** (Library Services Specialist III) is the Circulation Night Lead. He manages the library's public services during evening and weekend hours. He also serves as a "jack of all trades" for other library departments as needed, such as interlibrary loan, evening reference, the automated retrieval system, and managing the printer and copier cash collections. Michael came to Sonoma State in 2004, after working with North Bay Cooperative Library System and the University of San Francisco.

**John Muller** (Library Services Specialist III) is a Public Services Specialist and Multimedia Coordinator. A graduate of San Francisco State University, he has worked in Library services since 1989, serving at HLA Corporate Library, Berkeley Public Library and as lead researcher at Knowledge One, a pioneering information brokerage joint-ventured with Sonoma State University Library. John initially joined the Library staff in 2001 as the lead of the Multimedia Department for 14 years and now works as a Library Services Specialist daily at the Circulation Desk, and part-time for Interlibrary Loan, purchasing media for Technical Services, maintaining Media Reserves, Gallery video presentations, and Special Collections digitization projects.

**Jayelene Lyons** (Library Services Specialist II) is a Public Services Specialist, providing support to students, faculty, and staff at the circulation desk. In 2016, Jayelene came to Sonoma State University as an undergraduate and worked as a student assistant in the University Library. Upon graduation in 2017, she was hired as a staff member. In Spring 2021, she received her master's degree in Library and Information Science with an emphasis on preservation work within academic libraries. Jayelene was a member of the Strategic Planning Task Force and continues to serve on the OneSearch Updates Working Group.



## Collections and Technical Services

The Collections and Technical Services team includes four staff members and the Digital Initiatives Manager, with leadership from two librarians and the interim Administrative Manager.

**Julie Dinkins** (Administrator I) is the Digital Initiatives Manager. Her role includes maintaining Digital Special Collections and SSU ScholarWorks, in collaboration with the Special Collections and Scholarly Communications Librarians. She has stepped in on an interim basis to manage the Student Assistants, to coordinate facilities work, and to handle some duties of the vacant Access Services Manager role. Julie joined the Sonoma State library in 1984 after working as a student assistant while getting her degree, and has worked in a number of areas in the library including Book Repair, Periodicals, Web Development, User Technical Support, Multimedia, Circulation, and Access Services. She has been the Digital Initiatives Manager since 2012.

**Laurie Baggs-Ortega** (Accounting Technician II) is the Account Technician. Her role is to process invoices in the Library accounting system and in Oracle/PeopleSoft; code and confirm funds used from the general, foundation, and trust accounts; process the payments using the guidelines of the agreements of each fund; pay and reconcile invoices in both library and campus systems monthly; reconcile our monthly credit card transactions and process payments in both systems; run monthly reports from the library system and our main accounting system to confirm funds have been processed correctly and that we are on budget; and process and confirm coding for payments made to the Chancellor's Office. She has held this position since 2008. In the past she has worked with the main campus accounting department in providing information regarding audits.

**Meghan Croll** (Library Services Specialist II) is an Acquisitions Specialist. Her role is to purchase and process or activate library materials, and to ensure the accuracy and completeness of item, holding, and bibliographic records. She performs original cataloging and provides metadata support for Regional and Special Collections. She has held this position at Sonoma State since November 2017. Meghan has a Master's in Library Science from the University of North Carolina and has been working and volunteering in libraries (museum, public, and academic) for 11 years. Her library experience has been primarily focused on technical services work, as well as broader collection development work. Meghan is a regular attendee of campus CSUEU chapter and Staff Council meetings.

**Kathryn Jeon** (Library Services Specialist IV) is the Electronic Resources Management Specialist, responsible for maintaining electronic collections. She worked in the library from 2005 to 2013, and re-joined the technical services staff in October 2019. As the ERM Specialist, she establishes and maintains access to electronic resources, tracks and resolves access problems, and maintains e-resource metadata in the library's management system and vendor databases.

**Darren Sargent** (Library Services Specialist III) is the Stacks Management Specialist. He has been working in academic libraries since January 1981 as a freshman at UC Davis, where he double majored in Studio Art and Cultural Anthropology. Darren came to Sonoma State University Library in July 2000 as a part of the technical services department, where he has served in a

variety of behind the scenes roles for the library which now include the day-to-day operations of the ARS, stacks management, receiving, and student supervision. Darren is a member of the Library Art Committee and has done the exhibition design and installation of many of the shows in the library gallery.

## Library IT

**Christine Hayes** (Information Technology Consultant) is the library's Web Developer. She creates and maintains the website; offers technical support; and contributes to graphics, photography, signage, print materials, and overall marketing for the library. She has been an advocate for accessibility from her first day at SSU. She is on the Disabled Student Advisory Committee and has been a member of the Accessible Technology Initiative committee from its inception. She is also part of SSU's Web Team, as well as the Drupal Team, which has been migrating the 150+ legacy static SSU websites to Drupal. She supports SSU Drupal content authors and co-teaches the Drupal Drop in Workshops, where all SSU Web content authors can get Drupal support. She is an alumna of SSU, and spent several years in the private sector before joining the library in 2001.

**Aaron Montes** (Instructional Support Technical II) is the library's Instructional Support Technician. He provides level one technical support to students and to library staff and faculty and maintains, assists in, and leads tours of the library's Makerspace. He also assists SSU's IT unit on various projects. Aaron worked in Apple retail for 11 years before becoming a part of the library in September 2019. He graduated from Sonoma State in 2018 with a degree in Philosophy.

## Budget

The library has an annual operating budget of approximately \$3.4M, with funding from a variety of sources.<sup>16</sup> The library receives the bulk of our operating budget from Academic Affairs. Additional funding comes from the California State Lottery, Instructionally Related Activities (IRA) funding from Associated Students, and cost recovery funds from the School of Extended and International Education.

The library earns a small amount of revenue from printing and copying and from our community borrower program. This revenue varies depending on the campus's circumstances. The campus closure in March 2020 in response to the Covid-19 pandemic eliminated these revenue sources for the remainder of the fiscal year, leaving us significantly short of our forecasted revenue.

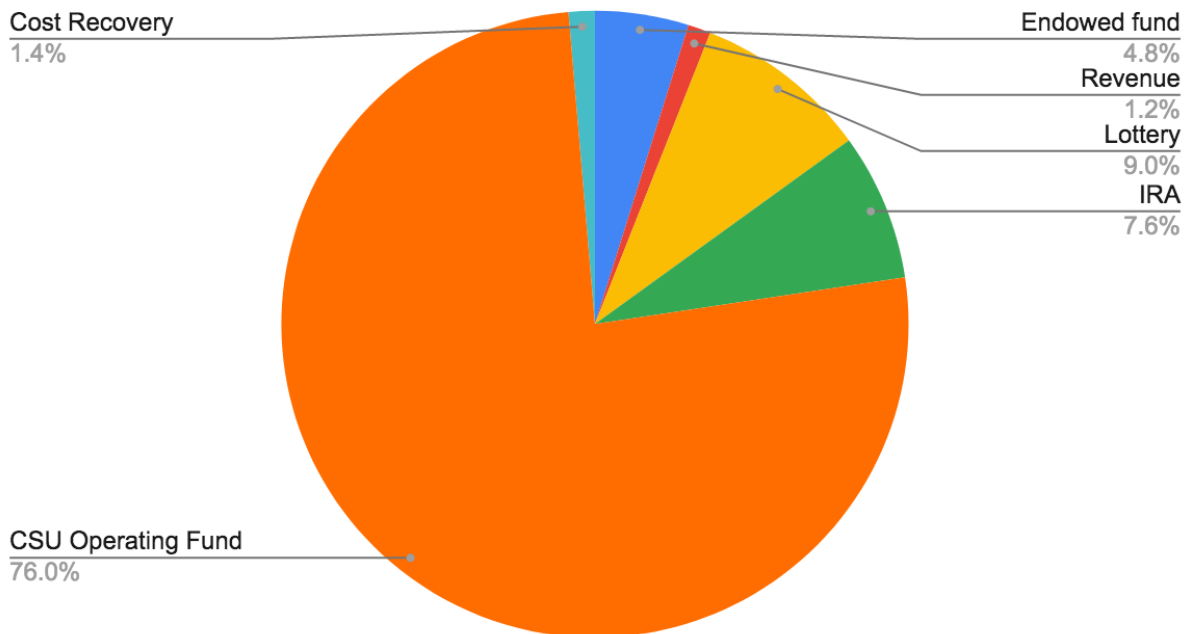
The library also receives income from eight endowed funds. In 2019-20, the income from these funds was estimated to make up about 4.8% of the library's budget. Six of these funds are restricted and must be used for materials purchases; these restricted funds account for

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<sup>16</sup> All budget figures provided in this report come from forecasts of the 2019-20 budget provided at a December 2019 budget meeting by the library's budget analyst. They do not reflect actual fiscal year expenditures, which have not been reported to date. Updated figures have not been provided.

approximately 3% of the collections budget. The income from endowed funds fluctuates and during economic downturns, our income from these funds can be much smaller.

## Forecasted Source of Funding, 2019-20



Salaries make up the largest part of our operating budget, as is true for most of the university and most academic libraries. It would be useful to break down salary expenditures across library departments and teams to get a sense of how our human resources are being allocated within the library. Collections expenditures also make up a significant portion of the library budget.

## Collections

In 2019-20, the library's collections expenditures totalled \$667,000. Approximately \$500,000 was allocated to database subscriptions, \$53,000 to firm orders (one-time purchases), \$112,000 to journal subscriptions, and \$1,000 to standing orders. In addition to the \$667,000 in direct resource costs, \$140,000 is allocated for contractual services that support collections management and access, including contracts with cataloging services, ILL services, and library service and software providers.

The funding sources that comprise the collections budget are operating expenses, lottery funds, and the income from foundation funds. In 2019-20 the library received a base increase of \$20,000 to our lottery fund allocation. The collections budget is supplemented by the income from five small foundation funds; this funding made up less than 1 percent of the collections budget in 2019-20. Additionally, the Dean allocates extra funding as available.

## Partnerships and consortia

The library participates in the CSU Systemwide Digital Library Content (SDLC) program, supported by the Chancellor's Office and the Council of Library Deans.<sup>17</sup> The SDLC provides access to centrally funded electronic resources estimated at \$200,000 in savings for SSU; discounted opt-in electronic resource subscriptions; centralized support and management of the shared integrated library system, Alma; and access to CSU+, the systemwide interlibrary loan program. These programs provide direct savings through reduced subscription costs as well as indirect savings through shared personnel and infrastructure.

The library is an affiliate member of SCELCL, the Statewide California Electronic Library Consortium. SCELCL is another avenue for subscribing to electronic resources, which enables us to purchase them at a significant discount.

In addition to database subscriptions and interlibrary loan, both consortia offer regular professional development opportunities in which faculty and staff can participate.

The CSU Libraries submit annual reports on collections expenditures to the Systemwide Digital Library Content group. An archive of these reports can be found on the CSU website.<sup>18</sup> While some of the data Sonoma State reported in the past raises questions, due to changes in accounting systems and turnover in library personnel, this is the most consistent data available on our historical spending. These reports also allow us to compare our spending to peer institutions in the CSU.

Overall, a number of factors can lead to instability in the library's budget, with the potential to disrupt our operations. It is unlikely we will be able to rely on salary savings as the campus deals with budget shortages in the years to come. Endowed funds are dependent on the performance of the stock market and can be unpredictable. Funding from Associated Students must be renewed on a regular basis, and as enrollment drops, our income from this funding source will likely also drop. Even the small amount of revenue we take in from copying and printing will be affected if the campus increases online teaching and enrollment continues to drop.

As the library faces budget cuts, it will be critical to reexamine allocations across the board. Salaries are the least flexible element of our budget, and the recruitment of empty positions remains uncertain. Electronic collection costs account for most of the library's collections budget; our recent campus closures and move to remote learning highlight the increasing importance of electronic resources and make it hard to justify extensive cuts. It is critical that

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<sup>17</sup> "About Systemwide Digital Library Content," CSYou website, requires CSU login to access. <https://csyou.calstate.edu/Tools/SDLC/Pages/default.aspx> (Accessed April 14, 2020).

<sup>18</sup> "Library Statistic Reports," The California State University, <https://www2.calstate.edu/csu-system/administration/sdlc/Pages/library-statistics-reports.aspx> (Accessed May 12, 2020).

the library remains focused on our strategic priorities as we look to implement the campus's recommended 12-13% cuts over the coming years.

## Library Technology

The technology infrastructure that supports the library's programs is managed by the Director of Library Technology, Jonathan Smith, and supported by an instructional support technician, Aaron Montes, a web developer, Christine Hayes, and a team of student assistants.

Prior to 2012, the library had a fairly large, dedicated IT department, including staff positions focused on networking and server management, front-line tech support, web development, and library management system maintenance. In 2013, most of these personnel were shifted to the university's IT unit, and an MOU was signed to establish expectations for technology support for the library. Over time, however, it became clear that some library technologies required specialized knowledge and attention, and that IT support for public computing was insufficient. The library hired a Director of Library Technology in 2016 and hired a dedicated instructional technology support staff person in 2019. This return to a dedicated library technologist has significantly improved the library's ability to support public computing, instructional technology, and library-specific software and hardware

Library technology supports all library programs in critical ways. The Director of Library Technology collaborates with librarians to evaluate needs, explore new technologies, and ensure adequate technology resources for teaching and learning, assessment, services, and resource discovery and access.

Since joining the University Library, the Director of Library Technology has implemented several critical upgrades and has re-built the library's ability to provide level-one technical support for our students and staff. He also guided the expansion of the SSU Makerspace and coordinated two CSU-wide Maker Convenings, building partnerships across the CSU system, as well as at SSU. However, due to gaps in administrative staffing, he has consistently been redirected to manage Access Services, taking focus away from library technology needs. A technology strategic plan is critical and has not been completed, and several major projects have been stalled or taken much longer than anticipated. The library faculty look forward to filling the Access Services Manager position and freeing the Director of Library Technology to re-focus on technology goals and initiatives.

## Instruction

Instructional technology in the library consists of computers for student use, the instructor's workstations, and projection. There are two dedicated classrooms for library instruction and a flexible space in Special Collections. All three spaces are equipped with a set of laptops for student use, an instructor's laptop, and projection. One classroom has been recently equipped with technology informed by campus classroom standards; another is in need of an upgrade to meet these standards.

The SSU Makerspace is a student-centered space in the library that enables a variety of learning activities and events. It empowers our students with equitable access to established and emerging technologies that support experiential and active learning, creativity, and innovation. We have been very successful in collaborating with campus partners to support innovative, high-quality academic programs and to provide access to learning opportunities such as maker education, immersive learning, digital production, and a creative space.

Following a small pilot collaboration with the Physics Department, a National Science Foundation grant was awarded in fall 2016 that, in part, helped fund the creation of the SSU Makerspace. Major campus partners have included the School of Education, School of Science and Technology, School of Arts and Humanities, and the Faculty Center. A highlight of programs supported by the Makerspace include a general education course (Science 220: Dream, Make, Innovate); several other general education and disciplinary courses; the CSU Maker Convening; the ViTAL Lab / SSU immersive learning initiative (virtual reality); a Faculty Learning Community; and the Girls Tinker Academy.

The SSU Makerspace currently offers a wide range of equipment and emerging technologies, including 3D printers, laser cutters, virtual reality stations, and sewing machines. SSU faculty may reserve time in the Makerspace to bring classes in for workshops and other class activities. Weekday afternoons and evenings are “open lab” hours during which students may walk-in to utilize the space and equipment and to receive instruction and support. Staffing is primarily provided by grant-funded student assistants, with some support provided by Aaron Montes, Instructional Services Technician. The Makerspace is managed by Jonathan Smith, Director of Library Technology.

Future plans include building on and expanding cross-disciplinary collaborations, continuing to identify and apply for grant funding, and acquiring additional equipment to upgrade and expand offerings. While the Makerspace has been and continues to be almost entirely grant funded, a stable budget would greatly improve the ability to provide consistent service and help to meet demand by students and faculty.

## Collections and Technical Services

The most significant piece of technology for managing library collections is the library management system. In 2017, the university migrated to a shared system with all other CSU libraries. This shared system is a cloud-based application; after migration the library and campus IT were able to end support for the on-site servers and client applications required to run the previous system.

Chancellor’s Office staff support all CSU libraries by managing several major components of the new system, including shared electronic resources, centralized aspects of the discovery interface, and configurations related to resource sharing. CSU-wide committees work with Chancellor’s Office staff to coordinate policies and best practices for all libraries and provide on-going training and open forums. Local configurations and troubleshooting are the

responsibility of the Systems and Metadata Librarian. Patron information in the library system is coordinated with the campus Common Management Systems (CMS) team.

Off-campus access to electronic resources is mediated through a hosted proxy system, EZProxy, with authentication coordinated with campus IT using IT's SSO authentication servers. Electronic resources are hosted on vendor servers; ongoing communication with vendors is a critical part of maintaining access and resolving problems.

Digital Special Collections are managed using a digital asset management system called CONTENTdm, which is also a cloud-based application. Derivatives are housed at OCLC, and masters and backups are housed on campus in IT. FastGlacier is used to upload backups of masters and derivatives to Amazon Glacier. Special Collections finding aids are uploaded to the Online Archive of California (OAC) using RecordEXPRESS, an OAC tool.

The library also houses an automated retrieval system (ARS); 56% of the physical collection is currently housed in the ARS. This system undergoes regular maintenance through a contract with the vendor, and uses a proprietary database system that is integrated with the library management system. The system does experience fairly regular malfunctions; parts can be difficult to source and support from the vendor is not always timely.

## Research and Access Services

The library is one of the few public computing spaces open to students on campus, and one of the only places where students can print. Before 2015, public workstations were seriously out of date. One of the first priorities of the dean and the Director of Library Technology was to update public workstations. This project was completed in 2015, and plans were established for keeping workstations current. The library currently has approximately 145 public workstations, including Mac and PC platforms. These workstations all have the full Adobe Creative Suite, Microsoft Office applications, SPSS, and other discipline-specific software installed.

The library's laptop lending program is one of our most popular programs. More details about the program can be found earlier in this document. Library IT staff are integral to the management of this program.

The library's wireless network became insufficient as the use of mobile devices and laptops increased on campus. In many areas of the building, including student study rooms, wireless networking was unavailable. One of the first projects Jonathan Smith, the Director of Library Technology, took on upon being hired was to improve wireless networking. This project took two years to come to fruition because it required coordination between so many different units on campus at a time when personnel were transitioning and campus IT was being reorganized. In 2018, the project was completed and wireless networking was vastly improved throughout the library facility.

One ongoing challenge is the lack of electrical outlets near study spaces. In the last several years, the library has purchased a number of charging stations and powered furniture to



mitigate this problem. These items are extremely popular, and we are considering additional purchases.

The library supports printing and copying for students through the Pharos print management solution software and a contract with an external vendor for maintenance and supplies. A long-term project to support Wolfbucks printing was recently completed.

The library also contracts with a vendor, Springshare, to provide a platform for our research guides, room booking, 24/7 chat, and appointment booking services. This software is relatively inexpensive and easy to use, and we regularly explore opportunities to include additional Springshare services in our contract.

## Scholarly Communications

The institutional repository, ScholarWorks, is a significant part of the Scholarly Communications program. As noted earlier, the platform for the repository is managed for most CSU campuses by staff and contractors working in the Chancellor's Office, although some CSU campuses are able to provide more robust technological support. The SSU library does not have that capacity and largely is limited to local content ingest, using files provided by campus partners or materials scanned via equipment residing in Special Collections and Interlibrary Loan.

Additionally, over the past several years, Scholarly Communications has helped investigate various technologies for consideration in the library and by other campus entities, such as the Leganto course material management system, the Open Researcher and Contributor Identification (ORCID) system, and several affordable learning products. To date, none have been acquired. It is expected that such efforts will continue in the future, typically through collaborative efforts across the CSU and via the Chancellor's Office. For example, one current effort involves examining possible CSU participation in the Google Books project to digitize print collections and make them available electronically. Most of these technology needs cross over into other facets of the library, such as collections.

## Outreach and Programming

The library's website is largely managed and maintained by Christine Hayes, the library's web developer. Over the last five years, many projects have been undertaken to improve accessibility, streamline the information architecture and content organization, and keep the website current. Several redesigns have continued to introduce improvements, and a migration to the campus's Drupal platform has eased content management and creation. Over the next five years, we anticipate upgrading to the next version of Drupal, incorporating the new campus branding into the website, and continuing to improve accessibility.

The Gallery's technology needs for exhibits and programming are supported through the library, Conference and Events Services, and Strategic Communications. In 2018, the library purchased a monitor and DVD player so we could expand our ability to include multimedia works in exhibits. In 2020, the Library installed a people counter at the entrance to count the number of visitors in



the gallery. Conference and Events assists us with A/V support for receptions with panel discussions; the library uses our own equipment for more intimate receptions.

## Library Facilities

The University library is housed in the Jean and Charles Schulz Information Center, which opened in 2000. The 215,000-square-foot building is shared with the SSU Information Technology unit, the Learning and Resource Center, the Center for Environmental Inquiry, the Education and Public Outreach program, the Center for Academic Access and Student Enrichment, and the Advising and Transfer Center. Over the years, a number of student and faculty support units have been housed in the library, including the Faculty Center, the Center for Community Engagement, and the Office of Undergraduate Research. The building includes a variety of spaces that support student learning, library instruction, research and access services, collections, and events and programs.

As Stevenson undergoes a major asbestos remediation and remodel, large areas of the library have been repurposed to house Stevenson faculty, staff, and administrators.

## Instruction

As of spring 2019, the library maintains two classrooms for the library instruction program, both equipped with student laptops for active learning, instructor workstations with projection and video capability, and flexible furniture to support different classroom configurations. Prior to this, the library maintained three classrooms: a computer lab, an active learning classroom as previously described, and a flexible space equipped with an instruction workstation with projection and video capability. However, due to the library's role as host in the Stevenson Renovation Project, the library's computer classroom and flexible learning space have been remodeled for staff and faculty offices. The library undertook considerable time and effort to remodel two reservable media viewing rooms into a classroom space so that librarians could continue to teach in active learning classrooms. However, the overall loss of a teaching space has proven to be a detriment to the amount of instruction librarians can provide.

An additional flexible instruction space is in the Regional and Special Collections department, also equipped with student laptops for active learning, an instructor workstation with projection and video capability, and flexible furniture for 25-30 in an active learning configuration.

## Collections and Technical Services

Collections take up the largest amount of floor space in the building; the majority of the third floor is dedicated to housing our circulating print collection and special and regional collections. Our K-12 print collection, DVD collection, LP collection, and current periodicals are on the second floor. In addition, the library has a three-story automated retrieval system that has the capacity to store 750,000 print volumes, where the majority of our print periodicals, 46% of our print monograph collection, and 54% of our physical media are stored. Currently, the ARS holds approximately 344,000 items and is at about 46% capacity.

Over the last few years, the library has explored new options for creating engaging displays for collections. We have installed slatwall in several well-trafficked locations and purchased new display furniture for the 2nd floor entry to highlight thematic book displays. We relocated comfortable reading furniture near browsing collections and current periodicals to encourage browsing. Librarians continually assess the space to find ways to encourage engagement with collections.

The building was designed when most of the library's collection was still in physical form; as such, large work spaces were needed for the cataloging and physical processing work that, at that time, was still a predominant aspect of the work of librarians and library staff. In the subsequent two decades, the increase in electronic collections has transformed the work of technical services staff, including the amount and type of space required for the work. The technical services area of the library includes two large open work spaces and several large work rooms, one of which was used as a bindery and repair space, one of which was used for storing gifts and donations, and another which was used for receiving and processing new acquisitions.

Within the last two years, the resource sharing department moved into the technical services space, making good use of one of the large open work spaces and locating the resource sharing department closer to the loading dock elevator and mail spaces, which makes it easier for staff, who make frequent trips to meet couriers, retrieve items from the ARS, and send and receive materials. The former bindery and repair work room was transformed into a much needed meeting room, the former receiving room became staff office space, and the gifts and donations room was reorganized to serve as both receiving and donations storage. We are now making much more efficient use of large and formerly underutilized work spaces. Two of the offices in the technical services area are shared offices; in the future, it may make sense to investigate dividing these offices to create four separate offices, which would provide greater flexibility and improved working spaces.

One challenge that should be addressed in future updates to the building is the poor storage and preservation conditions for our Special Collections. Current conditions in Special Collections areas do not meet national standards for humidity and temperature control and frequent leaks endanger rare and unique materials.

## Research and Access Services

Informal learning space is one of the critical resources the facility provides. The library has designated different floors and spaces to facilitate different modes of informal learning activities. Louder group work spaces on the first and second floors provide areas for active engagement with peers. Third floor quiet and silent study spaces allow for low-distraction study. One of our top priorities is to ensure there are adequate types of informal learning spaces to support student needs and promote engagement outside the classroom. While the demand for group study space in the library has increased over the last decades, there is still a need for spaces that are conducive to quiet study.

The first floor of the library is shared with a number of student services and provides public computing and printing and group study space. This “information commons” is used for socializing, formal and informal tutoring, work on group assignments, and as a meeting space on campus. When the library is open for extended hours during finals, the first floor information commons is open 24 hours a day, seven days a week for two weeks. This space was recently updated with new furniture and carpeting that increased the number of seats available and provided for a wider range of types of seating. In the future, we hope to turn two offices into study rooms that will be able to provide more quiet study space during finals.

The second floor is currently mostly unavailable for student use. The north wing has been closed and converted to cubicles for Stevenson faculty and staff. In the south wing, the former Library Teaching Center has been converted to house the deans and administrative offices for two schools from Stevenson. One of our former group media viewing rooms was converted to a second classroom. Another group media viewing room has been the home of the Communications and Media Studies department’s Primitivo Public Relations lab for the past few years; this was recently re-converted to a group media viewing room.

In the last few years, in order to make better use of the space in the south wing, we removed the large, unused former Multimedia desk, media viewing carrels, and a large collection of microfilm. Additional furniture was moved into the space and student seating was increased in this area. These changes have made this space much more welcoming and functional.

The third floor is reserved for quiet study. There are individual study carrels and single soft seating scattered among the stacks, as well as some larger tables near the windows. The Special Collections room serves as the Quiet Study Room when not in use for events, appointments, or teaching, and is the quietest study space available in the library. There was another enclosed room for quiet study which was re-purposed for Stevenson staff and administrators and is currently in use by the Office of Research and Sponsored Programs. This room was formerly dedicated to Graduate Student use.

Twelve group study rooms are available on the third floor for student use and can be reserved online. These rooms can seat between four and twelve people. Demand for these rooms is high, and in the future, the library hopes to add more reservable group study rooms throughout the building.

## Outreach and Programming

There is no dedicated event space in the library. Prior to summer 2019 when renovations for the Stevenson Surge began, the library utilized the 2North space as well as the Learning & Teaching Center (LTC) to host certain tabling events that benefited from the high-trafficked pathways of these areas. Since the Stevenson Surge, some events have been suspended due to lack of tabling space, including most notably, the popular Pan y Café semester series. Increasingly, the library has used library classrooms including Schulz 3001, 2015, and 2016 for event programming. Library classrooms 2015 and 2016 are intended for library instruction and their use as event space should be limited. The further loss of classroom 3001 in Fall 2020 to the Stevenson Surge eliminates another space traditionally used for library programming. As such, it

is critical that the library recapture the flexible event space ceded to the Stevenson Surge upon the completion of the Stevenson building remodel.

The 1,128 square foot library art gallery is situated in front of the main entrance on the second floor; prior to summer 2019 when renovations for the Stevenson Surge began, the library also exhibited artwork and programming in the 2North gallery space. The Library Art Committee curates exhibits that include both two and three-dimensional pieces, as well as multimedia and interactive components. The gallery's prominent location encourages visitors within and outside of the SSU community both to engage with the artworks, but also take a moment to reflect and decompress. The Library Art Committee and the library's Administrative Coordinator plan receptions and programming for each exhibit. When 2North was available the receptions included seated panel discussions with artists and community members. Now that we are limited to the gallery space, the programming has consisted of more informal comments from the artists. In addition to the public facing gallery spaces, the Library Art Committee uses two rooms in the staff space with close proximity to the freight elevator for gallery supplies and artwork storage.

The library's Makerspace is located on the 2nd floor of the library, in an area that formerly housed multimedia collections. In addition to housing equipment, the space includes an area for instruction and a Virtual Immersive Teaching and Learning (VITaL) lab, where students can use virtual and augmented reality devices to enrich their learning experience. The Makerspace can be reserved for class use and is open to SSU students, faculty, and staff during posted hours. The space and equipment is free to use, though some materials may need to be purchased by the user.

## Building Challenges

The Schulz Information Center was designed in the 1990s, long before the ubiquity of mobile devices and laptops and the shift to electronic collections. While we have been able to accommodate some of these changes over the years, increasing wi-fi capacity, expanding group study spaces, and moving less-used print collections into the ARS, there remain a number of challenges that will need to be addressed in the coming years.

At the most basic level, deferred maintenance of the facility should be addressed. There are ongoing problems with malfunctioning elevators and doors, frequent leaks in ceilings and windows, and ongoing problems with the HVAC system.

The Stevenson remodel and relocation of faculty, staff, and administrators into the library presents both opportunities and challenges. Significant work has already been done in the facility to accommodate the remodel, including the installation of cubicles and office spaces on the second floor and the re-purposing of study space on the third floor for more offices. The loss of this space for the next few years has a real impact. Study space for students in the remaining parts of the building is more dense and less conducive to quiet study.

A library revitalization project was initiated in 2016, with architects engaged to design and present a number of possibilities for remodeling the building. The outcome of this work will be

a “wish book” that can be shared with potential donors, with the aim of securing funding for projects that can be started after the Stevenson remodel is complete. It will also be critical to develop a plan for re-designing “surge” space in the event that we do not secure funding for a major remodel.

## Reflection and Plan of Action

One thing that this self-study has made clear is how much the library relies on our committed, experienced, and student-focused staff and faculty. The majority of the operating budget supports salaries because it is people who make the library work. Despite experiencing a period of high turnover, near continuous change, and ongoing crisis situations in our community, the people who work in the library are dedicated to student learning and to flexible and caring service.

The library’s recent response to the Covid-19 closure amply demonstrates this commitment. Library administrators, staff, and faculty acted quickly to adapt our laptop lending program for extended student support, lengthening loan periods, mailing laptops to students who were away from campus, coordinating with CAASE to reach out to students to find out what was needed, and expanding our laptop lending pool with classroom laptops. We also extended loan periods for all checked-out materials, and we worked with faculty to quickly license and digitize materials needed for online teaching. We rapidly developed a requesting and paging service, implementing the technology, staff workflows, and policies to best support students remotely. People from many areas of the library pitched in to make this happen quickly, which is often how things work in the library: We work collaboratively and across department lines to be responsive, to support students, and to adapt to changing circumstances. This is one of the great strengths of the library.

We also recognize how much our cross-campus connections allow us to innovate, to engage with students in new ways, and respond quickly to campus needs. Outreach is key to many of our successful programs, and the connections that staff and student assistants make every day at the desk keep us tied into student needs and the needs of the community. Our partnerships across campus are critical to the success of our instruction program and integral to the growth of our Makerspace. Engagement in campus governance and policy development ensures that the library is able to be responsive to curricular changes, to support new programs, to adapt space for innovative new modes of teaching, and to shape library programs to meet the needs of our community.

## Staffing

There are some critical staffing needs that should be addressed in the near future. The recent appointment of a Research and User Services Librarian as work lead for access services staff created a much needed link between faculty and staff in that department. Hiring an Access Services Manager would allow the Director of Library Technology and the Digital Initiatives Manager to re-focus their time and energy to achieve key goals in their own program areas.

Dedicated leadership in Access Services would allow staff and faculty to continue to expand services and to implement meaningful assessment strategies.

The Instruction program has grown and expanded and is reaching record numbers of students. This program has relied on adjunct labor to manage the first- and second-year experience and General Education instruction. But funding for adjunct librarians is not reliable and is consistently threatened by budget cuts. The current instruction priorities cannot be supported without a tenure-track hire for first-year instruction.

We have twice tried to recruit an Online Learning Librarian; our most recent search was terminated when the CSU instituted a hiring hold in response to the Covid-19 closures, at the same time that the need for online learning objects and modules expanded. If SSU continues to expand online learning, a tenure-track hire in this area would allow us to more effectively support these courses.

The Collections and Technical Services department also has several staffing gaps. The department had eight staff members in 2014; there are currently only four staff members in the department. Plans to hire a Metadata Specialist were put on hold while the campus re-aligns budgets and determines how it will respond to the current economic crisis. Special Collections especially has been impacted by loss of staff; an assessment and re-organization of Collections and Technical Services that includes Special Collections work is much needed. The anticipated retirement of our Special Collections Librarian will also require us to consider how best to support this area. Converting this position from a lecturer to a tenure-track role would ensure the continued success of teaching and learning initiatives in Special Collections and our role in preserving the cultural, social, and political history of the North Bay.

In the next five years, we hope to be able to hire the positions currently on hold (an Access Services Manager, a tenure-track librarian, and two library services specialists), and convert the temporary line for Special Collections to a tenure-track position. These positions will bring us back to a level of staffing that will enable us to achieve our strategic goals.

## Organizational Effectiveness

Beyond staffing needs, there are some organizational challenges that should be addressed. There often seems to be a lack of agreement about what the role of library faculty is in the management and direction of the library and about how to achieve the library's strategic priorities. Decision making processes are unclear and a lack of transparency about decision making and budget priorities makes planning and implementing projects challenging. The library faculty feel that in order to improve our organizational effectiveness, some of these issues must be resolved.

As libraries shift from outputs-focused evaluation to assessing the library's impact on student learning, we will need to make changes to our data gathering and assessment processes. Two of our goals in the 2019-25 strategic plan are related to this:

1. Develop and continue to refine assessment plans and processes across library program areas.
2. Optimize data gathering processes and systems across all functional areas in order to develop and maintain a body of evidence that allows us to document successes, share our results, and make improvements.

We have detailed in the Assessment section above some of our plans for re-focusing our data gathering and assessment processes. Continued work in this area will depend on our ability to retain our current faculty and staff. Meaningful assessment requires faculty and staff who are familiar with programs and program outcomes, familiar with the campus, have established relationships that facilitate data gathering, and have the time and bandwidth to gather and evaluate data and to think long-term about program growth and development. Additional turnover of faculty and staff would severely impact our ability to conduct meaningful assessment of library programs.

## Budget

Current budget challenges across the state only make it more imperative for us to examine and re-align our collections expenditures. An increase in online learning will require a greater commitment to electronic resources, which are more expensive and more challenging to maintain. Our current collections budget does not reflect the increased cost of electronic resources and the collection cannot be maintained without re-thinking our collections allocations, and without a commitment to increases in the budget that mirror increases in cost.

Budget transparency will also help improve organizational effectiveness. Budget priorities and allocations should be determined in consultation, with clear communication about expenditures. While we recognize that multi-year budgeting is challenging in our context, we believe there are ways to project beyond the current fiscal year that will better position us to make strategic decisions.

## Building

The Stevenson remodel has had a large impact on the library's facility. It is critical that the library is prepared with an operational plan for repurposing the spaces that are currently designated for use by Stevenson faculty and staff. This gives us a tremendous opportunity to rethink how the space can best support student learning. Plans for redesigning these spaces should not be contingent on donor funding nor require expensive remodeling. We need a feasible plan for the library building that can be enacted with the resources available to us and that will make space open and usable for students as quickly as possible after the Stevenson remodel is complete.

We will continue to revisit our strategic plan on a quarterly basis to assess progress toward goals and establish annual milestones. We recognize that we must adapt to continuous change and that our strategic plan will need to be flexible so that we can continue to support learning and research at SSU.

**External Reviewer's Report  
University Library  
Sonoma State University**

Prepared by:  
Lisa Janicke Hinchliffe, M.S., Ed.M.  
Professor, University Library  
University of Illinois at Urbana-Champaign

May 23, 2022

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**Executive Summary**

The University Library at the Jean and Charles Schulz Information Center is a user-centered and academically strong academic library, offering a full range of library resources and services aligned with the mission and programs of Sonoma State University. The University Library is well-regarded by the campus for being student-oriented and service-oriented. The entrepreneurial efforts to develop innovative library services by the library faculty are notable. Unfortunately, the sustainability of these efforts suffer because of staff turn-over and limited resources. As the University Library faces a change in leadership, due to the retirement of the current Dean, this program review is well-timed for the faculty to review its work and benefit from the review process. In this report, I reflect on strengths of the organization as well as identify areas for potential improvements in light of current challenges.

**External Review Process**

This report is the product of an external review of the University Library. The external review was comprised of an analysis of the University Library Program Review Self-Study and a virtual site visit, which was conducted via Zoom on April 25-26, 2002. I also reviewed the websites of



the University Library and Sonoma State University as well as the University Library Faculty Evaluation Criteria, Liaison Roles: An Overview, the Library Curriculum Philosophy, and documents related to space planning and upgrades for the Jean and Charles Schulz information Center. This is the first time the University Library has done a program review.

During the virtual site visit, I met with Kaitlin Springmier, Interim Library Faculty Chair; Laura Krier, Past Library Faculty Chair; Karen Schneider, Dean; Jonathan Smith, Interim Assistant Dean of Technology and Access Services; Lynn Prime, Special Collections Librarian; members of the RTP Committee; Technical Services; Access Services; the library faculty; and, a group of undergraduate student employees from the University Library. In addition, I met with Karen Moranski, Provost and Vice President of Academic Affairs, and Stacey Bosick, Interim Associate Vice President of Academic Programs.

I want to commend the University Library for a comprehensive program self-study document and for ensuring high levels of staff engagement in the external review virtual site visit. Kaitlin Springmier deserves particular recognition for organizing the site visit and then pivoting to a virtual visit on short notice due to pandemic-related complications.

### **Commendations**

**Strategic Plan.** The University Library has a well-developed strategic plan. The mission and vision are compelling and informed by the “Core Values of Librarianship” articulated by the American Library Association. The five strategic priorities reflect attention to campus context and alignment with campus goals. Goals and objectives for each program area are clearly articulated and set clear direction for implementation efforts.

**Curriculum.** The Library Curriculum Philosophy articulates a clear vision for the educational role of the University Library and the pedagogical stance of the library faculty. It is aligned with current professional standards, including the “Framework for Information Literacy in Higher Education” and the Standards for Libraries in Higher Education” from the Association of College and Research Libraries. The Library Curriculum Philosophy provides a theoretical foundation for the University Library’s Program and Learning Outcomes (Self-Study, pages 21-25). The Learning Outcomes are particularly notable for the developmental levels identified for each outcome, which identify thereby not only graduating competencies for students but also trajectories of learning and development over the course of students collegiate experiences.

**User-Centric Services.** The focus on service to the campus community permeates throughout the library. Whether one is talking with a tenured library faculty or a part-time student worker, emphasis on ensuring that the library is supporting the information needs of the campus faculty and students is paramount. The pride that library employees take in the breadth and depth of their service portfolio – which is quite impressive for a library of its size – is warranted. The technology loan program that was quickly put into place during the pandemic is a signature example of the kind of entrepreneurial and user-centric service mindset permeating the organization.

### **Notable Challenges**

**Employee Burnout and Attrition.** The pandemic has brought concerns about employee burnout and attrition to all of higher education and the University Library at Sonoma State University is no exception. Library faculty in particular seem to be struggling under a sense of a relentlessly

increase in the scope of their work, especially in light of employee turn-over. This sense is particularly accurate with respect to outreach to campus, which has been particularly hampered by the pandemic and previously the disruptions due to wildfires in the years before. Of particular concern as well is the attrition of library faculty of color.

**Dean/Faculty Relations.** The faculty vote of no confidence in the Dean and the conflicts prior to and following on continue to affect the University Library's climate and organizational effectiveness. Though some expressed regret at the circumstances, the tensions revealed themselves in multiple conversations during the virtual site visit. I understand that a consultant had been retained to investigate the situation and make recommendations to address the situation. I did not review that report and so am not able to offer any observations on the effectiveness of the interventions; however, it must be noted that the distrust and frustrations continue to press upon the ability to envision how the library faculty and dean can work together productively.

### **Recommendations**

**Staffing.** As mentioned above, the breadth and depth of the service portfolio of the University Library is notable given its size. Most immediately, with three librarians leaving at the end of the semester, it is critical that hiring occur expeditiously. Attention to not only recruiting but also retaining faculty of color is particularly crucial given the demographic make-up of the student body. Then, in the coming years, given the challenges that the campus is facing to maintain previous levels of enrollment as well as pandemic-induced changes in how faculty and students use library resources and services, a review of staffing allocations relative to specific

services and commitments is recommended. Aligning staffing with the evolving library service portfolio will enable the most efficient and effective outcomes from limited staff as well as identify areas where additional investments in library faculty and staff are needed.

Benchmarking against other four-year collegiate libraries with similar portfolios (e.g., including archives and special collections, a makerspace, etc.) will also assist in identifying needed investments.

**Assessment.** The University Library has laid a significant foundation for a program evaluation effort through the strategic plan and the goals and outcomes articulated for each program area and the efforts to document activity for each program area. The University Library has excellent documentation of the inputs and outputs for its programs. The next step is to establish an assessment effort to evaluate the outcomes of the programs for their effectiveness. Doing so will enable the University Library to tell the story of the impact of its programs and to make changes as indicated if programs are not attaining their intended goals.

**Preparation for Leadership Change.** With the upcoming search for a new Dean, there is an opportunity to “re-set” the relationship between the library faculty and the Dean. If there is the possibility of using the search process to establish a culture of collaboration between library administration and library faculty, the new Dean will not have to labor under the organizational tensions of the past years and the library faculty will be able to have confidence in administrative support for their work. In particular, clarity around what is the purview of the library faculty and what is the purview of the Dean – an ensuring this is shared during the interviewing process – is important to avoiding future confusions and conflicts. Investing in

some organizational development support and coaching would be a worthwhile investment to stabilize the library as an organization and develop a strategy to ensure its continued contributions to faculty and student success.

### **Conclusion**

The University Library and Sonoma State University are experiencing challenging times, particularly with respect to confidence in leadership and financial stability. Nonetheless, the University Library is poised to emerge from the pandemic disruption on a trajectory to further strengthen its focus on enabling student learning, development, and success as well as supporting faculty inquiry and instruction through hiring new library faculty and establishing an assessment program that will guide future program development.

From: Karen G. Schneider, Dean, University Library  
Subject: Library Program Review  
To: University Program Review Subcommittee (UPRS)  
Date: September 27, 2022

I heartily commend the Library faculty for their thorough self-study of the Library's programs and services. The self-study is well-supported by documentation, and presents the full suite of services collaboratively provided by the faculty, staff, managers, and student workers of the University Library.

I have read the report provided by Ms. Lisa Hinchliffe following her virtual visit, who at that time was the Coordinator for Information Literacy Services and Instruction at the University of Illinois at Urbana-Champaign. In my response I will address what was reviewed, and I will also highlight other areas that in my experience are typically addressed in library program reviews, such as collections and the Library facility. My response also references documents pertinent to the review, including spreadsheets tracking collections funding from 1995 to present; recruitment and retention data for tenure-track and temporary library faculty; instruction data; and the action plan in response to the Fall 2021 organizational review conducted by then-Associate Provost Linda Dobb of CSU East Bay that is being collaboratively executed by Library faculty, staff, and managers.

The dean agrees with the faculty and the review that the Library's portfolio of services is student-centered, relevant, and of the highest quality. I also concur that the library instruction program is designed to provide excellent support to the university's goals for student success. Ms. Springmier, the head of our instruction program and now the chair of the faculty, is to be commended for continuous improvement of the program she assumed leadership for five years ago. As the annual library instruction reports demonstrate, library instruction is on the upswing following the decline in instruction during the first year of Covid that nearly all academic libraries experienced. I concur with the review that in support of the instruction program, replenishing the library faculty ranks should be a university priority. I also concur with the recommendation to align staff recruitments with Library priorities. This is our current practice, and ensures that our workforce is designed to best support the university.

Significant progress has been made in the area of dean-faculty relations through concerted efforts by the faculty and the dean, with support from the Provost and Faculty Affairs. Changes made to dean-faculty communications, the creation of the Library Leadership Team, the establishment of a Library-wide budget working group, and other changes large and small have contributed to a more productive and pleasant work environment for everyone who works in the Library.

In addition to my responses to the review, I share the following for consideration.

1. Across the academy, but particularly in public institutions, support for scholarly materials has declined over the decades, a problem exacerbated by annual price increases. The document “Annual [SSU] Library Budget GF [General Fund] Allocations 1995 to current year” memorializes the decline in operating budget allocations. Particularly in this budget climate, the Library has been fortunate that the collections budget has remained stable for the last few years. Nevertheless, the Library is not prepared to support program changes, new programs, or new formats such as streaming media. To help Sonoma State realize its vision of becoming a public liberal arts institution, scholarly collections will need greater investment.
2. Retention of tenure-track and early-tenure library faculty has been a persistent and concerning problem going back at least twenty years. Combined with the attrition of temporary librarians who find permanent positions elsewhere and the inevitable retirements of longstanding faculty, the Library’s faculty have had few times in the last two decades when they were at human resource levels capable of fully supporting their operations. Librarian salaries should be benchmarked to determine if they are sufficiently competitive.
3. As the self-study notes, “The Library as a space is fundamental to supporting student learning.” The Library building is also an equalizer, ensuring all students, regardless of means, have access to learning spaces, services, and technology. Additionally, every year many prospective students and their parents visit the Library as part of their decision process. The Library strives within our means to maintain currency. In 2019 over a dozen student-facing services such as CAASE, MAVRC, and Puerta were added to the first floor. The Library accompanied this project with an attractive and student-oriented revitalization of the common areas in this space. Most recently, since early 2020, 70 percent of student learning spaces in the Library have been assigned to temporary cubicles and offices for several hundred faculty, staff, and managers normally housed in Stevenson Hall, which is undergoing construction. With a significant increase in foot traffic in the fall of 2022, the impact of the temporary loss of space is palpable. Restoring space for student learning in the Library and ensuring the restored spaces fully support student success and university recruitment goals should be a university priority.
4. I have served as an external reviewer for an academic library three times, including twice in the CSU. Based on my experience in this capacity, I recommend that libraries and similar academic support units consider establishing program review guidelines aligned with their service models.

cc: **Kaitlin Springmier**, Chair, University Library Faculty



# UPRS Findings and Recommendations Report: University Library

Library faculty Kaitlin Springmier (chair), Laura Krier (self-study author), and Rita Premo (current UPRS member) represented the University Library program at a meeting with UPRS on October 12, 2022, to discuss the program review materials submitted during the 2021-22 academic year.

## **Curriculum**

The Library's curriculum encompasses not just direct instruction, but the activities engaged in and the services, resources, and spaces provided by the Library. Curriculum is executed not just by faculty, but by staff (including student assistants) and administrators and is built into policies, workflows, and professional standards throughout the Library. SSU student learning remains at the center of the Library's curriculum. For instance, in revising the Library strategic plan in 2018-19, Library faculty and staff chose to center the vision on what they wanted students and other learners to be able to know and do as a result of their engagement with the Library.

However, to a much greater extent than the curricula of other departments that undergo program review, the implementation of the Library's curriculum relies on and is impacted by external entities. For instance, the ability to execute information literacy objectives depends on non-library faculty inviting librarians to collaborate within their for-credit programs, from first-year instruction through capstones. Improving "teaching and learning spaces and virtual environments to support student learning and research" is difficult when the Library has limited agency over how its spaces are used (e.g., the delays in returning Stevenson Surge space to the Library after it was vacated and ongoing opacity as to timelines).

And the COVID-19 crisis brought to the forefront various tensions relating to the Library curriculum and the Library's role as perceived by various stakeholder groups. These topics of debate include the Library's historical approach to collections management, which has focused on providing materials that supplement the curriculum rather than course texts and films; faculty expectations for digital course materials, particularly streaming media, and vendor and budgetary limitations in accessing them; responsibility for providing technology to in-need students, faculty, and staff; and the Library's programming and services efforts compared to a stricter focus on collections. These tensions have become even more acute in the wake of staffing losses that have restricted the Library's capacity on many fronts and anticipated campus budget woes.

As the university faces budget and enrollment challenges, the Library will likely need to reassess its curriculum to ensure that it is supporting students in the most meaningful and effective ways. In particular, the many program areas of the Library will need to become better integrated with long-range strategic plans that treat the Library as a single unit, rather than a set of separate programs and departments.

## **Assessment**

The Library's assessment efforts are robust and purposeful. In 2019, the Library revised its program learning objectives (PLOs) and created a detailed outline of what various levels of achievement in those PLOs look like. To assess PLO, the Library conducts peer observations of teaching using a recently revised template; conducts student evaluations of its instructional sessions; typically conducts "post-mortems" with non-library faculty about the perceived outcomes in the classroom; and continuously collects data on all of its offerings (e.g., number of instructional sessions, instructional session content, teaching mode, collections use, research guide use, study room reservations, research consultations, events participation, digital social media engagement).

Additionally, the faculty undertook a curriculum mapping process to identify redundancies and gaps in the way that information literacy and critical thinking learning outcomes are delivered across degree programs. A similar mapping of the Library's collections, which will both assess how well the existing offerings meet campus needs and help align the print and electronic collections with the budget, is underway.

Beyond instruction and collections, the Library faculty are currently evaluating priorities and strategies in the context of the 2019-25 Library Strategic Plan, the activities in which the library engaged over the past three-and-a-half years, and what is needed to position the library for the next 5- to 7-year period.

UPRS commends the Library for its data collection and assessment efforts across all functional areas. We also agree with the external reviewer that "The University Library has excellent documentation of the inputs and outputs for its programs. The next step is to establish an assessment effort to evaluate the outcomes of the programs for their effectiveness." We recognize, however, that the goals laid out in the Library's self-study will be hard to achieve with the Library's current staffing level. UPRS, therefore, recommends that additional assessment activities be narrow, manageable, holistic in nature (i.e., telling stories of student impact rather than just providing numbers), and driven by the priorities of library faculty.

## **Staffing and Resources**

The staffing situation within the library has become even more critical since the Program Review document was written. The Library has lost three of seven full-time faculty and multiple staff positions. The Library currently has half as many faculty as it did 9 years ago, and three staff searches were recently conducted with two successful hires. Meanwhile, the Library Dean is transitioning to a different position at SSU for the 2023-24 academic year, with the School of Education's dean (who has no disciplinary background in librarianship) serving as interim.

At present, the Library has been approved for one tenure-track hire during the 2023-24 academic year, to start work in Fall 2024. Library faculty have identified an Access Services Librarian position as the priority for faculty hiring, with a Student Engagement position also on the table. In the interim, the Library is refreshing its temporary faculty pool and is currently working with SSU's Contracts office to hire interns from the San José State Information Science program to fill gaps, particularly in research and instruction support. Compared to other SSU academic departments, the roles of faculty and staff in the Library are much more dependent on one another as well as with resource provision and engagement with workers at other CSU libraries.

While the Library has performed admirably, current staffing levels will result in continuing reductions in services, particularly high-touch, effort-intensive activities such as regular student-focused programming, on-demand information literacy instruction, subject liaison work, extended open hours, new projects (particularly those with a high technological learning curve), and robust outreach and collaboration with units outside the library and SSU. Further departures are to be expected and will decimate library services in the short term and, if not replaced, in the long term. One can only do less with less.

Yet, to some extent, the recent turnover provides an opportunity to reconsider and rebuild organizational capacity in strategic and thoughtful ways, which is critical for the years ahead. These changes may include reevaluating existing positions and reassigning staff and faculty to different roles to better support strategic priorities, changing the relationship between administrative and faculty roles, strengthening communications outlets, etc. This reframing might better integrate facets of the Library such as facilities, spaces, and technology planning to identify how they are critical to achieving other goals, not separate from them. In particular, UPRS suggests that staff, faculty, and manager hiring in the library be considered more holistically and in terms of

strategic priorities that align with organizational needs, strengths, and priorities to best support students.

## **Students**

SSU's students are the Library's students. (That said, the Library's user base also includes SSU employees and the surrounding community, with the Library considering education within all user interactions.) Thus, as the university's enrollment changes (e.g., by targeting recruitment to the North Bay region), the Library's students change with it. That said, some student groups do engage more frequently and/or deeply with the Library's curriculum. For example, because of past practices that targeted particular programs, Library faculty regularly interact with first-year students and students in courses tagged with the Information Literacy GE Learning Outcome. Students conducting independent research projects (e.g., graduate students, students in capstone courses) also often receive individualized research support from the Library, although library faculty have not been able to engage with all capstone courses.

It is important to note that enrollment declines typically do not lessen the workloads of library staff, faculty, and administrators. For example, regardless of student numbers, maintaining physical and electronic collections, creating and maintaining research guides, offering outreach activities, managing student workers, and participating in shared governance require the same effort. In some ways, in fact, the recent contraction of staffing at SSU broadly has increased the workload for the Library, as it is expected to fill in gaps created elsewhere across the university (e.g. technology support for students after business hours). Furthermore, even with enrollment declines university-wide, the FTE-to-librarian ratio has *increased* to approximately 1,620:1 due to recent faculty losses.

This program review did not include data about library use by students of color, first-generation students, transfer students, or students taking an online course load, but it would be useful to see those data in the next program review cycle if they are possible to collect effectively and ethically. That said, in the past the Library has partnered with campus professionals such as the Center for Academic Access and Student Enrichment; the Mathematics, Engineering, and Science Achievement program, the HUB, and the McNair Scholars to develop and offer targeted services and programming.

## **Program Review Process**

Everyone within the library was engaged in the program review process. The draft self-study was written by the faculty based on their functional leadership roles using the program review template and guidelines developed by UPRS; guiding documents such as collection management policies, the Library strategic plan, and an overarching curriculum philosophy developed earlier by the faculty; and existing data available to them. Then, librarians brought the draft documents to staff and administrators in a variety of ways: The self-study was shared and reviewed in departmental meetings, emailed to the all-library email list on multiple occasions with open opportunities for feedback, etc. Non-faculty employees wrote their own biographies for the final document. As other materials have been generated (e.g. the external reviewer's report), they have been shared with everyone in the library.

The library sometimes had to adapt the UPRS materials and process to their particular circumstances, but that activity provided a productive and fairly comprehensive review of the library. The two main differences involved a more robust discussion of non-faculty within the library and the expansion of curriculum to all library programs, services, and collections.

However, one area of program review that was not as fruitful as hoped was the external reviewer report, which did not yield robust observations or concrete suggestions. The reviewer may not have had a strong sense for what sorts of recommendations were needed, was unfamiliar with library operations in the CSU, and has spent most of her career at large, research-oriented institutions. An additional complication was the in-person visit had to be changed to a remote format 2 days beforehand because of COVID concerns.

## **Recommendations**

Based on the UPRS review of available documents and our meeting with Kaitlin Springmier, Laura Krier, and Rita Premo, we developed the following recommendations regarding the University Library:

1. The Library is in dire need of hires, faculty especially. As noted earlier in this document, the Library faculty has been halved over the past 9 years. Library faculty and staff have valiantly supported SSU students and faculty—particularly through a global pandemic that changed the nature of its work dramatically—but they have reached a breaking point as they try to manage instruction, collections, research services, technical services, and outreach with just four tenure-line faculty members. This hiring process should prioritize an access services and/or student engagement liaison position, as well as uphold the Library's goal to hire

and retain more diverse librarians. Staff hiring should align with the strategic priorities.

2. Transparent conversations with the broader university are necessary to identify strategic goals for Library collections, spaces, and services that respond to the changing needs of the campus and to communicate this information to the SSU community. University-wide topics such as course materials, faculty research needs, technology provision, etc., may help further refine the Library's mission to a single, core focus that is directly aligned with the mission of the University.
3. Any future assessment of the Library's curriculum should consider how consistent those outcomes are across student groups, to the extent possible, but scoped so as not to create further burdens on faculty.
4. A clearer workflow and more transparent communication should be established between the Library faculty, administrators, and staff. In particular, as the Library continues to reorganize, it is essential for everyone to understand their roles, know what is happening in other parts of the Library, and feel empowered to make decisions and changes that best support students. Doing so would improve both morale and efficiency.
5. The university should reaffirm that the Schulz Library building is, first and foremost, a space for student learning. Following the completion of the Stevenson remodel and the move out of faculty and staff offices from Schulz, every effort should be made to prioritize the needs of students (e.g., the need for various types of study and work spaces) as the Library reclaims full use of its building.

## Action Plan / Memorandum of Understanding (MOU)

This Action Plan / MOU is between the Chair of the Library, the Dean of the Library, and the Provost of Sonoma State University regarding the Library.

Rec	Action	Responsibility	Planned Completion
1	Hire and retain an Access Services Librarian		In progress
2	Establish a strategic hiring plan for recruiting and retaining library staff. A strategic hiring plan would align the library workforce with library operations, strategic priorities, and trends as established by local and national standards. Attention should be given to recruiting and retaining faculty/staff of color given demographics of the student body.	Dean, in consultation with library faculty	May 2025
3	As budgets allow, recruit and retain additional tenure-track library faculty in line with the library's strategic planning priorities.	All	Ongoing
4	Establish instruction priorities that can be limited or enhanced depending on faculty resources available. This includes the consistent hiring of temporary librarians to fill instruction and research help needs	Instruction & Learning Assessment Librarian	May 2025
5	Investigate and implement alternative models for provision of library services, given the workload for tenure-track librarians, as operational managers and subject librarians.	Library Faculty	In progress; May 2024
6	Define and document processes for establishing budgetary priorities and decision-making chains within the library.	Dean	In progress; May 2024

7	Standardize data gathering processes and systems across all functional areas in order to develop and maintain a body of evidence that allows us to document successes, share our results, and make improvements.	Department Chair	May 2025
8	Establish a plan for ongoing assessment, evaluation, and development of library program effectiveness. Assessment should include student voices on operations, services, resources, spaces, and programming.	Department Chair	May 2025
9	Reopen space allocated to the “Stevenson Surge” space for student use and study	Provost & VP for A&F	Winter Session AY 2023/24
10	Identify and codify who is responsible for financing library renovations and facilities maintenance.	Dean & Provost	May 2026
11	The Library’s next Program Review	Faculty Lead TBD	Fall 2027

The parties have discussed this Action Plan / MOU and acknowledge acceptance of this Action Plan / MOU.

X *Kaitlin Springmier*

Chair, University Library (Date)

X *LA*  
 Laura Alamillo (Feb 23, 2024 15:29 PST)

Dean, School of Education (Date)

X *Stacey Bosick*  
 Stacey Bosick (Feb 23, 2024 19:58 PST)

AVP for Academic Affairs (Date)  
 Dean of Undergraduate and Graduate Studi...

X *Karen Moranski*

Provost (Date)