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SPU Library Annual Report 2013-2014

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Seattle Pacific University Library Annual Report 2013-2014

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Seattle Pacific University
LIBRARY
Discover, Create, Share

Vision and Mission

The **vision** of the SPU Library is to be central to the discovery, creation, and sharing of knowledge at Seattle Pacific University.

We realize this vision by pursuing our **mission** to provide collections, instruction, tools, spaces, and personnel to advance teaching, learning, and scholarship at SPU.

This report, organized by our seven guiding principles, highlights much of the work we have done this year to fulfill our mission. Further details are captured in our Strategic Plan (see Appendix A).

Major accomplishments:

➢ Migrated to new [Orbis Cascade Alliance shared integrated library system](#).

➢ Launched scholarly communications program and implemented [Digital Commons @ SPU](#) institutional repository.

➢ Extended hours and added a new staff position.

1. Institutional Effectiveness and Assessment

The library defines, develops, and measures outcomes that advance the mission of Seattle Pacific. The library engages in continuous planning and assessment to inform resource allocation and to meet its mission effectively and efficiently.

➢ Implemented Assessment Framework (see Appendix B) and new data collection procedures.

➢ Submitted well-received third-year NWCCU report and supported a number of successful secondary accreditation reports and internal program reviews.

➢ Reconvened Student Advisory Group, which provided input on services, spaces, systems implementations, and campus communications.

➢ Conducted undergraduate technology survey, which affirmed the value of the technological tools, training, and spaces that the library currently provides and generated ideas for future support of academic, vocational, and spiritual development needs.

2. Collections

The library provides access to collections of sufficient quality, depth, diversity, format, and currency to support the teaching, learning, and research mission of Seattle Pacific.

Access to:

➢ 236,901 items (mostly print books);
➢ 82,719 journals (mostly electronic);
➢ 118 scholarly databases;
➢ Alliance ebook collection of 19,960 titles;
➢ more than 9 million titles and 28 million items through Alliance Summit system.

Use:

➢ circulated 44,196 books (about 11 per student);
➢ 3,035 reserve transactions;
➢ over 184,245 full-text downloads from electronic resources;
➢ 3,874 Summit items received, 2,897 items loaned;
➢ 3,224 interlibrary loan items received, 1,419 items loaned.

Special Collections:

➢ Wesleyan Collection (about 3,000 volumes);
➢ Work and Faith Collection (about 1,500 volumes);
➢ University Archives (about 1,300 linear feet);
➢ SPU Scholarship in Digital Commons (over 200 documents).

3. Educational Role

The library develops and supports information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

➢ Updated library instruction program documents and implemented new processes for peer and session evaluations.
➢ Liaison librarians taught 224 sessions to 4,503 undergraduate and graduate students.
➢ Implemented LibGuides for online guides and tutorials. The 80 or so guides created this year were viewed over 42,000 times, and our 12 online tutorials had over 1,500 views.
➢ 5,624 in-person reference inquiries, 1,915 remote reference inquiries, and 1,034 research consultations.
➢ 3,693 visits to Tech Desk; 6,275 tech tools—including MacBook Pros, iPads, and cameras—checked out (up 25% from last year); 5 classes supported.
➢ Archives use included 14 research visits, 38 inquiries, 2 open houses, and 6 class sessions.
➢ Contributions to faculty professional development included break-out sessions at Faculty Retreat and lunch-time workshops. Topics included ebooks, self-archiving, and new models of scholarly communication.

Presenting and Preserving Your Scholarship with Digital Commons @ SPU

November 13, 2013

Kristen Hoffman and Michael Paulus

4. Discovery

The library enables users to discover information in all formats through effective use of technology and organization of knowledge.

➢ Successful migration to consorital next-generation discovery system (SILS).

➢ Over 1.4 million searches of e-resources.

➢ 245,319 visits to our website with an average time on the site of 4:11.

➢ 240 retrievals of our 21 collection guides in Northwest Digital Archives.

➢ Over 2,700 downloads from Digital Commons.
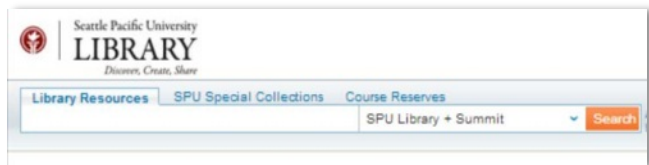
To help fulfill S. R. Ranganathan's 4th law of library science—"save the time of the reader"—library staff and student workers were issued time-turners during SILS implementation.

5. Space

The library is a place where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

➢ Added 14 open hours to weekly schedule.

➢ Gate count increased to 264,811 (with an average of 8,720 entries during a typical week) from 230,081.

➢ Updated study rooms on Third Level with new digital displays and furniture.

➢ 10,052 reservations of library rooms.

➢ Installed new print/copy/ scan devices and public workstations on every level.

➢ Exhibited a number of materials throughout the library, including "Bibles and Bible Commentary" from special collections and pieces from Bob Corson's *plique-à-jour* collection.

➢ Created Christmas Tree of books and a book labyrinth in the Reading Room during Lent.
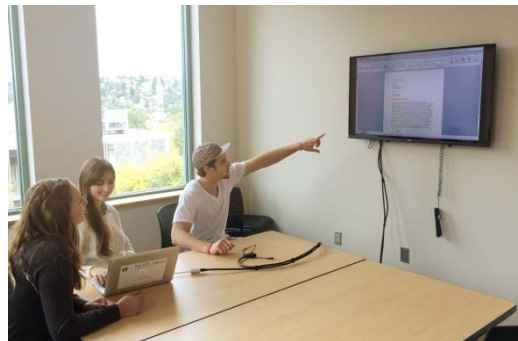
6. Personnel and Professional Values

The library provides sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change. Library staff advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

➢ Three new staff members joined us: Christina Nofzinger and Zach McNay, as Access Services Specialists, and Jo Krogh, as Budget Manager and Administrative Assistant to the University Librarian. (See Appendix D for staff directory.)

➢ We served the university on Deans' Cabinet, University Advisory Council, Assessment Committee, Faculty Affairs, Curriculum Committee, Curriculum Enrichment Task Force, Faculty Development, Graduate Council, Faculty Interview Committee, Board of Student Media, Learning and Technology Task Force, and Wellness Committee.

➢ We supported Alliance governance, programs, and initiatives through the Council of Deans and Directors, Collection Development and Management Committee, Collaborative Technical Services Team, Shared ILS Implementation Team, Summit Planning and Operations Team, and Northwest Digital Archives Committee.

➢ We participated in a number of campus, virtual, local, and national professional development activities including trainings, professional education, conference attendance and presentations, and professional association leadership and membership.

7. Outreach

The library engages the campus and broader community to educate, advocate, and promote its contributions to the academic and cultural mission of Seattle Pacific.

➢ Launched "[Creative Conversations](#)," a forum for sharing creative and scholarly works in progress. We hosted 12 sessions with an average attendance of 15. (See Appendix E for speakers and topics.)

CREATIVE CONVERSATIONS
Scholars Discuss Works in Progress

Since 2007, the SPU Library has invited faculty, staff, and students to share published work with audiences of inquisitive listeners at onsite events. In Autumn Quarter, University Librarian Michael Paulus introduced a new twist. Creative Conversations now gives the SPU community opportunities to present scholarly and creative works in progress.

This, says Paulus, demonstrates that the Library's focus on providing access to "fixed forms of knowledge, such as books" is expanding to encourage conversations about "the process of creating such works."

In October, Professor of Biochemistry Benjamin McFarland's presentation inspired Debra Sequeira, dean of the College of Arts and Sciences, Arts and Humanities Division. "Ben looks at protein structure and sees music, art, and poetry," she says. She calls Creative Conversations "a wonderful opportunity to get curious and intelligent educators together to discuss big ideas." All events are open to the public. For more information, see spu.edu/creativeconversations.

SPRING 2014 RESPONSE

➢ Hosted a lively Friends of the Library event, "The Archive of Seattle Pacific University," with five panelists exploring the origins of SPU.

➢ Issued two *Friends of the Library Newsletters*. (See Appendix F).

➢ Guided over 50 students from Dearborn Park Elementary School through a library research project as part of "Going to College in the 5th Grade Day."
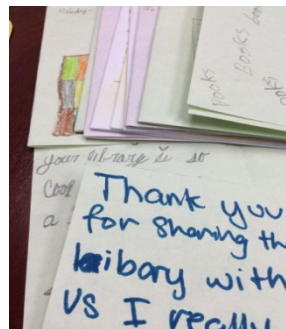
Appendix A: Strategic Plan

Seattle Pacific University Library
Strategic Plan
Updated for 2013-2014

Vision

The SPU Library is central to the discovery, creation, and sharing of knowledge at Seattle Pacific University.

Mission

The SPU Library provides collections, instruction, tools, spaces, and personnel to advance teaching, learning, and scholarship at Seattle Pacific University.

Guiding Principles[1]

1. **Institutional Effectiveness and Assessment**: The library defines, develops, and measures outcomes that advance the mission of Seattle Pacific. The library engages in continuous planning and assessment to inform resource allocation and to meet its mission effectively and efficiently.

2. **Collections**: The library provides access to collections of sufficient quality, depth, diversity, format, and currency to support the teaching, learning, and research mission of Seattle Pacific.

3. **Educational Role**: The library develops and supports information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

4. **Discovery**: The library enables users to discover information in all formats through effective use of technology and organization of knowledge.

5. **Space**: The library is a place where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

6. **Personnel and Professional Values**: The library provides sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change. Library staff advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

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[1] Principles adopted from *Standards for Libraries in Higher Education* (Chicago, Ill.: The Association of College and Research Libraries, 2011).

7. Outreach: The library engages the campus and broader community to educate, advocate, and promote its contributions to the academic and cultural mission of Seattle Pacific.

Performance Indicators and Strategic Objectives for 2013-14

1. **Institutional Effectiveness and Assessment**: The library defines, develops, and measures outcomes that advance the mission of Seattle Pacific. The library engages in continuous planning and assessment to inform resource allocation and to meet its mission effectively and efficiently.

    1.1 The library's mission statement and goals align with and advance those developed by the institution, and the library defines and measures outcomes that are aligned with institutional outcomes and accreditation guidelines.

    1.1.1 Align library's mission and goals with new university Strategic Plan (FY14). **Established a number of connections between university and library strategic plans, specifically related to academic skills and learning spaces. Next steps: Articulate connections in Outreach Plan (FY15-16).**

    1.1.2 Refine indicators, outcomes, evidence, and metrics (FY14). **Implemented Assessment Framework and submitted NWCCU third-year report. Next steps: Update Assessment Framework and Assessment Plan (including data collection processes) with feedback from NWCCU response.**

    1.2 The library develops and maintains a body of evidence that demonstrates its impact in convincing ways, and the library plans based on data and outcomes assessment using a variety of methods both formal and informal.

    1.2.1 Begin systematic assessment of outcomes and develop dashboard (FY14). **In process. Next steps: Annual update of strategic plan; update Assessment Framework and Assessment Plan (FY15); conduct LibQUAL survey (FY15).**

    1.2.2 Reconvene Student Advisory Group (SAG) (FY14). **Done. SAG provided recommendations about services, spaces, systems implantations, and campus communications.**

    1.3 The library's budget is sufficient to provide resources to meet institutional expectations and the library allocates human and financial resources effectively and efficiently.

    1.3.1 Align resources with strategic plan. **Done. Budget lines reflect current priorities and commitments; created position to extend hours (4 during week and 10 during weekend) and obtained enhancement to hire additional student workers. Next steps: Reevaluate all e-investments (FY15-16).**

1.4 The library partners with multiple institutions for greater cost-effectiveness and to expand access to collections.

    1.4.1   Continue active participation and membership in Orbis Cascade Alliance. **Ongoing. Various staff involved in SILS planning, training, and education; active involvement with NWDA through Steering Team and Committee.**

1.5 Library personnel participate in campus decision making needed for effective library management and model a culture of continuous improvement.

    1.5.1   Continue active participation in university governance and service. **Ongoing. Deans' Cabinet; University Advisory Council; Assessment Committee; Faculty Affairs; Curriculum Committee and Curriculum Enrichment Task Force; Learning and Technology Task Force; Faculty Development.**

    1.5.2   Create leadership opportunities for all staff within the library. **Ongoing. Beyond regular responsibilities, staff took on additional leadership roles in systems projects (such as the implementation of LibGuides), assessment activities (such as SAG), and outreach events (such as Creative Conversations). [Move to 6 below.]**

1.6 The library articulates how it collects evidence, documents successes, shares results, makes improvements, and contributes to student learning and academic success. It communicates assessment results to highlight its value in the educational mission and in institutional effectiveness.

    1.6.1   Develop a Communication Plan (FY14). **In process. Next steps: Further develop as part of Outreach Plan (FY15-16). [Move to 7.1 below.]**

2. **Collections**: The library provides access to collections of sufficient quality, depth, diversity, format, and currency to support the teaching, learning, and research mission of Seattle Pacific.

    2.1 The library provides access to collections, consisting of resources in a variety of formats, which are aligned with areas of research, curricular foci, or institutional strengths.

        2.1.1   Document gaps and create desiderata lists (FY14). **Ongoing. Next steps: Collection analysis in new SILS (FY15); reevaluate all e-investments (FY15-16).**

        2.1.2   Review and update secondary collection development policies (FY14). **To do in conjunction with overall collection analysis (FY15).**

2.2 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users. The library ensures long-term access to the scholarly and cultural record.

    2.2.1   Continue to leverage collection development activities in conjunction with the Orbis Cascade Alliance's collective collection and Western Regional Storage Trust. **Ongoing membership, participation, and coordination of activities.**

    2.2.2   Publically launch Digital Commons and connect with faculty and staff workflows (FY14). **Implemented Digital Commons; established policies; resolved a number of technical issues; led faculty workshops; ingested a variety of materials from individuals and departments. Next steps: Capturing faculty and student scholarship as well as campus records.**

    2.2.3   Develop a digital preservation plan (FY14). **In process; incorporated into archives strategic plan.**

2.3 The library provides access to a distinctive local collection developed in the context of the collective collection of the Orbis Cascade Alliance.

    2.3.1   Continue to develop and promote Wesleyan collection. **Ongoing. Received a number of significant donations and identified prospects for more; archives and SPU works collection growing; established small fund for works related to theology and technology.**

    2.3.2   Broaden Work and Faith Collection to include manuscript and digital materials (FY14). **In process. Next steps: Follow up on invitations to donate materials.**

    2.3.3   Evaluate, identity, and prioritize additional distinctive local collections to develop (FY15). **In process. Next Steps: To follow collection analysis in FY15.**

2.4 The library collects and ensures access to unique materials, including digital collections. **[Consolidate with 2.3 above.]**

    2.4.1   Continue developing institutional digital collections, historical as well as contemporary (FY14). **Ongoing. [New 2.3.3.]**

    2.4.2   Implement plan for ongoing digitization (FY14). **Done.**

2.5 The library educates users on issues related to economic and sustainable models of scholarly communication.

    2.5.1   Continue developing scholarly communication program (FY14). **Ongoing.**

2.5.2 Offer faculty development opportunities on scholarly communication topics (FY14). **Offered session at Faculty Retreat on new models of scholarly communication and a lunchtime workshop on self-archiving. Next steps: Work with liaisons to present to academic departments.**

3. **Educational Role**: The library develops and supports information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

   3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.

      3.1.1 Refine guiding documents for instruction program (FY14). **Done but ongoing.**

      3.1.2 Complete IL curricula map (FY14). **Suspended due to recommendations of Curriculum Enrichment Task Force. Next steps: Continue contributions to work of Curriculum Committee and related task forces.**

   3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

      3.2.1 Formalize programs for transfer students (FY14). **Done.**

      3.2.2 Work with first year experience task force to strengthen connections (FY14). **Done. Strengthened connections with library.**

      3.2.3 Develop a model for integrating library instruction throughout schools and departments (FY14). **In process. Delayed due to SILS migration.**

   3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices. They provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

      3.3.1 Document practices (FY14). **In process. Implemented new LibGuides platform to improve online access to resources and support.**

      3.3.2 Develop framework for ongoing development and assessment of instruction program (FY14). **In process. Implemented new peer evaluations and session evaluations.**

      3.3.3 Develop guiding document for Reference and Research services (FY14). **In process. Next steps: Incorporate into Outreach Plan (FY15-16).**

   3.4 Library personnel collaborate with campus partners to provide opportunities for faculty professional development.

3.4.1 Develop programs for contributing to faculty professional development (FY14). **Begun as part of Scholarly Communications Program. Next steps: Incorporate into Outreach Plan (FY15-16).**

3.5 The library has distinctive spaces for teaching and learning and the technological infrastructure to keep current with advances in teaching and learning technologies.

3.5.1 Assess technology needs for teaching and learning (FY4). **Conducted undergraduate Tech Survey in early 2014. Next steps: Report on and respond to survey findings (FY15).**

3.5.2 Integrate Tech Desk into Instruction Program (FY14). **In process. Next steps: Explore and define an approach to teaching "digital wisdom" (FY15).**

3.5.3 Develop a Technology Plan (FY14). **Next steps: Articulate approach to technology investments and incorporate plans into Facilities Plan (FY15).**

4. **Discovery**: The library enables users to discover information in all formats through effective use of technology and organization of knowledge.

4.1 The library provides one-on-one assistance through multiple platforms to help users find information.

4.1.1 Establish service expectations for Circulation, Reference, and Tech desks (FY14). **Service expectations integrated into SILS implementation. Next steps: Incorporate into Outreach Plan (FY15-16).**

4.1.2 Explore possibility of enhancing faculty document delivery services (FY15). **Not started due to SILS; revisit in FY15 (FY16).**

4.2 The library organizes information for effective discovery and access.

4.2.1 Highlight and unify special collections in discovery system (FY14). **Done.**

4.3 The library integrates library resource access into institutional web and other information portals and develops resource guides to provide guidance and multiple points of entry to information.

4.3.1 Continue to enhance website. **Ongoing. Next step: Assess and update as part of Outreach Plan (FY15-16).**

4.3.2 Implement LibGuides (FY14). **Done. Next step: Expand use as part of Outreach Plan (FY15-16).**

4.3.3 Begin planning for managing electronic reserves (FY14). **Not yet started. Next steps: Begin exploring options in FY15.**

4.4 The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points. The library has technological infrastructure that supports changing modes of information and resource discovery and serves as a gateway to consortial and other resources beyond itself.

4.4.1 Implement new ILS (FY14). **Done. A largely successful migration with minimal disruption to users.**

4.4.2 Integrate other discovery interfaces into ILS (FY14). **Done. Integrated DC into SILS.**

5. **Space**: The library is a place where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

5.1 The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.

5.1.1 Prepare for campus-wide room reservation system (FY14). **Implemented during spring break.**

5.1.2 Create new signage for rooms and study zones (FY14). **Obtained new signs for study rooms. Additional signage will be included in Outreach Plan (FY15-16).**

5.2 The library provides safe and secure physical and virtual environments conducive to study and research, and the library has the technological infrastructure to provide reliable and robust physical and virtual environments needed for study and research.

5.2.1 Review safety and security procedures (FY14). **Reviewed procedure and systems fall 2013; implement new internal protocols winter 2014. Next Steps: Obtain PA system.**

5.3 The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections. The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.

5.3.1 Enhance third-floor rooms, including Graduate Study Room (FY14). M**ounted large computer monitors in all study rooms on the 3rd Level, including the Graduate Study Room; new furniture in 3rd Level study rooms; new print/copy/scan devices and public workstations installed on every level of the library.**

5.3.2   Expand hours (FY14). **Added 14 hours to open hours (4 during week and 10 during weekend, closing at 12 a.m. Sunday-Thursday).**

5.3.3   Develop plans for additional space enhancements (FY14). **In process. Next steps: Create Facilities Plan to prioritize future enhancements in FY15.**

5.4 The library designs pedagogical spaces to facilitate collaboration, learning, and the creation of new knowledge.

5.4.1   Continue to evolve Tech Desk area to support needs of students. **Ongoing. Cf. 3.5 above.**

5.4.2   Evaluate ways to create new spaces to support individual and collaborative work. **Ongoing. Next steps: Create Facilities Plan to prioritize future enhancements.**

5.5 The library uses physical and virtual spaces to provide access to programs, exhibits, lectures, and other cultural activities.

5.5.1   Create new exhibits and exhibition spaces in library (FY14). **Created new exhibition space with new cases on the Main Level and exhibited a number of materials from archives and special collections (e.g., "Bibles and Bible Commentary.")**

5.5.2   Evaluate art in library (FY15). **In process. Next steps: Incorporate into Facilities Plan.**

6. **Personnel and Professional Values**: The library provides sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change. Library staff advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

6.1 Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

6.1.1   Adjust position responsibilities based on changes in technology and services. **Filled three positions this year, including one new position, and updated all Access Services job descriptions.**

6.1.2   Enhance student worker experience (FY14)**. Incorporated student workers into SILS implementation and training and added new student events. Next steps: Include in meeting and event planning for next year as well as in Outreach Plan (FY15-16).**

6.2 Library personnel have education and experience sufficient to their position and the needs of the institution and are professionally competent, diverse, and empowered.

    6.2.1   Ensure that skills evolve with positions. **Significant SILS training—both on- and off-site—throughout the year.**

    6.2.2   Develop a core skills document in conjunctions with service discussion (FY14). **Done. Next steps: Articulate in student job descriptions and include in Outreach Plan (FY15-16).**

6.3 Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers, and they contribute to the knowledge base of the profession. [Personnel responsible for enhancing and maintaining the library's technological infrastructure keep current with library technology applications and participate in ongoing training.]

    6.3.1   Provide appropriate professional development opportunities for all staff. **Ongoing. The focus was on the SILS.**

    6.3.2   Create a comprehensive professional development plan for the library (FY14). **Surveyed staff. Next steps: Incorporate survey responses into a plan (FY15).**

6.4 The library resists all efforts to censor library resources and protects each library user's right to privacy and confidentiality.

    6.4.1   Reevaluate policies and procedures (FY14). **Suspended due to SILS. Next steps: Review in FY15.**

6.5 The library respects intellectual property rights, advocating for balance between the interests of information users and rights holders, and supports academic integrity and deters plagiarism through policy and educational programming.

    6.5.1   Incorporate IP and academic integrity issues into instruction and scholarly communication programs (FY14). **In process. New steps: Create LibGuide and incorporate training into Scholarly Communication Program and Outreach plans (FY15-16).**

6.6 The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.

    6.6.1   Involve student workers and SAG in ILS implementation (FY14). **Done.**

6.7 The library engages in collaborations both on campus and across institutional boundaries.

6.7.1 Coordinate faculty programming with Center for Scholarship and Faculty Development Committee (FY14). **Worked with CSFD and ETM to deliver 3 faculty workshops and supported various CSFD initiatives such as the Day of Common Learning.**

6.7.2 Incorporate Institutional Repository in departmental workflows, including University Communications and ETM (FY14). **In process.**

6.7.3 Explore possibilities for new regional collaborations (FY15). **Not yet begun.**

7. **Outreach**: The library engages the campus and broader community to educate, advocate, and promote its contributions to the academic and cultural mission of Seattle Pacific.

7.1 The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.

7.1.1 Implement new Creative Conversations program (FY14). **Done. Hosted 12 sessions with average attendance of 15, doubling the attendance rate of the previous series.**

7.1.2 Continue to develop Friends of Library program. **Expanded lecture into a panel, which include 5 speakers and drew an audience of about 50. Next steps: Include in Outreach Plan (FY15-16).**

7.2 The library communicates with the campus community regularly.

7.2.1 Develop a Communication Plan (FY14). **In process. Next steps: Include in Outreach Plan (FY15-16).**

7.3 Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.

7.3.1 Implement new branding protocols (FY14). **Done. Next steps: Include in Outreach Plan (FY15-16).**

7.3.2 Develop social media platforms (FY14). **Increased number of communication and platform used. Next steps: Include in Outreach Plan (FY15-16).**

7.3.3 Develop consistency in library communications (FY4). **In process. Next steps: Include in Outreach Plan (FY15-16).**

Appendix B: Assessment Framework

SPU Library Assessment Framework

Principle	Performance Indicator	Outcomes	Assessment	Evidence
1. Institutional Effectiveness and Assessment: The library defines, develops, and measures outcomes that advance the mission of Seattle Pacific. The library engages in continuous planning and assessment to inform resource allocation and to meet its mission effectively and efficiently.	1.1 The library's mission statement and goals align with and advance those developed by the institution.		Annually reviewed at staff retreat in connection with university strategic planning	Vision, Mission, and Guiding Principles statements
	1.2 The library develops and measures outcomes that are aligned with institutional outcomes and accreditation guidelines. It develops and maintains a body of evidence that demonstrates its impact in convincing ways.	NWCCU determines the university meets standard 2.E	Assessment Framework and Assessment Plan updated annually in connection with NWCCU standards and work of University Assessment Committee	Assessment Framework; Assessment Plan; Library representation on Assessment Committee
	1.3 The library plans based on data and outcomes assessment using a variety of methods both formal and informal.		Consolidate feedback from liaison meetings with faculty, LibQUAL surveys, Student Advisory Group, and measurements	Assessment Plan; Strategic Plan
	1.4 The library's budget is sufficient to provide resources to meet institutional expectations and the library allocates human and financial resources effectively and efficiently.			Budget
	1.5 The library partners with multiple institutions for greater cost-effectiveness and to expand access to collections.			Orbis Cascade Alliance membership, Council, and committee appointments
	1.6 Library personnel participate in campus decision making needed for effective library management and model a culture of continuous improvement.		University and Library strategic planning processes	Work Plans; Annual Reports; Faculty and staff committee appointments
	1.7 The library communicates how it collects evidence, documents successes, shares results, and makes improvements. It communicates	Administrators allocate resources to the library	Budget	Communication Plan; Assessment Plan; Strategic Plan; Annual Reports;

	assessment results to highlight its contributions to student learning and academic success, and its value in the educational mission and in institutional effectiveness.			Friends of the Library Newsletters
2. **Collections**: The library provides access to collections of sufficient quality, depth, diversity, format, and currency to support the teaching, learning, and research mission of Seattle Pacific.	2.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.	Students find resources that support their coursework Faculty find resources that support their research	LibQUAL surveys and reviews of syllabi and bibliographies	Collection Development Plan; Scholarly Communications Program documents
	2.2 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.		Ongoing journals and database review projects and shifting of funding to ebooks and other e-formats	Collection Development Plan
	2.3 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.		Evaluation of new ILS	Technology Plan
	2.4 The library provides access to a distinctive local collection developed in the context of the collective collection of the Orbis Cascade Alliance.			Collection Development Plan; Special Collections Policy
	2.5 The library collects and ensures access to unique materials, including digital collections.			Archives Program documents; Scholarly Communications Program documents
	2.6 The library educates users on issues related to economic and sustainable models of scholarly communication.			Scholarly Communications Program documents; Faculty lunch sessions
	2.7 The library ensures long-term access to the scholarly and cultural record.			Special Collections Policy; Rare Book Room; University Archives

3. **Educational Role**: The library develops and supports information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.	3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.	Faculty incorporate library resources and instruction into General Education courses and other appropriate courses	Instruction Sessions Log and Curriculum Map	University and program learning outcomes; Library Instruction Program documents; Library representation on Curriculum Committee
	3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.	Students learn how to discover and use library and information resources	Instruction Sessions Log and Evaluations	University and program learning outcomes; Library Instruction Program documents
	3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.		Regular Instructional and Research Services Committee meetings and Instruction Program reviews	Library Instruction Program documents; Online tutorials
	3.4 Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.		Regular Instructional and Research Services Committee meetings and Instruction Program reviews	Library Instruction Program documents
	3.5 Library personnel collaborate with campus partners to provide opportunities for faculty professional development.			Scholarly Communications Program documents; Faculty lunch sessions; Library representation on Faculty Development Committee
	3.6 The library has distinctive spaces for teaching and learning and the technological infrastructure to keep current with advances in teaching and learning technologies.			Library Classroom; Technology Plan
	3.7 The library provides one-on-one assistance through multiple platforms to help users find information.			Principles and Core Knowledge for Service; Reference Desk; Tech Desk; Circulation Desk;

				Chat, text, email, phone
4. **Discovery**: The library enables users to discover information in all formats through effective use of technology and organization of knowledge.	4.1 The library organizes information for effective discovery and access.	Library users efficiently locate needed resources	Web analytics and ILL reports	Website; ILS
	4.2 The library integrates library resource access into institutional web and other information portals.			
	4.3 The library develops resource guides to provide guidance and multiple points of entry to information.			Subject Guides
	4.4 The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.		Web analytics and development	Website
	4.5 The library has technological infrastructure that supports changing modes of information and resource discovery.			Technology Plan
	4.6 The library serves as a gateway to consortial and other resources beyond itself.		Summit and ILL transactions review	Shared ILS; ILL
5. Space: The library is a place where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.	5.1 The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.			Virtual tour; Online tutorial; Signage; Room reservation system
	5.2 The library provides safe and secure physical and virtual environments conducive to study and research.			Safety and Security Procedures
	5.3 The library has the technological infrastructure to provide reliable and robust physical and virtual environments needed for study and research.			Technology Plan
	5.4 The library designs pedagogical	Students use collaborative	Regular head counts and	Technology Plan

	spaces to facilitate collaboration, learning, and the creation of new knowledge.	and individual study spaces	area surveys	
	5.5 The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.			Technology Plan
	5.6 The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.			Cleaning Schedule; Opening and Closing Procedures; Safety and Security Procedures
	5.7 The library uses physical and virtual spaces to provide access to programs, exhibits, lectures, and other cultural activities.			Authors' series; Book exhibits; Exhibitions; Website
6 Personnel and Professional Values: The library provides sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change. Library staff advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered	6.1 Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.		FTE caparisons with peer institutions	
	6.2 Library personnel have education and experience sufficient to their position and the needs of the institution and are professionally competent, diverse, and empowered.		Regular reviews of job descriptions and faculty review and promotion process	Annual Reviews; Staff listings; CVs
	6.3 Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers, and they contribute to the knowledge base of the profession. Personnel responsible for enhancing and maintaining the library's technological infrastructure keep current with library technology		Professional development coordination and planning	Annual Professional Development Plans; Annual Reports

service.	applications and participate in ongoing training.			
	6.4 The library resists all efforts to censor library resources and protects each library user's right to privacy and confidentiality.			Faculty Handbook; Training materials
	6.5 The library respects intellectual property rights, advocating for balance between the interests of information users and rights holders, and supports academic integrity and deters plagiarism through policy and educational programming.			Instruction Program documents; Scholarly Communication Program documents
	6.6 The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.		Feedback from liaison meetings with faculty, LibQUAL surveys, Student Advisory Group	Principles and Core Knowledge for Service; Strategic Plan
	6.7 The library engages in collaborations both on campus and across institutional boundaries.			Consortial memberships; Professional membership; Work and Professional Development Plans
7. Outreach: The library engages the campus and broader community to educate, advocate, and promote its contributions to the academic and cultural mission of Seattle Pacific.	7.1 The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship	Donors contribute to endowments	Gifts and donations	Friends of the Library Program, Newsletter, and Annual Lecture; Communications Plan; Annual Report
	7.2 The library communicates with the campus community regularly.		Analysis of blog and Twitter activity	Communications Plan; Annual Report; New media use
	7.3 Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.			Communication Plan; Principles and Core Knowledge for Service; Strategic Plan

Seattle Pacific University LIBRARY
Discover, Create, Share

Appendix C: Materials Expenditures

From Library Budget

	2009-10	2010-11	2011-12	2012-13	2013-14
Books	$139,460	$124,176	$136,428	$146,185	$150,284
Journals	$288,067	$354,774	$372,771	$385,179	$406,681
Databases	$165,763	$156,104	$166,191	$173,595	$183,790
Total	$593,290	$635,053	$675,390	$704,959	$740,755

From School Budgets

	2009-10	2010-11	2011-12	2012-13	2013-14
SPFC	$65,223	$64,290	$64,339	$71,132	$59,960
SOT	$18,285	$19,384	$19,903	$20,068	$19,053
Total	$83,508	$83,674	$84,242	$91,200	$79,013

Appendix D: Library Staff

Michael Paulus
University Librarian; Associate Professor

Brandon Cal
Access Services Specialist (Fines and Billing)

Carrie Fry
Sciences Librarian; Instructor

Liz Gruchala-Gilbert
College of Arts and Sciences Librarian; Assistant Professor

Kristen Hoffman
Psychology and Scholarly Communications Librarian; Instructor

Ryan Ingersoll
Head of Library Technology

Jo Krogh
Budget Manager and Administrative Assistant to the University Librarian

Vance Lindahl
Interlibrary Loan Specialist, Technical Services

Zachary McNay
Access Services Specialist

Adrienne Meier
Social Sciences Librarian and University Archivist; Instructor

Christina Nofziger
Access Services Specialist

Becky Paulson
Acquisitions Librarian; Assistant Professor

Stephen Perisho
Theology and Philosophy Librarian; Associate Professor

Stephanie Rubesh
Access Services Specialist

Maryann Shaw
Serials Specialist, Technical Services

Johanna Staman
Head of Access Services

Kaitlyn Straton
Cataloging Specialist, Technical Services

Cindy Strong
Education and Business Librarian; Instructor

Natalee Vick
Head of Technical Services; Instructor

Appendix E: Creative Conversations Presentations

Fall 2013

- **Jeff Keuss, Theology**: "The Gospel according to Stephen King" (October 24)
- **Shannon Huffman Polson, MFA '12**: "*North of Hope*: Memoir, Memory, and Mercy" (October 31)
- **Ben McFarland, Biochemistry**: "The Quickening: How Chemistry Shaped Biology" (November 7)
- **David Wicks and Andrew Lumpe, Education**: "bPortfolios: Using an Open Blogging Platform for Reflective Learning" (November 14)

Winter 2014

- **Rob Wall and David Nienhuis, Theology**: "A Bite-Sized Introduction to the Whole Bible" (February 6)
- **Suzanne M. Wolfe, English**: "*The Iron Ring*: A Novel – The Confessions of St. Augustine's Concubine" (February 13)
- **Myrna Capp, Music**: "Namibian Soundscapes: Music of the People and the Land" (February 20)
- **Don Yanik and George Scranton, Theater**: "A Conversation about Scene Design" (February 20)

Spring 2014

- **Zeek Earl '10 of Shep Films**: "Indie Filmmaking in Seattle" (April 24)
- **Kimberly Segall, English**: Performing Democracy: Women in the Arab Spring" (May 8)
- **Bruce Baker and Adam Arabian, Business and Engineering**: "The Spirit of Entrepreneurship and the *Imago Dei*" (May 15) – recording available
- **Jennifer Maier, English**: "*Now, Now* – Selected Poems and Conversation" (May 22)

Appendix F: Friends of the Library Newsletters

From the Director: The Library as a Place of Memory, Perception, and Expectation

Michael J. Paulus Jr.

In his Friends of the Library lecture last April, publisher Gregory Wolfe discussed how those who mediate or curate cultural works are stewards, critics, and provocateurs. These roles are oriented, respectively, toward the past, present, and future.

In this newsletter last spring, I wrote about how the roles of a library are oriented similarly to the three dimensions of time (see "From the Director: The Past, Future, and Present of the Library"). Augustine famously described how the past, present, and future are present to us through memory, direct perception, and expectation. Libraries help preserve and present these experiences of temporality for individuals as well as cultures. As an archive, a library sustains memory by bringing historical collections forward in space and time. As a site of discovery, creation, and sharing, a library is a place of dynamic activity in the present. And through this activity, directed toward anticipated outcomes, a library is a space that opens to the future.

This pre-cast mosaic on Weter Memorial Hall (once the SPU Library) tells the story of the development of writing through different alphabets. Learn more from the penultimate page of this 1963 *Weter Memorial Library Pamphlet*.

In his lecture, Greg also shared his personal motivations for becoming a publisher, which included a desire to create community through communication. Here, too, the work of the publisher is consonant with the work of a library: a library is created for and sustained by a community. All the things that constitute a library — collections, staff, services, spaces, and systems — function to mediate these resources to a community for its formation.

An early publication for the institution that became Seattle Pacific University boasts of its proximity to "city libraries and markets." But

SPU Library Numbers

In academic year 2012-13:

230,081
people entered the SPU Library.

58,284
books were checked out.

228
information literacy sessions were taught by librarians.

12,113
Reference, research, and technology consultations took place.

Orbis Cascade Alliance Numbers

SPU is one of 37 universities and colleges in the Orbis Cascade Alliance.

Combined, there are over **30 million** items in Alliance libraries.

SPU patrons checked out **5,325** items from other Alliance libraries.

The SPU Library loaned **8,637** items to other Alliance libraries.

Connect

Become a Friend of the Library by giving to an endowment that enhances both the quantity and quality of the resources available to students and scholars at SPU. If you are not already a member, or have not yet renewed your annual membership, please visit the Friends of the Library giving site.

Attend the Library's speaker series Creative Conversations, in which members of the SPU community

when the founders drafted the institution's bylaws, it was assumed that the school would have its own modest library (books on hygiene and foreign missions are mentioned as particular needs). Throughout the following century, the SPU Library grew to become an essential resource for developing the community of learners and scholars at SPU.

This year's Annual Report documents the many ways collections, instruction, tools, spaces, and personnel make the SPU Library a place that sustains memory, perception, and expectation for the community at SPU and beyond.

Celebrating Gary Fick

Libraries depend on librarians, and SPU has been blessed with many great ones. Earlier this year the SPU community celebrated the retirement of Gary Fick, who served most recently as sciences and psychology librarian and information literacy coordinator. For his significant record of faithful service to SPU, Gary was awarded the status of Emeritus Professor of Natural Sciences.

In a January post for the Library's blog, Gary reflected on all that has changed during his nearly 50 years as a professional librarian: the materials we collect, the systems we use to provide access to them, the spaces and technologies we provide for their use, and the consortial partnerships we form to share them. Gary was active in all of these changes, and he has left an indelible mark on our collections, services, and building, which he helped design. But this is what Gary wrote he would miss most:

> "what I'll miss most when I retire are the many ways I've had a chance to help people both find the information they need and teach them how to find it in better ways … I've found helping people learn to be very rewarding."

A critical continuity throughout all of the change that Gary has been part of is the teaching role of the Library, a role that Gary significantly shaped through leadership and practice. We are grateful for his many contributions and the legacy he has given the Library and University.

The Library and Technology

Since scientists made the internet broadly available 20 years ago, the ways we access and use information have changed significantly. While many wonder about the future of the library in a digital and networked age, libraries such as ours continue to provide vital resources and services to their communities.

Last year about 86% of SPU's undergraduate students reported using SPU Library resources *in the library* at least once a month. As the metrics on the sidebar and in our Annual Report reveal, the SPU

share scholarly and creative works in progress. The series runs during the school year and is open to the public.

Follow the Library blog and Twitter account.

Explore the Library's website, and the resources and services available through it, by visiting spu.edu/library.

Library is very active place. Print materials circulate at a relatively high rate and online resources are heavily used. Library staff enable students to use these resources through instruction and consultations, and we provide a variety of popular spaces for individual and collaborative study. We are aware, however, that new and emerging technologies continue to transform every dimension of library work, including the materials we collect, the literacies we teach, and the spaces we provide.

A few summers ago, we transformed a computer lab in the Library into a new type of dynamic learning area called the Tech Desk. Under the leadership of Ryan Ingersoll, head of library technology, what began as a new service point and collaborative study space for technologically-related needs has become a center of innovation that is informing how we use — and support the use of — technology throughout the Library. Two summers ago we updated the Library classroom with mobile furniture and technology to support new pedagogical approaches, and last summer we placed new furniture and technology in all the study rooms on the top floor of the Library to support students' collaborative work. (A presentation Ryan made about some of these changes is available online.) Each of these incremental changes has enabled us to experiment, learn, and develop further what the SPU Library of the future will be.

Annual Friends of the Library Event: The Archive of SPU

The last issue of this newsletter touched on how libraries facilitate broad experiences of human temporality by functioning as sites of memory, perception, and expectation. This year's Friends of the Library event will focus on how, as an archive, a library sustains memory by bringing historical collections forward in space and time. A panel of historians and archivists will explore the origins of Seattle Pacific University through the history of Seattle, the Pacific Northwest, and educational institutions in the late 19th and early 20th centuries.

What: "The Archive of Seattle Pacific University: A Panel Exploring the Origins of SPU in Time and Place"

When: Tuesday, March 11, 2014, 7:30-9 p.m.

Where: Upper Gwinn Commons

Who: Douglas Strong, Dean of the School of Theology and Professor of the History of Christianity

Bryce Nelson, Past University Librarian and Affiliate Associate Professor of Education

Michael Paulus, University Librarian and Associate Professor

Adrienne Meier, University Archivist and Social Sciences Librarian

When the school that became Seattle Pacific University, Seattle Seminary, was founded in 1891, Seattle had recently emerged as the largest city in the new state of Washington and there was broad interest in establishing schools to prepare for the region's future. Inspired by a passion for mission and place, the seminary's founders proclaimed their belief in "teaching for the future" and their ambition to provide a place where students would acquire a thorough "education for character." In 1930, the school's leaders wrote that they had witnessed the transformation of both their "great city," "from a village
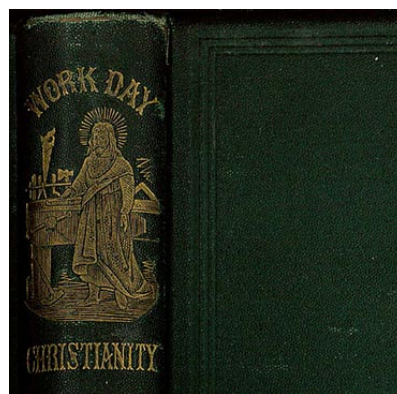
Workday Christianity, by Alexander Clark (Philadelphia, 1871). This book, included in a recent donation from Randy Kilgore of older and rare books for the Work and Faith Collection, creatively connects various trades to biblical history and principles.

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FOLLOW US

in a deep and lonely forest ... to the great metropolis of the Pacific Northwest," and their "small denominational Academy located on a barren hillside into a leading liberal arts College, on a beautiful tree-covered campus." Each panelist will focus on a different facet of the content and nature of the historical record, which enables exploration of these transformations and better understanding of the SPU that exists today.

The Future Archive: Digital Commons

New digital media and means of communication continue to open up the ways knowledge is discovered, created, and shared. Libraries, which are committed to preserving materials of enduring value over time, are using new distribution systems to provide long-term access to new born-digital materials as well as digitized or "born-again" historical materials.

Last year Kristen Hoffman joined the SPU Library faculty as liaison librarian to the School of Psychology, Family, and Community but also as the Library's first Scholarly Communications Librarian (a brief interview with Kristen is available on the Library's blog). In collaboration with the Center for Scholarship and Faculty Development, Kristen is leading the Library's new Scholarly Communications program to enhance the Library's role in archiving and exposing faculty and student scholarship at SPU.

Working with other Library staff, Kristen has led the implementation of a new digital institutional repository, Digital Commons @ SPU, which will become an important portal for accessing historical and scholarly work associated with SPU. While content development is still in its initial stages, University Archivist Adrienne Meier has already deposited a number of interesting archival documents (to which this and the previous newsletter include links). A recording of a presentation Kristen made to SPU faculty about this system is available in the repository: "Presenting and Preserving Your Scholarship With Digital Commons @ SPU."

The Print Journal Archive

The SPU Library is committed to preserving materials for the long term, especially those materials that constitute our unique and distinctive collections. But is not possible for every library to preserve everything, and every library struggles with legacy materials that are not aligned with its collection development priorities. Fortunately, this is a great age of library collaborations and libraries are able to find shared solutions to common challenges.

The SPU Library is a member of the Western Regional Storage Trust (WEST), a collaborative journal archiving program that manages a shared print archive distributed throughout more than 20 academic libraries. This program allows individual libraries to leverage digital access to journal backfiles, commit to holding certain print backfiles in local collections, and transfer other holdings to institutions that will commit to holding them. This collaborative enterprise helps participating libraries optimize campus library space and ensure long-term access to the scholarly print record.