



Folke Bernadotte Memorial Library
Self-Study 2012-2013

Contents

Introduction.....	3
Organization and Staffing.....	4
<i>Professional Values.....</i>	<i>5</i>
<i>Selected milestones since the 1994 review</i>	<i>6</i>
<i>Since the 2003 review.....</i>	<i>6</i>
Student Learning	7
<i>High Priority Programs</i>	<i>7</i>
<i>Additional Contributions to the Curriculum.....</i>	<i>8</i>
<i>Contributions to General Education</i>	<i>9</i>
<i>Assessment of Student Learning.....</i>	<i>10</i>
<i>Relationships with Faculty.....</i>	<i>10</i>
<i>Questions:.....</i>	<i>12</i>
Collections and Content	12
<i>Collection profile and policies.....</i>	<i>13</i>
<i>Collection assessment.....</i>	<i>16</i>
<i>Faculty evaluation of resources.....</i>	<i>17</i>
<i>Anticipating the shift to open access.....</i>	<i>17</i>
<i>Questions:.....</i>	<i>18</i>
Physical and Virtual Environment	18
<i>Questions:.....</i>	<i>20</i>
Conclusion	20
Key to the report based on ACRL Standards	23
Summary of Guiding Questions.....	23



Mission

The library advances the teaching mission and intellectual life of the College by selecting and facilitating access to information and by instructing in its use, interpretation and evaluation.

Vision

The library will play an essential role in engaging students in critical inquiry and developing the skills and dispositions of life-long learners, prepared for lives of leadership and service in a diverse and fast-changing world. To do this, the library will support the curriculum with materials and opportunities for course-related and independent learning; will provide leadership in fostering information literacy across the curriculum; will inform the community of emerging issues in information policy and trends; and will support the intellectual and cultural life of the college by developing programs, collections, and an engaging physical and virtual space for exploration.

Introduction

“The College Library is first and foremost an instrument of teaching.”

Odrun Peterson, library director, 1950-1973

In recent decades, all academic departments at Gustavus have had an external review every ten years. External reviews of the library were conducted in 1994 and [2003](#). A great deal has changed since each of these external reviews, but certain challenges—primarily related to rising expectations and costs in the face of limited resources—persist.

This document provides an overview of the library’s staff, activities, and resources, and articulates questions that are on our minds. This self-study addresses the [ACRL Standards for Libraries in Higher Education](#) (2011) organized around the issues most pressing for our library and its role in our community.

The Folke Bernadotte Memorial Library has always been a “teaching library,” articulated as such by Odrun Peterson in 1965 in a planning document prepared before our current building opened in 1972. We have a long history of committing our work to the support of undergraduate learning. The collections are geared to undergraduate needs, while providing support for faculty and faculty/student scholarship. The [College and Church Archives](#), which preserves and supports the study of institutional and church history, provides an increasing number of learning opportunities for students. Every decision library faculty and staff make, whether about services, collections, or its physical and virtual presence, is made in view of how it will promote student learning.

The current library building, observing its 40th anniversary this year, was designed to hold around 300,000 volumes. We intend to combine weeding with the addition of new material to keep the collection current without expanding its footprint. The facility is heavily used by our mostly residential student body, who feel a strong sense of ownership of the space.

Our [2009 strategic plan](#) summarized our strengths, weaknesses, opportunities, and threats in these terms:

We have the imagination, the energy, and the commitment that it takes to have an excellent library. In this rapidly-changing information environment, the kind of learning we promote is needed more than ever. We are pleased that AAC&U recognizes this and includes information literacy in its list of “essential outcomes.” We have developed a national profile for doing this well, and are contributing to

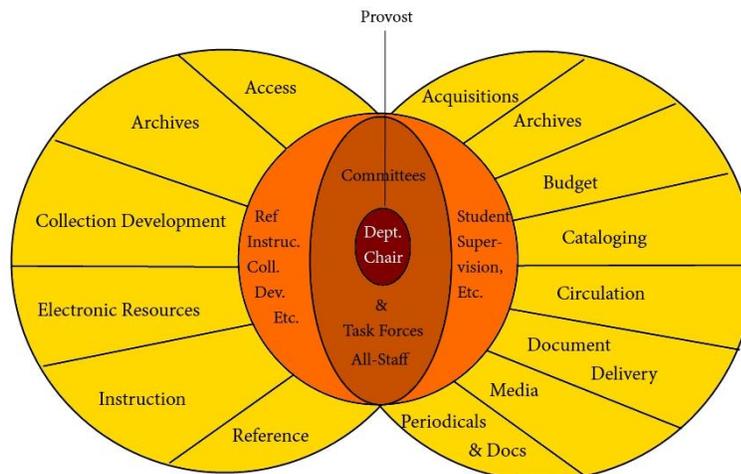
the professional discourse by engaging in the scholarship of teaching and learning in this area.

But we face a grave weakness in funding for staff and collections and face pressing challenges in providing access to information needed to support our programs because of high and constantly increasing costs.

The library has continued to build on its strengths to respond creatively to campus needs. Though the college has recognized the importance of increasing budget support for collections, staffing, and improvements to the physical plant in its strategic documents, our resources in terms of budget and numbers of staff are the same or lower than in 2003.

Organization and Staffing

The library is an academic department, reporting directly to the Provost, and the librarians are full members of the faculty, meeting the same tenure and promotion criteria as other faculty: by demonstrating excellence in teaching, an emerging pattern of scholarship and service, and sympathy with the mission of the college. After the 1994 external review raised concerns about management issues, the library adopted a governance structure that mirrors that of other academic departments, with a chair elected by the faculty in the department, typically for a three-year term.



Folke Bernadotte Memorial Library Organization Chart, November 2012

The librarians all share the work of reference, instruction, collection development, and the overall management of the library, while each also has an area of specialization. Three librarians have roles as coordinators of reference, instruction, and collection development activities. The remaining three librarians manage collections access, electronic resources, and the College and Church Archives. Staff manage key areas: acquisitions, audio visual collection (media), budget and institutional data, cataloging, circulation, collection management, document delivery (interlibrary loan), and serials. A full time archives specialist also works closely with the College and Church Archivist. All librarians and library staff members serve on library committees and task forces as needed.

Though some of the staff positions are exempt (administrative) and others non-exempt (hourly), they hold similar levels of responsibility and autonomy. Because our overall staff is so lean, staff hold responsibilities that are often held by librarians elsewhere, and student employees must be trained to perform work that in other libraries is often performed by full-time staff.

Our past two external reviews found that our staff is unusually lean, but nevertheless effective. In 1994, reviewers noted a pattern of “low input/selectively high output,” saying “Gustavus has been getting a lot of bang out of its buck from the library.” The 2003 accreditation report also commented “the staff is short on professional librarians.” We are at the bottom of the [80 Oberlin Group libraries](#) in terms of numbers of staff available to students. (The Oberlin Group includes over a dozen colleges with endowments similar to or smaller than ours.) Among the peer and comparison colleges used for benchmarking by the administration, only one library in the peer group has fewer staff per student. Librarians at that institution do not appear to play an active instructional role.

At the time of our last external review, our staff had a fairly long average tenure. Since then, we have had some departures and retirements. Half of the librarians have earned tenure in 2011 and 2012; another will be up for tenure in 2013. Half of our staff have joined us since the last review, and many positions have been changed significantly to embrace new needs.

In an effort to build up staff resources in an area that is growing in importance, we increased a half time archives position to full time and reluctantly accepted a decrease in a full-time position that had managed both the audio visual and government documents collections. The serials manager has taken on responsibility for government documents. The remaining half time audio visual position needs to be reevaluated. Since we made this decision, the now half-time position was reclassified to a lower pay scale while unexpectedly having to incorporate new responsibilities. This fall the Media Services department was moved out of the Provost’s area to focus exclusively on events support. It then became the library’s responsibility to maintain and circulate audio visual equipment for academic programs. As there is no longer an office that provides media services, we will need to reevaluate the situation in dialogue with the faculty and the Provost’s office.

Professional Values

The library staff embraces the values of librarianship, including intellectual freedom, privacy, and equal access to information. Faculty librarians have passed two resolutions in recent years explicitly supporting access and intellectual freedom. We encourage a culture of curiosity and evidence-based practice within the library so that we have ongoing opportunities to learn, experiment, and conduct action research. Faculty librarians have access to travel funds provided by the Provost’s office and administered through the John S. Kendall Center for Engaged Learning. Staff have access to professional development funds within the library’s budget. The library budget also supports routine training requirements such as our annual ILS user meetings and Minitex workshops. All members of the library staff participate in multiple online communities of practice to keep informed and as a resource for trouble-shooting and advice.

Selected milestones since the 1994 review

- Acquisitions funding increased significantly; liaison program launched
- A new organizational structure was developed
- The library was connected to the campus network
- Library faculty began contributing courses to the First Term Seminar Program
- First strategic plan drafted in 1998
- The 1998 tornado recovery offered the chance to move the collection and refresh the interior
- We secured and administered an [IMLS grant](#) to enhance developmental research skills across the curriculum (2000-2001); we were the first liberal arts college to receive an IMLS Research and Demonstration Grant
- Received a major gift of books from Paul Holmer

Since the 2003 review

- With MNPALS, migrated our integrated library system (ILS) to Aleph; added a VuFind overlay
- Two library-sponsored credit courses, [NDL 301: Information Fluency](#) and [NDL 201: Reading Workshop](#) were developed and offered regularly
- Three library faculty have contributed to the FTS program; five have developed and taught January Term courses
- In 2008, a semester-long lab section for a political science methods course was offered for the first time and has since been offered every semester
- In 2008 and again in 2009, librarians worked systematically with departments to cut subscriptions and departmental allocations in response to budget constraints
- Created a [second strategic plan](#) in 2009
- Received an internal grant to acquire ContentDM; populated it with archives materials and piloted an institutional repository
- A major ethnographic study of our physical and virtual space was completed in 2010
- Staff digitized CD music recordings and selected vinyl recordings, with catalog links to streaming audio; music scores were moved to the main library in the summer of 2012 as the music library was closed
- Embarked on systematic weeding of books and bound periodicals
- Redesigned the library's website in 2008 and again in 2011
- Migrated [research guides](#) from LibData to LibGuides in 2012
- Implemented the SFX link resolver; migrated to EBSCO's A-Z and LinkSource
- Hosted a three-day residency for [women crime writers from Scandinavia](#) in 2012
- Added a small circulating [zine collection](#) in 2012
- In fall 2012, all departmental allocations were reduced by 14% to reflect a reduced budget
- In January 2013, received the John Updike collection from collector James Yerkes

Learning Goals (from our assessment plan)

- Students will understand how knowledge is organized and will be able to use that understanding to pursue information independently.
- Students will be competent and confident in the use of research tools in their major discipline(s).
- Students will develop an understanding of how knowledge is produced and disseminated and will recognize that they play a role in knowledge production.
- Students will develop a sensitivity to and an appreciation of the diversity and wealth of knowledge created by different communities throughout time.

We recognize that these goals are a joint effort of librarians and faculty in the disciplines, and we will collaborate with the Kendall Center, academic departments, and individual faculty to develop and support pedagogy to foster these goals.

Student Learning

Supporting student learning is our primary mission, and we do so in a number of ways. Our efforts are supported by a systematic assessment plan, annual assessment retreats, and various projects focused on the scholarship of teaching and learning applied to a library setting.

High Priority Programs

In the fall of 2012, the library faculty discussed our multiple teaching activities and prioritized them. Core activities that have the potential to reach all students are course-related instruction sessions, department-integrated instruction, faculty development, and one-on-one teaching at the reference desk.

In our *course-related* instruction program, established in the early 1980s, librarians typically meet over 2,000 students in over 100 courses. Last year was a particularly busy one. Librarians held 170 sessions with 2,472 students involved. The majority of these sessions are “one-shots,” but we frequently meet multiple times with a course.

Though our course-related sessions are popular with many faculty, we are working toward *department-integrated* approaches which would provide sequenced experiences to meet departmental information literacy goals. Though we have been working on this transition for some years, we have run into a variety of roadblocks, including majors that don’t have a standard sequence, methods courses that focus on mastering a body of theory rather than on research strategies and tools, lack of agreement within departments on information literacy-related student learning goals, and lack of time for departments and library faculty to explore and develop new approaches. So far our greatest success has been with the Political Science department, which has a sequenced major and a methods course that incorporates a weekly library-based lab. Because this program has been assessed systematically, we know it is effective. Progress has been made with the departments of Religion, Nursing, and Classics and with the Three Crowns integrated general education program (previously called Curriculum II). Attempts have also been made to embed information literacy in the departments of English and Gender, Women, and Sexuality Studies. While the Communication Studies department includes extensive information literacy instruction throughout its program, it currently is more course-related than department-integrated, but is a good candidate for more systematic integration.

In addition to developing close working relationships with faculty through our liaison program, the librarians are active in the college's **faculty development** program. One of the librarians helped write the grant that created the [John S. Kendall Center for Engaged Learning](#) and served as its director for a year and co-director for two; two librarians have served as Faculty Associates. In addition to our IMLS grant, librarians have led several summer faculty workshops, and participated in biennial First Term Seminar training. Both faculty and staff have presented sessions in the Teachers Talking brown-bag discussion series.

Though we have strong collaborative ties to faculty across the curriculum, we feel investing more of our efforts in this area would be advisable, both to support faculty in their teaching and scholarship and in recognition that they are major agents of information literacy instruction. A survey of faculty suggests that at least some faculty would warmly welcome a more active role in helping faculty keep up with new developments and with pedagogical approaches for involving students in inquiry.

We have always viewed the **reference desk** as a site for learning. As in other libraries, we have seen our numbers of questions decline, but as a residential campus, we believe these learning opportunities are valuable. We were struck by the findings of the [Rochester study](#) that many students cannot find sustained time to do research until after 9PM. Since our reference hours end at 10PM, we have been experimenting with extending reference service to midnight using student interns who train during the first half of the semester, then provide peer reference services during the busiest part of the term. A librarian also holds reference hours at the Diversity Center, a practice which has enabled a number of informal interactions as well as building relationships that simply wouldn't have happened if the reference desk were the only point of contact with one-on-one research help.

Students are increasingly encouraged by faculty to stop by the reference desk to review a preliminary bibliography or discuss approaches to an assignment. Student surveys suggest that our students are more comfortable approaching librarians for help than has been reported in national studies.

Additional Contributions to the Curriculum

In addition to our highest-priority instructional efforts, we have a second tier of activities that are valuable, but not as critical: credit-bearing courses, internships, and our [Patricia Lindell Scholarship](#). Two **credit-bearing courses** were developed by librarians and are listed in the catalog under Interdisciplinary Studies. [NDL301: Information Fluency](#) is a seminar that meets for two hours once a week throughout the spring term. Students typically pair this course with a research-intensive class. It has been offered every spring since 2006 and has consistently been popular with students, most of whom are juniors or seniors with plans to go on to graduate school. We believe this course has potential to become a service course for departments that want to offer a more intensive research experience for their majors. [NDL201: Reading Workshop](#), a pass/fail course offered since 2011,

Comments from Faculty

The library staff does an amazing job with extremely limited resources. It is incredible what they do for my students. They are essential for the success of most of my classes and they always deliver.

Simply outstanding, especially in the face of dramatically declining resources.

I am sure students learn as much from library services as they do in classrooms and from assignments in general; thus these services are doing precisely what librarians and other faculty hope and try to accomplish. The complementarity is wonderful.

The library is instrumental in my department's ability to prepare students for research and to support them in their research efforts. Information literacy is the most critical piece of academic preparation.

I have told anybody who will listen, "The Library is the one of the very best but least appreciated departments on campus." The faculty and staff work very hard, in conspicuous ways, to provide a multi-asset resource serving students in many different ways.

I could not teach several courses without the help of the library faculty.

was developed in response to our research that found our students enjoy reading for pleasure, but rarely make time for it. By offering a small amount of credit, we encourage students to enjoy reading and discussion, explore their personal reading tastes, and develop a “to be read” list. Though students enjoy this course, it is a lower departmental priority than NDL301.

Beginning in 2009, we have offered *internships* (usually but not always credit-bearing) for students interested in librarianship or, in some cases, in marketing, using the library as a client. These learning experiences are time-consuming for internship supervisors, but have been well-received by participating students. A syllabus for each intern is created that reflects their professional interests and includes readings, interviews, projects in several library departments (including the College and Church Archives) and field trips to visit other libraries. In 2012, former interns responded to a survey reporting that it helped them get into graduate programs, choose a focus for their degree, and, in the case of a newly-employed librarian, provided valuable practical experience that complemented coursework. One graduate reported that sitting in on staff meetings was particularly valuable. “I didn't have a single opportunity in library school to . . . see how decisions were made. Since I do this all the time now, I'm so glad I was able to get a mini preview at Gustavus!”

Another experience that is time-consuming but valuable is a *research scholarship* funded by our friends group since 1983. Every other year, a student is chosen to conduct research with a librarian and typically earns an independent study credit. Ten years ago, we decided to offer this scholarship every other year, and in alternate years fund a research paper prize, partly to involve more students and partly because we had trouble sustaining such a time-consuming program.

In our recent discussions about workload, we decided to limit our internship and independent study supervision, including the Lindell Scholarship, to two per semester; though we hate to turn students down, we simply don't have the time to provide the intense one-on-one supervision required to expand the program.

Contributions to General Education

Our instructional programs support several goals of the college's Institutional Student Learning Outcomes, including cognitive practice, intellectual capacities, integration of learning, ethical reflection and intercultural understanding. In addition to supporting these universal goals, we also provide, when possible, instruction that serves general education in the form of First Term Seminars, January Term (IEX) courses, advising for transfer students who haven't yet declared a major, and teaching the Three Crowns Curriculum senior seminar as an independent study for students who are unable to fit the capstone course into their schedule. We believe these are valuable contributions to important programs and enriching learning experiences for librarians, but difficult to sustain while also supporting courses taught in other departments. We are provided a course release in exchange for a First Term Seminar, because the writing instruction and advising components are unusually time-consuming and cannot otherwise fit into our schedules. When we offer a January course, it is essentially a voluntary unpaid overload, since we also provide our usual instructional services and other professional work as well. Though we want to support these contributions to the college, we see these more as individual choices that librarians are eager to make, so long as it doesn't come at the expense of our ongoing efforts to produce information literate graduates.

Assessment of Student Learning

In 1998, all academic departments, including the library, drafted assessment plans. We carried out assessment of student learning, with some tweaks to our plan, for over a decade. In 2010, we [revised our plan substantially](#) in preparation for this year's Higher Learning Commission accreditation visit. These plans focus on student learning and call for a routine set of measures to be gathered, interpreted, and applied annually. We supplement these assessments with research projects, participation in multi-institutional projects such as the [HEDS/NITLE Research Practices](#) survey and with assessments of our collections, services, and environment, both physical and virtual.

Last year, we implemented our new measures, including redesigned course-related evaluation surveys. At our spring assessment retreat, we focused on graduating seniors by collecting writing samples that we examined with a rubric and by looking at the survey responses from 300-level courses with which we had library sessions. Our findings suggest that a large percentage of students have developed fairly sophisticated strategies for

finding and evaluating sources for research projects. For the most part, they know how to identify and locate scholarly sources and in many cases are familiar with the scholarly conventions of their major field.

Consistent with the findings of [Project Information Literacy](#), seniors express difficulty in selecting effective search terms and focusing their search so that they aren't overwhelmed with choices. Most seniors

whose work we examined used their sources with a sophisticated grasp of rhetorical conventions, but some persisted in treating research as a fact-finding mission or use only sources that support their position, ignoring those that might challenge it. The findings of the HEDS/NITLE survey, administered to first year students in 2008 and again when they were seniors in 2012, confirm that students have developed a much better grasp of the nuts and bolts of research (e.g. being able to navigate the library's systems, understand the difference between scholarly and non-scholarly sources, and locate and cite sources) as well as a more nuanced understanding of the higher-order skills involved (showing greater tolerance of ambiguity in research results).

Our spring assessment retreats generally end with some action items. Last spring, using results gathered by using our new assessment plan, our findings led us to renew our efforts to embed information literacy in departments, to try harder to convey to students the concept that research is a conversation in which they can participate, and to work with faculty to reframe assignments to emphasize how to make good choices rather than enumerating the type of sources to include. We also made adjustments to our reservation system to make more rooms in the library reservable in response to students' comments.

Relationships with Faculty

In the fall of 2012, the library conducted a survey of faculty modeled on one used in our previous external review and in keeping with our assessment plan. The response rate was

“Information literacy is an imperative skill for the 21st century. As we are bombarded with information and seemingly infinite choices for information, we need to be able to sort through it to find the information that is credible. Providing such instruction and quality research materials is critical for the academic program.” ~ a faculty member

approximately 50 percent. Among respondents, slightly over half had been teaching at Gustavus for fewer than ten years; 28 percent had been teaching here for five years or less. The results of the survey suggest that faculty are aware of and appreciate the role the library and library staff play in supporting student learning.

Virtually all respondents agree or agree strongly with the statement that the library's services support student learning. Over 90 percent of respondents agreed or strongly agreed that the library faculty support learning through their instruction program, with most of them strongly agreeing. About 11 percent were neutral or unsure.

Most faculty agreed that on the whole Gustavus students are able to find and use information independently by the time they graduate. Only 5 percent disagreed and around 15 percent were neutral or unsure. Several commented that they felt this was a responsibility for all faculty. One respondent wrote, "I think the jury is still out on this question. More classroom instructors need to recognize that students need multiple, disciplinary- and task-specific library sessions in order to build competency. Our librarians know this, but I wonder how many faculty do?"

Faculty felt more confident that majors in their programs have a good grasp of library research in their discipline, with only nine percent disagreeing and four percent unsure. One respondent wrote, "Our department has made it a priority to develop our students' research skills, and the library staff have been remarkable allies in helping us achieve this goal." Yet another echoed a number of others in saying "This is an area where our department could improve. We are not intentional about this." One respondent said it was impossible for their majors to become skilled researchers because the library did not subscribe to a database that he or she considered essential to the discipline. Yet 28 percent of respondents strongly agreed that their majors gained a good grasp of research in their major field and 56 percent somewhat agreed. The findings from our direct observation of student work at the senior level supports this generally optimistic belief.

When asked what the library's strengths were, 86 faculty offered comments, almost all of which related to the quality of the staff in supporting student research. A sampling of responses sums up the general tone.

"The faculty and staff of the library are extremely competent and easy to work with. In my research, I have never encountered a more professional, well-trained, and helpful group."

"LIBRARIANS - as strategists and co-instructors in the process of developing deep and critical understanding. A place where one can hold, look at and read journals/books. the physicality of information literacy is as important as the information itself - physicality is a mode of learning and remembering. Electronic access does not promote this as well. Space for students to study, think, write, study together, focus."

"1. quality of library faculty. 2. range of services provided to students, and to faculty teaching courses. 3. library faculty and staff are on top of trends in their field and position our library as best they can to respond."

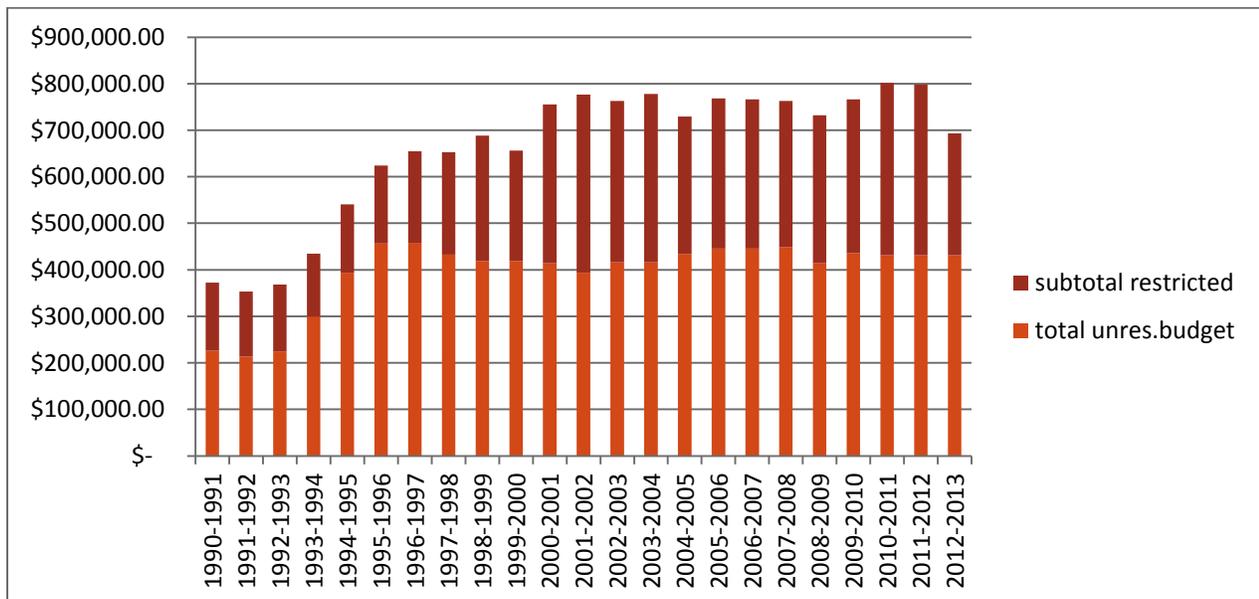
Questions:

- Are our priorities appropriate for our mission?
- What could we do to advance our faculty development and department-integrated instruction efforts?

Collections and Content

Historically, our library collection has been small relative to comparison colleges. At the time of our 1994 review, the college had just been through an accreditation visit in which reviewers found the library collection and its rate of growth deficient. The college responded by bringing our budget closer to peers, nearly doubling the acquisitions budget between 1990 and 2000. A similar effort to raise funds for the library in the 1970s led to the founding of the library's friends group, Gustavus Library Associates, and contributed to the establishment of a Phi Beta Kappa chapter at the college. However, resources allocated to the library have stagnated for over a decade.

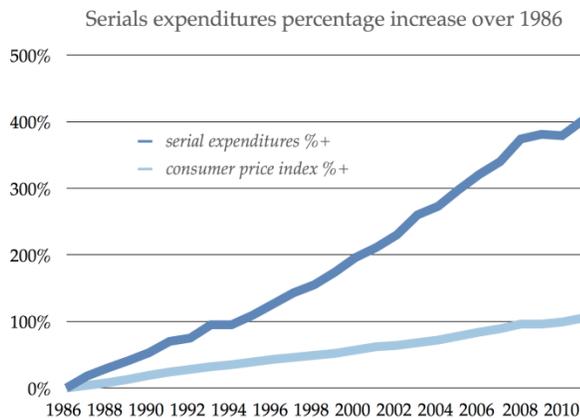
The report from the 2003 accreditation visit pointed out that "while the library has responded positively to the 1993 report, continuous budgetary strides need to be made" and "a college with the reputation of Gustavus should be in a stronger position with respect to funding library acquisitions." However, the acquisitions budget since then has seen fluctuations, but has essentially been flat. Last year our budget was approximately the same as our 2001/2002 budget; this year, our budget is very similar to what it was in 1998/1999.



These numbers are somewhat misleading. Until this year, unspent restricted lines were allowed to roll over from year to year. A few highly-specific lines grew over time, either in order to fund larger purchases than a single year's yield would enable (as in the case of Archives endowments) or because we simply didn't spend all the money generated (as in the case of a Scandinavian Studies endowment). In all other cases, we placed orders that used all of our funds within a given fiscal year, but did not

always receive all ordered materials before the close of the fiscal year. With the new rules for budget management, any money unspent at year's end will be used by the college to pay the library's operating expenses, such as salaries or contributions to the unrestricted budget. This will likely result in our starting the year with a portion of our budget already spent, but without the carry-over funds to meet those bills.

In short, our budget has been stagnant since the 2003 review, but demands for the support of both student and faculty research are higher than ever. The cost of journals and the electronic databases needed to access them has been rising at a far higher rate than the cost of living for decades and continues to rise. Some of our most important content comes from publishers that have raised the



price of their collections by as much as 25 percent in a single year. For example, the subscription price for SAGE Premier, a heavily used database, rose from \$41,442 to \$52,500 in a single year. We have no choice but to subscribe because it contains journals that are essential for several disciplines and is a non-substitutable good.

Unfortunately, the loss of restricted funds and inability to carry them over in the future will put additional pressures on our ability to meet student and faculty needs.

Collection profile and policies

We are, like most libraries, in the midst of a transition from owning print to licensing electronic content, always with an eye on what will best serve undergraduate learning while taking small steps toward supporting and adapting to the accelerating open access movement. Though subscriptions to journals and databases has absorbed an increasing percentage of our budget, we have been careful to reserve enough budget for the ownership of books and videos. Books often are more accessible and provide more context for undergraduates than scholarly journals, and film studies is becoming more important in our curriculum. A large percentage of our acquisitions is selected by faculty using departmental allocations. Librarians select materials for interdisciplinary topics and try to close gaps in underrepresented areas. Because they are ongoing commitments, librarians make cautious decisions about subscriptions in close consultation with departments. Our aim is to provide access to the most commonly-used journal content and the most essential databases for the majors we offer. In the past four years we have been systematically weeding the book collection to make good content more easily discovered and to free up space, withdrawing around 20,000 volumes. We have also withdrawn bound periodicals to meet student demands for study and group work space.

Over the past five years, the number of items circulated is equal to nearly 40 percent of our total collection size. Circulation has been particularly heavy in art, classics, the social sciences, US

Gustavus Library Associates, an award-winning friends of the library group, has raised \$3 million for the library over the past three decades.

history, literature, nursing, and religion. The Children's Collection has also seen fairly high circulation, as did the portion of the collection dealing with the ethics and politics of food, which was the focus of a recent Nobel Conference.

A – general	2,435	130	5%
B - philosophy, psychology, religion	35,211	13,106	37%
C - auxiliary sciences of history	2,193	559	25%
D - world history	26,169	9,504	36%
E - history of the Americas	11,279	4,686	42%
F - history of the Americas	7,170	2,739	38%
G – geography, anthropology, recreation	8,865	4,247	48%
H – social sciences	27,660	12,007	43%
J – political science	10,648	2,564	24%
K – law	4,126	1,079	26%
L – education	9,350	2,974	32%
M – music	15,928	3,996	25%
N – art	10,828	4,384	40%
P-PA – philology, linguistics, classics	4,352	3,441	79%
PB-PC – Celtic and Romanic languages	402	157	39%
PD – Germanic languages	337	75	22%
PE – English language	1,320	305	23%
PF-PM – Slavic and Oriental languages	4,816	1,151	24%
PN – literature, general	13,682	13,298	97%
PQ – Romance literatures	7,286	1,494	21%
PR – British literature	17,109	4,908	29%
PS – American literature	20,184	7,816	39%
PT – German and Scandinavian literature	7,521	1,615	21%
PZ – children's fiction	4,415	3,657	83%
Q – sciences	23,986	6,103	25%
R – medicine	5,424	4,573	84%
S – agriculture	1,359	619	46%
T – technology, photography, food	3,360	1,784	53%
U – military science	786	311	40%
V – naval science	114	31	27%
Z – bibliography	1,141	253	22%
TOTAL	289,456	113,566	39%

Our **reference collection** receives a fair amount of use and, while we do keep it weeded, we have not been inclined to follow the trend to reduce its size dramatically. Though we have experimented with electronic reference materials, use was low, so we have discontinued all but a few well-used tools (e.g. *Oxford English Dictionary* and *Grove Music Online*).

Faculty Comments:

We've taken severe cuts in journal access lately due to budget constraints. Our needs are still largely met, and we (like so many others) are changing our curriculum to accommodate online resources access, though this sometimes comes at a cost to student experience.

The library is straitjacketed by the College's finances, so that the English Department's funds for library purchases are almost spent for the academic year, and we're still in November. (Similar comments from other departments were offered.)

The library does remarkably well with its ever-shrinking resources. Our academic librarians are brilliant at triage.

The library's acquisitions budget is ridiculously small and can't possibly support the curriculum appropriately. This is emphatically not the fault of the library and librarians who do an amazing job of getting us what we most urgently need. But even they can't get blood from a stone and they've been permitted nothing but stones for many years.

We have not yet invested in **ebook** collections and have had experienced little or no demand for books in electronic format. Two of the librarians, with student research assistants, are currently studying how students use library books and what affordances they most desire in ebooks before we look seriously at available options. We are also investigating streaming video options to supplement our **video** collection, but so far higher costs and fewer rights have led us to continue to acquire DVDs rather than license streaming content. We will need to keep examining emerging options and will need to have the resources to acquire high-demand materials, regardless of format.

Our **music recording** collection is provided through two licensed streaming collections and as digital files streamed on campus through the catalog. We have digitized our CDs and selected vinyl recordings so that they can be listened to on campus by one listener at a time, a project modeled on work pioneered at Indiana University, but with locally-developed code. As we closed our branch music library in May 2012, moving the scores to the main library, this project has allowed the music faculty and students to access music recordings conveniently, though a few students have expressed dismay that this system protects recordings from unauthorized copying.

We have been a selective repository for federal **government documents** since 1941, and have reduced the percentage of documents received through the Federal Depository Library Program from 35 percent to 29 percent while weeding the collection aggressively. Documents have been entered in the catalog since 2000 to make the collection more visible. In the past, through our documents program, we contributed to a sizable map collection housed in the geography department. The department is now more reliant on GIS and is in the process of making new arrangements for the maps to reclaim space. We have offered to house a locally-significant selection of the map collection in the main library, but that decision hasn't yet been made. We do not have in our collections any proprietary data sets, nor have we been asked to support use of data or geospatial information, yet there is a small but growing interest on campus in GIS and in supporting the archiving and sharing of locally-created data. Our strategic plan anticipates more involvement in student use of quantitative and spatial data as well as supporting digital humanities projects, yet we do not currently have in-house expertise or staff time to support these trends.

Our **special collections** are emerging from decades of benign neglect. An ad hoc taskforce within the library is looking at policies and procedures for these collections. We are seeking funding for furnishing a new special collections room with environmentally-appropriate shelving and student work areas, and are working on the acquisition of two major

gifts (one received but not yet processed, the other pending) which will put a new stamp on the collection by adding strengths in American studies and American literature.

The **College and Church Archives** have seen great progress since our last review in systematically acquiring and describing collections, digitizing select materials, providing learning opportunities, and embarking on a records management program. The entire collection in the library has been reorganized, with improved shelving and security, and progress is being made in rehousing remotely-stored collections in a more environmentally-appropriate setting. Grant funding has been secured for selected digital projects, and an expanded research/classroom facility has been designed, though funds so far have not been secured to embark on construction.

Collection assessment

In order to review how well our collection serves our academic program, we have been preparing reports for departments under review, which gives us the chance to review our support of all departments over a ten-year period. Many departments have not been terribly interested in these reports, given that the focus of these reviews tends to be on curriculum issues and department priorities. Since we are not systematically involved in the actual reviews, we rarely get any feedback about whether the external reviewers had any comments about library support. However, the review we conduct sometimes becomes an opportunity to engage in more intentional instructional collaborations or helps us refocus our collection efforts.

We haven't found any surprises, looking back at our reports over the past ten years. Our collection is smaller than collections at comparison colleges in nearly all areas. We have a few pockets of strength, such as in pre-Columbian art. Limited access to journal content is particularly acute in the sciences, and other departments need more books, videos, and images (such as access to ARTStor).

We are revisiting the way we collect data for these reviews, realizing that our emphasis needs to be more firmly on outcomes than on inputs, which we already know are weak.

In the spring of 2009 we evaluated our commitments through dialogue with departments in order to reduce spending. Though this was undertaken less than two years after a thorough review of our periodical subscriptions, we had to act more holistically and drastically to close a budget gap. This required discussing and agreeing on priorities, informed by information we provided about use and costs. We did not find much room to make cuts from our already-lean database offerings. Most departments opted to cancel selected journals rather than reduce book and video allocations. We also reviewed and canceled many general periodicals and standing orders and halted almost all newspaper subscriptions.

While this review was not part of our routine assessment practices, it did provide an opportunity for us to learn more about departmental priorities and the dynamics of decision-making within departments. Departments responded well to the process and made difficult decisions during a very busy time of the year. Faculty identified enough places to cut costs that we were able to sustain growing subscription costs for a few years without needing to make further massive cuts. However, given our new budget process, which makes it impossible to reserve restricted funds for increasing costs, and given that our budget shrank by 14% in 2012-13, we will either need annual budget increases to sustain even minimal support for our programs, or we will be in perpetual crisis mode, making cuts annually in order to pay the bills for a shrinking pool of electronic resources.

Faculty evaluation of resources

The faculty survey, conducted during a semester in which the college's stressed budget and loss of departmental control over gifts and endowments caused widespread consternation on campus, was unsurprisingly critical of the financial resources available for collections. Most respondents took pains to attribute this failure to a weak budget rather than poor resource management. The work of librarians and faculty to make acquisitions cuts in 2009, followed by a significant budget decrease this year, has underscored the resource problem. The limits placed on the collection due to budgetary constraints was the most frequently named challenge for the library, with 78 faculty identifying budget issues in open comments. Another question asked faculty to what extent they agreed with the statement "The library provides books, journals, and other resources that appropriately support the curriculum." Though 38 percent agreed strongly and another 43 percent agreed somewhat, 47 respondents offered additional comments that made it clear that they believe we are falling behind peers and are, in fact, worse off than we were a few years ago.

We added some new questions to the survey for this review. One asked whether faculty ever asked friends at other institutions to send them articles. Though nearly 42 percent reported they never

We need to invest in the library NOW. The library is my lab.

It should be my students' lab.

It's a shame if the administration doesn't

push this to the top of the priority list.

– faculty survey comment

had done so, and some questioned whether it was even legal, over 20 percent reported doing so monthly or more frequently. Some also commented that they had privileges at a research library, which in most cases were temporary. About half used

professional memberships to provide articles to students at least occasionally. When asked "Are you interested in making your scholarship freely available on the web?" a third reported they saw no reason to do so, eight percent reported they already do, and 58 percent either planned to do so or might be interested, but weren't sure how. This suggests that a majority of faculty would be receptive to posting material in an institutional repository, which we have been testing with a handful of faculty volunteers. Developing a manageable workflow and publicizing this project is our next step.

Anticipating the shift to open access

Though we have yet to launch a comprehensive open access initiative, we have made some progress in the following areas.

- We select and catalog open access books.
- Our link resolver includes Directory of Open Access Journal (DOAJ) content.
- The College and Church Archives has digitized a significant amount of content.
- We are piloting an institutional repository.

- We used an innovative publishing platform (PressBooks) to publish an open access Creative Commons-licensed [anthology of faculty statements about teaching, scholarship, and service](#).
- When appropriate, we introduce students to the concept of open access in our instruction activities.
- Our webpages carry a Creative Commons license.
- In 2009, the library faculty passed [an open access pledge](#). We have yet to discuss a campus-wide mandate with faculty.
- We are working with other Oberlin Group libraries on a study of open access book publishing models and the possibility of jointly funding an open access liberal arts press.

In future, we hope to bring open access alternatives forward with our faculty as we roll out our institutional repository campus-wide. We plan to keep abreast of changes in the publishing landscape so that our collection policies and discovery tools are not limited to toll-access material, but rather encourage the use of and contributions to open access to scholarship. We will continue to explore ways to support faculty and student publishing.

Questions:

- How can we position ourselves to support different formats and kinds of information, such as data sets, GIS, and digital humanities projects?
- Are we taking an appropriate approach to licensing digital content, given our resources?
- What advice do you have for us about promoting and supporting the shift toward open access?

Physical and Virtual Environment

The current library facility was designed to be a flexible and adaptable space and it has held up well over its forty years, with some significant improvements made to the interior after the 1998 tornado. The building is zoned with a quiet floor, a social floor, and floor that falls somewhere in between. We have been studying student use of the space and continually make adjustments to make the best use of limited space. Our weeding program has freed up significant space on the lower level, which we have furnished with a mix of second-hand tables and chairs, trying to provide the kind of seating arrangements that our research suggests students prefer. This spring we are repeating a seating study to see if our changes are having the intended effect.

“It was a joy to walk into the Folke Bernadotte Memorial Library. The students were everywhere and clearly saw this space as their own . . . it would be terrible to lose study, lounge and lab spaces for more shelving space. Careful planning and study is necessary to avoid this possibility . . .”
- 2003 External Review

Though the building has reached its capacity, we intend to keep space devoted to shelving at its current square footage or less in order to provide as much space as possible for student learning and to keep the collection at an optimal size for browsing. We do not intend to expand the physical footprint of collections, even if we have an addition to the building, with the exception of the College and Church

Archives and Special Collections. The College Archives is a growing collection; we will be selective about acquiring materials for Special Collections, but just received a major gift and anticipate soon receiving another that will tie nicely to our curriculum. We believe these collections are worth expanding judiciously to support active learning with unique materials. There are three facilities-related projects underway or in the planning stages. We hope to build an attractive learning-focused space for Special Collections on the main floor. We are developing secure off-site storage for the archives' new records management program, and we have drawn up plans for a dual-purpose classroom/research space connected to the Archives to take better advantage of unique primary source materials.

In 2010, librarians, student researchers, and staff (including a team member with advanced training in anthropology) conducted a large-scale ethnographic study of the ways students use the library and its website. The study combined survey data, focus groups, interviews, photo diaries, mapping which spaces students used at different times of the day, gathering responses to questions posted to large sheets of newsprint, and image associations. The data collected as a result was both interesting and useful.

Students identified the reference desk as a place to seek help, and in open comments were positive about their experiences with the service as well as other service points in the library. We learned from mapping library use that students appreciate natural light and follow the sun, preferring seats on the east side of the building in the morning and the west side in the afternoon. Group and individual study rooms are in high demand, with "quiet" dominating the reasons for a space being preferred. Having more study rooms was by far the most commonly suggested improvement. Students also expressed a desire for a much simpler website, with a few clearly-delineated options on the front page.

Since the study, the library staff have responded by redesigning the website entirely, based on student comments, survey responses, and focus group sketches of what the ideal website would look like. We are in the process of tweaking some features as we observe the use of the new site, but overall, the redesign has been well-received. The Space Committee has engaged the whole staff in discussions of how to improve existing physical spaces, with particular focus on the lower level. With no funding available, the committee focused on finding spare furniture that would provide the kind of seating students prefer – favoring the creation of sheltered nooks, larger tables replacing carrels, access to power, and more seating choices. A massive weeding of both periodicals and government documents has freed up space on the lower level, which is being repurposed in ways that are consistent with evidence gathered in our ethnographic study. We are repeating the seating study to confirm whether or not these changed study areas are receiving the use we expected.

An immediate challenge we face is a desire on the part of the administration to move a number of student support services into the library's lower level to create a "learning commons" that would provide a "one-stop shopping" student success center, locating academic advising, disability services,

"The spaces, such as they are, are well-conceived. I'd like to see more of them, especially those that offer space for collaborative work (using media)."

"The best library facilities have inspiring spaces. This is not the case for the Gustavus Library."

"Time to expand! More student study rooms, more spaces for groups."

-comments from 2012 faculty survey

the writing center, multilingual student support, and other offices in the library. Though the library's strategic plan recommended exploring the housing of related services in an expanded library, we feel strongly that reducing student study space in the existing facility would adversely affect student success, the supposed purpose of this move.

Students choose to study in the library for a reason, and though other study spaces are available to them, we believe their choice matters and is purposeful. Libraries are symbolic and inspirational spaces, even when furnished with cast-off tables and mismatched chairs. Students could easily make other choices. A new classroom building opened in 2012, which includes attractive study and group-work spaces, but traffic in the library did not decrease. Every student survey conducted since this building opened has put "more individual and group study space" at the top of the wish list. Faculty also commented on the Fall 2012 survey that they perceive a need for more group and individual study space for students, as well as spaces that faculty might find tempting. One respondent envisioned a "comfortable faculty-oriented research/collaboration space, 'office hours' for library staff to answer our questions about teaching or research, more visible training and support for enhancing our use of the library. This could serve as a 'community rallying point' for faculty members."

Our previous external review commented favorably on how well-used the library is. Reviewers urged the college to preserve space for student use, even though our stacks were then approaching capacity. We have made every effort to follow this advice, in particular engaging in a rigorous weeding program to free up space for students. Library staff feel strongly that taking that thoughtfully-reclaimed space from students to house offices would be a huge step backward.

The 2011 ACRL Standards for Libraries in Higher Education state the library should provide adequate space that facilitates collaboration, learning, and the creation of new knowledge. The library's physical and virtual spaces should be informed by consultation with users. Any significant change in the spaces available to students should be guided by student and faculty input, which in this case is amply available.

Questions:

- What could we be doing now to improve our physical and virtual presence?
- What issues and trends should we be aware of as we plan for the future, both for virtual discovery and learning and for a possible building expansion?

Conclusion

One of the questions we asked faculty in 2003 and again in 2012 was whether they agreed with the following statement: "The library will continue to be an essential resources on this campus for faculty and students." Ten years ago the response was strongly positive. This year, 95 percent strongly agreed and five percent agreed somewhat. Not a single respondent was neutral or disagreed with the statement. Some of the comments added to this question explained why the library will continue to be important.

"In classics, online web materials, apps. etc. are decades away from providing reliable and in-depth academic resources. So the library continues to be a vital resource. Whether it will

continue to serve students' needs is something I am concerned about, especially given this year's cuts to the library budget. We need as much expansion of access to psychological and related journals as we can get."

"We have an amazingly talented and dedicated library faculty and staff. They go above and beyond. They are amazing resources of knowledge and expertise; they are approachable, affirming, and helpful in their interactions with Gustavus students. There could be more monies put into the library's general operating budget each year. Continued and long-term investment in these resources is crucial for academic excellence for Gustavus students and faculty alike."

"Increasingly so, if they are provided the resources necessary to continue to develop and grow with the changing landscape. Our library has become MORE relevant, not less, with changes to research and learning methods. They have actively sought to adapt and lead students/faculty into the changing landscape rather than lagging behind and being dragged by us into it. This is vital for setting the tone and invaluable for those of us who don't have the time/resources to stay at the cutting edge of changes in library science that affect our disciplines. The library has helped enormously in smoothing these transition for me and my colleagues, sometimes in invisible ways (ie. updates to the library catalog search process, interlibrary loan process, etc.) Online sources can never replace databases and scholarly journals."

"Yes, yes, yes. Probably the MOST IMPORTANT resource we have."

"I certainly hope so. I am very concerned about the cuts to the library's (already shoestring) budget."

"But their services will change to encompass the ever-growing digital resources."

"As the library goes, so goes Gustavus. If the Chapel is one sacred space on campus, our library is surely another. May it always be so."

"Libraries and LIBRARIANS are key despite the electronic format of some, but not all resources. If anything the library is more important now. Students think they can access stuff well b/c they can do it quickly, but information literacy skills take time to develop, and librarians help with that. PLUS, many, many things simply are not available electronically, and my guess, will never be, b/c they are not profitable."

"Absolutely, the library is central to the college's mission and educational program."

"Some in our administration (including, unfathomably, our provost) seem to think that the library is going to become irrelevant in the age of the purportedly free internet. Not so. Much of what I need my students to access is only available on expensive databases. The fiscal needs of the library are only going to increase. Ebooks, in my experience, are not less expensive than hard copies (and often need use renewals). Moreover, as our students gain access to more sources of

information, we will increasingly depend on our faculty colleagues in the library to help students acquire information literacy. A college without a strong library is laughable (except, apparently, to our administration)."

One faculty member commented "it scares me that this question is even necessary!" Though it seems clear that these responses are partially influenced by campus-wide budget controversies, the faculty show concern for resources in their subject areas, a sense that print resources have been fully replaced by electronic ones, and that access to most electronic scholarship is costly. They also indicate that the library as a physical and virtual presence is important, as is the teaching role of librarians.

These attitudes are consistent with data gathered from students in recent years. They value the library as a place to study, work on homework, and conduct research. They use both electronic and print resources and recognize their importance to college-level work. They enjoy reading more than is commonly believed, value books, and largely prefer books in print to e-books. They recognize the reference desk as a place to get help with their research and feel the help they receive is valuable.

Faculty and students have no doubt the library is and will continue to be valuable. Ensuring sufficient financial support to provide for the spaces, content, and people that a college library requires remains a perennial challenge.



Key to the self-study based on ACRL Standards

- Institutional Effectiveness – *see* assessment portions of each section
- Professional Values – *see* Organization and Staffing
- Educational Role – *see* Student Learning
- Discovery – *see* Physical and Virtual Environment
- Collections – *see* Collections and Content
- Space - *see* Physical and Virtual Environment
- Management/Administration – *see* Organization and Staffing
- Personnel – *see* Organization and Staffing
- External Relations – *see* Student Learning

Summary of Guiding Questions

- Are our instruction priorities appropriate for our mission?
- What could we do to advance our faculty development and department-integrated instruction efforts?
- How can we position ourselves to support different formats and kinds of information, such as those that use data sets, GIS, and digital humanities projects?
- Are we taking an appropriate approach to licensing digital content, given our resources?
- What advice do you have for us about promoting and supporting the shift toward open access?
- What could we be doing now to improve our physical and virtual presence?
- What issues and trends should we be aware of as we plan for the future, both for virtual discovery and learning and for a possible building expansion?

