

PROGRAM PERFORMANCE REVIEW

CSU Fullerton Pollak Library

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Theresa Byrd, Sheryl Fontaine and Mark Stover

EXECUTIVE SUMMARY

The Pollak Library at CSU Fullerton has been through a challenging time during the past 10 years, due to budget cuts, staff and faculty attrition, short tenures in Library leadership positions, and physical issues related to the aging building (such as the 2014 earthquake). Nevertheless, the staff, faculty, and administration in the Pollak Library have been resilient in the face of trials and tribulations. There are many positive things to say about the Pollak Library, due to the persistence and competence of its personnel and the strong leadership of its Dean. But the Review Team found some troubling issues in the Pollak Library, and we have accordingly made multiple recommendations. It is our hope that many of these recommendations will be implemented in the coming year so that current and future students and faculty at CSU Fullerton will be better supported in their research endeavors, in classroom support, and in overall information literacy efforts.

The Review Team divided up our report into five sections: Services, Collections, Staffing, Facilities, and Budget. Each section includes commendations and praise for the excellent work that Pollak Library has done over the past few years, as well as concerns and recommendation to improve Pollak Library's services, resources, and staffing.

PART ONE: SERVICES

OneSearch

The Pollak Library discovery system ("OneSearch") is the gateway for patrons to find books, ebooks, media, and journals. Users can also find journal articles and other resources as well as locate materials in other CSU libraries and request materials through a variety of document delivery methods.

Commendation

- The CSU libraries' implementation of ExLibris' Alma product is a powerful discovery tool for the Library's users.

Recommendations

- The librarians should include a statement about how to find materials using OneSearch on the website. The OneSearch box is located prominently on the Library's webpage. However, information about OneSearch and using it to search other CSU libraries was not described.
- The staff stated that Alma workflow and the Campus Finance System workflow are being duplicated. This work must be integrated, and this problem solved.

Access Services

The Pollak Library has a dedicated Access Services Department staff. Access Services must be a high- functioning unit, as this Desk is the first point of contact for many people who enter the Library. The public makes up their mind about the Library based on their initial contact with this staff.

The Access Services staff are responsible for checking out and checking in books at the Access Services Desk. They also administer MeeScan for self-checkout by app on a phone or kiosk station in the Library. In addition, they handle fines, maintain the book stacks, manage reserves, process Interlibrary loans, oversee printing, deal with security issues, and open and close the Library. Since the pandemic, the staff has managed contactless book pickup. The Access Services personnel work hard, but they may need more support from a librarian in charge of this area, for example, the Associate Dean for Public Services.¹ As in all academic/research libraries, strong customer service skills are essential for Access Services staff.

Commendation

- The Access Services staff is dedicated and functioning as it should, but it needs more attention and support from a librarian or administrator.

Recommendation

- The Dean should request funding from the university to provide for an additional staff member at night in the Access Services Department or move a person from some place in the Library to this area. One staff person and work-study students are insufficient to manage the building at night.

Reference and Research Services

The Pollak Library offers the CSU Fullerton campus a variety of services. Pollak Library is a teaching library. Reference and research services anchor the Library's program. The subject

¹ The Review Team could not determine if there is a librarian in charge of Access Services because we did not have an organizational chart.

liaison librarians offer research assistance by appointment and virtually 24/7 using Springshare's 24/7 global chat cooperative. The librarians support just-in-time reference services.

The Reference Task Force Report (hereafter referred to as the *Report*) stated that for many years the Library had a two-librarian desk staffing model, but attrition of reference staff rendered the model obsolete. The task force recommended a hybrid reference service model with one librarian paired with a staff member or part-time librarian during busy periods at the Research Center Desk. The Review Team believes this is a reasonable solution. Like other academic libraries, Pollak has witnessed a decline in reference transactions. The *Report* gave several reasons for the decline, such as renovations, website redesign, and students using chat service overnight. A very plausible explanation for the decline in research consultations is that librarians received more in-depth advanced research questions that take more time than ready reference questions. The Task Force further recommended including specific training and onboarding information on Warner's four-level method of classifying reference interactions.

All reference librarians should work the desk an equal amount of time. The *Report* suggested seven hours per week. A Reference Department operates effectively when all members commit to showing up for their shifts. If an esprit de corps attitude is missing among Pollak librarians, steps should be taken to correct this problem. It's unfair to expect the Head of Reference or any librarian to take on multiple shifts per week for no-show colleagues. The Review Team agrees with other CSU libraries surveyed by the Task Force that librarians themselves should be responsible for finding a colleague to cover their reference shifts when they cannot do so. While tenured library faculty have significant flexibility, not honoring one's reference shift commitment is not an area of ambiguity. Covering a reference shift is akin to a classroom faculty member teaching their class. It is a requirement. At the time of hire, the Dean should impress among new reference librarians that reference schedules must be covered. This may be a paradigm shift, but a culture change is necessary for this area. Furthermore, it is not the job of the Head of Reference to deal with facility and security issues. This responsibility should be immediately transferred to a person in the Dean's Office, for example, an Operations and Budget Manager or secretary should take on this work. Reclassify or upgrade the latter personnel if necessary to have them be responsible for these tasks.

The *Report* also explored the roles that a Head of Reference should be responsible for, such as holding reference meetings, training new faculty librarians, and selecting reference collection materials. The librarians have reduced the size of the reference collection and adopted an e-preferred reference materials model whenever possible to provide accessibility to distance learning students. However, the Review Team questions the value of moving large numbers of reference books to the stacks. These books are rarely checked-out by patrons. Many reference books contain data, and outdated data has little value and could provide patrons with erroneous information, which is dangerous. The Review Team understands that book weeding can be controversial on a university campus, but there is justification for weeding reference

materials. We recommend that, without wasting time doing a statistical analysis of what has been checked out, the librarians weed the reference titles located in the stacks and send the items to Better World Books.

At the time of the *Report*, there was no assessment of reference service. This needs to be remedied, and the Research Consultation Request Form should be updated. As the *Report* stated, “data collected from student feedback can be used to show the Library’s contribution and correlation to student success outcome” (10). The Review Team looked at the 2019-2020 ACRL Metrics data for the CSU libraries. We are concerned that the Pollak Library’s consultations at 424 are low for a library serving 40,000 students. On the other hand, reference numbers at 9,549 and virtual reference numbers at 5,558 were, respectively, the first and second highest in the CSU libraries.

There were two areas of the *Report* related to reference that warrant questions. Question #1: Is it prudent to cut Sunday in-person reference/research hours? In many academic libraries, Sunday is one of the busiest day of the week. Cutting Saturday makes sense but not Sunday. For a library that serves 40,000 students and many of the students are commuters, the Library may be a refuge and a quiet place to study for working students and/or students with families. Transitioning reference services totally to online on Sunday night is a missed opportunity. The Review Team suggests the librarians do more marketing to attract students to use their in-person services and the building on Sunday. Question #2: With reference/research stats declining, is utilizing peer-to-peer (student-to-student) research assistance wise? You can never train a student enough to possess the knowledge of a reference librarian. If students can work at the reference desk, why does the university need to pay Reference Librarians? Choose library school interns, part-time librarians, or graduate students over student assistants for Reference Desk duty. Ensure students who accompany a librarian at the desk answers directional questions only.

Moreover, every idea that appears in the literature or is used by another library may be unworthy of being replicated. Benchmarking against other libraries provides information, but tailor services for Pollak Library’s students. In using students at the Reference Desk, the Review Team asks you to remember the adage, “If all of your friends jumped off a cliff, would you jump too?”

The Pollak Library should use subject liaison librarians to extend reference consultations to students enrolled in remote, online programs. Liaison librarians should continue to embed instruction and resources into online courses through LibGuides, etc. As mentioned in the *Instruction White Paper*, librarian subject specialties should align with their areas of expertise or interest. Otherwise, librarians are reluctant to engage with their counterpart faculty in the colleges, which leads to faculty receiving poor library service (9). This is not currently happening because the Library is understaffed. The Library needs more funding to hire subject librarians.

Commendation

- The Reference Task Force is commended for developing the 2019 report that examined reference-related issues. The report is useful in assisting with making changes necessary in 2022.

Recommendations

- The librarians should do more marketing and outreach regarding growing consultation services with subject liaisons.
- The librarians should use student data and one-on-one consultation survey data to determine the Library's impact on student success.
- The Head of Reference should offer in-service training on Warner's taxonomy as well as cross-training at the Reference Desk.
- The Associate Dean for Public Services should assign subject liaison librarians to a college based on their expertise. Otherwise, the library faculty's reputation takes a hit.
- The Dean and Associate Dean for Public Services should work with the Head of Reference to ensure that reference shifts are equitable and librarians honor their reference shift responsibilities.
- The Head of Reference needs authority to deal with library faculty. Can this person be paid and given authority to make changes? Can job duties be enumerated in a job description? See Dr. Curzon's report, recommendation #2, page 10.
- The Dean should request more funding to hire additional full-time or part-time librarians to serve 40,000 students.

Instruction

As a teaching library, instruction and information literacy are key components of the Library's services. The Library offers instruction from one-shot to introductory to upper division and graduate courses. Instruction is provided upon the request of the course instructor, and the majority of instruction requests come from the College of Humanities and Social Sciences, especially the English department. Before the pandemic, most instruction sessions were taught in person, and the librarians annually totaled around 730 sessions. As of fall 2021, 600 instruction sessions were conducted online *Self-Study* (20). The 2019-2020 ACRL Metrics data revealed that Pollak had the largest number of attendees for instruction presentations in the CSU.

The future instructional model favors online and hybrid instruction. It was unclear, though, whether online information literacy instruction was asynchronous or synchronous. Additionally, are librarians developing instructional videos to replace them in the classroom? If so, what is the long-term impact, if any, on the Pollak instructional program, or is this a solution to the large number of students that the librarians are required to serve? The librarians should begin to assess student information literacy learning. Some form of accountability for librarians is

required regarding the number of instruction sessions taught, but the Review Team members are sympathetic to the librarians concerns with targets. Targets might work for very robust disciplines but not for smaller ones. Perhaps a target is set based on the academic disciplines size. In all cases, instruction sessions, research consultations, for both students and faculty, small group instruction, workshops, etc., should be counted in assessing a librarian's productivity. The role of the Coordinator of Instruction must become a reality given the size of Pollak Library's instruction program.

The *Instruction White Paper* (hereafter referred to as the *White Paper*) stated that the instruction program must solidify its identity with a formalized name, mission, vision, and create scaffolded outcomes that differentiate learning from the first year to graduate level to eliminate duplication in instruction. The *White Paper* said that the number of instruction requests exceeds the capacity of the current librarians' staffing levels (8). The Review Team understands this problem, but we are concerned that the reference team is trying to remedy this problem by using students in the Pollak PALS program to fill this need. FYE Instruction is fundamental to the Library's reputation. In addition, from a marketing perspective, this is the first contact librarians may have with new students, and first impressions are lasting. Therefore, librarians want to establish relationships with students and faculty in the FYE classes. Reference Librarian should not abdicate this role to PALS. Using PALS is a quick fix, but there's no win here. This practice only diminishes the profile of library faculty. The suggestions in the *Instruction White Paper* of using CPS librarians who have prior instruction experience, technical services, and public services librarians, and staff who are currently in library school and may want an opportunity to learn how to teach are better options for dealing with high instruction demand. Another alternative is to hire and train part-time librarians to handle this course load.

The Library Program schedule included a Thesis Writing Retreat. To demonstrate their expertise and offer a new service, the librarians should offer tailor-made workshops to the university community on various topics from subject databases to APA format.

Commendations

- The instruction librarians were able to switch their instruction from in-person to online at the beginning of the pandemic without a significant decline in instruction numbers.
- The instruction librarians are commended for teaching information literacy classes to more students than they have librarians to handle.

Recommendations

- The librarians, not PALS should continue to teach the First Year Experience classes.
- The librarians should assess the instructional program by developing learning outcomes.
- The librarians should highlight Springshare's LibGuides (currently the word "Guide" is insufficient on the webpage).

- The librarians should separate workshops from the noon-time Library Program presentations. This will allow them to market workshops and offer a variety of workshops on library-related topics.
- The librarians should improve the peer instruction evaluation form so that it is constructive and develops great teachers.
- The Associate Dean for Public Services should meet with liaison librarians to discuss how to serve students in online-only programs.
- The Dean should seek funding to establish a permanent, full-time Coordinator of Instruction position to grow and unify the instruction program both in-person and online. This person needs authority in dealing with library faculty. Can this person be paid and given authority to make changes? Can job duties be enumerated in a job description? See *Instruction White Paper* (5) and Dr. Curzon's report, recommendation #4, page 11.

Other Services

Archives and Special Collections offers research services, a reading room for research, and in-person, asynchronous and synchronous online instruction sessions to assist students in how to find and evaluate primary resources for course assignments and research papers. UA&SC has a LibGuide with pertinent information for the Library's users.

The Pollak Library participates in the California State University System's Affordable Learning Solutions initiative that aims to provide low-cost, high-quality learning materials for faculty and students. The Library advocates using open educational resources (OER) solutions and linked/embedded library materials (articles, e-books, and streaming media) instead of faculty using costly course packs or requiring media purchases. OER and other low-cost solutions assist students in staying in school and succeeding in their coursework. The Pollak Library has an OER Librarian who works with subject liaisons to assist faculty in identifying open educational resources.

The Library partners with the Office of Research and Sponsored Projects (ORSP) to provide funding for Open Access Article Publishing. This fund assists faculty and students in publishing in peer-reviewed, open access journals and providing free access to CSUF research for the world. Faculty must apply to secure these funds. Priority is given to junior, tenure-track faculty and student/faculty collaborations to receive this money. Funds are limited to \$1,500 per CSUF author every two years. The Pollak Library is a leader among CSU libraries in assisting faculty with publishing in open access journals.

As part of the Library's goal of facilitating intellectual engagement across campus, the Library hosts a brown bag lunch series, Faculty Noon Time Talks. Faculty are invited to talk about their research to the university community. Each 30 - 40-minute talk is followed by a Q&A period.

This past academic year, all presentations were available via Zoom. A variety of faculty from across campus participated in this program, and the intriguing topics ranged from “Preventing Burnout in New Hires” to Women’s Lives in Sixteen Century Spain” to “Marketing to Latinos in a Multicultural America.” It was great to see the library faculty among the presenters. Pollak Library has also sponsored a Faculty Happy Hour, an Open Access Week event, and a Hands-On with Using Omeka for Digital Scholarship talk.

The Exhibit Programs highlight the work of faculty, staff, and students. Exhibits are selected by a Library Exhibition Committee comprising five library faculty and staff members. The Committee encourages guest curators and collaboration with other campus departments and with community organizations. All exhibits are free, handicap accessible, and open to the public during library hours. A list of current exhibitions in the gallery and virtual are featured on the Library’s website.

The Pollak Library maintains a blog and social media (Facebook, Twitter, Instagram) presence to reach the CSU Fullerton community. In addition, the librarians and staff have established policies, such as a Code of Conduct, cell phone, and building access for the public to understand the rules. The website is the primary access point to the Library, especially for a large commuter campus. The website could use a few enhancements, such as the word “Visiting” at the top of the webpage is ambiguous and some of the items listed might be better aligned under “About.” Similarly, the word “Guides” at the top of the page might be changed to “Subject Guides.” A member of the Review Team completely overlooked the word “Guides” when looking for subject LibGuides. The subject liaisons might also link their subject guides on the webpage listing the subject librarians.

Copyright is a service Pollak Library offers the campus. The Library has a Copyright Librarian, and he has developed a copyright LibGuide that informs patrons about fair use and public domain, using resources in the classroom, and faculty author rights.

ScholarWorks, the Library’s institutional repository, contains faculty and student scholarship. It also houses student dissertations, theses, and projects, datasets, and Open Educational Resources.

Information Technology manages the Student Genius Center, which assists with laptop wireless connection and campus-related software, and the check-out of chargers, laptops and iPads. The Titan Help Desk provides technical support to students for campus-related technologies such as Canvas and Email. These centers are important student services to have available in a library, and having these centers located in the Pollak Library North, first floor is convenient for students. It might be good to highlight these services on the Pollak Library website even more than they currently are.

Pollak Library has a YouTube Channel, but it is not advertised on the Library’s website. A member of the Review Team found the YouTube Channel accidentally in searching for

information about the Library. This is a great resource, but it needs to be publicized and content continuously added and updated.

Commendations

- The Pollak Library is commended for being a leader in the CSU Library System in establishing an Open Access Article Publishing fund.
- The librarians are commended for developing a well-received Library Program through author readings, lectures, panel discussions, workshops, and more.

Recommendations

- The librarians should market Pollak Library's OER program by listing more information on the Library's website about which faculty and disciplines are using OERs.
- The librarians should continue to grow the OER program and the number of faculty participating in the OAAP fund.
- The librarians should improve the Website. For example, design a page listing faculty services.

In concluding this discussion about services, the Review Team heard from several CSUF constituents outside the Library that they were unaware of library services. The administration and library faculty must give priority to marketing the Library's services in a variety of ways, e.g., print, media, social media, especially outreach. Pollak Library is not telling its story. The enhancement of the website would help the Library better tell its story. Curzon noted this fact, too, in her report under the caption "The Library's image with the Library Community." She recommended that the Library "In partnership with the Office of Strategic Communications and Brand Management, develop and implement a public communications plan to send continually good news about the Library and Library personnel achievement to the Library news outlets." (20).

PART TWO: COLLECTIONS

A university library's collection is closely aligned with its institution's curriculum and mission. The Library's purpose is to preserve access to current and historical information. Recently, the Pollak Library's collection development strategy has shifted from print to digital.

The CSUF Library contains over one million e-books, 864,278 print volumes, 207 databases, 138,984 digital serials, 27,477 print serials, and 116,245 digital media (ACRL Metrics 2019-2020). The Library produces digital materials and findings aids in University Archives and Special Collections and reserves.

The *Self-Study* provided a snapshot of CSUF's collection.

The library became an e-preferred institution in 2012. Librarians have opted to purchase

Ebooks with a perpetual license in contrast to the system preference for licensing ebook collections. The Library participates in demand driven acquisitions, paying for titles only as used.

In 2019/2020, 78% of funds spent on one-time monograph acquisition went toward the purchase of electronic formats, and in 2020/2021, it was 74%. Electronic books constitute over 60% of the books available at the Library (15).

This trend of switching from print to e-books is seen in many academic and research libraries. However, the majority of Carnegie Classified R1 and R2 universities have not reached the point of purchasing mainly e-books for their collections. Many libraries have a hybrid (print and ebook) collections development model because some titles are unavailable in an e-book format. E-books and demand-driven acquisitions serve CSUF's student population perfectly, but can the Library meet faculty research needs with its heavy slant toward a digital collection development methodology?

OneSearch provides students and faculty with access to materials at CSUF and the 14.4M volumes at other CSU libraries. Pollak Library augments its collection with resources from other CSU libraries and it has arranged reciprocal borrowing privileges with local area academic libraries. Additionally, if a faculty member or student needs an item that is unavailable through either Pollak Library or the CSU Library System, the Interlibrary Loan staff can retrieve it from any library in the world-wide ILL network.

The *Self-Study* and Curzon's reports mentioned Pollak Library's collection emphasis on ebooks. The Review Team could not find detailed information about the Library's collection in these two reports nor the website. For instance, what are the collection's subject strengths and weaknesses? We assumed that the collection reflects the largest number of majors at CSUF and the curriculum. Also, there was no information regarding the purchasing process that faculty might follow. How do faculty request a new resource? Are subject librarians allocated money to purchase books for their liaison areas? Providing faculty with information about how to order an item is a vital service and should be easy to find on a website or LibGuide. The Library needs a collection development policy.

The Review Team applauds the creation of a division of Collections and Scholarly Communication headed by an Associate Dean. This new division can assist with developing a collection development strategy and take the leadership in analyzing the strengths and weaknesses of the collection. This division can also guide librarians in doing a diversity assessment of the collection. The Associate Dean for this division should explore subscribing to OCLC's GreenGlass to assist with conducting a collection analysis of Pollak Library's print collection.

When it comes to collections, the Pollak Library is struggling with the burden of having too many needs and not enough money. Compared with Northridge, San Jose, and San Diego, CSUF collections budget is deficient. The *Self-Study* stated that the budget increased by only \$200,000 in 14 years (8). The current materials budget does not support the number of FTE

students at CSUF. Ebooks help with access, but they are not a solution to an inadequate budget. Ebooks require funding and are impacted annually by inflation-based increases.

The lack of funding for new library resources contributes to the Library's image problem on campus. When faculty are unable to obtain requested materials from the Library, all they know is that the Library is not useful to them, and it cannot meet their curricular and research needs. This is an unfair position for the Library to be placed in by the university. The *Self-Study* said, "Faculty consider the quality of a library's collection one of the hallmarks of a quality university. Support for the Library's collection is a clear indication of the University's support for teaching and research" (8).

Commendations

- The Library is commended for continuously stretching its materials allocation and trying to provide resources to the university community with an inadequate budget.
- The university is commended for providing CARES funds to assist the Library with purchasing streaming media and digital archives during the pandemic.

Recommendations

- The university administration must provide the Library with more collections money to meet faculty teaching and research needs on campus.
- The Library must develop a collection development plan.
- The Associate Dean for Collections and Scholarly Communication should investigate using OCLC's GreenGlass to analyze the collection.

PART THREE: STAFFING

There is much to be proud of regarding the faculty and staff at the Pollak Library. Wide-ranging interviews revealed that the Library has a talented team of employees, well-prepared for their work, flexible and adaptable, and highly committed to the present and future of the Library. The Library staff are seen as having done a tremendous job in keeping the Library open during the pandemic. The employees appreciate the monthly all-Library meetings, as well as regular department meetings. All of these help with communication, which has improved over the past few years, according to our interviews. Students at CSU Fullerton appreciate the Library and the different kinds of spaces it provides; there is great opportunity here for making these spaces even more visible to the students and visitors to the Library. During our interviews, Library student assistants shared that the Library environment is exciting, enjoyable, peaceful, and supportive, and their supervisors are flexible and fair.

Commendations

- Library employees are commended for working through attrition and understaffing, lack of continuity in leadership, and inadequate funding for 15 years.
- The Library Administration is to be commended for stabilizing the Library, improving the environment and communication, and curtailing attrition.

Recommendations

- Concerns were expressed about the alignment of the Library's mission with staffing needs. There is a perception among Library staff that there needs to be a major analysis of staff infrastructure and workflow assessment. We recommend that an organization chart be created that is aligned with the mission of the Library and shows where staff and faculty need exists.
- The staff and faculty we interviewed at Pollak Library are pleased with the performance of the current Library Dean, but many are worried about the search for the next Dean. It will be important for the campus administration to establish trust with the Library staff and faculty in hiring the new Library Dean. A point of concern for recruiting a new Dean are the 26 partners located in the building, which is an unprecedented number among academic libraries. We understand that the University is unlikely to reverse course regarding the partners housed in Pollak Library. However, this environment will not be seen as desirable by outside Library Dean candidates, due to the confusion and boundary-issues caused by so many partners. The University can mitigate this problem and make the Dean position more attractive by increasing the size of the staff and faculty and enhancing the Library's materials budget to enable Pollak Library to better serve students and faculty.
- While many faculty and staff get along well with each other, our interviews revealed that there is a perceived faculty-staff divide at the Pollak Library. Some staff find it difficult to work with certain members of the Library faculty due to the "weaponizing" of rank. Sometimes Library faculty make unilateral decisions about particular issues, and in other cases there are major communication roadblocks. In our interviews some respondents even described an environment of low morale, high turnover, toxicity and bullying. It is difficult for us to determine if these problems are limited to a small number of Library faculty, or if they are widespread. In any event, Library administration should be sensitive to these issues and, if necessary, structure a half-day retreat to address them. The Dean may also want to consult with Faculty Affairs and Human Resources to determine other strategies to resolve or ameliorate these interpersonal conflicts.
- Interview respondents expressed concern over workload ("job creep") among staff, and said that some staff were performing outside of their classifications. Given the benchmark metrics in comparison to other CSU libraries, it does appear as though Pollak Library is understaffed, both among the staff and among the faculty. This was reflected in the *Self-Study* in great detail as well as in interviews with Library employees. Based

on benchmark metrics from comparable CSUs, we recommend that Pollak Library increase the size of its staff and faculty to the point where it is much closer to those comparison libraries. We recognize that this will take a substantial increase in the base budget of the Library, but it is crucial that Pollak Library reverse its losses and gain back some of the ground that it lost over the past 15 years.

PART FOUR: FACILITIES

The Pollak Library is seen by many of our interview respondents in the Library as the physical and intellectual hub of the campus, and a welcoming place. This is an important narrative that needs to be emphasized and reiterated through Library marketing aimed at students, faculty and staff throughout the University. The library faculty expressed concern about library space being taken or given away. The library employees see the units located in the Library as renters, not partners. It appears that over the years the rationale behind placing units in the Library has changed or evolved. The relationship between the Library and partners must be clarified. The resolution should seek to mitigate the library employees feeling that they are the losers in the current model.

Commendations

- Student employees appreciate the Library facility and the different kinds of spaces it provides. There are great opportunities here for making these spaces even more visible to students, faculty and visitors.
- Of all the partners that Pollak Library has, perhaps the strongest collaboration is with the Center for Oral and Public History. The mission of both entities (Library and Copenh) seems to mesh well, and the Library and Copenh work very well together. In fact, this relationship is a model for the Library's other partners to follow.
- There was a perception among our interview respondents that some of the junior members of the Library faculty at CSUF have a solid understanding of the evolving nature of librarianship and higher education, and that these librarians stand ready to engage students in non-traditional ways, such as digital hubs, makerspaces, and other emerging technologies.

Recommendations

Three important issues related to facilities came to the surface as a result of our review. These major issues are building renovation, building partners, and building security.

- Pollak Library is situated in an old building that needs to be refreshed. Concerns about needed renovations were clearly expressed in the *Self-Study* as well as by interview respondents. Since the construction of new Library buildings in the CSU have little to no chance of receiving approval, we recommend that both Library Administration and

Campus Administration look into one-time funding sources (philanthropic, grants, or stateside) that would enable incremental renovations (and in some cases, **major** renovations) to create a more hospitable and welcoming place for CSUF students to conduct research and study. One prime example of necessary building renovations in the Library is the Special Collections & Archives (SCA) space, which appears to be inadequate for the archival needs of the Library and the campus, both in terms of space and in terms of environmental controls.

- The *Self-Study* delineates 26 campus partners located in Pollak Library. It is not uncommon in academic libraries to have “tenants” in the Library building given demands for space on university campuses. However, it is rare to have such a large and diverse group of partners as is the case at Pollak Library. According to the *Self-Study* and our interviews, several of the partners and the Library have built a positive relationship. However, some respondents expressed concern that many of the partners in the building may not be “on board” with the Library’s mission. One example of this is the Innovation/Makerspace Center, which is a partner in the building but which, for the most part, does not actively collaborate with the Library – and vice versa. We recommend that Library Administration determine if the current vision for the Library is adequate for conversations with current and potential partners, including discussions around the budget. (For example, see this excerpt from the mission: “empowers and nurtures our academic community in the pursuit, discovery, and creation of knowledge”). We further recommend that a transparent and shared vision of the partners’ relationship to the Library and their authority in space use be established. This could include, for example, MOUs and shared agreements.
- There is a perception among many Library employees that the Pollak Library building has security issues. Some of the comments from interview respondents include the following: “The Library needs better security.” “It is frustrating that staff must be like security guards -- but they are not trained in this respect.” “CSS staff this year have not been helpful in regard to security.” “The building is so big and the elevators can't be locked down properly.” Given these concerns, we recommend that Library administration work with the CSUF Police Department to improve Library security and provide active shooter training for the library employees, especially Access Services.

PART FIVE: BUDGET

Pollak Library’s budget is outlined in the *Self-Study*. Like many university (and CSU) libraries, Pollak Library finds itself underfunded in relation to the number of students on campus and pulled by the tension between virtual and in person presence and physical and digital resources. The Library would be well-served by more disaggregated budget planning process that indicates the greatest needs and that reflects its position in the tension described above. As the Library creates the hiring plans mentioned in the *Self-Study*, it could also create

organizational charts of current and desired staffing that align with short and long-term visions for the Library. The budget challenges are exacerbated by what appears to be unpredictable one-time funding like the lottery money and by the loss of a singular library identity as an increasing number of “partners” have entered library space. The library exists as different “identities:” 1. Pollak Library, the building; 2. library services and collections; 3. library services plus all of the “partners” in the building. These identities have different purposes and commensurate budgets that could be worth exploring. In other words, aside from funding for library services staffing and the collections, funding requests could be expanded to include the more inclusive identity. What is the appropriate support for the vision and value set for the third identity that includes library services and all of its partners? What do the tenants “pay” to be in the library? What does the university provide for this more encompassing identity? Moreover, campus budgets and budgeting processes should reflect the value that Pollak Library has for research, community engagement, information literacy, and student academic success. In addition, the significance and implications of our campus moving to the Carnegie R2 status must be considered in relation to the university library.

Commendations

- Even with its limited baseline budget, with the support of campus partners (including the President) and the critical role it served during the pandemic, the Library is seeing a return to being recognized as a central feature of campus.
- The Dean of the Library is a well-recognized advocate for Library resources and has appropriately placed herself into the ongoing conversations around campus budget.
- Library faculty and staff report that even with budget constraints, new initiatives have received financial support.
- Even without dedicated development support, the Library has seen a recent influx of philanthropic dollars.
- The Library has successfully completed recent staff and faculty searches and is a preferred place of employment for student workers.

Recommendations

- Given the ebb and flow of state budgets, it can be helpful to have a multi-year strategic budget that visibly aligns with the Library’s values and goals. This budget could provide guidance in times of growing and shrinking resources, helping to make informed decisions about what to add or where to cut. Disaggregate human (faculty and staff), space, and materials budget resources and needs.
- Informed by the Library Fundraising Committee and the recent past, build a 3-5-year plan for how non-state funds (philanthropic or grant) can be most effectively used. This information will be important in conversations with VPAA Saks regarding the appointment of a Library DOD and with the AVP Tiwari regarding grant opportunities. Working with the other college deans, consider collaborations in both of these areas.

- Create organizational charts of current and desired staffing, including the distinction between staff vs tenure track needs. Align this chart with documents that clarify the qualifications, work assignments, and work expectations for staff, tenure-track faculty, and student workers throughout the various units in the library.
- With the Provost's office and an advisory working group of library faculty and college deans or budget managers, hold conversations about the relationship between WTU and funding in a non-FTES-generating unit and how this relationship can be sustainably and predictably supported by the division and the university.
- Establish a Library mission statement that explains the role and position of campus partnerships, their relationship to the Library's goals, and their authority in space use. This statement could be used to offer guidance to those units seeking partnerships and to create shared agreements and identify administrative and financial responsibilities/expectations with new and existing partners.

CONCLUSION AND SUMMARY

The Review Team divided up our report into five sections: Services, Collections, Staffing, Facilities, and Budget. We found much to commend the Pollak Library in all of these areas. However, we also found many deficiencies which must be addressed. Accordingly, we have made multiple recommendations which, if followed, will help to build a new and improved Pollak Library that will better serve students and faculty as well as help to create a much more robust student success infrastructure that will redound across the campus in many positive ways.