

SANTA CLARA  
UNIVERSITY



# UNIVERSITY LIBRARY

REFLECTION | ENGAGEMENT | TRANSFORMATION



# UNIVERSITY LIBRARY

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SOBRATO TECHNOLOGY CENTER,  
AND ORRADRE LIBRARY

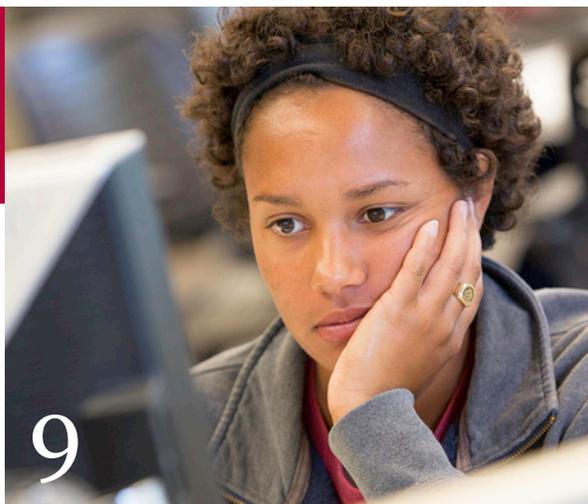
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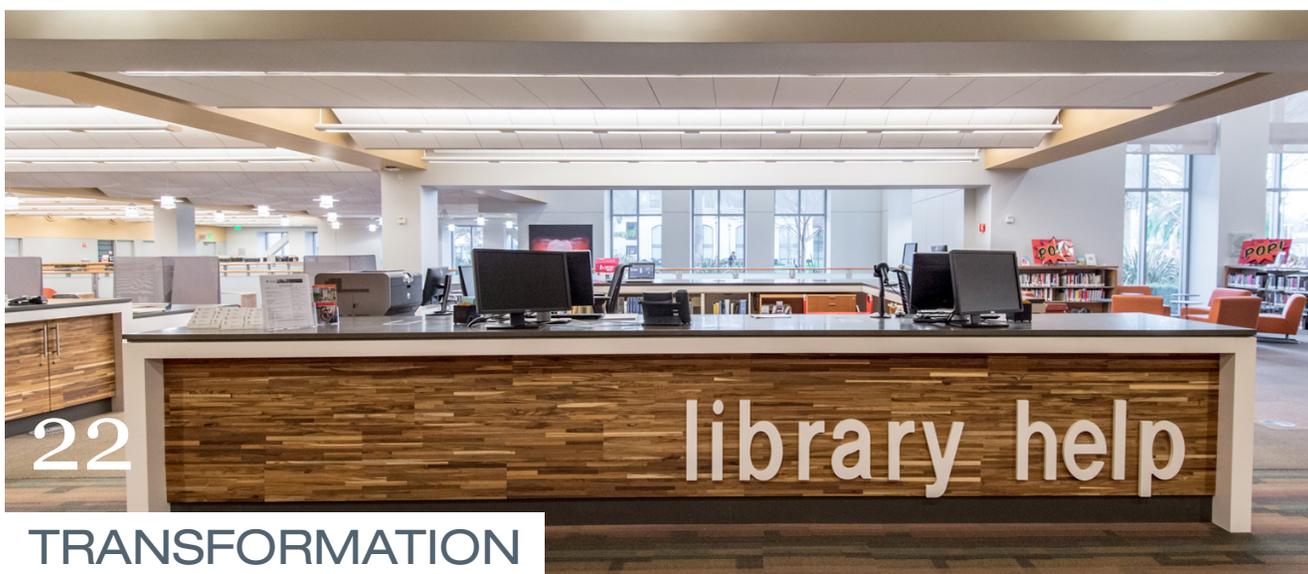
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library help

# SANTA CLARA UNIVERSITY



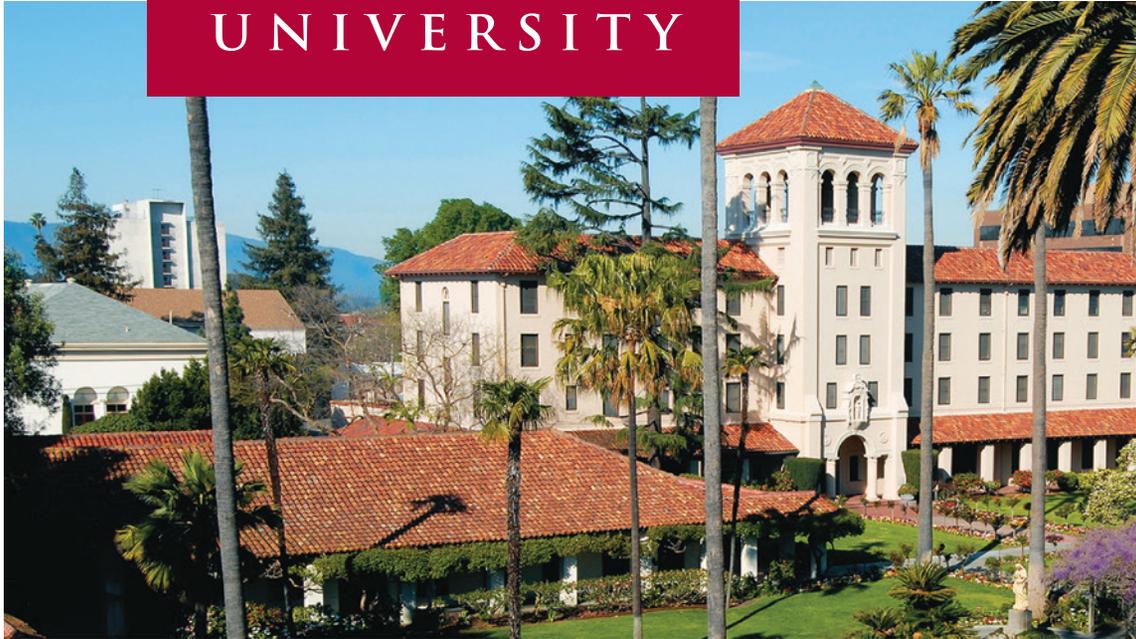
## MISSION

The University pursues its vision by creating an academic community that educates the whole person within the Jesuit, Catholic tradition, making student learning our central focus, continuously improving our curriculum and co-curriculum, strengthening our scholarship and creative work, and serving the communities of which we are a part in Silicon Valley and around the world.

## VISION

Santa Clara University will educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world.

# SANTA CLARA UNIVERSITY



## SANTA CLARA UNIVERSITY STATISTICS

**Location:** Santa Clara, CA

**Affiliation:** Jesuit, Catholic

**President:** Michael E. Engh, S. J.

**Colleges and Schools:** College of Arts and Sciences  
Jesuit School of Theology  
Leavey School of Business  
School of Education and Counseling  
Psychology  
School of Engineering  
School of Law

**Undergraduates:** 5,385

**Graduates:** 3,133

**Retention rate:** 96.2 percent

**Faculty:** 896 (full-time and part-time)

**Staff:** 996 (full-time and part-time)

**Programs offered:** 56 bachelor's degrees;  
49 master's/doctoral degrees

**Bachelor's degrees 2015:** 1,403

**Master's degrees 2015:** 980

**Doctoral degrees 2015:** 220 (218 J.D. and 2 Ph.D.)

A photograph of a modern university library interior. In the foreground, four students are seated on a curved orange leather sofa around a circular wooden coffee table, engaged in conversation and using laptops. In the background, several students are seated at long white computer workstations with orange privacy screens, working on their laptops. The room has a red carpet with patterned rug sections and a wall-mounted map in the upper left corner.

# UNIVERSITY LIBRARY

## MISSION

The Library advances the University's mission to educate engaged and accomplished citizens through our dynamic services and unique, extensive collections. Our community-focused staff are integral partners in creating and cultivating physical and virtual learning environments for open inquiry and academic excellence.

## VISION

The Library is a vibrant and vital center for learning, inspiring both intellectual pursuits and community engagement.

### STAFF

Total Library Staff: 34

- Librarian: 17
- Staff: 17
- Student Assistant FTE: 4

### LIBRARY COLLECTIONS

Print books: 896,046  
Rare books: 15,950  
Electronic books: 70,909  
Archival material: 3,200  
linear feet

### EXPENDITURES FY17

Library collections and access: \$4,559,800  
Salaries and benefits: \$3,493,500  
Operating expenses: \$596,000

Harrington Learning Commons,  
Sobrato Technology Center,  
and Orradre Library



**THE LEARNING COMMONS**, which opened in 2008, brings together all divisions within Information Services (IS). IS is led by the Vice Provost/CIO and includes the University Library, Academic Technology, Information Technology, and Information Security.

The Learning Commons reflects the connection to the University's Mission history and the history of Santa Clara Valley. Two of the building's three sections are visually similar to the Mission-style buildings seen on the rest of the Santa Clara University campus, clad in plaster, tile, and wood. The third section reflects a more contemporary architectural expression, featuring copper roofing and a stepped-back geometry. The saw-toothed roof and clerestory windows pay homage to the history of the Santa Clara Valley, evoking both the canneries of its agricultural heyday in the early twentieth century and the engineering facilities from the early days of the Silicon Valley revolution.

# Harrington Learning Commons, Sobrato Technology Center, and Orradre Library



## BUILDING FACTS

- 194,000 square feet on four levels
- More than 1,200 reader seats in a variety of formats, including carrels, small tables, movable lounge furniture, and outdoor seating in the café and on the terraces
- Three-story atrium with living-room area featuring lounge seating and study carrels
- Saint Clare Room—traditional reading room and event space
- 25 collaborative study rooms
- Sunstream Café

## TECHNOLOGY FEATURES

- Information Commons with 68 high-end computers, media stations, and assistive-technology stations
- Digital Media Lab and Faculty Development Lab
- Videoconferencing rooms
- Three training rooms for library and technology instruction that double as drop-in labs when free
- Two video editing suites
- Three video viewing and recording rooms

## SUSTAINABLE FEATURES

- 70 percent recycled content in the 135,000 cubic-foot concrete slab
- 90 percent of non-storage areas have natural lighting and outside visibility
- Energy-efficient lighting throughout
- Minimal use of materials with vinyl, formaldehyde, phthalates, or mercury
- Raised flooring to reduce cooling and heating costs
- Reused roof tile from the previous library

## TOURS/VISITORS

The Learning Commons is a destination for local, national, and international visitors interested in seeing how we transformed our space and services. Since the Learning Commons opened in 2008, we have conducted more than 300 tours for educational institutions and professional organizations in architecture, design, and AV design.

## AUTOMATED RETRIEVAL SYSTEM (ARS)

The Library's ARS, the first component of the new building, was begun in October 2003 and completed in January 2005. **See our ARS in action: [bit.ly/2elfg6X](http://bit.ly/2elfg6X).**

- Covering 8,260 square feet, there are 11,328 bins arranged in rows that are 32 bins high by 59 bins long.
- Total capacity is 1 million-plus volumes; currently, the ARS houses 600,000-plus volumes.
- Three robotic cranes move along the three rows of the ARS. As a result of a student contest, the cranes were named Hart, Ichabod, and Stephen in honor of literary "Cranes."
- It takes less than 10 minutes from when a book is requested online to when that book is available for pickup at the front of the building.
- Also referred to as an ASRS (Automated Storage and Retrieval System), less than 20 libraries worldwide are using a system of this type. Other ASRS installations include libraries at Cornell, Colgate, CSU Northridge, Grand Valley State, North Carolina State, Sonoma State, University of Chicago, UNLV, and Utah State.

# INTRODUCTION

Santa Clara University sits firmly in the seat of Silicon Valley in Northern California. Today this region is known for its start-up culture and is widely lauded as the origin of the most recent technological revolution, which birthed the Internet, personal computers, and social media. The spirit of innovation, transformation, and future thinking has been a characteristic of this region for centuries. From native populations, to westward expansion and the Gold Rush, to agriculture and technology, the story of Silicon Valley is a story of cultures, ideas, and people converging, sometimes with discord, but ultimately with innovation. The story of Silicon Valley is, in many ways, the story of Santa Clara University and the University Library.

Santa Clara University grew from the Mission Santa Clara de Asís, the eighth of 21 original California Missions. Founded in 1777 by Father Junipero Serra, the Mission remains at the heart of SCU, with the campus radiating out from the Mission Church and the original Adobe Lodge. Santa Clara University is an institution that both embodies and honors the past yet leans toward the future.

Despite the complicated history of California missions, our Jesuit philosophy emphasizes social justice and our students confront the structures that perpetuate poverty and injustice, locally and globally. Today the University imbues its programs with ethical and just approaches to business, technology, and engineering in addition to the arts, humanities, and social sciences.



*Since its founding in 1851, Santa Clara University has maintained the Jesuit tradition of educating the whole person in order to foster educated citizens and leaders of competence, conscience, and compassion who will help to build a more humane, just, and sustainable world.*

The journey of the University Library mirrors both local and institutional histories. In many ways, the University Library began with the Mission Santa Clara Library. This collection—still housed at the University Library—consists of the books that remained with the Mission when it was transferred to the Jesuits in 1851 as well as the Mission Santa Clara Manuscript Collection, hundreds of manuscripts written, collected, and used by the Franciscans from 1777 to 1851. As the University has grown and developed over the decades, so too has the University Library.

Over the past decade the Library has undergone its greatest transformation—both physically and culturally—since the 1950s. The 2008 opening of the new Learning Commons, which includes the Library, celebrated a physical transformation, symbolized in its architecture and joining the institution’s rich history to its innovative culture. The Learning Commons is an exemplar of the future of academic libraries with open collaborative space, traditional study space, modern classrooms, state-of-the-art document storage, and attention to environmentally sustainable building practices.

This physical transformation paved the way for a deeper, and perhaps more difficult, cultural transformation. While the physical library looked toward the future, our organizational culture lagged. We found we were not embodying our ideals of collaboration, future-orientated services and collections, and responsiveness to a changing student and faculty population. Over the past four years we have met this challenge and have become the engaged, vibrant, and forward-thinking library that our building suggests. This transformation was achieved through team work in order to reflect on our practices and the needs of our community. We then activated reflection through engagement with our community. Our goal: to completely transform our organization, collections, and teaching to match our community needs and our vision for the Library.

# REFLECTION

The results of our reflection—grounded in sound, ongoing assessment—provided us with innovative approaches to implement our strategic plan and to guide the transformation of the Library.



The opening of the Learning Commons, coupled with new leaders joining the University Library in 2010, 2012, and 2014, invigorated the Library with new potential to engage with our community. A physical space that, by design, encouraged collaboration and multiple points of contact with students and faculty through state-of-the-art classrooms and welcoming study space facilitated rethinking our identity and relationship to our community. New leadership laid the groundwork for staff to engage with each other and the broader community to reflect and envision—the first, essential step of our transformation.

This intentional reflection began in 2012 with a strategic planning process. The strategic planning committee, consisting of seven library staff, one faculty member, one student, and a facilitator, met weekly over eight months. The inclusion of a faculty and a student representative were key to our success by collaborating with us to explore, reflect on, and envision new approaches to our work. To further engage the community, we held two faculty and two student focus groups on priority areas linked to engagement, collections, and learning environments. Faculty provided input on how the priorities spoke to them, their research, and their teaching needs. Students provided feedback on how the priorities spoke to their learning needs and other interests.



The input from our community directly informed our strategic plan, which we finalized in 2013. The strategic plan and its five strategic priorities became the guiding path for the Library's transformation:

- 1 Inspiring a culture of engagement
- 2 Redefining and transforming our collections, including our unique resources
- 3 Empowering an innovative and responsive library staff
- 4 Cultivating dynamic teaching and learning
- 5 Cultivating a climate of assessment

After developing our strategic plan, reflection played a critical role in establishing how we would best achieve our strategic goals. The Library engaged in a number of reflective exercises to understand the needs of our communities and to develop innovative goals to meet these needs.



## OUR CHANGING COMMUNITY

The visioning and goal-setting that enabled our transformation was informed by understanding our changing community. Over the past 10 years, the student and faculty populations at Santa Clara University (SCU) have changed both demographically and in how they relate to information, research, and the evolving world of scholarly communication. Our student population is becoming more international. At the same time, SCU initiatives aimed at fulfilling Jesuit social-justice values by supporting diverse student populations have resulted in a transformed student population.

Our faculty, too, have become more diverse and more focused on research and scholarly communication. With the adoption of new technologies, both student and faculty populations have new perspectives, expectations, and needs related to information and research. As a result of these developments, Library staff engage in assessment and feedback strategies to investigate our changing community and their needs, and reflect on our role in supporting these needs.



## STUDENT ADVISORY BOARD

In 2013 we formed a Library Student Advisory Board consisting of undergraduate and graduate students. The Board met four times each year, allowing the Library to present information and updates. We asked students to provide feedback on space and furniture, food options in the café and vending machines, building signage, noise zones, and the effectiveness of communication and marketing. Although the Board was discontinued in 2015, we continue to hold issue-driven focus groups as this model provides critical insight into the needs and expectations of students.

## LIBQUAL+

The Library implemented LibQual+ in 2014 and surveyed the entire student, faculty, and staff population. Our goals were to better understand how the SCU community rates library services, let us know where we should concentrate our efforts to improve services, and allow us to benchmark SCU results against other libraries to determine best practices. More than 1,400 students completed the survey and more than 500 students provided comments. LibQual+ provided valuable insight into our communities; most notably, appreciation for a friendly and helpful staff and comfortable space as well as the desire for even more seating, particularly in spaces conducive to studying.



### SPACE

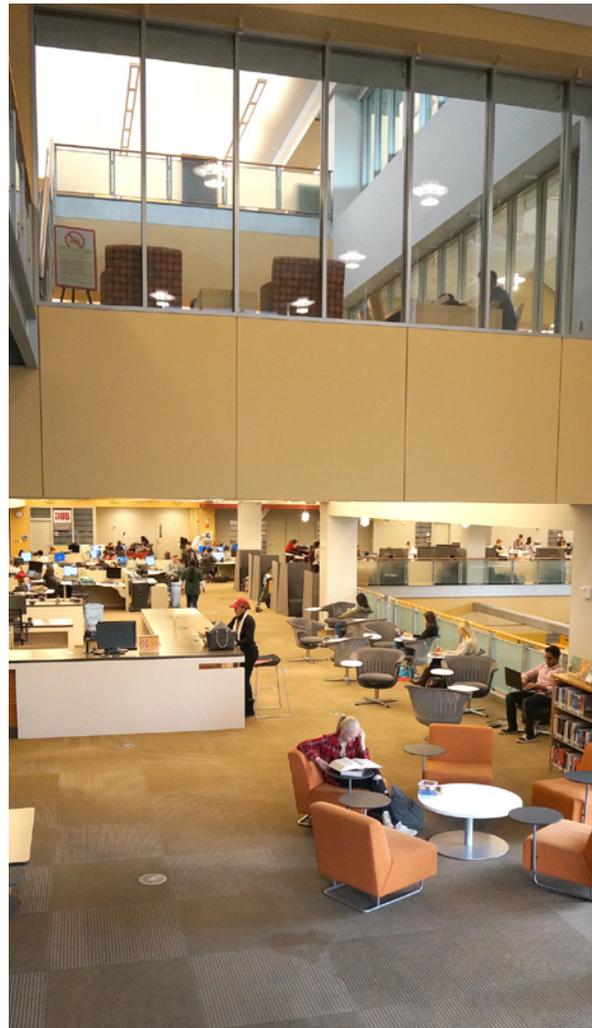
Based on what we learned from our community, we recognized that, although our space was relatively new, further assessment was essential. In 2013, we initiated this assessment on the first floor of the Learning Commons. The Library joined with Academic Technology and Information Technology to gather data over eight months to make recommendations for the redesign. Our goals were to improve service and efficiency, and respond to students' changing needs. We gathered student input through multiple methods: focus groups, a flip-chart survey asking students how they used various areas of the first floor, and a campus-wide survey that received more than 2,300 responses (about a quarter of our student population). The survey asked students:

- Why do you use the first floor?
- What services do you use?
- How satisfied are you with services, space, and equipment on the first floor?
- What would you like us to add to the first floor?

We also used a student focus group to help select furniture for the redesign. As part of this focus group, we invited students to a furniture showroom to try multiple seating options and discuss their preferences with the designer.

The success of this effort led to a large-scale space assessment of the rest of the Learning Commons, resulting in new approaches to our instructional areas, expansion of moderately and very quiet study space, and refurbishing furniture worn by heavy use. This space assessment has informed the re-envisioning of our classrooms to afford greater

active learning approaches, including grouped seating, multiple display options, and flexible seating. Additionally, assessment has informed our approach to public seating to emphasize moderately to very quiet individual study and reclaiming of space that could be used more efficiently.



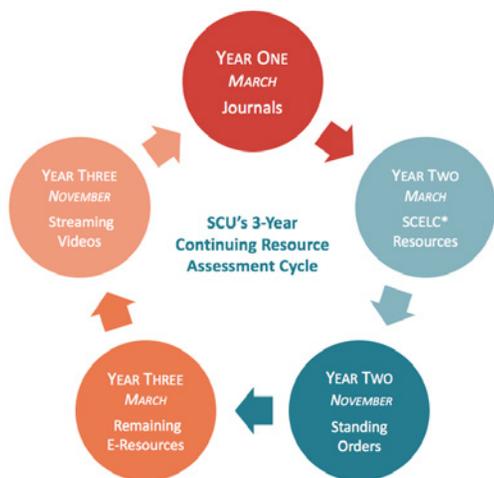
### FACULTY SURVEY

From our initial strategic visioning, we knew our faculty were more likely to use the Library's resources to support their teaching and research than to use the Library as a physical space. To investigate this further, in fall 2015 the Library participated in the Ithaka S+R Local Faculty Survey, an online survey of faculty that explores practices, perspectives, and needs related to research in the digital age. The Library selected this survey to examine the research practices of faculty as well as faculty perceptions of student research skills. This survey provided critical information about how faculty interact with information in their research process and teaching. In particular, data from the faculty survey has played a pivotal role in the Library's development of campus partnerships to support student learning and in advancing scholarly communication efforts.

## COLLECTIONS ASSESSMENT

Input from our community highlighted the need to reflect on and examine our collections as well as our space and services. Over the last three years, the Library has made a multifaceted effort to understand how well our collections meet the needs of our community. We also examined trends in library resources in order to anticipate what resources might best serve our community in the future.

As with most libraries, the largest portion of our collections budget goes to subscriptions for journals, databases, and other continuing resources, so it is critical to ensure that we are subscribing to resources important to our students and faculty. In 2014, Jessica Harris, Head of Electronic Resources & Serials, created an assessment cycle to provide subject librarians with a structured method to analyze our electronic collections. This was achieved by providing subject librarians with cost and usage data for each resource, as well as online availability for print materials.



\*SCELC – Statewide California Electronic Library Consortium

Librarians then acted upon this assessment by migrating print subscriptions to online and cancelling subscriptions with low usage, which allowed us to save funds that could best be used elsewhere. The assessment cycle focuses on a different set of resources each year, ensuring that each subscription will be reviewed once every three years. The process has allowed us to make intentional decisions informed by user behavior as well as migrate materials to more current formats.



During the first year of this assessment cycle, 266 journal subscriptions (18 percent) were cancelled and we reallocated significant funds toward other continuing resources important to our campus community. Now two years into this program, we expect to cancel a certain amount of subscriptions every year in order to reallocate funds, allowing us to say “yes” to new ideas and to be nimble as both faculty and curricula change.

Along with our continuing resources, we were curious about how well our print collection was meeting the needs of our community. In 2015, Rice Majors, Associate University Librarian for Resources & Digital Services, began a big data project and invited our two peer Jesuit universities in California (Loyola Marymount University and University of San Francisco) to collaborate with us as a consortium. Our goal is to leverage patron-initiated borrowing data to create a deeper collection in subject areas where our community has shown interest. Through this assessment, we seek to understand:

- What are the gaps in our collection development process?
- What can we learn from ILL data to create a deeper, more relevant collection?
- How can we measure the impact of these changes for our consortium?

Our methodology for this study is to review 2.5 years of consortium borrowing data and focus on specific call-number ranges. Within those ranges we are looking at how many titles we bought in the last five years, if those titles are circulating, and the level of consortium borrowing in that same call-number range, which serves as a proxy for unmet demand.

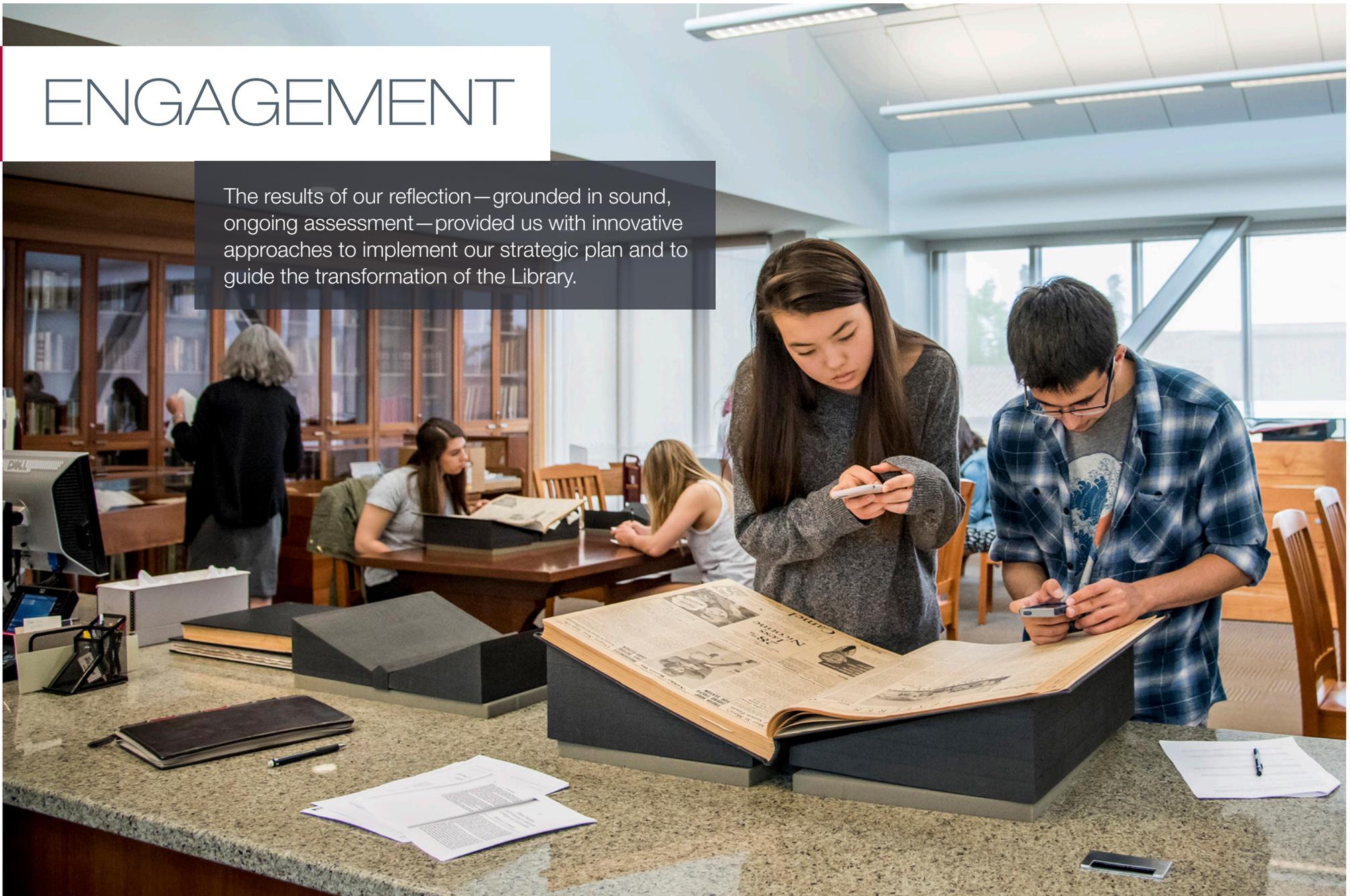
This process of reflection provided valuable information to help imagine and design our engagement and transformation.

From our students we learned that the Learning Commons is a locus for activity and they want more quiet, individual study space and more space for collaborative studying. Information gathered from students and faculty emphasized our role in first-year courses but demonstrated the need for better integration of information literacy throughout the curriculum. We learned we could support the development of information literacy skills even more than we have already by working directly with faculty to teach sessions on available resources and research methods tailored to their courses. With a renewed focus on our collections, we realized that we might simultaneously make our resources more relevant and innovative and make changes to shelving and use of our ARS to free up space to repurpose for students. This reflection set the stage for the second part of our transformation: **engagement.**



# ENGAGEMENT

The results of our reflection—grounded in sound, ongoing assessment—provided us with innovative approaches to implement our strategic plan and to guide the transformation of the Library.



## PERSONAL LIBRARIAN PROGRAM

Our reflection process illuminated the various needs of our diverse student population. In response, we built the Personal Librarian Program to support students who may benefit from individualized mentoring. We engaged with the dean and staff of the Academic Support Services Office to maximize the program's impact. Our discussions focused on students who would most benefit from the program's goals:

- Reaching out to students who have traditionally fallen through the cracks in terms of library instruction or who are at risk of dropping out of college;
- Building personal relationships with transfer students and students in other groups needing attention in order to increase their information literacy skills throughout their academic career at SCU; and
- Helping students use librarians as a resource.

We initiated a Personal Librarian Program with transfer students because these students are adjusting to a new institution and they often miss out on library-instruction sessions provided to all first-year students. As a result, transfer students are often unaware of library resources and services available to them. The initial pilot included 19 transfer students; in the first year, 37 percent of transfer students interacted with their personal librarian.

Your first point of contact for anything library-related

**Your SCU Personal Librarian**

even if you don't know what to **ASK**

After a successful pilot program with transfer students, the dean's office recommended adding other groups in need of individual attention, such as students on academic probation and first-generation students (LEAD Scholars).

During the 2015-16 academic year, the first full year of the Personal Librarian Program, we personally contacted more than 350 students. Eleven librarians participate in the Personal Librarian Program, sending strategically timed emails that include offers of help and research tips. The response has been encouraging, especially with transfer students: as of spring 2016, 34 percent of transfers are actively involved in the program. The results of a student survey also indicate a high level of satisfaction with the help they receive from their personal librarian. More than half of the students involved with the program report that they have used one of the research tips.

The Personal Librarian Program is rewarding not only for students who benefit from the individual attention, but also for participating librarians. As Science Librarian & Scholarly Communication Coordinator Shannon Kealey points out, "when students know we care about them beyond just their academics, we hope they will be more likely to approach us for help."



### *A few things students have said about the Personal Librarian Program:*

"I seriously appreciate you helping me these last two quarters. You have taught me a lot and I am thankful to have you on campus. I am sure I will see you over the summer."

—Grace C., Communication

"Thank you so much for your resources and helping me find some material to get me started on my research. I sincerely appreciate your time; this is one of my first religion courses as a transfer student so your help is extremely appreciated."

—Kevin S., Psychology

"Thank you for...the generous time and support that you gave to me. I am so grateful to have you willing to help me along this journey!"

—Maria I., Communication

## INFORMATION LITERACY

Our reflection and assessment has also informed our Information Literacy Program, giving it added depth. Every SCU undergraduate student in every major is introduced to information literacy through the required two-part Critical Thinking and Writing (CTW) course. CTW 1 and 2 employ a cohort model, where students remain with the same instructor and peer group for both courses. Later, undergraduate students refine their writing and information literacy skills through a required Advanced Writing (AW) course.

All CTW and AW courses are designed to meet four key learning outcomes for writing, one of which is that students will be able to “independently locate, deliberately select, and appropriately use and cite evidence that is ample, credible and smoothly integrated into an intellectually honest text appropriate for a particular discipline.” Faculty who propose CTW and AW sections must also demonstrate to a committee of their peers and librarians that the course includes “evidence of lessons or workshops dedicated to teaching information literacy by library staff or the instructor.”

While librarians have offered information literacy instruction in CTW, AW, and discipline-specific courses for years, over the past four years we have capitalized on opportunities provided by the revised core curriculum to form a complete and cohesive Information Literacy (IL) Program. We have achieved this by scaffolding our curriculum, increasing the number of instruction sessions we offer, and embedding library instructors in courses.

We align our IL curriculum to the CTW sequence and Advanced Writing to ensure that we cover IL concepts where we are most likely to reach all students. This also affords librarians the opportunity to cultivate meaningful relationships with students over several quarters. In AW we seek to build on the skills and competencies of the CTW sequence by providing more advanced information literacy instruction as students complete more complex writing and research assignments.

Today, librarians successfully provide instruction in nearly 100 percent of AW and CTW 2 courses with a growing presence in CTW 1.

Beyond CTW and AW courses, students practice and develop research skills as they progress through the core curriculum and in their major. Within foundational courses in their majors, students learn from librarians how to conduct research in their chosen discipline. Over the past four years we have targeted courses in various disciplines to provide an embedded librarian who offers integrated and sustained library instruction from start to finish, building on student skills developed in CTW and AW courses. In these discipline-specific courses, librarians partner with faculty before the course begins, advising on learning outcomes and helping to design assignments. Often student assignments are integrated with multiple research sessions led by library instructors.



## Librarians in the Classroom

In a CTW course with the theme of food justice and sustainability, Head of Instruction & Assessment Nicole Branch collaborates with English Department Lecturer Nick Leither to design sessions that explore information literacy topics. Topics include distinguishing primary and secondary sources; developing topic and keyword searches; and increasing database searching skills. By sequencing these sessions through four workshops spread across both CTW 1 and 2, students are progressively introduced to core information literacy skills and competencies.

## FACULTY WORKSHOPS

While subject librarians have long worked individually with faculty to integrate information literacy into courses and assignments, the Library formalized this role during the past two years. Based on her experience coordinating the Library's approach to CTW courses, Information Literacy Coordinator Gail Gradowski envisioned a workshop series in which subject librarians worked as a team to help faculty develop opportunities for integrating research and information literacy into courses and assignments.

In December 2015, the Library hosted its first daylong workshop for instructors who teach advanced writing courses, which always include research and a strong IL component. The focus was how to design research assignments. Eleven faculty members and their subject librarians spent the day discussing student research challenges, exploring pedagogical approaches to research assignments, and designing assignments with stronger integration of information literacy. In September 2016, the Library hosted its second full-day faculty workshop, which expanded the scope of the original workshop to include multiple departments and disciplines. Nine faculty members from seven

different departments participated. Of the faculty that participated, all indicated on a feedback survey administered at the end of the workshop that they would both recommend the workshop to a peer and that they would be more likely to contact a librarian when designing a new course or assignment. Narrative comments indicated that faculty gained insight into scaffolding assignments, integrating information literacy into their courses, the possibilities available to work with librarians, and understanding the research experience of students. As one faculty stated, the workshop provided “a critical but practical approach to integrating information literacy” into courses and assignments.



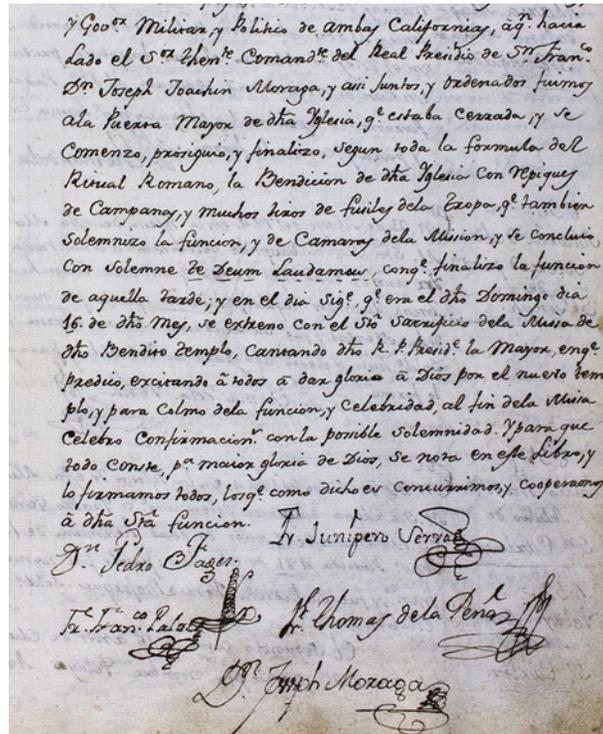
Faculty Workshop

## COLLECTIONS

Over the past four years we have examined our collections in order to better manage them for accessibility, space, and new approaches to library resources. Recognizing that rehousing or removing materials offered the opportunity to reclaim space for student study, we started with a large reference area on the first floor. In 2013-2014, librarians weeded the reference collection to half its former size, which enabled us to redesign part of the first floor. Circulation data played a key role in weeding projects. For example, books with zero circulation owned more than 20 years are candidates for weeding; books with zero circulation owned 10-19 years are transferred from open stacks to storage in our ARS.

Along with examining our print materials, the Library has made other advances in collections, including implementing a DDA (Demand-Driven Acquisition) ebook program and initiating streaming media programs. We have also redefined our participation in the Federal Depository Library Program to be more targeted and less time-intensive for those materials we do not intend to keep long term. Our goal in each case is to provide the broadest access to appropriate and modern collections while streamlining the work of library staff.

All of our new collections initiatives have drawn on Santa Clara's unique history and character, while advancing future considerations of space and collections. Our work with the Mission Santa Clara Manuscript Collection (1777-1851) is perhaps the best example of this. The manuscripts deal with



Historical account of the dedication of Mission Santa Clara led by Fr. Junípero Serra in 1784 (third mission).

the Franciscan missionaries' spiritual endeavors, as well as various aspects of daily life at the Mission. In 2013, the Library received donor funding to bring in an archivist for a two-year project to prioritize, arrange, and describe the manuscripts as well as to compose summary descriptions, brief translations, and create a finding aid.

**Online collection:** [content.scu.edu/cdm/landingpage/collection/msc](http://content.scu.edu/cdm/landingpage/collection/msc)

## Special Collections in the Classroom

English 14 is a required foundational course for English majors. Professor and English Department Co-chair Michelle Burnham partners with Associate University Librarian for Learning & Engagement Elizabeth McKeigue and Special Collections Librarian Elizabeth Newsom to design the syllabus and several assignments and projects. The course includes six class periods led by the librarians: three sessions devoted to conducting research in the discipline and three on the history of the book as seen through the Library's special collections.

In a major assignment for the course, students pursue a research and writing project that explores a particular genre in depth. Each student researches, develops, and writes an introduction to a particular genre or subgenre of literary writing for the course's wiki page. Analysis of citations shows how frequently students use both the Library's digital and print collections, rather than free websites, to enrich their research. Even after the wiki-page assignments are due, most students continue to edit and add new examples. For these students, their work becomes more than an assignment. Their work matters to them, they take pride in it, and they are eager to continue their research and learn more—all hallmarks of the behaviors of engaged lifelong learners.

[Sample student work: [wiki.scu.edu/live/litgenres15/index.php/Maggie:\\_lyric](http://wiki.scu.edu/live/litgenres15/index.php/Maggie:_lyric)]

## UNIVERSITY INITIATIVES

Another lesson from our reflection was the need to continue developing initiatives beyond the Library. Over the past four years, we have increased both our presence and the depth of our involvement in important university initiatives. Serving as advisors and collaborators, our involvement in these initiatives allows the Library to have a voice in the direction of the University and to deepen our educational role.

One example is the Library's partnership with the University's Office of Assessment to support assessment of student learning and to ensure that the Library's work aligns with institutional goals for student learning. A librarian serves on the University Assessment Committee, which is charged with supporting and reviewing the assessment of student learning across the curriculum. This committee also plays an important role in advancing the University's learning objectives and accreditation tasks related to student learning.

A librarian serves on the University's Faculty Core Committee on Writing. This committee, comprised of faculty from various disciplines along with a librarian, is responsible for reviewing proposed CTW and AW syllabi, which must meet core-curriculum requirements. Having a librarian on the committee supports the Library in advancing information literacy and provides expertise on information literacy outcomes and research instruction.

## CONNECTING ACADEMICS AND EVENTS

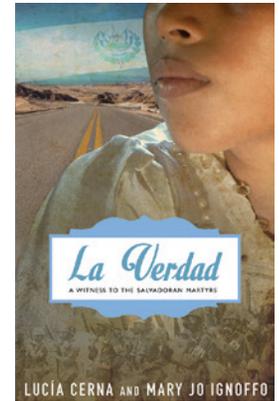
Our reflection process revealed that students and faculty see the Library not only as a space for study and research, but also as a hub for the cultural life of the University. We have embraced, defined, and expanded this role over the past four years. We are now a central, collaborative partner in bringing together SCU values and the passions of our students and faculty through programming that reflects all of our constituents. Our events include educational programs such as panels, author talks, and Literary Cuisine lunches, as well as student-support events such as Welcome Fest, which welcomes students to each new academic year, and finals week stress-relief events. We have collaborated on these events with campus partners ranging from the Title IX Office to the University's Miller Center for Social Entrepreneurship.

Among our most popular collaborative ventures to date:

### **Book of the Quarter: *La Verdad y la Justicia***

**Partnership: The Bannan Institute of the Ignatian Center for Jesuit Education (2014)**  
Book of the Quarter occurs three times each year, in fall, winter, and spring quarters. Developed in collaboration with one or more University academic departments, schools, or centers, Book of the Quarter programs typically feature the author(s) of the selected book, often in conversation with SCU faculty.

In 2014, the Library and the Bannan Institute co-hosted a discussion of the book *La Verdad: a Witness to the Salvadoran Martyrs* to commemorate the twenty-fifth anniversary of the assassination of six Jesuit priests, their housekeeper, and her daughter at the Universidad Centroamericana (UCA) in El Salvador.



The discussion featured Anthropology Professor Luis Calero and the book's co-authors, historian Mary Jo Ignoffo and Lucia Cerna, a key witness to the tragedy. More than 150 people attended, particularly to hear Lucia Cerna share her personal story. The event was so popular that we opened additional meeting rooms in the Library and broadcast the event simultaneously.

### **Sexual Assault Awareness Month Events**

#### **Partnership: Wellness Center; Women's and Gender Studies Program (2016)**

"Examining Sexual Assault Response and Survivor Support Systems on College Campuses" was a panel discussion and conversation focused on Jon Krakauer's book *Missoula: Rape and the Justice System in a College Town*. The panel featured faculty members from the History Department and the Women's and Gender Studies Program, the campus coordinator of the Violence Prevention Program, and an undergraduate student. That same week, the Library hosted a screening of the film, *The Hunting Ground*, a powerful documentary about sexual assault on college campuses and the impact it has on those involved.



Our commitment to engaging with our community in dynamic new ways embodies the progress of our transformation.

Using what we learned from our reflection and assessment, we created programs and services targeted to meet the needs of the community. We tailored our Personal Librarian Program to increase our connection to students needing more individual attention. Our involvement in Critical Thinking and Writing, Advanced Writing, and foundational courses strengthens our connection to the curriculum and infuses information literacy throughout a student's life at SCU. By refocusing our collections, and integrating demand-driven ebook and streaming-media options, we optimize our acquisitions budget, which allows us agility in providing new offerings. Our academically integrated events bring the community together to grapple with issues and topics. Our community engagement focuses on creating collaborative and sustainable partnerships. **Our final step to fully transform the Library was internal.**

# TRANSFORMATION

In the last four years we have completely transformed the Library from a largely inward-focused organization to an engaged, outward-facing, and vibrant organization. This transformation is a result of our reflection and our engagement with the community.



### ORGANIZATIONAL REALIGNMENT

To achieve the ambitious, forward-thinking goals set out in our 2013 Strategic Plan, the Library first needed to realign its organizational roles and workflows. In order to support emerging priorities, we assessed and completely realigned both position descriptions and workflows, which had not been updated since the 1990s.

In the first phase of our organizational realignment, we assessed Technical Services. In January 2013, a consultant reviewed Technical Services with goals of examining workflow in terms of best practices, adapting workflows to increase efficiency, and aligning staff efforts with changing patron demands. This Technical Services assessment culminated in a range of sweeping recommendations, including:

- Realigning some staff responsibilities and practices;
- Advocating for a dedicated Electronic Resources Librarian;
- Providing additional support for electronic resources workflows;
- Developing approval plans and a shelf-ready program; and
- Rethinking the collections and access budget.

The second phase of the realignment was to update and rewrite all library job descriptions. Working closely with SCU Human Resources, the majority of job descriptions were updated in 2014. Leveraging the work of the consultant, we also designed and implemented a Technical Services reorganization that allowed us to consolidate the activities of five positions to two positions. This reorganization then allowed us to reassign those three positions

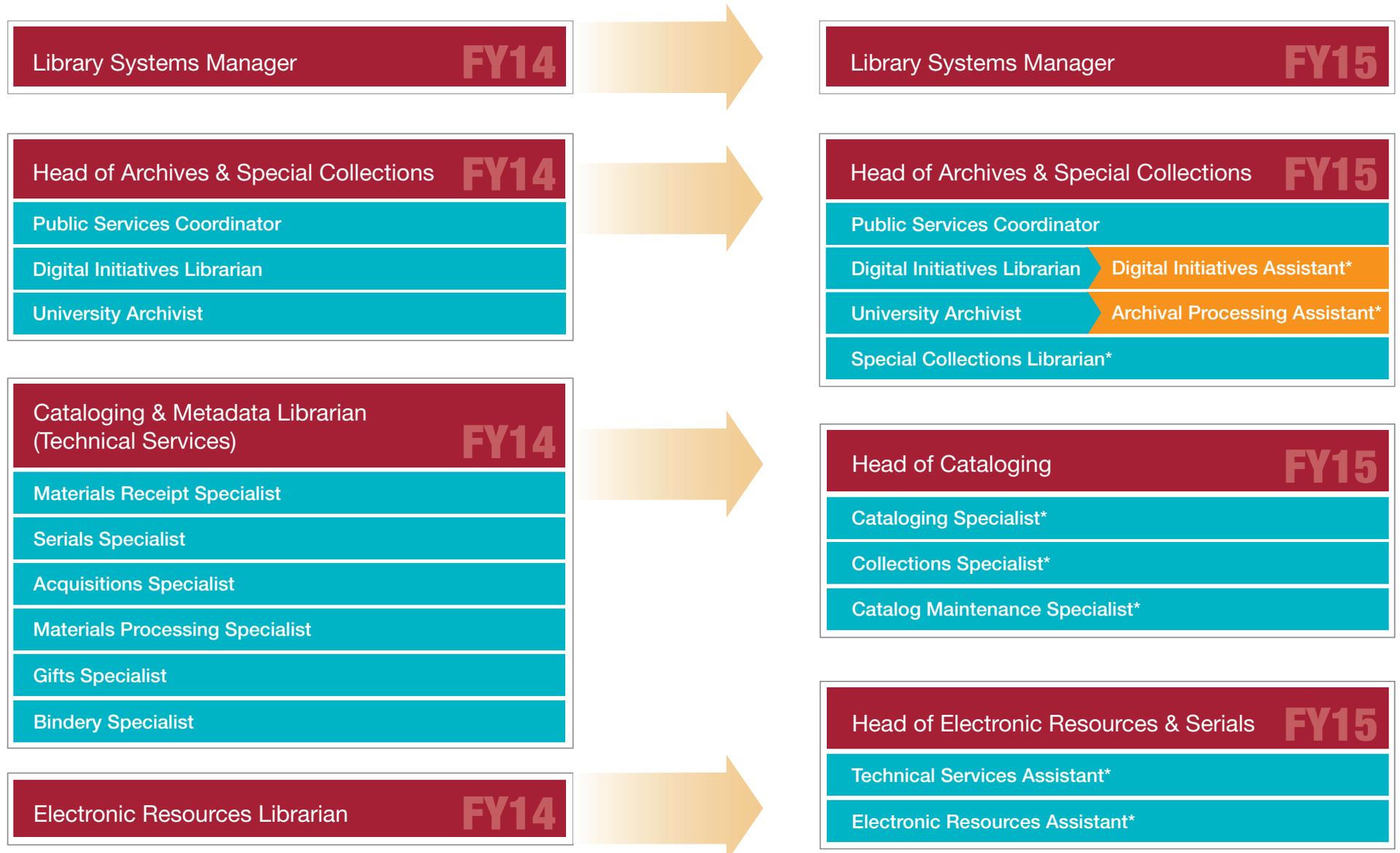
to areas of growth elsewhere in the Library. Significantly, we created two positions in Archives & Special Collections to better support our unique collections of primary materials and SCU digital humanities initiatives.

In the same year, retirements opened opportunities to support our vision and emerging trends in learning and engagement by adding key positions: Communications and Events Coordinator, Scholarly Communication Coordinator, and Assessment Coordinator.

Our organizational realignment has had a profound impact on the Library's efficiency and capacity to provide dynamic collections and responsive services. This new team structure is the backbone for our engagement with the University community and our ongoing transformation.

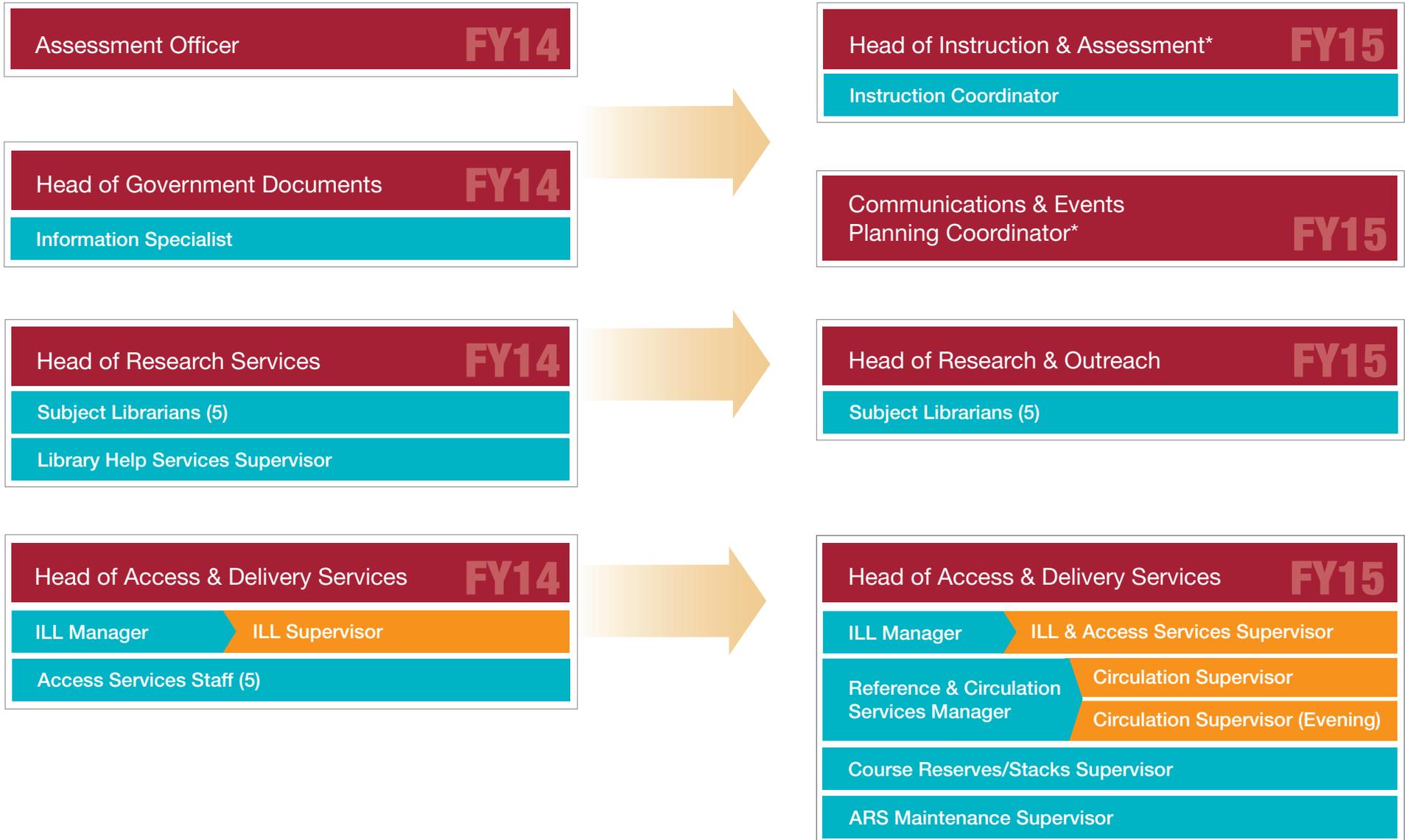


RESOURCES & DIGITAL SERVICES FY14 → FY15



*\*New positions in Resources & Digital Services for FY15*

LEARNING & ENGAGEMENT FY14 → FY15



*\*New positions in Learning & Engagement for FY15*

### COMMUNICATION

We implemented important changes with the aim of developing a more inclusive culture and more open communication among library staff. The first change was the introduction of monthly All Hands meetings, which provide an opportunity for all library staff to receive updates and to share their work. Agendas are developed using a survey tool that allows staff members to give input for topics and minutes are provided for those who cannot attend. Meetings include presentations by library staff and others within the University, time for questions and answers, and a built-in opportunity for celebration and reflection on our achievements.

Changes in communication between different layers of library leadership have fostered greater transparency, a more participatory leadership structure, and increased awareness of activities taking place across the Library. The Library Management Council agendas and minutes are shared with the entire library staff, and include detailed updates from each library unit on its current activities. Additionally, the University Librarian began holding annual one-on-one meetings with all library staff. Each year these meetings have guiding questions, yet also allow time for informal conversations and a chance for staff to ask any questions they might have.

### CULTURE

The Library's culture had been opaque; now it is inclusive and transparent. This shift occurred through the creation of new library groups and restructuring existing groups that serve as vehicles for openness, transparency, and increased awareness and collaboration. Library staff participate in groups related to scholarship and research, instruction, events planning, collection development, and scholarly communication. These groups allow library staff to collaborate on programming, receive support from their peers, and play key roles in advancing strategic goals. Several groups set aside time to discuss readings selected by a rotation of group members. These discussions provide a structured opportunity for members to learn and consider new approaches to our work.



### TRANSFORMING OUR SPACE

Though the Learning Commons is relatively new, we have also transformed our physical space, which in turn has transformed interactions with our patrons. Merging our welcome, information, reference, and circulation desks into one central Library Help Desk has increased the number of interactions between library staff and library users. This increase is especially true for students due to the Help Desk's prime location and welcoming design. One side of the four-sided service desk is a counter-height study area with barstools and power outlets. Like a neighborhood bar, students perch at the "bar" to see and be seen, and to chat with friends and the Library Help Desk staff.

Based on student feedback from LibQual+, the first-floor redesign survey, and the Library Student Advisory Board, we also responded to our community with new services and resources:

- Adding seating on the first floor. We relocated under-utilized reference collections and removed shelving, freeing prime real estate to add 80 more seats for individual and group study.
- Adding device-charging stations to the lounge seating areas. Since we added charging stations, the Assistant Vice Provost for Student Life requested information about them; now stations have been placed in the Student Center.
- Starting a popular reading collection in a high-traffic area. We recategorized "popular" books from our main circulating collection and identified \$15,000 in annual funds from our acquisition budget to buy additional books from bestseller lists and community suggestions.
- Opening earlier in the morning. Students pointed out that our 7:30 a.m. opening time was not early enough for 8 a.m. classes. We revised existing staff schedules and expanded our weekday hours to open at 7 a.m.
- Installing food and drink vending machines. Although a café is located at the entrance of the building, it is not open as many hours as the Learning Commons. We held focus groups with students to identify the types of snacks and beverages to stock in the vending machines.
- Opening conference and meeting rooms for additional study space. In response to concerns of overcrowding during exams, the Library collaborated with Academic Technology to open three rooms, normally used as video viewing and recording rooms, during the last two weeks of each quarter. The Library rents extra tables and chairs, which provide up to 110 additional seats for students.



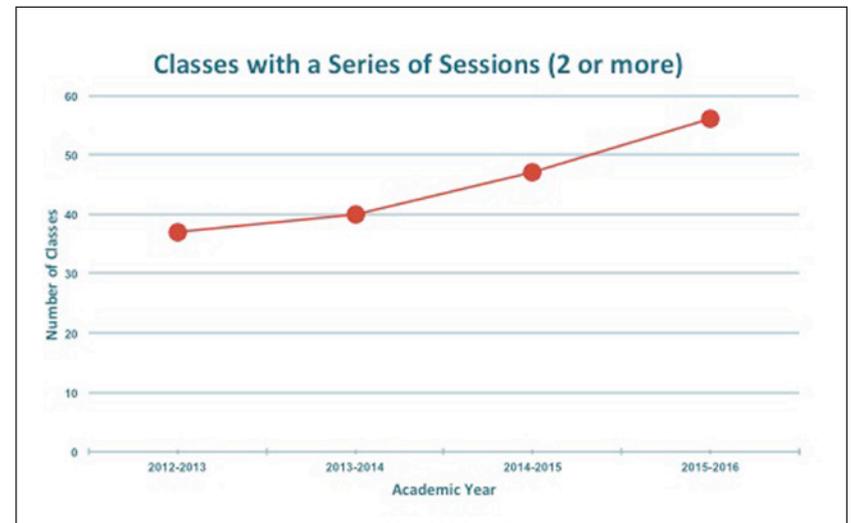
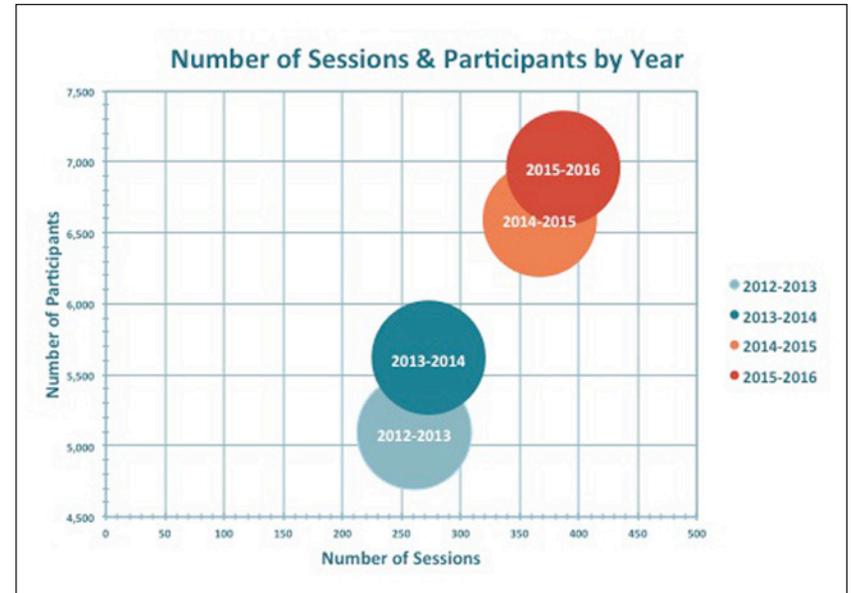
### INCREASING INFORMATION LITERACY INSTRUCTION

Our integration with departmental courses, course embedding, and targeting Critical Thinking and Writing, Advanced Writing, and other research-intensive courses has led to an overall increase in both the amount and depth of instruction the Library provides. We have seen yearly increases in the number of sessions provided, the number of students reached, and the number of courses where librarians provide more than one session.

Over the past three academic years, the number of library sessions has increased by 48 percent: from 261 sessions in 2012-13 to 387 sessions in 2015-16. During the same time frame, our revitalized outreach efforts helped increase the number of courses that receive more than one library instruction session by 51 percent: from 37 to 56 courses.

Academic Year	Total Number of Sessions	Total Number of Participants
2012-2013	261	5,092
2013-2014	273	5,618
2014-2015	367	6,596
2015-2016	387	6,957

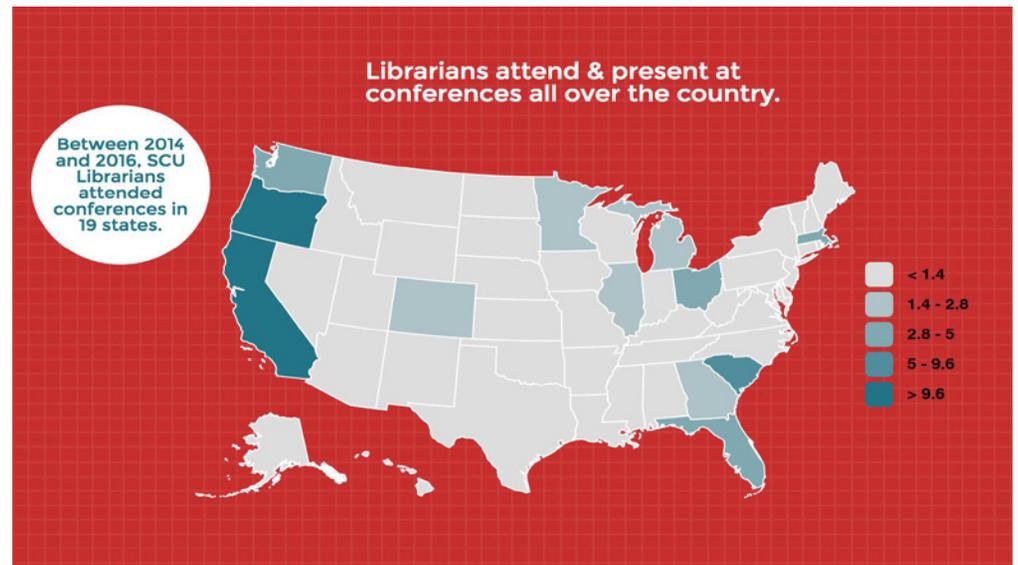
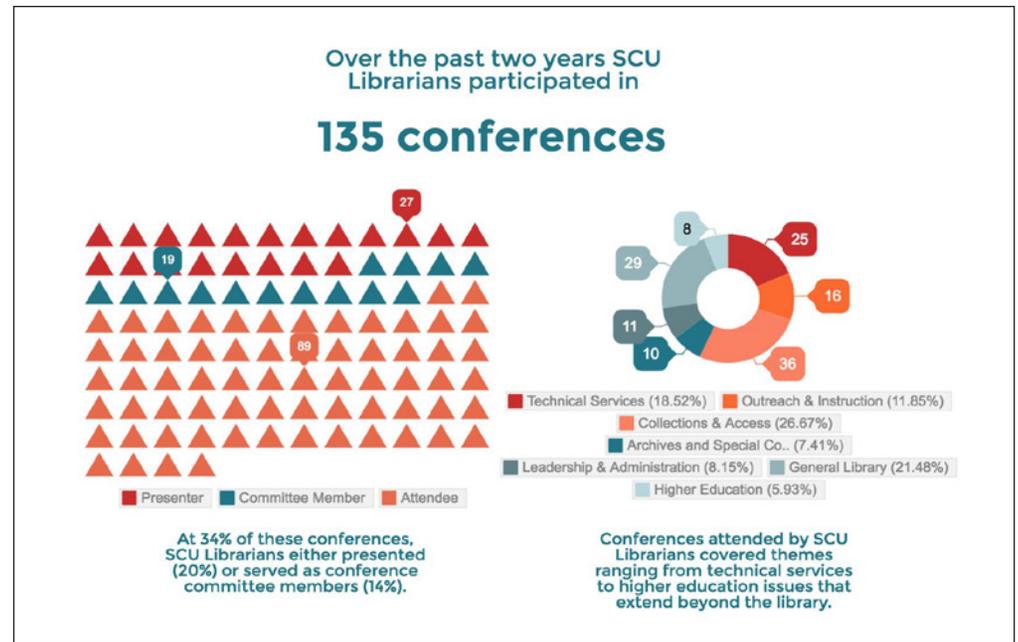
Academic Year	Classes with a Series of Library Sessions
2012-2013	37
2013-2014	40
2014-2015	47
2015-2016	56



## SCHOLARSHIP AND PROFESSIONAL ENGAGEMENT

We have also transformed our support for scholarship and professional engagement, which now play key roles in our work. Over the past four years we have increased financial and logistical support for library staff to attend conferences, implemented support for library staff to engage in research, and encouraged greater involvement with professional committees.

- Our 17 librarians are currently members of 26 committees in 14 organizations. Our contributions to local, regional, and national committees reflect our commitment to all aspects of librarianship.
- Our publications and presentations demonstrate not only our collegial work at SCU, but also our work with colleagues nationwide. (See list of publications and presentations)
- We created a Scholarly Activities Interest Group that meets regularly to discuss our research, to present and share results, and to learn new skills.
- Over the past two years, SCU librarians have attended 135 conferences. Of these, 66 percent were in California, 33 percent were outside of California, and 1 percent were international. In 34 percent of these conferences SCU librarians played an active role as presenters or committee members supporting the conference.
- We celebrate our scholarly work in a monthly report of professional activities, including papers and posters presented and articles published.
- We recently revised our guidelines for promotion, reappointment, and continuing status to emphasize job performance supported by research, publication, and service.



# SERVICE & SCHOLARSHIP

Santa Clara University's Jesuit values emphasize service and scholarship. The Library embraces these values and, through them, we work with and for others to build a more humane, just, and sustainable world.



## LIBRARY SERVICE ACTIVITIES

The value of service is deeply held by Library staff members who participate in a yearly, library-wide half-day service activity. Individual service includes:

- Making weekly deliveries for the student-run **SCU Food Recovery Network** ([www.scu.edu/cas/ess/news/breaking-news/food-recovery-network-update.html](http://www.scu.edu/cas/ess/news/breaking-news/food-recovery-network-update.html))
- Making and serving breakfast at **LifeMoves** ([lifemoves.org/](http://lifemoves.org/))
- Serving on the Board of Directors of Oakland **Kids First** ([www.oaklandkidsfirst.org/](http://www.oaklandkidsfirst.org/))
- Serving on the Board of Directors of **Friends of African Village Libraries** ([www.favl.org/index.html](http://www.favl.org/index.html)).

Library-wide service activities have included:

- 2013 **Health Trust Food Basket:** Packed bags and sorted donated food
- Estrella Family Services:** Served at Gardner Elementary School
- 2014 **Family Giving Tree Holiday Wish drive:** Sorted and prepared gifts for distribution at their warehouse
- 2015 **United Way/Family Giving Tree Holiday Wish drive:** Sorted and prepared gifts for distribution at their warehouse

## FAMILY GIVING TREE

As a Drive Leader for the Family Giving Tree's Back-to-School and Holiday Wish drives, the Library facilitates donations and participation within the University by posting tags during the two drives, collecting physical donations, and delivering them to the Family Giving Tree warehouse. In fall 2016 we received the Golden Backpack award for the largest donation in our size category.



University Librarian Jennifer Nutefall (center) receiving the Golden Backpack award from Family Giving Tree founder Jennifer Cullenbine (left) and Development Director Jeanne Clabaugh (right).

## FRIENDS OF AFRICAN VILLAGE LIBRARIES (FAVL)

We have a long-standing partnership with FAVL, an organization founded in 2001 and committed to the long-term management of and support for small community libraries in rural Africa. FAVL currently supports 18 libraries in Burkina Faso, Ghana, Tanzania, and Uganda.

Each year the Library donates proceeds from one Literary Cuisine event, along with the profits received from our Better World Books donations, with an average annual donation of \$1,100.



## COLLOQUIUM ON LIBRARIES & SERVICE LEARNING (CLSL)

Founded in 2014 at Santa Clara University by University Librarian Jennifer Nutefall, the colloquium provides an opportunity for librarians, faculty, and service learning directors to engage in the sharing of research, ideas, perspectives, and best practices in library engagement with/in academic service learning. For more information: [scholarcommons.scu.edu/libraries-and-service-learning/](http://scholarcommons.scu.edu/libraries-and-service-learning/)

- 2014: Extending our reach: Inaugural Colloquium on Libraries and Service Learning
- 2016: Libraries and the Public Purposes of Higher Education
- 2017: Bridging campus and community: Libraries transforming the student experience through service learning



SCU Library Day of Service

## LIBRARY PRESENTATIONS 2014-2016

**Susan Boyd** presented “Senior Design Theses: Moving to an electronic collection by collaborating with the School of Engineering” at the 2014 American Society for Engineering Education Conference.

**Susan Boyd** presented “Data Doesn’t Have to Be a Four-letter Word: Professional development to tame the data monster” at the 2014 SLA San Diego Chapter Meeting.

**Nicole Branch, Tina E. Chrzastowski,** and **Jessica Harris** presented “Going Beyond DDA’s ‘They Clicked It ➔ We Bought It ➔ Done’ Assessing Ebook Use Pre- and Post-Purchase” at the 2016 Library Assessment Conference.

**Nicole Branch,** Sarah Dahlen, Annette Marines, Michele Van Hoeck presented “Information Literacy: a core competency for student academic and post-college success” at the 2015 WASC Academic Resource Conference.

**Nicole Branch** and Julia Voss presented “BEAM: A cross-disciplinary vocabulary for teaching research and writing” at the 2016 Teaching and Learning National Institute.

**Tina E. Chrzastowski** and **Jennifer Nutefall** presented a poster entitled “Is everything all right at night? Measuring user response to overnight library services” at the 2016 Library Assessment Conference.

**Tina E. Chrzastowski,** Lynn Wiley, and Jean-Louise Zancanella presented “Three Ebook Outlooks: What humanists, social scientists and scientists want and predict” (A LibValue study) at the 2014 ARL Assessment Conference.

**Tina E. Chrzastowski,** Lynn Wiley, and Jean-Louise Zancanella presented “How Does Ebook Adoption Vary by Discipline? What humanists, social scientists, and scientists say they want” (a LibValue study) presented at the 2014 Charleston Conference.

**Tina E. Chrzastowski** and Lynn Wiley presented “Ebook Use and Acceptance by Discipline: How do humanists, social scientists, and scientists use and perceive ebooks?” (A LibValue study) at the 2015 7th International Conference on Qualitative and Quantitative Methods in Libraries.

Carol Ann Gittens, **Gail Gradowski,** and **Christa Bailey** presented “Information Literacy: Critical thinking, and written communication across the undergraduate years: a rubric strategy” at the 2014 WASC Academic Resource Conference.

**Gail Gradowski,** Denise Krane, and Jill Goodman-Gould presented “Sources Matter: How talking about research at the tutoring table influences student writing” at the 2015 Northern California Writing Centers Association Conference.

**Jessica Harris, Tina E. Chrzastowski,** and **Sophia Neuhaus** presented a poster entitled “Print Reference Collections Never Die, They Just Fade Away: Or do they?” at the 2015 ARCL Conference.

**Jessica Harris** and **Tina E. Chrzastowski** presented a poster entitled “How Weeding Adds Value to Library Collections: Weighing the costs of weeding and the cost of keeping books” at the 2015 Charleston Conference.

**Jessica Harris** presented “Tips & Tricks to Help Manage Electronic Resources” at the 2015 NORCAL IUG Meeting.

**Jessica Harris,** Tim Auger, and Martha Rice-Sanders presented “Academic Libraries, Knowledge Bases, and eResources” for the Innovative staff.

**Jessica Harris, Wen-Ying Lu, Dana Kemp,** Yu-Lan Chou, and Carey Hunt presented “How to Do It Easier, Faster, and Cheaper: Managing and assessing Technical Services workflows” as a pre-conference presentation at the 2016 IUG Meeting.

**Shannon Kealey** and **Helene Lafrance** presented “Developing a Personal Librarian Program for Transfer Students and Other At-risk Groups” at the 2016 CARL Conference.

**Helene Lafrance** and **Joanne Britton** presented “Rethinking the Learning Commons” at the American Library Association 2014 Annual Meeting.

## LIBRARY PRESENTATIONS 2014-2016

**Helene Lafrance** and **Joanne Britton** presented “Rethinking the Learning Commons” at the 2014 California Library Association Conference.

**Helene Lafrance** and **Shannon Kealey** presented “Personal Librarian Program for Transfer Students and Other At-risk Groups: Implementation and assessment” at the 2016 Personal Librarian & First Year Experience Conference.

Danelle Moon, Amy Dunning, **Erin Louthen**, Catherine Mills, and **Deborah Oropeza** presented “Rediscovering Alta California: Increasing access to 18th and 19th century religious and secular collections” at the 2014 Society of California Archivists Annual Meeting.

**Rice Majors** and Steve Bosch presented “Are You Aligned with Your Researchers? Diversifying content to improve outcomes” at the American Library Association 2015 Annual Meeting.

**Rice Majors** and Erika Johnson presented “The Books We Didn’t Buy: Assessing what we don’t have” at the 2015 Charleston Conference.

**Rice Majors** and Erika Johnson presented “All of the Responsibility, None of the Authority” as a pre-conference presentation at the 2016 IUG Meeting.

**Rice Majors** and Suzanne Kapusta (YBP) presented “Listening to Our Patrons: Assessing and improving an approval plan” at the 2016 Acquisitions Institute Conference.

**Elizabeth McKeigue** and **Nicole Branch** presented a poster entitled “Return on Instruction: Methods for assessing the impact of information literacy instruction on the use of electronic resources” at the 2015 Charleston Conference.

**Elizabeth McKeigue**, Jamie Hazlitt, Erika Johnson, and Dan Ascher presented “Marketing Your Collections: Which Strategies Actually Work?” at the 2016 Charleston Conference.

Heather Staines, Bob Boissy, Jessica Clemons, Charles Lyons, **Elizabeth McKeigue** and Karen McKeown presented “ATG Special Issue Roundtable: Content for Courses” at the 2016 Charleston Conference.

**Nadia Nasr**, Michaela Ullmann, Audra Eagle Yun, Marje Schuetze-Coburn, and Daryl Morrison presented “Visions and Realities in Special Collections: How reorganizations, changing environments, and new demands & technologies impact special collections” at the 2016 Annual General Meeting of the Society of California Archivists.

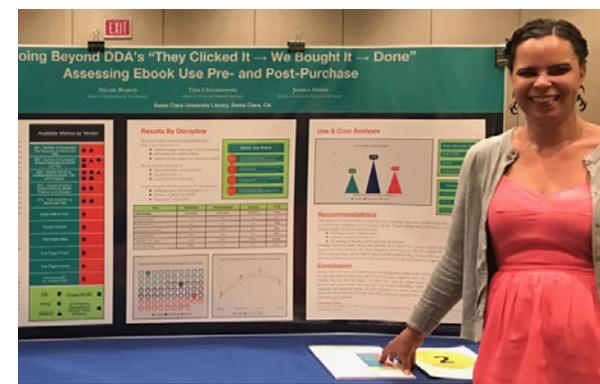
**Jennifer Nutefall** and Alex Hodges presented “Connecting pedagogies: Accelerating impact with service learning and information literacy” at the Fall 2016 Academic Librarians’ Interest Group North meeting.

**Jennifer Nutefall** and Alex Hodges presented “Connecting Pedagogies: Service learning and information literacy accelerate impact” at the 2016 Campus Compact 30th Anniversary Conference.

**Jennifer Nutefall** presented the keynote “Engaged Learning, Engaged Library” at the 2016 University of Michigan Library Engagement Symposium.

**Jennifer Nutefall**, Christopher Cox, and W. Lee Hisle presented “Roles and Responsibilities of Deans and Directors in Digital Initiatives and Campus IRs” at the 2016 Digital Initiatives Symposium.

**Jennifer Nutefall** and Alex Hodges presented “Connecting Pedagogies: Service learning and information literacy” as an ACRL e-Learning webinar on November 16, 2016.



Nicole Branch presenting at the 2016 Library Assessment Conference.

## LIBRARY PUBLICATIONS 2014-2016

**Tina E. Chrzastowski** and **Jennifer E. Nutefall**.

“Is Everything All Right at Night? Measuring user response to overnight library hours.” *Journal of Access Services* 13, no. 3 (2016): 179-198.

**Tina E. Chrzastowski** and Lynn N. Wiley. “E-book Use and Value in the Humanities: Scholars’ practices and expectations.” *Library Resources and Technical Services* 59 (2015): 172-186.

Jill Goodman Gould and **Gail Gradowski**. “Using Online Video Oral Histories to Engage Students in Authentic Research.” *Oral History Review* 41 (2014): 341-350.

**Erin Louthen**. “Santa Clara University Library Archives & Special Collections Reveals Mission Santa Clara Manuscript Collection During Two-Year Project.” *Society of California Archivists Newsletter* 157 (2016): 7.

**Elizabeth McKeigue**. “Current Trends, Challenges, and Opportunities for Electronic Reserves Services at Santa Clara University.” *Against the Grain* 28 (2016): 28-30.

**Nadia Nasr**. “Big Ship, Small Rudder: Articulating a Clear Vision for Archives & Special Collections.” *Archival Outlook*, November/December 2016 (forthcoming).

**Jennifer E. Nutefall** and Steven Sowell. “Mysteries in the Night: an exploratory study of student use and perceptions of 24/5 hours.” *Public Services Quarterly* 10 (2014): 96-114.

Scott Garrison and **Jennifer E. Nutefall**. “Start by Interviewing Every Librarian and Staff Member.” *College & Research Libraries News* 75 (2014): 246-253.

**Jennifer E. Nutefall**. “How an Outside Facilitator Helped Us Create a Better Strategic Plan.” *Library Leadership & Management* 29, no.3 (2015).

**Jennifer E. Nutefall**, ed. *Service Learning, Information Literacy, and Libraries*. Santa Barbara, CA: Libraries Unlimited, 2016.

**Jennifer E. Nutefall** and Phyllis Mentzell Ryder. “Teaching Serendipity.” In *Accidental Information Discovery: Cultivating serendipity in the digital age*, eds. T. M. Race and S. Makri, 27-51. Chandos Publishing, 2016.



## UNIVERSITY LIBRARY

The transformation of the Library that began with the construction of a new building in 2008 has now been realized.

We fully embody our ideals of collaboration, dynamic services and collections, and responsiveness to changing student and faculty needs. The Library has formed a cohesive team, working together towards common goals. As a testament to our transformation, we achieved 85 percent of our 2013 strategic plan goals by spring 2016, two years ahead of our projection. We have articulated new goals and objectives under our five strategic priority areas to explore new opportunities and meet new challenges.

Our story continues the story of Silicon Valley while embodying our Jesuit values. While Silicon Valley transformed from orchards and fruit production to a hub for technology, the Library transformed, moving from an inward-focused organization to a vibrant, outward-facing organization. Yet, we hold to our Jesuit values of social justice, service to the community, and educating citizens and leaders of competence, conscience, and compassion.





10/26/2016

Association of College and Research Libraries  
Excellence in Academic Libraries Award Committee  
50 E. Huron St.  
Chicago, IL 60611

Dear Members of the Award Committee:

It is my pleasure to write this letter in support of Santa Clara University's application for the ACRL Excellence in Academic Libraries Award. Santa Clara University would be proud to have its Library receive the ACRL award honoring academic libraries and their staff for working together as a team to further the educational mission of the institution.

At Santa Clara University, as indicated on the University's website, we "pursue new technology, encourage creativity, engage with our communities, and share an entrepreneurial mindset" in the context of the Jesuit commitment to leave the world a better place. These core goals, values, and commitments are interwoven in the University's mission statement and strategic direction. The University Library exemplifies our values and the transformation that occurs when the Library staff collaborate with the University community in support of the mission of the University.

The Library contributes directly to the University's mission and strategic priorities, most notably, to our central focus on student learning. We strive to be a community that educates the whole person, developing compassionate leaders while advancing innovation. The Library's partnership with faculty is key to the integration of information literacy throughout the curriculum, a critical skill set we value for both well-rounded individuals and ethical leadership. Our librarians are valued campus partners, active in faculty development initiatives, hosting faculty cafes (lunchtime discussions), collaborating on digital scholarship initiatives, and supporting faculty in incorporating primary sources into courses and curricula.

Our commitment to excellence in Jesuit education leads us to continuously improve our curriculum, and here the University Library also plays an important role. The Library participates in a number of key committees and initiatives that help drive this commitment to excellence. Our core curriculum committees review and approve courses for each area of the curriculum, and librarians have served, since the creation of the Core Curriculum approval process, on the core committee for writing. When new university initiatives arise, such as digital scholarship, the Library is at the heart of discussion. Additionally, the library plays a role in critical assessment efforts, partnering with the assessment office on assessing the core curriculum.

Strengthening scholarship and creative work is a third strategic area of focus for the University. In addition to supporting staff and students in their scholarly pursuits through research assistance

Office of the Provost  
500 El Camino Real, Santa Clara, California 95053-0460  
408-554-4533 FAX 408-551-6074 www.scu.edu

"The Library's partnership with faculty is key to the integration of information literacy throughout the curriculum, a critical skill set we value for both well-rounded individuals and ethical leadership."

—DENNIS C. JACOBS, Ph.D.  
Provost and Vice President  
for Academic Affairs,  
Santa Clara University

and collections, in the last four years the scholarship the University Library staff has produced has increased significantly. Although they do not serve as faculty members, our librarians are active professionally and share their experience with others. They have also recently codified this with a significant revision to the Academic Staff Librarian Handbook, clarifying the professional roles and responsibilities of library staff. I was pleased to approve this revision with its renewed emphasis on scholarship and professional involvement, mirroring our faculty commitment to scholarship in the Library's reappointment and promotion cycle.

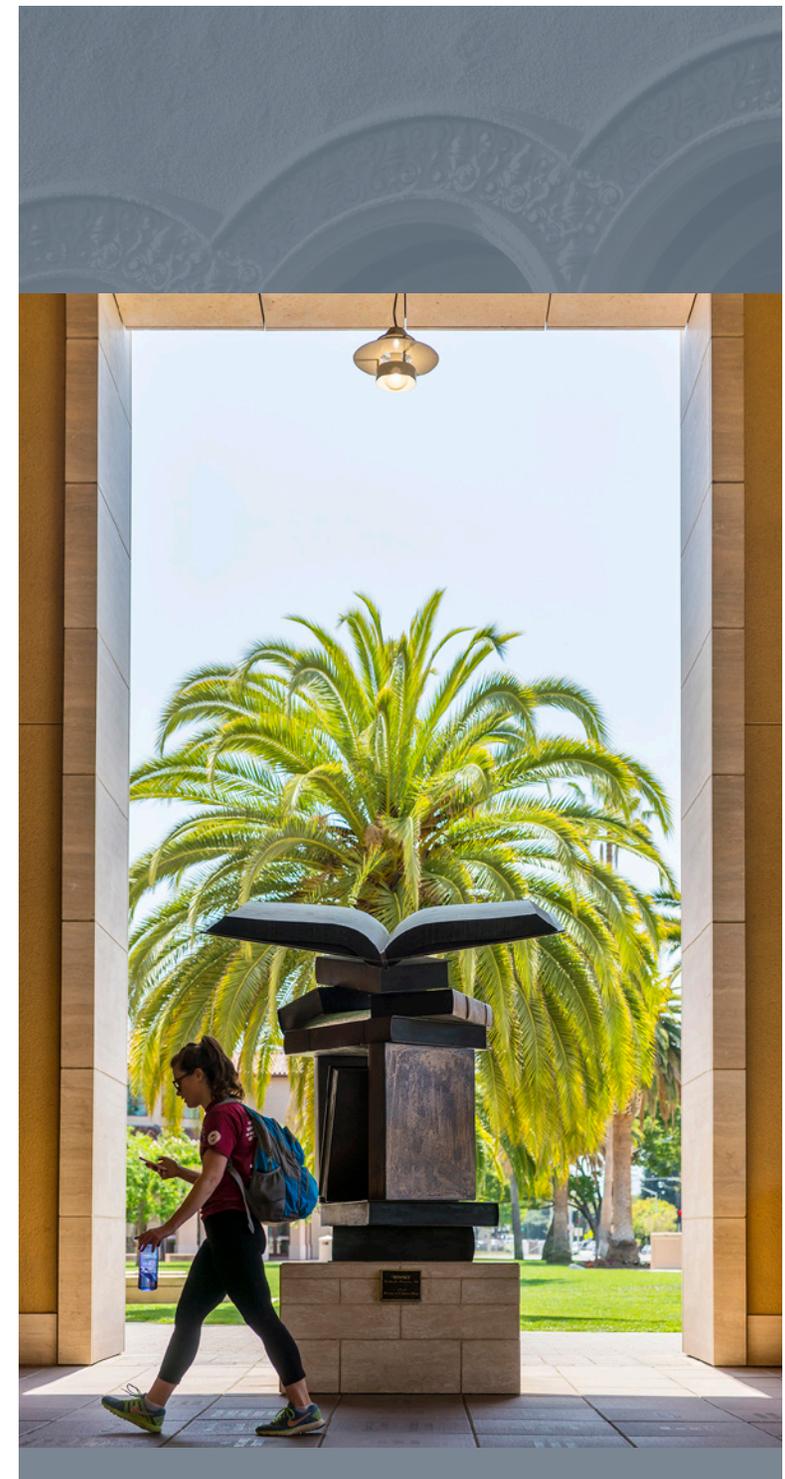
At the heart of the University's mission is service to the community. Our librarians enhance the University's mission through their yearly service to the community, their support of literacy-focused non-profits like the Friends of African Village Libraries, and their involvement with the Family Giving Tree. Additionally, the Colloquium on Libraries & Service Learning, founded at SCU in 2014, will be hosting the third national colloquium in 2017. I had the pleasure of welcoming colloquium attendees in 2014, sharing my own experience integrating service learning into my classes, and seeing the transformative impact on student learning. The role of the Library is particularly important as we increase campus initiatives to achieve our strategic priorities in support of engagement in both local and global communities.

In closing I want to emphasize the role of the Library in connecting the campus. The Library is not only centrally located on campus, but the campus community and the local community see the Library as their place. Having experience with libraries at a number of institutions of higher education, I cannot think of a library more deserving of this award.

Sincerely,



Dennis C. Jacobs, Ph.D.  
Provost and Vice President for Academic Affairs



To the ACRL Excellence in Academic Libraries Award Committee,

The Harrington Learning Commons (Santa Clara University Library) has greatly shaped both my academic success and my career aspirations. However, even more importantly, I have found mentorship and guidance at the library that will inform all aspects of my life.

As a freshman, I spent many long hours studying in various open collaboration areas of the library and consulting the many subject specialists. In particular, I took a bilingual English/Spanish writing class in which we had a class meeting devoted to learning how to use the library's resources, including online databases and LINK+. Many of my classmates did not know that these resources existed, so we were very grateful to have time to ask a librarian how to navigate them. Fortunately, I had even more opportunities to engage with the different resources that the University Library offers.

Towards the end of my freshman year I was hired to work as a student assistant primarily doing shelving and book retrieval for our Automatic Retrieval System (ARS). Eventually, I came to work in various parts of the library including at the Library Help Desk and in the administrative office. Today, I work in Archives & Special Collections and last school year, I was the inaugural intern in the Archives Apprenticeship program.

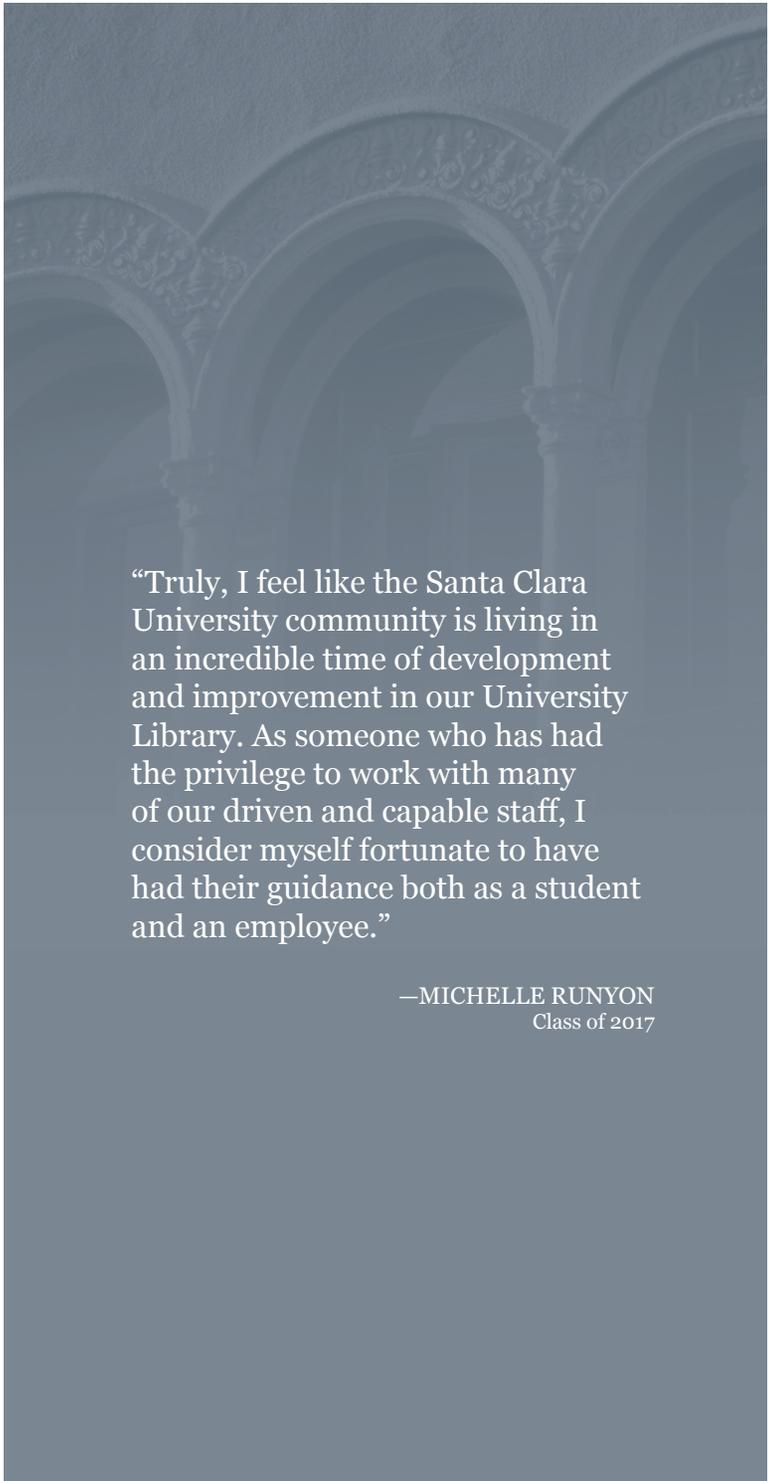
As a student apprentice intern, I focused primarily on processing personal papers collections related to early California history. However, I also had the opportunity to learn about other aspects of the department through a rotation I did with all of the staff members in the department. I learned how to do basic preservation with books and other materials from our Special Collections librarian, Elizabeth Newsom, and how to build a digital collection from our Digital Initiatives librarian, Tom Farrell. I also began co-teaching class visits for faculty with our Public Services Coordinator, Sheila Conway. At the end of the past school year, I concluded my internship by giving a short presentation on the collections I processed and how they related to Early California History. The presentation was successful and well-received by the audience, featuring a small physical and digital exhibit that I curated with ephemera from the various collections. The University President, Fr. Michael Engh, attended along with a donor who has requested that I give the presentation again for an organization he belongs to. Throughout my internship, I had the honor of learning under the guidance and direction of the entire Archives & Special Collections department and their guidance and mentorship continue to shape my ongoing work in this department.

I continue to work in the Archives in a number of capacities, including class instruction and collections processing. I've been so compelled by my work that I will be applying to library science programs next year and hope to concentrate in archival management. My direct supervisor, University Archivist Erin Louthen, has been an invaluable resource to me as I navigate my future endeavors. She has taught me by her example how to be a conscientious and thorough archivist, especially as we increasingly strive to make more of our materials available online or through class instruction. She has also given me many opportunities to expand my personal knowledge and professional development. For example, I participated in ArchivesSpace training with her and other staff members this past summer.

Truly, I feel like the Santa Clara University community is living in an incredible time of development and improvement in our University Library. As someone who has had the privilege to work with many of our driven and capable staff, I consider myself fortunate to have had their guidance both as a student and an employee. I know that my experience in library science school will be deeper as a result of the time I have spent working here. I also know that the University Library as a whole fulfills not only student's needs, but also anticipates future needs of students and works to better support those as well.

Sincerely,

Michelle Runyon  
Class of 2017



“Truly, I feel like the Santa Clara University community is living in an incredible time of development and improvement in our University Library. As someone who has had the privilege to work with many of our driven and capable staff, I consider myself fortunate to have had their guidance both as a student and an employee.”

—MICHELLE RUNYON  
Class of 2017

October 19<sup>th</sup>, 2016

Dear ACRL Excellence in Academic Libraries Award Selection Committee,

I cannot fully express how honored and privileged I am to be given this unexpected and rare opportunity to be able to write to an association as prestigious as the ACRL about how highly the university library and its staff are regarded by the students and faculty of Santa Clara University. There are many reasons why the Santa Clara University Library and its indispensable staff should be appreciated and thanked: from relentlessly gathering resources to complement university education to enthusiastically aiding students and faculty in their research.

Located at the center of the University, the 3-story edifice serves as the intellectual hub of the academic institution. The caches of information found either on the shelves in the basement or stored in the Automatic Retrieval System and in the plethora of electronic resources easily available to not only the students and faculty, but also to the community around the university, are essential parts of university education. Students and faculty alike flock to the library not only to study and conduct research, but also to have discussions on current political and social issues, and to participate in library events such as presidential candidate debate viewings and the annual raffle. However, there is a lot more to the library than just a place of learning.

The library is also a haven to many students. On days that are exceptionally exhausting, I like to get either a lemonade or a hot chocolate with extra whipped cream from the Sunstream café, conveniently located at the entrance of the library, sit in one of the many comfortable cubicles of the first floor and either listen to music or catch up on the latest news. The tranquil and welcoming atmosphere takes away all the stress and fatigue of midterms or papers.

All of these attributes make the Santa Clara University library a true embodiment of the Shelby Foote quote "a university is just a group of buildings gathered around a library." However, the physical structure is not the only part of the library that makes it an integral part of the university.

As a Political Science and Classical Studies major, I regularly have to research on topics both current and ancient. Although the data in the library is more than sufficient to help me with my research, I would never have made it through all those assignments without the help of the librarians. In every single one of my papers, I have consulted librarians. They have helped

“Libraries and librarians are truly the unsung heroes of education. They are like scaffoldings of a building; their efforts and input are not always apparent in the final product, but the building would not have been possible without the scaffoldings.”

—YE CHIT KO  
Class of 2019



Ye Chit Ko and the Santa Clara University Librarians

me in collecting information on my paper topics, information I otherwise never would have found. They taught me how to navigate OSCAR, the library catalog, and to utilize resources such as Lexis Nexis, the Loeb Classical Library, L'Année Philologique to name but a few. Not only do the librarians help the students in the primary research, but the conversations with them aid us with our brainstorming process as well. There are multiple instances where I was discussing my assignment with a librarian and going over the resources they had collected when I suddenly stumble upon data that would make the hypotheses of my papers. Without the library staff, I would not be where I am right now in my university education.

Libraries and librarians are truly the unsung heroes of education. They are like the scaffoldings of a building; their efforts and input are not always apparent in the final product, but the building would not have been possible without the scaffoldings. The welcoming and intellectual atmosphere of the library and the enthusiasm and energy of the librarians are what makes Santa Clara University what it is, and for that they deserve and have the highest respect and gratitude of the entire student body and the faculty of the university.

Sincerely,



**Ye Chit Ko**  
**Class of 2019**  
**Santa Clara University**

“The welcoming and intellectual atmosphere of the library and the enthusiasm and energy of the librarians are what makes Santa Clara University what it is, and for that they deserve and have the highest respect and gratitude of the entire student body and the faculty of the university.”

—YE CHIT KO  
Class of 2019



November 3, 2016

To the Association of College & Research Libraries:

It is my pleasure to provide a letter of support on behalf of the Santa Clara University (SCU) Library's team of fabulous librarians for their application for your Excellence in Academic Libraries Award. Here, I offer my perspectives as a Santa Clara University faculty member who has observed impressive improvements over the past 16 years, and also as the Interim Associate Vice Provost for Faculty Development last year, and Interim Vice Provost for Academic Affairs this year.

From these vantage points, I can speak in particular to the library staff's efforts with regard to three of their five strategic priorities:

- Inspiring a culture of engagement,
- Empowering an innovative and responsive library staff, and
- Cultivating dynamic teaching and learning

In recent years, the library staff at SCU have made outreach and engagement a high priority. This is clear to faculty at SCU literally from day one. At New Faculty Orientation, which I helped to organize and facilitate in the past two years, they have offered multiple information sessions each year with this (or a similar) description:

*What Librarians Can Do for You: Promoting Faculty and Student Research:*

Do you want your students to use the most appropriate and highest quality sources in their research projects? Would you like your own research to be found and used by scholars worldwide? In this workshop, learn how librarians can help you connect students to databases and other electronic resources in your discipline; help you access and navigate the many resources available for your own research; and introduce you to Scholar Commons, SCU's Institutional Repository, and other open access initiatives that promote dissemination of scholarship.

In an assessment of both this year's and last year's New Faculty Orientations, all of the respondents considered the library presentations useful, with nearly all rating them "extremely useful" or "very useful."

In addition, over the past year, the University Librarians have partnered with Faculty Development to offer workshops and information sessions on a wide and plentiful range of other topics, including:

- SCU Support for Faculty Open Access Efforts

Office of the Provost  
500 El Camino Real, Santa Clara, California 95053-0460  
408-554-4533 408 551-6074 (FAX) [www.scu.edu](http://www.scu.edu)

"[Librarians] are proactively and enthusiastically engaged in extensive outreach to the community on a wide variety of topics to facilitate teaching, learning, information literacy, scholarly success, dissemination of our research, and even supporting faculty as they enter retirement and afterwards."

—ELSA CHEN  
Interim Vice Provost  
for Academic Affairs,  
Santa Clara University

- A separate celebration of faculty contributions to ScholarCommons, Santa Clara's institutional repository of scholarly work, copyright, and open access book initiatives
- Scholarship & Research in the Digital Age: Trends in SCU Faculty Perspectives & Practices, presenting information gathered from a survey conducted by the Library
- Experiential Learning for Social Justice and Beyond, reporting about a multifaceted research and teaching project involving faculty colleagues from several disciplines, University Library staff, and community partners from the Thriving Neighbors Initiative
- Strengthening community-based learning through research
- Ways in which the library's Archives and Special Collections staff can support retiring faculty with archiving their papers, books, and other documents
- A day-long workshop on research assignment design for faculty members
- Information literacy and a writing paradigm known as BEAM thinking; and
- A presentation on the work of the SCU's Digital Humanities Working Group, which includes Library staff

Back when I joined the SCU faculty in 2000, the University Library was perceived by faculty members (including myself) as an uninviting building full of books, with a staff who passively awaited the few requests we might have for assistance (mostly for students needing research help) or acquisitions, and who would not necessarily approve those requests. Over the past few years, this has changed tremendously, and entirely for the better. Our current library leadership and staff are not just approachable; as you can see by the above list, they are proactively and enthusiastically engaged in extensive outreach to the community on a wide variety of topics to facilitate teaching, learning, information literacy, scholarly success, dissemination of our research, and even supporting faculty as they enter retirement and afterwards. Furthermore, the librarians earn extra credibility among the faculty by being active scholars themselves and engaging fully in mission-centric initiatives like Thriving Neighbors, which connects teachers and scholars on our campus with disadvantaged families in the nearby community. The learning commons has turned into an inviting space where we all can engage in active learning and state-of-the-art research. For this transformation, credit goes to the Library's outstanding leadership and staff. A small testament to this is my inability to introduce our librarians to anyone without adding a modifier like "fabulous."

In summary, I wholeheartedly believe that Santa Clara University's fabulous librarians epitomize "com[ing] together as members of a team to support the mission of their institution," and are richly deserving of your Excellence in Academic Libraries Award. If I can provide further information, please feel free to contact me at [echen@scu.edu](mailto:echen@scu.edu).

Sincerely,



Elsa Chen  
Interim Vice Provost for Academic Affairs



November 1, 2016

ACRL Excellence in Academic Libraries Awards Committee  
Association of College and Research Libraries  
American Library Association  
50 East Huron Street  
Chicago, IL 60611-2795

To the Members of the ACRL Excellence in Academic Libraries Awards Committee:

It is an honor to provide a letter of support for Santa Clara University Library's application for an ACRL Excellence in Academic Libraries Award. With the physical transformation of the library as part of the Learning Commons in 2008 and with new visionary and energetic leadership in the Library beginning in 2010, the Library has become an exceptionally vital resource for collaboration, learning, and community.

I wish to highlight several areas in which the Library has excelled and distinguished itself over the past five years or so.

The first area pertains to assessment. As the University Director of Assessment, I am keenly interested in the assessment efforts on campus within academic and co-curricular units. The Library has developed an exemplary process of transparent and effective assessment leading to actionable results. The assessment design includes collaboration and the development of reliable and valid measurement instruments. The assessment loop is closed in a timely fashion with recommendations for actions that clearly address the assessment findings. All stakeholders are consulted and kept informed throughout the process. Moreover, the assessments include stakeholders who are often overlooked due to expediency or limited bandwidth—such as students or partners outside of the university (e.g., other Jesuit colleges and universities). Thoughtful assessment practice has become normative throughout the Library, informing decisions related to collections, space utilization, instructional programming and resources for student learning, and support for faculty teaching and scholarship. Most institutions aspire to a “culture of assessment.” At Santa Clara University, the University Library has not only aspired to this, but achieved it. Moreover, through their participation in the University Assessment Committee, the Library's work becomes a model shared with other units on campus.

The second area concerns the Library's contribution to the teaching and learning environment of the campus. Several recent initiatives of the Library directly support and advance three institutional student learning outcomes related to research and information literacy, writing, and critical thinking. The Library's Information Literacy Program reaches out to faculty teaching incoming students as well as those in writing intensive courses offered in the Core Curriculum and within the disciplines. Partnerships with faculty are developed through individual consultations and workshops, often leading to multiple research sessions led by library instructions guided by a clearly mapped curriculum. Librarians increasingly work with faculty in assignment design as well. This work falls within the paradigm shift in higher education teaching and learning called “team-based design” by Randy Bass, Assistant Provost, Teaching and Learning Initiatives and Executive Director, Center for New Designs in Learning and Scholarship (CNDLS).<sup>1</sup> In this model, course and student learning are placed in the center of the instructional model (rather than the instructor) and an expanded vision of student learning is supported by a team of instructional resources, including faculty, librarians, writing center specialists, and so on.

<sup>1</sup> Bass, R. (2012). Disrupting ourselves: The problem of learning in higher education. *Educause Review*, March/April.

“Thoughtful assessment practice has become normative throughout the Library, informing decisions related to collections, space utilization, instructional programming and resources for student learning, and support for faculty teaching and scholarship.”

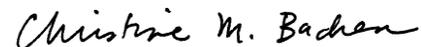
—CHRISTINE BACHEN  
Director of Assessment,  
Co-Director of the Faculty Collaborative  
for Teaching Innovation,  
Associate Professor of Communication,  
Santa Clara University

A new university-wide initiative related to undergraduate research, writing and critical thinking is also underway, in which the Library is partnering with the Office of Assessment and faculty from a number of disciplines. Informed by our participation in the National Teaching and Learning Institute last summer, focus group and survey data from faculty and students, and evidence-based practices in the field, our team is developing a set of programs and resources to support faculty in research and writing intensive courses in developing instructional approaches and engaging, challenging assignments to expand and deepen student learning. The Library's ongoing work in this area is foundational for this new initiative.

Finally, I'd like to highlight the Library's culture of innovation and integration. The Library is committed to innovative practices in responding to student needs; it is the "go-to" site on campus for students to work, providing a responsive blend of quiet and collaborative spaces and other education and technology resources. The new Personal Librarian Program addresses formerly unmet needs of first generation college students and transfer students in developing stronger research skills. This program has made a significant contribution to ensuring a learning environment in which all students at SCU can succeed. The Scholar Commons program offers support to faculty in disseminating their scholarship and linking them with other scholars nationally and internationally. The Library has increased access to the University Library Archives resulting in greater student and faculty engagement with its unique collection of archived materials. This has led to greater dissemination of the knowledge contained within this rich repository (much dealing with the Jesuits and California history, settlement, and culture) through curated and shared electronic publications. Additionally, the Library hosts exhibitions, talks, and collaborates with many units on campus to bring timely attention to provocative and challenging topics, scholarship, and creative work. Both within the physical space of the Learning Commons as well as outside its walls, the Library has played an important role in advancing public discourse and intellectual inquiry on campus and in the community.

In closing, I offer my admiration to the leadership and staff of the University Library who have re-envisioned a dynamic, 21<sup>st</sup> century role for the library on the Santa Clara Campus and earned the respect and admiration of the campus community for truly becoming a "learning commons."

Sincerely,



Dr. Christine Bachan  
Director of Assessment  
Co-Director of the Faculty Collaborative for Teaching Innovation  
Associate Professor of Communication





TO: ACRL Excellence in Academic Libraries Award committee  
FROM: Nancy A. Cutler, Deputy CIO for Academic Technology  
DATE: November 1, 2016

I am sending this letter in support of the Santa Clara University Library's application for the ACRL Excellence in Academic Libraries Award. The creation of the Information Services Division, almost two decades ago, combined Academic Technology, Information Technology, and the University Library into one division reporting to the Vice Provost for Information Services and CIO. This organizational structure increased my awareness of Library initiatives and has encouraged collaboration across all of our areas. The building of the new Harrington Learning Commons, Sobrato Technology Center, and Orradre Library in 2008 finally brought the Division together in one location, and new adjacencies and proximities better supported efforts to work together to transform services and resources to better serve the university community.

Academic Technology has partnered with the Library on a variety of initiatives for many years, including:

- Librarians partner with our Instructional Technology team to assist faculty new to teaching online. Through participation in the Course Redesign Seminar, Librarians support faculty transforming their courses for the online environment and assist them with curating available resources. The Librarians play a key role in this successful program.
- The Library and Academic Technology often collaborate to support faculty receiving technology grants to enhance their teaching. An example of this was a iPad initiative for Japanese courses allowing student access to applications to learn Kanji and produce videos. The Instructional Technology Team the Library's Public Services worked together to make the iPads accessible to increase student engagement in their courses. This project had a significant impact on teaching and learning across a number of courses.
- Broncos Read is a Library initiative to celebrate reading and allow award recipients the opportunity to publicly reflect on the role of reading in their lives. Academic Technology works with the Library to provide graphics support for this well received, annual event.
- The launch of a new University website in January 2016 involved a lot of collaboration and coordination between the Library and Academic Technology as we redesigned the Information Services website, along with our individual department sites, to more fully engage the university community.

“There has been great energy and creativity around new initiatives and events, new services and resources, new partnerships with faculty and students, community outreach, and a real commitment to continual improvement.”

—NANCY A. CUTLER  
Deputy CIO for  
Academic Technology,  
Santa Clara University

- The Library has invited Academic Technology to participate in their fall Welcome Fest. The event is well received by students and we have been happy to play a part, for example by creating a “Say Cheese” station to help students update their profiles and photos for their email and LMS profiles, and “Zoom Zoom” to introduce students to our Zoom web conferencing solution.
- Library events, such as their recent screening of Presidential Debates, are provided AV support by our Media Services group.
- Academic Technology partnered with the Library in the original design of public spaces in our building and has continued to participate in redesign efforts to create instructional spaces that can better support active learning pedagogies; public spaces that better support collaboration; and more inviting service locations to better support the changing needs of the university community.

Additionally, as a Co-Director of the Collaborative for Teaching Innovation, I have worked with the Library to co-sponsor a number of programs that have been well received by faculty. For example, *Research on the Go: Mobile Apps for the Busy Scholar*, a session to focus on apps and mobile-enhanced sites that are designed to facilitate finding, saving, and even citing sources; *Free, Peer-Reviewed Textbooks? Really? Really!*, a session on free online textbooks, written and peer-reviewed by academics; *SCU Support for Faculty Open Access Efforts*, a session to increase awareness on how Open Access can increase the visibility, readership, and impact of faculty research and scholarship.

It has been wonderful to watch the Library really blossom in the last six years. There has been great energy and creativity around new initiatives and events, new services and resources, new partnerships with faculty and students, community outreach, and a real commitment to continual improvement. We enjoy working with the Library and are proud to partner with them whenever possible!



Nancy A. Cutler  
Deputy CIO for Academic Technology  
Santa Clara University  
500 El Camino Real  
Santa Clara CA 95053  
[ncutler@scu.edu](mailto:ncutler@scu.edu)



27 October 2016

Association of College and Research Libraries  
American Library Association  
50 East Huron Street  
Chicago, IL 60611-2795

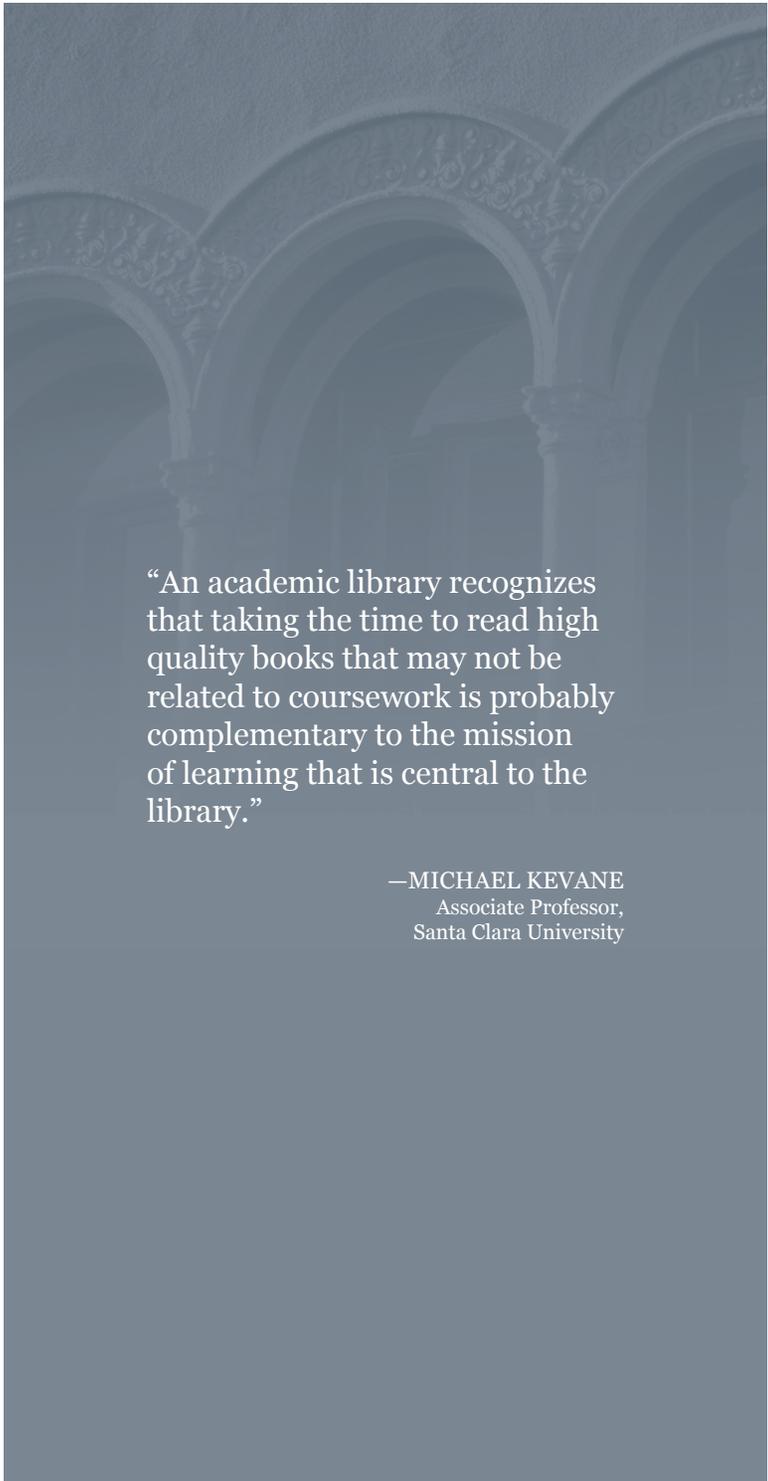
To Whom It May Concern:

It is a real pleasure to write this letter in support of the application of the Santa Clara University Library for the Association of College & Research Libraries Excellence in Academic Libraries Award.

I am writing primarily in my capacity as founder and director of the non-profit organization Friends of African Village Libraries. FAVL was established in 2001 with mission to support community libraries in Africa. We currently support 34 libraries in Burkina Faso, 3 libraries in northern Ghana, and the Uganda Community Libraries Association in Uganda, with over 50 member libraries in the association. Our emphasis at FAVL is on longer-term managerial and programmatic support of libraries. More information about FAVL is at <https://www.favl.org>.

When I heard about the application for the award, I thought there could be no better evidence or demonstration of the global engagement of Santa Clara University librarians than their active involvement over the past 15 years with the work of FAVL. Here are some examples of that engagement.

- Helene LaFrance, SCU librarian, currently serves on FAVL's Board of Directors. She has travelled to Burkina Faso to visit libraries and support our staff in the country (we currently employ seven community library support personnel in Burkina, and one person in Ghana and one person in Uganda, in addition to supporting salary payments for many librarians).
- The Library for several years donated proceeds from the Library book sale to FAVL. Library staff worked hard to make these annual book sales a success, and we were proud and grateful for their efforts.
- The Library hosts occasional book discussions called "Literary Cuisine" where a speaker discusses a book or literacy issue that has some connection to food. The Literary Cuisine event is open to the community. Over the past two years the proceeds of the event have been donated to FAVL. I was invited to speak at one Literary Cuisine, and gave a talk entitled "All Children Reading: Literacy, Libraries, and Development in West Africa."
- The Library generously supported an initiative from 2009-2014 in a partnership between the University and FAVL to run a program called Reading West Africa, a study-abroad program in Burkina Faso where students spent two months living in villages and volunteering in small community libraries. The students also took a photography course, and one of their assignments was to create 2-3 photo books for children that were then printed and stocked in community libraries in the area. The library supported this book production initiative by allowing use a dedicated room where faculty and students met bi-monthly to edit and produce final versions of the books. The library also hosted an exhibit of the books produced through the program. Some of the books can be seen at: <https://www.fastpencil.com/users/favlafrica>
- Informally, over the years many SCU library staff have supported, directly and indirectly, the work of FAVL.



“An academic library recognizes that taking the time to read high quality books that may not be related to coursework is probably complementary to the mission of learning that is central to the library.”

—MICHAEL KEVANE  
Associate Professor,  
Santa Clara University

I would like to write a few words about the Library more generally. I am an avid reader and have benefited a lot from the library's innovation to establish a corner called Popular Reading collection (the Pop collection!) near the main entrance. This is a well-curated collection of new and classic, but also eclectic, fiction and non-fiction. Every time I stop there (about once a week) I find a good book to read. To me, this was a brilliant, simple innovation. An academic library recognizes that taking the time to read high quality books that may not be related to coursework is probably complementary to the mission of learning that is central to the library.

I also want to add a few words of praise in my capacity as an academic researcher. I am an Associate Professor in the Department of Economics at Santa Clara University. My primary area of research is in West Africa. I am co-editor of Kordofan Invaded: Peripheral Incorporation and Social Transformation in Islamic Africa (Brill, 1998), author of Women and Development in Africa: How Gender Works (Lynne Rienner, 2014, 2<sup>nd</sup> edition), and co-author of Rural Community Libraries in Africa: Challenges and Impacts (IGI Global, 2014). I have published articles in Proceedings of the National Academy of Science, World Development, Review of Development Economics and American Journal of Agricultural Economics. My recent research focuses on how libraries promote reading in Burkina Faso, with articles published in Libri, World Libraries and Bulletin des Bibliothèques de France, and on the history of public libraries in the United States. I am a past president of the Sudan Studies Association.

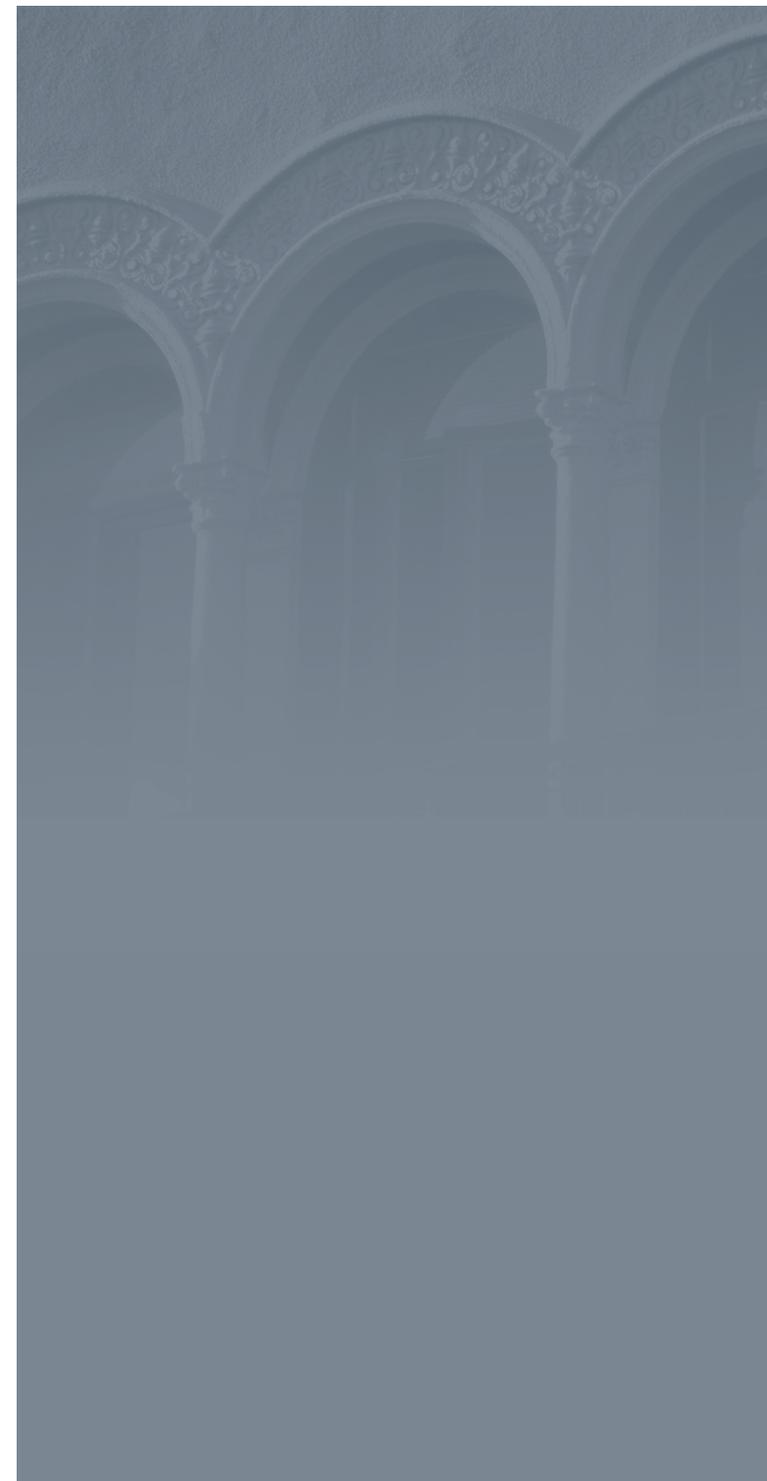
The quality of services offered by the library is superb (books, electronic subscriptions, search, web hosting of academic manuscripts through Scholar Commons, and Literature, and inter-library loan). Faculty at liberal arts universities like Santa Clara complain a lot (we expect a lot!) but I never hear anyone complaining about the library.

Please do contact me should further information be useful.

Sincerely,



Michael Kevane  
Associate Professor





# SANTA CLARA UNIVERSITY

500 El Camino Real  
Santa Clara, CA 95053  
[scu.edu/library](http://scu.edu/library)