Acknowledgements

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The University Academic Senate, University Library Board (ULB) for both 2007/2008 and 2008/2009 were instrumental in the completion of the report. The various sections were presented to the ULB members and feedback from the board was integrated into the final document. The university library greatly appreciates the commitment and hard work of the ULB.
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I.  INTRODUCTION

San José State University and the City of San José broke the mold with the creation of the joint Dr. Martin Luther King, Jr. Library. This Self-Study made in preparation for the university library Program Planning Review studies the university library program and how it is serving the teaching, learning, information, and research needs of the university community. This is not intended to review the collaboration itself or the service to the general public. An assessment of the King Library as a joint library will be conducted at a future date to be determined.

As the library collaboration was developed, the university faculty, through the efforts of the University Library Board, a committee of the San José State University Academic Senate, sought to ensure that the university community would continue to receive high quality services and access to collections. In that vein, the Academic Senate included a requirement for a Library Program Review in the Senate’s Library Policy.

Section 5.4 of the university library policy (S03-05) states that “The university library shall develop an evaluation plan to determine the effectiveness of services supporting the curricular and research needs of the university, which shall parallel the Program Planning process in other academic disciplines of the university. The university library in consultation with the University Library Board shall use the evaluation plan to assess these services, and use the results of the assessment to redesign services to enhance research and instructional services provided to university faculty and students. After the initial assessment, the evaluation shall be conducted every five years.”

In addition, Section 9.2.3 notes that the Provost in consultation with the Dean of the university library and the University Library Board shall set the date for the first cycle of the Library Academic Services Plan no earlier than 2 years after the opening of the King Library and or later than 5 years after the opening of the King Library. The Dean of the university library and the University Library Board agreed upon 2008 as the date for the first cycle of the Library Program Planning Review. This self-study reviews the university library program for the August 2003 to July 2008 period of time. In some sections reference is made to the 2008-2009 academic year. Those are noted as such.

II.  EXECUTIVE SUMMARY

The Self-Study of the San José State University library was conducted during the Fall 2008 and Spring 2009 semesters. The core of the study was the investigation of how well the university library program is supporting the teaching, learning and research of the university. The following study shows that the university library is one of the stellar libraries in the California State University system. When compared with other CSU campus libraries, the university library is leaps and bounds ahead of the others in part because of the unique and innovative collaboration with the City of San José. The partnership between the San José State University and the City of San José has contributed enormously
to the effectiveness of the university library program. University students and faculty benefit in numerous ways by experiencing the library both on site and virtually from remote places.

Students have expanded hours, with the library open to midnight during the academic year and have twenty-four hour access to the library prior to final exams. Students fill the 3600 library seats and make full use of the student-only laptop check-out and computer assistance center. The library’s 39 student study rooms, fully equipped library instruction rooms, four large meeting rooms, and expansive open grand reading rooms are heavily used by the university population. The university library users utilize the public library collections as much as the public library users utilize the university collections.

The university library’s commitment to the university is clearly laid out in the document “Affirming Academic Responsibilities.” (Appendix A) Providing the absolute highest quality library program to the university in turn provides great benefit to the community. SJSU alumni join the Silicon Valley workforce upon graduation and continue to use the library which they used as students. The university library strategic directions provide the underpinning for making the vision of the King Library a reality. The strategic directions are as follows:

1. Aggressively moving the digital library initiative to the next level
2. Building the content and knowledge base of the library
3. Strengthening library instruction and inquiry learning
4. Building upon our community partnership
5. Investing in organizational growth and staff development
6. Expanding development and fund-raising activities
7. Evaluating the library program

III. TRENDS IN ACADEMIC LIBRARIES

Academic libraries are evolving as the landscape of higher education is growing to meet the needs of a twenty-first century society. The way people communicate, create, access and store information is dramatically different than it has ever been. All libraries and especially academic libraries now exist in a highly technology-driven world and are challenged to grow and adapt in order to meet the needs of their users/patrons. To a large degree, academic libraries have led the way within higher education.

Libraries have always had content management at the core of their mission. This function, now more than ever, needs the expertise of librarians trained to manage digital content. Libraries are spending larger and larger percentages of their budgets on digital content, digitizing unique collections, delivering library services virtually, and continuing to preserve and curate both digital and print materials. Electronic books have been increasing in popularity as a result of improved modes of delivery such as the “Kindle.” Library users now help create and adapt content with tagging of photos and other content as well as the use of social networking tools.
Google Books and Google Scholar have raised the expectations of library users when they attempt to engage with the library either as a physical place or in a virtual space. Library users regularly use social networking tools, photo sharing, Second Life, mobile access, video and podcasts, texting and other contemporary technologies. Library users access the library in many ways, most of which are well beyond the library doors. Libraries are making progress toward meeting these needs by training and professional development activities for librarians and staff and wise hires when filling vacancies created with the retirement of baby boomers.

The Dr. Martin Luther King Jr. Library at San José State is in transition from a twentieth century library to a twenty-first century library. It is a wonderful time to be a librarian and especially a librarian in a bold, innovative library such as the King Library at SJSU.

**IV. UNIVERSITY LIBRARY’S ROLE IN STUDENT SUCCESS, RETENTION & GRADUATION**

The university library program’s top priority is to support the mission of the university and provide quality services, access to collections and information literacy instruction. At its core, information literacy skills enable students to know when they have a question in need of resolution, how to find the information needed, how to evaluate the information source used and how to synthesize the information in such a way that brings the question at hand to resolution. These skills, once referred to as bibliographic instruction and now understood as information literacy instruction, are essential to a student’s success. These skills are learned incrementally during a student’s academic career. Both the teaching and library faculty share the responsibility of teaching information literacy skills.

Becoming information literate, developing intellectual curiosity, and discovering new ways of thinking are all a part of critical thinking. Students who receive instruction in using information resources and how to use this knowledge to solve problems will value life-long learning both as an enrolled student and as a member of society. Librarians work with teaching faculty to integrate these skills throughout the curriculum.

Research reveals that students who are engaged with the university are more likely to be retained and to eventually graduate. Student engagement is supported by the services of the library – both formal and informal. In addition to the classroom experience, students are engaged with rotating art exhibits, individual and group study spaces, academic and informational programming, exposure to contemporary authors and other speakers, and for over 100 students per year, as employees in the library.

The library has not conducted the necessary evidence-based inquiry to report if students who are more engaged with the library tend to graduate more often than those who are not, however anecdotal observation points to that conclusion. A recommendation of the Self-Study is to work with Institutional Research and Reporting experts to examine statistics that we think will document the connection between the two.
Lee Brooks, King Library Student Assistant

“During the first year of my graduate work at San José State University I had the privilege of working for Interlibrary Services at the Martin Luther King Jr. Library. During my tenure I learned extensive research techniques which aided me in the completion of my graduate thesis that examined the curriculum of the San José State Speech and Drama Department from 1929 to 1960. I have since earned a Masters Degree in Theatre Arts. I hope to take the knowledge I gained

English Language Learners (ELL) have special challenges when acclimating to the University environment. The partnership between the University and the City provides support for SJSU ELL learners. The public library has a collection of materials in 70 plus languages. Since the merger, statistics show that there has been a large increase of use of these materials by SJSU students, many of whom like having a book or newspaper to read in their first language. Limited language translation services are provided through the AT&T language line service and by multilingual library staff.

V. SJSU/SJPL COLLABORATION

The collaboration between the University and the City of San José to build the joint Dr. Martin Luther King, Jr. Library began as an idea in 1996 and came to fruition in August 2003 when the King Library opened its doors. The project required extensive negotiations, planning, designing, and fund-raising. The investment of time, money and effort showed the level of commitment that both parties had to the creation of the joint library. Over the last five years the library has continued to grow, evolve and mature, which is evidenced by its continued popularity with students, faculty, staff, and the greater community (Appendix B).

While the chronology of the university library (Appendix C) shows the historical milestones of its development and growth, it does not reveal how the collaboration with the San José Public Library has enhanced services, opportunities, and funding. Several areas have benefited from this partnership over the last several years and will continue to do so in the future.

The partnership with the public library has made the university library very attractive to foundations and federal agencies that are looking to expand their influence and impact. As we offer a venue unlike any other university or public library, we are often the recipients of grants such as the Institute of Museum and Library Services Librarians for Tomorrow Grant which seeks to diversify the field of librarianship and The Pride and Passion Exhibit Grant on the history of African American baseball.

Through the partnership, University employees have increased opportunities to participate in workshops and training offered by the public library, while the University priority on research has benefited the public library. SJSU and SJPL employees have collaborated on conference presentations and publication of journal articles. Several part time employees work for both institutions and benefit from increased opportunities for professional growth and employment. The library is a very attractive site for library school interns who wish to experience both the public and academic sectors. Many
university library employees and students volunteer as story tellers, literacy tutors, and bookstore volunteers thus enhancing their engagement with the library.

At the present time, the library holds approximately 1.5 million volumes in the joint collections. Access to such a wide variety of materials is facilitated by the ability to electronically search for and request these materials. In addition, desired materials can be sent to the public branches closest to a student’s home. Students have access to public library databases which greatly increases resources for their academic and personal growth. Additionally, both the university and public library special collections are available to teachers and students who have greater access to unique and rare primary documents and objects that can enhance their teaching and learning.

VI. STRATEGIC PLAN

In 2004/05, eight broad library initiatives (goals) were developed by the university library in consultation with the University Library Board with the understanding that these initiatives provide a framework for measuring the extent to which the library is providing effective service in each of these areas. Evidence supporting the indicators of effectiveness are woven into the Library Self-Study where relevant. The eight goal areas are listed below.

**Initiative 1: Learning**  Ensure students gain competency in research, critical thinking and information retrieval abilities by having access to the library’s information resources and acquiring expertise in using these resources to improve learning.

**Initiative 2: Teaching**  Integrate information literacy competency throughout the academic curriculum by working with teaching faculty in the development of effective assignments, tutorials, and assessment methods.

**Initiative 3: Research**  Employ innovative technological solutions to support faculty and students in identifying, accessing and navigating the complex information world.

**Initiative 4: Collections**  Ensure that the Library most effectively meets SJSU student and faculty learning and research needs for information resources, in collaboration with instructional faculty and in coordination with sister CSU campuses and other local libraries.

**Initiative 5: Services**  Determine the effectiveness of library service in meeting the teaching, learning, and research needs of the SJSU academic community by enhancing, monitoring and evaluating the success within the King Library operations in meeting those needs.

**Initiative 6: Learning Atmosphere and Work Environment**  Create and maintain an atmosphere conducive to learning, accessing information, and acquiring knowledge.

**Initiative 7: Funding**  Ensure sufficient funds are available to provide needed services and to build responsibly the collections in support of the Library’s role as stewards of knowledge.

**Initiative 8: Access**  Encourage the pursuit of knowledge by local and distance learning communities by extending awareness of and access to information resources through the use of innovative technologies.
In 2007, under the direction and initiative of Dean Kifer, the library embarked on the development of a new strategic plan. (Appendix D) Maureen Sullivan, a nationally known library consultant with much experience working with academic libraries, guided the process. Library personnel, working in teams, studied current trends in learning and academic libraries, particularly focusing on research, knowledge management, scholarship, and technology. Utilizing these findings and the University’s Vision 2010 as guiding documents, the library established and clarified its mission, vision, and goals and reaffirmed its commitment to the university’s mission to expand knowledge by advancing research, instruction, and scholarship. Staff determined that intellectual inquiry, student success, a focus on customer needs, diversity and respect, collaboration, and staff and faculty learning were the values that we wish to emphasize as an organization. With the mission and values clearly defined, approved by the library as a group, and serving as the foundation, seven strategic directions were identified in order to realize the vision of being an innovative twenty-first century academic library. All elements of the 2004 plan are integrated into the following strategic plan.

**Vision**

San José State University’s Dr. Martin Luther King, Jr. Library will be a prominent student-centered library that engages diverse learning communities by providing information resources, services and programming through innovative uses of technology. We will set the standard for community-based partnerships, facilitate access to in-depth collections via our digital reach and serve as the model for the twenty-first century academic library.

**Mission**

San José State University’s Dr. Martin Luther King, Jr. Library advances the University mission of expanding knowledge through research, instruction, and scholarship. Through the partnership with the San José Public Library and other organizations, the library provides students, faculty, and members of the community with information resources and life-long learning opportunities.

**Values**

*Intellectual Inquiry*
We value the principles of intellectual and academic freedom.

*User Focus*
We value each individual’s unique perspective and learning style and strive to create services, systems, collections, and evaluations that anticipate user expectations.

*Student Success*
We value the academic success and personal growth of the diverse student population of San José State University.

*Diversity and Respect*
We value diversity, inclusive excellence, civility, and respect for all members of our university and public communities.
Collaboration
We value collaboration with university library and public library colleagues, university faculty and departments, other CSU campuses, and colleagues within the national and international library and higher education professional communities.

Staff and Library Faculty Learning
We value the unique contribution and capacity of each library faculty and staff member and provide learning opportunities for all to advance organizational growth and excellence enabling us to directly benefit our library users.

Strategic Directions

Libraries transform lives. Great libraries are essential to supporting the mission of great universities. The San José State University Vision 2010 identifies academic excellence in a welcoming inclusive environment and service as a crucial resource for Silicon Valley as essential for the University. Therefore, in support of this vision, the university library is a gateway to information resources, scholarship and our diverse intellectual and cultural heritage. In creating this access, we enrich student learning, support faculty research and scholarship and contribute to the life long learning for all of the community.

1. **Digital Library Initiative:** Aggressively increase access, creation and use of digital collections, including unique special collections. Creatively utilize innovative technologies to provide the University and the broader community with a twenty-first century library environment, both physical and digital. The Library:
   - Increases funds for digital information resources incrementally as print allocations gradually decrease
   - Digitizes primary documents in Special Collections and Archives
   - Re-designs web site and web tools for student ease of use
   - Introduces technology for new ways of delivering service
   - Provides virtual reference services
   - Seeks grant support to enhance technology and digital resources

2. **Knowledge Base:** Build content, expand access and participate in consortial resource sharing to create access to collections in all formats which meet the learning, teaching and research needs of students and faculty in the university’s undergraduate, graduate and developing doctoral programs. The Library:
   - Develops a comprehensive collection development policy
   - Builds relationships between liaison librarians and departments to build collections
   - Promotes Interlibrary Services to acquire materials from other libraries and encourages use of electronic reserves
   - Seeks donor funding for subject endowments

3. **Inquiry Learning:** Strengthen campus partnerships to seamlessly integrate information resources and information literacy into the curriculum, ensuring graduates are capable of life long learning. Expand the role of library faculty in the teaching/learning process. The Library:
   - Integrates information literacy instruction into curriculum
   - Builds strong relationships with teaching faculty
• Makes appropriate use of digital learning objects developed by the Chancellor’s Office Library Services
• Uses contemporary and emerging technology to deliver instruction
• Upgrades library instruction rooms to provide “smart” instruction rooms

4. **Community Partnership:** Build upon success of partnership with the San José Public Library, by engaging in joint planning, deeper collaboration, and stellar customer service to expand access to knowledge, create meaningful learning opportunities and foster life long learning for both the university and the broader community. The Library:
   • Provides exhibit space, meeting rooms, study rooms, space for friends of the library book store, and regular programming open to the public as well as the university
   • Provides Cultural Heritage collections for university and public
   • Actively collaborates with the San José Public Library on planning and implementing of new services

5. **Organizational Capacity and Growth:** Invest in learning and development of all library faculty and staff in order to create a nimble, responsive organization capable of continual improvement and change. The Library:
   • Plans professional development and staff training with leadership of staff and librarian professional development council
   • Provides on-site staff and librarian training by bringing trainers to the library
   • Provides full cost coverage for essential training
   • Provides training in Learning 2.0 skills

6. **Development:** Promote high visibility of the library, expand community partnerships, build communities of support, and establish strong financial foundation for future growth via grant development and philanthropic activity. The Library:
   • Seeks grant funding from federal agencies that fund libraries
   • Engages in development and fund raising activities in consultation with University Advancement
   • Promotes the creation of collection endowments
   • Produces quality collateral material for above

7. **Evaluation:** Plan for the evaluation of the library focusing on two aspects: 1) the effectiveness of the library’s support of the University’s Mission and Goals, and 2) the effectiveness of the Joint Library program. Use findings to make strategic decisions. The Library:
   • Conducts assessment using LibQUAL+® and other evaluation surveys
   • Prepares the university library’s first Program Planning Review
   • Plans for evaluation of the joint library

VII. **LIBRARY AS PLACE**

The innovative, future looking Dr. Martin Luther King, Jr. Library is a merger of two traditional libraries, academic and public. It maintains many time-honored features such as central public service desks, segregated spaces for some age groups (children, teens), and open stacks of print material. This new building is situated on one corner of the SJSU campus and has two entrances, one from the city
and one from the university. As such, the library is a gateway from the city of San José into SJSU. It invites students into the wider world of the city and community users to explore not only the library itself, but also the whole university, including events, courses, and degree programs. In fact, because of the unique collaboration, the library is host to many international visitors. (Appendix E)

The King Library is one of the few large open civic spaces in downtown San José where people of all ages rub shoulders in search of lifelong learning, stimulating programs, and sociability. For all SJSU students, and particularly for students without adequate study space or computer access where they live, the Library strongly supports academic success. King Library provides comfort, accessibility, and space for interaction and learning.

It should be noted that the merger with the public library brought the university library into a prolonged discussion about filtering the internet, a topic usually reserved for public libraries. This issue has been resolved for the moment with a recent City Council vote against the use of filters. Should it be raised again, a renegotiation of the Operating Agreement would be required of the parties.

SJSU students use all nine floors of the Library to:
- research topics in support of coursework and personal needs
- request and receive help with their research
- study
- gather between classes

SJSU students use these features for coursework, personal searches, and lifelong learning:
- Quiet and silent space for individual study
- Both reservable study rooms and open floor areas designated for group work and sociable learning
- Wireless service throughout the building ☼
- Four floors of academic book stacks
- Nationally acclaimed special collections:
  - SJSU Special Collections & Archives
  - The Martha Heasley Cox Center for Steinbeck Studies
  - The Ira F. Brilliant Center for Beethoven Studies
  - SJPL California Room
- Laptop check-out with connections throughout the building
- Connections for personal computers
- Reservable desktop computers for searching and downloading scholarly materials, within easy access to staff assistance
- Learning labs for information literacy sessions
- “Smart classroom” style learning lab for interactive and cooperative learning. ☼
- Extended Library hours for students (10pm – Midnight) ☼

☼ = new services
- 24 hour Library hours prior to final exams ☼
- Large rooms for programs, lectures, and meetings
- Specialized study and gathering space (e.g., Cultural Heritage Center)
- *Recolecciones* collection of public art throughout all floors. (The 33 artworks, sited throughout the library, are designed to pay homage to the Library's book collections. These *sculptural insertions* are designed to provoke your interest and curiosity, encouraging exploration and circulation throughout the Library. All of the artworks are sited to surprise you and add to your sense of mystery and wonder. They are site-specific, their adjacency imbuing the piece with additional layers of meaning.)
- *Novel Cafe* for snacks, sandwiches, drinks
- Listening room and stations
- Scanners, copiers, print stations ☼
- Microform machines with email capabilities ☼
- Periodicals Reading Room promoting access to electronic resources ☼
- Brandenburg Browsing Library with new nonfiction and fiction books, feature movie dvds, music CDs, and audiobooks
- Digital resource collections including e-books, extensive online journals, scholarly databases, live online reference assistance, and online information literacy tutorials ☼

☼ = new services

**VIII. JOINT PLANNING, PRIORITIES & PROJECTS**

The university library bases its annual goals and objectives for individual staff and departments on the strategic directions identified in the Strategic Plan. Both human resources and budget allocation decisions are aligned with the plan which serves as a roadmap for where the library is going in the future. In addition to aligning its own strategic plan with the SJSU mission, the university library enters into joint planning and priority setting with the San José Public Library. There are areas where the university library’s plan overlaps with common goals of the public library and other areas where they do not. Information literacy instruction, development of an institutional repository, curriculum development, and other university specific goals are based upon the mission of the library to support the academic mission of the university. Where possible, the university library seeks to engage in joint planning.

The following joint organizational priorities for 2009/2010, ending June 30, 2010, have been set by the King Management Team, which is comprised of the university library Dean, the two university library Associate Deans, the university library Director of Administrative Services, the Director of the Public Library, the Associate Director of the Public Library, the Public Library Supervisor for the King Library and the Public Library Administrative Officer. The first priority is the digital library initiative which continues to focus efforts and initiatives on providing greater access to virtual collections, information, events and programs in ways that are intuitive and easy to understand by library users. The second priority is to continue present collaborations with external partners and identify new collaborative opportunities and partnerships. The third priority is very important and understood to be fundamental to all others. That is, continuing to develop sustainable customer service models that support positive user/customer experiences. And, finally but certainly not least, the library will retain its commitment to innovation and continuous improvement.
After five years of partnership, the Dr. Martin Luther King Jr. Library remains a huge success and the ongoing relationship between the two organizations and the individuals within the organizations is vital. The community and the university are extremely supportive and appreciative of this unique collaboration and the resulting events offered in downtown San José. (Appendix F)

**Our Users, Our Services, Our Collections**

As the document, “Affirming Academic Responsibilities” makes clear, the university library’s top priority and sole reason for being is to serve the teaching, learning and research needs of the university community. Our students include undergraduate students, graduate students, students majoring in a diversity of disciplines, and students at all stages of their academic experience. San José State University is a diverse university, with students and teaching faculty from virtually all ethnicities. The student population is made up of Hispanic, Asian, Caucasian, as well as a wealth of other ethnic students, with no majority group. Languages from around the world can be heard on campus and the campus is aggressively stressing the importance of receiving an international education. The university library is responsive to this diversity which supports the university library’s stellar reputation. In addition to serving our student population, the university library supports not only the teaching needs of our faculty but also the research of both tenured and tenure track faculty.

**IX. TECHNOLOGY**

During the last twenty years, Information Technology (IT) has become central to the mission of academic libraries. As the scholarly tools used by students and faculty increasingly move online, university libraries have developed robust computer systems to give researchers access to the library’s resources whenever and wherever they need them. Libraries also have taken the lead in teaching the university community how to navigate the exciting but often overwhelming world of online information. The library’s goal of producing information literate graduates means that librarians must provide students with the technological skills that they need to discover and evaluate scholarly sources in an online world of possible half-truths and often misinformation.

*Student Computing Services*

The Student Computing Service Center (SCS), located on the library’s lower level, loans laptops to the SJSU community for use within the library. The laptops include software for word processing, spreadsheets, presentations, and statistical analysis. They can be connected to the SJSU wireless network or to one of the many the network ports within the library. The laptop program serves over 1000 students per week during the semester and has been the model for the laptop services in the Academic Success Center in Clark Hall, permitting students to borrow laptops on other parts of campus. (Appendix G)

The SCS also provides direct technical support to students using the library’s resources. Because academic research now occurs in a complex web of online resources, many of the most frustrating questions faced by students concern basic technical issues of connecting to and accessing library resources. The SCS answers approximately 75 questions per week about accessing the SJSU wireless network, accessing the library’s licensed databases, and using the library’s computer and printing equipment. (Appendix H)
Computer, Network and Printing Equipment

The library maintains approximately 235 public computer stations that are available to any library visitor. Library computers can be used to search the library’s online resources without authentication, and can be used for general internet research and word processing. For researchers with disabilities, several adaptive technology stations with the JAWS screen reader, MaGic, and Zoom Tex are available. Due to the high demand for library computers, the IT department has installed a “reserve a computer” system to control access to the machines and to make sure that computer time is fairly allocated to library users.

In addition to library-provided computers, the library offers both wired and wireless network access in all public areas to students who bring laptops into the library. Internet access is available to students working by themselves in the quiet study areas on the 6th – 8th floors as well as to students working in the group study rooms or in group study areas.

The library maintains six printing stations (one on each floor from the Lower level to the 5th floor) so that students can print their own work or articles that they discover in their research. On the lower level where the back issues of journals are shelved, the IT department has set up three scanners for public use. This valuable service not only allows researchers to make paper copies of articles but also to save electronic copies to share with teachers and colleagues.

Learning Labs

The library’s four learning labs are equipped to deliver course integrated instruction in information literacy and to provide librarians with projection equipment that allows them to teach students strategies for pursuing online research and evaluating digital information. Students engage in hands-on practice at over 100 computer stations available within the labs.

In a successful re-engineering project during the summer of 2008, the IT department upgraded one of the library’s labs into a smart classroom modeled on the incubator classroom in SJSU’s Academic Success Center. The upgraded learning lab includes the following:

- Two 60 inch SMART boards, which allow faculty and students to annotate and interact with digital information
- Two independent projection screens for media presentations
- 50 laptop computers on moveable tables that allow students to reconfigure the lab to work together on class projects
- An independent wireless network
- Collaborative software, which allows teachers and students to share their work with each other on projection

The smart classroom has been a great success so far and illustrates the library’s need to stay current with educational technology so that students can learn the skills required to navigate the vast information world.

Library Web Site

The library’s web site has been a tremendous success. In 2008, the library averaged over half a million visits per month while school was in session. Although it’s not possible to determine an exact number of visits originating from the SJSU community, the numbers are higher when school is in session, and have consistently increased over the last five years.
The web site includes several sophisticated features that are made possible by the skill of the library’s web programmers. For example:

- Online subject guides allow subject specialist librarians to develop and maintain web guides that direct students to the most useful resources for their specific field.
- Ten online tutorials allow university instructors to assign students self-paced modules that cover subjects such as research skills, library basics, and plagiarism. The tutorials include quizzes and can be incorporated into class assignments for credit.
- RSS feeds allow users to sign up for alerts that inform them about library programs or new books that the library receives in specific subject areas.
- On the “Ask a Librarian” page, the web team is experimenting with new ways of facilitating communication between librarians and students. In addition to walk up, telephone, and email reference, the library is offering an “Ask Now” chat reference that allows library users to chat with a librarian 24 hours a day.

The library must continue to improve its web presence in a rapidly changing online environment. Library staff members are currently developing an updated web site that will allow students to take advantage of “Web 2.0” features. A new library web server has been purchased and the library web team has been trained in Drupal, a database driven content management system. By the end of 2009, library users will see an improved web site that does an even better job of tailoring online services to meet the needs of specific groups of students and researchers.

Electronic Resources

Two thirds of the library’s collection budget is spent on electronic resources, including eBooks, online journals, and citation databases. The library’s collection now includes 44,169 eBooks, 65,000 ejournals, and 283 research databases. In a recent SJSU IT survey, the library’s provision of electronic access to periodicals was rated as one of the top two technology services on campus. The library IT department,
often with the assistance of the Technical Services department, has implemented several tools to make these resources more valuable and convenient to our researchers.

**Online Access**
The EZProxy Server allows SJSU users with an ID and Pin number to access our online resources from home or anywhere they have a connection to the internet.

**Research Management**
Refworks ™ service gives SJSU users the ability to store and manage their research citations online and allows user to generate notes and bibliographies. Refworks also can be used as a tool for teaching and collaboration as users can share lists of citations with others online.

**Locating Articles in University Library Databases**
An SFX server, which most students recognize through the “Get Text” icon that they see in our databases, makes it much easier for researchers to track down specific citations in our electronic journals. SFX provides links that take users from a library database that has the citation or the abstract of an article to another library resource that has the full text. It also allows the library to add links to other resources such as Google Scholar so that researchers can move from Google Scholar (which often links researchers to a publisher’s web site where they would have to pay for an article that the library has purchased) to the full text provided by the library. Finally, this server allows the library to offer an online citation linker in which users can type in a citation and find out if the library has access to a copy of the article.

**Locating Articles Beyond the University Library**
The ILLIAD server gives members of the SJSU community the ability to obtain research articles even when we do not have a print or electronic subscription to the journal containing the article. When researchers send a citation to ILLIAD, they usually receive an electronic copy of the article that they have requested within one week (from another library). Because the IT department has integrated SFX with ILLIAD, it can be very easy to submit a request for document delivery. One click allows the researcher to check the availability of an article online. If not found, a second click sends the citation information to the ILLIAD server so that the researcher can request it through document delivery.

**Searching Several Databases Simultaneously**
Our Cross Search service is a meta-search engine that should make it easier for researchers to use multiple resources. It allows users to search several databases at the same time. For example, a student who is working on a paper for a psychology class can use the Psychology Cross Search tool to search the five most useful library resources for psychology as determined by our Psychology Librarian. We have set up 93 subject-specific cross searches for the different majors on campus.

**Online Catalog**
The online catalog for local library material is built on the inventory management system from Innovative Interfaces that is used to order, catalog, and circulate our collection. Much of the back office work of managing our collection is performed on this system, which is maintained by the IT department. The public catalog interface of Innovative Interfaces system continues to be the library’s most popular online resource after the web site. Currently, the online catalog receives over 220,000 visits per month during the semester.
Despite its popularity and usefulness, the library realizes that the library catalog looks somewhat old-fashioned for a modern web environment. Several new features have been added recently:

- Users can immediately search for and request books from several other libraries when they are not available in the library through the Link+ system
- Students can more easily find what they are looking for with keyword searches through the catalog’s relevancy ranking system
- Researchers can locate ejournals and ebooks in the catalog in addition to printed books
- Users can sign up for alerts that will tell them when they have overdue books or when the library receives new books that interest them by signing up for RSS feeds
- Researchers are able to choose if they wish to keep track of books that they have checked out in the past by using a reading history feature that will be added to the catalog

In addition to the incremental improvements that have been made to the catalog, the library is researching several “next generation” online library catalogs that promise to make searching for library resources much more user-friendly and accessible. The new catalogs potentially would give the ability to add ratings, reviews and other features. If resources permit, a significant upgrade to the online catalog may present itself in the near future.

**Digitization of Special Collections**

In addition to giving researchers access to articles published by other organizations, the library has been working hard to digitize the unique resources available in the University Archives and Special Collections. The Special Collections department contains many valuable photographs and papers that document local, regional and California history. In the last year the library has launched an initiative to digitize the most important documents to make them available to any researcher. The first to be made available will be four of the most significant photographic collections:

- John C. Gordon Collection
- Ted Sahl Papers
- Flaherty Collection of Japanese internment records
- San José State University Archives photograph collection

To support this, the IT department has purchased a server and a SAN storage system that will be housed in the library’s data center. We also have purchased, installed, and configured a database system (ContentDM) that will allow users to search for and display images. This new resource will be released to the public in 2009.

This project, in particular, demonstrates the benefits of the library’s partnership. The digitization hardware and software was purchased jointly with the public library, and the database will include collections from the public library’s California Room collection. The California Room will begin digitizing the following two collections:

- The Arbuckle Photography Collection
- California Room Collection Photos

**Institutional Repository**

The library also is working on an institutional repository to store the scholarship of SJSU students and faculty. This project is discussed in greater detail in the Institutional Repository section of the Review.
X. COLLECTIONS

A. Print & Electronic Resources

The university library’s collection is funded directly from the university base budget. Except for reference materials, university purchased print collections are shelved in the stacks on levels four through eight. Electronic collections licensed with university funds are available to both university and members of the general community in the library, while the university community can also access university funded electronic materials remotely.

Collection Development responsibilities include working with librarians who serve as subject liaisons to faculty and students. Collection Development responsibilities also include working closely with Technical Services to provide liaisons with information concerning the budget, the collection and new developments in the area of collection development.

Growth of Collections
While the past five years have seen a steady growth in print materials, it is in the area of electronic resources that the library has aggressively obtained materials. (Appendix I) The electronic books collection has grown in 2007/2008 to over 44,000 titles. (Appendix J) Not reflected in this statistic is the addition of electronic books in the area of Global Studies. As a result of a federal grant, in Fall 2008, the library added 628 new electronic books to support the university’s growing Global Studies program. This grant was a cooperative venture with CSU-Monterey Bay and San Diego State University.

The university library has made a concerted effort to be responsive to the needs of the teaching faculty on campus, both teaching and research needs. Newly hired faculty members are allocated $1,000 from the collection budget to purchase research materials to be added to the library collection in support of their research. In addition, suggestions for the purchase of books or the licensing of a digital resource are met if at all possible.

Databases
The university library provides access to 65,000 unique electronic journals through 283 active electronic databases. (Appendix K) These databases have helped faculty and students conduct research on campus as well as at a distance. The university library participates in the CSU consortium, hosted by the Chancellor’s Office. The consortium has developed an electronic core collection that meet the general needs of all the CSU campuses. An example of one of the core databases is EBSCO’s Academic Search Premier. SJSU students and faculty, using this database, have conducted over 240,000 searches this past year, accessing over 63,000 journals. The CSU consortium has also provided the opportunity for the university library to subscribe to research databases, often prohibitively expensive, at a reduced cost. One of these databases is Elsevier’s ScienceDirect, a database that offers full-text coverage for core journals in the sciences and other disciplines. SJSU students and faculty, in 2007-2008, conducted 72,761 searches in ScienceDirect, resulting in the discovery of 165,107 full text articles.

Acting in consultation with the teaching faculty, librarians select print materials. Each librarian has developed and updated their library collection development policies with a set of criteria that gives guidance in the selecting and weeding of individual collections. The current policies were updated in 2006. While the majority of the book collection is individually selected by librarians, the university
Library participates in several approval plans through the vendor, YBP Library Services. One plan provides the major children’s award winning literature and is housed in the library’s Education Resource Center. The books are used as a part of the curriculum of the College of Education and the School of Library and Information Sciences. A newly crafted approval plan addresses the general education (GE) courses. The approval plan supplies books that are recommended as undergraduate level material. One of the requirements of this program is to provide books to the students in a timely manner. All of these books come ready for quick placement on the shelves.

B. Special Collection Units & the Cultural Heritage Center

Special Collection Units: Overview

The Dr. Martin Luther King, Jr. Library Special Collections provides a rich array of unique primary and secondary materials to the campus and broader community. Located on the 5th floor of the library the collection units include the SJSU Special Collections & Archives, Beethoven and Steinbeck Centers, and the California Room (San José Public Library History Room). Each unit maintains its own staff, public service centers, and vaults. The special collection units share common areas for processing collections, meetings, and programs with nearly 19,000 square feet of space that includes a stable, secure, climate controlled environment for the long-term preservation of these rich resources, as well as providing an elegant lobby and exhibit space for joint and individual outreach activities. While these special collections do not circulate, the university collections provide 40 hours of public access per week, and the collections are accessible to the university community and to the general public. (Hours of operation M, T, TH 11-6, W 11-8 PM, F 11-5, Sat. 1-5) Other resources on this floor include the Africana, Asian American, Chicano, Portuguese, and Mark Trent Goldberg collections.

SJSU Special Collections & Archives

The mission of the SJSU Special Collections & Archives is to acquire, preserve, arrange, describe, and make accessible its rich holdings of secondary and primary materials that support the diverse teaching and research needs of undergraduates, graduates, faculty, staff, and the community. These collections document local, regional, and California history, with a specific focus on history, politics, literature, and art. In addition, the department is responsible for documenting the history of the university, and has a large collection of university and faculty publications, administrative records, photographs, and ephemera.

The archival collections date from 1862 to the present, and consist of approximately 3,323 linear feet of manuscripts, 1,000 linear feet of university records, 60 linear feet of flat folio materials, and 175 linear feet of photographs. The collections include congressional papers, local political papers, organizational records, personal and family papers from SJSU faculty and alumni, and community history collections. The collections provide researchers with a full range of primary sources with limitless possibilities for research on topics that include the westward movement, immigration, agriculture, politics, technology, urban life and social reform, the civil rights movement, anti-war protests, and the development of higher education in California and the West. Of note are the political papers of Don Edwards, Norman Mineta, Alfred Alquist, Janet Gray Hayes, and other prominent local politicians. Organizational records include those from the YWCA, the League of Women Voters, the Chinese American Women’s Club, and two significant collections documenting Japanese Internment. The photographic collections document local and university history from the 1890s to present, and include the collections of well-known local photographers John C. Gordon (1890-1950) and Ted Sahl (1976-2007). The folio materials consist of posters documenting World War I and II, Chicano art
posters, and architectural drawings of the university and of SJSU alumni and Bay Area architect, Robert German. In addition, Special Collections has a sizable secondary and rare book collection, consisting of 36,971 volume (24,237 books, 419 music scores, 11,981 theses, and 334 journals) and 4,904 folio volumes.

One of the primary goals of the department has been to increase access and provide better discovery tools for university students. To this end, the university library successfully applied for and was awarded a two-year grant of $151,704 from the National Historical Publications and Records Commission (NHPRC) to eliminate the large archival backlog of unprocessed materials and will result in the production of approximately 80 new catalog records and brief inventories. (SJSU was one of only 10 institutions awarded this highly-competitive grant in 2008.) This grant will provide unprecedented access to all of the holdings, will provide the basis to digitize new collections, and result in new resources that support the teaching and learning goals of the university. (See http://www.oac.cdlib.org and http://www.siliconvalleyhistory.org/about.html)

The department outreach and publicity efforts have focused on large scale exhibits, including several exhibits marking the 150 years of academic and student life at SJSU. Exhibits that highlight the Civil Rights Movement in San José, the Lesbian Gay Bisexual Transgender (LGBT) community in San José, the History of Fashion from 1400-1920, and the Jeanne Rose Pop-Up Book Collection have been sponsored. Snapshots from each of the ground-exhibits are available through the Online Exhibit page located on the department website. In addition to this program, the department has implemented an aggressive information literacy program that is highlighted on the department blog. Digital discovery is an important feature of the department’s programs and is directly tied to the strategic goals of the CSU, the university and the library. We have submitted digital content to the Silicon Valley History Online (SVHO), Online Archive of California (OAC), and to the CSU Directory of Special Collections. Most significantly, SJSU Special Collections and the California Room (SJPL) are working together to launch a joint-library Special Collections Digital Database program, which will go live in 2009. The joint-library recently purchased the software and hardware to implement the special collections digitization program. This program will directly advance the teaching and learning mission of the university and library by providing a new platform to discover the rich resources maintained in the SJSU Special Collections and the California Room. (See http://sjlibrary.org/research/special/special_coll/)

*Ira F. Brilliant Center for Beethoven Studies*

The Ira F. Brilliant Center for Beethoven Studies, founded in 1983, is the only museum and library for Beethoven research, performance, and education located outside of Germany. Since moving to the King Library in 2003, the Beethoven Center has developed its collection and ongoing projects and provided many new educational programs for students and the community.

The collection has grown to nearly 4,500 books and over 3,200 first and early editions of Beethoven’s works. Among the major manuscript additions were several autograph letters collected by the Center’s founder, Ira Brilliant, which were donated to the Center in 2003. The number of visitors to the Center in its first year in the King Library rose to over 6,000 due to the heightened interest in the new building. Since then, the number of visitors remains high, ranging from 4,300 to 5,200 annually, including drop-in visitors, tours, scheduled classes, and events.

Annual public programs included the Young Pianist’s Beethoven Competition held every spring, the Beethoven Birthday Bash and Open House in December, and two programs as part of the First
Thursdays (now Wednesdays) lecture series organized by the King Library Special Collections. Master teachers involved in the piano competition included the world-renowned pianists Charles Rosen, Menachem Pressler, and Anton Kuerti, all of whom also presented acclaimed solo recitals. Among the outstanding lectures and performances organized by the Beethoven Center were the “Plucked or Struck” lecture series on historical keyboards (Feb. 2005), the inaugural First Thursday lecture/recital by harpsichordist Davitt Moroney (Sept. 2005), and a benefit concert by pianist Jon Nakamatsu (April 2008).

Ongoing projects at the Center include publication of *The Beethoven Journal* and development of the Beethoven Bibliography Database. Now in its twenty-third year, *The Beethoven Journal* will be available full-text online in early 2009. The Beethoven Bibliography database now indexes more than 20,000 books, articles, and scores, and in 2008 the supplemental *Beethoven Thesaurus* was also made freely available on the web. Another web-based research tool created in 2007 was the Beethoven Auction Index (a searchable bibliography of manuscripts and first editions sold at auction since 1985).

**Martha Heasley Cox Center for Steinbeck Studies**
The Martha Heasley Cox Center for Steinbeck Studies was founded in 1971 by the former SJSU Professor after whom it is named. The Center offers a rich collection of American and foreign Steinbeck editions, manuscripts, and memorabilia for study. Its mission is to promote awareness of John Steinbeck’s life and work through publications such as its website and journal, *Steinbeck Review*, as well as conferences, programs on campus and in secondary schools, the Louis Owens Essay Prize (for the best essay on Steinbeck by a graduate or undergraduate) and the John Steinbeck (“In the Souls of the People”) Award. In addition, the Center sponsors the Steinbeck Fellows Program for creative writers or researchers at the beginning of promising careers. Recently, Steinbeck Fellows have published numerous works of fiction and nonfiction with imprints such as Knopf, Persea, and HarperCollins. The Center employs student assistants and offers lectures and introductory tours on demand to teachers and their classes. Visiting scholars also come annually from Japan, Korea, and Europe, as well as from American institutions of higher education. Each year over 100 groups and 1,000 individual student and scholarly researchers visit the Center. Recent scholars in residence have come from Japan, China, and Azerbaijan.

The Center’s journal is published by Wiley-Blackwell as part of the “American Literature Collection,” which includes journals dedicated to Poe, Melville, Hemingway, and Fitzgerald. It appears twice a year. In March 2006 the Center co-sponsored a conference in Sun Valley, Idaho, titled “Steinbeck and His Contemporaries.” Papers from this conference were published by Scarecrow Press in 2007.

The prestigious Steinbeck Award was given most recently to Garrison Keillor in 2007. It was previously given in 2003 to Joan Baez and in 2004 to Sean Penn. Bill Moyers will be the next recipient. In 2007 the Center launched a remarkable on-line bibliography of secondary materials based on research begun by Martha Cox and completed by former Steinbeck Fellow Greta Manville. This annotated bibliography of over 7,000 items is unique in the field of American Literature. The Center also possesses a rich array of
Steinbeck artifacts, including his portable typewriter (inscribed by him as “The Beast Within”) and numerous rare or unique paintings, such as portraits of two of his three wives, and of the author himself. A major Steinbeck collection with a value in excess of $70,000 was donated to the Center in 2004 by Lee Richard Hayman. The Center is open six days a week to serve students, faculty, visiting scholars, and community members.

The California Room (SJPL)
The California Room collects California history materials with a special emphasis on the history of San José and Santa Clara County. The collection consists of materials that document a variety of subjects related to the history of California, and has resources related to the Gold Rush, overland journeys to California, and the California missions. The collection of maps, aerial photographs, local news clippings, and directories provide important resources for those interested in documenting family, house, and neighborhood histories in the area. The archival collections similarly document local history and include the research files of San José Historian Clyde Arbuckle. The California Room provides additional secondary and primary sources that support student learning at SJSU. The Lead Librarian has offered tours and orientations using the collections for several SJSU classes, and has team-taught basic primary source literacy with the Director of SJSU Special Collections & Archives, and with the SJSU History Liaison Librarian.

Joint Programs
The joint-library environment has generated a spirit of collaboration among university units and our public library colleagues through the First Wednesday lecture program. This program is designed to encourage community access to these rich holdings. The First Wednesday program in 2008 featured readings from the Steinbeck fellows, a recital and lecture by Yuko Tanaka, and lectures from SJSU faculty and historians from UC Berkeley. Frequently the programs are matched with special collection exhibits and are followed by a reception. This lecture series had been well received by the university community and the general public. In addition to our exhibit and lecture programs, the SJSU Special Collections & the California Room are working together to implement the Special Collections Digitization Program. This program will provide important discovery tools and new access to our rich holdings for our students, faculty, and the community.

The Cultural Heritage Center
The Cultural Heritage Center (CHC) is a cornerstone of diversity for SJSU and serves as a bridge to the University campus. Since 2003 the collections have supported four areas of study. These collections are the Africana Collection, the Asian American Collection, the Chicano Collection, and Ethnic Studies. During the 2008/2009 academic year, a group of Silicon Valley Portuguese Americans worked to create a Portuguese American Collection that is housed adjacent to the traditional cultural heritage collections.

Each cultural heritage collection is supported by library acquisition funds in support of the corresponding academic programs. The Center provides a collection of ethnic/racial
materials that no other northern California State University campus provides. Only the University of California at Berkeley has a collection comparable with SJSU.

Occupying about 6000 square feet of space on the fifth floor of the King Library, the Cultural Heritage Center houses collections, and provides study and meeting space for the campus and greater community. A variety of campus and community organizations have collaborated on programming. These include MOSAIC, History San José, the National Association for Chicana and Chicano Studies, National Hispanic University, Evergreen Valley College, DeAnza College, the National Conference for Community and Justice, the African American Faculty and Staff Association, the Chicano/Latino Faculty and Staff Association, the Asian Pacific Islander Caucus, the American Cancer Society, the African American Community Service Agency and the Japanese American Museum of San José. Many exhibits have been installed in this area of the library. (Appendix L)

**Digital Storytelling Grant**

The CHC and the California Room (SJPL) jointly applied and were awarded a California State Library grant. The two-year grant requires the production of 24 digital stories in 2008-2009. During the first year, the storytelling collection will be administered at the CHC. Primarily, the focus will be to develop San José’s Latino stories. In the second year (2009-2010), stories will be collected at the SJPL branches without a specific race/ethnic focus. The grant provides all equipment for producing the digital stories and $10,000 for additional support.

**C. Government Documents**

The Dr. Martin Luther King, Jr. Library is one of over 1,200 libraries in the United States designated as a member of the federal depository library program (FDLP). (Appendix M) The university library joined the depository program in 1962 and serves California's 16th U.S. Congressional District as well as the SJSU academic community. The library also is a full depository of California state publications. As a member of the FDLP, university library is dedicated to the core beliefs of the program to maintain the citizens' right to know and understand government laws and programs by providing free public access to current and historical government information. To that end, the university library provides access to thousands of print, microform and electronic government publications. Since 2005, the library has been tracking the access of electronic government publications and has found a continual growth in use, especially during the fall and spring semesters. (Appendix N) Titles range from research on alternative energy sources, economic issues, international information as well as health and legal concerns.

Besides providing information and resources for the academic community and the citizens of San José, the government publications program at SJSU has provided training sessions to librarians, staff, faculty and community leaders in areas such as the US Census; health databases and business resources. These popular sessions have provided participants with a firm understanding of the richness of government publications for their research activities.

**D. Scholarly Communications, the Institutional Repository, and E-Theses**

The networked environment is changing the ways scholars seek information, communicate, collaborate, publish and disseminate their work. Scholarly communication issues include author rights, the
economics of scholarly resources, new models of publishing including open access, institutional repositories, rights and access to federally funded research, and preservation of intellectual assets.

In 2007 the Chancellor’s Office (C.O.) selected DSpace as the platform for hosting an Institutional Repository (IR) residing on a server at the C.O. in Long Beach. The IR promotes the scholarship of the students, faculty and staff of the institution. SJSU volunteered to serve as a pilot site. The first contributions of scholarship to the IR are masters level student theses. The project was to be implemented in two simultaneous phases. The first phase was to digitize in-house the theses of the Outstanding Thesis Award Winners from 1987 – 2007. The second phase involved working closely with Graduate Studies & Research (GS & R) to establish procedures for the master’s candidates to submit their theses in an electronic format rather than paper.

The University Library Board (ULB) discussed scholarly communication / open access issues throughout the 2007/2008 academic year. Prompted by the Harvard mandate unanimously approved by the Harvard Faculty of Arts and Sciences in February 2008 and the revised NIH Public Access Policy issued in January 2008, the Board drafted and approved a Sense of the Senate resolution calling for a task force to investigate open access to publications through an SJSU IR, and make recommendations. The resolution was passed by the Academic Senate in March 2008.

Several educational programs have been presented to raise awareness. One was a series of brown-bag discussions for the library faculty based on the Association of Research Libraries discussion series on scholarly communications. Two programs for the campus community were presented: Heather Joséph from SPARC (Scholarly Publishing & Academic Resources Coalition) addressed Scholarly Communication and Open Access in March 2008 and Janelle Weaver, from the Public Library of Science and an Associate editor for PLoS Biology, spoke on Open Access to Biomedical Literature in April 2008. Both of these presentations were filmed and are available on the SLIS web site.

XI. LEARNING, TEACHING, & RESEARCH

A. Reference & Research Assistance

Reference has evolved from a single service point to a more interactive and tiered customer service model with many access points. With statistics and student comments indicating a desire for a more collaborative approach and more options for access points, service at the Reference Desk now involves staff and librarians working cooperatively with patrons to explore topics of interest. In the King Library, librarians and staff work with users at a two-sided computer screen to better cooperate in the information-seeking process. Outside the King Library, students can go to other service points for reference assistance from librarians, such as the Library Outpost in Clark Hall and in the Living and Learning Center (Housing).

Reference Desk

Statistics for the Reference Desk show some fluctuations but generally remain at high levels, an unusual trend for most academic libraries. The reason for this may be varied but some possibilities are:

- Having a large joint facility brings in both public and academic patrons. With public branches and community colleges cutting hours, King is the logical library choice.
With a vibrant instructional program in the library and liaison librarians reaching out to campus programs, students may be more aware of the Reference Desk and virtual reference services available.

Reference service has adapted to needs of users by expanding reference choices such as the accessibility of virtual reference and other service points on campus.

The following chart shows the dramatic jump in reference questions after the King Library opened as a joint public and university library in 2003. After that year, there is a leveling off and a normal fluctuation in number of reference transactions.

King Library Reference Transactions in a Typical Week
CSU Library Statistics: http://www.calstate.edu/ls/planning_docs.shtml

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**Staffing and Tiered Reference**
Reference Desk staffing generally involves two librarians and two staff members answering in-person and telephone reference. Academic librarians staff the desk for approximately 72 hours per week. Several staffing patterns have been explored, such as staffing the desk with only part-time librarians. A more balanced approach has recently been adopted with part-timers staffing the majority of the time and a few full-time librarians adding their expertise throughout the week. This compromise encourages more interaction and camaraderie between groups of librarians. Another benefit is that part-timers can then be more available for instruction and team projects, assisting full-time librarians.

The tiered reference model, which was implemented in 2005 at the King Library, encourages patrons to start at the information/support side of the desk working with staff members. As questions rise beyond the level of 1) directional or 2) simple skill-based questions such as a basic catalog search, the patron is referred to a librarian. The librarian then works with the patron to ascertain if the question is fairly general in scope, which may be level 3) a simple strategy-based search such as a basic database search with one or two simple terms. If the question goes beyond that to level 4) complex database or other questions involving a subject expert, the patron is often encouraged to seek assistance from a subject specialist librarian. The reference phone system was also changed in this tiered model from a librarian answering the telephone to staff members answering and referring to librarians as appropriate to the level of the question.

**Upper Floor Assistance**
Reference staff members give assistance on floors 6-8 in the library. As they interact with library users, they may give directional or simple research information, as well as give policy reminders.

**Virtual Reference**
Virtual reference has expanded the ability to reach more patrons at the point of need, and the Reference Department at King Library has been exploring many electronic tools to better meet reference needs. Email reference and chat reference are available and a Qwidget window just for King patrons and staffed by local librarians has been added. This chat window taps into a format currently popular with many students. Text messaging is also in the beginning stages, and a pilot program will soon be implemented in the library. Chat statistics for SJSU users have been tracked through the service.
Question Point/Ask Now for the years 2006 – 2008 and show an increase as students became aware of the service.


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To supplement Reference Desk activities, Digital Learning Objects (DLOs) are being used. These DLOs include podcasts, screencasts, and video conferencing. A tool for roaming reference, Mylo, has also been explored and will be investigated again as wi-fi access improves. Shorter online tutorials have recently been developed and will be discussed more fully in the section on Instruction and Information Literacy. Additional tools, such as Second Life (virtual world), are being explored in respond to changing student needs, interests, and skills. Many of these online electronic tools allow students to access services remotely in a format and at a time that is convenient for them.

Research Assistance with Subject Specialists
Library research assistance with subject specialist librarians includes in-person and remote consultations (phone, email, and virtual reference). Additional research assistance is given at various points in the library, including the Cultural Heritage Center and Special Collections. Each librarian has developed a subject specialized web page to guide students through databases and other electronic and print resources. Many librarians include virtual reference tools on their web pages such as Meebo (Instant Messaging) and Elluminate (an online classroom collaboration tool). Also, additional electronic tools such as online instruction requests and assessment tools have been added to these pages.

Emi Shimada, Student and Robert Bruce, Librarian

“This library has been an incredible resource in helping me in the fall 2007 and spring 2008 Business communication: Sustainability, and Global business environment courses in the MBA program. The persistence and patience that Librarian Rob Bruce had in teaching me the research process to write papers and to explain various topics in my course work was great. With

B. Instruction & Information Literacy

University librarians provide instruction in university-level library research and information competency through course-integrated sessions and hands-on workshops. Following Academic Senate policy, this instruction program reaches students throughout the curriculum and focuses on a progression of skills. (Appendix O)

The information literacy program supports campus and curricular goals and initiatives including student success, inclusive excellence, and academic department student learning objectives through:
• course-integrated interactive sessions
• hands-on workshops for faculty and staff
• online tutorials
• subject webpages for each SJSU department
• online quick lessons for specific skills and critical thinking
• research consultations for individual students or groups
• assessment/evaluation of student learning and the teaching/learning environment

Some overall components of information literacy taught through the Library program include:
• Tool literacy - The ability to use print and electronic resources including software, social networking sites, and online resources.
• Resource literacy - The ability to understand the form, format, location and methods for accessing information resources, including primary sources, scholarly journals, and academic books.
• Social-structural literacy - Knowledge of how information is socially situated and produced. It includes understanding the scholarly publishing process, ethical use of information, plagiarism.
• Research literacy - The ability to understand and use information technology tools to carry out research, including the use of bibliographic software and online resources.
• Critical Thinking – The ability to differentiate between scholarly and popular sources as well as knowledge of the range of appropriate sources within a specific discipline. (http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/infolitoverview/infolitforfac/infolitfaculty.cfm)

Information literacy develops incrementally over the course of a student’s academic life at SJSU and may be defined differently for different disciplines. However, it is not just about learning how to use and evaluate information for a specific course. One goal of information literacy is to develop critical twenty-first century skills for lifelong learning. The Information Literacy program targets (but is not exclusive to) certain courses within the overall curriculum for specific levels of instruction and activities appropriate to their curricular and/or campus goals:
• First Year Experience, including MUSE and Science two
• English 1B
• Lower and Upper Division General Education Courses
• Junior Level Writing Courses (100W)

Additionally, librarian liaisons work with their department faculty to develop specialized instruction sessions or workshops for other courses. Workshops on new or curricular resources and tools are also offered for teaching faculty. Other information literacy outreach extends to International and Extended Studies and Inclusive Excellence Programs such as the McNair Scholars Program, EOP, and the Aspire Program where Librarians use instructional strategies and the learning labs for active, collaborative, and transferable student learning.

Subject Specialist Librarians work with departmental and program faculty to align objectives for workshops, class sessions, online and print teaching materials, and evaluation and assessment with curricular and campus goals. (Appendix P) Interns from the SJSU graduate School of Library and Information Science participate as learners and teachers. For specific courses such as Science two and Health Sciences one, librarians support department faculty as direct teachers of information literacy.
Librarians teach sessions for specific courses in the Library’s four learning labs where students are able to work individually or in groups to learn and practice the skills they need to be successful lifelong learners.

The university library website is an essential part of information literacy outreach and includes an assignment resource center, online tutorials and quick lessons, and disciplinary resource guides for each SJSU major. Online Tutorials and quick guides online (Appendix Q) include:

- Plagiarism
- InfoPower
- Library Basics
- Company Information
- Computer Science 100W
- Television, Radio, Film, Theater
- Engineering
- Library Science
- Stairway to Success (for prospective SJSU students)
- Finding Peer-Reviewed and Scholarly Articles
- Using GetText
- Using the Library Catalog

Librarians have developed several assessment tools for student learning and are now piloting an assessment database with questions based on campus learning outcomes and the Association of College and Research Libraries standards for information literacy.

**SLIS Internships**

The university library offers information literacy internships to students in the School of Library and Information Science. Students participate in the observe/assist/solo model for progressing to delivering instruction to selected classes; they create online quick guides and traditional class handouts and learn about evaluating and modifying teaching and learning activities. Students receive excellent mentorship for information literacy and the library gains access to their knowledge of new technologies and current student learning modes. This program has been in place for two years, with approximately 14 interns participating.

**ETS iSkills**

The Educational Testing Services iSkills test is a national, standardized test that assesses information and computer technology literacy. The test is unique in that it uses scenario-based questions rather than multiple choice questions. More information on the test can be found at www.ets.org.

The university library participated in a California State University initiative from 2004-2006 which involved beta-testing and development of the ETS iSkills test. Several grants enabled further utilization of the iSkills test for assessment of the university library information literacy program. A CSU information literacy grant in 2006 facilitated assessment of SJSU Metropolitan University Scholar Program (MUSE) freshmen information and computer technology literacy. Six hundred students were tested during the grant period and the data was used to guide MUSE library information literacy program development and create learning objectives for the program.
In analysis of the findings, the biggest surprise for the Skill Area Report was the high scores of SJSU Freshman in all skill areas compared to the scores of SJSU seniors except for the skill area of Define. Freshman scored higher than Sophomores, Juniors, and Seniors for Access, Evaluate, Integrate, and Create and scored the same as Sophomores for Manage, and the same for Sophomores and Juniors for Communicate. This data has important implications for the university library Information Literacy Program, as it seems to indicate that incoming freshmen have more highly developed technological skills than their predecessors. (Appendix R)

C. Distance Education Services

A special effort is made to provide equitable information literacy instruction to distance programs in the form of online courses, online chat, classroom management systems, and social networking platforms. The Association of College and Research Libraries’ Standards for Distance Learning Library Services states:

*Every student, faculty member, administrator, staff member, or any other member of an institution of higher education, is entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where enrolled or where located in affiliation with the institution.*

http://www.acrl.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm

SJSU has several programs where students rarely or never come to campus, including: Communicative Disorders and Sciences, Global Studies, School of Library Information and Science (SLIS), Nursing, Occupational Therapy, Public Health, and the Mineta Transportation Institute. These students live across the United States and in Europe, Asia, Africa, and Canada. They take their courses online or at satellite campus locations. Services include:

**Information Literacy**
- Interactive tutorials (SLIS)
- Integration into learning management systems (SLIS)
- Full semester course (Occupational Therapy)
- On-campus orientation before first semester (Occupational Therapy, Public Health)
- Librarian presentations at satellite sites (Nursing)

**Reference**
- Telephone, email, and chat reference
- Consultation appointments with liaison librarians through Elluminate and other online platforms (SLIS, Occupational Therapy)
- Guides to library resources by subject on Library website

**Document Delivery**
- Books provided through InterLibrary Services (ILS) and Link+ requests
- Full text scholarly databases for journal articles and research reports accessible through Library website
- Course-related materials provided through Electronic Course Reserves
- GetText service for easy article access and request
- Policy for distance students and faculty for expanded ILS services
Troubleshooting Access

- Access Services troubleshooting for distance student library account and PIN problems
- SJSU Library Student Computer Services for access troubleshooting

Needs Assessment and Service Evaluation
In Spring 2003, the Distance Services Librarian conducted a faculty survey about distance services and in Spring 2005, she conducted focus groups with distance faculty and online focus groups with distance students. The most important SJSU Library resources and services as rated by distance faculty respondents are, in order of importance:

1. Electronic databases (overwhelmingly most important, and including full text databases and electronic journals). One respondent stated: “I would like to dramatically increase the use of library resources, again with full text and online resources.” Another: “Our curricula would be severely limited if students and faculty could not read refereed journals in our field…when they have become acquainted with the journals, they appreciate being able to download documents at home…”
2. Delivery of electronic reserve materials, delivery of documents through Interlibrary Services
3. Online library catalog

Students rated electronic databases, full text journals, consultation with liaison librarians, and ILS document delivery as the most valuable library services.

Clearly, our current growing emphasis on virtual and digital library initiatives strongly supports the distance program. A distance services blog and FaceBook group were developed for promotion of services to students. Distance services are promoted to faculty through presentations at the SJSU Center for Faculty Development.

D. Outreach

The university library conducts extensive outreach, both within the university campus and to the external general public. Most of the outreach to faculty and students is conducted by the Information Literacy Coordinator and each of the liaison librarians as they work with students and faculty. These efforts include programming by faculty, student exhibits in the library, participation in campus orientations, First Wednesday programming, meeting with students in the Student Success Center and a presence in the Living Learning Center in Campus Village.

Faculty find support for their research activities through consultation with librarians and information literacy programs held at the Center for Faculty Development. These include:

- Orientation for new faculty
- Center for Faculty Development activities: plagiarism prevention, Creative Commons copyright alternative, teaching with quick tutorials, assignment building, tools & databases: RefWorks, Web of Science, GoogleScholar
- Departmental in-service workshops
- Library Research Consultations

In 2004, outreach to community colleges included an Information Competency Conference hosted at the new King Library to encourage and facilitate use of the new Dr. Martin Luther King Jr. Library by community college students. Participants included librarians from community colleges as well as SJSU
librarians and the CSU Information Literacy Coordinator. Attendees discussed the creation of a checklist of information competencies. The Checklist was jointly developed by California Community College and California State University (CSU) librarians. It has been featured at these conferences: California Library Association (2004); CARL North Conference (2004); and LOEX of the West (2006). The Checklist helps librarians from both two- and four-year institutions to reach a common understanding of the essential information skills that librarians should help students to master. In terms of endorsement, the Checklist has been reviewed by all 23 CSU libraries and is included on the website of the CSU Systemwide Library Initiatives at http://www.calstate.edu/LS/Systemwide Resources.shtml (Appendix S)

Outreach to the Silicon Valley community is carried out by several people, the Director of Development for the Library, the Outreach Librarian and the Dean. The Outreach Librarian is responsible for coordinating the publication of two newsletters, Academic Gateway, for campus faculty; and Library News, for the community. She serves as the university library representative with the Friends of the King Library, the King Library docents and the University Scholar Series. She collaborates with the public library staff member responsible for public relations on joint programming activities. The library’s six meeting rooms available to the community are always booked well in advance. In addition, now having more exhibit areas than in the past, the exhibit schedule (Appendix T) is booked through 2010, with bookings for 2011 now taking place.

The Director of Development aggressively reaches into the community to develop relationships between community members and the library in order to build visibility for the library and to cultivate prospective donors. The Dean of the Library hosts numerous events in the library including the Annual Dean’s Recognition Dinner in the Library.

The university library has created a brand for its events, programs and publications with a fresh look and identity for its newsletters, instructional handouts, program flyers, and bookplates for new endowments. As the university library experiences budget cuts, at least one of the newsletters is now published only online (http://sjlibrary.org/about/sjsu/newsletters.htm).

E. Support & Services for Students With Disabilities

The university library has a strong presence and commitment to the Campus Initiatives of Inclusive Excellence, Student Success, and Retention & Graduation. To ensure that these initiatives are met, Library staff members are engaged in a variety of activities to support these goals:

- In 2003/2004 and 2004/2005, the Library’s Disability Resources Liaison served on the SJSU Disabilities Advisory Committee. As a member of the SJSU Disabilities Advisory Committee, the Library Liaison revised the SJSU disabilities policy and organized training sessions for King Library staff working with patrons with disabilities, including the use of the TTY machine and ADA software JAWS & Magic.
- Also in 2003/2004, the liaison was a member of the Joint-Library Planning Disabilities Services Subteam. In this capacity the library liaison developed & implemented a workable ADA compliant disabilities policy for the Dr. Martin Luther King, Jr. Library, (Appendix U), tested all library equipment for usability, and developed informational handouts and ADA guides for library patrons and staff.
• The Library’s Disability Resources liaison also provides one-on-one consultations for students with disabilities on an ongoing basis. In 2005/2006, the library liaison continued staff training on the TTY machine.

A 2007 Presidential Directive titled “Access to Electronic and Information Technology Policy for Persons with Disabilities” launched the California State University (CSU) system Accessible Technology Initiative (ATI) to ensure that each CSU campus follows state and federal laws mandating access to technology as well as to ensure a culture of inclusive learning. Library staff members have been actively involved in the ATI Steering Committee and its subcommittees: Web Accessibility, Instructional Materials, and Procurement.

Since 2007, librarians have actively participated in the Faculty-in-Residence program at the Center for Faculty Development instructing faculty campus wide in making their instructional materials accessible. The Librarian Faculty-in-Residence offered several workshops emphasizing Universal Design for Learning, and the need and motivation necessary to learn how to make accessible documents, making an accessible Word document template, the importance of descriptive hyperlinks, creating alternative text (for screen readers) for images embedded within a Microsoft Word document, and making accessible Adobe Acrobat (PDF) documents.

Internally, the Library’s Faculty-in-Residence has offered workshops for Library Faculty and Staff on CSU expectations for compliance with the mandate on accessibility, and the support available to Librarians to guarantee compliance. Additionally, a Student-in-Residence has been hired and trained to support librarians in transforming their materials into accessible documents so that Library instruction materials are accessible to all University students, faculty, staff, and the larger community. The Librarian Faculty-in-Residence individually consults with librarians and staff, and is committed to playing an active role in the orientation of new Library staff and faculty to educate them on their responsibilities to accessibility, the requirements of the CSU mandate, and on the support available to them to guarantee compliance.

XII. OUR LIBRARY FACULTY

Background, Evolution, and Composition
After years of relative stability, San José State university library faculty has been evolving in a variety of ways. There have been many retirements and several librarians have opted to participate in the faculty early retirement program (FERP). With this transition taking place, the university library understands the importance of succession planning. Since SJSU is at the largest student population ever, the move to doctoral programs in education and library science, the trend toward more research based assignments, and the higher numbers of first year experience programs, library faculty expertise is more critical than ever. In spring 2009, the library was able to fill three library faculty vacancies left by retirements and FERPs. At the present time, the library has 21 full time (tenure line), 11 part timers (off tenure line), and three FERPing librarians. Full time librarians serve as liaisons to the academic departments, participate on campus committees and task forces, and are involved in many ways with the support and achievement of SJSU vision and goals. Our part time librarians are primarily responsible for reference, both in person and virtual, assist with heavy instruction loads, and in collaboration with our teaching faculty, develop online tutorials that offer just in time instruction for students. Our part time faculty tends to have more recently received their librarian degrees and bring
new skill and ideas to the library. The synergy between these two groups has been very exciting and is producing some very user friendly tools for teaching faculty and students.

Organization
Over the past two years, the library faculty has moved from an individual liaison model to a team approach. Each librarian is still responsible for specific departments, but meets with team members from like disciplines to discuss collection development, reference, and information literacy trends and issues. At the present time, there is a Social Sciences team, a Humanities team and a Science team. Working in teams requires flexibility and cooperation and has engendered a whole new level of discussion. The team structure and process is still very much a work in progress and is expected to evolve further as time goes on. Our tenure line faculty have recently revised the librarian bylaws and launched a mentoring program which seeks to not only offer guidance and support but also to demystify the retention, tenure, and promotion process for newer librarians. In addition, there is a strong desire to better integrate part time faculty into the teams.

Scholarship and Research
The library faculty’s diversity of educational backgrounds, language proficiencies, subject expertise, and scholarship interest is extensive and varied. (Appendix V) In the past several years, librarians have published prolifically in book chapters and journal articles on a variety of subjects. They have presented all over the world and have been involved with international information literacy projects. One librarian was recently named an American Library Association New and Emerging Leader and another was a Fulbright Scholar in Uruguay. Recently, the science team lead was chosen as a founding member of a federal grant group that seeks to bring American and Chinese university librarians together to share expertise and ideas. The Cultural Heritage Center Librarian was recently chosen as a Smithsonian Fellow in Latino Museum Studies. Several have held national office, served on international and national committees, and developed various grants.

Future Directions
SJSU librarians are actively involved in several other areas in addition to their subject domains. These include scholarly communication and institutional repositories, copyright issues, digital curation, creation, and preservation of library resources, instructional effectiveness, community outreach, and improved access to government documents. One area of study that is critical and is receiving renewed attention all over campus is assessment. In upcoming months, the library expects to more fully develop assessment instruments to not only better monitor progress meeting student and faculty needs but also to help chart future directions. The library expects to develop more digital learning objects to enhance instruction and to create virtual portals to information resources. The library will continue to digitize unique collections to provide greater access not only to students but also to the global community. The university recognizes that the library’s presence and influence is critical and the librarians will continue to build and strengthen the library’s contributions to SJSU.

Behind the Scenes

In order to provide the university community access to collections, information literacy instruction and research consultation, a myriad of staff work behind the scenes to make the university library at San José State the truly stellar academic library that it is. All functions are identified and examined in the following section.
XIII. MANAGEMENT

Organizational Structure and Staffing

The organizational structure for the King Library is made up of three organizational charts – the San José State University organization (Appendix W); the San José Public Library organization; and the merged King Library organization. (Appendix X) The San José State University library organization has 32.85 Librarians and other professional staff; 48.75 staff and library assistants; 32.13 student assistants for a total of 113.73 FTE employees. (Appendix Y) This number has dropped somewhat over the past five years. This is due to a number of reasons. First at least 2.5 positions were created and filled prior to and at the opening of the King Library. A project manager, full time fund-raiser and a part time additional assistant to the Library Dean were funded as a part of the roll out of the new library. Since that time, all three of those positions have become vacant and those staff lines are not being filled at this time.

Since 2005, four library faculty members have retired, three tenure-track librarians have resigned, and three are now in FERP status. As other library faculty members retire or FERP, the organizational structure will continue to evolve. Staff positions have evolved over the last three to four years as a result of new skills needed to move the organization forward and as position descriptions have changed to further the operation of the merged library and to maintain the high standards of the university library organization.

Student employee budgets have decreased over the same period of time, in an effort to maintain full and part time staff positions and to adequately support the building of the university library collections. As library users begin using the library and its resources in new and different ways, especially with remote access to growing digital collections, the staffing patterns will continue to change. Temporary staffing growth has taken place in specific areas as a result of funding from federal grants, a source of funding that has grown over the past three years.

Several structural changes have been made as the library has progressed and matured and as emerging technologies have become available to deliver services and provide access to collections. The special projects department, made up of three full time librarians/staff was dissolved as the need for immediate special tasks diminished. All three of these positions have been re-purposed. Two of them are now in technical services performing metadata creation and electronic rights management roles. The other position was re-purposed into an outreach position.

In 2007-2008 a new Associate Dean position was created, resulting in two Associate Deans, one for public services, resource management and operations; and the other digital projects, information technology and technical services. This organizational change has enabled the library to put more emphasis on the use of technology and creation of digital collections and services. In addition to this major change, three coordinator level positions were created – coordinator of collection development; coordinator of information literacy and instruction; and coordinator of scholarly communication and institutional repository. The librarians have been reorganized into disciplinary teams, from which each has responsibility for research consultation, collection development and information literacy instruction.

Facilities, Security and Emergency Response

The Dr. Martin Luther King Jr. Library is a modern nine level urban library building with 475,000 square feet of public and staff space. The library is closing in on six years of age and still looking in
many ways brand new. At closer observation, wear and tear is beginning to take place, with carpeting, painting, refurnishing in places, and other results of a high volume of library users.

Since the library opened in 2003, several physical renovations have taken place. The periodicals area was moved from the fourth floor to the lower level and the educational resource collection made up of current textbooks used in the public schools was moved from a problematic mezzanine level to the fourth floor. In addition, a build out of informational technology staffing space was completed. A new fourth floor exhibit area has been added to the library resulting in three distinct exhibit areas in the building. Art and educational exhibits are now scheduled on the second, fourth and fifth floors.

The building is monitored for security by the university police department, with a video observation room and numerous video cameras throughout the building. Routine facilities maintenance and housekeeping is provided by the University facilities, development and operations unit. Pro-rated charge-backs to the city are made for their share of these services. Although the building has an extremely high volume and a diverse patronage, the facility remains adequately safe and maintained.

Emergency response efforts have been developed both as a part of the university’s emergency preparedness plan and separate building specific plans for the library. An example of the response to an emergency was the quick response to a mild earthquake occurring in October 2007. The building was evacuated quickly and the more than 300,000 volumes of books that were scattered to the floor were re-shelved and ready for student use within four calendar days.

The University and the City together are planning to take measures that will conserve energy and otherwise move the building toward becoming “green.” The building opened with a number of energy conserving practices in place. For example the water in the restrooms is recycled, natural light abounds, lights are programmed to turn off, and work spaces have motion-detectors on lights. A plan is being developed to re-light the entire building to create a savings of dollars while moving the library further along in being green.

XIV. CIRCULATION, ACCESS & INTERLIBRARY SERVICES

San José State University Access Services Department includes the following units: Circulation Desk; Information Desk; Call Center; Course Reserves; Stack Maintenance; Periodical Services; and Document Delivery Services. The department is merged with San José Public Library staff and all service points are staffed by both SJSU staff and student assistants and SJPL employees.

Circulation Desk
Circulation Desk services include the issuing of library cards, check-out and renewal of materials, retrieval and check-out of Course Reserve material, Link+ and Document Delivery items, check-in of material on the spot, payment of library fines with cash or check and general resolution of patron problems.
Since the merger with San José Public Library, a streamlined self-service model allows users to check-out their own materials:

- Students can request material from the collection be paged and placed on the self-service hold shelf or delivered to any of the SJPL branches for pickup.
- Online faculty library card applications and online payment of fines are now available as well.
- The desk operation has been modified from nine stations to three; visual barriers were removed and the Course Reserve and Circulation operations were combined into one line.
- The area behind the desk was re-organized for easier assistance from adjacent operations and quicker retrieval of Course Reserve materials.

Because of the merger with SJPL – San José State University collections have the highest circulation of any CSU Library. Because of easy access to the SJPL collections at King Library, SJSU borrowers actually borrow more from the SJPL collection than they do the SJSU collection. (Appendix Z) This is an indicator that the merger with San José Public has been a benefit to both SJSU students and members of the public.

*Course Reserves*

Course Reserve materials include both university books and faculty owned books and articles. Electronic Course Reserve material is scanned and processed to meet accessibility guidelines. Course Reserves has seen a decrease in the circulation of print Course Reserves, but a dramatic increase in the online use of material. (Appendix AA) In Fall 2008 the unit started requesting copyright permission for material that does not meet Fair Use guidelines. The unit also offers IM Chat via the Course Reserves website to answer student’s questions about Course Reserves.

*Welcome Desk*

The Welcome Desk functions as the first point of service and therefore is the hub of many activities. In addition to being a source of information concerning activities in the library, on campus, and in the surrounding area, it’s also a place where questions regarding library user’s library records or requests for material are routinely handled. By virtue of its location adjacent to the Circulation self-check machines and Apply and Pay Fines On-Line terminals, it serves as the “triage” area for any problems in those areas and also houses the library’s lost and found.

*Stack Maintenance*

Staff maintains the integrity of the book shelves throughout the library. This includes shelving, shelf-reading, shelf-shifts, inventory, disaster recovery, and student assistance. The Sorting Room Operation for returned material was redesigned in 2007 and a new methodology was set up to monitor shelving needs throughout the facility. (Appendix Z)

*Periodical Service*

Library periodical service provides direct assistance to the university’s library users and the general public by answering directional and technical questions. Periodical service also includes assistance and maintenance in government publications, microforms, juvenile materials, and historical textbooks. When King Library opened in 2003, the SJSU and SJPL periodical collections were merged. Periodicals were located on both the 4th floor and lower level with separate service desks on each floor. In 2005, the 4th floor periodicals were moved and consolidated into one single collection and service point on the lower level and the once required paging of periodicals was discontinued. Open access to all periodicals and newspapers was a major and welcome change for patrons in the King Library.
New services and innovations were added to the collection including electronic journals and digital services. With additional digital services new equipment, scanners and microform machines were redistributed. Library users are now able to digitize resources, transfer formats, store, and deliver information electronically, from both print and electronic journals.

**Document Delivery Services**

Document Delivery Services consists of Link+ and Interlibrary Services. Items may be requested through Link+ if the item is not owned by King Library or if the item is checked out. *(Appendix BB)* Link+ is a very popular service, having grown from 9,261 transactions for SJSU Patrons in the first year of King library to 30,659 during the last fiscal year.

Interlibrary Services (ILS) provides borrowing privileges for university library users to borrow books, videos, DVDs, sound recordings, microfilms, and photocopies of journal articles from other libraries. The majority of these requests are for article requests, which once filled are uploaded electronically onto the Library’s ILLiad website for delivery to the requester. Book requests are mainly filled by Link+ but may be requested on library loan if SJSU or another Link+ does not have the item. *(Appendix CC)* Interlibrary Services also provides service for SJSU distance education students and faculty. In the last fiscal year ILS filled 2,391 in-library requests (articles, books and media) made by distance education students and faculty.

<table>
<thead>
<tr>
<th>Year</th>
<th>Requests</th>
<th>Filled</th>
<th>Total Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Articles</td>
<td>Books and Media</td>
</tr>
<tr>
<td>2004</td>
<td>2918</td>
<td>2166</td>
<td>400</td>
</tr>
<tr>
<td>2005</td>
<td>5724</td>
<td>4080</td>
<td>643</td>
</tr>
<tr>
<td>2006</td>
<td>5241</td>
<td>3662</td>
<td>593</td>
</tr>
<tr>
<td>2007</td>
<td>5523</td>
<td>3741</td>
<td>538</td>
</tr>
<tr>
<td>2008</td>
<td>6915</td>
<td>4574</td>
<td>682</td>
</tr>
</tbody>
</table>

The university library is a member of LVIS (Libraries Very Interested in Sharing), which is a group of libraries that agree to lend out their items freely. By becoming a member, the university library has saved close to $80,000 a year.

**XV. TECHNICAL SERVICES**

Traditionally, the library’s Technical Services department has performed many of the important but hidden tasks that make our resources accessible to students and faculty. Technical Services orders, receives, labels, and catalogs thousands of new books and journals each month. Without this work, library users soon would be unable to find what they need in our constantly evolving collection. During the last five years, the university library Technical Services department has continued to perform these traditional functions but increasingly has used information technology in innovative ways to position the library to take advantage of the digital revolution. The department has worked closely with Yankee Book Peddlers (YBP), the library’s primary book vendor, to automate the process of ordering, cataloging, and labeling books so that new acquisitions arrive on our loading dock ready to go on the shelves immediately. This not only puts new books on our shelves faster than ever before, but also allows our staff to devote more of its attention to our growing supply of electronic resources.
The department has become a leader in the library world in integrating ebooks and other electronic resources into our library website and has developed expertise in several valuable new software products. For example, due to the department’s efforts to maintain a database of all of the online journals that the library subscribes to, SJSU researchers can click on “Get Text” links on the library website that connect them from online citations directly to full text articles that the library has paid for. The department also has taken the lead in adapting sophisticated software that allows us to track the usage of our expensive electronic databases so that we can make better decisions about what to purchase. Because the department has been so innovative in this area, technical services staff members have been asked to give presentations about ebooks and electronic resources at national library conferences.

Finally, the department has contributed in important ways to the library’s goal of digitizing the university’s unique resources in the University Archives and Special Collections. Technical Services has worked closely with the Special Collections department to research the database software that we will use to display our unique collections online. It also has developed new skills in metadata creation so that researchers will be able to find our collections. The dedication of our technical services staff will continue to be essential to the library’s success as it adapts to the needs of twenty-first century students and researchers.

**Acquisition of Ebooks**

After years of high expectations, ebooks have become a central part of the information experience. The university library’s adoption of ebook format has continually increased as reflected in the statistics below.

<table>
<thead>
<tr>
<th></th>
<th>Ebooks Held</th>
<th>Print Books Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>44,169</td>
<td>18,310</td>
</tr>
<tr>
<td>2006-07</td>
<td>36,959</td>
<td>23,211</td>
</tr>
<tr>
<td>2005-06</td>
<td>4,634</td>
<td>21,042</td>
</tr>
</tbody>
</table>

**Acquisition of Ejournals**

The Library has actively increased our ejournal holdings through the acquisition of aggregate electronic database packages and the transfer of individual print journal subscriptions to ejournal subscriptions. This allows students and faculty 24/7 access. Through the daily maintenance of our online Electronic Journals Index, Technical Services staff provide an easily searchable ejournal listing of the over 65,000 titles that we own.

**Online Catalog**

The online catalog is the gateway to the library’s information resources. It provides library users with an effective means for searching and accessing extensive amounts of data and information. Currently, we seek to fully integrate digital resources such as e-books, electronic databases, streaming audio and electronic journals together with our print and microform resources to reflect a comprehensive collection of over 3 million items.

<table>
<thead>
<tr>
<th>Total Library Collection</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,000,000</td>
</tr>
</tbody>
</table>
XVI. INFORMATION TECHNOLOGY (I.T.)

Overview

At San José State University, the library’s technological mission has been complicated by our innovative partnership with the San José Public Library. To advance the educational goals of the university at the same time that we assist the public library in satisfying the information needs of San José citizens, the library’s IT department has developed a degree of autonomy unique among the libraries in the CSU system. The library maintains a complex computer network and a large data center consisting of 190 network switches and 52 computer servers that is largely independent of the university’s centralized systems. We use this technological infrastructure to support our library staff in the task of managing a printed collection of over two million volumes. At the same, our resources allow us to provide many valuable technological services directly to students and faculty.

Organization

The King Library IT department is jointly managed by the San José State University library and the San José Public Library. The university library’s IT department is divided into four teams, all of which work jointly with the public library:

Help Desk and Media Services
Staff members provide media services to the library learning labs and run the Student Computing Services.

Network and Servers
The SJSU University Computing & Telecommunications Department (UCAT) provides Internet access to the library. However, there is a firewall between the University network and the library network. A joint library team manages the internal network.

Programmers/Web Team
This team supports the library web site, the intranet site, and a SharePoint site. They use both the ColdFusion and PHP scripting languages in conjunction with Oracle, MySQL, and MicroSoft SQL database servers to manage the library’s database driven web tools.

Millennium/Library Information System
Staff members take care of the library’s Integrated Library System (ILS) servers. The ILS is the central database used by the library to manage acquisitions, circulation, and cataloging. SJSUL shares the ILS with the SJPL, which creates a more complicated system with two accounting systems and two call number systems: LC for the university materials and Dewey decimal for the public library materials. Currently, the library maintains both a production server and a training server for Millennium. However, both servers are over five years old and getting slower. The department plans to increase the efficiency and speed of the ILS by installing a new server in July of 2009.

Infrastructure

Current Computers and Networks
The computer and network infrastructure at the MLK library is setup to serve the entire King library as well as 20 other branch libraries in the city. The main facility has a centralized data-room and 27
network closets. The entire network consists of a Cisco PIX firewall, 21 routers and 190 switches. There are 52 servers, including 2 Millennium with Sun Solaris and 50 Windows based OS, that serve the King library and the branch libraries as well.

The university library has 136 PCs, 191 laptops and 17 LaserJet printers. Whereas the equipment owned jointly between SJSU and SJPL is 360 PCs and 20 LaserJet printers. The equipment owned by SJPL is not included in this count.

**Learning Labs**
The library is equipped with four state of the art, learning labs for classroom instructions. One of the classrooms is currently equipped with Smart-Boards, projectors and ClassSpot, collaborating and learning, software. With increasing demands from students and faculty, the rest of the 3 classrooms will also be made as Smart classrooms in the near future. Each of the four labs is equipped with anywhere from 30 to 52 computers/laptops individually.

**Refresh Plans**

**Networks**
The King library management is currently working to join the CSU chancellor’s office ITRP2, network switches replenishment program that will save the university library and SJPL library a significant amount of money. The plan will provide the library with both a wired and wireless network.

**Servers**
We have also recently established a 5 year server replacement plan with SJPL, so that all of the old servers will be replaced with the new ones over the next 5 years. (Appendix DD) As part of this plan, the library has purchased an HP Blade Server chassis an HP Storage Array Network (SAN) to increase the efficiency of our IT infrastructure and accommodate the growing need for data storage in the library. The new servers include 3 HP ProLiant BL680c servers to run ContentDM for the library’s digitization project, and MySQL and Drupal for the library’s new web site. They also include a Sun M5000 server for the Millennium database.

**Laptops and PCs**
A similar plan has also been implemented to replace all of the SJSUL PCs and laptops for staff and public with the new ones on a four year cycle.

**XVII. LIBRARY WIDE ASSESSMENT**

Library wide assessment for the joint Dr. Martin Luther King, Jr. Library began before its opening in August 2003. In 2002, consultant Tom Childers, was hired to gather and analyze data on the individual performances of the San José Public library and San José State University library for the purpose of establishing a baseline to compare the two libraries after they merged in August of 2003. The target audience was library users, and the survey was conducted separately, in each institution’s library building. Two surveys were used to gather the data: a shorter one that focused mainly on library facilities and a longer one that stressed the library’s information services—tagged respectively “The 80-Second Exit Survey” and “The 4-Minute Exit Survey.” Results from approximately 400 respondents was sought for each instrument, for each library. Detailed analysis is available in the 2002 document titled the San José King Library Metrics Project. Findings in the report include that at both libraries, the printed book and the electronic resources are the most used sources of information or
material (71% combined). But at university library, users leaned more heavily on print and electronic sources than at the public library. Inversely, public library users were more likely than their academic library counterparts to satisfy their Main Search through Video/DVD or Sound Recording/CD/Audiocassette.

The *San José King Library Metrics Project* was repeated in 2003. In April of 2003, 414 Library Users successfully completed the Services Survey at San José Public library; 505 at the university library. Also in April, 570 completed the Facilities Survey at the university library. In June, 549 completed the Facilities Survey at the public library. The most glaring difference in the two years centers on where people found the answer to their Main Searches. The use of every source increased in 2003, at both libraries. The increases in the two main sources soared: The percentage of people claiming use of Electronic Sources at the university library grew 79%; at the public library, 42%. The percentage of people claiming use of the Physical Book grew by 31% at the university library; 40% at the public library. Even the rarer sources—Video/DVD, Sound/ Audiocassette, and Other—grew in 2003. The data paint a picture of increased “poly-searching”—using multiple sources to find the answer to a given quest, and a picture of electronic media catching up with print sources.

Also in 2003, faculty member Nancy DaSilva and her students conducted an *Employee Attitudes Survey* of both SJSU & SJPL King Library employees. The purpose of the survey was to examine employee attitudes across various areas such as job satisfaction, work efficiency, and perceived fairness, and to hear directly from employees on aspects that they liked about the new library and areas that needed improvement. Out of 300 employees, 167 (56%) responded. The study revealed that as a whole, employees were satisfied and engaged in their jobs and experienced low levels of workplace stress. However, they did not feel that work efficiency had improved at the joint King Library compared to their former library. Employees were particularly happy with the support of their coworkers and supervisors. They also felt that organizational procedures and outcomes were generally fair. Employees’ perceptions of management were more ambiguous. Employees felt more supported and committed to their employing institution, rather than the merged King Library. However, there was a lot of variability in responses.

The King Library Merger Research Team conducted the *Organizational Culture Survey* for King Library Employees in 2003. Three test instruments were used: an online survey consisting of 32 questions, a social network survey located on the university library Intranet, and interviews with 30 key stakeholders in the merger process. The purpose of the study was to determine employee perceptions of library service and reputation as well as morale at their respective library before the library project was publicized and currently in the merged library. Findings revealed that employees rated working with new co-workers as the most positive change (4.2 mean or average) and personal morale as the lowest (2.8 mean or average). In regards to comfort level with the new physical environment and the new Library, users’ responses were neither high nor low (3.4 mean or average and 3.5 mean respectively).

In 2004, the *San José King Library Metrics Project* was repeated. Findings revealed that a significantly larger percentages of library users asserted some affiliation with SJSU, especially in the freshman/sophomore category. The before-after patterns of service marker assessment were mixed, but more showed decline in opinion than improvement. The decline was substantial in some cases, notably certain staff interaction questions and convenience of hours. Thus, hypothesis 1, “patrons perceive better quality in marker services after merger,” could not be supported at the early stage of the merging process. The colossal increase in circulation and visits since opening the King Library

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strongly supported hypothesis 2, that quantities of marker service delivery would increase after merger. However, 2004 was marked as a transitional year, in which adjustments would need to occur: grooming services, modifying services points and hours, deploying staff.

Also in 2004, the Employee Attitude Survey was repeated to determine if employee attitudes had altered since the 2003 report. Of the approximate 300 employees, 162 completed the survey. Findings indicated that employees were still responding negatively to the work efficiency questions, however, they did perceive improvements from the previous year (Fall 2003). Employees were very satisfied with their job security, coworkers, and supervisors. Employees were generally engaged in their jobs. Employees were somewhat neutral to work stressors; their work roles were reported to be clearer than they were in 2003 but employees were still experiencing role conflict (mixed messages from their supervisor or conflicting messages from multiple supervisors). There was an increase in the number of employees who planned to leave King Library. The communication climate was seen very positively. However, perceived team performance decreased from Fall 2003. Commitment to the organization and perceived support from the organization was still low. Perceptions of fairness were neutral – neither positive nor negative. Based upon these findings, Library Administration instituted changes.

The 2005 Childers’ report, San José King Library Metrics, Impacts of the Merger: Final Report revealed that patrons of the King Library maintain high regard for the library services. The merged King Library serves a higher proportion of academic as opposed to non-academic patrons than the two libraries together served before—assuming the proportional sampling intended for the surveys actually held true. “Considering both the Services Survey and the Facilities Survey, the before-after patterns of quality assessment were mixed, but more variables showed decline in opinion than improvement. The decline was substantial in some cases, notably certain staff interaction questions. Thus, hypothesis 1, ‘patrons perceive better quality in marker services after merger,’ could not be supported. A number of externalities could explain the decline in certain quality ratings—externalities such as covering more service area with the same or fewer public-service staff, changes in deploying the staff mix (e.g., technical, professional librarian, and support staff), the rise of patron expectations in the new building, a more heterogeneous and therefore more widely demanding set of patrons, and way-finding in a more complex building. For instance, with a 50% increase in service demand on a static level of staff, it would be strange indeed if certain elements of quality—especially staff interaction—did not suffer. Instead, it was a surprise that the rating of overall quality was virtually unchanged since 2003, and value of library services had fallen by only 6% since 2003.” (Childers 2005).

In 2006, Associate Dean Jo Bell Whitlatch conducted a study entitled King Library Exit Survey 2006: Comparisons with 2005 Childers Exit Survey & Comparisons between King Library and the SJPL Branches. As with the Childers’ surveys, the target audience was library users of the King Library. The King Library Exit Survey was conducted in late May 2006 using a subset of the questions from Thomas Childers’ 2005 survey. Findings revealed that library users continued to rate value and quality of services in San José very highly. Ratings concerning staff interactions in King Library were positive but remained lower relative to user perceptions of staff interactions in branches in 2006 and ratings of staff interactions prior to the merger in August 2003. An advantage of continuing to use an excerpt of questions from the Childers survey is that the questions are tested, reliable, valid and results can be compared to previous years.

On March 7th, 2006, the Dean established the university library Staff Training and Professional Development Working Group “to research and propose a comprehensive plan for the professional development and training for library faculty and staff at all levels. The group conducted a needs
assessment and literature review, and submitted its final report on January 12, 2007. Recommendations included that the “library develop and support an ongoing learning/training and professional development program that supports the Library’s mission and strategic plan.” (Appendix EE)

In response to the university library Staff Training and Professional Development Working Group’s recommendations, the SJSU Professional Development and Staff Training Council was created. Activities of the Council are included in the next section, Professional Development and Training. Assessment information on individual programs and units within the library have been incorporated into the relevant sections of this library self-study.

XVIII. PROFESSIONAL DEVELOPMENT & TRAINING

Believing that the success of university library rests on the competence and skills of employees, the library has significantly invested in professional development and training over the last five years. By all standards, King Library is a complicated organization with 300 employees and over 150 student assistants and part-time pages. Some employees work in one of the four co-managed merged units and some in non-merged units. In the merged units, SJSU and SJPL employees may be working side-by-side doing the same job functions, but they have different classification standards, salary ranges, benefits, evaluation processes, reporting lines, and different labor unions. Organizational structure and increasing popularity of the library by the public places considerable demands on all staff for knowledge, flexibility, teamwork and communication skills and, the trends in academic libraries towards delivering services/resources 24/7 to the desktop requires employees to stay abreast of emerging technologies and continuously be developing their skills.

2003
The first year in King library there were no resident experts in any of the units who could be the “go to” person because everything was new: the building, the people, every policy and procedure. The library identified essential information that public service staff needed to know immediately and began in-house training programs.

Immediate Learning Needs
- All Staff Orientation (Mission, Vision, Values, Goals, Expectations, Culture, Overview of Policies and Procedures)
- Building Facilities, Services and Emergency Response
- Library Website
- Library Catalog
- Unit-Specific Training

2004-2005
After the first year, it was recognized that the popularity of the King Library was here to stay. The number of people we served and the number of books that circulated continued to increase, yet no new staff could be hired to meet the increased service demands. Employees needed to receive development in how build effective teams (including coaching, conflict management, and negotiation), how to manage change and stress, and effective time management.

Managing large units with staff from both organizations created complexity for Team Leaders and Unit Heads, so King Library leaders also needed training in:
• managing performance (goals, standards, evaluation)
• communication (methods, delegation, handling difficult employee situations, conducting meetings)
• team building and motivating staff
• leadership

Special consultants were brought to King Library and employees were sent to training (InfoPeople). Campus resources were utilized (HR and Center for Faculty Development) and staff members developed special, in-house leadership training specifically for managers and work leads.

2006-2007
In 2006, the new library dean, Ruth Kifer, demonstrated a commitment to professional development and training by forming a taskforce, with representation from the entire university library organization, to review the existing professional development and training program and make best practice recommendations. After six months of study and review, the following recommendations were made to the Dean:

1. Increase the level of funding provided for both training and professional development activities.
2. Fully fund all essential training.
3. Develop a proposal-based system for the distribution of discretionary development/training funds. The Dean initiated the implementation of all recommendations, including an increase in funding allocated to training.

In 2007, the university library began working to develop a two year strategic plan. “Organizational capacity and growth” (professional development) was identified as one of the library’s six strategic initiatives. A second taskforce made the following recommendations:

1. Create an SJSU staff training and professional development advisory team.
2. Assign coordination of training and professional development duties to an SJSU position.
3. Complete the implementation of the earlier report.
4. Institute a brown bag series for sharing what is learned at professional conferences and training activities.

2008-present
Each year, library managers plan unit level training to enhance the knowledge and skills of employees in their unit. Annually managers in collaboration with staff develop individual training plans to ensure that employees have the skills and professional growth opportunities necessary to accomplish their annual goals and support the future needs of the library. Managers and staff attend conferences and user groups that are considered essential to their job duties. Faculty also submit requests to the Associate Dean for funding to participate in professional conferences that support their academic advancement and personal growth.

All requests to attend conferences and training off-site are reviewed against the library’s strategic initiatives and unit priorities by the Associate Deans and Dir. Of Administrative Services. A comprehensive list of all essential training and professional development requests are forwarded to the Dean for final approval and funding.

SJSU Professional Development and Training Council
In January 2008, the Professional Development and Training Council (including 3 staff and 3 faculty, co-chaired by the Director of Administrative Services and Human Resources Coordinator) was charged
to create an annual proposal for professional development and training that would benefit all university library employees as they strive to accomplish the 2007-09 Strategic Initiatives. The Council was also charged to help coordinate all of the various training opportunities available to SJSU employees, whether offered by the Public Library or other groups on campus.

The ongoing work of the Council is to:

- Create and maintain a web-based presence so everyone knows what training and professional development is available
- Plan the annual welcome reception and program for new SJSU employees
- Coordinate a unit-level assessment of training and professional development learning needs
- Collaborate with the public library to plan and implement joint personnel development activities
- Plan and implement a brown-bag program for library employees

During the first six months, the Council:

- Enhanced New Employee Orientation (for all employees)
- Established a SharePoint site (for announcing events, a blog with summaries of their meetings, links to training, etc.)
- Developed a library-wide training calendar
- Held appreciation and recognition events and sponsored a planning retreat for library leadership to identify 2008-09 professional development needs that spanned all units.

At the June 2008 retreat, three themes emerged for professional development that would benefit employees in all units of the library:

1. Enhance understanding and skills in using technology.
2. Further define the standards for customer service (which includes service to each other as well as to library users) and enhance understanding and skills in evaluating and continuously improving service delivery,
3. Improve the organizational effectiveness through leadership development and by recreating identity as members of the campus community with an academic mission.

The Council chose the following 6 goals for AY 2008-09:

1. Institute “Technology Tuesdays” – the first Tuesday of the month, staff present a workshop on new technologies to enhance services, teaching and communication with each other and with users.
2. Develop a series of four workshops offered by Rona Halualani on the diversity represented on campus, and how to improve services, teaching and communication with one another given different learning styles and backgrounds.
3. Host an SJSU Summer Olympics event to strengthen staff identity as part of the campus community.
4. Bring a speaker on a topic of interest to academic libraries (Going Green, ALICE active shooter response training)
5. Host Brown Bag lunches for staff and faculty presentations.
6. Invite Shelley Phipps to King to enhance organizational effectiveness specifically in the area of communication and team effectiveness.

All goals will be completed and evaluated by June 2009.
In addition to the work of the Council, representatives from the library have taken an active role on campus taskforces that designed training cohorts for Administrative Professionals, Work Leads, New Managers. They also helped design the Academic Affairs Mentoring Pilot Program. These programs are being fully utilized by library staff to augment the library’s training program.

**Recruitment Committees**
Beyond developing existing staff, it has been recognized that to have a workforce that thrives in the complexity and ambiguity of King Library new employees who can thrive in the organization must be recruited. Recruitment committees are supported by library HR to develop interview questions to assess both the skills and the abilities that will make someone successful in King Library.

**Training Student Assistants**
The role of mentoring student assistants as they make progress toward graduation and helping them to develop the professional skills they need to be successful in their careers is taken very seriously. School of Library & Information Science students work in the library as student assistants and also interns, obtaining the professional experience and coaching they need prior to entering the profession. Several staff members complete their MLIS degree—some are now working as pool librarians and a few have successfully applied for professional positions in King Library (both for the University and Public entities). Annually the Dean hosts a Graduating Student Assistant Reception where supervisors recognize the contributions of student assistants and the whole library celebrates their graduation.

**Summary**
King Library’s innovative partnership and the increasingly digital nature of library services has required, and will continue to require, a strong commitment to the on-going investment in each employee’s training and professional development. Training and learning is an essential and integral part of library operations. In the last five years, the Staff Training and Professional Development Program has become better at providing all library staff with a comprehensive and coordinated program for learning and professional growth toward the goal that each employee has the essential training he or she needs to do their job well. Given the budget reductions of recent years and the economic forecast for 2009-10, the budget for traveling to conferences has been significantly reduced. The library recognizes that training must continue to be a priority. Cost-effective training for King library employees is conducted by SJSU professors and campus HR professionals.

The Library’s vision of becoming a leader among digital academic libraries, offering excellent services and resources to our students, staff, faculty and San José community, is only possible if all employees have on-going opportunities for training and professional development. The university library is committed to providing it for them.

**Our Resources**

**XIX. BUDGET**
The university library receives funding from five sources. These are the state university general fund, the student instructional related activities fee, continuing education (open university and special sessions revenue), fundraising donations (primarily contributed toward endowments in Tower Foundation), and federal, state and local grants through the Research Foundation.
Library expenditures fall into four broad categories: salaries and wages, acquisition of library materials, technology, and other operating expenditures and equipment. Inflation has had a substantial impact on all four of these areas. Salaries and benefits have increased, information resources especially journal and electronic resources costs have soared, technology maintenance remains high, and ongoing contracts, supplies and other operating costs continue to increase.

**Changes in Library Funding over the past Five years**

In the 2003/2004 fiscal year total funding for the library budget was $7,059,684. Total expenditures totaled $8,017,589. The additional revenue to cover the larger than funded expenditures came from Trust funds, Foundation, Lottery, and increases to the base budget given during the year. In 2007/2008 fiscal year, the total revenue for the library was $9,530,850 with total expenditures of $9,691,681. (Appendix FF)

The general fund allocation (does not include IES funds, Student Instructionally Related Activities [IRA] funds, Lottery or Foundation funds) has increased approximately 19%, from $7,059,684 to $9,530,850. Library expenditures have increased proportionately. Other sources of revenue include $120,000 annually from the university revenues for Open University and Special Session classes; approximately $90,000 for work study annually; approximately $800,000 annually from IRA fees; approximately $200,000 from the research foundation – this stopped in 2006/2007; special one-time dollars from the Academic Affairs Division; grant funding – first major grant in 2007; and donations from individual and foundation donors.

In 2006/2007, the library received an increase to the base budget of $1,300,000. That coupled with revenue from the then relatively new IRA fee begun in Spring 2005 ($14.00 per student) has given the library a boost and allowed for additional licensed databases, electronic books and a stronger print book budget. (Appendix GG) With the discontinuing of the Research Foundation revenue in 2006/2007 and a three percent budget cut to the base in 2008/2009, the library has lapsed back into an underfunded state and has seriously lost ground when costs for database licensing, e-books and e-journals, and technology continue to rise significantly.

Given the state budgetary constraints and the national economic decline, it is not realistic to expect significant increases to the base budget at this time. There are two budget proposals currently pending decision from the Academic Affairs Division. (Appendix HH) First, is a proposal to increase the library allocation from the university wide revenues from Open University and Special Sessions. (Appendix II) This matter has been before the Academic Affairs Budget Advisory Committee for close to two years and hopefully will be resolved within this or the next budget year. Another proposal pending decision is the increase of fines from $.25 per day per item to $.50 per day per item. Currently this revenue does not revert to the library but rather goes into the university general fund. In addition to raising the amount of funds, the library has requested that one half of the overdue fines go into the library materials budget.

Student IRA fees have helped the financial health of the library considerably. These fees voted upon and approved by SJSU students in 2004/2005 is $14.00 per student. It is stipulated that these fees be used for only student services and benefits and not used for general services that benefit both the university and the general public. The library pays $60,000 in administrative fees to campus and transfers $150,000 to other departments. (Appendix JJ) IRA fees support the following student services:
Extended Library Hours and Services
The library’s open hours were extended for SJSU students on Monday through Thursday, 10 p.m. to midnight and 7:00 p.m. to midnight on Sundays during Fall and Spring semesters. It also pays for 24/7 hours during several days of Final Exams.

Increases Access to Materials
The library hired four new part-time staff members to assist students in locating and accessing materials. These staff members have a presence on floors 6, 7, and 8 (where the academic collection is) and answer questions at the service desk on the second floor (where the academic reference collection is).

SJSU Student Computer Services
The library loans 150 laptops to SJSU students. The library also offers timely technology support services to SJSU students. Services include assistance with accessing electronic databases from off-campus and helping students connect their own laptops to the library’s laptop and wireless network. Services are available in person, by phone, or through email. The Student Computer Services center is open during regular library hours.

Enhanced Instructional Computer Classrooms
The library has the capability to create temporary computer classroom spaces within existing meeting rooms which allows us to accommodate two additional simultaneous classes using wireless laptop computers, and in-room video projection systems. The library has also upgraded the main computer classroom with smart boards, portable seating, laptops, and new media technology.

Selected Student-Focused Media and Electronic Resources
The library purchases videos and electronic resources for students. Electronic databases are available remotely only to students and faculty of the university and not to the general public, who can only use these resources in-house.

Special Collections Access for Students
The SJSU Special Collections including the University Archives, Steinbeck Center and Beethoven Center have hired new staff and additional student assistants so that they are now able to be open 40 hours a week.

XX. FUNDRAISING

Fundraising has been a major priority for the San José State University King Library beginning with the planning for the building itself. More than 12 million dollars were raised in support of the construction of the new joint King Library. This was the first major fundraising that the university library had ever undertaken. (Appendix KK)

Once the building was opened, a plan was created for the establishment of the all-volunteer University Library Leadership Council (ULLC). Fourteen prominent members of the community agreed to join and participate on various committees and fundraising activities. The council at that time was a well-rounded group of supporters ranging from downtown corporate representatives to long-time well-established supporters of San José. The ULLC is now comprised of six active members, two inactive members and two honorary members. These are strong supporters of the library and comprise the core
of a council in transition. The focus for fundraising is now to enhance the content of the library or its intellectual capital by building the library endowment to support collections and technology.

Over the past three to four years, ten individual collection endowment funds have been created in subject areas in honor of a community or a loved one. (Appendix LL) In 2005, the library had three endowment accounts of long standing. With the additional 10 endowments and the newest National Endowment for the Humanities Endowment, the library has 14 active individual endowment or pre-endowment accounts. With this development, the overall endowment for the university library endowment is over half a million dollars.

University library fundraising has unique challenges. The library does not have a ready set of alumni who are not already affiliated with other entities on campus. In one sense, all alumni belong to the library and in another sense none of the alumni belong to the library. In the case of the King Library, yet one more challenge besets the fundraising efforts – that of being a beautiful and stunning building that many community members already gave to support. Educating the public about the need to build the collections, both print and digital and information technology costs requires new strategies.

Current fundraising efforts focus on a number of areas. The library seeks to build library volunteer leadership – to widen the sphere of influence through the library’s strongest supporters and to stay in touch with the broader community. Strong efforts are also underway to strengthen relationships with current and past donors, to steward and cultivate supporters to become lifelong donors. Currently the Director of Development assigned full time to the library is engaging new supporters at the Dean’s List level ($1,000 and over) to create strong and dedicated annual support at a level that shows commitment and provides us a base of leadership support from which to cultivate major donors. Activities are also undertaken on a continuing basis to reach new donors and fill the pipeline of giving. The Library Dean devotes well over fifty percent of her time to fundraising efforts.

XXI. GRANTS

Over the past three to four years, the San José State University library has spent considerable time and expertise in seeking out grant funding, federal, state and local. Prior to this time the library was sometimes mentioned within a teaching faculty member’s grant or more often not mentioned at all but expected to support the grant when awarded to one of the academic departments. In 2006, a grant writing position was created within the university library administration area. During this staff member’s employment with the library, two major federal grant applications were submitted.

The first of these, an Institute of Museum and Library Services grant, the Laura Bush Twenty-first Century Librarian Program was successfully funded. This San José State University program, “Preparing a New Generation of Librarians to Serve Our Communities” is a $943,336.00 grant to provide support for a cohort of fifteen graduate library and information science students from under-represented populations. This grant is now in the second year of the three year grant period. Partners with the university library are the San José Public Library, the SJSU Graduate School of Library and Information Sciences, and the National Hispanic University.
Adriana Poo, IMLS Grant Recipient

First and foremost I would like to express my appreciation for being given the opportunity to experience such a challenging and rewarding program such as Librarians for Tomorrow. The program has helped me grow as a future librarian by teaching the skills and dedication that it takes. The support that I have received and the network that has evolved among the individuals in the program are indescribable. The program has given me vital resources, such as a laptop, textbooks and financial assistance, which have allowed me to focus on my studies and not have to worry about financial strains. In addition, the mentorship aspect of the program is what distinguishes Librarians for Tomorrow, funded by an IMLS grant awarded to University library in 2006, from all others because our mentors are providing their...

A grant proposal to the National Endowment for the Humanities was submitted in 2006 for a 2007 grant award, and was unsuccessful. After study of the reviewers’ comments, the grant proposal was re-submitted in 2007 for a 2008 grant award. This proposal was authored by the Dean’s Office Coordinator and Researcher and was successful. This grant enables the library to build a 1.5 Million dollar Endowment for Humanities digital databases. The library is in the first year of this grant, which is a three to one match, with local donations of three thousand dollars in order to receive one thousand dollars from NEH. The grant is active over four years and has annual targets in order to receive the match. This much-sought after grants raises fundraising expectations, even in a period of time when the overall economy has fallen. (Appendix MM)

The third large federal grant awarded to the university library was written by the Director of Special Collections. This grant award, funded by the National Historical Publications and Records Commission, provides funding to catalog and encode 80 manuscripts and university record collections in Special Collections. This grant of $151,000 is completing its first year.

Numerous other grants have been received as a result of partnering with the SJPL or teaching faculty on campus. These include grants for digital storytelling, global studies, an African American Baseball Exhibit, teaching of history with primary materials, and many others. The library received a $5,000.00 grant from the Farrington Foundation to support one of the library’s first collection endowments for history collections. In addition, library faculty are frequent recipients of CSU Chancellor’s Office grants and SJSU research grants for faculty. (Appendix NN).

Building our Future

XXII. CSU COUNCIL OF LIBRARY DEANS VIRTUAL LIBRARY

Becoming a Digital Library is interwoven throughout the university library’s strategic plan. It informs collection development, instruction, research consultation, web site design, digitizing special collections, course reserves, document delivery, programming and exhibits. Outreach, grant writing, fund-raising, professional development, organizational structure, and collaboration with the public library are built upon the underlying goal to become more digital and responsive to twenty-first century students and other library users. The complexity of the relationships with the public library and
the university campus requires ongoing negotiation and creativity in a time of decreasing resources. The development of the CSU Virtual Library further supports the university library as it moves forward as a digital library.

The California State University Council of Library Deans is a cohesive and productive system-wide group with high expectations for achieving the CSU Virtual Library. Although the budget outlook for the CSU is not encouraging, the initiative has strong support and will begin to move forward. The Virtual Library (Appendix OO & Appendix PP) will expand on the already successful consortium of 23 campus libraries, providing an even playing field for CSU students, regardless of which campus they may attend. It is important that the university library play an integral role in this development. With the support of the system’s virtual library, the SJPL partnership and the SJSU community, the university library can make great strides in becoming the digital library it seeks to be. This will require creative budgeting, innovative planning and a culture of continuous improvement.

XXIII. BENCHMARKING: LIBRARY ASSESSMENT ACROSS THE CSU

In 2008, the Council of Library Deans recommended that the Chancellor’s Office support library assessment across the CSU system for the purpose of benchmarking. The Chancellor’s Office agreed to support the recommendation, and ten CSU campus libraries, including SJSU committed to participation in the LibQUAL+® survey. This survey was designed to “solicit, track, understand, and act upon users’ opinions of service quality, foster a culture of excellence in providing library service, understand user perceptions of library service quality, collect and interpret library user feedback systematically over time, benchmark comparable assessment information from peer institutions, identify best practices in library service, and enhance library staff members' analytical skills for interpreting and acting on data.” (http://www.libqual.org/)

The university library is currently in the process of gathering data from SJSU students, staff and faculty using the LibQUAL+® instrument. Findings and resulting action items will be posted on the university library’s LibQUAL+® website at http://www.sjlibrary.org/gateways/academic/LibQUAL.htm to demonstrate the Library’s commitment to meeting its users’ needs. In 2009, the university library joined the CSU Library Statistics Taskforce. (Appendix QQ) The taskforce is charged with defining data points for consistent collection and reporting purposes, ensuring that data collected meets system needs and that all data required for broader reporting purposes is collected, developing data collection mechanisms that make reporting easier, identifying or developing tools that present data in informative and interesting ways, and communicating data about CSU libraries to campus and system administration. Moreover, as the CSU Virtual Library continues to grow and thrive, the quality of the statistics to convey the CSU Libraries success stories will become more important than ever. Recommendations from the task force will be presented to the Council of Library Deans. It is anticipated that changes to the current system of collecting data will be implemented in 2010.

Trends in academic libraries reveal an increase in the development of systematic, library wide assessment planning to ensure the allocation of resources is maximized. Findings and recommendations from the CSU Library Statistics Taskforce, as well as results from the LibQUAL+® survey will be utilized to develop a library wide assessment plan aligned with the Library and the University’s strategic plan.
XXIV. RECOMMENDATIONS

1. Make systematic assessment of the university library programmatic, by building assessment measures into each of the strategic directions and tasking library departments to make assessment as a regular part of their annual goals.

2. Move aggressively for all of the library organization to be able to articulate and internalize the concept of the Digital Library Initiative.

3. Revitalize the library faculty team structure so that all faculty including the new tenure track librarians become knowledgeable and able to work as team members.

4. Develop a comprehensive collection development policy to set the course for further development of the print and electronic collections.

5. Develop a cohesive information literacy program with teaching faculty across the campus.

6. Develop a university library information technology plan that is responsive to the university mission and achievable within the joint library structure.

7. Redesign the library’s website to better meet the needs of students.

8. Seek grants and other non-state funds to digitize Special Collections.

9. Implement pro-active outreach activities for all faculty librarians so that outreach is interwoven throughout the organization.

10. Emphasize the use of open access and new means of scholarly communication by implementing an institutional repository with campus-wide faculty support.

11. Provide organizational professional development opportunities for the entire staff and library faculty, especially leadership training to create a culture of continuous improvement.

12. Develop a library faculty mentoring program so that newly hired tenure-track librarians have the necessary support to succeed.

13. Raise the visibility and success of the university library development and fundraising efforts, in particular to meet the targets for the National Endowment for the Humanities.

14. Build upon the growing record of successful grant proposals with federal and foundation sources.

15. Build upon the strength of the partnership with the San José Public Library and take the joint library forward to the next level of maturity.

16. With the San José Public Library, plan for an assessment of the joint library.

17. Conduct a study to test the hypothesis that students who engage with the library are more likely to graduate than those who do not.